# Getting the Words Out!
## Supporting Writers Voice for People Who Use AAC

Deanna Kempka Wagner
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## Who Is This For?

- People who use AAC
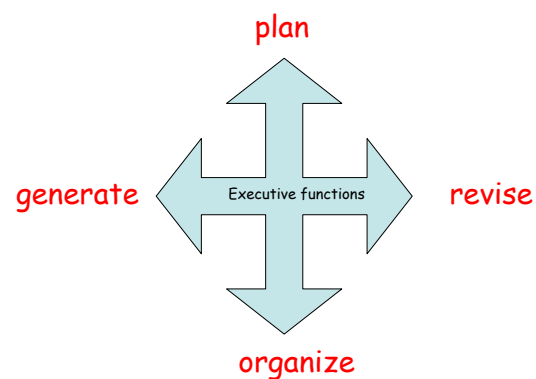
- Beginning or struggling writers

**SpedApps2: Applications of Applications for Special Populations**

The founding members of this wiki consist of "old" therapists, with over 200 years of experience working with special populations and technology. We hope that people will use this site to make informed decisions before downloading. Our purpose in creating this wiki is to foster collaboration around how applications can be used in unique ways to support learning in home, school, and therapy settings. If you have used iPad/iPod applications with special populations, please consider joining and contributing to this wiki by adding information to the charts on the various pages (see navigation pane on the left). You can also contribute without joining by adding entries on the discussion tabs for each page.

**southwest human development**
*Creating a Positive Future for Young Children*

http://spedapps2.wikispaces.com/

(Foley, Koppenhaver & Williams, 2009; p104)

**plan**

**generate** — Executive functions — **revise**

**organize**

Cognitive-linguistic    Social-rhetorical    Production    Beliefs and attitudes

**5 Steps to Writing**

**Teacher Talk**:          **Student Talk**

- **Pre-Writing:**      Getting it started

- **Drafting:**         Getting it down

- **Revising:**         Getting it good

- **Editing:**          Getting it right

- **Publishing:**       Getting it out

**Rog & Kopp,** *The Write Genre,* **2004**

## PREPARE

## Prepare

- Observe competent others using tools the student can access (including AAC device AND the alphabet!)

- Frequent SHORT models

- Let the student choose his/her pencil each time

More info at 'The Writing Pyramid':
Thursday, 9:30, Auditorium III

**Writing Tools**

Sarah & Travis *Tarheel* authors
*http://tarheelreader.org/2009/02/22/pancakes-3/*

**Smoothies**
I like colors.
Red strawberries Yellow pear
Green kiwi Orange orange
Pink drink Golden cider
Could I have a drink, please?
By Carl, Julie, Sara, Gilbert, Betsy

http://aac-balancedliteracy.wikispaces.com/Student+Poetry+Corner

http://praacticalaac.org/praactical/aactual-therapy-with-deanna-wagner-why-cook-when-you-cant-eat/

# EVALUATE

## Developmental Spelling

- Lets us know what students are hearing in a word

- Good research across languages, ability groups, SES for dev spelling

- Relatively easy to test

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## Gentry's Developmental Spelling Stages

- **Pre-communicative**
  - **NMNEWRWPAPDPDMCMCMLF**
  - – graphic elements can represent ideas
  - – scribble, numbers, letter-like strings, letters…
  - – Only letters are used but no awareness of sound-symbol relationships

- **Semi-phonemic**                    **U  R  MI  FND ?**
  - – attempt to represent sounds in words
  - – only use 1 or 2 letters/sounds in a word
  - – may integrate random strings of letters

## Gentry's Developmental Spelling Stages
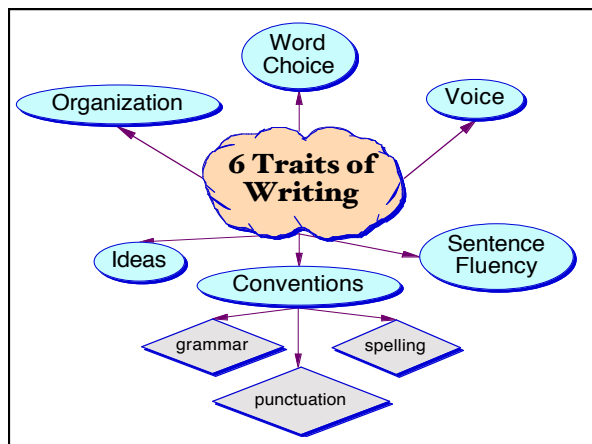
- **Phonetic** (letter-name spelling)            **I  LIK  CAK**
  - – learning letter/sound correspondences
  - – phonetic spellings often using letter names rather than sounds

- **Transitional**                    **I  WILL EET**
  - – rule-based, though not always conventional
  - – words look like real words





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Smith                                                                            4

## Developmental Writing Scale

- **14-point writing scale from emergent to conventional**
  - **Sturm, et al, Topics in Language Disorders, October – December, 2012**
- **First Author**
  - **Don Johnston**





- http://praacticalaac.org/strategy/narrative-assessment-and-people-who-use-aac/

## ACTIVATE THE VOICE

## Prewriting

- Select a Topic

- Brainstorm / Organize Ideas

See: Musselwhite & Wagner, CTG Newsletter, October, 2011

## Save 'Remnants'

- ticket stubs
- postcards
- napkins
- bulletins
- lock of hair

Idea: David Beukelman

## Using Photos

- Light tech
- Talking Photo Album
- PowerPoint
- iPad apps
  – Ex: *Pictello, SonicPics, PicCollage, PhotoAlbum*

## Photo Collections – Idea Books

## Explain Everything*



## Re-Write Tarheel Reader Stories

**Scary Halloween**
Sarah , Travis and Sara from ValleyLife
11 pages



### Inspiration Web



Earth Day Alphabet

A is for air . . . don't smog it up. (David)

B is for bad . . . don't smog it up. (Amber)

C is for car . . . don't smog it up. (Gilbert)

D is for dirty . . . don't smog it up. (Erica)

E is for Earth . . . don't smog it up. (Amber)

F is for fish . . . Be kind to the Earth.. (Erica)

G is for green . . . be kind to the Earth. (Sara)

H is for help . . . be kind to the Earth. (Maggie)
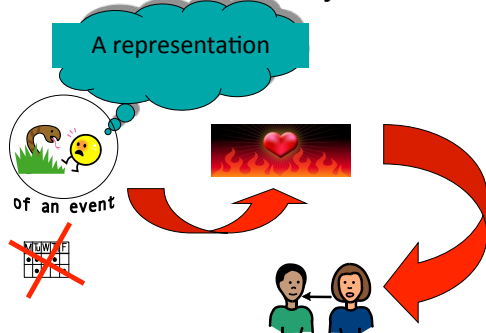
I is for iceburg . . . don't smog it up. (Ben)

## Mindmapping Apps

- http://appadvice.com/appguides/show/mind-mapping-apps
- Total Recall – Mind maps (free)
- Popplet (free or $4.99)
- Inspiration ($9.99)
- Tools4Students ($ .99)

# FROM VOICE TO STORY

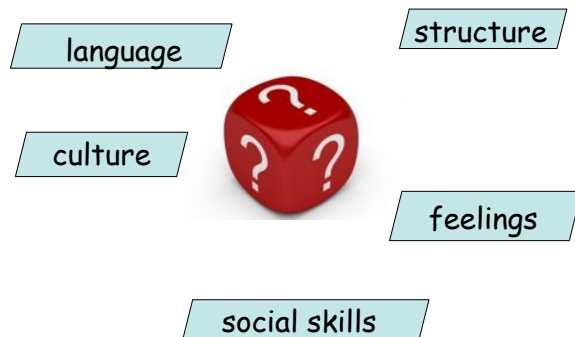## What is a story?

A representation

of an event

Grove & Smith, 2012

## Aspects of story

language

structure

culture

feelings

social skills

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## 'Special' stories: personal narratives

Children need to experience 'what it is to find meaning in the moments of their lives… and [in] moments that do not come already packaged with ready-made significance" (Calkins, 1994)

- Personal narratives dominate our conversations – and those of children from the early development
- Preece, (1987): naturally occurring conversations among 5-6-year old children
- Ghezzi et al (1987): 11-year olds in free conversations with a young child, a peer and an adult: 85% of productions were classed as personal narratives
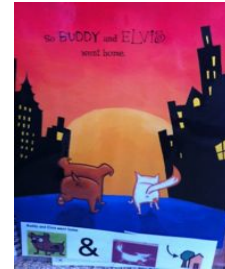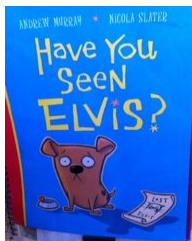
## SCAFFOLD THE VOICE

## Drafting

*Simple strategies such as:*
- Adding a caption to a photo

- Adding pages to books that another person has authored

- Re-writing a book

- Using frameworks such as Noun / Verb / Adjective / Preposition books

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**REWRITE AS A PERSONAL STORY**





DRAFT *n*



DRAFT *t* Have you seen…

Jack's story

?

Have you seen Jenny?
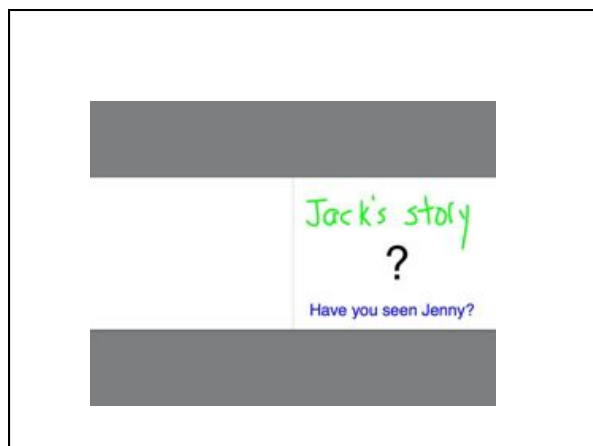
## Draw, Label, Record

- Add text or other details, including fun stamps with *Doodle Buddy*
- You can also use your photos as backgrounds and add recordings with *My Story* or *Book Creator*

http://mrsantonsclass.com/category/my-story/

## Photo Captioning          *PicCollage*

no
someone
no no way
someone
no no

k

## Create A Simple Narrative

The twins find dogs

Everywhere we go

*Pictello:*
- Photos
- Text
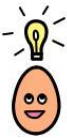- Text to speech with highlighting
- Recordings
- Videos

**Book Creator App**

SPECIAL FEATURES!
- multiple text boxes
- multiple audio files
- 'invisible' audio buttons
- opens in iBook
   with sounds!!

Onions make me cry.

**Idea!!**

Use the synthetic speech on the student's device as the audio recording for a page:
- motivating!
- personalizing
- authentic purpose for getting it 'just right!'

***Book Creator***

Pizza. This is a good thing.

**Revising**

*Simple strategies such as:*
- **SCAN**
   (Sense? Connected?  Add more?
   Note mistakes)

- **TAG**

## Rate Books: tarheelreader.org

What would you like to do now?

Read this book again.

Rate this book.

Read another book.

How do you rate this book?

⭐⭐⭐  1 star

⭐⭐⭐  2 stars

⭐⭐⭐  3 stars

## TAG Conference Sheet

- **Tell** me something you like

- **Ask** questions (at least three)

- **Give** advice

- Writer's Plan:  (what am I going to do to improve this piece of writing)

Rog & Kropp, *The Write Genre,* 2004

## What I Think

## Editing
### CUPS

- C = Capital letters
- U = Usage & grammar
- P = Punctuation
- S = Spelling

- Don't focus on grammar
- Use CUPS sparingly

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### *Random Name Selector Lite*

- Intended as random name choosing for classes
- Can create many lists
- Use for strategies such as CUPS

# SHARE THE VOICE!!

# Publishing

**Audience Might Include:**

- Friends & family
- Peers at school or work
- Younger students (e.g., preschoolers, kindergarteners)
- National / international audience, through online publishing

### Act it out!

**Playback Theater**          **Comic Touch 2**

Photo credit: techchef4u.com

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## Make It Visual:
### *Visual Poetry*

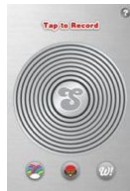- See examples and demo videos at:
  www.imagechef.com/poetry

## Visual Celebrations:
### *Path On / Swipe to Type*

## Make It Auditory!

- Share your creativity via Facebook, Twitter, and E-mail
- Available for iPad and Android devices. Speak your message and choose the tune on:
  – *Songify* (small fee)
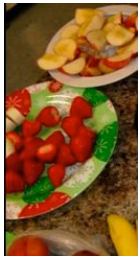  – *AutoRap* (free)

## Make It Auditory!

- *Voice Changer Plus* (free!)
- 55 sound effects & background sounds
- Samples: echo, applause, robot, dark one, bells, helium
- Can save & share first 5 voices for free

**Make It Visual & Auditory:
Video with Voice Over**

- *Audacity*          • *Garage Band*

Smoothies
Rap

**Share Online!**

- E-mail
- YouTube
- Facebook
- Twitter
- Pinterest
-  Websites for People Who Use AAC

Any links to add here?

Handout for this session is at:

http://aacgirls.blogspot.com/

http://www.livebinders.com/play/
play?
tab_layout=side&id=3360#anchor

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Harris, S. & Graham, K. (2005). *Writing Better: Effective Strategies for Teaching Students with Learning Disabilities*. Baltimore, MD: Paul Brookes Publishing.

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Musselwhite, C. & Wagner, D. (2012). *AAC Writers Get Serious: Time to Publish*. A presentation at ISAAC, Pittsburgh, PA, USA.

Musselwhite, C. & Wagner, D. (2011). *Conventional Writing for Students with Disabilities: Maximizing Time, Teaching, and Technology for the Planning Stage of Writing*. Minneapolis, MN: Closing the Gap Newsletter, October, 2011.

Rog, L, & Kropp, P. (2004). *The Write Genre*. Markham, Ontario, Canada: Pembroke Publishers.

Soto, G., Solomon-Rice, P. & Caputo, M. (2009). *Enhancing the personal narrative skills of elementary school-aged students who use AAC: The effectiveness of personal narrative intervention*. Journal of Communication Disorders, 42, 43-57.

Sturm, Cali, Nelson, & Staskowsk (2012) *The Developmental Writing Scale: A New Progress Monitoring Tool for Beginning Writers*. Topics in Language Disorders, Vol. 32, No. 4, pp. 297–318.

Websites to share:

Look at our tips for writers who use AAC: Check out: Making Mini-Books (Dec, 04); Stories in a New York Minute (Nov, 05); Celebrating Writing (Mar & April, 09); Writer's Bingo (Sept, 10, March, 11; Modeled Writing, Dec, 11; );
http://aacintervention.com/site/cpage.asp?cpage_id=180029278&sec_id=180009852

Great ideas and practical suggestions, including this one from Deanna. Check out how each poem is different, based on the vocabulary preferences of the author.
http://praacticalaac.org/praactical/aactual-therapy-with-deanna-wagner-why-cook-when-you-cant-eat/

Check out the differences in the group and individual color poems about smoothies on this site:
http://aac-balancedliteracy.wikispaces.com/Student+Poetry+Corner

Student blogging:
http://sidneydaswick.blogspot.com

Balanced Literacy Livebinder, with links to strategies and resources:
http://www.livebinders.com/play/play?tab_layout=side&id=3360#anchor

Check out various videos and resources in addition to our app reviews:
http://spedapps2.wikispaces.com/LINKS

Try out Animoto for 30 sec. videos
http://animoto.com/play/thI2jpFEjOwIxaz0mH2DPw

Better yet, Create YouTube slideshows
http://www.freetech4teachers.com/2013/10/how-to-create-audio-slideshows-in.html#.U7R_3xaBD_8
http://youtu.be/bDeF8cp1nOk is one of our latest cooking slideshows

Really nice workflow example with photos using Doodle Buddy and My Story apps.
http://mrsantonsclass.com/category/my-story/

Mind-Mapping Apps overview
http://appadvice.com/appguides/show/mind-mapping-apps

Narrative Assessment and People who use AAC
http://praacticalaac.org/strategy/narrative-assessment-and-people-who-use-aac/