

A Literacy Journey:

Invigorative Instruction to Engage Learners with Severe and Multiple Disabilities

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Session Outcomes

- Gain skills in applying Universal Design for Learning (UDL) framework to ensure accessibility and to foster active learner – with severe and multiple disabilities – participation in a variety of ELA-Reading activities.
- Increase knowledge of how to adjust the task complexity level aided with a diversity of teaching tools and resources that correspond to individual students' strengths and needs.
- Use technology devices to assist with instruction to promote learner participation and communication.



Author - Educational Consultant

Author of multiple books and products
(Website: www.infinitepossibilities-sped.com)

- Books - Autism Spectrum Disorders, Significant Disabilities, Severe and Multiple Disabilities, Paraeducator Training DVD and Early Childhood Education and Transition
- Magical Musical Transitions (a Music CD) and curriculum toolkits
- International presenter and educational consultant
- Founder and President of a Nonprofit Organization –Parent Engagement for Active Child Enrichment (PEACE) to enhance family-child engagement
- Recipient of ‘Promising Practice’ & grant awards.

Books

Serving Students With
Severe and Multiple
Disabilities:

*A Guide to strategies for
Successful Learning
Second Edition*

**Published by LRP
Publications**

**Striking A Balance Between
IDEA and NCLB for Students
with Significant Disabilities
Techniques and Tools for Aligning
Standards-Based Instruction,
Alternate Assessment and IEPs**

Published by LRP Publications

**From Early Intervention...
to Preschool Programs...
School Age Services**

*A Parent's Guide to
Transitioning Young Children
with Special needs*

**Published by LRP
Publications**

**All the books listed
on this page are
available from
www.shoplrp.com.**

**Together We Succeed
Building A Better
System for Transitioning
Preschoolers with
Disabilities**

**Published by LRP
Publications**

Accessing The Curriculum Toolkit



Developed by Padmaja Sarathy
A Treasure Chest of Tools to Promote Active Engagement and
Participation of Learners with Significant Disabilities

From TFH USA - : <http://www.specialneedstoys.com/>

Understanding Learner's Needs

Learners with severe cognitive and/or multiple disabilities may exhibit some of the following characteristics:

- **Presence of communication and cognitive difficulties**
 - **Communication at the beginning symbolic/early symbolic/ symbolic level**
 - **Difficulties in generalizing concepts and skills and transferring information from one situation to another**
 - **With most severe/profound cognitive impairment, the learner may have difficulty separating self from the environment**
- **Decreased attention span and high degree of distractibility**

Learner Needs (Continued)

- **May exhibit self-stimulatory behaviors (e.g., repetitive body movements) and self-injurious behaviors**
- **May have visual and/or auditory problems**
- **Experience difficulties with physical mobility**
- **Presence of medical problems**

Instructional Framework

Overarching Goal:

**Planning Instruction and Delivery
to Actively Engage Students in Learning and
Attain Desirable Educational and Life Outcomes**

**Understanding
Learner Strengths and Needs**

**Developing Student-
specific Supports,
Adaptations and
Materials**

**Planning and
Implementing
Academic
Curriculum
Activities**

**Planning and
Implementing
Functional
Curriculum
Activities**

**Monitoring
Student
Performance
and Progress**

Instructional Framework: The Essentials

**Serving
Students with
Significant
Cognitive,
Communication
and Motor
Needs to
Access and Attain
Academic
and
Functional
Outcomes**

**Universal Design for Learning (UDL)
To Make Learning Accessible to Meet
Needs of Diverse Learners**

**Partial Participation
to Promote Learner Independence**

**Engaging and Interactive
Instructional Delivery
for Active Engagement and Learning**

**Technology Aids
(both Mainstream and Assistive
Technology (AT) to Support Learners**

**Age-Appropriateness
in Activities and Materials**

Reaching all learner applying principles of UDL

➤ Flexible methods of presentation

- Information is presented in various formats, at different levels of complexity and to address different learning styles.

➤ Multiple, flexible methods of expression and apprenticeship

- A variety of formats are offered for responding, and demonstrating what student knows.

➤ Provide multiple, flexible options for engagement.

- Various opportunities are provided to engage student's interest, offer appropriate challenges, and to increase motivation.

(UDL Principles update in 2011 downloaded on 2/12/2012 from: http://www.cast.org/teachingeverystudent/ideas/tes/chapter4_3.cfm)

Partial Participation

For Students with the Most Severe Disabilities

How does 'Partial Participation' Work?

- Learner may learn to perform several steps or only one step in the task and may be assisted during all the other steps. The adult no longer has to perform them for the child.
- The activity is 'Literacy–Story Reading'. The student's participation may be:
 - Tolerate touching and feeling the book or locate eye-gaze the object attached to the book page
 - Follow a simple teacher-direction related to the reading activity (e.g., making a choice).
- Teach the student gradually to complete 2-3 steps independently.

Curriculum and Instructional Delivery Process

- Strategies to increase easy access to curriculum activities and promote active student participation
- Customizing adaptations to engage learners with diverse and complex needs
- Communication Modes and Support Strategies
 - Recognizing and responding to communication level (vocalization/object use/picture supports/speech).
- Behavioral Issues and Personalized Interventions
- Prompting Support
- Paraeducator support
- Peer support

Adaptation Hierarchy

Move from least to most



- ✓ **Adapt the environment**
 - Room set up
 - Classroom equipment
 - Special equipment/technology/adaptations
- ✓ **Adapt the materials**
 - Alternative materials
 - Technology support
(AT and/mainstream technology)
- ✓ **Adapt the activity requirements**
 - Simplify the task
 - Adjust the task complexity level
 - Partial participation
- ✓ **Provide additional supports**
 - Peer supports
 - Adult support

Instructional Framework Tool

Instructional Organizer: _____ Core Content (Key Concepts and Access Skills): Functional Skill Areas:

Focus:
Academic and Functional Outcomes

Age/Grade

Instructional Setting

Description of Activity

Materials:

Steps Involved-What to do?

Learning Objectives

Ideas/Resources

Adaptations

Support Tools

Progress Monitoring

Invigorative Instructional Delivery

Designing the delivery to engage learner (apply UDL):

- **Stories and text passages are adapted by simplifying them or providing short summaries.**
- **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 to support learner engagement.**

- Transform Instruction to provide curriculum access.

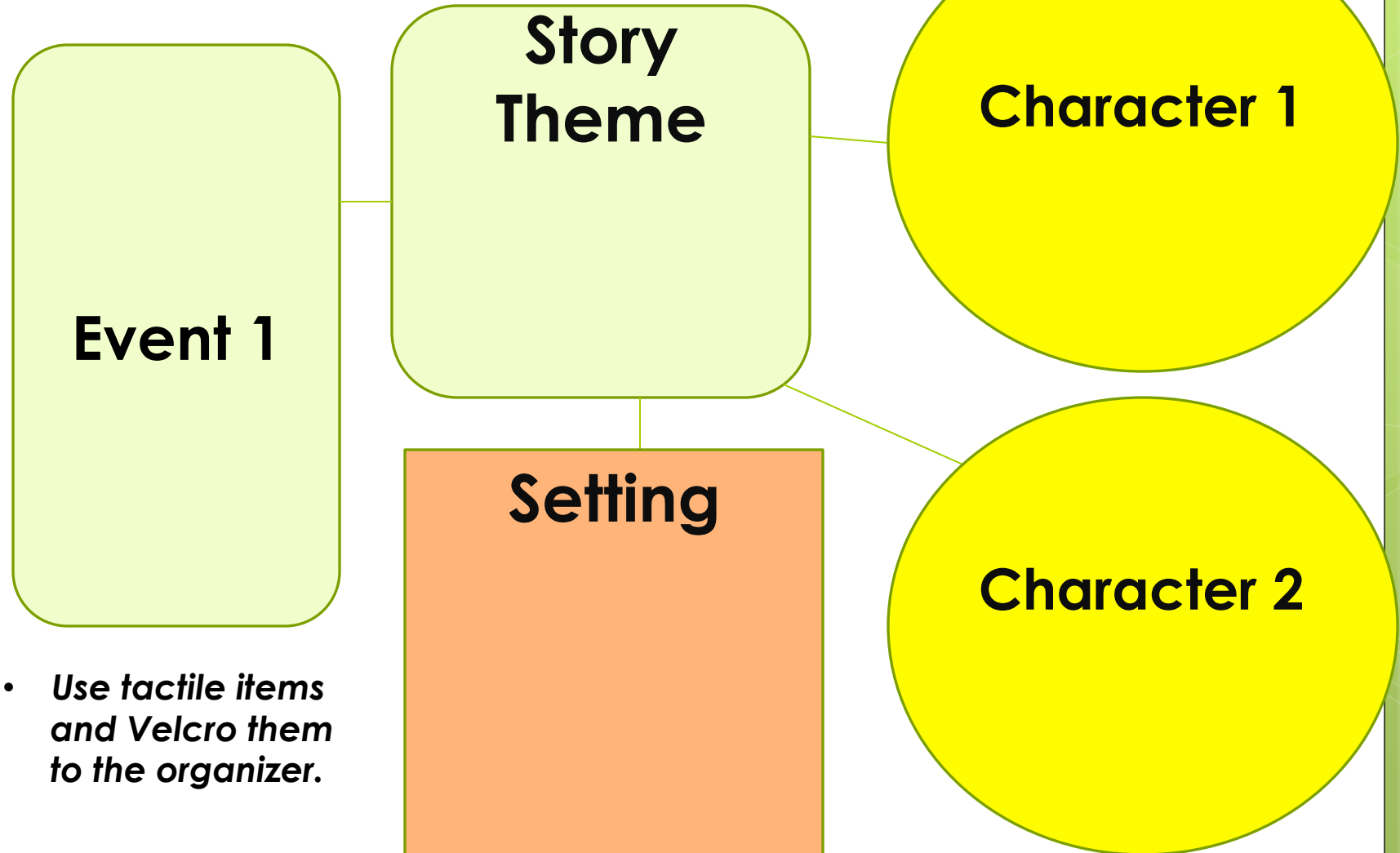
The Giving Tree



- Prepare an Adapted and Simplified Summary. (You can try to build stories with Story Maker App: <http://www.carnegielibrary.org/kids/storymaker/>).
- Create and present a Power Point Presentation. Print out slides and make a book attached with objects.
- Program a Book Worm (AT) with the adapted story.

Active Learner Engagement with a Story Map Organizer Tool

Story Title: The Giving Tree



A Word Wall with Real Items

- Teach a few vocabulary words, creating an object or picture 'Word Wall' paired with text.

Use real leaves.



leaves

Use real wooden block.



wood



happy

Use a real apple.



apple

Use a mini tree.



tree



boy



money

- Adaptation: Students can name the object by activating an Talking Brix Communicator. Place the brick next to each object programmed with the name of the object. Alternatively, they can touch/eye gaze the objects on the wall.

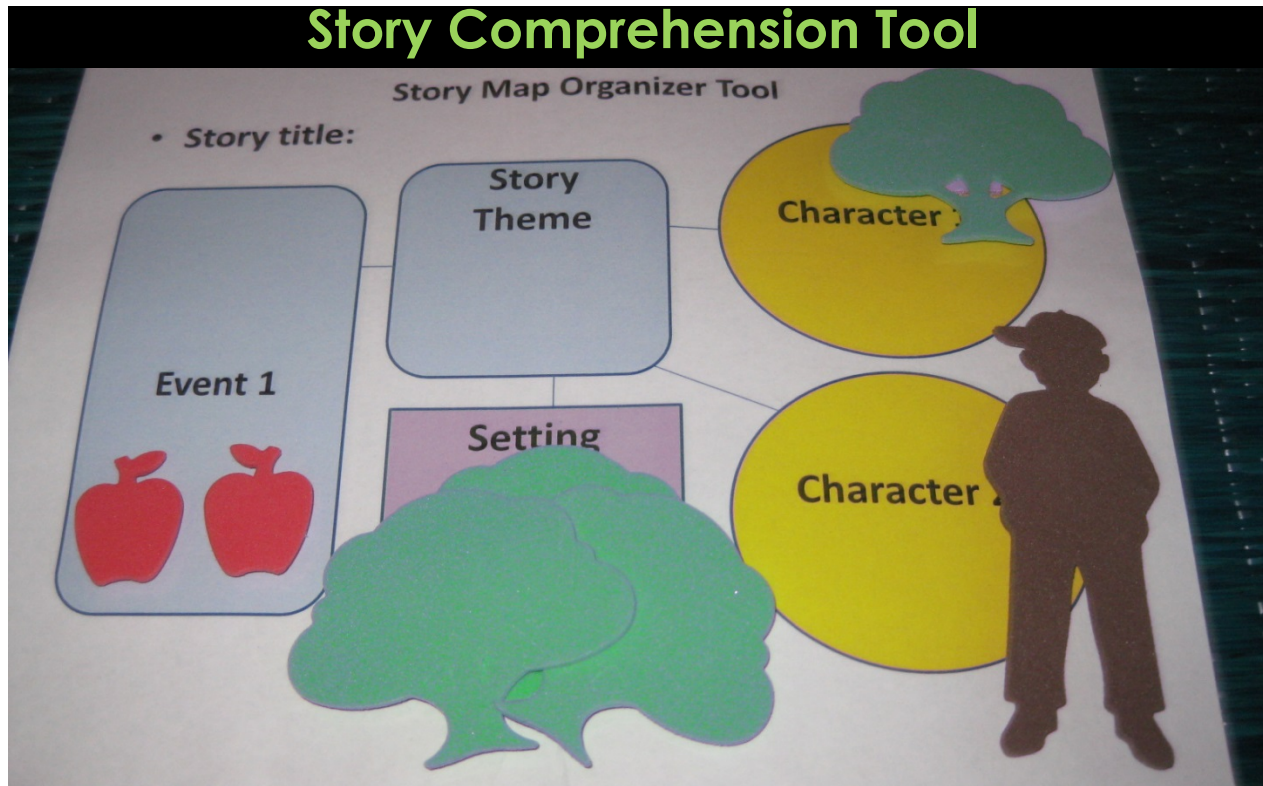
Student-specific Adaptations For Students with Motor and Sensory Challenges

- Familiarize students with the materials. (touch, look, listen and smell)
- Position students appropriately to suit the specific activity.
- Stabilize the materials: Objects/book/card, etc. on the table surface or on a mini-white board or in a tray attached with Velcro/ tape.
- Use an adaptive grip to grasp/hold objects with a Velcroed glove or Velcro wrist band (for students with limited motor control).
- Provide tactile, visual and verbal supports that are student-specific.

Key Concepts: Develop comprehension and Vocabulary skills

To gain basic understanding of literary texts: main theme, characters, events, and conflict in story

To expand vocabulary skills



Interactive story props –Velcroed foam story pictures– to engage and sustain attention and facilitate student response

An Adapted Story Tool to Enable Learner Engagement and Participation

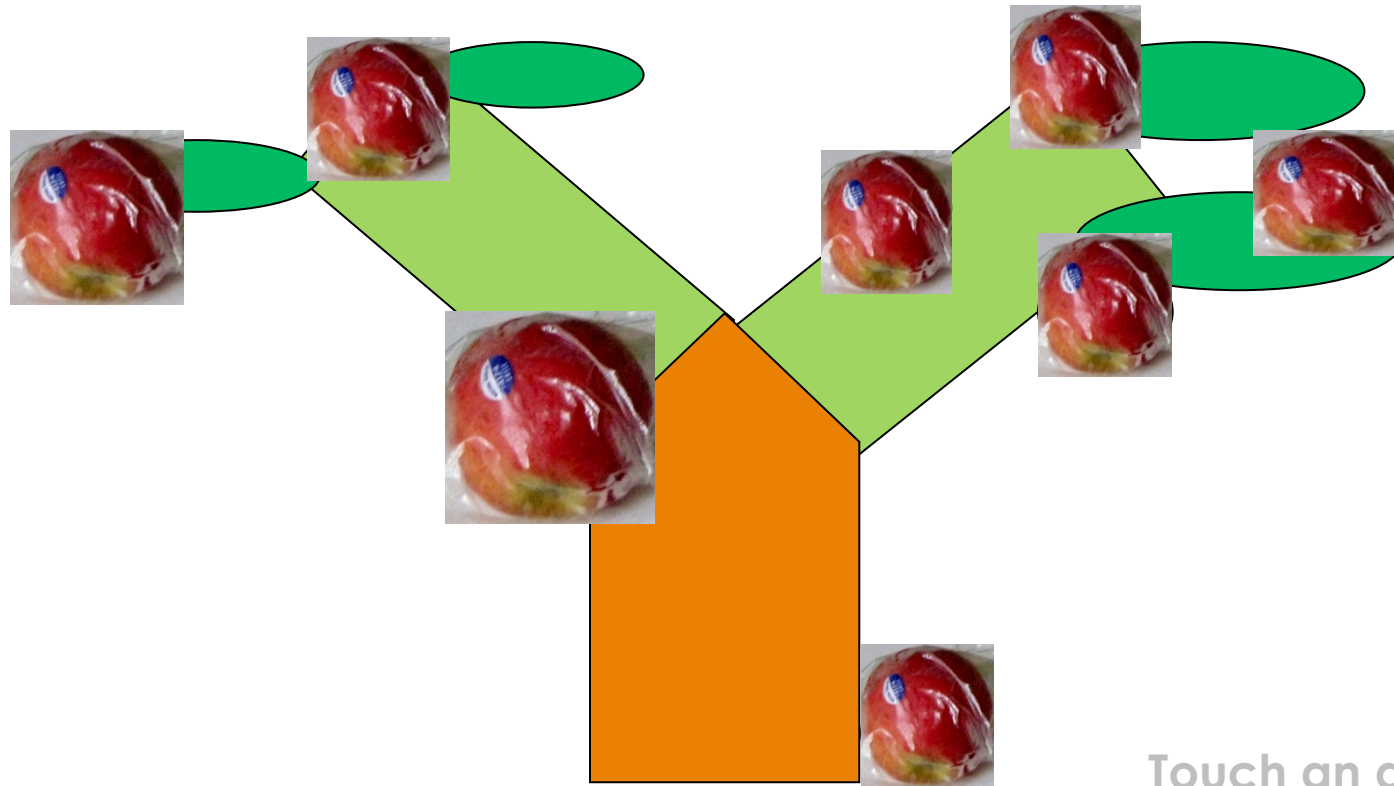


An Adapted Story Character Stamp



An adapted book page

The tree gave apples to the boy.



Touch an apple.

Create an adapted book providing a brief summary of the book. Attach representational concrete items to the book.

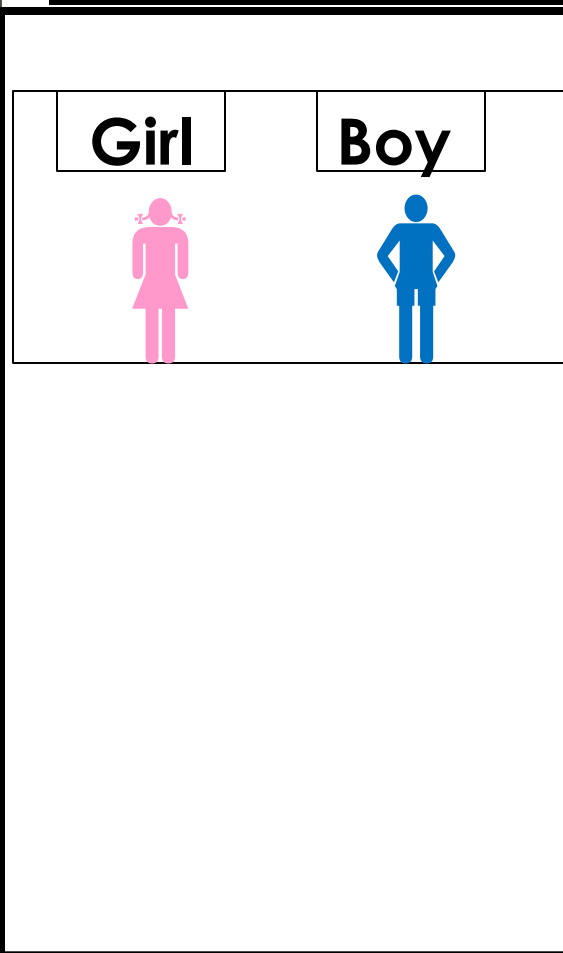
Learner Engagement and Response

- Student can engage and respond in a variety of ways:
 - Use response-participation cards (yes/no or like/dislike) to participate in group activities.
 - Use sentence strips to present information for a writing activity.
 - Create a collage or a drawing on a topic.
 - Communicate about the story by pointing to objects or pictures combined with the use of a voice output device.
 - Respond with eye gaze at objects attached to a mini-board and/or activate a switch
 - Manipulate objects attached to a word wall (paired with real items) or on a timeline.

Response Participation Tools

- **Response Participation Cards** to enable increased participation and engagement in activities:
 - **Yes/No** cards paired with photos to represent 'Yes/No' response.
 - **Boy/Girl** cards to indicate awareness of gender and to use in accessing restrooms.
 - **Like/Dislike** cards to enable expressing feelings, opinions about stories, activities, food items, etc.
 - **Happy/Sad** cards to express personal feelings

Use Adapted Communication and Student-Response Tools



Using AT to make choices, Yes/No response, etc..



iTalk2 Communicator is a dual message communicator that facilitates **choice-making**. Students can use the device to make choices between:

- ✓ **Two Activities**
- ✓ **Two Food Choices**
- ✓ **Yes/No response**
- ✓ **Like/Dislike response**
- ✓ **Two picture choices**

Adaptations Aided with Assistive Technology (AT)

- Reading Books with the aid of AT:
 - The entire book or an adapted version of 'The Giving Tree' can be recorded into an AT device (Book Worm available from AbleNet).
 - It becomes an audio book that is switch accessible.
 - Students can listen and (read along) during their independent activities to practice reading.



A Book Worm is a literacy tool. Using the Book Worm, you can transform a book into a switch-adapted audio book in a few minutes.

Instruction in Writing

- The students write a story about 'Trees' using teacher prepared frame sentences.
- Students place an object or a photo in the blank from the Object/Photo Word Bank below to complete the frame sentence to build the story:
The trees are part of nature. Trees have _____ and branches. They help people in many ways. Trees give _____ build houses and _____ to eat.
- Have the student with the most significant disabilities acknowledge the item –object placed in the blank– to indicate his/her response.

Object/Photo Word Bank

wood



leaves



money



apples



Writing Aided with Technology

- A **Quick Talker** is a communication device that has a number of message locations with five levels. It comes with overlays that can be customized to meet specific communication needs that a student may have in a classroom/home setting.
- A **Quick Talker** can assist with vocabulary (related to story/text passage).



Money



Apples



- Use an **iTalk2 Communicator** for making object choices to fill in the blanks.

The tree gives _____ .

Academic Blended with the Functional and Life Outcomes

○ Core Concepts: (Secondary Level)

- Identify features of literary texts (structure of drama)
- Develop comprehension and Vocabulary skills
- Interact and engage in communication with peers
- Link literacy to personal life experiences
- To use the writing process to compose text and express ideas

Drama selection examples:

The Wonderful World of OZ by Baum

To Kill a Mockingbird by Lee

Kidsinco offers a variety of play scripts: ([www.kidsinco.com/complete-list-of-playscripts/.](http://www.kidsinco.com/complete-list-of-playscripts/))

Learning Objectives

- Sample Learning Objectives:
 - Identify 2 characters from the drama (given choices)
 - Identify the drama elements: setting, characters, events, props (*HS*)
 - Participate in roleplay/simulation activities
 - Compose a story summary using fill-in sentences and a word bank
 - Compose thoughts to create (write) a self portrait (*HS*)

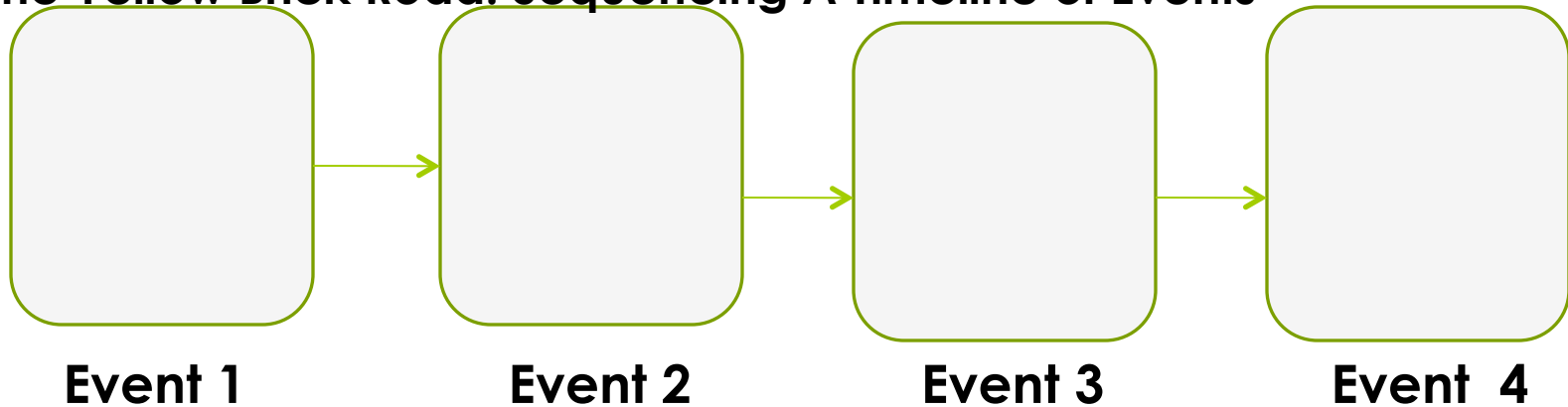
Delivery and Learner Engagement

- Modify delivery to promote active involvement
 - **Adapted script of a drama selection:**
 - Example: the wonderful Wizard of Oz by Baum
 - Multi-media power point presentation with 6-8 slides
 - **Present the conflict using a horizontal sequence chart, a timeline showing various events**
 - **The character contrast using a Venn diagram:**
 - Good Witch of the North with Wicked Witch of the West
 - Boo Radley and Bod Ewell (To Kill A Mockingbird (H. Lee)
 - **Drama presentation aided with prerecorded dialogue** (script programmed into an AT device - age peers can assist with recording it on the device).
 - **Writing process: composing text aided with templates**

A horizontal sequence chart

Dorothy and her friends face various obstacles and events in their journey.

The Yellow Brick Road: Sequencing A Timeline of Events



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

Systematic Instruction

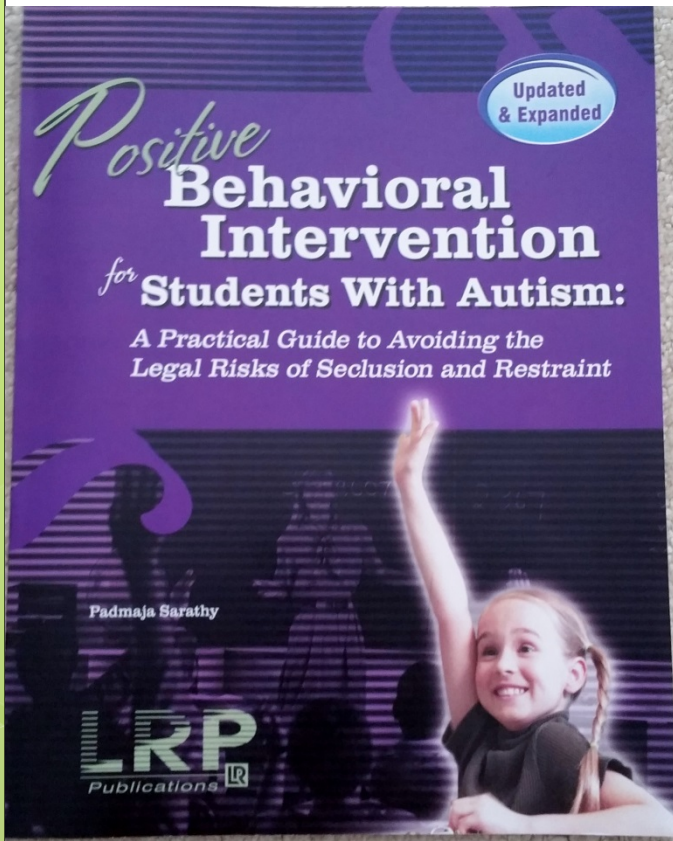
- **Use a systematic instructional approach** with **errorless prompting to** teach academic concepts.
- Ensure the targeted learning objective is easily identifiable in the instructional activity.
- Break down **Complex tasks into smaller parts** to increase student's success in learning the concepts.
- Make effective **use of prompts**.
- Use **age-appropriate activities and age-neutral materials**.
- Provide **multiple opportunities to generalize skills** in a variety of settings and functional situations.
- **Monitor progress** in targeted learning objectives regularly. **Modify strategies** if necessary.

Resources

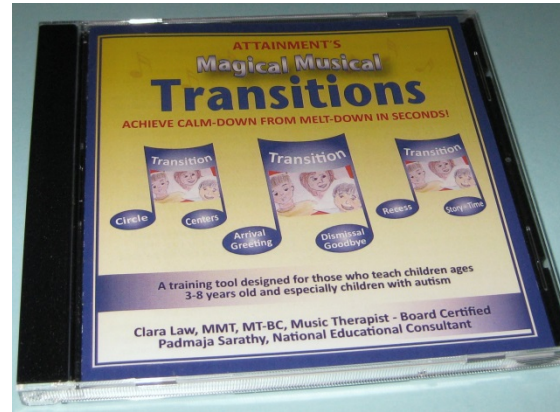
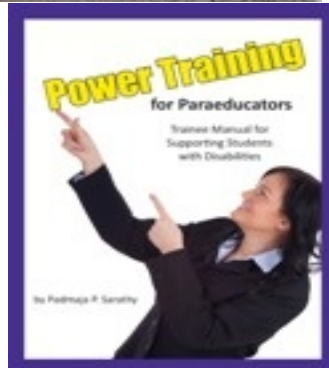
- **Autism Spectrum Disorders: Seven Steps of Support**, - a laminated guide., Sarathy, P. (2015), NPR, Inc.
- **Serving Students with Severe and Multiple Disabilities: A Guide to Strategies for Successful Learning.**, Sarathy, P. (Second Edition, 2014). LRP Publications, PA (www.lrp.com)
- **Paraeducator Power Training.**, Sarathy, P. (2012). Legal Digest, Website: <http://www.ed311.com/>.
- **Striking a balance between NCLB and IDEA for Students with Significant Disabilities: Techniques and Tools for Aligning Standards-based Instruction, Alternate Assessment and IEP.** Sarathy, P. (2008). LRP Publications
- **Teaching Literacy to Students with Significant Disabilities.**, Downing, J.E. (2005). Corwin Press, CA

Autism Support Tools

Autism Book



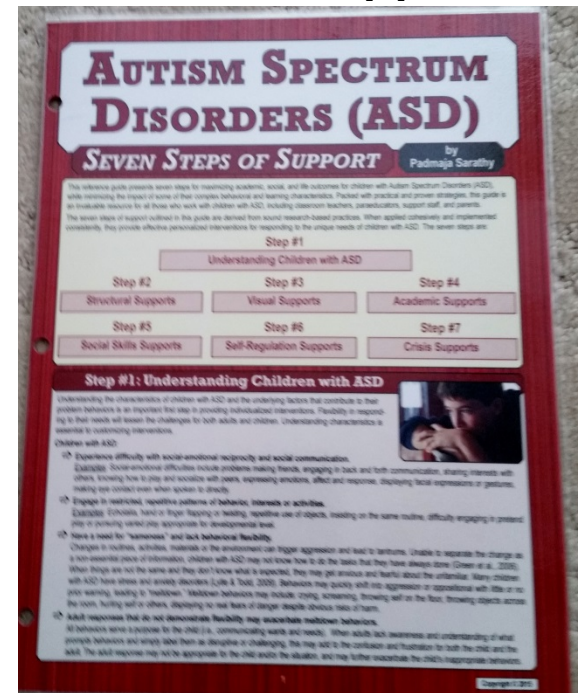
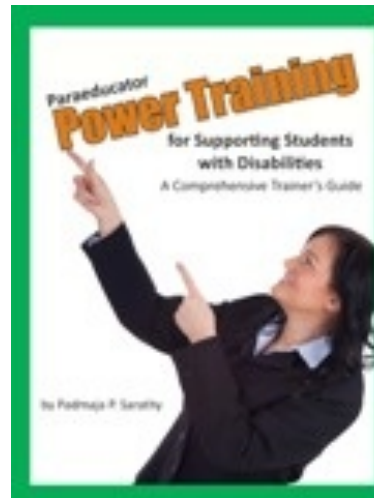
Paraeducator Training Guide



Music CD

ASD: Seven Steps of Support

Training DVD



Curriculum Kit and Other Resources

- Accessing the Curriculum Toolkit. by Padmaja Sarathy, (2013). Offers diverse tools to engage and enable students with most severe disabilities. Available from TFH USA Ltd :
<http://www.specialneedstoys.com/usa/mse-kits/2272-accessing-curriculum-tool-kit.html>.
- MEville to WEville Complete Collection – literacy and communication curriculum for students with significant disabilities from AbleNet, Inc.
<https://www.ablenetinc.com/meville-to-weville-complete-collection>
- Wizard of Oz (a simpler version available at this site):
www.kidsinco.com/2008/11/the-wizardof-oz
- The Giving Tree: Shel Silverstein
- UDL website: (Center for Applied Special Technology (CAST) <http://www.cast.org/research/udl/index.html>



Thank You.

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The Next Webinar: October 21 (11 AM to Noon –CDT)

**Math Magic: Motivating and Outcome-Based
Activities to Inspire Learners**