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

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!

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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ISAAC, Portugal, July, 2014

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

DLM™ First Forty Core Words

<table>
<thead>
<tr>
<th></th>
<th>like</th>
<th>not</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>help</td>
<td>it</td>
<td>more</td>
<td>different</td>
</tr>
<tr>
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<td>she</td>
<td>you</td>
<td>he</td>
</tr>
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<td>on</td>
<td>in</td>
</tr>
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<td>make</td>
<td>get</td>
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</tr>
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<td>need</td>
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<td>is</td>
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<td>some</td>
<td>put</td>
<td>all</td>
<td>this</td>
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<td>don’t</td>
<td>that</td>
<td>go</td>
<td>do</td>
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<tr>
<td>when</td>
<td>finished</td>
<td>can</td>
<td>here</td>
</tr>
</tbody>
</table>

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

32 Location Core Overlay

Paper Based Flip Systems

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

Supplemental Vocabulary
Flip and Talk, Mayer Johnson

More Ways to Make Fringe Vocabulary Available

Print ‘n Communicate (Mayer Johnson)
Partner Assisted Scanning
(Con 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

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
**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?**

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Excited</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Sick</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Angry</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Frustrated</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Scared</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Anxious</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Tired</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Bored</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hungry</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Afraid</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Could use:
- Personal devices
- Paper based category boards
  - Student points
  - OR
- Partner Assisted Scanning
- Single message devices

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**Doodle Buddy app**

- 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 app**

**Feelings**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>sad</td>
<td>😞</td>
<td>😊</td>
</tr>
<tr>
<td>mad</td>
<td>😞</td>
<td>😊</td>
</tr>
<tr>
<td>scared</td>
<td>😞</td>
<td>😊</td>
</tr>
<tr>
<td>tired</td>
<td>😞</td>
<td>😊</td>
</tr>
<tr>
<td>excited</td>
<td>😊</td>
<td>😞</td>
</tr>
</tbody>
</table>

**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
“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 groups 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

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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

Organizing Ideas

Inspiration & Kidspiration, www.inspiration.com

Free 30 day trial!
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

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??

What
Features: fun, easy, motivating
• combines structure + generation
• 5-day process
• results in book(s) for class library, at their 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

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### 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

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### 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-WF3
1.12 The student will write to communicate ideas.
a) Generate ideas.
b) Focus on one topic.

Sample
Flap Book:
My bear can _______.
My bear likes to eat _______.
My bear has _____ fur.
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*

**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 *model* writing it correctly
- 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 - 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: 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 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:
- Pictures
- Markers
- Glue
- Tactuals

High Tech Materials:
- 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

Ilana: 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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**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

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By Caroline Musselwhite

Download from www.aacintervention.com

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**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

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**Pinterest Board:**

**Predictable Chart Writing**

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**LITERACY INSTRUCTION:**

**Predictable Chart Writing**

A Webinar by Dr. Vicki Roy


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