## Writing: Vocabulary & Activities

Dr. Caroline Ramsey Musselwhite www.aacintervention.com

### **Emergent Writing / Conventional Writing**

- Emergent Writing
  - Using symbols, words, and drawings to write
  - Scribbling with the alphabet
  - Practicing forms of writing: notes, poems, signs
  - Learning the function as well as the form of expressing the self through print
- Conventional Writing
- Writing practices that conform to the standard rules of grammar, punctuation, and language use.
- Practicing a wide range of genre: personal narratives, instructional texts, persuasive writing
- Teaching strategies to comprehend text
- Learning the writing process: prewriting, drafting, revising, editing, publishing

### Why?

1. Writing Involves Thinking!

Students must realize this from the beginning!

2. Students must learn strategies

AND, know when to use them!

3. Students need to be able to

plan, write, and edit their writing

### Research!

- Students who write become better readers!
- 2. Students learn to write when given daily opps to see others write
- 3. Students need frequent opps to write without standards!

TRANSLATING
Thoughts Requires...

ACCESS to Vocabulary!!!

American Street, Stree

Try to avoid temporary language!

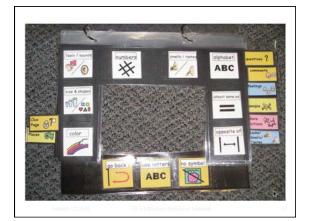
here today gone tomorrow







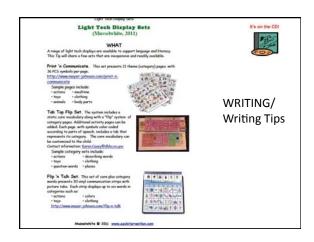


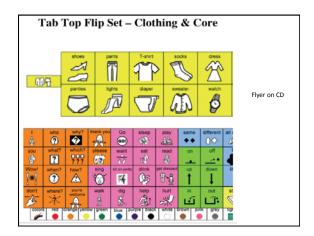


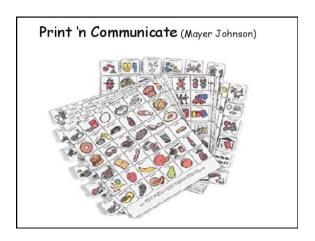
## What Does Writing Look Like for Emergent Writers??

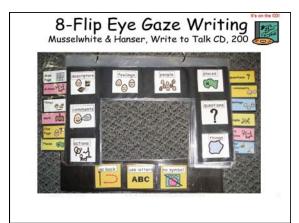
Using symbols, words, & drawings to write











### Form and Function in Writing

- Form: how writing looks and is created
- Function: the purposes of writing
- · Form follows function in language development
- For students with significant disabilities focus is often on form due to motor difficulties
- A primary focus on form may interfere with the development of understanding of function
- Pick a pencil that has the least brainpower going to form.

Gretchen Hanser



### 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

### **Reinforcement** Feedback

(Hanser, 2010)

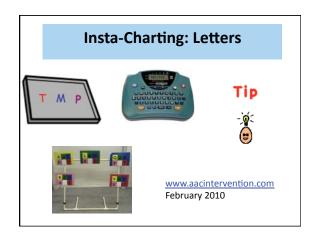
- · Good writing!
- Awesome work.
- You really paid attention.
- Great job!
- Excellent work.
- Your mom will be really proud of you.
- Good for confidence, but doesn't teach them <u>how</u> to think and write

### **Informative** Feedback

(Hanser, 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.





**Rigor:** From Symbol Writing to Writing with the Alphabet

- Writing every day; beyond errorless!!
- Writing for authentic purposes

Choice board w/ 3 symbols

• Using alternative pencils, keyboards, whiteboards, etc.

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

Luke, age 10

Uses a chair for mobility Writes using the alphabet flip-board

Initial samples were clear scribble

aaaaabbbbbbccccdddddeeefffff

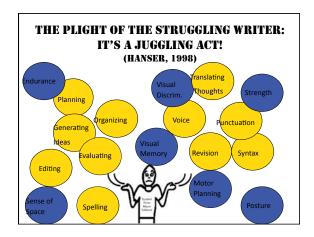
etc. etc. etc. for 1 year . . . And 2 months Writing for a purpose (write what you know!!)

What Does Writing
Look Like for Beginning
Writers??

Beginning to put words together into sentences

Driting & copying are not independent writing!

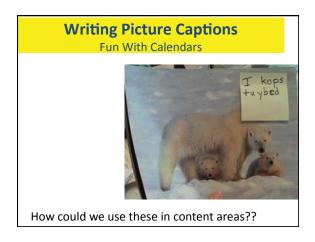
What balls are you juggling when you copy?? drite??

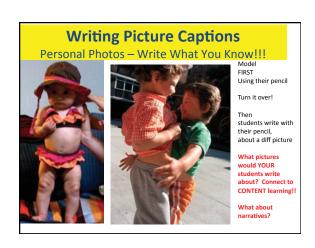


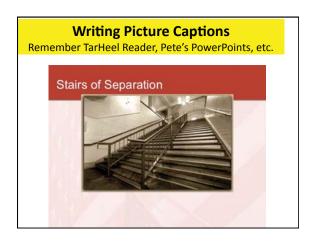
### **QUOTABLE QUOTE**

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!

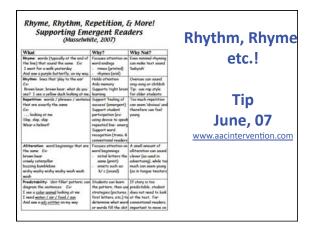
Kim, wonderful middle school teacher with 20 years





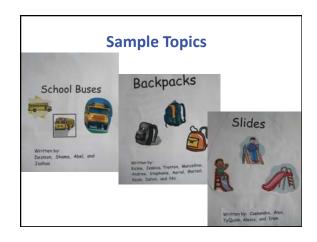


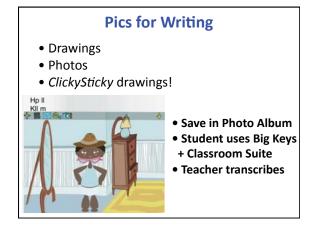


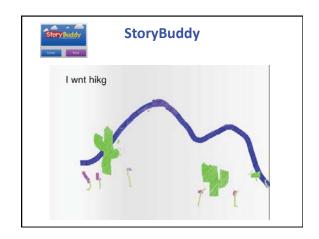








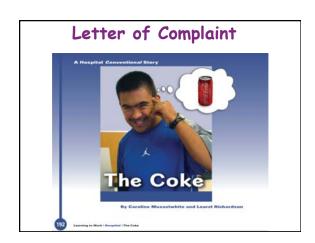






# Learning To Work By Caroline Musselwhite & Laurel Richardson, From Attainment, www.attainmentcompany.com • Great for middle and high schoolers & young adults • Focus on transition & finding jobs - Examples: Working in hospital, fast food restaurants, gardening

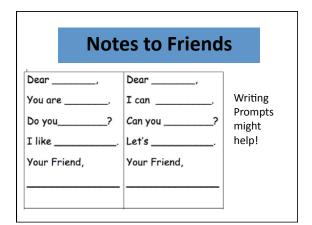




Letter of	Complaint	
First: Reread the story "The Col that you are writing a letter of a service. What would you tell the		
	ed:	Learning to Work Attainment
I felt very	and	
, —		
Thank you,		
	_	

### **Notes to Friends**

- setup friend mailboxes, or a fun way to share
- draw names each time
- use writing prompts to support writing
- -Thank you
- Friendship
- Getting to Know You
- be sure that some days are alphabet only!!



### **Writing Summary**

This section helps students EXPRESS THEIR thoughts on paper. Students need support in learning how to organize their thoughts, find the vocabulary they need, and share their personal selves through writing.





### Created by The Center for Literacy and Disability Studies

Department of Allied Health Sciences, University of North Carolina at Chapel Hill CB #7335, Chapel Hill, NC 27599, www.med.unc.edu/ahs/clds
Under Contract With the State Department of Public Instruction, Division of Exceptional Children

### **About the Writing With Alternative Pencils CD**

This CD contains printable materials & instructions for making 6 alternative pencil mini-kits to promote students' active engagement in early writing.

### This kit can be used by:

- Teachers who have a range of students with varying physical and sensory needs.
- AT trainers who are supporting a range of teams and students.

The following includes a brief description of each pencil and an example of a completed pencil.

### Alternative Pencil #1: Braille Alphabet Flip Chart

The Braille Alphabet Flip Chart (Erickson, 2004) is intended for students who have limited or no vision, as well as significant hearing and motor difficulties. It can be used by students who are unable to hold a pencil or those who are unable to physically explore a braille keyboard, eye gaze based alphabet or switch accessible auditory alphabet scan array. It can be accessed through partner assisted scanning with support to help the student feel each of the letters and Braille cells.







### Alternative Pencil #2: Braille Alphabet Intellikeys Overlay

This pencil is meant to work with the Intellikeys. The custom made Braille alphabet overlay is intended for students who may have no vision with some physical ability to explore with their hands. This overlay can be tactually enhanced with a raised letter labeler and with a Braille labeler (available from www.independentliving.com).



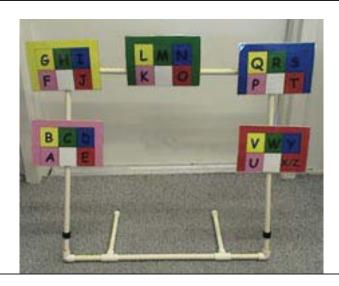


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### Alternative Pencil #3: Color Coded Eye Gaze Frame

The color coded eye gaze frame (adapted by Erickson, 2000) is intended for students who have some degree of vision, as well as significant motor difficulties. It is often used by students who are switch users and are unable to hold a pencil or physically manipulate a keyboard. This pencil is used with a partner who interprets the student's eye gazes and records their writing. Letters are mounted in groups on a PVC pipe frame.



### Alternative Pencil #4: Print Alphabet Flip Chart

The Alphabet Flip Chart (Hanser, 2003) is intended for students who have some vision, as well as significant motor difficulties. This light tech pencil is often used by students who are switch users and are unable to hold a pencil or physically manipulate a keyboard. This pencil is used with the support of a partner/helper and is accessed by the student through "partner assisted scanning." The partner also records the student's writing. The Print Alphabet Flip Chart is an alternative for students who are not successful with using the Color Coded Eye Gaze Frame. Hearing is not required to use the Flip Chart.





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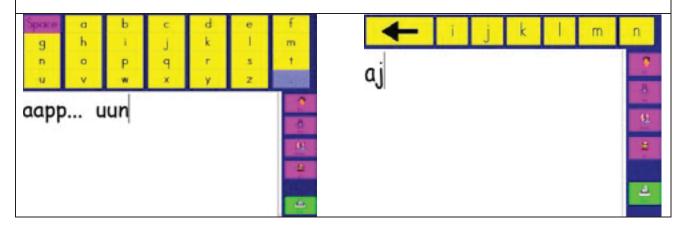
### Alternative Pencil #5: Tactual Alphabet IntelliKeys Overlay

This pencil is meant to work with the IntelliKeys. The custom made tactual alphabet overlay is intended for students who may have some vision with some physical ability to explore with their hands. This overlay can be tactually enhanced with puff paint or a raised letter labeler (available from www.independentliving.com).



### Alternative Pencil #6: Scanning Setups in IntelliTalk II

Scanning alphabet setups are intended for students who have some vision, as well as significant motor difficulties. It can be used by students who are unable to physically manipulate a keyboard and are learning to use switches. While hearing is not required, it can be helpful for students to hear the auditory prompts from each item, as well as the computer reading back what they have written. Two setups are included. One setup visually presents the whole alphabet at the same time. The second setup presents the alphabet in groups of 4-6 letters.



### RESEARCH

### Created by The Center for Literacy and Disability Studies

Department of Allied Health Sciences, University of North Carolina at Chapel Hill Bondurant Hall, Suite 1100, CB #7335, Chapel Hill, NC 27599 Phone: (919) 966-8566, Fax: (919) 843-3250, www.med.unc.edu/ahs/clds

### Writing With Alternative Pencils CD, \$35

(Updated with over 30 alternative pencils!! 2/09)

Writing is typically a challenge for students with speech, sensory and motor difficulties, resulting in limited, if any opportunities to write. For professionals, it can be an overwhelming task to find a way for these students to write when they can't hold the common pencil or pen. To help address this problem, the Center for Literacy & Disability Studies has developed a range of "alternative" pencils that give students access to the full alphabet. These pencils can be used by students who are simply "scribbling" or by students who are beginning to write words. Each pencil has a brief guide with teaching strategies, sample goals, writing activities and actual student writing samples. Printable files and directions for making each of these pencils are included. This CD consists of the following alternative pencils:

- <u>ALPHABET EYE GAZE FRAMES</u>: Includes different eye gaze frame setups that use colored cards, colored letters, or black/white cards.
- **PRINT FLIP CHARTS:** Includes different flip charts that have a range of high contrast colored letters and backgrounds, including white letters on black background. Also includes supplemental flip charts with writing tool choices. A new number flip chart has been added to support literacy and math!
- BRAILLE ALPHABET FLIP CHART: Includes directions for making supplemental tactual symbols
- <u>CUSTOM MADE ALPHABET INTELLIKEYS OVERLAYS</u>: Overlays can be tactualized and/or brailled (Overlays require the IntelliKeys): Includes overlays with different keyboard layouts and a range of high contrast colored letters and backgrounds.
- <u>SWITCH ACCESSIBLE ONSCREEN ALPHABET KEYBOARDS</u>: Made in IntelliTalk II/III and includes electronic print flip chart.

Name				
Organization				
Address				
Method of Payment:	Cash	Check	Purchase Order	
Cost: \$35.00	Quantity		Total Due	

Send order & payment to: The Center for Literacy and Disability Studies, CB #7335, University of North Carolina, Chapel Hill, NC 27599