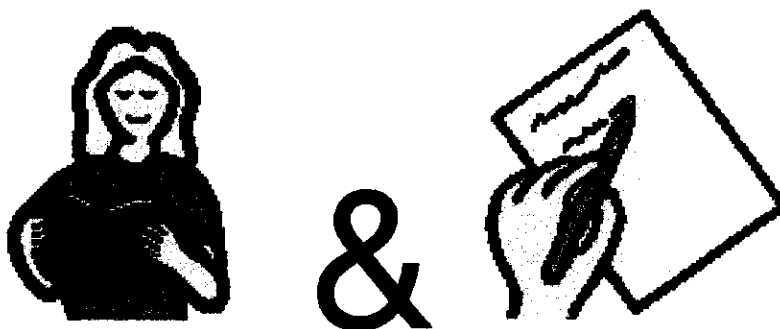


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Classrooms that Work
(They Can All Read and Write)



For more information concerning IMPACT II opportunities, such as interschool visits, staff development workshops, and Adapter and Disseminator grants, please contact:

Broward Education Foundation
600 SE Third Avenue, 8th Floor
Fort Lauderdale, Florida 33301
(954) 765-6237

GOALS AND OBJECTIVES:

If all students are to learn, all teachers must teach everything. With this underlying principle of balanced instruction, one can acknowledge that all children can learn to read and write. But for all children to have the opportunity to read and write the opportunity must have the following components: Student engagement, repetition with variety, and a knowledgeable "other". Multiple handicapped students are unable to access literature in the traditional ways that other children access it in the classroom. Limited motor skills prevent them from holding a book or turning pages. Limited or nonexistent verbal ability prevents them from choosing a favorite book, reading aloud, informing the teacher that he/she wants to see, or expressing enjoyment, humor and other feelings and reactions to a story. Other students in the class or school perceive handicapped children as helpless and unable to do anything for themselves. These aforementioned factors do not render the way for student engagement. My project provides ways to adapt the stories and ways to engage students in the four blocks of balanced literacy instruction.

In addition, students do not have the necessary skills to independently complete follow-up activities relating to stories and classroom themes so important to language acquisition. Teachers and therapists observe low interest and lack of motivation on the part of students who cannot be directly involved as active participants in reading activities. Studies suggest that less able, non speaking children receive fewer and less stimulating literacy experiences. This lack of observable reaction is not reinforcing to either child or adult, and results in less use of literature by educators and parents of handicapped students as a learning tool or as a source of social interaction and leisure activity.

"Classrooms That Work(*They Can All Read and Write*)" provided training and time for teachers to focus on learning how to make adaptations for reading activities and how to implement the materials most effectively. A workshop provided time to review potential repetitive lines, potent vocabulary, and/or comments appropriate to the story. Picture symbols, picture symbol communication boards, and overlays for electronic devices for the students to activate consisting of picture symbols were developed. The related vocabulary, phrases and sentences were programmed on voice output devices for the students to activate. These adaptations allowed the students to interact with the story, by commenting, answering questions, and by "reading" words, phrases and sentences. Some of the books had each page photographed for use as a page on the computer and then were read electronically by the computer during self-selected reading time. Students with motor weaknesses were able to access a switch to advance the story when presented on the computer. Pages of the book were enhanced visually by using

SAMPLE WORKSHEETS:

Sample worksheet examples follow demonstrating various software programs and how they were used for literacy activities.

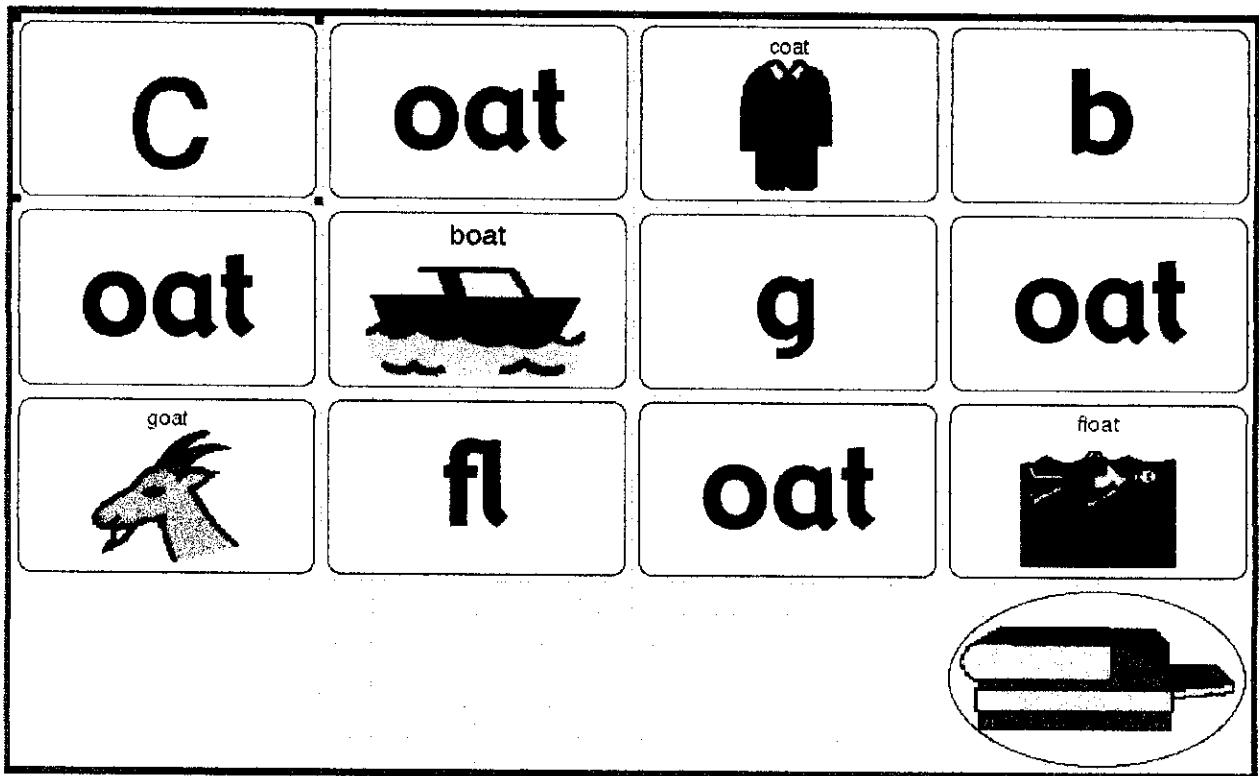


m o s u h e

[Empty word box for practice]

[Empty word box for practice]

Example of word study and making words with Apple Works while learning rhymes in "Green Eggs and Ham".



Example of word study/making words for rimes using Intellipics and Overlay Maker for the adapted keyboard while studying unit on "Green Eggs and Ham".



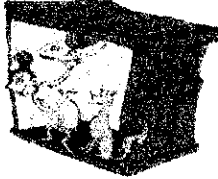



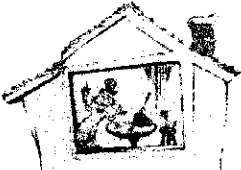



1. The main character in Green Eggs and Ham is _____.
2. Sam I am does not like _____.
3. He will not eat them _____.
4. A word that rhymes with mouse is _____.
5. A word that rhymes with rain is _____.
6. A word that rhymes with fox is _____.



Example of answering questions using a talking word processor (Intellitalk II) for reading comprehension on "Green Eggs and Ham".

Print on legal paper in landscape mode.

Level			
<p>I do not like</p> 	<p>Green Eggs and Ham</p> 	<p>In a box</p> 	<p>with a fox</p> 
<p>them</p> 	<p>with a mouse</p> 	<p>In a house</p> 	

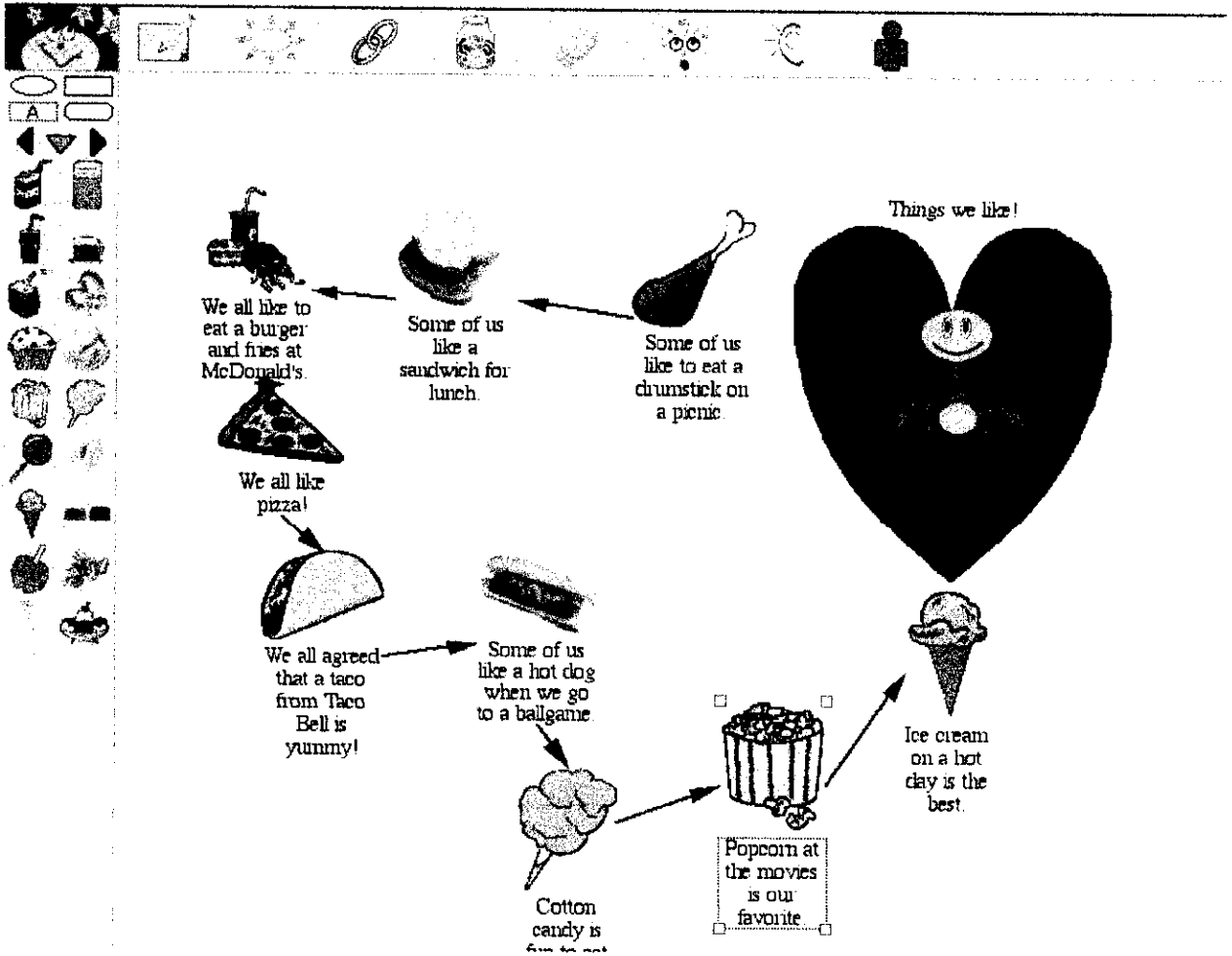
cut out

Example of an overlay made using Communication BoardMaker software for a voice output device for the story "Green Eggs and Ham".

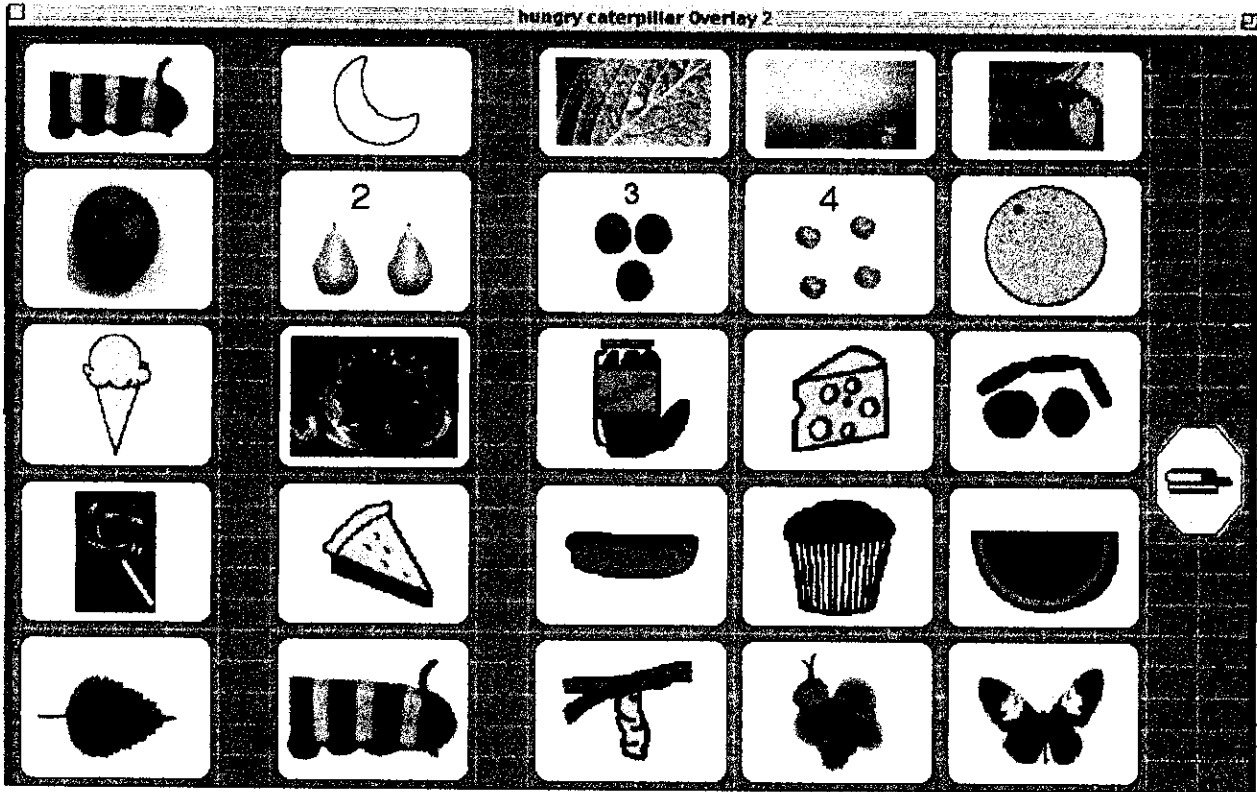
The screenshot shows the Kidspiration software interface. At the top, there is a toolbar with various icons including a clock, a lightbulb, a square, a left-pointing arrow, a fish, a cartoon character, a speech bubble, and a person icon. Below the toolbar, a series of text boxes are arranged in a descending staircase pattern. The text in the boxes is as follows:

- Things we like!
- Students in our class like the following foods:
- Some of us like to eat a drumstick on a picnic.
- Some of us like a sandwich for lunch.
- We all like to eat a burger and fries at McDonald's.
- We all like pizza!
- We all agreed that a taco from Taco Bell is yummy!
- Some of us like a hot dog when we go to a ballgame.
- Cotton candy is fun to eat at the fair.
- Popcorn at the movies is our favorite.

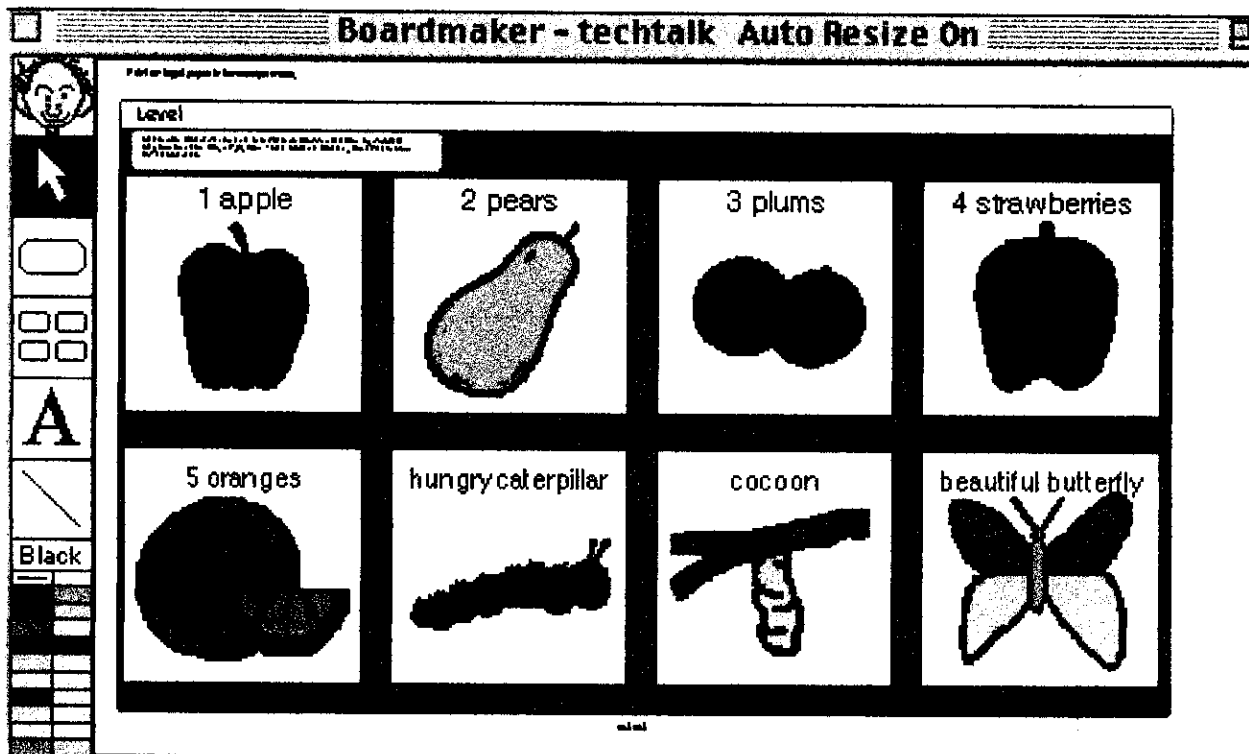
Example of the software program Kidspiration for journalling and brainstorming activities in outline format. Also is a talking word program for students needing auditory feedback.



Example of Kidspiration software in visual icon format for journalling and brainstorming activities during "Green Eggs and Ham".



Example of Intellipics and Overlay Maker for the story "The Hungry Caterpillar" using adapted keyboard.



Example of Communication BoardMaker program for making overlay for use on voice output device for use with "The Hungry Caterpillar".

LESSON PLANS:

SUNSHINE STATE STANDARD:

Language Arts: Standard 2.1.2 :The student understands the power of language.

2. identifies and uses repetition, rhyme, and rhythm in oral and written text.

Literature: Standard 2.1.2: The student understands the common features of a variety of literary forms.

2. identifies the story elements of setting, plot character, problem, and solution/resolution

Reading : Standard 1.1,1.2, 1.3, 1.4: the student uses the reading process effectively.

1. predicts what a passage is about, based on its title and illustrations.
2. identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
3. uses the knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.
4. increases comprehension by rereading, retelling, and discussion.

Teacher Lesson:

1. Show students the book and ask how many have read it.
2. Go through the picture, and ask students to identify items on each page.
3. Ask students to identify how they think each character feels.
4. Tell the students you are going to read the book aloud, but you are going to point to either one student to finish the line or you will gesture to the entire class.
5. As you read, have students look at the pictures and ask what word they predict will come next (rhyming word).
6. Do a group brainstorming activity using Inspiration or Kidspiration to list like and dislikes.
7. Provide extension activity time to make words using Apple Works or Overlay Maker to make words from the rhyming word letters. Can also use magnetic letters for student to practice and reinforce.

PREPARATION: Teacher should visit following web sites as resources:

**Web sites
for assistive technology software
and assistive technology devices**

- AbleNet, Inc., www.ablenetinc.com
- AlphaSmart, www.alphasmart.com
- Assistive Technology, Inc., www.assistivetech.com
- Attainment Company, www.attainmentcompany.com
- Creative Communicating, www.creative-comm.com
- Don Johnston Inc., www.donjohnston.com
- Intellitools Inc., www.intellitools.com
- Free public domain software www.switchintime.com
- Mayer-Johnson Company, www.mayerjohnson.com
- Picture Exchange Communication Systems, www.pecs.com

Sites with creative ideas for structured writing and language experiences

- www.abc.teach.com
- www.atozteacherstuff.com/themes/Seuss.shtml
- www.beachware.com
- www.aacintervention.com
- www.kididdles.com
- www.poetryalive.com
- www.randomhouse.com/seussville

MATERIALS AND RESOURCES:

- Multiple copies of selected book
- Electronic copy of selected book adapted with KidBook
- Kidspiration or Inspiration for journalling and brainstorming
- Intellipics and Overlay Maker to provide overlays for students to make words and to write their story and answer story questions
- Apple Works for word making activity

THE STAFF: Joanne Brustad, a Broward County educator for 17 years, has a Master's degree in Communication Disorders from Florida Atlantic University in Boca Raton, Florida. She was named a finalist for Broward County Teacher of the Year in 1996 and has received over 20 grants totaling \$50,000. Currently she is the Assistive Technology Program Specialist for North Central Area Exceptional Student Education and assists teachers and students with special needs in making adaptations for optimal student performance. She has provided numerous trainings to educators relating to communication, assistive technology, and performance assessments for students with disabilities throughout Broward County.