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5	Let's Write About It!
	Presented by: Patty Ashby MNS,CCC-SLP
6	I'm a Speech/Language Pathologist! Why do I need to focus on writing?
7	Frequently:
	We write like we Talk.

We talk like we write.

8 BONUS:

If a student presents with a language disorder:

If you work on writing, you can typically improve verbal expression, and vice versa.

9 Writing to Communicate

I frequently see students with severely decreased verbal expression and/or speech intelligibility using writing as their main means of communication by using:

10

- Communicating by writing is such a GREAT augmentative communication tool
- The person is not dependent on "the word" being programmed into his/her communication device- this happens, no matter how robust the language system.
- Communicating by writing is a "way out" if a person does not know where a word is located on his/her device.
- Can typically be used anywhere, anytime, since can be lite-tech as well as high-tech

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11 We write to communicate all of the time:

- Texting
- Emailing
- · Writing notes
- Writing lists
- To sign our name (ownership- this is mine!)
- Letters
- Cards
- notes
- Etc, etc.....
- •
- •
- •
- •
- •
- The more I work in this field as a speech/language pathologist, the more I realize that in order for a person to be a *competent communicator*, a person needs to have the skills/means to *speak and to write*.
- 13 Writing is expressive language, only in a written format.
- 14 So Let's get our students writing!
- 15 "I don't want to write!"

"It's too hard"

"Why do I have to do this?"

16 Why do so many students hate to write?

This is important to address, since a person has to practice daily writing to possibly gain enough skills to use text to communicate, or for any other purposes.

- 17 1. It IS hard for them.
 - 2. It IS boring.
 - 3. Many times, there is not a real purpose to the writing a student is asked to do, so they don't see why they *need* to do it.
- 18
- 1. It is hard for them

Why?

Is the student struggling to:

- -write the letters?
- -to spell correctly?
- -figure out what to say?
- -to understand what these letters are all about??

Answers: Yes, yes, yes and yes

- 19 Struggling to write the letters-
 - -students must have access to alternative ways of writing other than a pen / pencil, etc., if he / she struggles to write letters.

Otherwise, the student will hate writing. Who wouldn't??

The *entire point* in writing is to get your thoughts down in a written format. This is the "communication" piece. This is what makes writing fun.

Students who struggle to formulate written language have to have access to ways to formulate those letters other than using a pen/pencil.

- 21 Frequently, students are taught to hate to write.
 - · Goals that focus on tracing- year after year
 - Hand over hand goals- year after year
 - · Practice writing name for multiple years on an IEP.
 - Writing letters separately, (a page of m's) -multiple times on a page, year after year, many times with tracing or hand-over-hand support.

22 It's no wonder these students hate to "write."

- These students have never been provided with opportunities to formulate language in a written format for meaningful purposes.
- So many times, the focus on "writing" is really about formulating letters, vs. getting ideas down in a written format

23

- I'm not saying that letter formulation should not be worked on, but....
 - Students need tons of opportunities to write for meaningful reasons, <u>in addition</u> to practicing letter formulation (advise with your OT)
 - Sometimes we need to "move on" how many years are going to be focused on formulating letters??? If time is only spent on this skill, the students are missing out on tons of writing opportunities!!
- 24 We know that early exposure to meaningful experiences with literacy is huge:
 - Classrooms filled with print, language and literacy play, storybook reading, and writing
 allow children to experience the joy and power associated with reading and writing while
 mastering basic concepts about print that research has shown are strong predictors of
 achievement.

http://www.readingrockets.org/article/learning-read-and-write-what-research-reveals

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- But the ability to read and write does not develop naturally, without careful planning and instruction. *Children need regular and active interactions with print.* Specific abilities required for reading and writing come from immediate experiences with oral and written language.
- http://www.readingrockets.org/article/learning-read-and-write-what-research-reveals

26 Well.....

- If our students hate to hold a pencil because of sensory issues
- If our students struggle with visual-spatial skills resulting with them having a very difficult time formulating letters
- If our students do not have the fine-motor skills to hold a pencil
- If our students are so concrete that they can't understand what all of these lines and loops on paper are all about........

27 How many meaningful experiences will the student be involved in with writing?

How many of the experiences will be positive?

How many of the experiences will help the students understand the "joy" of writing?

- SO often the answer is: Very little experiences and the experiences are negative.
- •
- 28 Techniques to use to write other than holding a pencil:
 - Using a keyboard
 - Text-to-speech
 - Apps
 - •
- 29 Writing with alternative pencils for individuals with complex communication needs:

"Gretchen Hanser- Alternative pencils"

- see resources at end of PPT

30 Using a keyboard

- Can be on a communication device
- Can be on an iPad app or other tablet app
- Can be on a iPod Touch
- Can be on any cell phone
- Can be on a computer
- Classroom Suite Intellikeys
- Portable keyboards such as the Fusion

- Lite tech keyboard (printed out on paper)
- Etc.....

31 Text-to-Speech

· Communication device: typically has keyboard and text-to-speech

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The student can use the text-to-speech feature in his/her communication device as a means to write.

This feature is frequently overlooked In classrooms.

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32 Text-to-speech:

- -Takes the "motor load" out of writing, so the student can focus on getting ideas down vs. how to formulate a letter
- -Helps spelling, since the student can "listen" to what he/she wrote, and attempt to correct if is sounds wrong
- -Help gives meaning to those strange symbols, since it shows a student more concretely that those symbols are used to create words, which can be said out loud
- -Better cognitive engagement since the student is "listening" on his/her own, vs. another person saying it for them to hear

33 Remember to print!!

Portable keyboards, Communication devices and tablets can be linked to a printer (via bluetooth or hardwired) so the student's work can be printed out and taken home.

Put on the refrigerator!

Give his/her work validation!!

34 Printing from tablets

 Typically schools do not have bluetooth printers- with iPads, if there is internet access, you can copy/paste from the message window of the language app into the "notes" app and either print/email out to printAlso, can email to parents so they can print out

35 Favorite app for text-to-speech:

- <u>Predictable</u> \$159.99 By Therapy Box Limited
- •
- -
- 36 Verbally not as strong as Predictable but cost is right! FREE
- Many people who have strong literacy skills want to only use text-to-speech or writing apps as his / her augmentative communication device.

Popular: Ipad mini with Predictable- many high school students prefer- no "pictures"

One high school did not want a device, but only wanted to use text on his phone to show people

- Text-to-Speech app Abilipad app \$19.99
- 39 Word Wizard alternative keyboard with text-to-speech
- Motivating alternative keyboard:
 Writing with Magnetic ABC app
- 41 Poor Spelling
 - "He can't spell so he cannot use text to communicate."
- 42 First Letter Cue: HUGE

This boy was sitting in front of the T.V. pointing to it. He wanted to watch a cartoon.

- A high school girl telling her mom what she wanted for dinner.
- 44 What a little boy wanted for dessert
- 45 A little girl, pointing to her mom's car. Her mom asked her where she wanted to go.
- Even a first letter cue can help narrow down the guessing game of what a person is trying to say.

Encourage the person to "Just try- it's ok if you don't know how to spell it. Just write the letters you hear when you say it in your head."

Remember:

Word prediction helps tremendously with spelling difficulties

- Samples of activities that students "want to write about"
- 48 My goal during sessions:
 - To provide students with multiple opportunities to purposefully write about something they are interested in.

- •
- I really don't care about spelling that is not my goal I just want to see students writing-
- I stress this with my students, "It's ok, just try!" "Don't worry about the spelling, just do your best."
- I purposefully make mistakes with spelling in front of the students. Many times other students will correct me. YES!!

49 The BEST is when:

- Students "let go" and just start writing for the fun of writing.
- One student said to me "I know Ms. Patty, Let's write about it!" That was my ultimate goal right there he WANTED to write.
- Once students want to write, the editing can come later....DON'T EDIT AS THE STUDENTS WRITE – what a killjoy!
- Project:

 Puffy Soap
- 51
- 52 Background knowledge
- Using *Pictures with Words* app with a personal picture to write about....
- 54 Before and After were two temporal concepts we focused on. We experienced it, then wrote about it.
- 55 Sticky Notes app
- Don't forget the power of a dry erase marker and a big white board for students who enjoy writing with a pencil/marker, etc.
- Working with target concepts with the *letter jumble* app- if you don't have the app just use the concept!
- Depending on the student's needs, the jumble can be solved with different support levels.

My class: We worked it out together with the iPad projected on a white board. The students worked together putting the letters in different order and trying to figure out the word.

Since they had such strong background knowledge of the target word, they always figured it out!

- ⁵⁹ Hangman is another great way to reinforce vocabulary the students are working on.
- 60
- With my students, if I let them write about their "favorite" first, they will then "refocus" and write about the topic being discussed. If I don't let them do this, it becomes a power struggle and they do not want to write.

- Plus: It is great that they want to write at all!! 61 Student wanting to write about "cookie crisps" when the topic was the soap activity 62 She then wrote on topic. 63 Need I say more??! 64 He then wrote about the soap experiment. 65 Goal: generating descriptors beyond good and bad. This is the "sticky notes" app. • photo 1 66 Writing with sticky notes- this student flat out refused to hold a pencil/marker etc. But he would use a keyboard and any alternative pencil/keyboard. 67 After working with the sentence generation task prior, the students generated their own description with sticky notes. 68 69 Student just introduced to a keyboard. Refusing to hold a pencil, marker, etc. 70 His writing. 71 Writing about worms 72 Setting the background knowledge so the students have the experiences to talk/write about. 73 One of the students came up with the idea of washing the worms, since they were so dirty. 74 Using the Glow Coloring app 75
- Creating a book with PowerPoint. The students wrote out on a small white board what they wanted to say/write about a picture of him/her playing with the worms. Students who did not want to write with a marker used the keyboard on the computer.
- 78 The worms also got in on the action. "Worm art," using the *Glow Coloring* app.
- 79 Glow art writing

77

- 81 Writing just for the fun of it!
- Using silly images from google image for writing from a funny perspective.

 Working beyond the "black and white" with a student who has high functioning

autism.

- 83
- 84
- 85 Writing Notes
- 86 Notes
 - Models for writing notes
- 87 Lots of apps available for writing cards
- 88 Model writing whenever you can- write as you work out activities make mistakes, and show how you fix them- show that is ok to make mistakes. Ask students for help spelling or help thinking of a word, etc....
- Writing with pancakes! Writing with an alphabet board. I wrote the letters as the students spelled their name. Older students wrote on the griddle themselves.

Alphabet board by Caroline MusselWhite http://www.aacintervention.com

Narrowing the field to choose from. This is not a "no, that's wrong activity." As the student is spelling, if they choose the wrong letter, say his/her name out loud as it would be pronounced with that letter, so the student can hear that it doesn't sound right.

If the student is using text-to-speech do the same thing: let them hear the word as they spell. This way they can hear if it doesn't sound right and try to correct it. This is productive feedback.

- 91 Students spelled their name with letters.
- 92 Goal: descriptions

Writing: voting likes and dislikes of different flavors of toast, to reinforce new descriptions.

- 93 Final votes counting up the totals
- 94 Writing to name a picture a student created- generating titles
- 95 Writing about a "geyser" activity
- 96 Writing about a rocket activity.
- 97 Working on generating different sentence forms.
 A teacher requested help reinforcing this skill with the students.

30 min - Activity: we made fake snow and the students played with it for awhile.

- 98 30 min: Then I emailed the pictures from my phone to my school email. From the computer, we projected the pictures on the board, and the students wrote one of the four sentence types about the picture.
- 99 Hmmm, what happens when you put a peep in the microwave?

First the students predicted.

- 100 Then they did the activity and came up with conclusions. We wrote about it.
- 101 Get writing into any activity you are doing!

Writing name on eggs to take home.

- 102 Writing to vote for which piñata he/she wanted to make
- 103 Writing to put your name on a goodie bag to take home.
- 104 Comic book! app
- 105 Art of Glow VERY motivating
- 106 Doodle Buddy app Very versatile
- 107 Books, Books, Books
- 108 Having students write books is very powerful:
 - Practice sequencing
 - · Practice telling and retelling a story that they care about
 - · Reinforcing new vocabulary
 - Practice sentence construction
 - Generalization- the students bring the books home to show to parents, and the language is reinforced in that setting as well
- 109 Synonyms and new vocabulary:

each students has a book of descriptive words to choose from. They couldn't use simple words such as "good, bad, etc.."

- The vocabulary book was added to with new words as the year went by. They could only use one of the words in each book they wrote.
- Writing books for preschool students Students generated "topics"

112

- Electronic Talking Books- very motivating platform for students to write with My favorites:
 - •
 - Pictello \$19.99 -has text-to-speech and highlights words as speaking- can download book as PDF to print out
 - Click n' Talk
 \$2.99 recorded speech

•

I print these out by taking screen shots of each page and then printing-

114 Turning a lesson gone south into something productive.

115

- Creating an electronic book about Noodles. I took pictures while the students were eating the noodles, emailed them to my school email from my phone.
- We then moved over to the white board with the iPad connected to the projector, to project the book and write about the pictures I took.

116 Goal: sentence formulation

117 Goal: descriptors

118 Goal: expressing likes/dislikes

119 Kid in a Story

• Unique because: a picture of the student can be added throughout the book- fun graphics

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Purposeful writing project

Palo Verde Middle School Washington Elementary School District Phoenix, AZ

Patty Ashby MNS, CCC-SLP

121 Caseload:

30 students - ages 12-13

Various diagnoses: autism severe learning disorders mild / borderline ID mild cerebral palsy

- Students were seen as a class 1x a week for 50 minutes.
 - Activities throughout the school year focused on interactive, hands-on activities that could be replicated at home.

The activities provided multiple opportunities for purposeful writing. Students were not writing just to write, but for a specific purpose.

123 **3 Month Activity**

124 First Activity

125

The students used their written directions to complete the task. This led to greater independence.

127	Second Activity
128	
129	
130	Third Activity
131	
132	The students made their puppets based on the written plan.
133	Fourth Activity
134	
135	The entire class developed a story together based on their puppet characters. This story was performed by the class using their puppets for the preschool.
136	They generated settings and voted on them
137	
138	One show was on a stage. A talent show took place with each puppet demonstrating their own special talent.
139	Another show took place at Great Skate.
140	Next Sewing Activity
141	
142	
	Goals focused on: • Sequencing in many contexts
	 New vocabulary – (since these were used purposefully, the students retained the words
	they learned)
	Generating complete sentencesGenerating short stories
	Verbally participating in group activities
	Following and providing directions
	Speaking in large group settingsSocial/Pragmatic skills
	Social/Tragmatic skills
	•
	•
143	BONUS! Generalization of language and functional skills
144	5 5
	EDITING, continued
	Editing for the sake of editing
	•

- •
- Ugh
- BORING!!!!!!!

•

145 Editing to publish

- YES!!
- .
- MOTIVATING!!

146

147 In order for a book to be published on Tar Heel Reader, it must be edited correctly.

This is VERY motivating for students to edit their writing. There is a real purpose to editing.

148 Vanessa

Vanessa is working on:

- Sentence formulation- asking questions, including articles in her sentences, word order, etc
- She uses eye gazing to access her communication device
- 149 Vanessa has been writing books and she is publishing them on Tar Heel reader.
- First- Generating thoughts on "paper" after completing the activity and/or reviewing the pictures at a later time. (see picture below).

Vanessa then picked the pictures and put them in the order she wanted. She then wrote a rough draft for each picture/page. We then edited the book and published it on the website. Her mom posted the link onto Facebook so friends and family members could read it and comment back to Vanessa.

151

152 Authors can track where in the world their book is being read.

153 Pictures, Pictures, Pictures

- Students love to talk and write about experiences they have had
- Take as many pictures as possible during fun activities
- · Have the family email you pictures
- Have the student take the pictures

154 More resources

Resource for alternative keyboards:

http://www.readingrockets.org/article/assistive-technology-tools-writing

Alternative Pencil- Four Block Wiki

https://fourblock.wikispaces.com/file/view/Alternate+Pencil+CD+-+Order+Form.pdf

Alt Pencils Overview 2009
http://www.iod.unh.edu/asi/pdf/breakouts/A-6%20Wed%20b-%20Alt%20Pencils%20Overview%202009%20-%20HANDOUT.pdf

Alternative Pencils in Action (video clips) http://alternative-pencils-in-action.html

• http://www.aacintervention.com (Caroline Musselwhite)

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