


Engaging and Interactive Literacy Journey for Learners with Severe and Multiple Disabilities



Padmaja Sarathy
Author, Consultant and Trainer
www.infinitepossibilities-sped.com

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Participant Poll

What is your role?

- A. Early Childhood setting?
- B. In General education classroom, inclusive setting?
- C. As behavior support paraeducator?
- D. One-on-one support paraeducator?
- E. Significant disabilities program (self-contained setting)?

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Session Focus and Objectives


- o **Focus of Session:** Planning and delivering English Language Arts (ELA)-Reading activities to students with cognitive, communication, motor, and behavior challenges
- o **Participants will gain skills in how to:**
 - Expand language and vocabulary skills (linking literacy with personal life experiences)
 - Develop comprehension skills to identify theme, characters, events, and conflicts in stories.
 - Increase concept knowledge.
- o Depicting multi-sensory, hands-on activities augmented with student-scenarios.
- o Applying UDL principles to ensure accessibility, active learner participation, and adjust the task complexity level aided with diverse teaching tools.

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Padmaja's Sarathy' Books and Publications





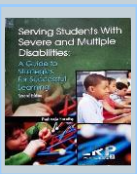



- Autism: Support Strategies & Interventions; Autism Seven Steps of Support; Music CD – Transitions
- Behavior Guide (Preventive and Positive Approaches) and Mindfulness Guide
- Early Childhood: Transition; Parenting Guide; Executive Function - Early Years; and STEM Teaching Strategies
- Paraeducator Training Guide and DVD
- Severe and Multiple Disabilities: Significant Disabilities and ESSA

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This webinar draws information from the following books:

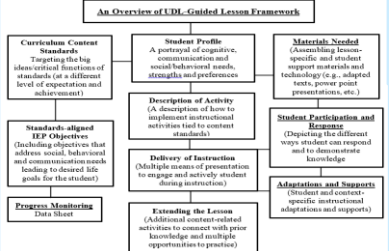



Students with Significant Disabilities: At the Crossroads of IDEA and ESSA

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An Overview of UDL-Guided Lesson Framework



Advancing Learning Outcomes for Students with Severe and Multiple Disabilities


Adapted from Sarathy's Book: *Students With Significant Disabilities: At the Crossroads of IDEA and ESSA*
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Learner Profile: Strengths, Needs and Preferences

- Joe is friendly, tries to initiate communication with peers & adults
- Expresses wants and needs with body movements, facial expression, touching objects and vocalization, pre-symbolic level.
- Learning to use a few picture symbols.
- Uses a wheelchair for mobility.
- Receiving training to use simple AT devices

Objects/pictures to manipulate



A choice board

Joe: Elementary Student Needs

- Has attention and focus issues - Attends for about 5-7 minutes and gets easily distracted.
- Limited vocabulary and communication needs.
- Requires redirection and prompts to prevent accidental activation of AT devices.
- Motivation to attend and engage with the lesson has to increase with visuals, concrete objects, games, choice-making, reduced text, etc.

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Delivery of Instruction - Preparation

To engage the learner (applying UDL):

- Stories and text passages are adapted by simplifying them or providing short summaries to sustain student attention.
- Text passages or stories supported with the use of visual aids, graphic organizers, story boards, objects or manipulatives (multi-sensory materials) related to the content, etc.
- Literacy activities aided with use of personal experience stories and role play and drama.
- Use of video clips, multi-media presentations, E-books to motivate learners.
- Teaching historical events-timeline aided with representational items.
- Technology is integrated into the lesson during instruction.

Learning Objectives Joe

- Identify critical details, facts, key events and/or events involved in a story, poem or song
- Expand vocabulary skills
- Comprehend literary texts
- Improve oral and written communication
- Follow adult directions
- Initiate communication activating with SGD.
- Improve attention during instruction.

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Participant Poll

Which of the following options do you **routinely use** to break down barriers for your students with significant language and communication challenges?

- Provide adapted, simplified summary of text of texts paired with pictures?
- Use concept maps paired with concrete representational materials and/or photos to aid comprehension?
- Do you adjust and match the complexity level of the questions to students' functioning level?
- Offer multiple ways for students to respond within the same lesson - pointing to pictures, selecting from given answer choices, aided with SGD device?

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During Instructional Delivery

- Present an adapted version (short, simplified summary) of the text.
- Draw attention to the pictures and object symbols representing the story characters and the theme.
- Maintain student's attention during reading, illuminate the pictures in the book. Repeat the same with the key vocabulary words.
- Ask the student to point to the pictures and/or manipulate the object representing the character each time it comes up in the story.

A writing adaption for Joe
Make picture/ object choice to fill in the blanks aided with iTalk2 Communicator

The boy asks for _____
The tree gives _____

A response adaption for Joe

Multiple ways to gain access and engage with the lesson

Adaptations & Support Tools


- Pictures and photos
- Concrete representational items connected to the story
- A power point presentation of the adapted summary
- Story map graphic organizer
- T-chart, 3 column selection chart
- Writing template
- Vocabulary word cards
- Charts
- A small flashlight
- Mini white board
- AT Tools

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Delivery of Instruction

- Get Joe to identify the main idea of story at the end of the session.
- Initially, he may make a choice between correct/incorrect response.
- Increase challenge gradually with 3 choices to select from.

Selection Chart



- Provide appropriate levels of cues and prompts to focus attention and increase comprehension of the text.
- Use a multi-sensory approach to assist Joe to hear, see and feel the story combining pictures, objects, gestures, facial expressions, etc.

Student Participation & Response Mode

- Different ways Joe responds with active involvement in the lesson, using multiple means of expression (UDL):
- Looking at, touching and pointing to the story pictures and objects.
- Maintaining attention by looking at illuminated picture/text.
- Indicates comprehension of the main idea by selecting a picture (or object).
- Communicates with peers/ adults by activating a SGD.

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Delivery of Instruction: The Giving Tree

- A power point presentation of the story with limited text.
- Adjust complexity level from simple recall questions to more inferential to match student comprehension levels.
- Include a dramatic presentation with students playing the roles of 'Tree' and the 'Boy'.

What is the story about?
The Theme

Who are the characters in the story?

What did the boy ask the tree when he was a little boy?

Create A Word Wall

Limit # of words. Pair with pictures.

Boy tree

happy leaves

money want shade branch trunk giving

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Adaptations & Supports: The Giving Tree

Identify the main characters in the story and describe some details about each character in the story.

Identify an event that takes place at the beginning, middle and end of the story.

An Adapted Book

Page 1

Page 2

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Adaptations & Supports

- Reduce the total amount of text presented at a given time.
- Facilitate student responses during delivery:
 - Manipulating objects/tactile symbols/pictures related to story to indicate comprehension of main idea of story.
 - Guessing toward the right item or use eye-gaze board to eye-point or other modes of communication.
- Repeat lines from a story (with repetitive lines) using a SGD, pictures, and/or sentence strips.
- Recruit peers to read stories/text passages to the student.
- Create an e-story to provide additional opportunities to listen to the story.
- Give the student a role to play prior to the activity to keep the student engaged and to participate - Give something to do.

Consider the interests and preferences of students to make reading and literacy activities accessible, engaging and meaningful.

Record an adapted version of story into an AT device. Pair with pictures. (The Talking Photo Album)

Practice **rhyming words** aided with AT (what rhymes with tree, boy?).

Peer records the story.

Joe's attention and involvement will increase.

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IEP Objectives to be Addressed

- Follow a sequence of daily routine events.
- Identify a topic of interest given choices.
- Compose text generating facts about self, using a graphic organizer and a word bank (with pictures).
- Initiate socially appropriate interaction with peers and adults.
- Follow adult directions with gesture and visual prompts to improve attention during instruction
- To connect information from text to personal life.

IEP Objective

Given an array of three to four pictures representing characters in a story and non-story-related distracters, the student will point to the picture of a story character related to the story/text just read for eight out of 10 consecutive stories/text passages.

(The Giving Tree)

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Extending the Lesson: Generalization

Provide students with multiple opportunities to generalize skills in a variety of settings and functional situations:

- Select a book of choice in the library.
- Identify (read) signs around the school.
- Make a choice for lunch using text-picture menu.
- Build vocabulary: Point to/gesture towards tree, leaves, seeds, tree trunk, etc. during outside recess time.
- Use SGD to greet, connect with friends while outside.
- Identify aisles/labels at a grocery store.

Extending the Activities

Offer stimulating Tactile Activities.

- Make story boxes with objects related to stories.
- Play Games: Bingo paired with pictures

money trunk	tree apple
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Apply concept knowledge and vocabulary gained:
Trees give apple. Can you think of other fruits that trees give?

coconut	peach
banana	pear

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Extending the lesson: Vocabulary-building

Daily Lunch Log

Food	Drink
Monday	I ate _____ and _____
Tuesday	I ate _____ and _____
Wednesday	I ate _____ and _____
Thursday	I ate _____ and _____
Friday	I ate _____ and _____

Vocabulary-building linked to Personal Living

- Identifying Days of the Week
- Identifying Fruits and Vegetables (2 per category)
- Connecting Photos with Text

Additional Activities

- Play a food bingo game.
- Sorting food/non-food photos
- Creating a plate full of "Food Words"
- Pair each of the food words & pictures with a SGD device (iTalk4 or Talking Brix or other).

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Monitoring Progress

- Objective: Comprehend literary texts**
 - Select the most appropriate picture representing the theme of the story from an array of 3 choices
 - Given three choices, Joe has to select the correct picture. (Multiple opportunities are provided)

Opportunity 1: (3 answer choices to select from)

Response: ☐ Correct ☐ Incorrect

Prompts Used: V ___ G ___ P ___ R ___

- Anecdotal record to gather additional data in a variety of settings.

Use a 'Data Collection Form' regularly to document progress.

Prompts used:

- Verbal (V) ___
- Gestures, pointing (G) ___
- Physical (P) ___
- No Response (R) ___

Re-teach?

Modify strategies?

Adapt materials?

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Participant Poll

o Prior to delivering the language lesson, which of the following do you routinely use during the planning stage for students with significant and complex special needs?

- Consider the specific needs and the functioning level of the students?
- Identify the specific objectives (for the student/s) to embed within the lesson?
- Are the activities designed to address UDL application (multiple options of presentation, student engagement, participation and response) during the lesson?
- Assembled all the adapted materials and technology needed to address diverse student needs?
- Ensure a hands-on lesson with multi-sensory materials to enable maximal participation from all my students?

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Learner Profile, Participation and Supports

o Uses single words or occasionally two-word phrases to communicate her thoughts and ideas (sometimes her speech is unintelligible). Has a sight-word vocabulary of 20-25 words.

o Able to answer some basic recall questions.

Adaptations

- Provide adapted summary of text, power point presentations.
- Teach how to maintain **'Personal Space'** to keep her arms and hands within her space. Plus, visual reminders on her desk.
- Use scripted stories (visual stories to assist with socially appropriate behaviors).
- Roleplay problematic situations and rehearse how to respond.
- Student picks up the vocabulary word-card to match the highlighted words projected on the screen (as the teacher reads the passage).
- Student responds to appropriate level of cues and prompts.

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Alexi
Elementary Student
Needs

- Exhibits impulsive behavior during instruction.
- Grabs the first picture that she looks at instead of scanning the array of options.
- Reaches across and grabs items from her peers seated near her.

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Delivery of Instruction: Charlotte's Web

o Provide visuals to enhance **comprehension**. Present a PPP of the story or text.

o Incorporate a variety of vocabulary-building activities.

Charlotte (Spider), Wilbur (Pig), Templeton (Rat) & the Farmer

pleasant grouchy mean kind

Charlotte	Templeton
Charlotte was _____	But Templeton was _____
Charlotte was _____	But Templeton was _____

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Big Ideas Characters and the Theme

Recording the adapted story in a Talking Photo Album

Yes No

iTalk2 Communicator

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Content Area: ELA - Reading

Delivery of Instruction - Wizard of Oz

Dorothy and her friends face various obstacles and events in their journey. The Yellow Brick Road: Sequencing A Timeline of Events

Wizard of Oz - Journey Events A horizontal sequence chart

- Materials: An adapted story summary or an easy level book; A blank timeline chart; representational objects or photos for the events

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Delivery of Instruction: The Wizard of Oz

o Use a Venn diagram to compare and contrast the characters Good Witch of the North with the Wicked Witch of the West in The Wizard of Oz activities.

o Compare and contrast the character differences between the cowardly Lion and the Scarecrow.

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Perform Charades Game.

- Use the "Charades" game to role-play characters or events or emotions from story.
- Practice vocabulary words (single words or phrases or story elements) by performing.
- Option: Students can hold the prop for others to guess the word.
- The class guesses the words (can be aided with AT).
- Offer props, visual cues, if needed to assist with the guessing.

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Adjusting Complexity level of Questions Posed

Lower complexity level - given choices to select from.

- Who were the **characters** in the story?
- Where did the story take place (**setting**)?
- Tell me one thing (**event**) that happened in the story?
- What is the story about (**theme**)?

Higher complexity level

- Was the boy nice to the tree? (The Giving Tree)
- What made the tree happy? (The Giving Tree)
- How did Charlotte make Wilbur happy? (Charlotte's Web)
- How did you feel about Templeton? (Charlotte's Web)



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<p>Delivery of Instruction and beyond</p> <ul style="list-style-type: none"> ◦ Build literacy and communication skills <ul style="list-style-type: none"> ◦ Use formal and informal strategies. ◦ Use intentional and incidental teaching. ◦ Identify the teachable moments all day. ◦ Avoid teaching when problem behavior occurs. ◦ Exploit opportunities all day to strengthen vocabulary, communication and language skills beyond language/reading instructional time. 	<p>A Few Pointers for Success</p> <ul style="list-style-type: none"> • Have students roleplay different characters in a story aided, if needed with pre-programmed SGD device. • Play 'Bingo' vocabulary game (words paired with pictures if needed). • Limit the number of words on Word Wall. Pair words with pictures and objects. • Limit the number of practiced at a given time to ensure greater success. • Avoid/minimize intrusive prompting.
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The Main Resources	
 <p>Students With Significant Disabilities: At the Crossroads of IDEA and ESSA: LRP Publications. (www.lrp.com)</p> <ul style="list-style-type: none"> ◦ The book includes Q&As providing guidance on new requirements for serving students with significant disabilities, plus the latest research on how to make learning more accessible and engaging, and to enable students to demonstrate what they have learned. 	 <p>Serving students with severe and multiple disabilities: A guide to strategies for successful learning. (Second Edition) LRP Publications.</p> <p>A Step-by-step guide to planning and delivering a vibrant learning environment that promotes active learner engagement</p> <p>A new updated edition to be released soon. (www.lrp.com)</p>

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THANKS.
A special thanks to AbleNet University
for hosting the webinar

Padmaja Sarathy Author, Consultant and Trainer
psarathy@earthlink.net
www.infinitepossibilities-sped.com

Upcoming Webinars:

- ❑ **Thursday, November 4th, 2021:** *Making Math Relevant and Meaningful: Hands-on Activities to Engage Learners with Severe and Multiple Disabilities*
- ❑ **Thursday, January 20th, 2022:** *Children with ASD: Understanding and Responding to the Communication, Behavioral and Social Characteristics*
- ❑ **Tuesday, February 22nd, 2022:** *Setting and Student-specific Personalized Interventions and Supports for Children with ASD*

Thanks.

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