

WRITE TO TALK = TALK TO WRITE

Using AAC Devices
and Alternative Pencils!

Dr. Caroline Ramsey Musselwhite

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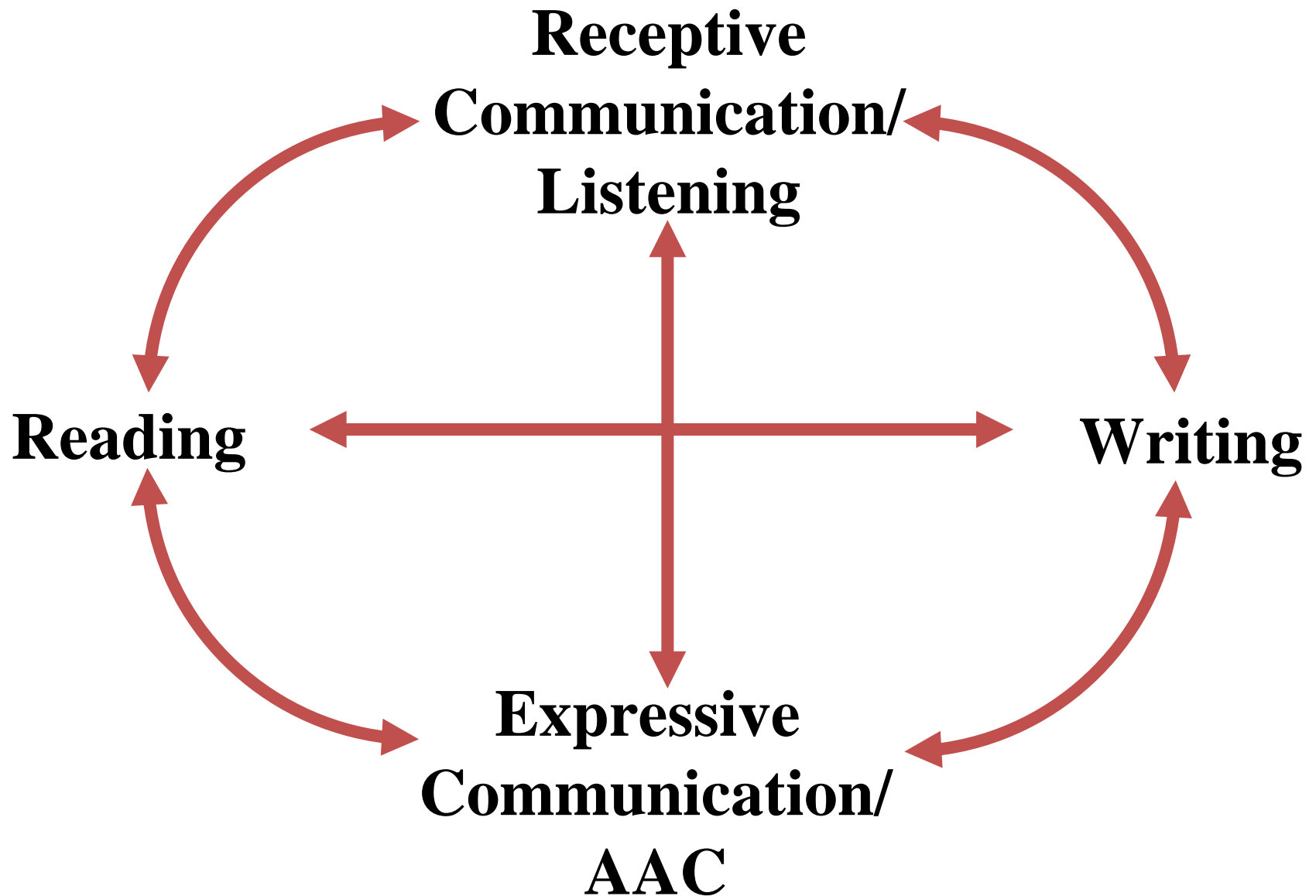
ASHA Disclaimer:

Caroline Ramsey Musselwhite

- **Relevant Financial Relationships:** Caroline Musselwhite is the owner of AAC Intervention and receives compensation as such. During her presentation she will be referencing her company and actual case studies. She has authored many books and software items and receives royalties and or consulting fees for these publications through her company, Don Johnston Inc. and the Attainment Company. She has consulted with other companies including AbleNet, Assistiveware, and Panther Technologies. She has consulted with nonprofit groups such as FAST and Angelman Syndrome Association.
- **Relevant Nonfinancial Relationships:** Caroline Musselwhite is a founding member, Executive Board Member, and Board of Directors Member of the International Society for Augmentative and Alternative Communication (ISAAC).

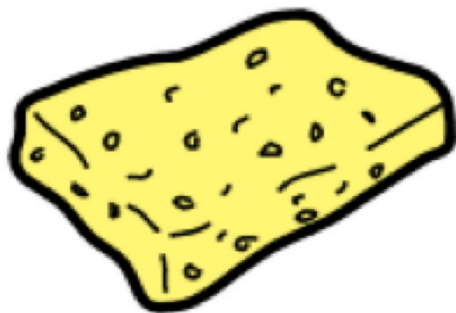
Oral and Written Language Development

(Koppenhaver, Coleman, Kalman & Yoder, 1991, adapted from Teale & Sulzby, 1989)



Time

- Typically developing children have 1000 hours of informal literacy development before they reach school (Heath, from *Beginning to Read*) . . . Have your students missed any of those 1000 hours??
- How much time in the school day is actually directed to teaching literacy skills?



**Sponge up
'down time'!**

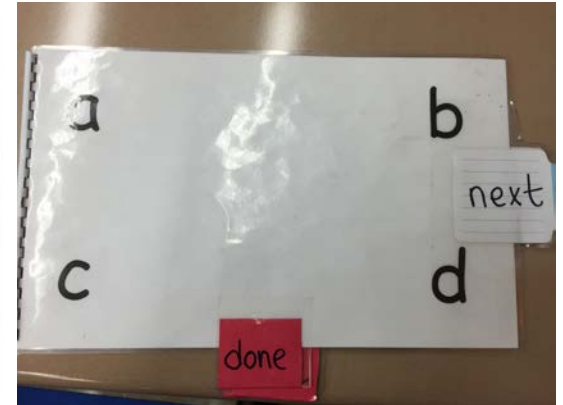
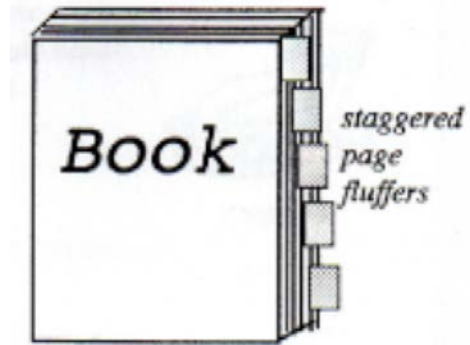
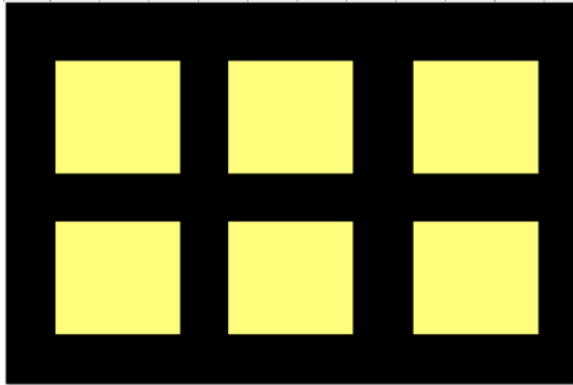
TEACHING

- **PROCESS WRITING**
- **SELF-REGULATED STRATEGY INSTRUCTION**
- **ENGAGING ACTIVITIES**
- **A FUN PRODUCT!!**

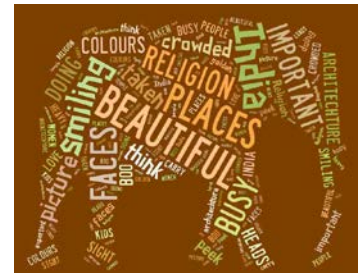


Technology

Light tech



High tech



Does the student:

Know most of the letters most of the time?
Engage actively during shared reading?
Have a means of communication and interaction?
Understand that writing involves letters and words?

No

Yes

Daily Emergent Interventions

Shared Reading
Predictable Chart Writing
Alphabet & Phonological Awareness
Independent Writing with access to full
alphabet
Self-Directed Reading
Symbol-based Communication (with few
exceptions)

Daily Conventional Interventions

Guided Reading (Anchor-Read-Apply)
Word Study (Key Words + Word Wall +
Making Words)
Writing
Self-Directed Reading
Communication with symbols + spelling

Important Concepts of Emergent Writing

(Hanser, 2010)

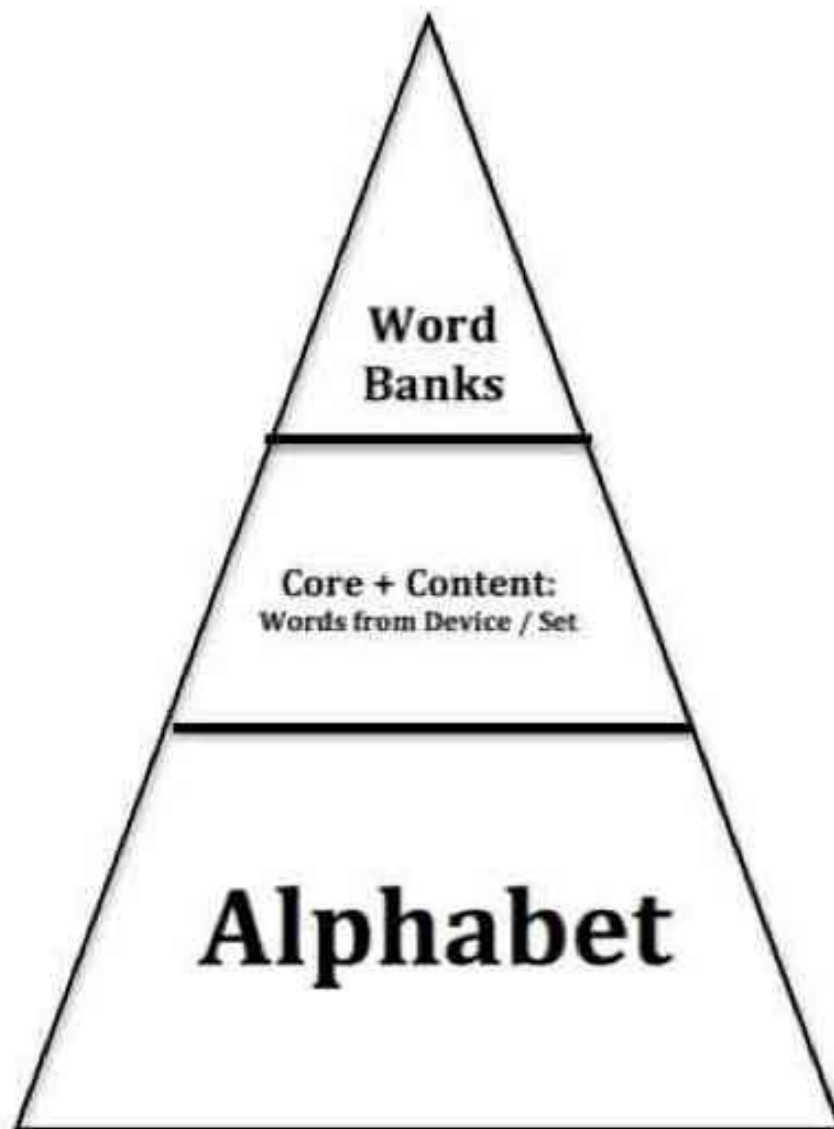
- **Squiggles can be “read”- not the picture**
- **Squiggles have a purpose**
- **Squiggles are for sharing information and ideas**
- **You can express what is inside your head**
- **Something happens when you write**
- **Concept of a pencil - what it is and how it works**
- **People write for LOTS of different reasons**
- **It's More than Letter Identification**

Important Concepts of Emergent Writing

(Hanser, 2010)

- **Concept of the alphabet**
- **Concept of a letter**
- **Concept that squiggles can be put in many different orders**
- **Squiggles have names**
- **Squiggles make sounds**
- **Alphabetic principle-Each squiggle has a name and a sound**

Writing Pyramid



Writing Pyramid

Positive

Quick

Vocab access

Independence

Success – feels good

Empowering – confidence

Sentence generation &

Vocab retrieval;

Unique ideas; visual

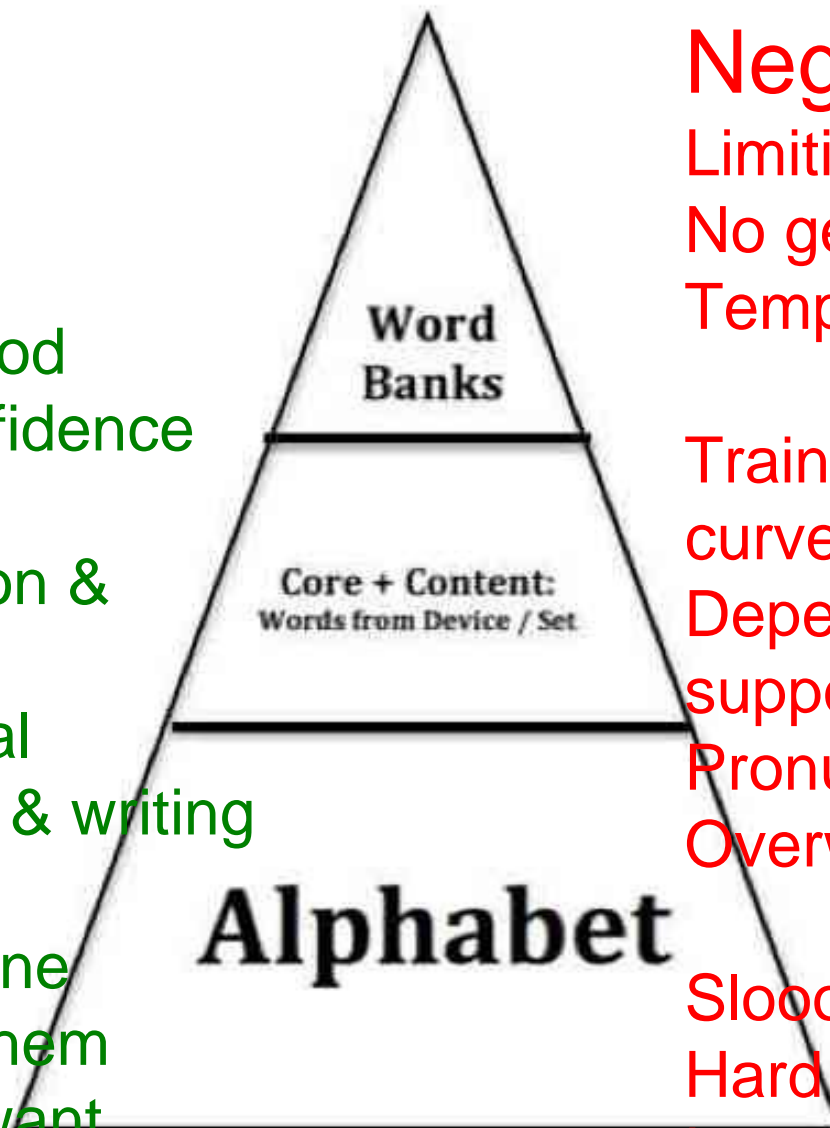
Same for speaking & writing

Common to everyone

No one will doubt them

Say anything you want

Never changes



Negative

Limiting

No generalization

Temporary

Training; big learning curve

Dependant on pic support

Pronunciation

Overwhelming

Sloooooow

Hard to learn

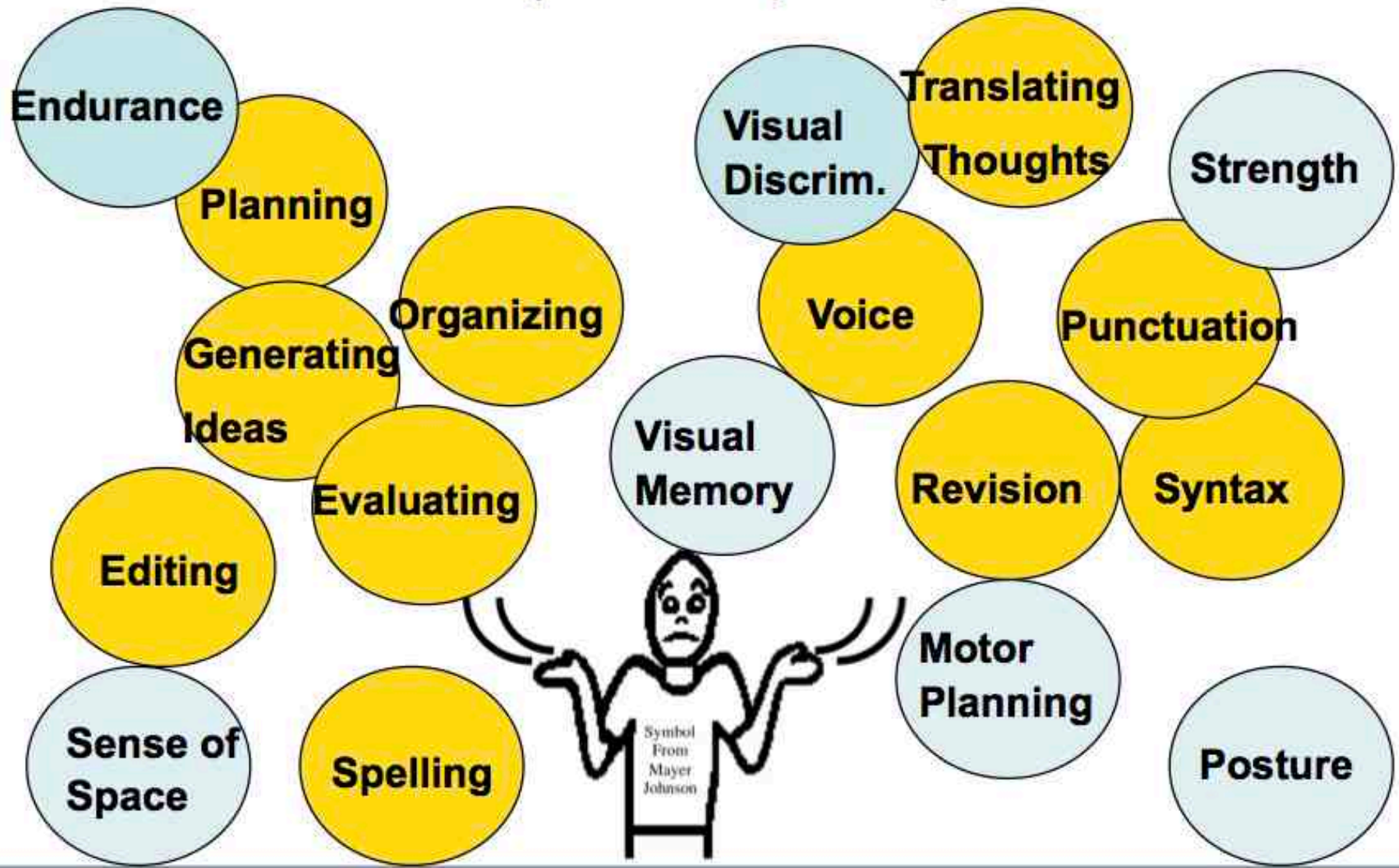
Lots of effort

The Power of 26 !

*Using the alphabet is the one way
that students can express
ANYTHING they want!*

THE PLIGHT OF THE STRUGGLING WRITER: IT'S A JUGGLING ACT!

(HANSER, 1998)





Help is on the way!

Get an “Alternative” Pencil!



Vocab															
clear	-s														
q	w	e	r	t	y	u	i	o	p						
.	a	s	d	f	g	h	j	k	l						
delete	Shift 123	z	x	c	v	b	n	m	bksp						
I	me	to	PEOPLE	QUESTN	?	Space	PLACES	SOCIAL	TIME	GROUPS					
my	is	be-	come	go	the	a-	and	at	DESCR						
it	can	do	drink	eat	that	for	in	of	more						
you	your	ACTIONS	play	want	this	on	out	with	any- or every- some- if						

Enlarged Keyboards on Amazon

My Lil Kids Keyboard ~\$30-35



Duragadget Keyboard, ~\$40



Exploring Writing Tip: Take the “Get in Trouble” Keys Off



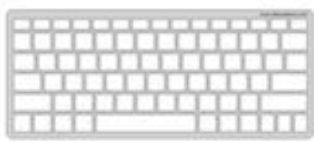
Keyguards



Good Keyguard Resource: Keyguard Assistive Technology
www.keyguardat.com
(Was Lasered Pics)



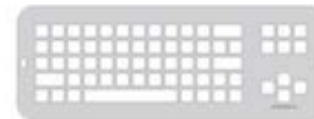
Logitech K380 Multi-Device
Bluetooth Keyboard Keyguard



Logitech K360 Wireless Keyboard
Keyguard



RJ Cooper LARGEKeys Keyboard
Keyguard



Clevy Keyboard Keyguard



Azio Vision Large Font USB
Keyboard Keyguard

Supports for Students with Cortical Vision Impairments

- Decrease complexity & cover up unnecessary keys
- Paint keyguard black
- Identify students color preferences
- Make your own custom keyboard stickers
 - Use simple font: example: ABC Teacher, Century Gothic
- Angle the keyboard to support reach



SuperKeys App

(From Clicker, \$12.99)

- Great for students with challenging fine motor skills
- Color choices for students with vision impairments
- Word predictor & Shortcuts



AbiliPad App, \$19.99

Has pre-made keyboards-can also make your own!

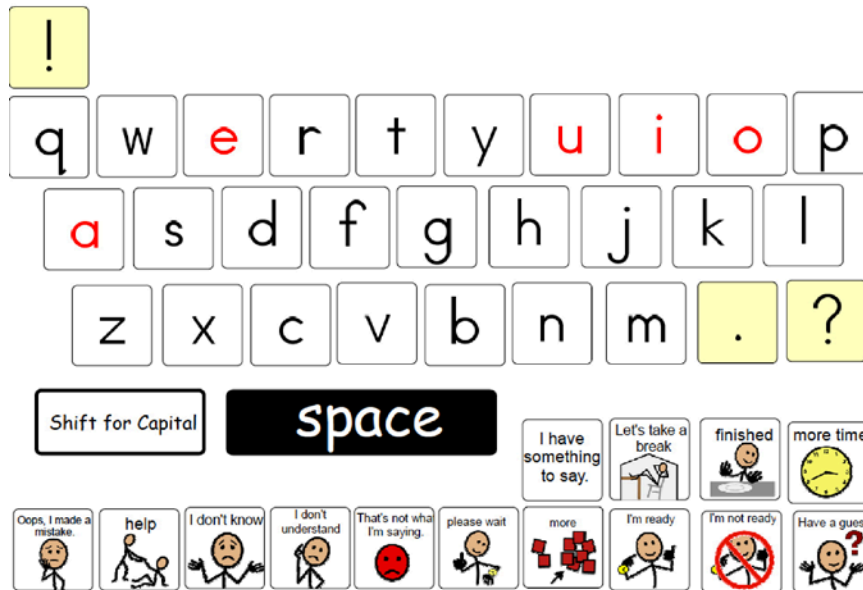


Adapted Abilipad keyboard by Tina, supermom of Finn

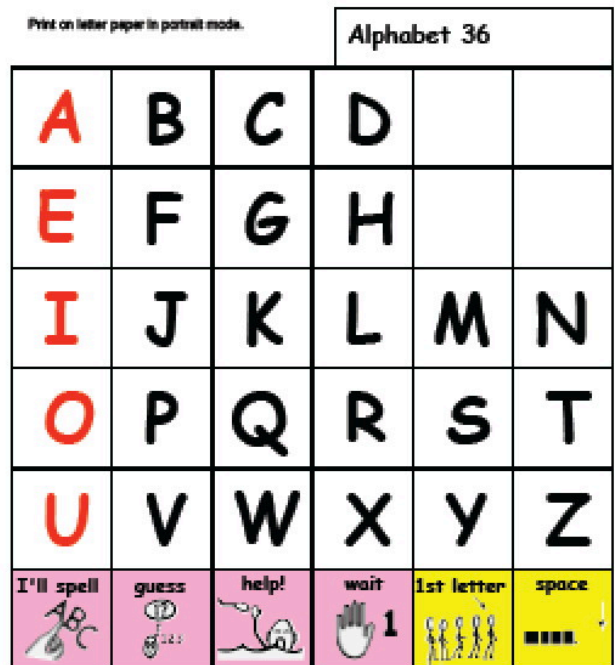
Alternative Pencil Guidelines

- There is **NO mastery** involved when using an alternative pencil
- There is **NO hierarchical sequence** to using an alternative pencil
- Pick the alternative pencil that is as easy as possible for the student to use

Easy Alternative Pencils



AAC Intervention 2017, Tip # 2

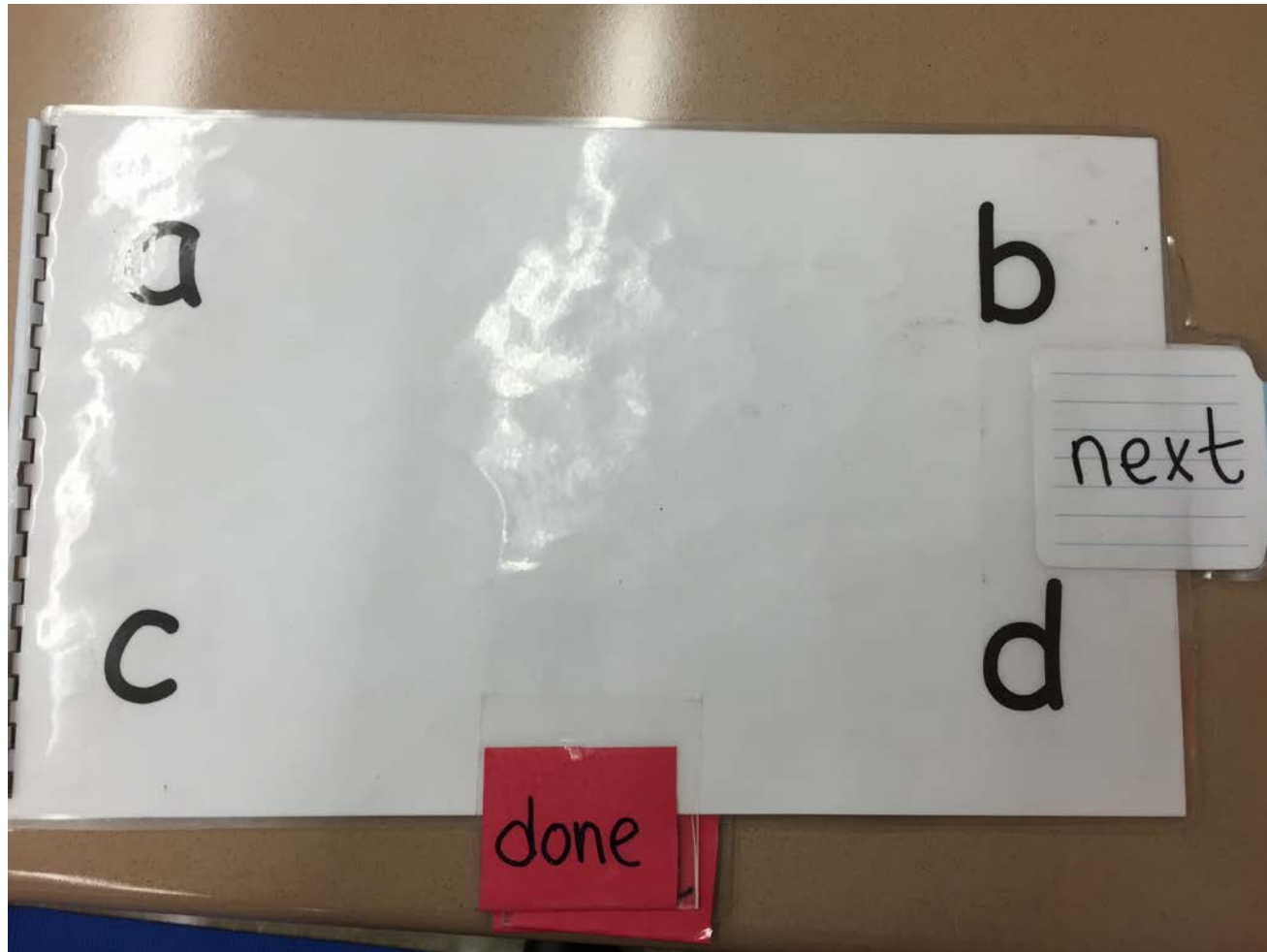


Made with Boardmaker™ and the Picture Communication Symbols © 1991, 1995
Mayer-Johnson Co. - P.O. Box 1074, Irvine, CA 92614 U.S.A. Phone (949) 850-0000

Symbol Display by Musselwhite, 2007

AAC Intervention 2017, Tip # 1

AlphaBook



Developed by Kevin Arnold, SpEd teacher, District 75, NYC

The PRINT Alphabet Flip Chart

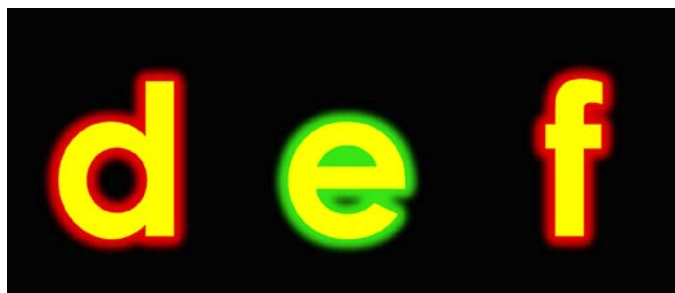


Attribute Meaning

- **Add meaning to any action student makes which could be unrelated, random, accidental or intentional**
- **Example: Student looks at therapist and smiles**
 - **Therapist response begins with reflection: “I see you smiling!”**
 - **Therapist adds possible meaning: “It looks like you like to write! Let’s pick another letter.”**

CVI Adaptations

Glow Feature in MS Word

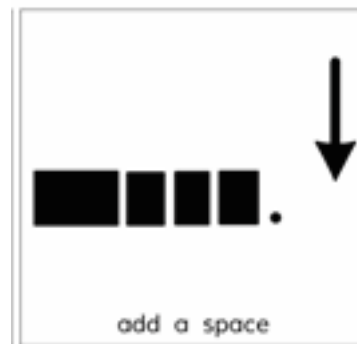
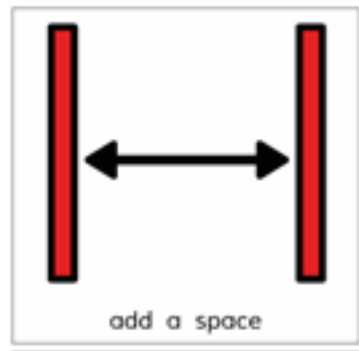


Glow Feature

Is in Text Effects

Can set thickness
& transparency

Use “This Page?” and “Add a Space” When Student Has Sense of Routine



CVI versions:



Caroline's Pinterest Page:

Accessing the Alphabet

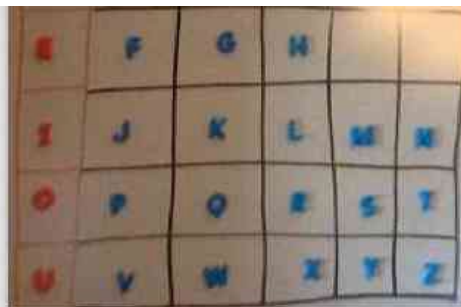


Add a pin



ABC Magnetic Alphabet app See the review of this app, with ideas of how to use it to support Voting with the Alphabet, at the SpedApps2 Wiki: spedapps2.wikispaces.com

Pinned from spedapps2.wikispaces.com



My creative friend Heather set this up for her son Luke. She drew a grid on her whiteboard, then used two colors of magnetic letters (red for vowels, blue for consonants). She uses a laser pointer to reference letters, and duplicate letters to spell from his letter selections. AAC Girls, August 2013

Pinned from aacgirls.blogspot.com



Haven't tried this yet, but it looks very interesting. Not sure how it will work with the cases many of our students need to use. TacType — Touch-type on your iPad Keyboard
1 repin

Pinned from redtreegear.com



Panther Writer App from Panther Technology. This is one of 4 keyboards for individuals with

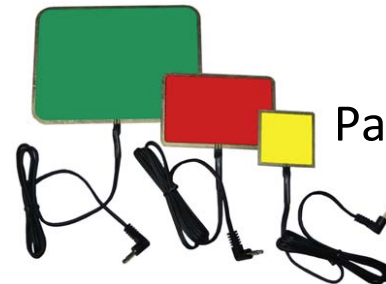
Sample IEP Goals for Partner Assisted Scanning

- **During writing with the full alphabet, student will independently activate a single message device programmed with “that’s it,” with <insert level of support>, X or more times, on 3 out of 5 days.**
- **During writing with the full alphabet, student will independently activate two single message devices with “that’s it,” and “not that one,” with <insert level of support>, on X or more times, on 3 out of 5 days.**

**From the Center for Literacy & Disability Studies, www.med.unc.edu/ahs/clds
Deaf-Blind Project Resources**

Get Engineered for Writing!

- Identify the EASIEST pencil for every student & access supports needed
- Train adults to set up a pencil in 2-3 minutes.
- Support “bangers & throwers”
 - Consider different switches
 - Secure AT-may need to use more than velcro!



Pal Pads, Adaptation
~\$35-40

Scribbling Using a Before / During / After Format

- **BEFORE:** Set a purpose for scribbling
 - Have conversation about topic
 - Model using student's alternative pencil
- **DURING:** Give reinforcement feedback, praise, attributing meaning
- **AFTER:** Give instructional feedback (the teaching)
 - Scaffolds learning
 - Helps students make connections to meaning of writing
 - Is the teaching part!

Scribbling: Before

- **Set a PURPOSE for scribbling**
 - **Supports student in topic-setting**
 - **Gives us a context to make guesses about possible meaning**

Samples of Motivating Prompts

- **Personal photos**
- **Personal remnant books**
- **Crazy animal pics (ex: Dogs on Parade)**
- **Crazy people pics (ex: People in Action)**
- **Combined animals**
- **Funky drawings (ex: sidewalk paintings)**

Using Photos as Topic Ideas

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



*SonicPics**

*PhotoPad**

Click n Talk

Pictello



Easy to Add YOUR Pics!

Photo Prompts!











First Author: www.donjohnston.com

Search for Topics!

First Author: www.donjohnston.com

Writing Picture Captions

On PowerPoints – click to add!

-  Animal Friends.ppt
-  Animals in Action!!.ppt
-  Cats.ppt
-  Cool Animals.ppt
-  Crazy Cats.ppt
-  Dogs on Parade.ppt
-  More Crazy Cats.ppt
-  More Dogs...Parade.ppt
-  People in Action!!.ppt
-  Still More Crazy Cats.ppt

It's on the CD!



Write to Talk CD
Writing Prompts



How Would YOU Use
These?

Write to Talk

Sample Emergent Writing Goal

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, student will choose a topic from his home/school log, photo journal, or other source, with (insert level of support), 4 out of 5 days.

From the Center for Literacy & Disability Studies,

www.med.unc.edu/ahs/clds

Deaf-Blind Project Resources

Scribbling: 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!)
 - This is a **GREAT** way to include peers!!!

Scribbling: During

(Erickson & Hanser, 2010)

- **DURING:** Give reinforcement feedback
 - Helps students keep going
 - Helps students produce enough text for feedback
 - Be sparing!!!
 - We want to reduce prompt-dependency!!!
 - Good for confidence, but doesn't teach them how to think and write

Supporting Beginning “Scribblers”

- **PLAN A: 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

Plan B: Give Informative Feedback

(Erickson & 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.**

FAST Instructional (Teaching) Feedback

(Hanser, 2012)

- **Pick a letter and we'll clap and chant it**
- **Pick a letter and we'll play the action man game**
- **Pick a letter and I'll write it on your back**
- **Pick a letter and I'll whisper a secret word that starts with the letter**
- **Pick a letter and we'll play "spin and spell" with it (for each turn spell one letter of the word)**

Video Feedback: Make It Informative and Strategic (And FUN!)

Dr. Caroline Ramsey Musselwhite

www.aacintervention.com

<http://spedapps2.wikispaces.com/>

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

Erin Sheldon, M.A.

WHAT IS Video Feedback??

- Video feedback means making a short video that combines showing student work and voice-over to give feedback about that work
- Partners point out features of student work using highlighting, arrows, etc.
- Partners may also add to student work, such as writing or typing in messages

Dr. Caroline Ramsey Musselwhite

Predictable Chart Writing

(From Cunningham, (2001) & Hall & Williams (2001))

- **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!**

Day 2: Re-Read the Chart

- Use the 'voice in your head'
- Supports concepts about print
 - Sentence
 - Word
 - Sweep to next line

Day 3: Sentence Strips

Day 4: Be the Sentence

I like chocolate. (Ms. Gretchen)

like

chocolate.

I



****Very POWERFUL way to teach concept of a word!**

Day 3: Sentence Strips

Day 4: Be the Sentence

I Like Chart

I See Chart



****Cut apart sentences!**
****Very POWERFUL way to teach concept of a word!**
Switch Adapted Scissors from Ablenet

Day 5: Make the Book




I see



By Literacy Camp



Predictable Chart Writing: Pinterest



Add a Pin

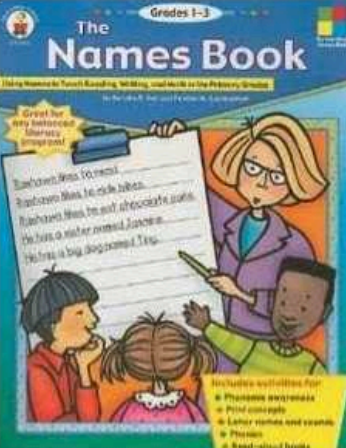
LITERACY INSTRUCTION:
Predictable Chart Writing

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>

This free webinar is presented by Dr. Vicki Roy for the Louisiana Department of Education, Significant Disabilities Division. Pred Chart Webinar.jpg

Pinned from
aac-balancedliteracy.wikispaces.com



The Names Book
Grades 1-3
Taking Minutes to Teach Reading, Writing, and Math to the Primary Grades

Great for any classroom library or small group!

Includes activities for:
• Phonics awareness
• Print concepts
• Letter names and sounds
• Phonics
• Read-aloud books
• Short questions

AAC Girls

Pinned from
aacgirls.blogspot.com

Predictable Chart Writing

Predictable Chart Writing is a shared, group writing activity that results in a classroom book. Engaging in writing is typically a challenging and often abandoned activity for students with significant disabilities. This writing activity has been adapted for students who are unable to speak and unable to hold a pencil. It has been modified from the activities described in Predictable Chart Writing, by Williams, Carson & Dellosa.

Predictable Chart Writing How-To
This tutorial by Dr. Gretchen Hanser is on the Center for Literacy and Disability Studies website. Pred Chart CLDS.jpg

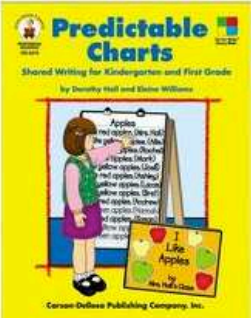
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aac-balancedliteracy.wikispaces.com

PREDICTABLE CHART WRITING PLANNING FORM

Facilitator's/Students	Topic	Date		
1. Write Chart	LT Materials Chart paper Markers Symbols (check board, etc.) Flip books Tactiles*	Devices *Cane mouth device to select words *Message device to call out choices	Computer	Extra Support *For VS students, use tactile or partner assisted scanning
2. Record Sentences	Sentence strips Eye gaze chart w/ Numbers	Step-counter for counting 1 message (What's it?)		Remember to support inner vocal
3. Copy Sentences	Sentence strips	Battery Scissors Severed 1 message device	Studio or LTV w/ words from sentences	May need tactile overlay for VS students
4. Be the Sentence	Cut apart words (from day 3)	1 message device (3 per student)		
5. Make a Book	Quick-Dry Paper Pencil markers Tactiles	DP Studio KVOB SmallTalk 3		Students use devices/ Flip books to direct partner

Predictable Chart Writing Overview and Planning Page. AAC Intervention.com - Tips 2010

Pinned from
aacintervention.com



Predictable Charts
Shared Writing for Kindergarten and First Grade
by Dorothy Hall and Elaine Williams

Predictable Charts are one of the BEST ways to support emergent writing. With apps such as Book Creator or Story Maker or Story Patch, it's easy to turn these charts into books! Predictable Charts Resource Book from Carson Dellosa

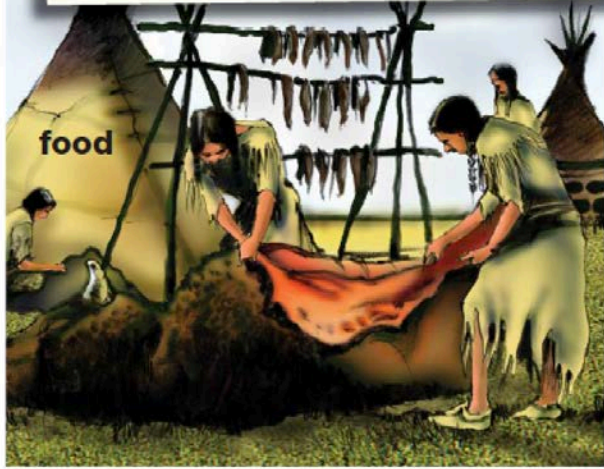
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carsondellosa.com

Caroline Musselwhite

CONNECTING TO TEXTS

12

Otter Woman and I can make food.
It's fun.



She Can

She can make a boat.

She can make food.

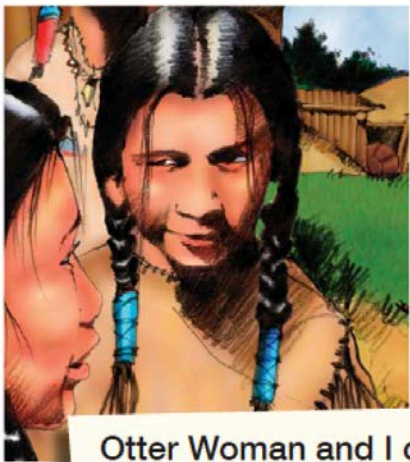
She can make trouble.

She can walk.

She can ride.

She can talk.

She can not fly!

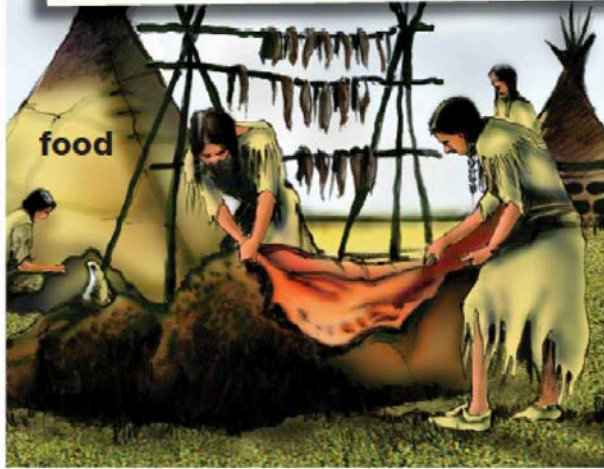


Otter Woman and I can make trouble.
It's fun.

CONNECTING TO TEXTS

12

Otter Woman and I can make food.
It's fun.



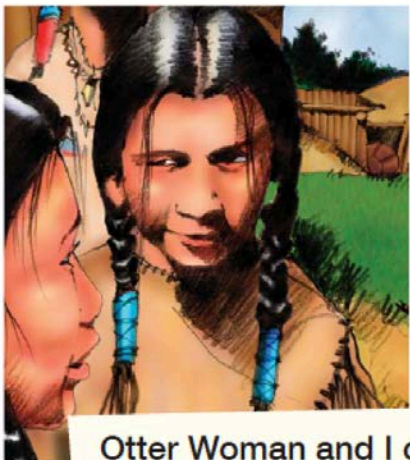
I Can

I can _____

I can _____

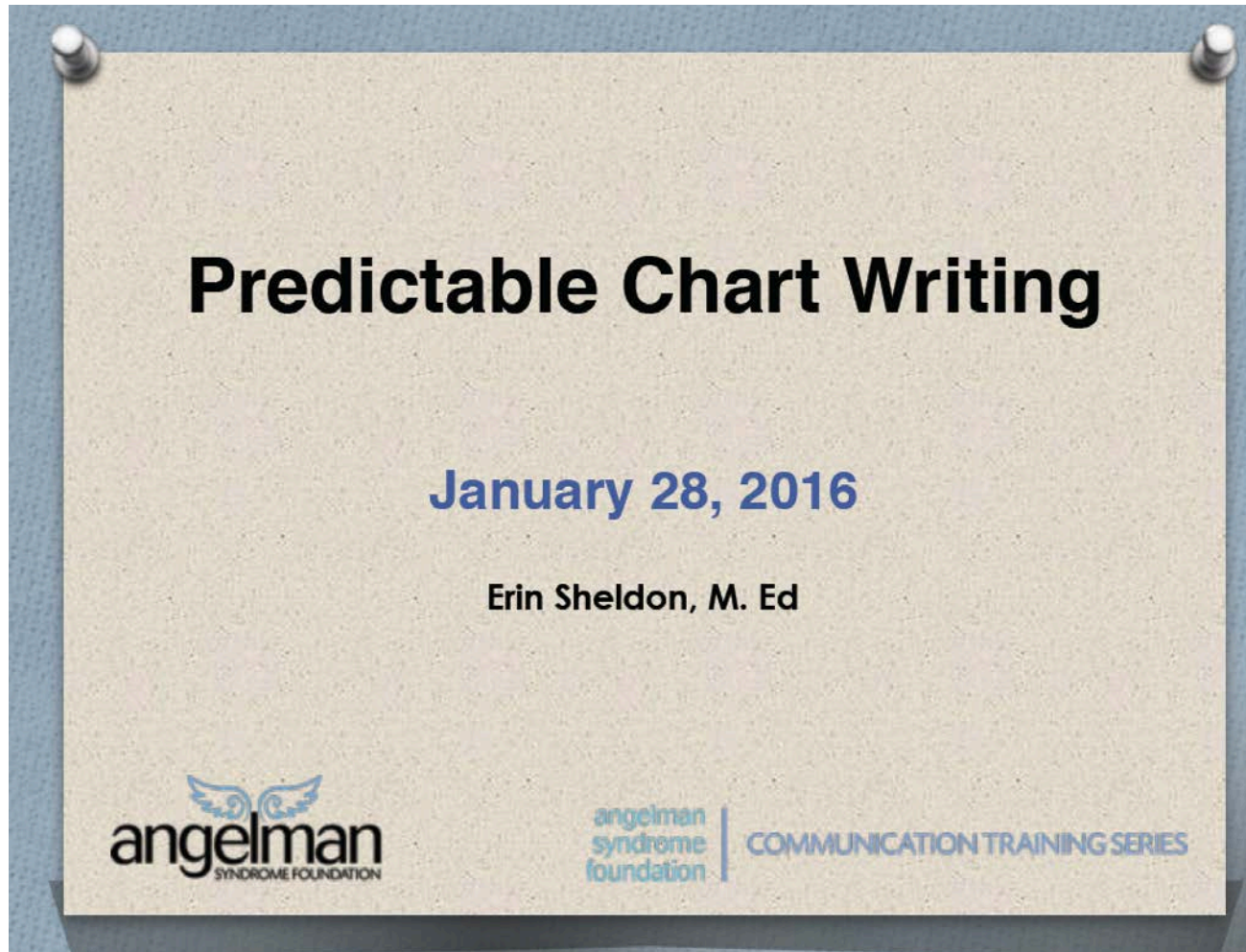
I can _____

(group or individual chart)



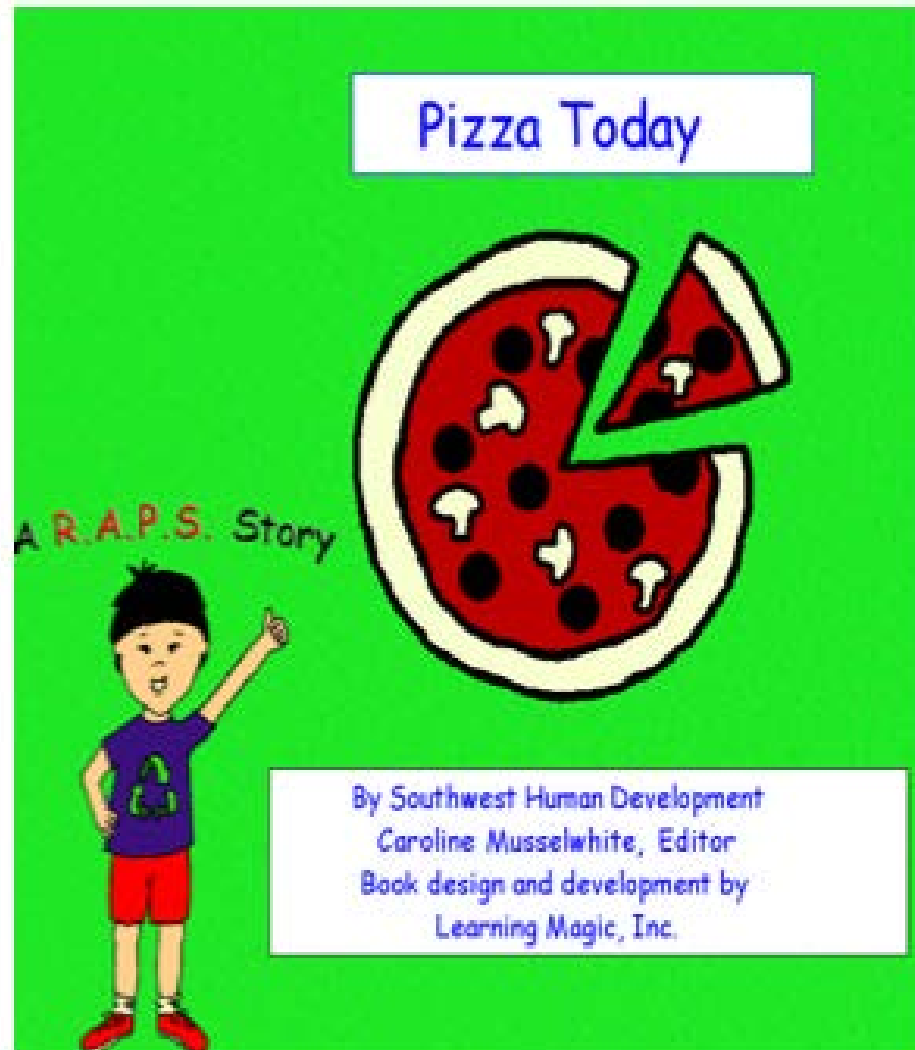
Otter Woman and I can make trouble.
It's fun.

Great Resources for Predictable Chart Writing: Angelman.org

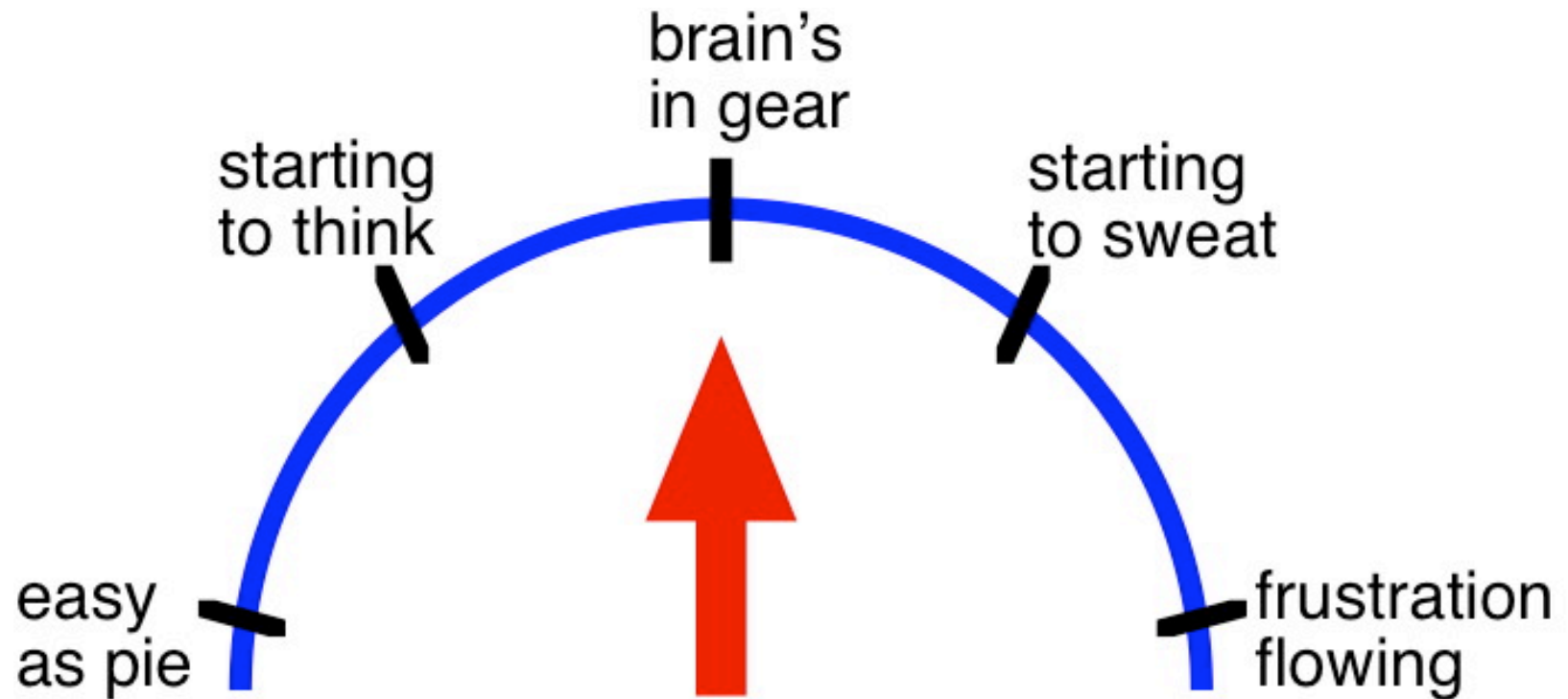


Add-A-Page:
Repetition
With Variation

Rhyme, Rhythm, Repetition, Predictability . . .



Translation Meter



Noun / Verb / Adjective / Preposition Stories

Idea from Karen Erickson

silly cat



surprised cat



embarrassed cat



Story by Patty Ashby

- show a model
- pick a topic
- grab some photos
- start writing!!

Tip of the Month!
November, 2006

Steps To Writing

- **Planning = Getting It Started**
- **Drafting = Getting It Down**
- **Revising = Getting It Good**
- **Editing = Getting It Right**
- **Publishing = Getting It Out**

From: *The Write Genre* (Rog & Kropp, 2004)

Getting It Started = Planning

1) Think about who it is for

2) Think about what you will write

Show a Model



Instant Book



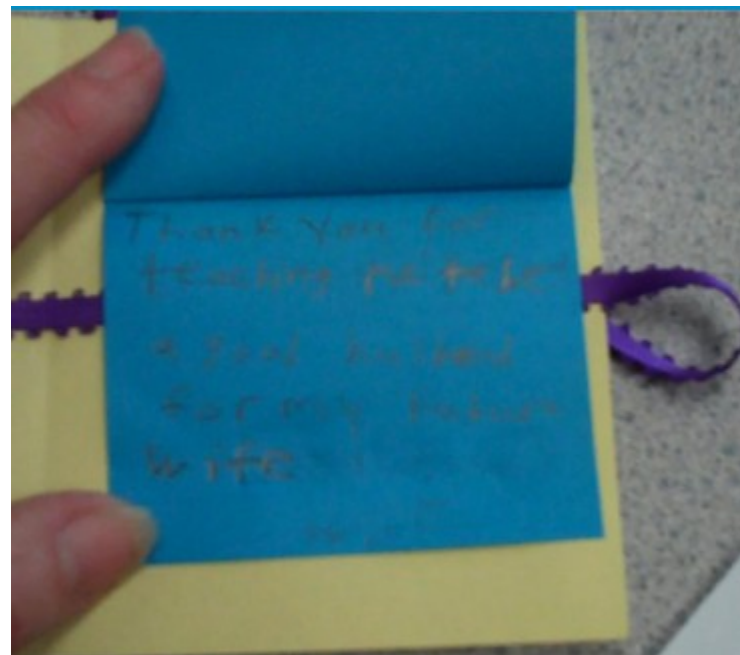
Bookmark



Scroll Book

Model Writing

- Teacher / SLP / Para should model
- Use Think Alouds
- Get students to help



Getting It Started : Planning

1) Think about who it is for

2) Think about what you will write

Sentences

I like you.

You are awesome.

Read a book.

Words

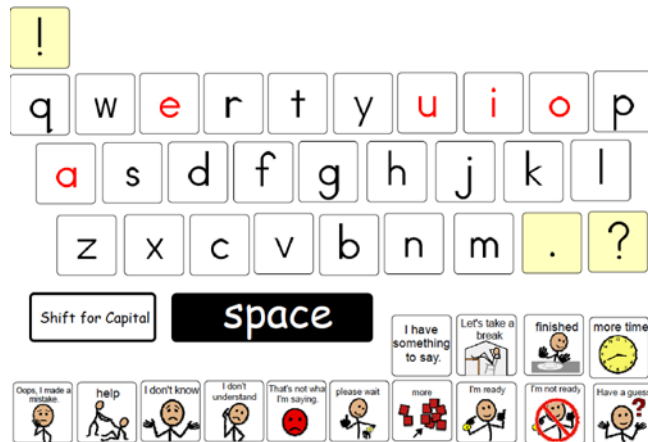
Read

Swim

Cool

Getting It Down: Drafting

- 1) Try to write your words
- 2) Do it yourself as much as you can
- 3) If you need help call on an adult! We will help you, but we will not tell you the correct letters



AAC Intervention 2017, Tip # 2



AAC Intervention 2017, Tip # 1

Kick It Up!!

Writing Supports Tip Sheet

If Individual . . .	Staff Should . . .
Doesn't know most letters of the alphabet	Use the alphabet page with 4 letters showing
Knows most initial letters (Ex: knows that happy starts with 'h' and boat starts with 'b')	Help them find another letter in the word that's easy to hear (ex: person writes 'h' for happy; help them find the 'p' using the alphabet page)
Can write most words so you can figure them out	Encourage them to write a sentence
Can write a sentence.	Encourage them to write several sentences (describing the picture, talking about a character, etc)

Helping Individuals Find Correct Letter

Show Only 4 Letters and Give Feedback

1 st Try (trying to find v for volcano)	Student points to wrong letter (c)	Say the sound they pointed to, then the target sound Ex: /k/ - volcano	Cover up the incorrect sound (ex: the letter c) so they only have 3 choices	Now give a clue – the correct sound 'We need the /v/ for volcano'
2 nd Try	Student points to wrong letter	Say the sound they pointed to, then the target sound Ex: /b/ - volcano	Cover up the incorrect sound (ex: the letter c) so they only have 2 choices	Give another clue – the correct letter 'You need the V for volcano'
3 rd Try	Student points to wrong letter	Say the sound they pointed to, then the target sound Ex: /n/ - volcano	Cover up the incorrect sound (ex: the letter c) so they only have 1 choice	Remind them of the correct letter 'You need the V for volcano'

Note: when they get it right, say the correct sound then the word, and tell them to write the letter. Ex: 'YES! /v/ volcano! V for volcano. Write that down!

Getting It Good - Revising

1) Show it to a teacher

2) They will help you decide if you need to:

1) Add more

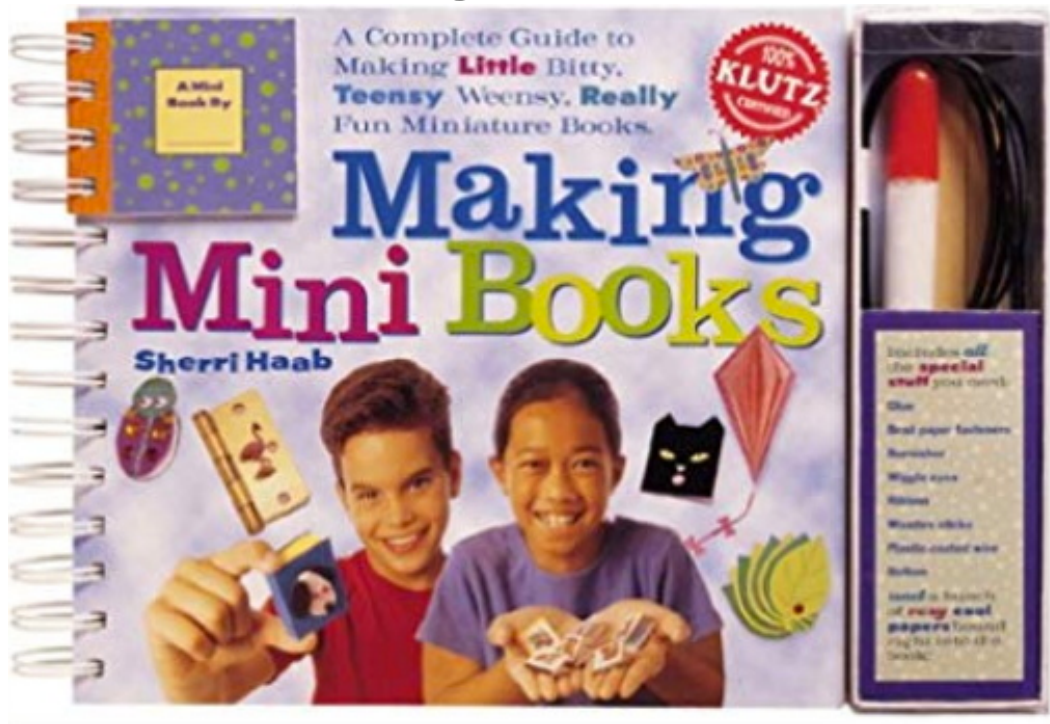
2) Change a word

Getting It Right - Editing

- Now it is time to fix:
- Spelling
- Capitalization

More Ideas for Process + Product

- *Making Mini Books with Children*



Klutz Book

Tarheel Reader

Writing for Fun
gjulio



Summary: Process + Product

- **Process: (5 steps)**
 - Supports students in becoming better writers
- **Product:**
 - Generates engagement for students . . .
And staff!
 - Encourages sharing writing with audience
 - Provides data (keep the draft and the final product!!)

POETRY: Reading / Writing / Speaking / Listening Series

(Musselwhite, 2011)

WHAT

It is very important to integrate reading, writing, speaking, and listening. This tip suggests strategies for integrating these areas through poetry activities.

Background

In her delightful book, *Teach Me a Poem*, Lorraine Wilson (1994) suggests that students must engage in four activities:

- **Immersion:** Listening, reading, interpreting by talking, moving, group presentation, painting
- **Demonstration:** Observing accomplished writers write poetry
- **Students Write:** Approximation not only of spelling and punctuation, but also of the particular poetic form (drafting!!!)
- **Response:** From individual classmates and the teacher. This may lead to students making revisions.

Poetry Listening

Poetry listening is an important part of the **immersion** stage.

Students can listen to poems in a range of ways:

- on the internet (e.g., www.poetryalive.com)
- on CDs (e.g., poetry CDs from Poetry Alive; *Joyful Noises CD*)
- on the computer (e.g., single switch poems in Classroom Suite, Clicker, or BoardMaker +, on the *Poetry Power CD*)



- shared by friends, reading poems or performing poems using

Tip of the Month

www.aacintervention.com

Why Poetry?

- **Even very short poems can be powerful. This is an important feature for struggling writers, who may have difficulty with output.**
- **Poems are an excellent medium for expressing the self. They can also be highly cathartic.**
- **Poetry can assist in generalization of skills learned in the classroom (e.g., summarizing a topic via a shape poem), speech & language therapy (e.g., practicing descriptors) and occupational therapy (e.g., using the alphabet creatively).**
- **Poetry is an excellent opportunity for peer interaction, creating group poems, and discussing poems created by individuals.**

List Poems

FEATURES:

Very simple

Great for 'writing to talk'

FOCUS ON:

- Locations
- Verbs
- Nouns
- Adjectives

3 x 3 Poems

- **WHAT: present for Father's Day!!**
- **WHO: Your Dad? Your Grandfather? Your Uncle? Your brother? Your friend? Your teacher??**
- **HOW: We'll do it together!**

Add A Word Poem

bear

scary bear

scary big bear

scary big loud bear

Wordles!! www.wordle.net/create Tip, April 09





Delete



Video



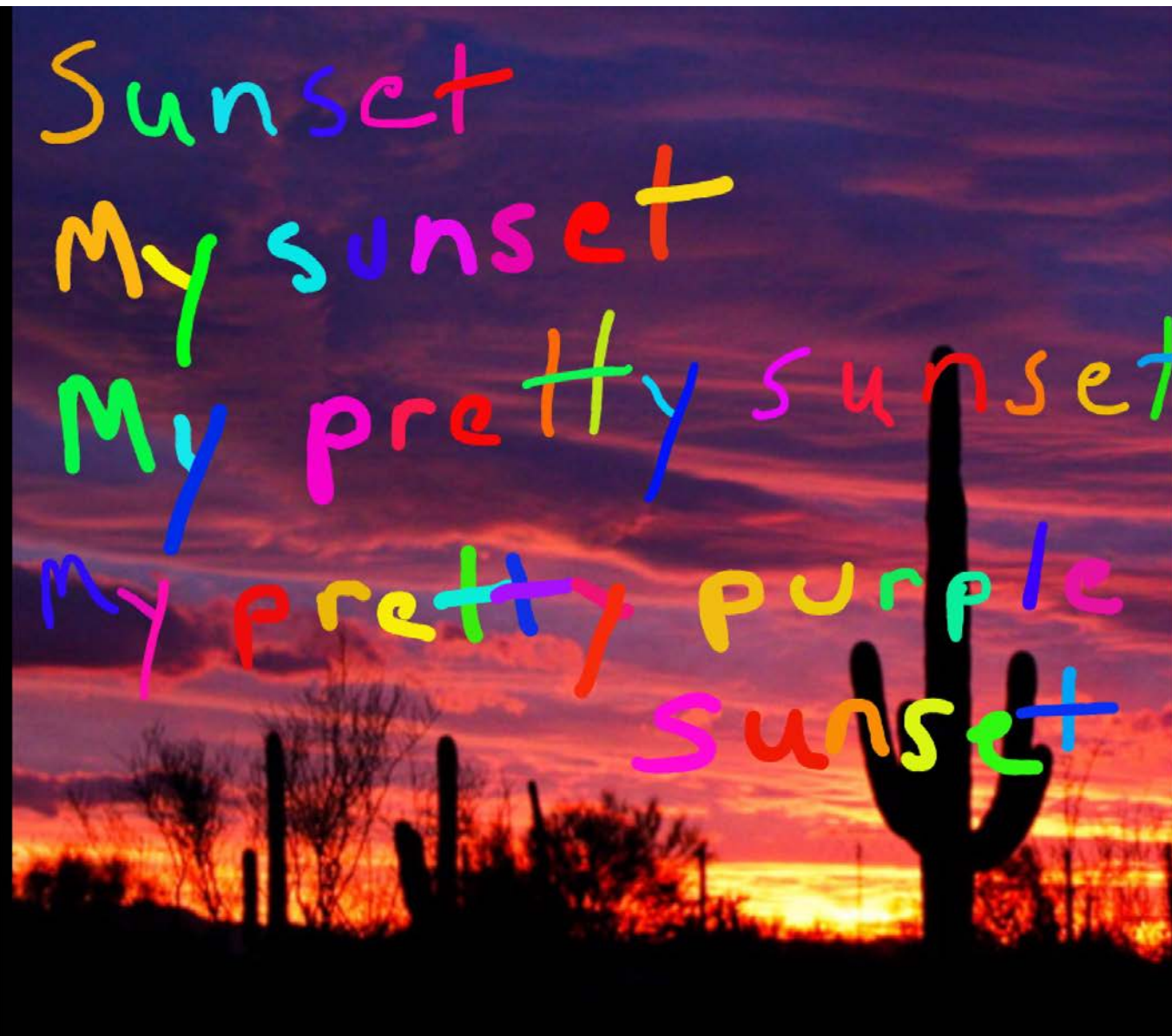
Replay



Edit



Share

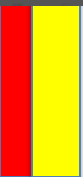


< Gallery

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*Kids
Doodle*

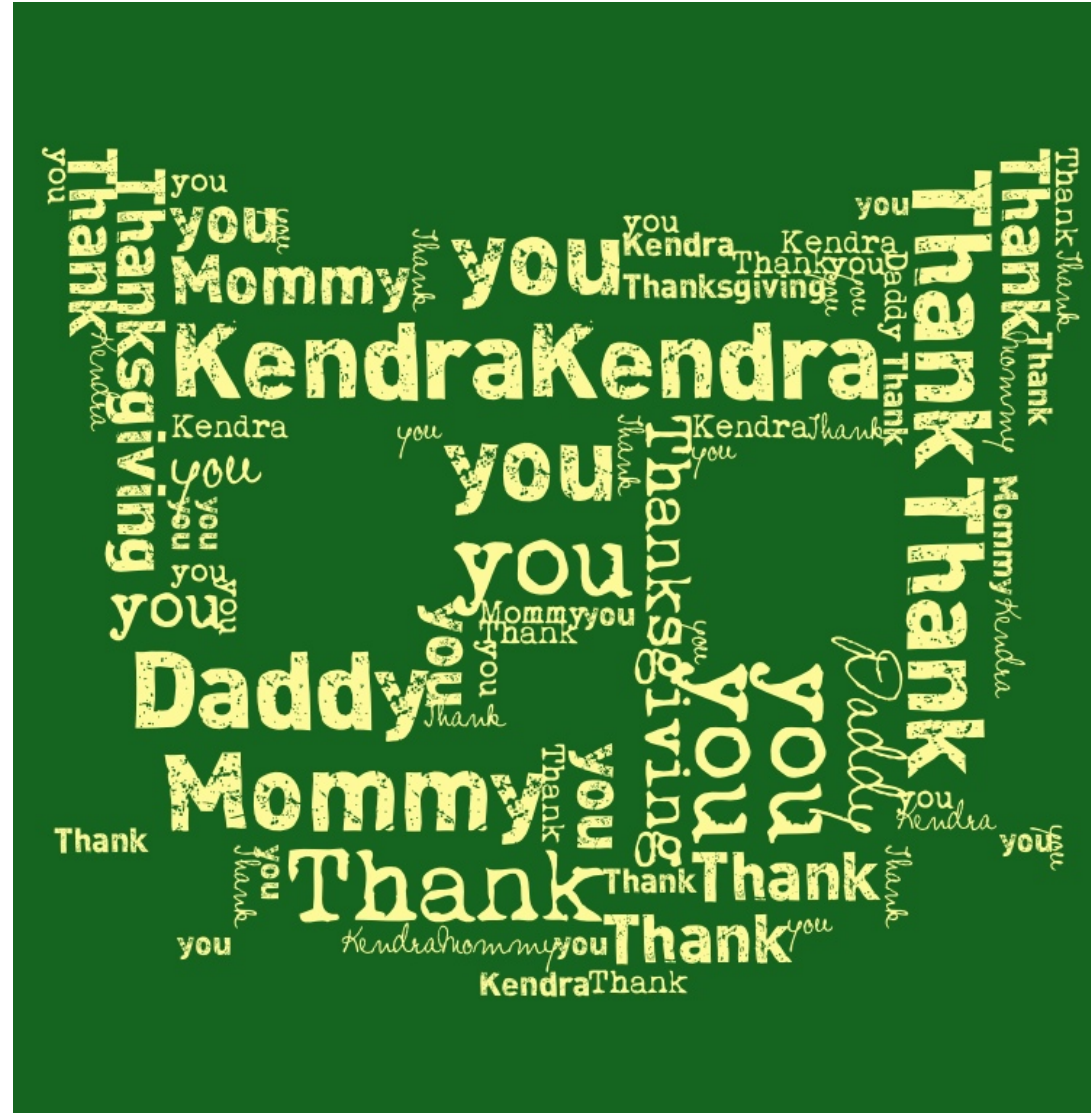




Visuals: *Visual Poetry*

Thanksgiving

Thank you.
Thank you Kendra.
Thank you Kendra,
Mommy.
Thank you Kendra,
Mommy,
Daddy.
Thank you.
Thanksgiving





Path On Swipe to Type

- Make a shape or a swirl
- Then type!



Short Pieces 'Sound' Great! Reward That Hard Work!

AutoRap



*Voice
Changer Plus*



Others??

-
-
-