

The implementation of a writing curriculum in a self-contained, special education classroom

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Agenda

- Writing for students with complex instructional needs (CIN)
- The Curriculum
- The SLP's role
- What happened?
- Future directions



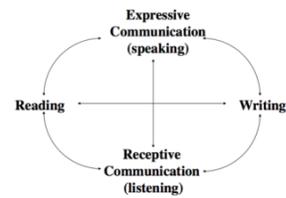
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Writing for students with complex instructional needs (CIN)

Who are students with CIN?

- May have intellectual disabilities
- May have Autism
- May have significant physical impairments that limit them from using a traditional pencil
- May be educated in a self-contained classroom or included

Communication Skill Development



Oral and Written Language Development
(Koppenhaver, Coleman, Kaimowitz & Yoder, 1991
adapted from Teitel & Sulevsky, 1989)

Assumptions about Instruction and CIN

- Prerequisite skills necessary before writing instruction can begin
- Conventional writing is not possible
- Symbol writing will lead to conventional writing

(Sturm, 2012)

What we know about writing instruction

- Similarities between writing and communicating with symbols
- Providing writing experiences promotes writing ability
- No prerequisites
- Anyone can find something to write about and start the process

How does writing develop?

- In meaningful social interactions, young children watch how others model the use of writing and learn about the purposes of print and how it is formed
- Children's early writing is full of random marks, wavy lines and letter-like forms that adults often attribute meaning to
- From these experiences, young children develop understandings about the functions of print and the motor skills necessary to form letters and words
- These become increasingly more sophisticated over time

What is emergent writing?

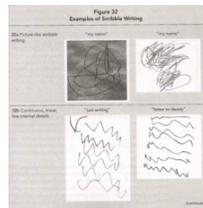
It's not about letter identification or spelling real words

(Gretchen Hanser, 2009)

Emergent Writing: Development

Scribble

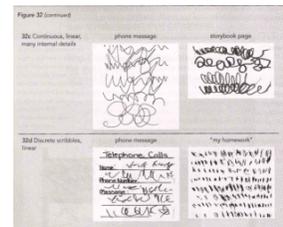
Wavy lines



Emergent Writing: Development

Wavy lines with more detail

Discrete, individual scribbles



Emergent Writing: Development

Letters



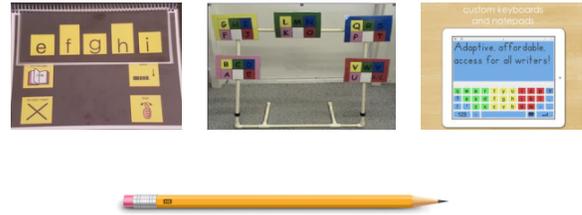
For children with CIN?



Writing for students with CIN - About What?



Writing for students with CIN - Access



Developmental Writing Scale for Beginning Writers

(Sturm, Nelson, Staskowski, & Cali, 2010)

1	Drawing only
2	Scribble writing which may include letter-like forms but with the majority of shapes not recognizable as letters
3	Some strings of letters but not grouped into words – ttt kdfsd
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	Three or more related words

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)
9	One to two complete sentences with a subject phrase and a verb phrase. End punctuation not necessary
10	No coherent topic
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 or story parts) with at least two sentences elaborating the meaning of each

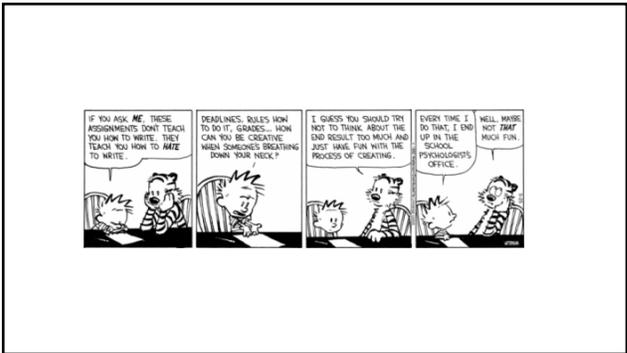
The Classroom

- ### The Classroom
- Students
 - IAs
 - Teacher
 - SLP

- ### What writing looked like before the curriculum
- "Writing with a purpose"
- Center with an IA that students rotated through
 - Copying
 - Tracing
 - Hand-over-hand
 - Scripted
 - The student had very little input
 - Few opportunities for AAC use



The Curriculum



What the curriculum looked like

Original

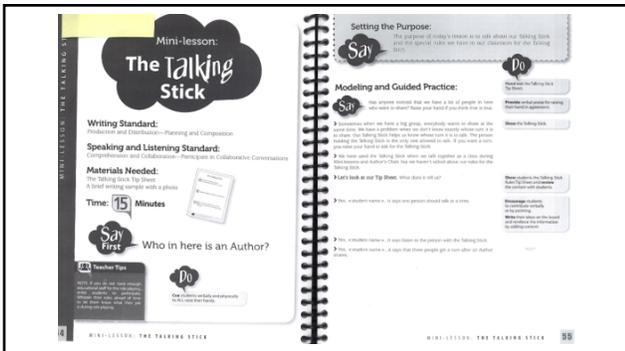
- Mini Lesson
- Author's conference
- Writing Time
- Author's Chair

Our modifications

- Mini-lesson
- Scaffolded instruction
- Writing Time
- Author's chair

What is a mini lesson?

- Explicit instruction
- Some repeated lessons
- 5 to 15 minutes
- Different topics
- Tip sheets



Mini-Lesson

What is writing time?

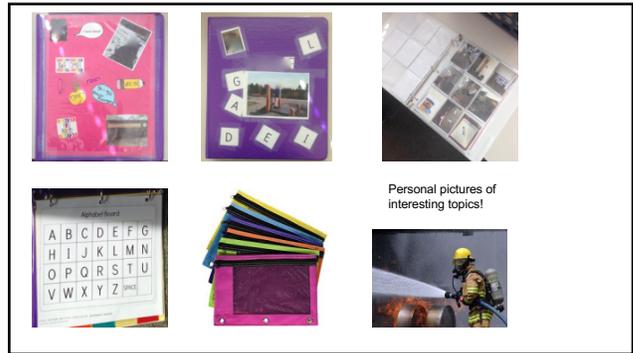
- Right after mini-lesson
- Split into groups
- Writing tools
- Choosing a topic (Author's toolkit; topic library)
- Write and communicate

What did instructional personnel do during writing time?

- Made sure there were tools (for writing and communication)
- Targeted: making choices, turn-taking, commenting, using appropriate behaviors

Writing Time: An Author's Toolkit

- Pictures
- Personalized
- Alphabet boards
- Letter-tiles
- We actually put their writing in the toolkit



Writing time: What will my students write with?

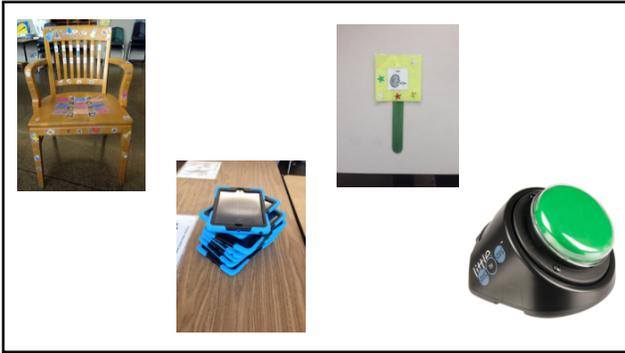
- A pencil
- Scribing
- Letter tiles to be glued on paper
- A keyboard
- Alternative pencil



Writing-Time

What is an author's chair?

- Provides students with an opportunity to present a piece of writing they worked on
- All provide feedback
- All celebrate writing
- Author's stick - Turn-taking



What did I do during author's chair?

- Helped students **share** their work
- Helped students **comment** on other's work
- Helped students work on **initiating** (e.g., asking to be the first one in author's chair)
- Worked on appropriate: eye contact, turn taking, acting positively, behavior, waiting

How did it actually go?

- Routine and behavior
- Long and deep learning

The role of the SLP

The Role of the SLP

- Motivator/Excitement
- Collaborator
- Trainer
- AAC guide
- MODEL

Collaboration between SLP and SPED Teacher

- Once a week
- Script
- Determine roles/responsibilities

AAC

- Core vocabulary
- Sequenced voice output devices
- Hi-tech ipad based communication applications

IEP Goals - Turn Taking

_____ will raise their hand and wait to be called on before talking aloud in group settings 4/5 opportunities to do so.

_____ will work cooperatively with peers in small group settings (ie. Share materials, allow peers to share different thoughts) 4/5 opportunities to do so.

_____ will engage in appropriate turn-taking skills by attending to an adult/peer's turn and waiting for own turn 4/5 opportunities to do so.

IEP Goals - Social Communication

_____ will initiate communicative interactions with others 4/5 opportunities to do so.

_____ will initiate varied appropriate topics with others 4/5 opportunities to do so.

_____ will initiate communicative interactions with others by asking questions 4/5 opportunities to do so.

_____ will engage in conversational turn-taking with others across 3-4 conversational turns, 4/5 opportunities to do so (topics initiated by self /others).

_____ will call attention to communicative partner prior to communicating 4/5 opportunities to do so.

_____ will ask questions of others regarding topics initiated by self or others to sustain conversation for conversational turn-taking 4/5 opportunities to do so.

_____ will spontaneously seek assistance/ ask for help/ seek additional information given visual prompts 4/5 opportunities to do so.

IEP Goals - Language/AAC

Using a variety of communication methods (pointing to pictures, picture exchange, verbal responses, accessing voice output device, etc) _____ will respond to teacher directed questions when a visual cue or gesture prompt is provided in 3 out of 4 opportunities.

Using a variety of communication methods (pointing to pictures, picture exchange, verbal responses, accessing voice output device, etc) _____ will communicate using combinations of two or more words with _ % accuracy.

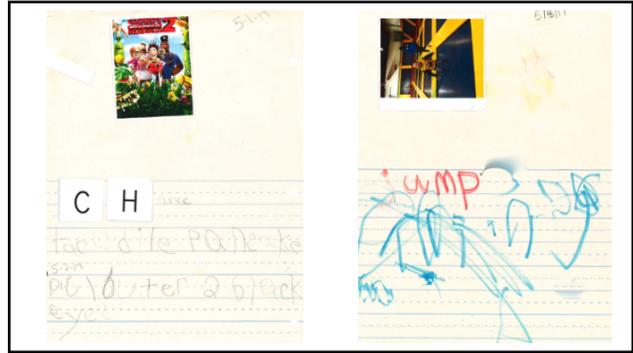
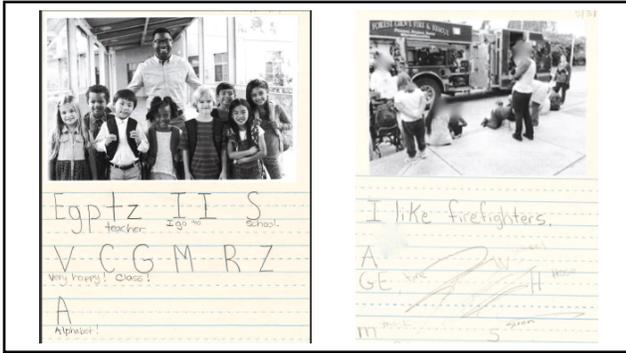
Using a variety of communication methods (pointing to pictures, picture exchange, verbal responses, accessing voice output device, etc) _____ will participate verbally in structured language activities by answering "wh" questions with _ % accuracy.

IEP Goals - Language/AAC

Using a variety of communication methods (pointing to pictures, picture exchange, verbal responses, accessing voice output device, etc) _____ will....

HAVE MEANINGFUL LANGUAGE EXPERIENCES!





Resources

Caroline Musselwhite's AAC Intervention Website: <http://www.aacintervention.com/>

- Check out Caroline's Tips
- Search in window for "Writing"

Video modules - writing (with CarolineMusselwhite) <http://www.engagingalllearners.ca/ip/conversation-with-caroline-musselwhite/>

UNC Center for Literacy and Disability Studies <https://www.med.unc.edu/ahs/clids>

Tarheel Reader (can also link to through UNC site) <http://tarheelreader.org>

PrAACtical AAC Blog (search for writing) <http://practicalaac.org/>

Dynamic Learning Maps (emergent writing): <http://dlmpd.com/emergent-writing/>

