

Interactive Alphabet USE

Interactive Alphabet USE!! It's Way More Than Letter Identification!

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www.aacintervention.com
<http://aacgirls.blogspot.com>
<http://spedapps2.wikispaces.com>

The Power of 26

- Students using AAC systems
 - No matter how comprehensive, AAC systems are never going to have all of the words that a student may need
- At some point, the student will need to be able to spell a new word
- With the alphabet, students can write truly novel thoughts

SemiPhonetic Spelling MATTERS!!

“We’re only teaching functional skills”
What is more functional than **LITERACY**?

Students can combine first-letter knowledge with AAC set for:

- **Ordering drink** – DRINK + M D (Mountain Dew)
- **Choosing friend** for project, someone to sit with, etc: – GIRL + R = Rachael; BOY + R = Ramon
- **Selecting video game** – VIDEO + A = Angry Birds
- **Choosing restaurant**: GO RESTAURANT + T B = Taco Bell

Musselwhite, C. (2013). Semiphonetic spelling – Does it help?
Blogpost, October 2013 at AACGirls, <http://aacgirls.blogspot.com>

Developmental Spelling Stages

(Gentry, 1982)

- Pre-Communicative NMNEWRPAPDPDMCMMLF
 - Only letters are used but no awareness of alphabetic principle
- Semi-phonemic R U MI MM
 - attempt to represent sounds in words-uses 1 or 2 letters/sounds
- Phonetic I LIK CAK
 - Includes most sounds
- Transitional THE LITE IS BRIE
 - Most high frequency words spelled right. Most errors based on visuals-not sounds.

Interactive Alphabet USE

The Alphabetic Principle

- Emergent readers & writers need to learn the alphabetic principle
 - Letters are linked to specific sounds.
 - Words can be segmented into individual sounds.
- Variety of activities lead to these understandings
 - Letter knowledge
 - Sound awareness
- Letter names & sounds should be taught in parallel.

Key Emergent Literacy Concepts

- Concept of letter
- Letters are linked to sounds
- Letters are used to make words
- Realization that there is an entire alphabet
- Letters are used for a purpose
- Letters can be read
- The alphabet can be used to express thoughts
- Letter names & sounds

Teaching the Alphabet: No Drill Needed

- Point out letters and print in the environment
- Provide opportunities to play with letter shapes and sounds
- Point out letter names and sounds during reading and writing activities
- Use actions & foods
- Use student NAMES!

Letter of the Week Club???

“Today is brought to
you by the letter ‘D’.”



“Hey, it’s D / duh
week!!”

Interactive Alphabet USE

Sample High-Tech Alternatives to Pen & Paper

Labelers



From office supply stores
Tiny ~1/4" keys, ~\$30

Portable Keyboards



Neo

www.alphasmart.com



Forte

www.writerlearning.com

Enlarged Computer Keyboards

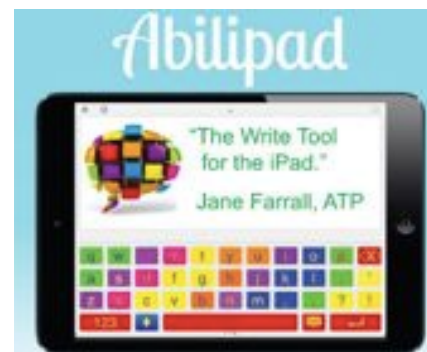


Big Keys computer keyboard
1" keys www.bigkeys.com

Alphabet Page on
Communication Device

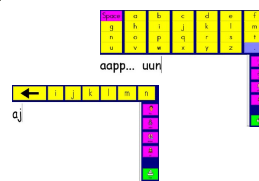
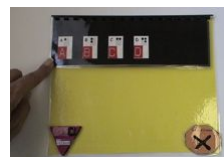


AbiliPad App, \$19.99



Write with an Alternative Pencil!

Writing With Alternative Pencils CD, \$35, Center for Literacy & Disability
Studies, University of North Carolina, Chapel Hill



Using Alternative Pencils for Alphabet Activities

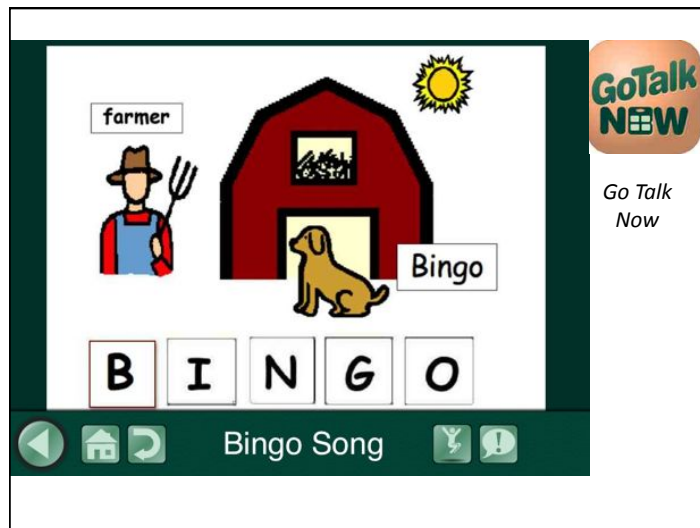
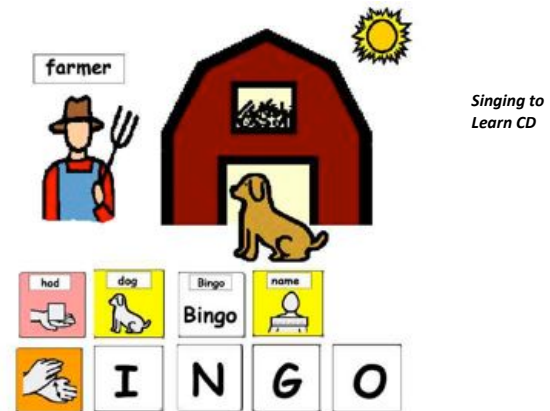
- Teaches
 - Locating and selecting a letter
 - Letter knowledge (concept, name, sound)
- It's about building meaning
- Talking about letters and connecting it to something they know helps give the letter meaning

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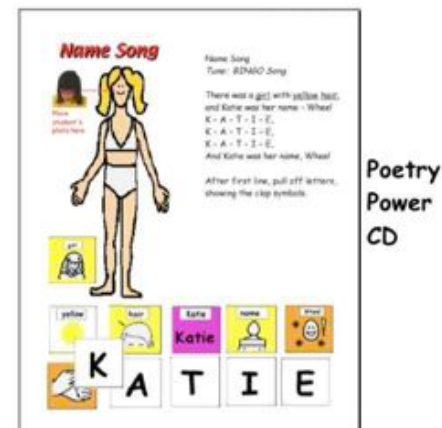
What's Your Letter?

- Morning meeting, 1-2 students pick letters with alternative pencil; different letters each day
- Example: Nellie touches "p" with the braille alphabet flip chart; Jarrod chooses "m" using his Alphabet Flipbook
- When those letters are encountered during day, there is informal, FUN discussion on the fly.
 - Fun music or buzzer on single message device

Phonemic Awareness: LETTER Level Old Forms / New Functions



Repetition with Variation!



Developmental Spelling: Vote by Letters!

Insta-Charting



Pics with
NO Letters!
Supports
Writing!!

INFORMATIVE Feedback: The Alphabet

Print on heavy paper or printed inside

Alphabet 36						
A	B	C	D			
E	F	G	H			
I	J	K	L	M	N	
O	P	Q	R	S	T	
U	V	W	X	Y	Z	
It's spell	guess	help!	wait	Get letter	space	

Insta-Charting: Letters



*Magnetic
Alphabet*



*Magnetic Alphabet for
Tablets*



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Insta-Charting: Letters AND Sounds!!

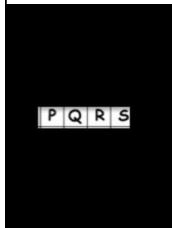


Insta-Charting: How

Tips

- 1) Use photos without text – students pick what they want (pointing, eye gaze, partner scanning) (e.g., burrito vs. pizza)
- 2) Eat the elephant in small bites – limited letters from the full alphabet (e.g., AlphaBoard with cover up; 1 line of the alphabet flip chart; 5 letters on computer or device keyboard)

AlphaBoard Sample



- AlphaBoard with cover-up; student chose picture of 'pizza' – now trying to find the letter that starts pizza
- Use '**evaluative feedback**'
 - Student points to S; partner says 'That would be 'sizza'. We're looking for 'pizza' <pause>
 - Student points to P; partner says -'/p/ - pizza' – yes, we need a P for pizza!

Tip: April, 2011 www.aacintervention.com

Insta-Charting: Letters

Sample Activities:

- **Break:** walk or computer (w / c)
- **Book:** read about hurricanes or tornadoes (h / t)
- **Lunch:** pizza or burgers (p / b)
- **Reader:** Jenna or Raoul (J / R)
- **Video Life Cycle:** butterfly or frog (b / f)
- **Visitor:** principal or nurse
- **Cooking:** pudding or smoothie

Interactive Alphabet USE

When Are They Ready to **KICK IT UP?**

- When they're rocking out!!! (like Tara's class!)



- Lovely scaffolding
- Students are super successful
- Soooo, Kick It Up!
- A: Remove labels; students pick, then share 1st letter
- B: Students pick from language set

Sample Developmental Spelling Goal

Given daily opportunities to vote by letters for authentic choices, using the appropriate assistive technologies, the student will demonstrate increased accuracy as indicated by increased number of letter choices, and reduced prompts.

Ex: Will select the correct letter from a choice of 4, with only the word prompt;

Or: Will select the correct letter from a choice of 3, with a sound prompt

QUOTABLE QUOTE

The day after you did the voting activity in my class, I had an IEP. I added a goal that Destiny would use the **ALPHABET** to write, not just symbols!

Kim, wonderful middle school teacher with 20 years experience

Insta-Charting: Letters

HOMEWORK!

- Think of 5 times YOU would have students vote with letters for a **REAL** purpose!
- **HOW** would your students vote?

Alphabet Books:

- Find Them**
- Make Them**
- Write them WITH Students!**

Read LOTS of Alphabet Books!!!

Tar Heel Reader
www.tarheelreader.org

- **Free** resource for easy, easy, easy books
- Designed for students with significant disabilities
- Accessible via switches and Intellikeys
- Can read books online OR books can be downloaded in PowerPoint


Words I Know

- Connecting the abstract to the familiar
 - Bringing the distant to the near
- Student generates one letter with alternative pencil
- Teacher writes out words the student knows that begins with that letter
 - Could be related to a theme
 - Could be made into a book

Scavenger Hunt Letter Books


- Student writes a letter using alternative pencil
- Co-constructs & conducts an interview social script
 - by Caroline Musselwhite & crew, 1999
 - Go to www.aacintervention.com for more social script info
- Takes photos, records results or takes an item
- Puts in book
 - tactual book
 - PowerPoint book
 - e-Book

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A to E Book

C is for camel.. Cool!



C could be for cat.



- 1) Picked letter C from Alphabet Flipbook
- 2) Picked pets, then cat from Eye Gaze Flipbook
- 3) Chose cat from her Eric Carle book

A is for Alligator AND



A is Also for Ariel.



B is for baboon. Boy!



B brings us books!



More Ideas on Making Books?

Shared Writing, Tues, July 22

3:55, Room 1.13

Finding the Right Books, Wed, July 23

9:30 – Auditorium I

Getting the Words Out, Wed, July 23

9:30 – Auditorium III

Writing Pyramid, Thursday, July 24

9:30 – Auditorium III

Name Writing

- The first letters students learn are usually from their name
- Write name for REAL reasons
- No copying or tracing

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Real Reasons to Write Your Name

- Sign in when arriving at school
- Artwork
- Book checkout at library
- Sign up sheets for centers/games/therapy time
- Communication log home to parents
- Cards & invitations
- Signing IEP, yearbook, school awards (from Toy Dill-Booth)

Use of Sign Up Sheet Strategy

(Godt, Huting, Robinson & Schneider, 1999)



Name Writing – Model Correct Attempt Afterwards

- Student makes attempt with alternative pencil.
Mary's attempt: QBC
- Adult follows up with:
 - “You wrote QBC. Here’s how I write your name.”
 - Adult uses alternative pencil to write correctly.
 - No return demo required
- Providing a model afterwards gives a cognitive structure for later use.

Fun Games & Apps!

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Use of Random Spinners for Alphabet Games

- Cover big foam dice with letters, black velcro cubes
- All Turn It (Ablenet)
- Randomizer (Adaptation)
- Randomizer feature (Classroom Suite)
- Use an AAC device in scan mode and turn scan speed up to fastest (from Deanna Wagner)
- APPs: Name Selector and RandomNameSelector and Spin the Coke



High Tech Alphabet: Apps!!



Interactive Alphabet



What's our goal??

- auditory - 'place' for each letter

- visual - familiarity with upper & lower case letters

Use Alternative Pencils for Alphabet Activities

- Hangman
- Wheel of Fortune
- Words I Know!
- Alphabet Action Man Game




Alphabet Action Man Game



Interactive Alphabet USE

Voice Changer PlusApp

FREE



Light tech writers:
Have someone record:
-Pick a person (Jenny, Ann)
-Pick a voice (Turtle; Canyon; Helium, Dark One)

Now THAT's Cool: Texting!

- Net Lingo:
 - <http://www.netlingo.com/acronyms.php>
- Webopedia:
 - http://www.webopedia.com/quick_ref/textmessageabbreviations.asp
- About.com
 - <http://netforbeginners.about.com/od/internetglossary/tp/The-Top-Text-Message-Acronyms-of-2011.htm>

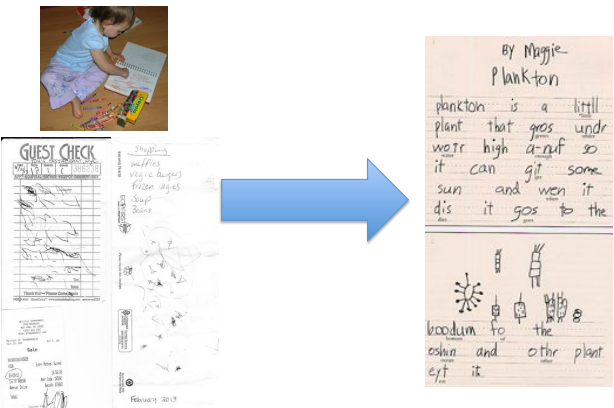
Abbreviation Expansion & Texting

- IDK I don't know
- OMG Oh my god!
- WBU What about you?
- IDC I don't care
- JK Just kidding
- LOL Laugh out loud
- UOK Are you OK?

Scribbling

Interactive Alphabet USE

The POWER of Scribble!



The collage illustrates the progression from scribbles to writing. It includes a photo of a child writing, a 'GUEST CHECK' form with various scribbles, and a sample of a child's letter 'P' with a drawing of plankton. A large blue arrow points from the scribbles to the letter 'P'.

Hot Off the Press! NO Waiting!!



Two photos of a child sitting on the floor. The left photo shows the child holding a crayon, and the right photo shows the child holding a piece of paper. The text 'Gave her crayon at 9 months—here she is at 11 months!' is written below the photos.

The Beginning

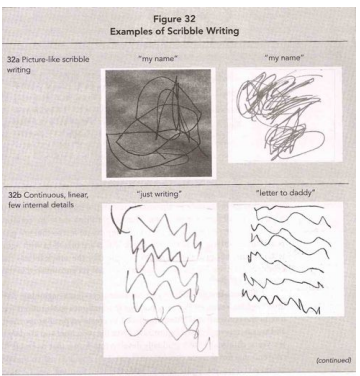


Figure 32 Examples of Scribble Writing

32a Picture-like scribble writing

"my name" "my name"



32b Continuous, linear, low internal details

"just writing" "letter to daddy"

Wavy lines

From Schickedanz & Casbergue, Writing in Preschool, 2009, International Reading Association

Writing Supports: Keyboard Adaptations

- Keyguard 
- Keyboard Mask: Full board 
- Keyboard Mask: Small Window

Big Keys Keyboard, \$160

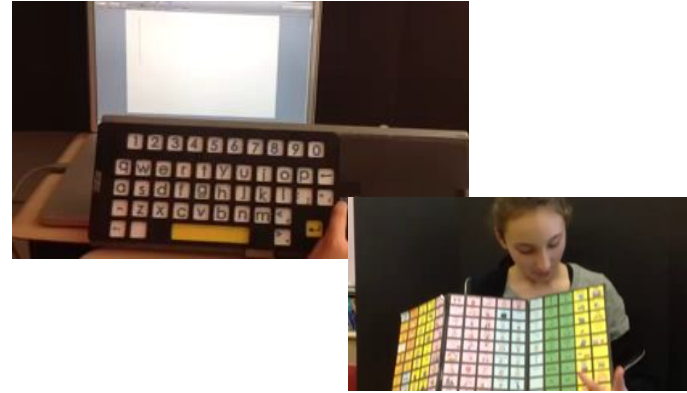
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Writing Supports for Students with Cortical Vision Impairment

- Decrease clutter
 - Spray paint keyguard
- Select a simple font
 - Example: *Comic Sans*, Century Gothic, **Futura**
- Identify the text and background colors the student responds to.
 - Custom Keyboard Stickers - MS Word “Glow” effect



Supports for Scribbling: Good Models from Others



Scribbling: Before / During / After

- **BEFORE:** Set a **purpose** for scribbling
-
- **DURING:** Give **reinforcement feedback**
- **AFTER:** Give **informative feedback**
 - Scaffolds learning
 - Helps students make connections to meaning

Scribbling: Before

- **BEFORE:** Set a **purpose** for scribbling
 - Supports student in topic-setting
 - Gives us a context to make guesses about possible meaning
 - Can use photos, post-its with possible topics, journal
- **BEFORE: Model** scribbling for the student
 - Use the student's ‘pencil’
 - Write on a similar but slightly different topic (so the student can't copy your ideas)
 - Read what you wrote, then turn over (no copying!)

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Using Photos as Topic Ideas

- Light tech
- Talking Photo Album
- PowerPoint
- iPad apps



*SonicPics**



*PicCollage**



Click n Talk



Pictello

Scribbling: During

- **DURING:** Give **reinforcement feedback**
 - Helps students keep going
 - Helps students produce enough text for feedback
 - Be sparing!!!
 - We want to reduce prompt-dependency!!!

Reinforcement Feedback

- Good writing!
- Awesome work.
- You really paid attention.
- Great job!
- Excellent work.
- Your mom will be really proud of you.
- Good for confidence, but doesn't teach them how to think and write

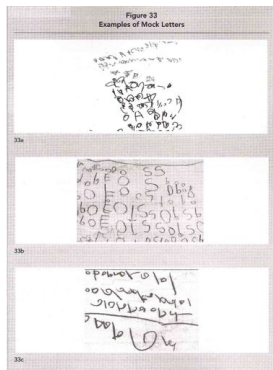
Matthew's Journal: July, 2004

Rrojjxwp ilkjthbn hlkj,,kwmkkkd

Interactive Alphabet USE

Development of Writing

Letter-like forms



From Schickedanz & Casbergue, *Writing in Preschool*, 2009, International Reading Association

Matthew's Journal, February, 2005

Wee kkkrid md gfiejouxv kwrđ vxx

The **Active** Construction of Writing Gives Students a Chance to Apply and Try What They Know About Reading

Scribbling: **After**

- **AFTER:** Give **informative feedback**
 - Scaffolds learning
 - Helps students make connections to meaning

Plan A: Supporting Beginning “Scribblers”

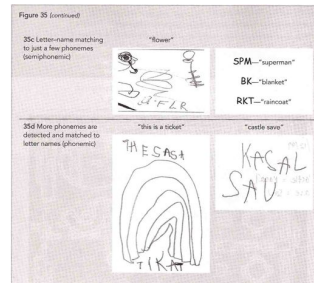
- **Attribute Meaning** to Student's Attempts
 - We do this **naturally** for typically developing children
 - Gives **meaning** to students' random attempts to build their cognitive understanding of actions.
 - Not always as natural for children with significant disabilities. Focus may be on extinguishing the external behavior.
- **Make links between writing & student experiences**

Adapted from Gretchen Hanser

Interactive Alphabet USE

Development of Writing

EARLY sound
spelling-begins
with a few
phonemes



EARLY sound
spelling-has a
few more
phonemes

From Schickedanz & Casbergue, Writing in Preschool, 2009, International Reading Association

Rare Glimpses Into Very, Early Inventive Spelling During Independent Writing

September, 2006	"cupqke"
November, 2006	"trtftw'wraseeet"
November, 2006	"foojpikiq"
January, 2007	"liiikdyh"

Making the Connection: The Alphabetic Principle
NEED TO GET GOING on Conventional Literacy Instruction!!!

Hannah: Developmental Spelling

Spelling Word	5/2013	5/2014
back	Would not attempt	v ba iii u
sink	-----	sibhbb
mail	-----	alp
dress	-----	demsi o
lake	-----	li aj
peeked	-----	pdc d
light	-----	ih a h
dragon	-----	dwb ma
stick	-----	p r s
side	-----	sibc
feet	-----	aa
test	-----	qz

Developmental Spelling Scoring

- Initial Consonants & Final Consonants
 - Correct-in correct position
 - Correct-in wrong position
 - Phonetic representation
- Vowels
 - Correct-in correct position
 - Correct-in wrong position
 - Phonetic representation
 - Wrong vowel used
- Blends

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Reporting Table

Measure	5/2013	5/2014
% Correct Initial Sounds in Correct Position	Would not attempt test	42%
% Correct Initial Sounds But in Wrong Position		17%
% Correct Vowels in Correct Position		16%
% Correct Vowels in Wrong Position		26%
% Correct Final Sounds in Correct Position		8%
% Correct Final Sounds in Wrong Position		17%

DS Stages Categorizations 5/2014

Pre-Communicative 1/12
Early Semi-Phonetic 3/12
Semi-Phonetic 8/12
Phonetic 0
Transitional 0
Approximate Stage: Semi-Phonetic

Plan B: Informative Feedback

(Erickson, 2010)

- I see **some letters from your name**. Let's find them.
- Point to one **of your letters**. Let's see if it is in **someone's name**.
- You have **a lot of "c"s** in your writing. Let's find all of them.
- Let's see if we can **write some more words with some of your letters**.

Handout for this session is at:

<http://aacgirls.blogspot.com/>