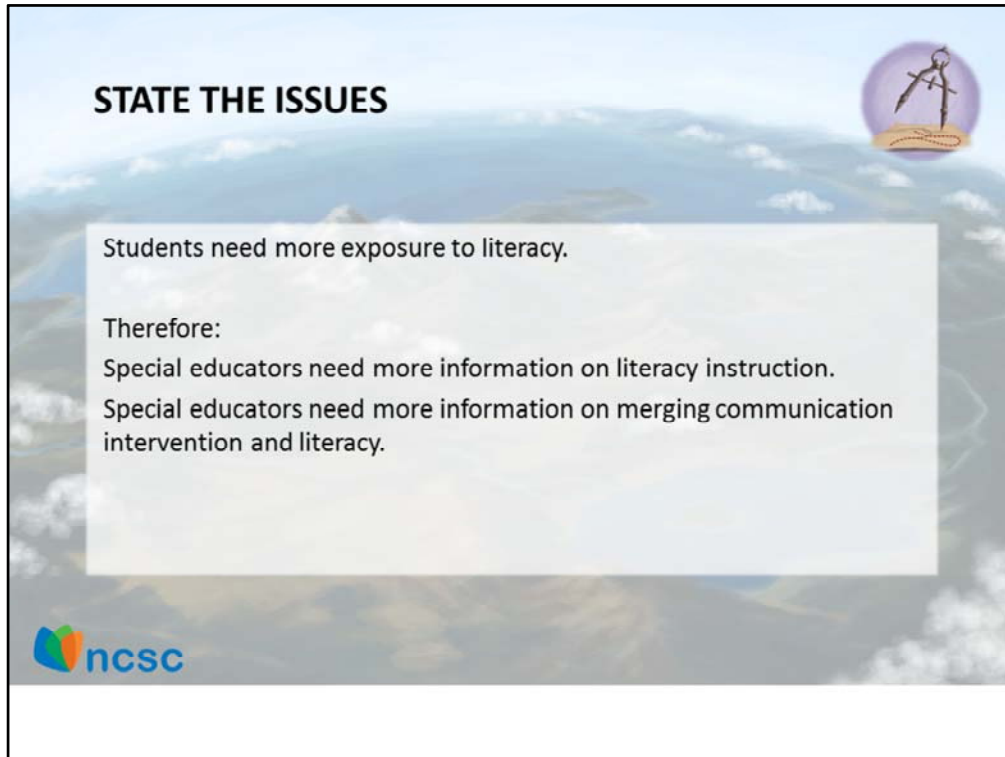


Welcome to the ELA Communication and Literacy module presented by the National Center and State Collaborative (NCSC).



This printable PDF version of a NCSC module has been provided for your convenience. The PDF version of the module will be very similar to the online module, with a few revisions to eliminate features that are only necessary in the online learning environment. Because the PDF presentations are the content of the online courses and retain the formatting and some of the features of the modules, we have included the following description. The NCSC professional development courses each consist of one or more modules. To help the learner navigate in the courses, the modules have a uniform design and format. All learning modules follow four themes: plot the course, explore the terrain, check the map, and expand your horizons. In plot the course learners discover what is covered in the module, including their learning objectives and other steps they will follow while viewing the module. In explore the terrain, the learner will engage with the content and learn about the topic covered in the module. In check the map the learner has the opportunity to review and self-assess their understanding. Some of the PDF presentations (printable versions of the modules) will not contain Check the Map sections as there are no self-assessments in the printable PDFs. Finally, expand your horizons offers ways in which the learner can explore the content further, or apply what they have learned. Theme Indicators appear on most slides to tell the user what type of content is contained in the slide.



## STATE THE ISSUES

Students need more exposure to literacy.

Therefore:

- Special educators need more information on literacy instruction.
- Special educators need more information on merging communication intervention and literacy.

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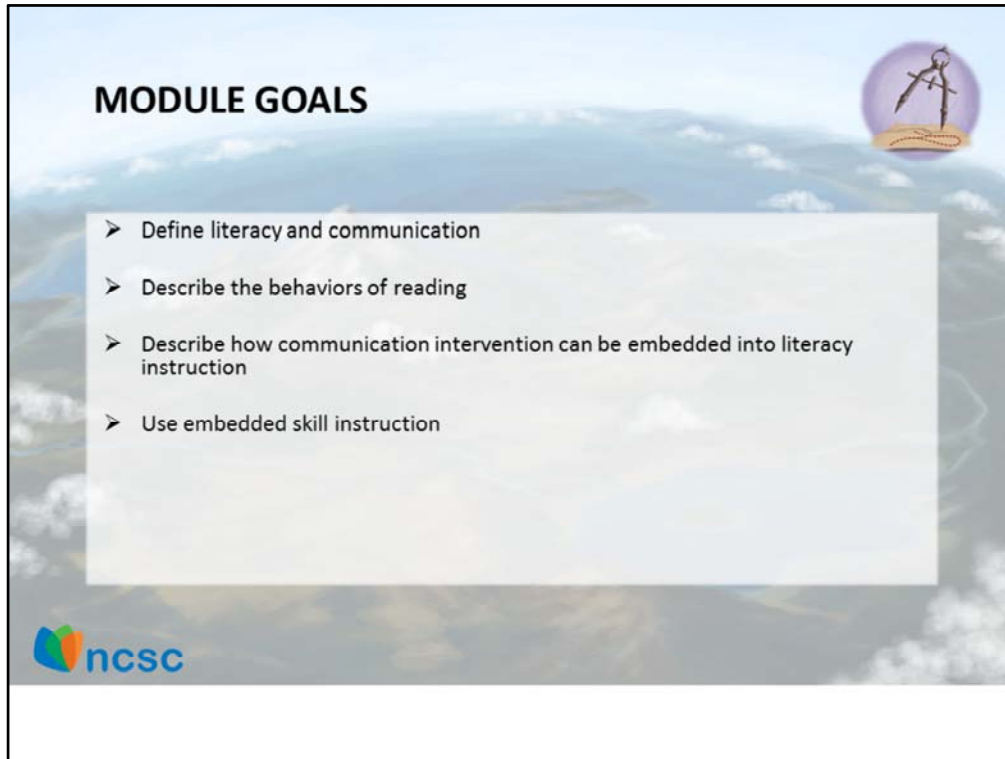
Literacy is important in many areas of life. Even the most basic functions such as managing our health care needs require literacy.

Students need more exposure to literacy

Therefore:

Special educators need more information on literacy instruction and

Special educators need more information on merging communication intervention and literacy.



## MODULE GOALS

- Define literacy and communication
- Describe the behaviors of reading
- Describe how communication intervention can be embedded into literacy instruction
- Use embedded skill instruction

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To support teachers in the implementation of literacy instruction, this module will:

- Define literacy and communication
- Describe the behaviors of reading
- Describe how communication intervention should be interwoven in reading/literacy instruction
- Show what interwoven instruction looks like

## RELATED CONCEPTS



Here are some concepts that will be discussed in this module. If you would like background on these concepts, click forward on the playbar. If you are familiar with the concepts and do not need additional background, click on the button labeled skip definitions.

- Literacy for students with significant intellectual disabilities
- The components of successful communication



As the module reviews concepts of communication and literacy instruction, there are several terms that will be used that special education teachers may not be familiar with in the context of both concepts. We'll review the definition of literacy and the components of successful communication.

## RELATED CONCEPTS -LITERACY



Literacy for students with significant intellectual disabilities:

Reading includes:

- Words
- Picture symbols
- Tactile representations
- Other communication tools



What does literacy mean for students with intellectual disabilities? For these students, reading is not just words, it also may include picture symbols, tactile representations and other communication tools used to interpret print material. So when we talk about literacy, it is for all students. Teachers who have started to read aloud to their class, even if they are not sure if the students understand, have found that the story or information's visual aids, pairing text with adaptations, and cadence of speech in the read aloud support student's initial access to content.

## RELATED CONCEPTS -COMMUNICATION



### Communication:

- We **MUST** have a commonly understood **definition of communication** when working with students with significant disabilities.
- The **entire team** must understand, acknowledge and whenever possible, honor student communication.
- Communication is **both** receptive and expressive.

Kleinert, J., Holman, A., McSheehan, M., Kearns, J. (2010). *The Importance of Developing Communicative Competence. Synthesis Report #1. Lexington, KY: University of Kentucky National Alternate Assessment Center.*



In order to establish a consistent communication system for students with significant disabilities who have complex communication needs (CCN), we must first understand the definition of communication in its broadest sense and then be able to identify communicative output in our students. In other words, we must be able to “read” our students who communicate in non-standard ways. In addition, the entire team must have this skill so that our students’ communication is recognized, acknowledged and then receives a response from others—EVEN WHEN THEIR COMMUNICATIVE BEHAVIORS ARE not typical. Only then can we help students establish a more understandable communication system, and infuse that communication system into the classroom, the home environment and into the standards-based curriculum. Often Augmentative/Alternative Communication systems, or AAC, are used.


*ALL* team members must be able to understand and respond to each student’s communications. In order to do that, we must agree on a definition of communication and understand the elements that compose communication. REMEMBER: Communication is both “expressive” or what we want to tell someone else and “receptive” or what we understand. Students with Complex Communication Needs (CCN) often understand much more than they can express. This is why we must learn to “read” our students and not underestimate their understanding or expressive attempts.



Conversations about literacy have not always applied to Special educators and their students with significant intellectual disabilities. Content and curriculum are changing and we need to define and understand how we can provide communication instruction as we weave in literacy skills.




## WHAT IS LITERACY?



The lifelong, intellectual process of gaining meaning from a critical interpretation of the written or printed text.

The key to all literacy is reading development, a progression of skills that begins with the ability to understand spoken words and decode written words and culminates in the deep understanding of text

Literacy definition retrieved from - <http://allthingsliteracy.com/literacy-2/> All things Literacy – Literacy in the 21<sup>st</sup> Century, March 26, 2014



What is literacy? Many people equate literacy with the ability to read. Many people equate reading with the ability to decode text.

But what is literacy...really?

What is reading...really?

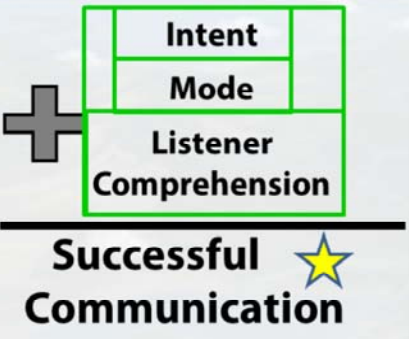
What is the relationship between literacy and reading?


Before we talk about communication and literacy we need to understand how literacy is defined. We used a commonly referred to document – All things Literacy – Literacy in the 21<sup>st</sup> Century to narrow in on our definition. First, literacy is the lifelong, intellectual process of gaining meaning from a critical interpretation of the written or printed text. And secondly, literacy is reading development, a progression of skills that begin with the ability to understand spoken words and decode written words, and culminates in the deep understanding of text.


What does literacy mean for students with intellectual disabilities? For these students, reading includes words, picture symbols, tactile representations, objects and many other communication tools. So when we talk about literacy, it is for all students. Teachers who have started to read aloud to their class, even if they are not sure if the students understand, have found that the story or information's visual aids, pairing text with adaptations, and cadence of speech in the read aloud support students initial access to content.

## WHAT IS COMMUNICATION?

Communication is any means of conveying information from one individual to another.

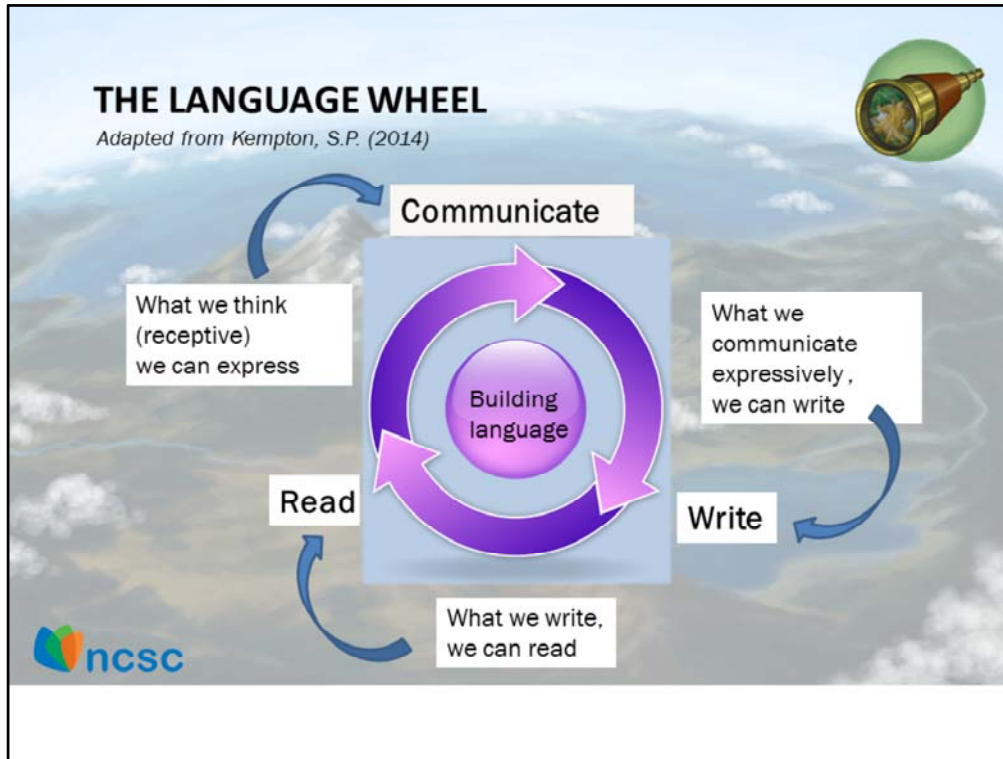






What do we mean by “communication?” A very simple definition would be, “any means of conveying information from one individual to another.” There are three simple things that are required to convey information from one person to another: a sender, a receiver, and some understanding between the two that communication is taking place. Remember, communication is both “expressive” or what we want to tell someone else and “receptive” or what we understand. Students with Complex Communication Needs (CCN) often understand much more than they can express.


Language is symbolic in nature, has rules for use and is recognized by a given population of people. Examples of language include: oral speech, manual sign, Braille, print and complex augmentative communication systems that involve the use of symbols and multi-word output. Communication, however, is much broader, and while it includes symbolic language, any form of output or input which relays some form of intent is communication. Let’s look more closely at the components of successful communication. You will notice that there are three components listed in the pictured equation: intent, which is the reason for communicating; mode, the specific behaviors used to communicate; and listener comprehension, which hopefully will result in the desired response. When all of these elements are in place, communication will be successful – and when communication is unsuccessful, we can often trace it back to a problem with one of these elements.





The Language Wheel model was included in Susan Kempton’s book **Let’s Find Out!** Although her book is about young children needing to broaden their language, experiences and background knowledge, the basis of this model holds true for students with intellectual disabilities. What we think about, we can talk about or more broadly, what we take in receptively, we can communicate about, What we communicate about, we can write, remember, writing is expressing a complete thought, which typically is written words, but then can be paired with multiple different ways of representation, and what we can write, we can read. Which loops back around to what we can read, we can think about...

## THE LANGUAGE WHEEL

Adapted from Kempton,  
S.P. (2014)



- Communication, language development, reading and writing should be intertwined in daily instruction.
- Think through pictures and words
- Encourage cooperative dialogues
- Construct meaning of words by looking at pictures and words together
- Add to the language experience of content by including related objects and materials that can be touched/moved around when reading



Communication instruction, language development, reading and writing are inherently intertwined and should all be part of daily instruction. Kempton suggests recording cooperative dialogue, thinking through pictures and words and constructing meaning of words by looking at pictures and words together. Specifically selected reading material and a variety of related objects and materials that can be touched and moved around add to the language experience of content. The material used depends on where you start instruction for each student but it is always based on grade level content. So let's begin by understanding our student's current communication and reading skills and how to increase both.



Communication and literacy interwoven? What does instruction look like?

## WHAT WOULD INSTRUCTION LOOK LIKE?



### Mark Twain's – Tom Sawyer

- Read aloud
- Text reader, highlighted words as read
- representations of major concepts as read – may be pictures, tactile cues...



How can you ensure that the lessons you develop for your students meet their access needs? Let's look at one way to plan for your students' instructional accommodation needs. The NCSC middle school UDL Unit example uses the text Tom Sawyer. Through 5 lessons developed by a general education teacher, multiple standards and skills are woven together into a cohesive instructional plan. Both literary and informational texts are used which are more than likely above the reading level of the students participating. Greater complexity is not what students read but what the teacher reads to them. In order to increase their access to these materials, the lessons incorporate read alouds, modified and adapted text, and tactile representational cues. How the student gains access to information is both receptive communication and receptive comprehension.



## INSTRUCTIONAL ACTIVITY – INDIVIDUAL SUPPORTS FOR LITERACY AND COMMUNICATION



Tom Sawyer small group instructional activity:

writing summaries based on the most significant events within a sequence of settings

**students discuss the events that occur within the setting** and decide/record the most important or significant event from each setting.


Students need to establish an agreement within their groups because the sequence of events based on the sequence of settings is the foundation for writing the summary.

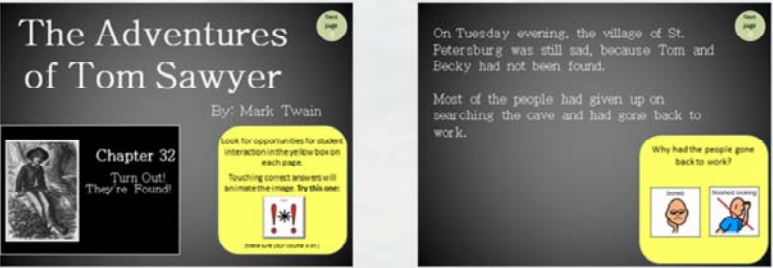
Mike Maria Sally




As we look at this activity, remember the Language Wheel – **read, communicate and write**. Students in this example are Mike, Maria and Sally, who are learning together in an inclusive classroom and who will partner during small group activities. In this activity the students are to **write** a summary. So they must **read/listen** to the story and follow along with the story, then discuss (**communicate**) the most important or significant events that occurred within each setting. Finally, they have to organize their summaries by the events and settings.

## REVIEW CHAPTER USING ADAPTED TEXT








**Read** - you can use the adapted version of the Tom Sawyer chapter during lesson activities to reinforce the specific vocabulary concepts related to the main idea of the chapter. When you are adapting text with multiple chapters, adaptations should be made to each chapter, or key chapters, but not the overall text. Make sure the adapted text carries on the focused skills of the original text. For example: if you are summarizing text based on setting, ensure the adapted text has all the key elements to identify each setting within the major events of that chapter.

*Think* - Use guiding questions and discussion to become familiar with the events of the story and to practice using the new vocabulary within the student's communication system...

**Write** - Complete a graphic organizer....



## WHAT MIGHT IT LOOK LIKE?




**Tom Sawyer small group instructional activity:**

Writing summaries based on the most significant events within a sequence of settings

**students discuss the events that occur within the setting** and decide/record the most important or significant event from the first setting.

Students need to establish an agreement within their groups because the sequence of events based on the sequence of settings is the foundation for writing the summary.

<p><b>Mike:</b> We have to write down all the settings first. I know the cave was a big setting. That's where Tom and Becky got lost.</p>	<p><b>Maria:</b> The river is a setting. Tom and Becky were saved by men on a skiff.</p>	<p><b>Sally:</b> Tom went to Judge Thatcher's house to see Becky and told the Judge about Injun Joe.</p>
Mike	Maria	Sally



Think - After the students have finished reading the story, they should discuss the events that occurred within the different settings.  
 Consider; what will a student need within their communication system to contribute to the discussion?

*Mike:*

*We have to write down all the settings first. I know the cave was a big setting  
 That's where Tom and Becky got lost.*


*Maria:*

*The river is a setting.  
 Tom and Becky were saved by men on a skiff*

*Sally:*

*Tom went to Judge Thatcher's house to see Becky and told the Judge about Injun Joe.*


## WHAT MIGHT IT LOOK LIKE?




**Tom Sawyer small group instructional activity:**

Writing summaries based on the most significant events within a sequence of settings

- **students discuss the events that occur within the setting** and decide/record the most important or significant event from the first setting.
- Students need to establish an agreement within their groups because the sequence of events based on the sequence of settings is the foundation for writing the summary.



Mike      Maria      Sally



The next step in their discussion is to come to an agreement on the sequence of settings they plan to use as the basis for writing their summary.

*Maria:*

*So what setting is first?*

*Sally:*

*Most of the chapter was about what happened in the cave. Maybe the cave should be first.*

*Mike:*

*Tom told the story of their adventure from the couch at Judge Thatcher's house. I think we should start there.*

*What do you think, Maria?*

*Maria:*

*First, Judge Thatcher's house, then the cave.*

*Sally:*

*Okay. Let's start with Judge Thatcher's house, then the cave, but we can't forget about the skiff on the Mississippi.*

*Mike, Maria, and Sally: Agree!*

The students were able to reach agreement because they all had a way to communicate their ideas.

*Maria:*

*So what setting is first?*

*Sally:*

*Most of the chapter was about what happened in the cave. Maybe the cave should be first.*

*Mike:*

*Tom told the story of their adventure from the couch at Judge Thatcher's house. I think we should start there.*

*What do you think, Maria?*

*Maria:*

*First, Judge Thatcher's house, then the cave.*

*Sally:*

*Okay. Let's start with Judge Thatcher's house, then the cave, but we can't forget about the skiff on the Mississippi.*

*Mike, Maria, and Sally: Agree!*

1. Late at night, the villagers heard the peal of the bell and were excited because Tom and Becky returned. They partied all night because they were so happy.

2. In Judge Thatcher's house, Tom retold the story of how they escaped and everyone listened.

3. While in the cave, Tom used kite string to explore ways out of the cave and eventually found a hole that he stuck his head through.

4. Tom flagged down some men in a skiff on the Mississippi River.

5. Tom learned about a man drowning in the river.

6. Tom and Judge Thatcher realize that Injun Joe was trapped in the cave two weeks after the Judge had the cave sealed.

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Write - You'll notice each student's mode of communication is represented within their written summary. This is an example of text adapted with picture symbols.



Both communication and literacy instruction depend on individualized supports. Where do we start?

## WHAT DO WE NEED TO DO FIRST?



Introduce some background:  
knowledge

Read aloud chapter 32 to class

Literacy behaviors

Provide graphics that represent  
key vocabulary and elements

Introduce communication

Point out salient vocabulary as  
the story is read

- Adorn.



Picture Symbols

- Delirious.



- Peal.




- Skiff.



Introduce the selected background knowledge the students need as you read aloud chapter 32 to the class. Emphasize communication by pointing out salient vocabulary as the story is read. Vocabulary should be presented in the mode of communication the student is learning to use. For example, words (**click**) or graphics such as picture symbols (**click and click**), **click** to next slide.

## WHAT DO WE NEED TO DO FIRST?




**Introduce some background: knowledge**  
Read aloud chapter 32 to class


**Literacy behaviors**  
Provide tactile cues that represent key vocabulary and elements

**Introduce communication**  
Point out salient vocabulary as the story is read


- **Character**




Becky




Tom




Aunt Polly
- **Setting**




river



house



cave



..... or tactile representations. Some strategies a teacher might use are;

- Have the student select information as it is discussed from a group of graphics and place each on a graphic organizer as a form of note taking, or
- Provide the graphics that represent elements and key vocabulary of the chapter as the teacher discusses each point.



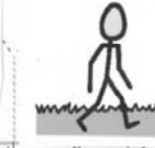
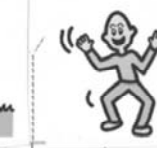
Unit 1 - Lesson 1 - ER

used word bank w/ phrases to copy





Put the most significant event from the setting you have identified into your own words.	lost in cave	stop search	got out	happy
--	--------------	-------------	---------	-------

Draw a visual of the most significant event from the setting you have identified.

Chose each quote from the text. He copied the page number.

			
"The lost children had not been found." 247	"The majority of the searchers had given up." 247	"The children coming in an open carriage." 248	"up the main street roaring huzzah after huzzah." 248

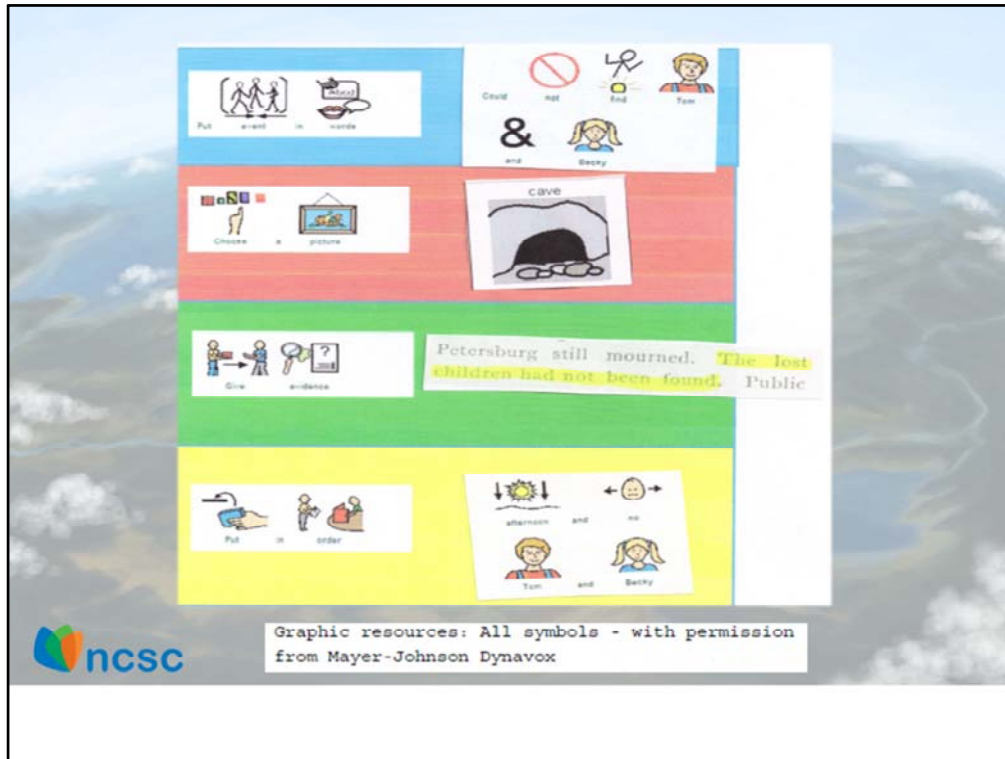
Identify all settings in the passage, placing them into the chronological order/sequence in which they appear in the text.

			
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Summary Peaks Clarkbury Community Strategists 2012 All symbols with permission from Mayer-Johnson

This is a sample organizer of events used by the student to record notes. The student selected information as it was discussed from a group of graphics and placed each on a graphic organizer as a form of note taking.





This is an adapted sample organizer of events used by the student to record notes. Graphics that represent elements and key vocabulary of the chapter were provided by the teacher as each point was discussed.

## IMPORTANCE OF MERGING COMMUNICATION INTERVENTION AND LITERACY



Communication intervention and literacy

- ✓ should start early,
- ✓ should be embedded in daily instruction,
- ✓ should be delivered through systematic, explicit instruction
- ✓ should provide opportunities to practice in a broader application

Readiness for grade level content assessments



Literacy and Communication intervention must start simultaneously. Intervention must be embedded in daily instruction, with frequent opportunities to practice.

Embedded instruction of communication and literacy should start early with systematic, explicit instruction delivered daily. Students should also have opportunities to practice with broader applications than the classroom exercises.

Students will be assessed on grade specific content and **will need a way to communicate about that content.**



## ELEMENTS THAT CONTRIBUTE TO:

<b>Communication</b>	<b>Reading</b>
<ul style="list-style-type: none"> <li>• Understanding messages</li> <li>• Sending messages               <ul style="list-style-type: none"> <li>– Idiosyncratic output</li> <li>– Symbol use (e.g., words; words paired with graphic symbols; words paired with tactile symbols)</li> <li>– Combining symbols (e.g., words into sentences)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Auditory perception and auditory processing</li> <li>• Visual perception (sizes, shapes, position and form of letters)</li> <li>• Directionality</li> <li>• Sequencing sounds</li> <li>• Letters and combinations associated with sounds of speech</li> <li>• Decoding or deriving meaning from words</li> </ul>



Communication is all about sending and receiving messages. Although most of us think about speech as the main form of communication, there are a variety of ways people send and receive information. Take a moment to consider this slide. Communication can be either complex and formal, which implies standardization, rules, and symbols, or simple and non-language based, involving behaviors which may be idiosyncratic output, such as facial expressions and gestures which convey intent and are understood and “readable” by the listener. The term “communication” encompasses both. Almost all of us use some of each. Think about the last time you communicated something without using formal language.

We should never take reading for granted. For many, these skills come slowly and with a great deal of difficulty. Communication skills are key for many of our students and vital for all. It is important to use a multi-sensory approach whenever possible; provide some memory training, tap into previous knowledge before moving forward and make it meaningful. Let’s consider the following and think about how students with significant disabilities would need each of these adapted. Literacy elements include -


1. The child must hear and be able to recognize the sounds that are spoken and determine the differences between the sounds. This is often referred to as the auditory perception and the auditory processing.
2. The child will need to recognize the different sizes, shapes, position and form of the 26 letters.
3. The child will need to have a sense of directionality and hold the book with the

cover first and the opening pages to the right. Directionality is also needed to read from left to right and from top to bottom.

4. The child will need to remember the sequence of the sounds and the syllables in the correct order. Notice how some children will pronounce spaghetti as bisghetti.


5. The child will need to learn that letters and combinations of letters are all associated with different sounds in speech. This entails knowing upper and lower case letters (Capital and small), cursive writing, the 2 letters that make certain sounds 'th' for instance, or that the two letters make 1 sound and that certain sounds are made up of many letters as in 'laughter'.

6. On top of all of this is decoding, and that the child must also derive 'meaning' from the words read.



## THE INTENTS OR REASONS TO:

<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• request or obtain</li> <li>• Refuse or remove</li> <li>• Interact socially</li> <li>• Obtain information</li> <li>• Give information</li> </ul>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Obtain information</li> <li>• Entertainment</li> </ul> <p><b>Write</b></p> <ul style="list-style-type: none"> <li>• Request</li> <li>• Refuse</li> <li>• Interact socially</li> <li>• Obtain information</li> <li>• Give information</li> </ul>
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So what are the reasons for communication and reading?

Reasons for communicating, as listed in the Communication Bill of Rights put forth in 1992 by the National Joint Committee for the Communication Needs of Persons with Severe Disabilities include:

- request desired objects, actions, events and people
- refuse undesired objects, actions, or events
- reject offered choices
- express personal preferences and feelings
- request and receive another person's attention and interaction
- ask for and receive information

Reasons for reading include:


- Obtain information
- entertain

Reasons for writing include:

- Request
- Refuse
- Interact socially
- Obtain information
- Give information

Notice how similar the two columns are.

## WHAT DOES THIS MEAN FOR SPECIAL EDUCATION?




Communication systems need to be in place

Students will need a system of supports in place at the start of learning

Adapted age/grade-level texts

Adapted text features

Strategies for teaching writing



What does literacy instruction mean for special education programs?

- Communication systems need to be in place as students enter school since education relies on symbolic communication.
- Students will need a menu of supports to help them access the general education curriculum.
  - Keep in mind that there is only ONE curriculum—the general education curriculum.
- Age/grade-level texts can be adapted to help students work within the same kinds of text as their typical peers even when their reading “level” is below grade level.
- Text features (graphic sources such as timelines, charts, tables, etc.) may also need to be adapted.
- Strategies for teaching writing are critical (informative, persuasive, and literary writing).

## PLANNING FOR COMMUNICATION AND LITERACY INSTRUCTION



1. Review the materials and vocabulary specific for the lesson  
Prepare supports to access the materials  
Ensure vocabulary is in the student's mode of communication and available in the student's communication system
2. Consider the supports your student may need to actively engage in the activity
  - Means of presenting information to your student
  - Means your student has for expressing information
  - Means your student has for engaging in the activity and materials



Every lesson should include literacy and communication by providing opportunities to read, write and think about the concepts being taught. Ensure lessons are developed with UDL in mind to ensure that the materials and vocabulary concepts unique to the lesson are accessible and in the student's mode of communication. Your students need information that they can access, a way to express the information that has been learned, and materials and activities that keep them focused and engaged.



## PLANNING FOR INDIVIDUAL SUPPORTS



Tom Sawyer small group instructional activity:

**writing** summaries based on the most significant events within a **sequence** of settings

- students **discuss** the events that occur within the setting and decide/**record** the most important or significant event from the first setting.
- Students need to establish an agreement within their groups because the sequence of events based on the sequence of settings is the foundation for writing the summary.

What are the verbs: write, sequence, discuss and record




First, look back at our small group instructional activity and identify all the 'verbs' listed in each segment of the lesson. The students are going to WRITE summaries, then DISCUSS and RECORD the events.

**Students** in this example are Mike, Maria and Sally, **who are learning together in an inclusive classroom and who will partner during small group activities.** The lesson includes reading, writing, and thinking. What might a student need to read, write, and think within this lesson?

A MENU OF SUPPORTS will help identify strategies for each student.



MENU OF SUPPORTS		
Activity Requirements	Literacy	Communication
Listening during lecture (receptive communication)	<ul style="list-style-type: none"> <li>graphics that represent elements of the lecture</li> <li>student select the representative graphic</li> <li>organize in graphic organizer as a form of taking notes.</li> </ul>	<ul style="list-style-type: none"> <li>determine most salient vocabulary</li> <li>build background knowledge around salient vocabulary.</li> <li>Use aided language stimulation.</li> </ul>
	<p><u>Hint:</u> What will the student do to demonstrate listening during the time a teacher lectures?</p>	
Reading/accessing information (receptive communication)	<ul style="list-style-type: none"> <li>an adapted text that has been shortened</li> <li>picture symbols, objects, or textures paired with words</li> <li>technology or electronic text to speech to read</li> </ul>	<ul style="list-style-type: none"> <li>read aloud from standard text</li> <li>point to, present, use salient vocabulary/concepts</li> <li>reread, using modified text to reinforce most salient concepts of reading selection</li> </ul>
	<p><u>Hint:</u> How will the student access the materials used in the lesson?</p>	



A Menu of Supports addresses both the student’s literacy access needs as well as their communication instruction needs.

**Listening during lecture (receptive communication):**

*Literacy: Provide graphics that represent elements of the lecture and have the student select the representative graphic as the teacher discusses each point and organize in graphic organizer as a form of taking notes. This could also be provided digitally.*

*Communication: Prior to Lecture: Determine most salient vocabulary needed related to the topic. Build background knowledge around salient vocabulary. Aided language stimulation, using the salient vocabulary in the student’s mode of communication, can be used to build background knowledge.*

**Reading/accessing information (receptive communication):**

*Literacy: Will the student be using an adapted text that has been shortened? Will the student use picture symbols, objects, or textures paired with words? Will the student use technology such as an AAC device, pen reader, or electronic text to speech to read?*

*Communication: Read aloud from standard text for exposure to more complex language and concepts. Point to, present, use salient vocabulary/concepts during reading, using students mode of communication. Reread, using modified*

text to reinforce most salient concepts of reading selection

MENU OF SUPPORTS		
Activity Requirements	Literacy	Communication
Recording information/ Note taking (Expressive communication)	<ul style="list-style-type: none"> <li>graphics from lecture provided to support listening or reading, as described above,</li> <li>use software such as picture writer</li> <li>text reader may be used to read the notes.</li> </ul>	<ul style="list-style-type: none"> <li>Assistive technology that supports the student's written output.</li> <li>Ensure that the student has the ability to communicate about the concept in his/her communication system.</li> </ul>
Hint: What will the student do to take notes or, for example, record an observation during a science experiment?		
Participating in class discussion (Expressive communication)	<ul style="list-style-type: none"> <li>same graphics provided may serve as possible answers to questions</li> <li>student could be asked to select from two answers</li> <li>provide graphics where there is no wrong answer.</li> </ul>	<ul style="list-style-type: none"> <li>aided language stimulation</li> <li>vocabulary used throughout is available to use during discussion</li> <li>ensure opportunities for student to participate in discussion</li> </ul>
Hint: What will the student do to ask or respond to a question in class?		



### Recording information/ Note taking

**(Expressive communication):**

**Literacy:** *The graphics provided to support listening or reading, as described above, may serve as the student's notes. Other options: use software such as picture writer or have the student take a digital picture. If digital text is provided, a text reader may be used to read the notes.*

### Participating in class discussion (Expressive communication):


**Literacy** –What will the student be using?

*The same graphics provided may serve as possible answers to questions the teacher may pose to the class. The student could be asked to select from two answers or be provided graphics where there is no wrong answer to encourage the student to participate and receive recognition for his/her contribution.*

**Communication:** Use aided language stimulation – have peers use the communication system to participate in discussion as a model for the student.

- Be sure vocabulary used throughout is available to use during discussion.
- Ensure opportunities for student to participate in discussion.


## CHECK YOUR UNDERSTANDING



Communication is successful when:

- The mode is recognized (behaviors)
- The intent is understood (reasons)
- The listener acknowledges the intent (comprehension)

Literacy is a progression of skills.  
Foundational reading skills are required.




Let's review some key points:

Communication is successful only when the *communication partner* recognizes all modes of communication, understands the person's intent, acknowledges the intent communicated *and* honors the intent when possible.

- Key to all literacy is [reading](#) development, a progression of skills that begins with the ability to understand spoken words and decode written words, and culminates in the deep understanding of text.
- For grades K-3, greater complexity is not what the students read but what the teacher reads to them.
- Early, systematic, and explicit teaching of the foundational reading skills is required.
- For grades 2-12, instruction should have adequate scaffolding for reading complex text and students should be involved in reading complex text.

## NEXT STEPS




**Read:**  
Kleinert, J., Holman, A., McSheehan, M., Kearns, J. (2010). *The Importance of Developing Communicative Competence. Synthesis Report #1*. Lexington, KY: University of Kentucky National Alternate Assessment Center. [Online] Retrieved from <http://www.naacpartners.org/publications/2010KlienertHolmanMcSheehanKearns.pdf>

**Review:**  
the Self Assessment Summary slide to see the results of your self assessment. Follow the directions on the slide.

**Claim your badge:**  
Use the link in the banner under the badge image on the following page to claim your badge for successfully completing this module.

**Suggestion:** Go on to the *next English Language Arts Module*.



This concludes the Communication and Literacy Module  
**What to do next?**

**Read:** Kleinert, J., Holman, A., McSheehan, M., Kearns, J. (2010). *The Importance of Developing Communicative Competence. Synthesis Report #1*. Lexington, KY: University of Kentucky National Alternate Assessment Center. [Online] Retrieved from [http://www.naacpartners.org/publications/2010KlienertHolmanMcSheehanKearns.p  
df](http://www.naacpartners.org/publications/2010KlienertHolmanMcSheehanKearns.pdf)

## REFERENCES AND RESOURCES



Clark, B. (2013). *Universal Design for Learning (UDL) Sample Instructional Unit – Life on the Mississippi*. National Centers and State Collaborative Curriculum and Instructional Resources. University of Kentucky. [Online] Retrieved from [https://wiki.ncscpartners.org/images/f/ff/Middle\\_School\\_ELA\\_UDL\\_unit.pdf](https://wiki.ncscpartners.org/images/f/ff/Middle_School_ELA_UDL_unit.pdf).

Coyne, P. & DiGisi, L. (2014). *Helping At-Risk Students Develop Literacy Skills*. Editorial Projects in Education. [Education Week Webinar] Retrieved from <http://www.edweek.org/media/3-5%20literacy%20and%20at%20risk%20students.pdf>

International Reading Association Common Core State Standards (CCSS) Committee. (2012). *Literacy implementation guidance for the ELA Common Core State Standards* [White paper]. Retrieved from [http://www.reading.org/Libraries/association-documents/ira\\_ccss\\_guidelines.pdf](http://www.reading.org/Libraries/association-documents/ira_ccss_guidelines.pdf)



These references were used in the writing of this module and will provide further detail on concepts covered.

## REFERENCES AND RESOURCES



**Kempton, S. P.** (2014) *Let's Find Out. Building Content Knowledge with Young Children.* Stenhouse Books, Portland, ME.

**Kleinert, J., Holman, A., McSheehan, M., Kearns, J.** (2010). *The Importance of Developing Communicative Competence. Synthesis Report #1.* Lexington, KY: University of Kentucky National Alternate Assessment Center. [Online] Retrieved from <http://www.naacpartners.org/publications/2010KleinertHolmanMcSheehanKearns.pdf>

**Kleinert, J., Page, J., Kearns, J., & Goldstein P.** (2014). *Listen Up! Strategies For Building Communication.* Human Development Institute, University of Kentucky. Available on request.



This is a continuation of the references used in the writing of this module.



## REFERENCES AND RESOURCES



**Twain, M. (2014).** *The Adventures of Tom Sawyer. 1876 Version.* NY: Black & White Classics.



This is the final slide for the references used the writing of this module.