

Our agenda for today

AM: Writing

- Alternative pencils: low tech and high tech (+ some demos)
- Assistive technology for writing: lesson plans and integration of AT (hands-on)

PM: Reading

- Building your classroom library: alternate formats
- EMSB virtual library
- Apps
- Bookshare

- *Note: This presentation contains slides from Sandra Gluth's presentation to EMSB teachers in October 2017. These slides belong to S. Gluth and are intended as a review of the session. All slides with "S. Gluth" belong to this original presentation. Thank you to Sandra and Alberta educators for sharing your expertise with us!
- Please refer to Sandra Gluth's work with AB educators at the [Literacy for All](#) website.

Emergent Writing



- ① writing scale
- ② alternative pencils
- ③ word Q program / read n' write
- ④ Technology → many options
- ⑤ Provide SPACE to explore writing
↳ pictures, visuals, objects in environment
- ⑥ Sentence expansion / list poems
- ⑦ Labels, captions, list
↳ * Focus on Language + writing as a form of communication
- ⑧ Core Words - 1-2 at a time, slow
- ⑨ "TELL ME MORE" ☺

Top Ten

- writing scale
- word predictable chart
- writing strategies
- all about communication
- modeling
- Different apps
- motivation to write / opportunity
- function over form
- Core Vocabulary
- Make it fun

Top TEN!!!

- ① Patience (follow student pace)
- ② Modeling communication
- ③ Start at their level
- ④ Use technology
- ⑤ Give opportunities to write
- ⑥ Writing is communication
- ⑦ Writing scale to assess level
- ⑧ Multidisciplinary collaboration
- ⑨ Predictable chart writing
- ⑩ Literacy is a life skill
Have fun!

Big Ideas

→ Developmental Writing Scale

2 → LOVE ALL THE NEW APPS

3 - Pre-communicative students need to be
Completely immersed in their AAC

4 - There is rarely such a thing as 'non verbal'.
Prc communicative students simply need to find
the right means | tool | pencil.

5. There are so many resources to help you inspire
your students to start and progress on the
road to writing.

Learning Outcomes for this AM

- Integration of assistive technology for both shared and independent writing.
- Finding and using alternative pencils (both low and high tech)

What we know...

Students who write become better:

- ❑ readers
- ❑ writers
- ❑ thinkers



S. Gluth, 2017

Comprehensive instruction

**good
literacy
instruction
is good for
ALL
students!**



Caroline Musselwhite video

S. Gluth, 2017

Literacy myths (students with significant disabilities)



Begin by presuming competence

"The severity of one's disability does not determine their level of potential.

The greatest barriers that persons with disabilities have to overcome are not steps or curbs, it's expectations."

~ Karen Clay



S., Gluth, 2017

Level	
1	Drawing only
2	Scribble writing which may include letter-like forms but with the majority of shapes not recognizable as letters
3	Some recognizable letters in strings but not grouped into words
4	Strings of letters grouped into "words" (i.e., with spaces between at least two groups of letters) but with no intelligible words
5	Strings of letters grouped into "words," with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters
6	Two to three different intelligible words embedded in strings, separated by spaces, or in a list format
7	More than three different intelligible words in a list format
8	More than three different intelligible words, with at least two of them in a partially formed sentence (i.e., grammatically related parts of a phrase, clause or sentence)

Level	
9	One to two complete sentences with a subject phrase and a verb phrase
10	A minimum of three sentences, but with no coherent topic (i.e., most sentences are not related)
11	Organized writing with three or more sentences on a coherent topic but with limited cohesion between sentences (i.e., sentences can be reordered without changing meaning)
12	Organized writing with a coherent topic (i.e., on a consistent theme) and use of cohesive devices (e.g., pronoun or synonym replacement, logical connectors, subordinating conjunctions, conclusions that refer to prior content) across three or more sentences, so that sentences cannot be reordered without changing meaning
13	Organized writing with a coherent main topic and 2 cohesive subsections (sub-topics or story parts) with at least two sentences elaborating the meaning of each
14	Organized writing with a coherent main topic and at least 3 cohesive subsections (sub-topics

Developmental Writing Scale.
Designed to identify the overall developmental writing level of the beginning writer.

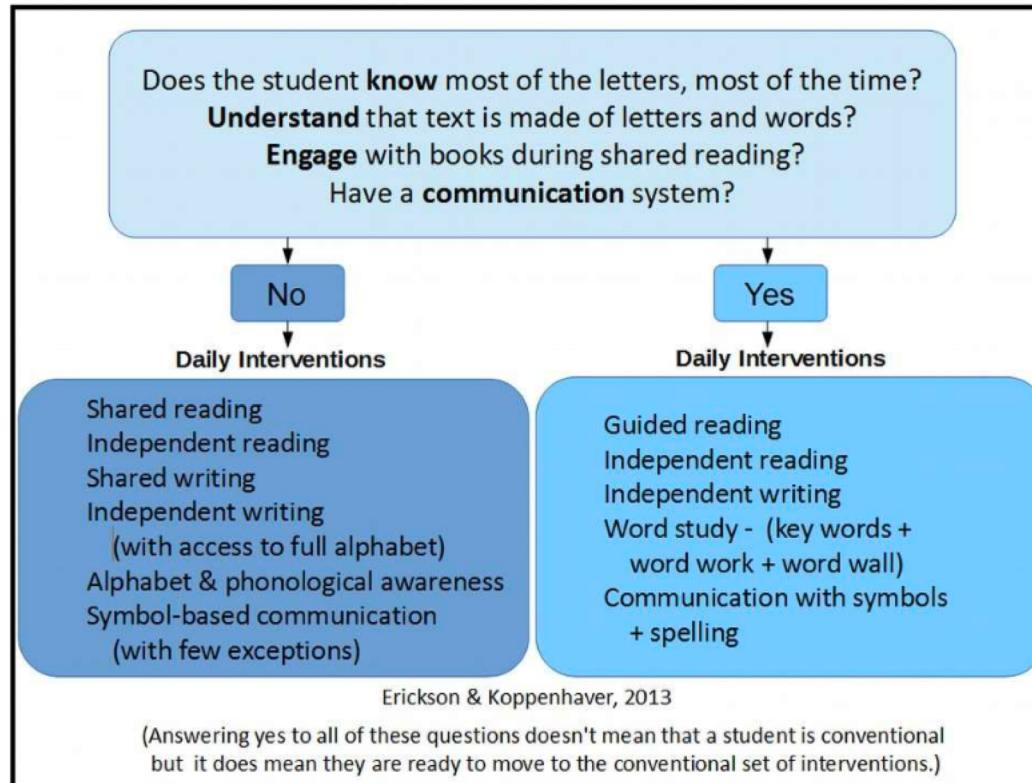
(Sturm, Cali, Nelson, Staskowski, 2012)

Developmental Writing Scale (DWS)

Scoring Criteria

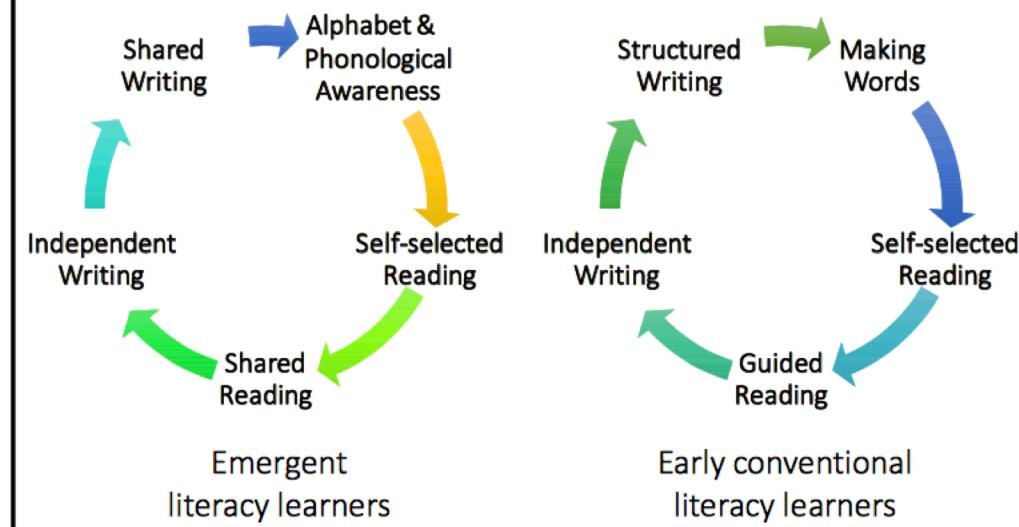
1. Drawing
2. Scribbling
3. Letter strings (no groups)
4. Letter strings (grouped in words)
5. One intelligible word
6. Two to three intelligible words
7. Three or more different intelligible words in a list
8. Partial sentence of more than three words
9. One or two complete sentences
10. Three or more unrelated sentences
11. Three or more related sentences
12. Three or more related sentences that cannot be reordered
13. Two or more related paragraphs of at least three sentences each
14. Three or more related paragraphs of at least three sentences each

Assessment and decision-making for intervention



S. Gluth, 2017

Comprehensive instruction



S. Gluth, 2017

How can we use assistive technology to support writing?

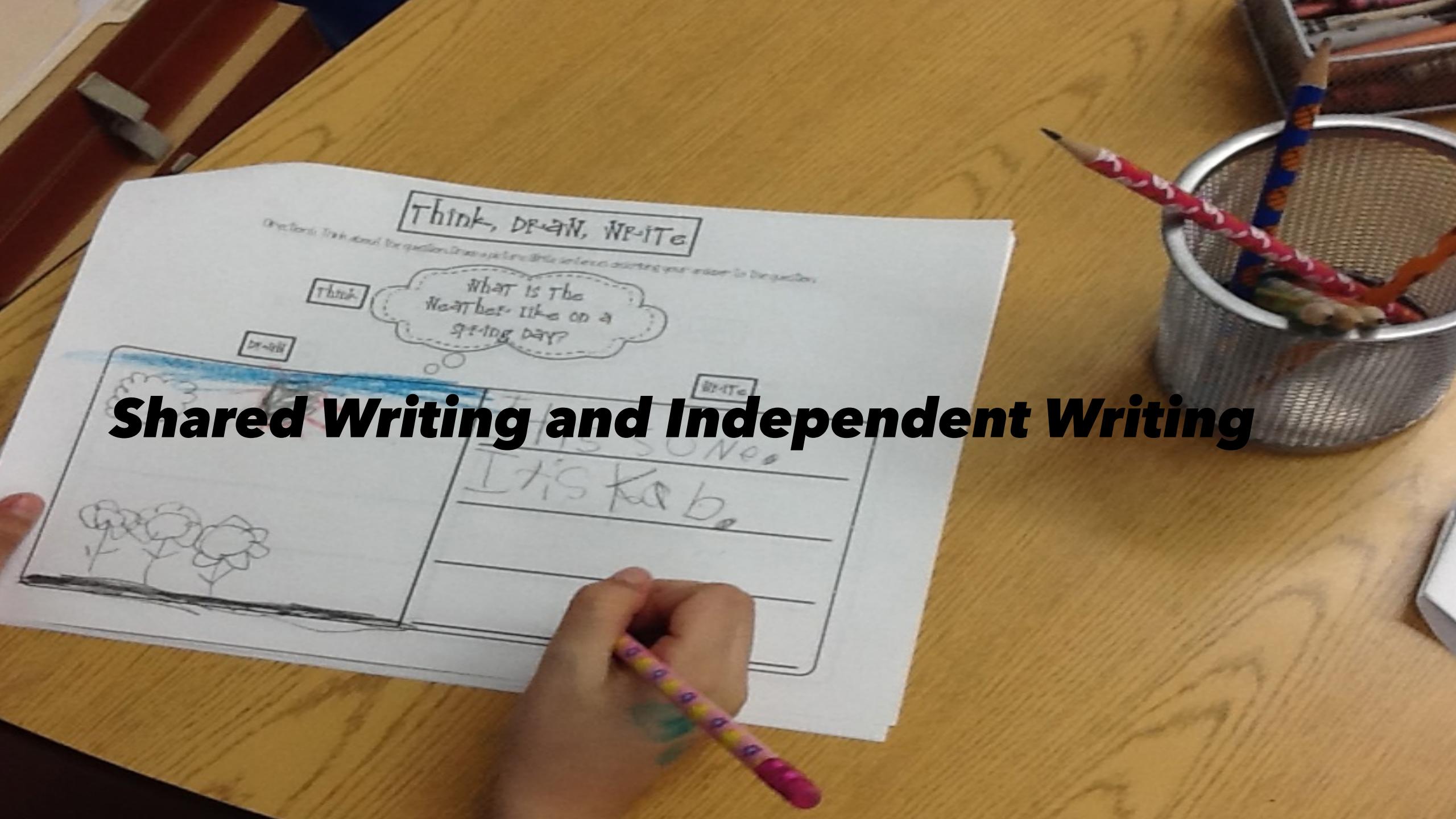


S. Gluth, 2017

Writing without standards



Frees students to generate and focus on ideas



Shared Writing and Independent Writing

What is shared writing?

- Writing with training **wheels**! We provide the scaffold so all students can participate.
- We construct a message **together**, using the student's AAC.

Erin Sheldon



S. Gluth, 2017

What is shared writing?

- Shared writing slows us down, allowing greater processing time.
- Shared writing allows us to easily target vocabulary.
- Reading what we write provides fun repetition and develops literacy skills.

Erin Sheldon



S. Gluth, 2017

Predictable Chart Writing (PCW)

An apple is hard. Logan
An apple is smooth. Nathan
An apple is cold. Victor
An apple is green. Kaylee
An apple is bumpy. Haley
An apple is round. Travis
An apple is red. Kasey
An apple is yellow. Brady
An apple is from a tree. Dutch
An apple is ripe. Kayleigh
An apple is wormy. Valynn

I like my morning blues. (Will)
I like school. (Nia)
I like playing with my brother. (Angela)
I like to go and play. (Eduardo)
I like to get green dots. (Sophie)
I like my teacher. (Liz)
I like to eat pumpkins. (Liz)
I can make a Jack-o'-lantern. (Liz)
I can taste pumpkin seeds. (Liz)
I can carve the pumpkin. (Liz)
I can scoop out the seeds. (Liz)
I can cut the pumpkin. (Liz)
I can hold the spoon. (Liz)
I can cut the pumpkin eyes. (Liz)
I can not clean out the pumpkin. (Liz)
I can cut a mouth. (Liz)

S. Gluth

How does predictable chart writing work?

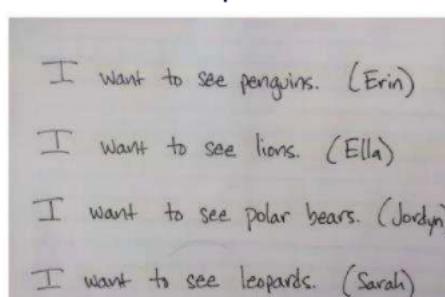
Step 1: Write the chart

Step 2: Reread/work with chart

Step 3: Work with cutup sentence strips

Step 4: Be the sentence

Step 5: Make the book!



A photograph of four handwritten sentence strips on a light-colored surface. Each strip contains a sentence and a name in parentheses. The sentences are: "I want to see penguins. (Erin)", "I want to see lions. (Ella)", "I want to see polar bears. (Jordyn)", and "I want to see leopards. (Sarah)".

I want to see penguins. (Erin)
I want to see lions. (Ella)
I want to see polar bears. (Jordyn)
I want to see leopards. (Sarah)

S. Gluth, 2017

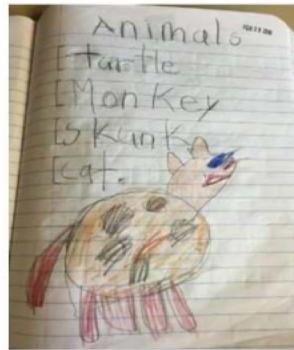
Independent writing time

- 25 - 30 minutes
- students write about a self-selected topics
- create writing products that can be shared
- using a pencil that works for them!



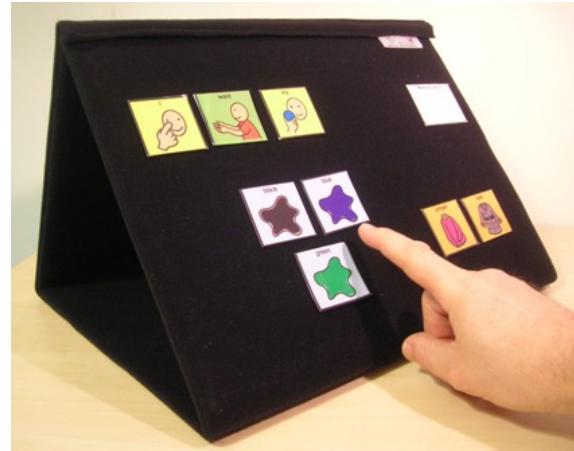
Day 1 - 4

Meaningful Purposeful Communication



Using alternative pencils allowed all of my students to participate. My students love writing time. It has become a key part of our day. We write for a variety of purposes - lists, notes, letters, recipes, facts, stories, and just for fun. We all write - me included - and we have fun sharing our writing.

S. Gluth, 2017



Alternative pencils



Keedogo

Keyboard for beginners to use in any app



What is it?

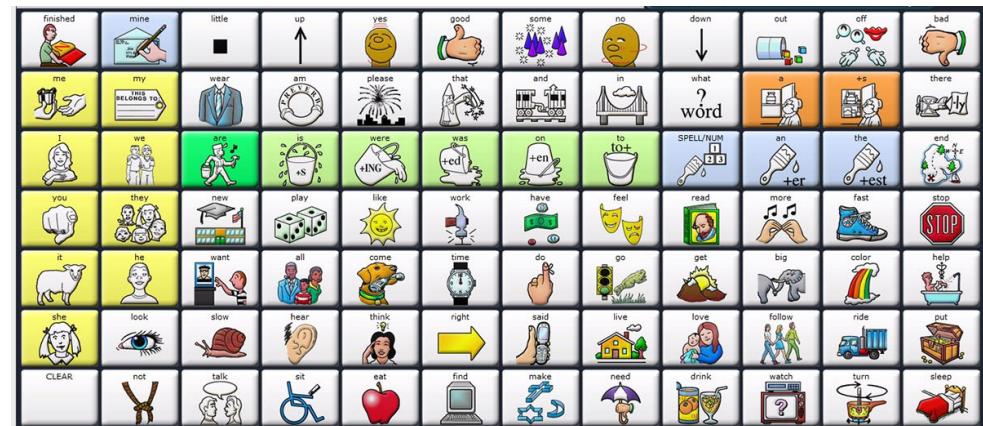
- Anything that provides a student with access to all 26 letters of the alphabet.

Hanser (2009), Centre for Literacy and Disability Studies (CLDS)

Why alternative pencils?

Students with an AAC system, no matter how comprehensive, will never have all the words that they may want to use

- Literacy allows students to write novel thoughts, to say what they mean
- Reduces the task demands of print
- Creates opportunities for the student to participate in writing experiences with their peers
- Reduces dependence & build confidence



Alternative pencils

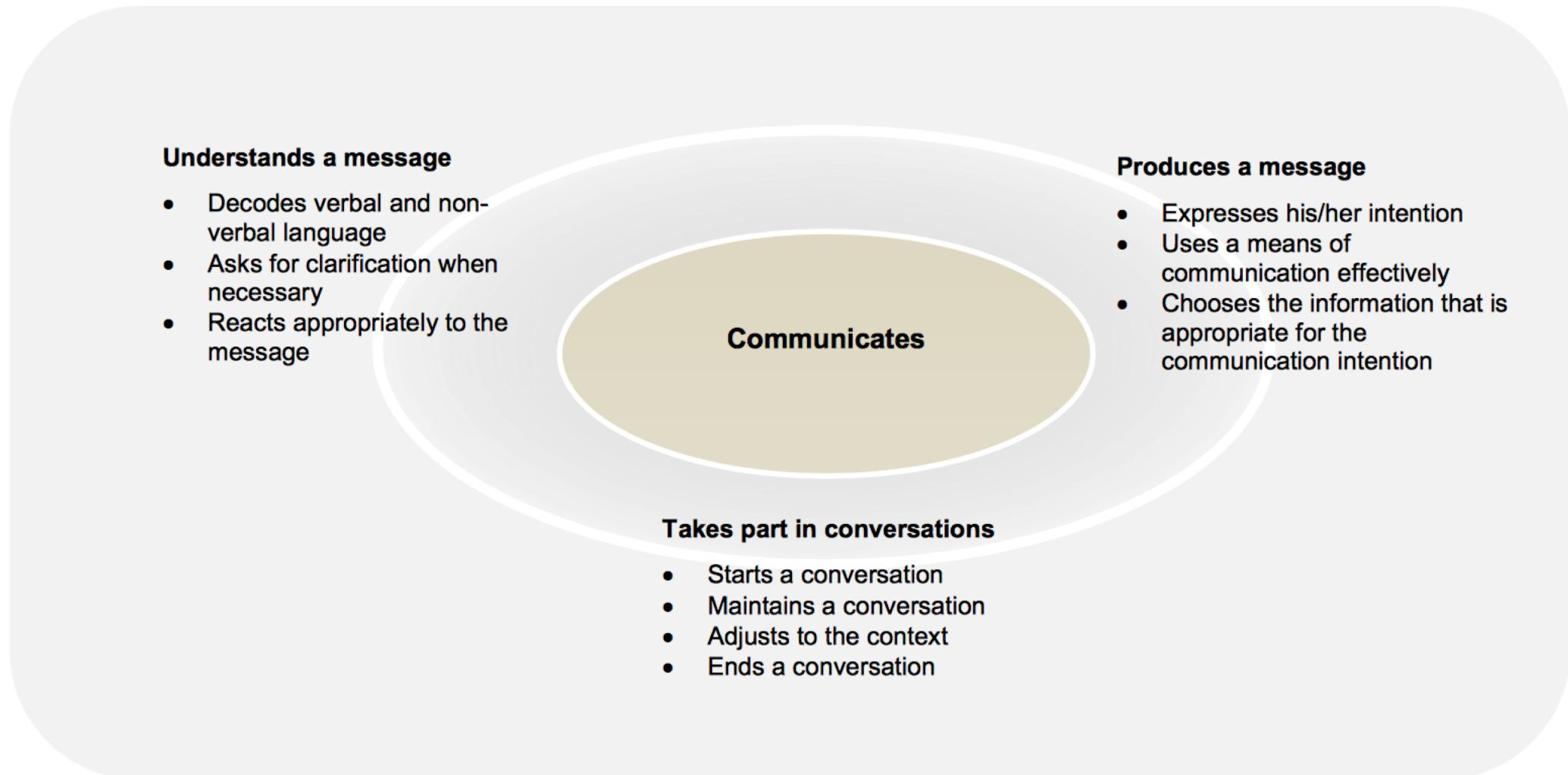
Instead of:

What is the skill I want to practice?

Ask:

What is the opportunity I want to provide? (connected to competency)





Writing

Competencies	C1 Communicates	C2 Uses the information available in his/her environment	C3 Interacts with people in his/her community	C4 Acts methodically	C5 Acts in a safe manner
Learning Elements: Writing					
► Writing technique <ul style="list-style-type: none"> • Leaves regular spaces between letters • Leaves a space between words • Uses a font appropriate for the project or task • Writes words or a text using a pencil, a computer or assistive technology 	✓			✓	✓
► Sentence-related knowledge <ul style="list-style-type: none"> • Writes letters of the alphabet • Writes his/her first and last names • Writes a variety of words <ul style="list-style-type: none"> ▪ personal and functional ▪ theme-related word banks seen in class • Forms a sentence respecting sequence (e.g. <i>Who does what? How? Where?</i>) • Begins a sentence with a capital letter • Ends a sentence with a period 	✓	✓	✓	✓	✓
► Planning strategies <ul style="list-style-type: none"> • Identifies his/her purpose • Identifies audience • Chooses the topic or theme • Specifies the context 	✓	✓	✓	✓	✓

Writing

Learning Elements: Writing	Competencies	C1	C2	C3	C4	C5
	Communicates	Uses the information available in his/her environment	Interacts with people in his/her community	Acts methodically	Acts in a safe manner	
► Writing strategies						
<ul style="list-style-type: none"> Chooses appropriate words among a few that best reflect his/her purpose Writes a sentence or a short text using word banks Uses visual cues to determine word order Writes a sentence or a short text with a model Reviews his/her sentence or text to ensure it makes sense Reviews his/her text to ensure the sequence is appropriate (beginning, middle, end) 	✓	✓				
► Correction strategies						
<ul style="list-style-type: none"> Uses a correction tool (e.g. word bank, word processing spell-checker) Asks an adult to reread his/her text 	✓	✓		✓		

Pre-Writing



Emergent Writing

- Young children and students with disabilities have difficulty writing words and can use drawings or scribbling to tell a story.
- Students with intellectual disabilities can also have difficulty clear depicting an idea or story through drawing due to diminished fine motor skills.



Low-tech

- Stickers
- Pictures/cut-outs
- Stamps



Pencils for everyone!



We get all the bean bags out on the table and whatever bean bag the student chooses, we write on a paper. These are for tactile learners.

Emergent Writing

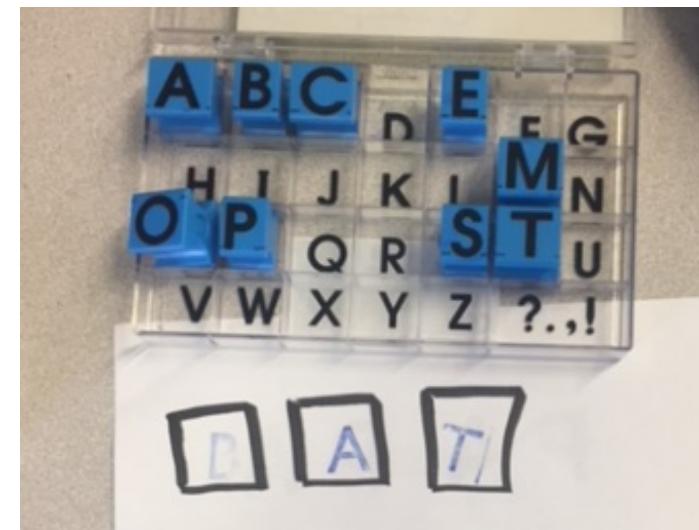
- Students with intellectual disabilities may show some basic knowledge of alphabet and initial sounds but have difficulty producing writing for many possible reasons.
- For students with decreased strength or poor fine finger control, different pencil grips can be tried to assist their grip on the pencil.
- Student with intellectual disabilities may also be demonstrating fine motor and cognitive difficulties that affect their ability to form letters and words.

Low-tech

- Slant boards and positioning devices
- Stickers
- Letter stamps
- Letter stickers
- Tiles



Super Slant Board - gray

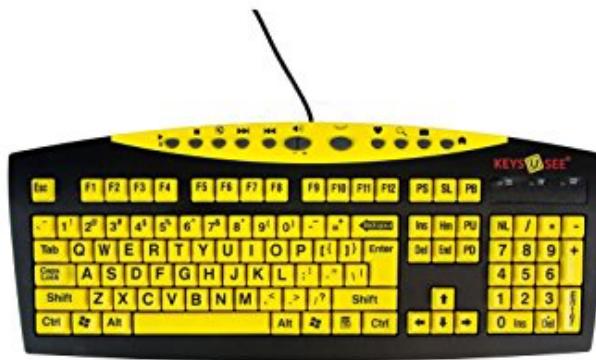


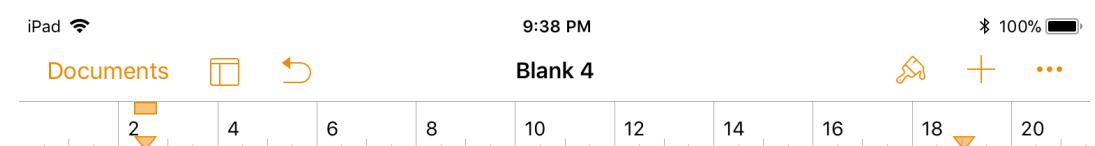
What have you tried?

High-tech: Access



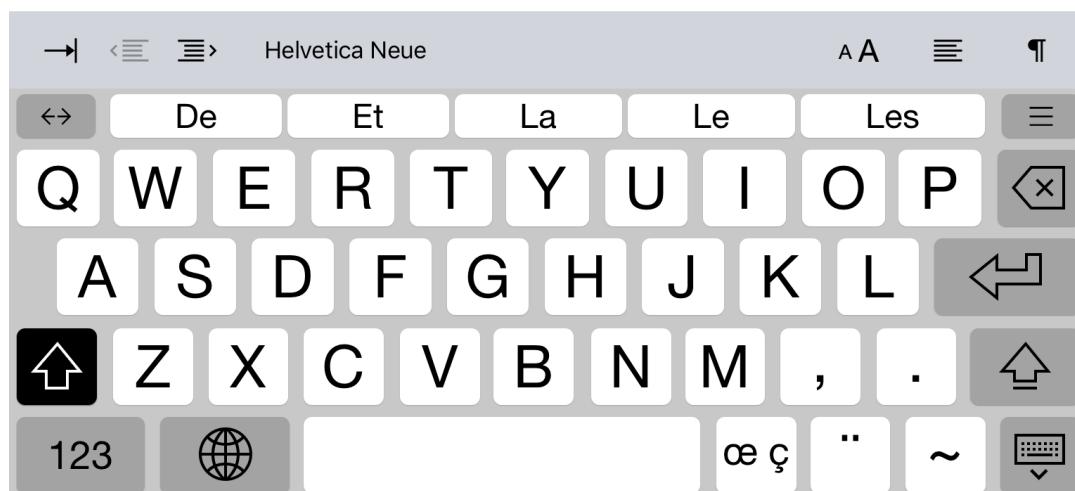
- Adapted keyboards
- Kinderboard, Keeble, Keedogo, Keys U see, EZ eyes, Able see stickers, etc.



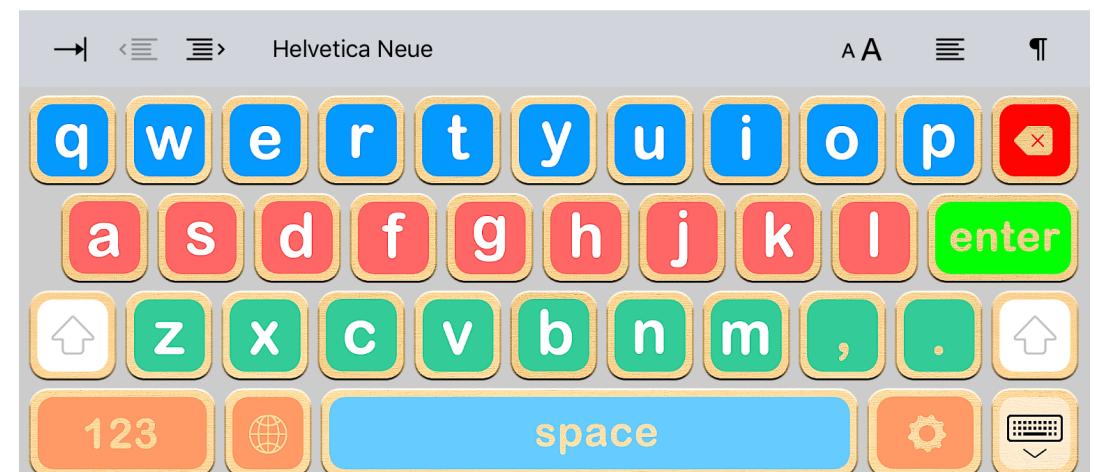


Adapted keyboards on iPad

Keeble en français



Keeble





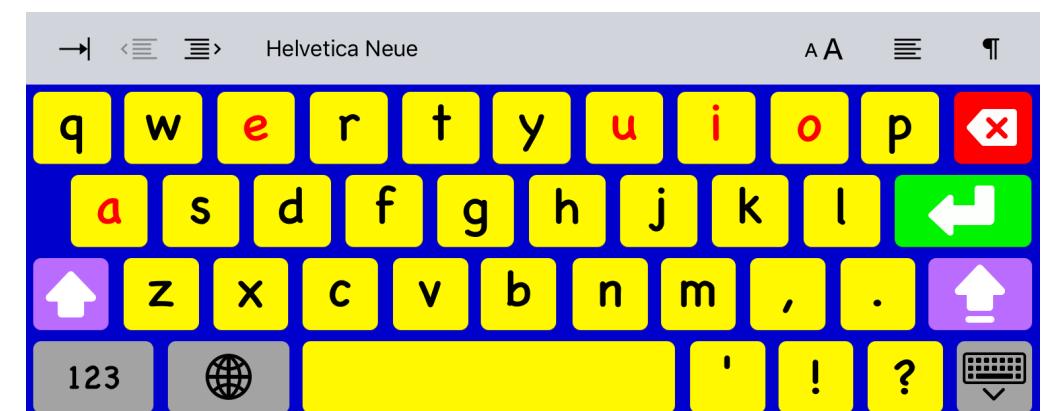
This

Read and Write-free, also available in French

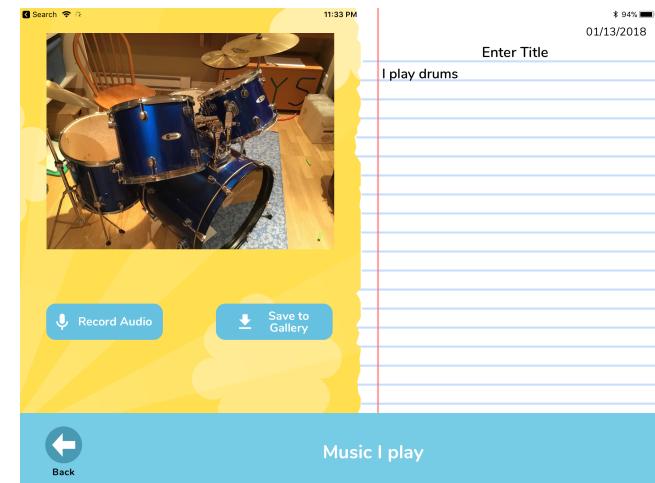
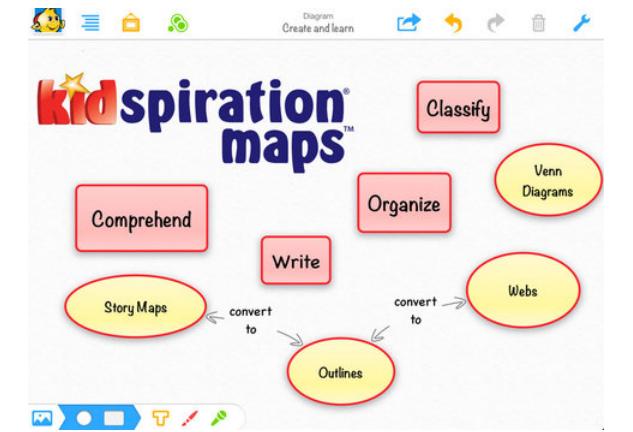
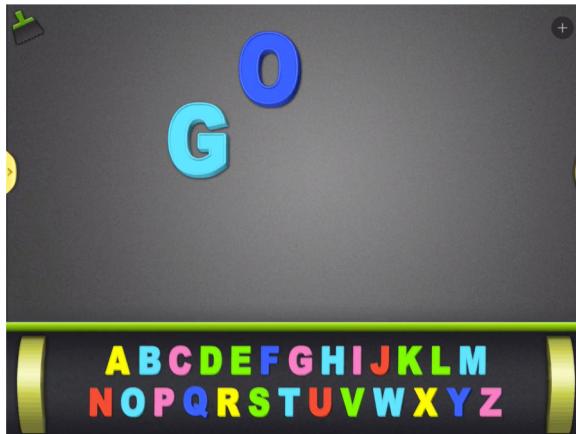
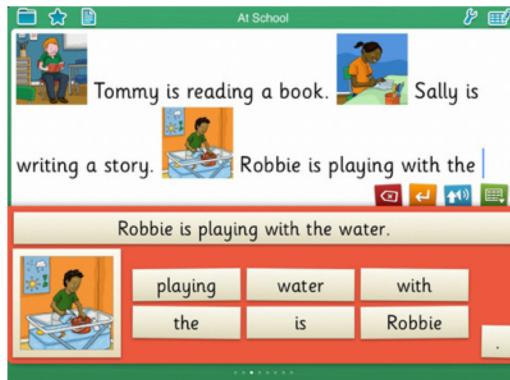


I like pizza

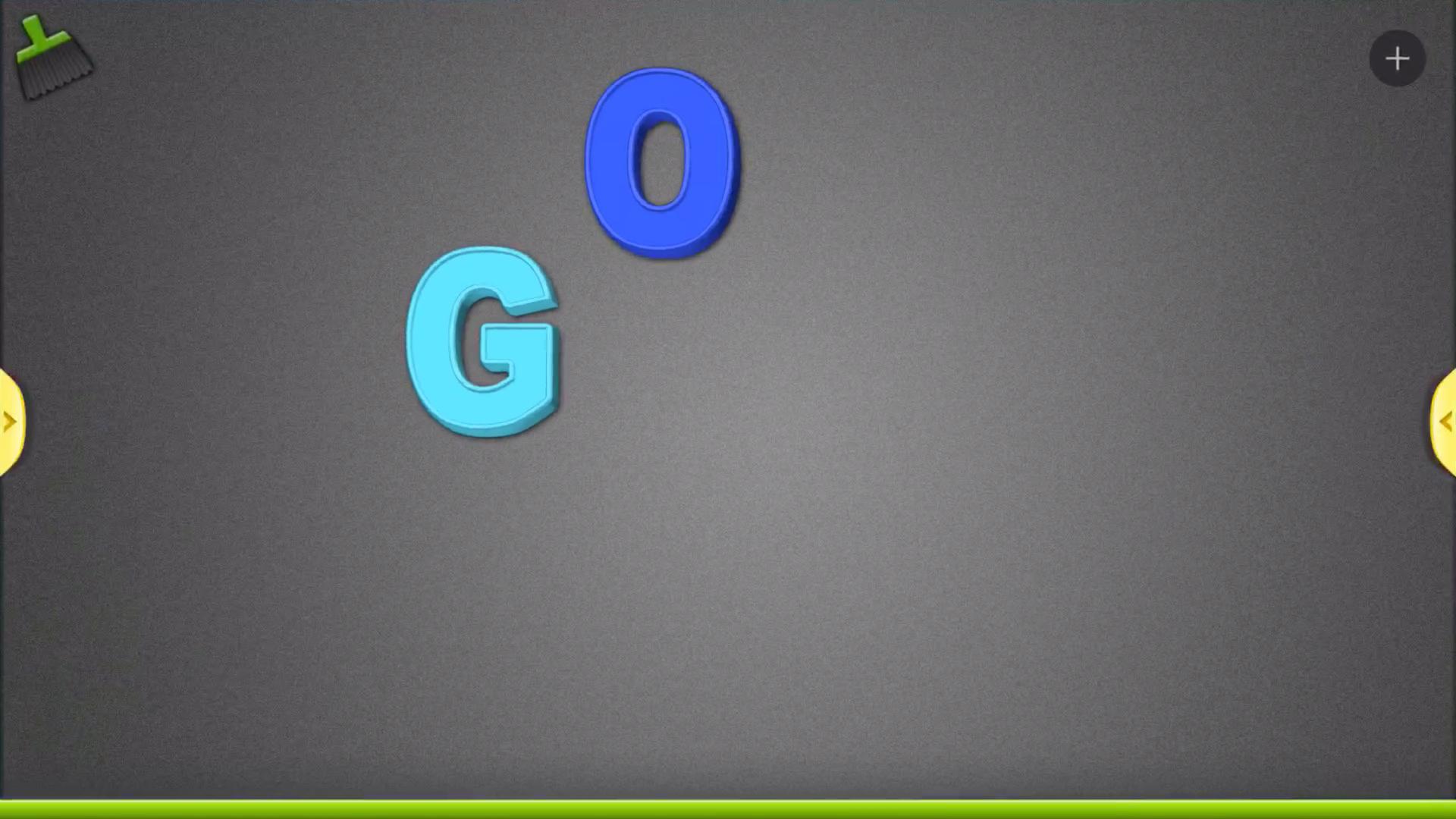
Keedogo, also available in French



High tech: Emergent/Conventional Writing



**ABC
Magnetic
Alphabet**



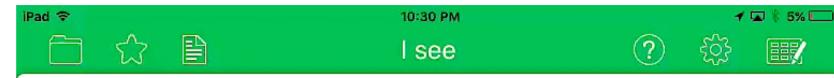
**Exposure
to alphabet
and
phonemic
awareness**



Word Wizard (also available in French)



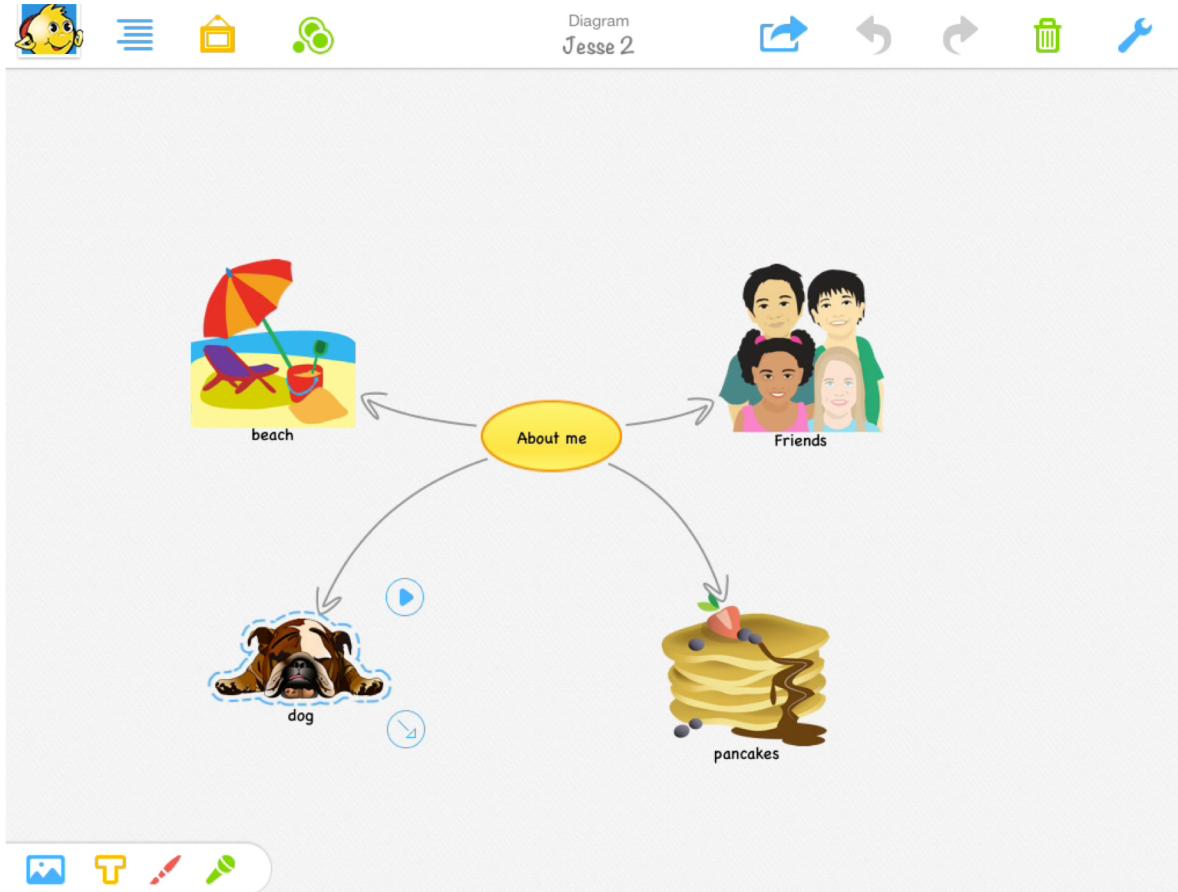
Writing with picture support



Clicker Connect

A screenshot of the Clicker Connect app showing a sentence structure. The sentence 'I see a bird' is displayed. A bird image is in the first box. The word 'I' is in the second box, 'see' in the third, 'a' in the fourth, and 'bird' in the fifth. The app has a green theme with a toolbar at the top.

Kidspiration



Write About This

Categories



Adventure



Animals



Careers



Culture



Events



Family



Feelings



Food



Friends



Fun



Hobbies



Nature



People



Places



Recreation



School



Seasonal



Things



Transportation



Custom



Home

01/13/2018



Record Audio

 Save to
Gallery

Back

Music I play

Enter Title

I play drums

Word prediction



There is no symbol based communication system in the world that will allow kids to say everything they need to say – they need to spell.”

–Dr. Karen Erickson

Speech recognition

Speech-to-Text

- I have a boy this year in grade 5, who in the past has heavily relied on the use of a scribe when doing any formal writing. This created breaks in his train of thought.
- After a meeting with our PLC group, one teacher suggested using Google Drive's speech-to-text tool. I had never heard of it, but it sounded promising. I learned how to use it and trained the student on it. After a bit of practice he became fluent with the tool and is now writing pages of material.
- I now have a better idea of what he needs for writing instruction regarding ideas, content, organization, vocabulary and sentence fluency.



Secure | https://docs.google.com/document/d/1wXaeRSk83VC5LPdMr0GSrqmthVdWqjMJ82gSg9FiscA/edit

Apps Firebug Bookmarks Other Bookmarks

File Edit View Insert Format Tools Table Add-ons Help

Spelling... Review suggested edits Ctrl+⌘O Ctrl+⌘U

Explore Define ⌘+Shift+Y

Document outline Ctrl+⌘A Ctrl+⌘H

Word count ⌘+Shift+C

Voice typing... ⌘+Shift+S

Keep notepad

Translate document...

Script editor...

Preferences...

Personal dictionary...

Learn more about our premium features.

rw

Comments Share

chrome

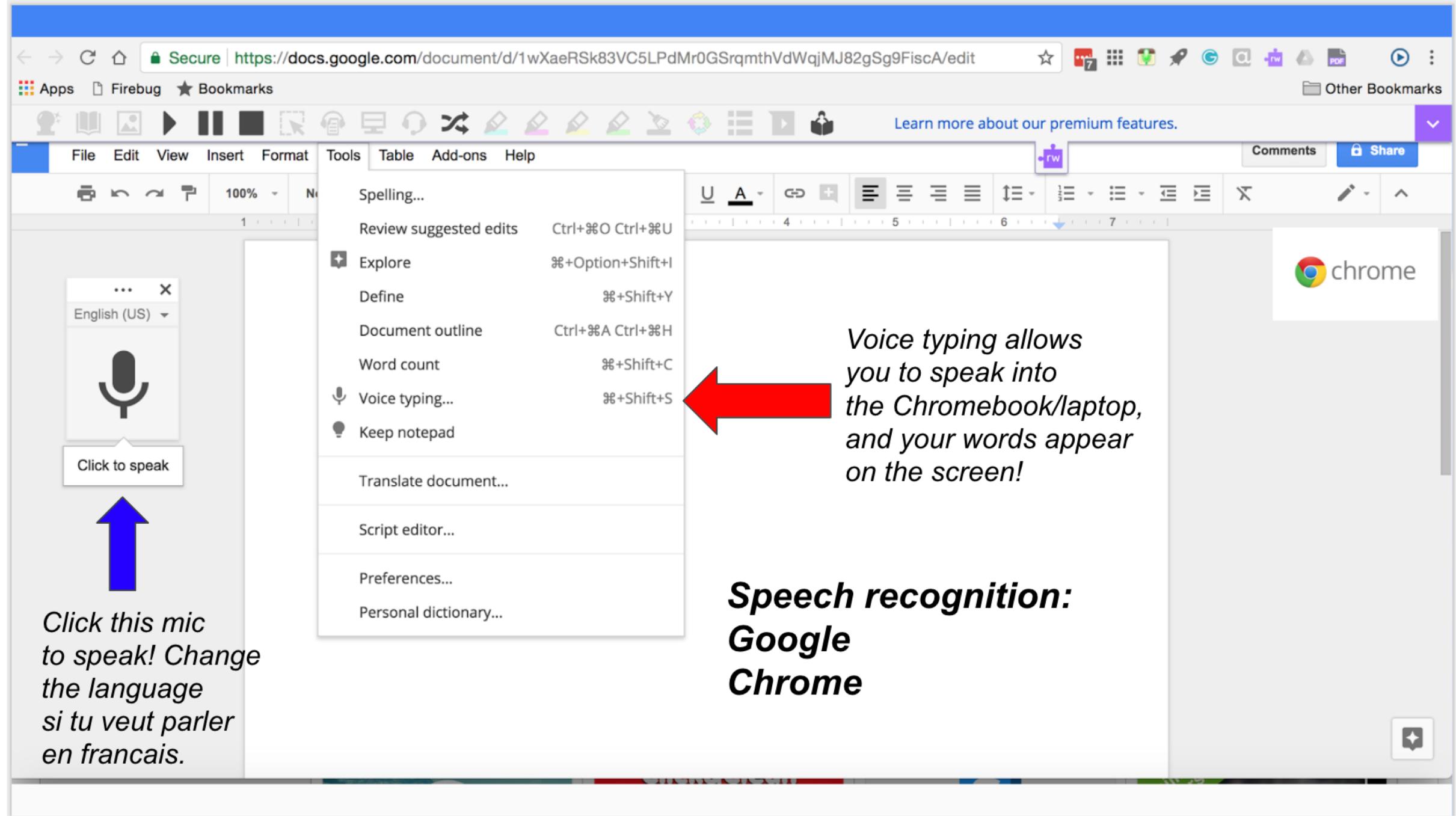
English (US)

Click to speak

Click this mic to speak! Change the language si tu veux parler en français.

**Speech recognition:
Google
Chrome**

Voice typing allows you to speak into the Chromebook/laptop, and your words appear on the screen!

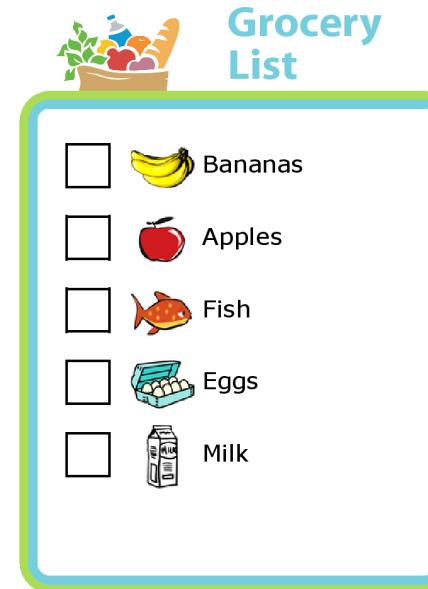


I can write
with my
voice



Meaningful and Authentic Writing Tasks

- **Write picture captions**
- **Make a list**
- **Journal**
- **Customizable book**
- **Greeting cards**
- **Weekend words**



Meaningful and Authentic Writing Tasks

- Write or tell about what you know
- Sign your name for a real purpose
- Language Experience Chart
- Sentence Frames
- Favorites List

At school I like to _____.

At home I like to _____.

At school I do NOT like to _____.

At home I do NOT like to _____.

THESE ARE A FEW OF MY
FAVORITE THINGS

Language Experience Approach: LEA

1. Participating in a common experience
2. Discussing the experience
3. Cooperative writing of the story on a chart, board, or computer
4. Participating in extension activities related to the story



Photo captions/labels

Skitch (free)



Book creation, favorites, journal, weekend words

- Use Bookcreator, Kid in StoryBook Maker, Tar Heel Reader, or Storycreator

Tar Heel Reader

- [I like earrings](#)
- [Nose](#)

Welcome

Welcome to the Tar Heel Reader, a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches. [Click here to learn more about alternative access methods.](#)

You may write your own books using pictures from the huge collection at [Flickr](#) or pictures you upload. All books should be complete, edited, and revised to the best of your ability before publishing them to the site. While you are working on them, please save them as drafts.

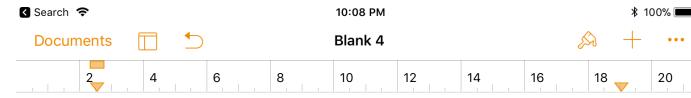
Note the little well icon  in the upper left corner of the page; clicking it will allow you to access the main menu. You can also click the settings icon  to change settings on some pages.

Ready to get started?

[**Find a book**](#)[**Write a book**](#)

Favorites, lists, etc...

**Pages app with
Read and Write
Keyboard
(all free)**



Banana
apple
grapes
pear



Kid in Story Book Maker

WriteReader

First Author mini-lessons: Pre-writing

- Say More
- Be a Fearless Speller
- How We Write

First Author mini-lessons: Writing tasks

- Planning labels
- Writing labels
- Planning and writing lists
- Writing personal stories
- Publishing our writing

Objective of our hands-on work

1. Choose a First Author lesson plan from the ones provided, and think about how you could use an alternative pencil/assistive technology within the lesson plan.

OR

2. Create your own lesson plan for writing (template in OneDrive link).

We will be doing “buzz groups” to share our ideas-you will be pairing up with another group for feedback on your lesson plan.

Apps to try!

- *Skitch*-photo captions and labels
- *Storycreator*, *WriteReader*, *Kid in Story Book Maker*, *Tar Heel Reader* (web) or *Bookcreator*-stories, books, language experience
- *Pages with Read and Write* for iPad-writing with speech recognition, word prediction

The Ruby Slippers Phenomenon



You have always had
the power to read and
write. You just had to
learn it for yourself

EXPECTATIONS

+

Time, Teaching, and Technology

Paraphrased by

Dr. Caroline Ramsey Musselwhite