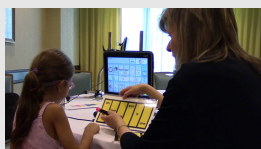


Four Block Literacy Strand – Writing

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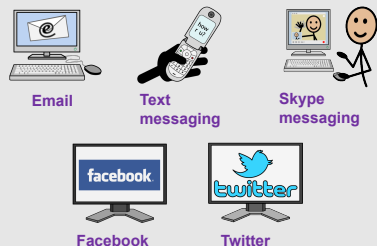
ASSISTIVE
 Tech 4 ALL

Why is writing important?

- Some children/adults learn to speak/communicate by writing
- Some children/adults learn to read by writing
- Writing requires us to pay attention to the letters and sound relationships
- Writing/spelling reveal a writer's understanding of sounds/letters and words

Source: Dr. David Koppenhaver and Barbara Wollack, Closing the Gap, 2013 – A Writing Teacher's Toolbox- Technology Supported Instruction for Students with Disabilities

“Face-to-face” Communication is evolving – about “connecting” with people



Incorporates “writing”

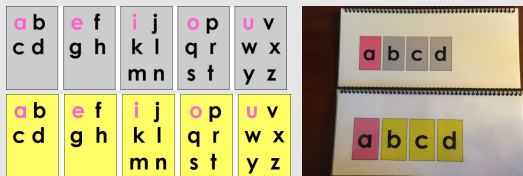
Writing

Different forms

- Shared Writing – predictable charts
- Co-construction to support writing narratives
- Independent Writing – generative*****

- Focus on independent writing – can get started tomorrow!!!!
- Using Core word and alphabet flipbooks

Light Tech Alphabet Flipbook

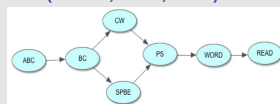


Adapted from Gretchen Hanser's Alphabet Flipbook;
Also available in uppercase for younger children or those without previous exposure to the alphabet

Beginning Reading Model

- Mirrors progression of beginning writing that typical children go through with pencil and paper.
- Individuals with RTT are following this progression in their invented spelling.
- Source:
<http://dsrresources.pbworks.com/w/page/70110496/Words%20Instruction>

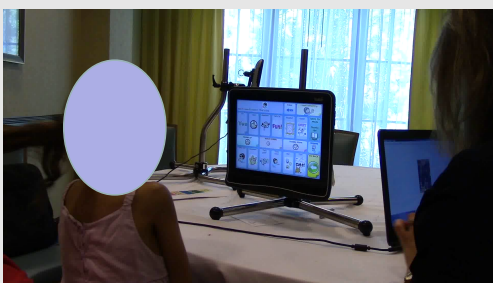
(Morris, et al., 2003)



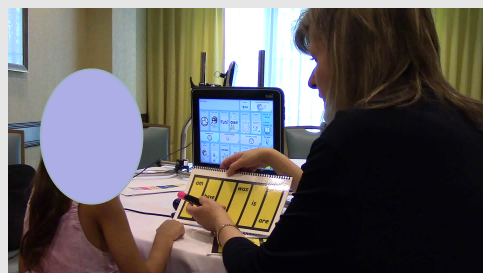
Progression seen in writing - Evidence

- **Alphabet knowledge (ABC)** – familiarity with letters of the alphabet – ones that are meaningful to them – not start with ABC but first letter of name, family members, friends, favorite TV show (D for Dora)
- Start to spell/write with beginning letter of name and beginning letters of familiar words (**Beginning Consonants – BC** in Beginning Reading Model)
- **Spelling beginning and ending sounds (SPBE)** in Beginning Reading Model) and **CW (Concept of Words)**
- **Phoneme Segmentation (PS)** - Pay attention to middle of words and visually process them as words read aloud to them; start seeing these in writing

Writing Process – Choose the Topic



Model Using “Pencils” – Core Word Flipbook



Model Using “Pencils” – Alphabet Flipbook



Started with Core Word Flipbook



Initiated Spelling Using Alphabet on her Tobii



Completed Sentence



- Selected first letter of word she wanted from core word flipbook
- “I” for “I” “G” for “go” “I” for “in” “the” “F” for “fast” and “B” for “boat.”
- “I go in the f b.”

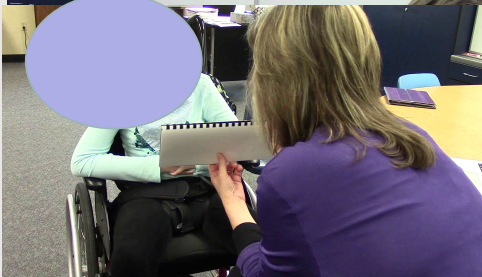
Integrate Writing into Guided Reading Lesson

- Introducing new Level A book from www.readinga-z.com – The Big Cat
- Showed the pictures the evening prior to school visit
- Talking with Mom and girl about cats (relating to own life – connection with Cinderella’s cat, Lucifer)
- Lay the background and connection with the book
- Emotional connection about own life experience essential to supporting writing process
- Hard working through apraxia – high motivation - persistence

Guided Reading Lesson

- Showed videoclips and pictures of Lucifer from Cinderella
- Building background knowledge and anchoring the book with a life experience
- Using SonoFlex to talk about the book – planned on talking about action words
- While talking with girl’s teachers, she initiated going into “Describe” words in SonoFlex

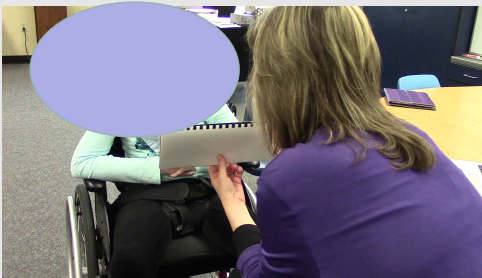
Using SonoFlex to Describe Lucifer – selected “ugly”



Writing – Core Words Chosen Topic - Lucifer



Writing – “He are u” for Lucifer is “ugly”



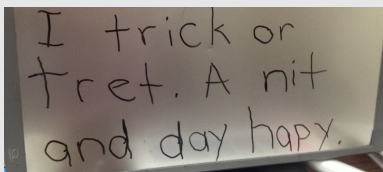
Track Progress in Writing

- Keep portfolio; take photos
- What about other measures for documenting small changes in writing?
- Moving to the next level – are there Developmental Stages for Writing?
- Yes – Dr. Janet Sturm developed these in the software program First Author; available from <http://donjohnston.com/>



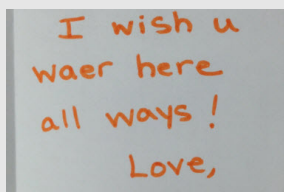
Writing – 9 years old October 31

- Tobii C12 with CEye Module for 3 years
- Started with “hg” for “hug” – SPBE – Spelling Beginning and Ending sounds
- Spelled using alphabet flipbook with partner-assisted scanning



Same girl – 9 years old December (same year)

- Spelled using alphabet flipbook with partner-assisted scanning (just like the other girls in the videos)



Writing? – Yes he/she can!

- Just need access to alphabet and core word flipbooks and photographs to help set the context
- Remember:
 - Writing is often the “window” or “door” into discovering your son/daughter’s knowledge and application about the alphabet and letter sounds and language (when start putting words together)
 - Self-selected topics are highly motivating – provides opportunities for success
 - Keep a portfolio of what they write - you will see changes over time!

More info coming...
Judy’s Writing Course



<http://rettuniversity.org/>
