Minimizing the Mystery of Writing: Shared Writing With Students With Significant Disabilities

International Society for Augmentative & Alternative Communication Conference, Lisbon, Portugal, July, 2014
Caroline Musselwhite & Gretchen Hanser

Writing is Written Language
AAC is Integral to Writing

Writing facilitates:
- Choice Making
- Initiating with AAC System
- Vocabulary
- Syntax
- Turn Taking
- Targeting Skills: Pointing/Switch Use
- Visualizing/Attending to Print/Braille

Why Write Together??

- Writing is **integrally linked to reading**
- Allows for multiple **modeling opportunities**
  – Seeing peers use **AAC devices**
  – Seeing **use of print** being modeled

- Makes writing **less overwhelming**

- Can be a meaningful, **interactive** activity around print

- Results in a concrete product = **data**

Beginning Teaching Concepts

- Writing is purposeful
- Generating ideas
- Getting ideas from head onto paper
- Choosing good words
- Making sentences
- Rereading writing
- Adding more!

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Basic Tools for Writing

- Enough vocabulary!!!!
  – Access to some form of AAC

- "Alternative Pencils"
  – Access to writing with the alphabet without a conventional pencil or pen

- Meaningful activities
  – With authentic reasons & real audiences
  There are NO PREREQUISITES to writing!

Use Some Type of Alternative Pencil!
Writing With Alternative Pencils CD, $35
Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill
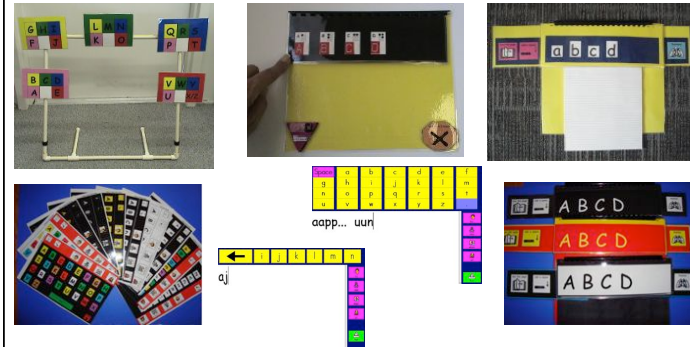
CORE VOCABULARY VS. FRINGE VOCABULARY

- Core:
  – Words that make up over 85% of conversations
  – Made up by 250-350 words
  – High frequency words that occur across multiple environments

- Fringe:
  – Important, but less frequently used
  – Activity specific words

FABULOUS NEW RESOURCE:
DYNAMIC LEARNING MAPS

- Self Directed Learning Modules

- http://dlmpd.com/clds/dlm-professional-development/

- Modules for Teaching Students with Significant Disabilities
  – Communication, symbols, writing, shared reading, math, common core
  – Much more!!

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FROM DYNAMIC LEARNING MAPS:
Self Directed Learning Modules
HTTP://DLMPD.COM/CLDS/DLM-PROFESSIONAL-DEVELOPMENT/

FROM DLM WEBINAR: SYMBOLS
HTTP://DLMPD.COM/CLDS/DLM-PROFESSIONAL-DEVELOPMENT/

Paper Based Flip Systems

COMMUNICATION System
Pragmatically Organized Dynamic Display
(Gayle Porter & Linda Burkhart)

8-Flip Eye Gaze Writing
Musselwhite & Hanser, Write to Talk CD, 2005
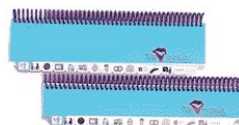
Supplemental Vocabulary
Flip and Talk, Mayer Johnson

More Ways to Make Fringe Vocabulary Available

Print 'n Communicate (Mayer Johnson)

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Partner Assisted Scanning
(Can Download Top 10 Tips for Partner Assisted Scanning from CLDS website)

- Helpful strategy for students who cannot easily reach out to make a choice

- Partner scans through choices for student

- Simply state/list choices. Do not ask a lot of questions

- Pauses between choices
- Student indicates a choice
  – No tech: gesture, vocalization, eye movement, expression
  – Light tech: single message device, listing device

- If no selection is made-list is repeated in same order
- **Great Resource: Linda Burkhart www.lburkhart.com**

Access Tools: Switches!!!

Making Vocabulary Accessible

- AAC Devices

- Light Tech Boards, i.e. Paper Based Flip System

- Post It Notes / Cut Up Sentence Strips

- Two hands

- Partner Assisted Scanning

- Verbal Choices

Create Classroom Vocabulary Word Banks

- Create these WITH students
  – Supports the writing process

- Content vocabulary
  – Choose vocabulary that can be used during other units
  – Example: Book reading: discuss characters' feelings-make list of feeling words

- Activity Specific Vocabulary
 – Example: Plant Unit: stem, root, bud, dirt

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Brainstorming Tricks

- More is MORE!! Brainstorm lots of ideas before you select

- Make this VISIBLE
  - chart paper + markers
  - graphic organizers (*Inspiration*)
  - graphic organizer apps (*Inspiration, Popplet Lite*)

Student Voting

- Can use during brainstorming process

- Peers and/or staff suggests ideas

- Students vote on ideas
  - Positive Comments
    - I like it, YES!, write that down, Keep that!, That's good
  - Negative Comments:
    - No way, Not!!, I don't like that one, Not so good, Don't use that one.

- Attribute meaning to **ALL** attempts

MAKING THE MOST OF ONE BUTTON DEVICES:
Use of Open Ended Comments, and Positive & Negative Comments

- Single message devices
  - BigMack, www.ablenetinc.com
  - Chipper, www.adaptivation.com

- Sequencing/listing devices
  - Step by Step, www.ablenetinc.com
  - Sequencer, www.adaptivation.com
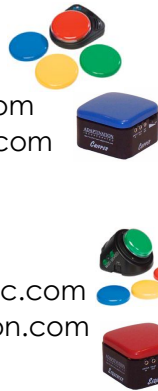
HOW COULD YOU GENERATE THIS LIST?

Feelings	Yes	No
Happy	X	
Excited		X
Sick		
Angry		
Frustrated		
Scared		
Anxious		
Tired		
Bored		
Hungry		
Afraid		

Could use:
- Personal devices

- Paper based category boards
  - Student points
    OR
  - Partner Assisted Scanning

- Single message devices

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Doodle Buddy app

Doodle Buddy
FREE

- Draw, scribble, sketch, AND type
- Includes stamps
- Extremely easy for planning stories, or quick note-taking
- Very intuitive, and includes an 'oops' button
- Wonderful to support comprehension during reading or listening
- Lots of ways to SHARE doodles
- Wish it had a thinner 'pencil' for writing
- Doodle Buddy Gold

Doodle Buddy app

Having Fun with Topic Setters & Sentence Starters

Students have to vote on the topic for the writing activity

Up the Fun Factor with Apps

- Voting on Writing Topics
- Name Selector, $2.99
  - Allows you to type in list of anything
  - Randomly draws from list

- Write Picture Captions
- Click n' Talk, $2.99
  - Photo album

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"Big Paper"

(Amy Staples & Evette Edmister University of Northern Iowa)

- Kid driven—can do with ALL kids
  - Students making unreadable scribble, beginning letters, beginning words,
  - Students who cannot use their hands-use alternative pencils to dictate scribble

- Teaches kids about the writing process
- Can do in large group or small groups
- Socially based activity

- Cover table with paper & students write freely (no correcting)

- Adults facilitate interaction and ask open ended questions: Can you write more about that?, What do you think about that?
- Students share their writing

NO INTELLECTUAL, LITERACY OR COMMUNICATION PREREQUISITES needed to do this!!!!!

More Motivating Writing Activities

- School Newspaper or Class Newsletter
  - Examples: Food Review, Movie Review, Book Corner, Student of the Month, Joke Corner, Gossip Column, Advice Column

- Letter of Complaint

- Comic Strips

- Short Play/Dialogues

- Pen pals with students in other schools/states

Text to Speech Software

- Natural Reader (free)

- MS Word (free)

- UDL Tech Tool Kit (lots of free resources!)

- Write Outloud (www.donjohnston.com)

- **There are MANY OTHERS!!**

MS Word Talks? What? In the Budget!

- 2 Minute Tutorial
  - http://www.youtube.com/watch?v=ips3k6UdY7Q
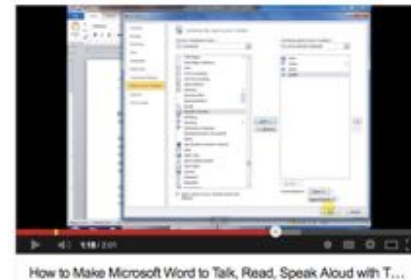
How to Make Microsoft Word to Talk, Read, Speak Aloud with T...

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Natural Reader
(In the budget=FREE)

I really like Friends.
My favorite character is Chandler.
He is very funny.

Writing Poetry

Great Group Poetry Activity!

My Fast Food Poem

_____ is bitter. _____ !

_____ is sweet. _____ !

_____ is sour. _____ !

_____ is spicy. _____ !

_____ is hot. _____ !

_____ is cold. _____ !

_____ is sweet. _____ !

Writing Response
from
Learning to Work

By Caroline Musselwhite
www.attainment.com

Great Group Activity!

Interview with Jibri

First: Reread the story "Poor Jibri" from the Hospital set. Then pretend like you are Jibri, and write the answers to the interview questions below.

"Hello, Jibri. We're here to talk about what you feel like doing today. I understand that you don't feel like talking. Why not?"

"I see. The nurse tells me that you don't even feel like eating. Why not?"

"Well, that's too bad. So tell me, what do you feel like doing?"

Writing Response
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Learning to Work

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www.attainment.com

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Group Scavenger Hunts Turn Into Group Color Poems

- Students go off in pairs to look for blue things
- Program a Social Script on a listing device asking for blue things
- Record findings
- Bring back to class to share & write
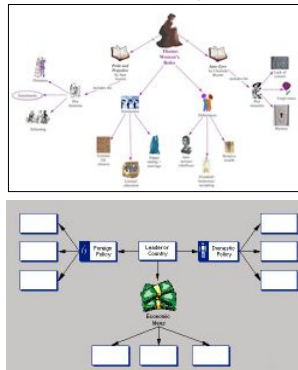
Blue Poem

Blue.
Blue is _____.
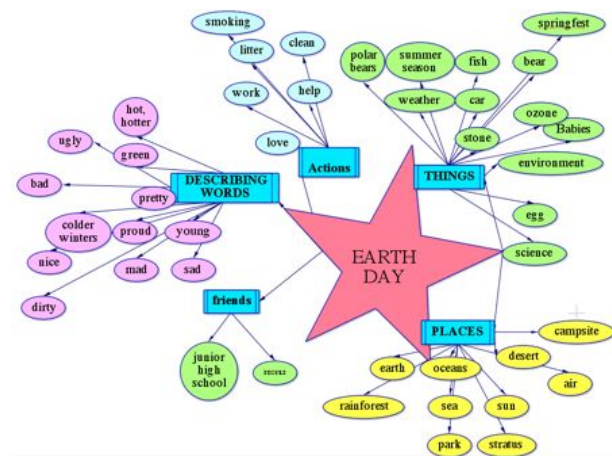Blue is _____.
Blue is _____.
Blue is _____.
Blue is _____.
Blue.

Writing Books

Organizing Ideas
Inspiration & Kidspiration, www.inspiration.com

Free 30 day trial!

Inspiration Web

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Earth Day Alphabet

A is for <u>air</u> . . . don't smog it up. (David)

B is for <u>bad</u>. . . . don't smog it up. (Amber)

C is for <u>car</u> . . . don't smog it up. (Gilbert)

D is for <u>dirty</u> . . . don't smog it up. (Erica)

E is for <u>Earth</u> . . . don't smog it up. (Amber)

F is for <u>fish</u> . . . Be kind to the Earth.. (Erica)

G is for <u>green</u> . . . be kind to the Earth. (Sara)

H is for <u>help</u> . . . be kind to the Earth. (Maggie)

I is for <u>iceburg</u> . . . don't smog it up. (Ben)

Using Favorite Books for Group Writing

- Builds on students' background knowledge
  - Offers more reasons to reread book

- Shows link between reading and writing

- Supports the concept of an "author" and students' developing sense of being a writer

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RAPS STORIES: Get SETT to Learn

Eating Out: Group Story

Group Story Sample:

> Going to Burger King. Just can't wait.
> Opening the door, gonna be great!
>
> Going to Burger King. Just can't wait.
> Washing my hands, gonna be great!
>
> Going to Burger King. Just can't wait.
> Ordering my food, gonna be great!
>
> Going to Burger King. Just can't wait.
> Paying my money, gonna be great!
>
> Going to Burger King. Just can't wait.
> Eating my food, gonna be great!
>
> Going to Burger King. Just can't wait.
> Drinking my chocolate shake, gonna be great!
>
> Going to Burger King. Just can't wait.
> Playing on the jungle gym, gonna be great!

Students:
For this project, the group included 7 students, ages 11 - 14. All students were emergent to beginning writers. Two students were nonspeaking and one student was blind.

Task:

Re-writing the story, 'Looking Great' from the RAPS book (Musselwhite, 1993) / RAPS Series CD # 1 (Musselwhite and Learning Magic, 2008).

Background – Reading Story. Prior to this writing activity, students had read the story titled 'Looking Great' several times, across multiple days.

Choosing a Topic for Our Story. We then talked about going five places, and getting dressed up and looking your best. We discussed places that the students might want to go, and came up with a lot of possible places to write about. Students were shown several light tech displays, to help them brainstorm a long list (see tools). The group narrowed the list to three places (mall, Burger King, playground). The group held a vote and chose to write about Burger King (this took several votes).

Writing the Story. Students then worked collaboratively to re-write the story. Students were supported in the following ways:

> The group brainstormed activities that they do at Burger King.

> The facilitator helped them think of ideas by asking them to pretend that they were at Burger King . . . what do you do first? What's next . . .

> Each idea was written on a post it note. All ideas were accepted.

> We used construction paper, cut in half, to write each page. We wrote one part per page (e.g., 'Eating my food, gonna be great!) We did NOT number the pages until the end.

> Students worked together as wrote up pages, using light tech toppers to spell some (NOT all!) words (see 'Tools on the following page)

> Students then decided how to order the pages (another group decision)

> The book was bound, and re-read. The next day, students illustrated pages.

AT BURGER KING

wash hands	play	
		drink
eat	play	
talk to friends	order food	open door

See Musselwhite Handout:

Re-Writing Stories

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Post Books on Tar Heel Reader

www.tarheelreader.org
Resource from University of North Carolina, Chapel Hill, NC

- Developed by Gary Bishop & Karen Erickson
- Free resource for easy, easy, easy books
- For beginning readers, especially those who are older
- Authoring tool for teachers
- Can read books online OR books can be downloaded
- Accessible via switches and Intellikeys

Now has simplified versions of children's literature to go with common core!!!

Apps for Writing Your Own Books

- StoryKit, Free

- Book Creator, $4.99

- Pictello, $18.99

- My Own Books 2 Go – Subscription

Kid in Story App, $6.99

Predictable Chart Writing

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Who??

Adapted by Hanser (2005) from: Cunningham (2001)   Hall & Williams (2001)

What

Features: fun, easy, motivating
- **combines structure + generation**
- **5-day process**
- **results in book(s) for class library, at <u>their</u> level**
- **GREAT for students w/ AAC systems**
- **supports using existing vocabulary**

Predictable Chart Writing
How does it work?

From Cunningham, (2001) & Hall & Williams (2001), Adapted by Hanser, 2005

- Day 1: Write the Chart

- Day 2: Reread/work with Chart

- Day 3: Work with Cutup Sentence Strips

- Day 4: Be the Sentence

- Day 5: Make the Book!
- Handout from clds
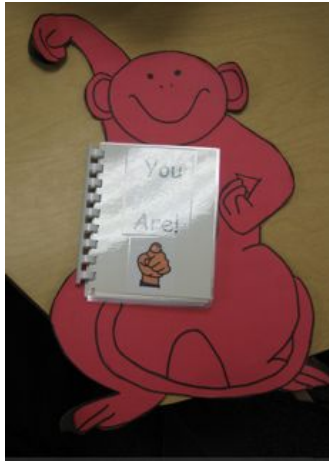
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Day 1: Write the Chart

Light Tech Materials:

- Chart paper
- Markers
- Symbols
- Choice boards
- Flip books

High Tech Materials:

- Core vocabulary devices / apps
- Single message device (to call out choices)

For students who are blind or deafblind:
Assorted tactuals & pre-made brailled sentence frames
Braille Labeler, From www.independentliving.com

Day 1 - How To:

- Intro topic - give title (My Dinosaur)

- Model & talk as you write 1st line on chart - My dinosaur is big. (Dr. M)

- Student shares idea

- Teacher writes on chart, modeling, including students' names (in parenthesis)

- Stop frequently to reread / sign

Generating Ideas to Share
Option A: Small Group Work

- Teacher introduces activity & frame

- Students break up into small groups

- Brainstorm ideas

- Prepare way to communicate their idea before going back to group
- Return to large group ready to share ideas

Generating Ideas
Option B: Large Group Work

- Work in large group

- Teacher/staff/peers call out word ideas

- Students vote using positive/negative comments

- Can also create a classroom word bank
  – Students can choose ideas from this

  **Bonus—this list can be used for other lessons!

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Easter
Easter is happy.   (Ms. Caroline)
Easter is dress and shoes. (Erin)
Easter is orange.   (Jenny)
Easter is eggs.   (Marcus)
Easter is easter egg hunt. (Sue)
Easter is Jesus.   (MaiLing)

Sample Predictable Chart Sentence Frames

- Foods I Like: I like _____.
- Things I Can Do: I can _____.
- Things I Want: I want _____.
- Places I Like to Go: I go to the _____.
- Things I Don't Like: I don't like _____.

**When getting started-keep your sentence frames short!

DAY 1 GOALS:

- Generate ideas
- Share with class
- Put them on paper
- Model writing

Sample Aligned Standards

E-WE3
1.12   The student will write to communicate ideas.
    a)   Generate ideas.
    b)   Focus on one topic.

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Sample

Flap Book:

My bear can _____   _

My bear likes to eat _____.

My bear has _____ fur.

My bear can dance.

Day 2: Re-Read the Sentence

Light Tech Materials:

• Already written chart

• Sentence strips
 (cut up old file folders?)

• Eye gaze chart w/ #s

• Clap / slap / tap symbols

High Tech Materials:

• Step-lister for counting the # of words

• *TapSpeak Sequence*

Day 2 - How To:

• Re-read chart
  - can clap / tap / slap the words

• Discuss inner voice
• Read sentence out loud - pause for inner voice

• Reread: students point w/ eyes, pointer

• Highlight 2-3 different elements in chart
  – Ex. Count # of words in sentence
  - Use Step by Step or *TapSequence* w/ #s
  - Use Eye Gaze

**Give students their sentence strips at end and give them opportunity to review.

Day 2: Ideas for Elements to Highlight in Chart

• Circle all of the words that start with <letter>

• Find words that end in <letter> or <word family>

• Find people's names

• Count the number of words in each sentence

• Find words that have 3 letters

• Find words that have capital letters

DAY 2 GOALS:

- **Support phonemic awareness**
- **Work on print tracking**
- **Develop 'inner voice'**

Sample Aligned Standards
Write left to right / top to bottom

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Day 3: Working with Cutup Sentences

Light Tech Materials:

- Sentence strips from day before

- Scissors

High Tech Materials:

- Battery scissors
- Several single-message devices
- Apps such as
- *Sticky Notes*

- *StickAround*

Great Way to Teach Concept of Sentence & Word:
Switch Adapted Scissors

Switch Latch & Timer Box
Ablenet, www.ablenetinc.com

Day 3 - How To:

- Review using inner voice
- In group - reread whole chart - pause for inner voice
- Give out sentence strips
- Individually, have students 'reread' their sentence strip

- Cut up ONE sentence into words; let students play with it to make sentences - reread, then <u>model writing it correctly</u>

- Could velcro words to single message devices & move them around!
- Could use computer or iDevice with apps

Try This! Moving Words Around

- Open *Sticky* app (FREE!)
- Double-tap to make a note
  - Choose background & color
  - Type your word
- Hold note & choose **copy**
- Hold finger on background & choose **paste**
- Double-tap to change text on note 2
- Repeat for note 3

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DAY 3 GOALS:

-**Explore syntax**

-**Learn importance of word order**

- **Identify words from sentences**

Sample Aligned Standards
Use complete sentences

Day 4: Be the Sentence

Light Tech Materials:

• Cut-apart words (from Day 3)

• Individual tactualized or brailled words

High Tech Materials:

• Several single-message devices
• Apps such as *Sounding Board*

Day 4 - How To

• Read whole sentence to group - say in heads
• Tell them that students will 'be the sentence'
• Pick & line up students (1 per word)

• Give each student 1-message device w/ 1 word of sentence programmed on it

• Teacher rereads sentence several times, asks: "Who has the first word?"

• Help them line up and 'be the sentence'
• Repeat w/ a couple of sentences

DAY 4 GOALS:

- **Listening for words**

- **Concept of 'first'**

- **Importance of word order**

- **Visualizing left to right**

Sample Aligned Standards
Complete sentences
Left to right

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Day 5: Make a Book!

Light Tech Materials:

High Tech Materials:

- Pictures
- Markers
- Glue
- Tactuals

- PowerPoint
- BoardMaker Studio
- TarHeel Reader
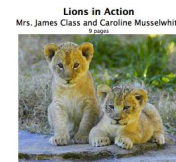- *Book Creator*
- *Story Creator*

Day 5 - How To

- Each student uses their own sentence to make their page

- Give 1 on 1 support to make page(s) of book

- Can use uncut sentence strip

- Can tactualize / braille words

- Use adapted markers, pics, tactuals,
  OR. . . make an electronic book!

DAY 5 GOALS:

-**Developing reading materials**

- **Materials at students level, on topics that interest them**

Shared Writing

Different Goals

Lions in Action
Mrs. James Class and Caroline Musselwhite
9 pages

Iliana: device: he is / they are

Ryan: first letter (s = smelling; y = yelling; s = sitting, h = hitting)

Destiny: conventional writing: smeling (ing, ing, i-n-g)

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PREDICTABLE CHART WRITING PLANNING FORM
Facilitators: Topic:
Students: Date:

DAY	LT Materials	Devices	Computer	Extra Support
1: Write Chart	Chart paper Markers Symbols (choice board, etc) Flip books Tactuals*	•Core vocab devices to select words •1 message device to call out choices		*for VI students, use tactuals or partner assisted scanning
2: Reread Sentences	Sentence strips Eye gaze chart w/ Numbers	Step-lister for counting 1-message ('that's it')		Remember to support inner voice!
3: Cutup Sentences	Sentence strips	Battery Scissors Several 1 message devices	Studio or IT3 w/ words from sentences	May need braille overlay for VI students
4: Be the Sentence	Cut-apart words (from day 3)	1 message devices (1 per student)		
5: Make a Book	Quick-Draw Paper Pics, markers, tactuals		IP Studio MYOB IntelliTalk 3	Students use devices/ flip books to direct partner

By Caroline Musselwhite

Download from
www.aacintervention.com

Scheduling Tips for Predictable Chart Writing

- Break it down-can do 1 step per day
- Can do over a period of 1-2 weeks
- Go for quality not quantity

- Write the Chart, Reread the Chart & Be the Sentence can be done after Morning Meeting time

- Working with Sentence Strips can be done during reading time

- Make the Book can be done during student writing time

Pinterest Board: Predictable Chart Writing

LITERACY INSTRUCTION: Predictable Chart Writing

A Webinar by Dr. Vicki Roy
For the Louisiana Department of Education
Significant Disabilities Access Guide, 2011

http://sda.doe.louisiana.gov/Site%20Pages/
Webinars.aspx

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Convey the Message to Students That They ARE Writers !

• Talk to students about being writers

• Make their books available for free reading time

• Share books with other classrooms

• CELEBRATE WRITING !

Handout for this session is at:

http://aacgirls.blogspot.com/

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