Predictable Chart Writing

January 28, 2016

Erin Sheldon, M. Ed

angelman SYNDROME FOUNDATION

angelman syndrome foundation | COMMUNICATION TRAINING SERIES

Today's Webinar

- Describe the instructional strategy of predictable chart writing
- Understand the value of shared writing to fostering communication
- Help identify developmentally appropriate strategies and goals

Today's webinar in the 5 STEPS

Targets	
Teaching	**Predictable chart writing**
Tools	**AAC with robust core word or pragmatically organized vocabulary**
Testing	
Team	

Review:

Writing as Communication: Modeling Writing with Things I Like!

Webinar #11

October 22, 2015

Erin Sheldon, M. Ed.
Dr. Caroline Musselwhite, CCC-SLP

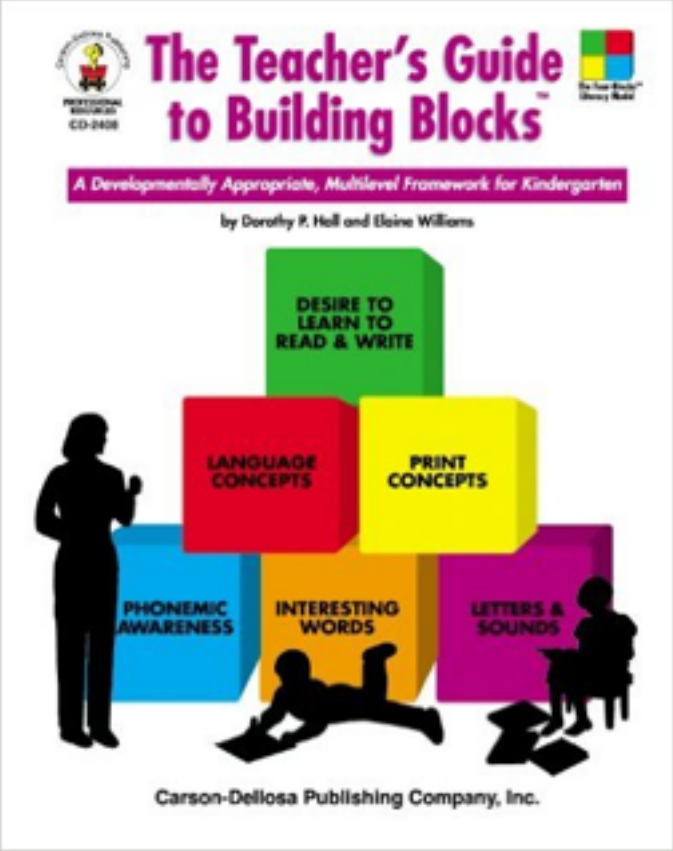
angelman SYNDROME FOUNDATION

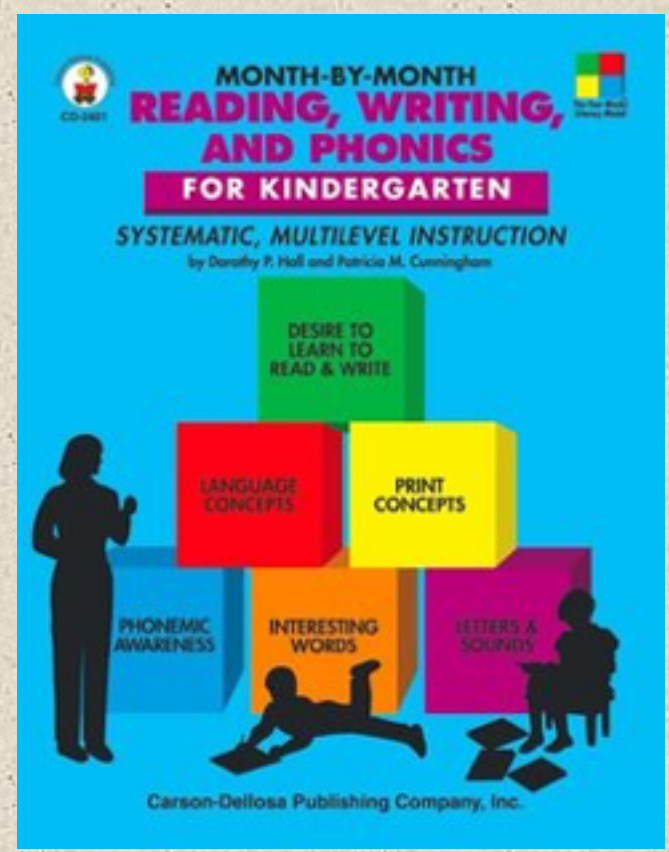
angelman syndrome foundation | COMMUNICATION TRAINING SERIES

Instructional framework

Building Blocks

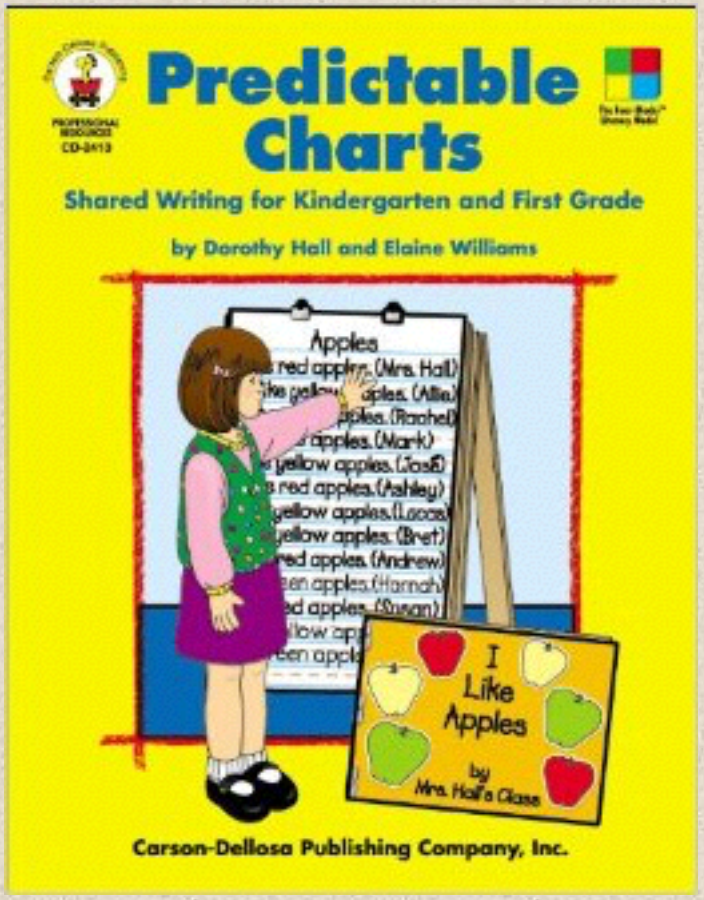
Dorothy Hall & Elaine Williams, based on Patricia Cunningham's Four Blocks





Predictable Chart Writing

Dorothy Hall & Elaine Williams

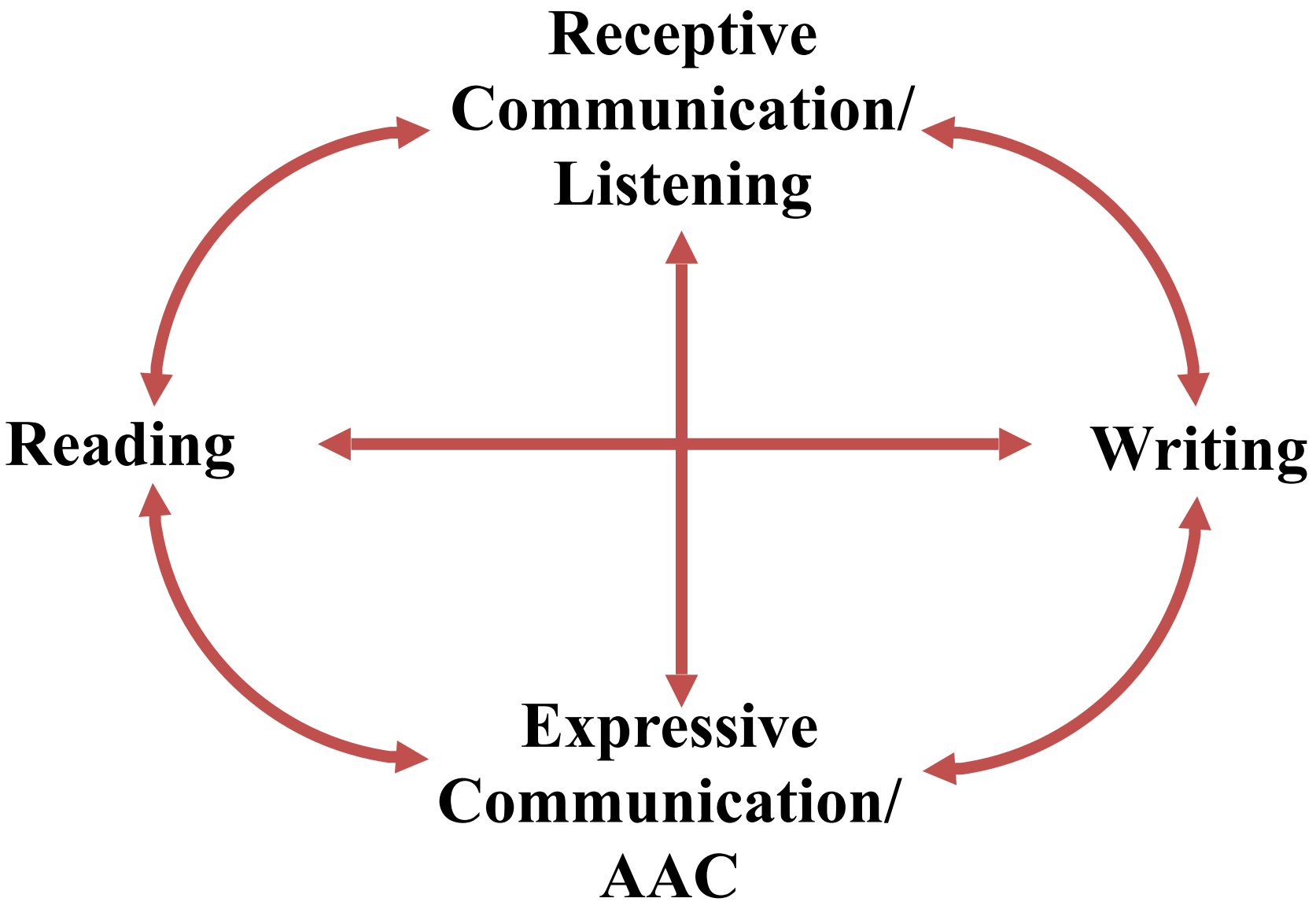


Literacy is language in visual form

- Spoken words can be represented visually
- What we say, we can write
- When we write, we can share
- Words can be spoken or written to be shared

Oral and Written Language Development

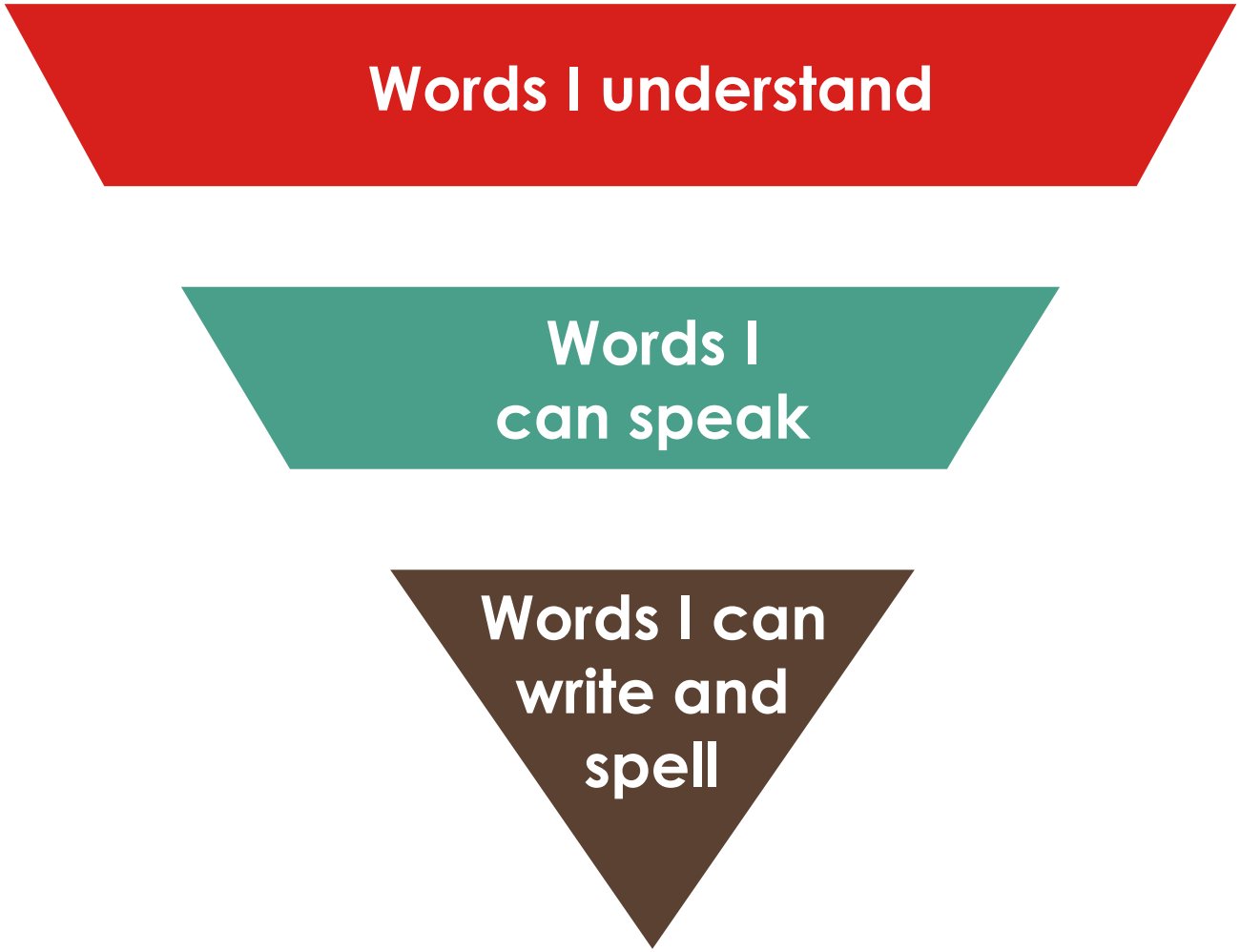
(Koppenhaver, Coleman, Kalman & Yoder, 1991, adapted from Teale & Sulzby, 1989)



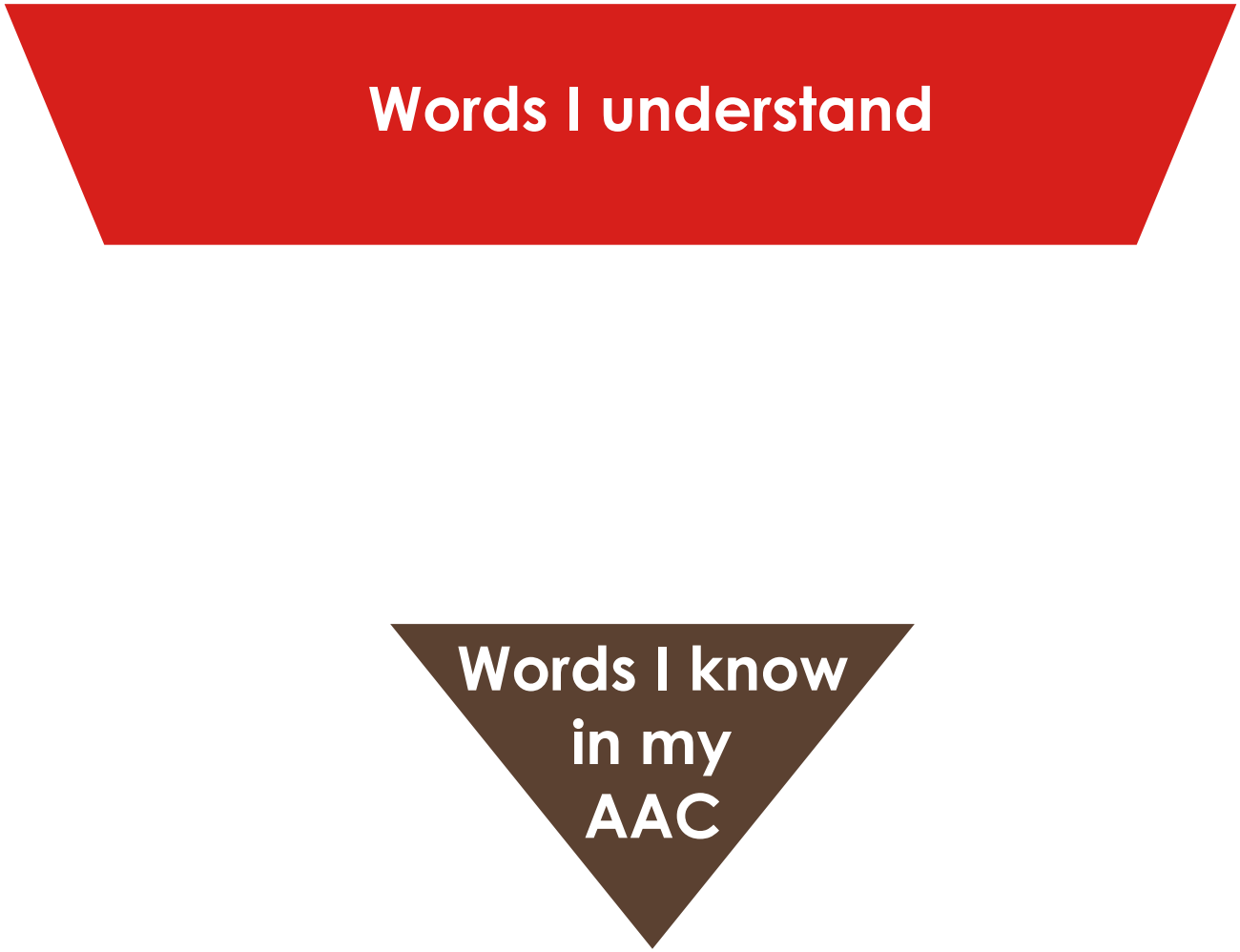
Using AAC is more like early writing than early speech

- Writers requires us to translate our thoughts into a visual symbol
- Writing is expressive communication for those who cannot speak
- Writing removes the real-time demands of communication

Typical early writers



Students with Angelman



What is shared writing?

- Writing with training wheels: we provide the scaffold so all students can participate
- We explicitly provide the model of WHY
- We construct a message together, using the student's AAC

Shared writing helps us be more intentional

- Shared writing slows us down, allowing greater processing time
- Shared writing allows us to easily target vocabulary
- Reading what we write provides fun repetition and develops literacy skills

Using the child's language

- Write about what the child knows and cares about
- Use words or messages the child can access in their AAC
- Think aloud: make your thinking process observable
- Use Core Four for sentence stem ideas

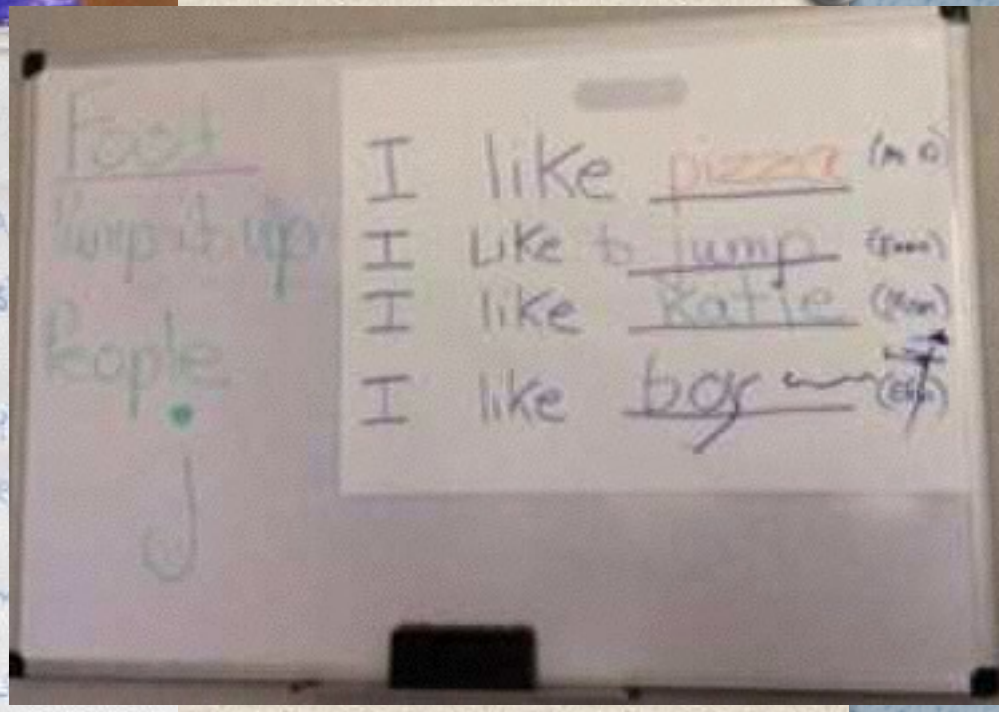
Modelled writing vs. Predictable Chart Writing

- Remove barriers to incidental learning
- Predictable chart writing ensures the model of writing is explicit and systematic
- Group, classroom adaptation of the informal literacy practices of home

What is predictable chart writing?

- Predictable: repeated sentence frame or stem allows children to learn to participate because they can predict what is coming
- Chart: a sequence of sentences dictated by multiple people
- Combines high-frequency “core words” with concrete, important-to-me words
- Five day lesson plan results in a simple personalized homemade book.

I Like
I like Waterplay
I like Books
I like Watermelon
I like Swimming
I like Swimming
I like grapes
I like trains. Finn
I like pepeta pig car.


Feet
Pump it up
People
J
I like pizza
I like to jump
I like Katie
I like bar

I want to see penguins. (Erin)

I want to see lions. (Ella)

I want to see polar bears. (Jordyn)

I want to see leopards. (Sarah)

Kid In Story: CAMP FUN!

I like swimming.

Created with Kid in Story® Book Maker

TIP: Use Over-the-Top Fun Photos!

Kid in Story: I like swimming.

I like pepeta

I like trains.

I like watermelon.

I Love

I love papa
at the playground.

I love Ava at the beach.

Mia

I LOVE PAPA AT THE PLAY-GROUND.

I love

Ava and Mia

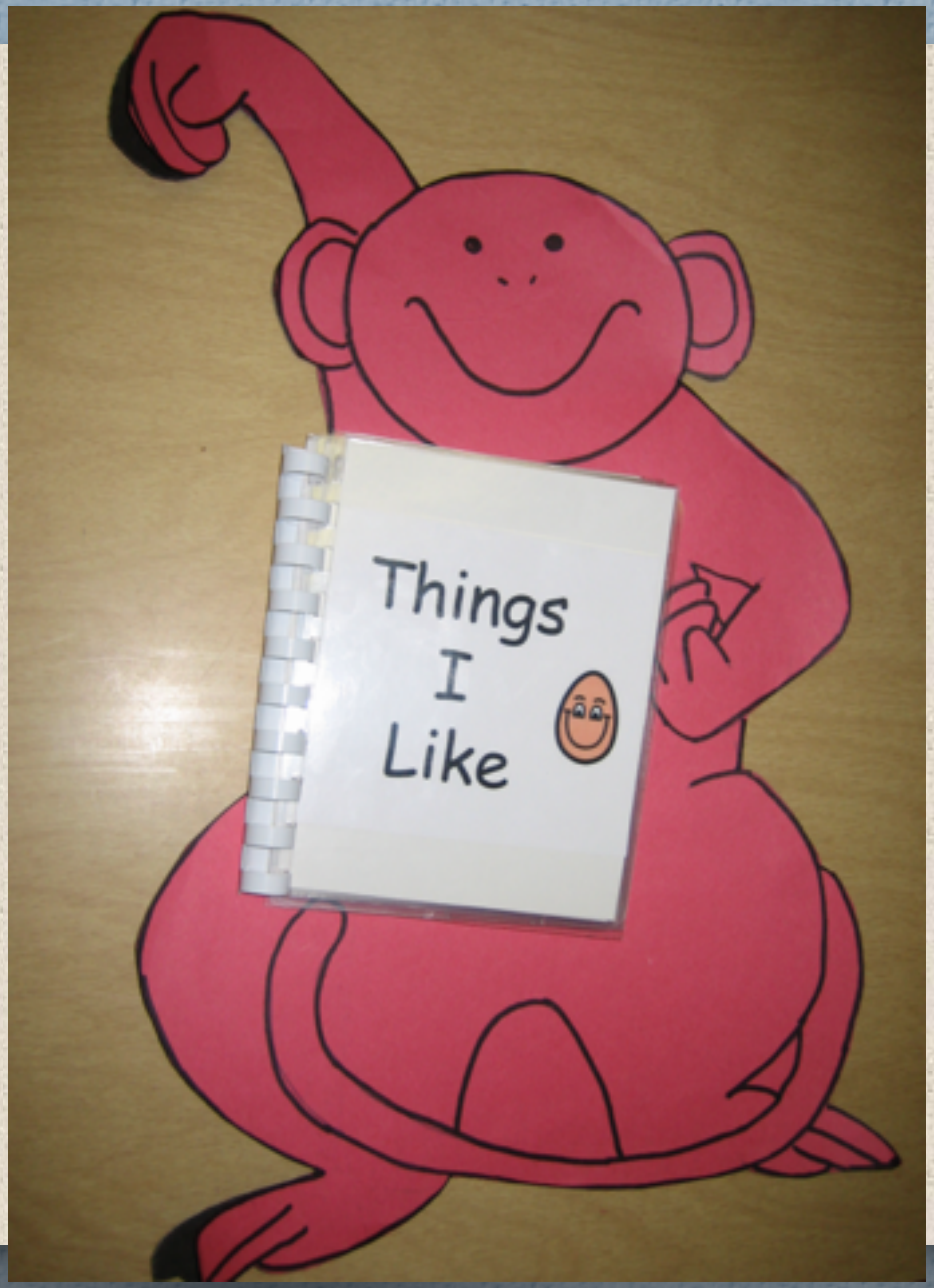
at the park.

Mom

I see a cake.

I see a girl.

I see a cat.


Things
I
Like

I like to help.

I like to help .

By: Maisy

By: Maisy

I like to laugh

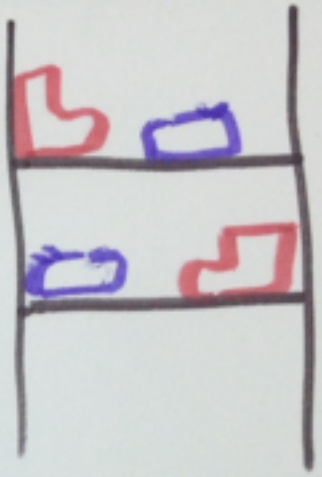
Ha Ha Ha!

(laugh!)

Maggie

I Want to Fly.

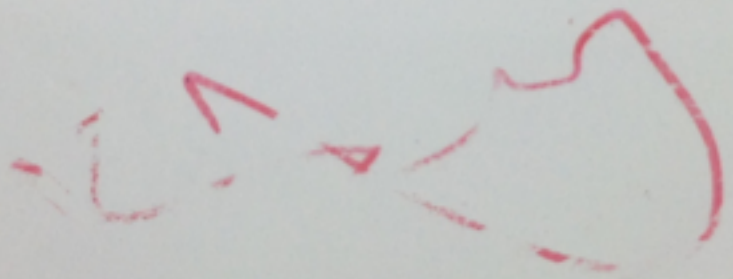
Ella



maisy

I want to buy.

I want to draw.



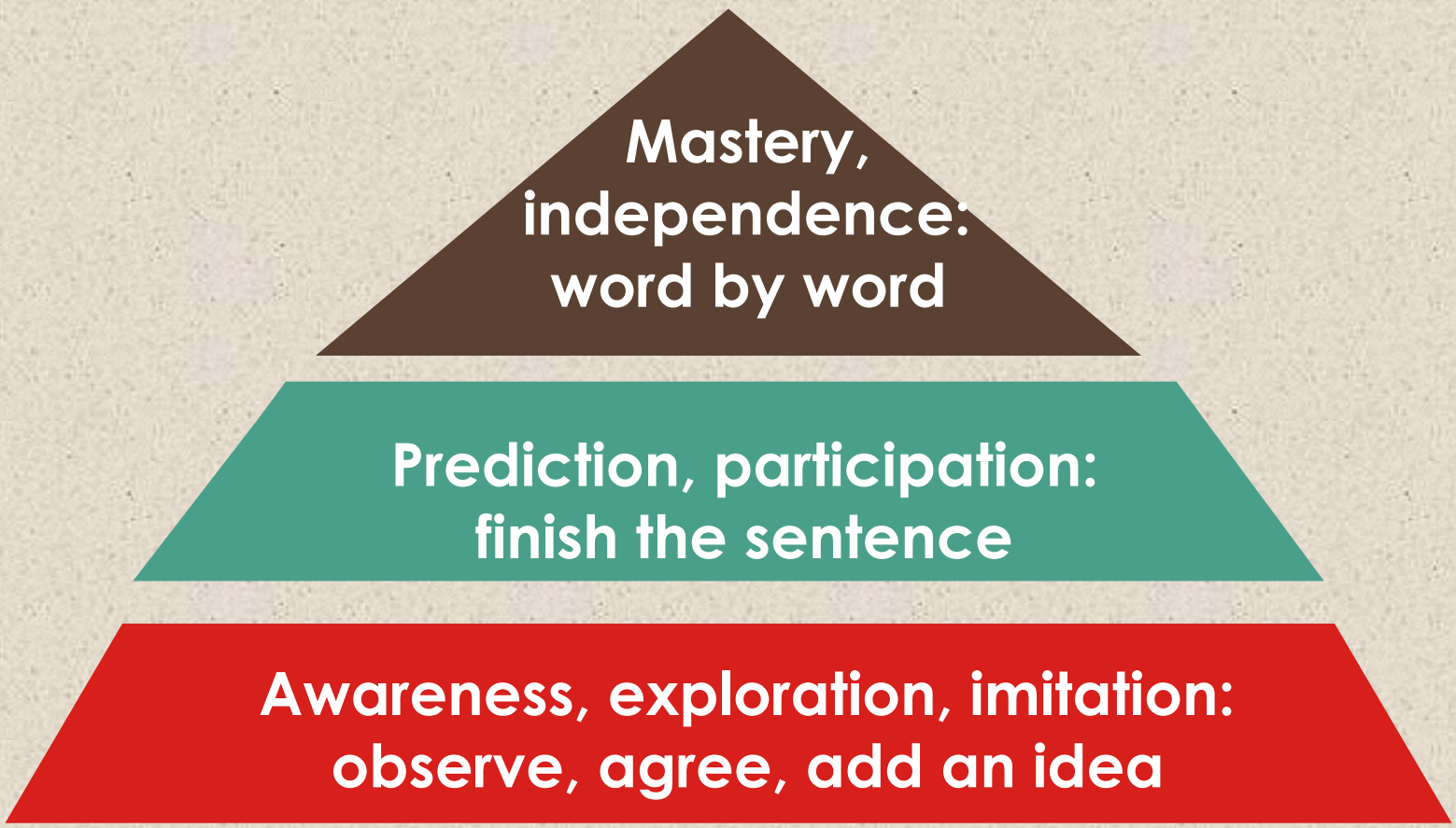
Maggie

What do our students learn?

- Functions of print: it matters, its important, its fun!
- Motivation to communicate, read, and write
- Print concepts: awareness; concept of word and sentence; letters, spaces, and punctuation; left-to-right directionality; tracking print;
- Phonological awareness: separate a sentence into words
- Word recognition: concrete, important-to-me words like names, favourite things and people
- I can read! I can write! I can share!

Instructional framework

Predictable Chart Writing



Predictable chart writing is multi-level

- Observe: learn the why, learn the fun
- Explore: remember, engage
- Imitate: agree with another's idea, "me too!"
- Predict: follow the pattern
- Participate: supply the final word
- Mastery: word-by-word construct the sentence

Predictable chart writing

- Day 1: Generate ideas, dictate sentences on to chart
- Day 2: Touch-read sentences, clap the words
- Day 3: Cut up sentence strips
- Day 4: Assemble sentences
- Day 5: Make book pages, illustrate

Predictable chart writing

- Whole class, where appropriate
- Whole family
- Small group
- English language learners
- Struggling peers

Day 1: Generating ideas

- Adult picks topic that students care about and generates sentence stem
- Brainstorm the topic with the students:
  What do we like? What did we do?
  Where do we go? What did we see?
- Use visuals, such as photos, to support comprehension
- Find the key words and important-to-me words in the AAC
- Re-read the chart

Day 1: Dictating sentences

- Parent/teacher goes first and writes sentences for all
- Add name to end of sentence. (Name)
- Strong models follow: peers, siblings, etc.
- Everyone uses the student's AAC when possible
- Most emergent students go last
- Ascribe meaning as needed

Start with AAC

- **Core words: Home page, pragmatic functions**
  I, like, want, not, help, it, more, different

- **Form a message: I like…**
  Model what YOU like for your sentence

- **Pick a theme: Categories**
  Think-aloud as you select categories or navigate the system

I, me, myself	is, am, are	do	want	like	what	where	not	more	
you	it	have	get	make	wait	on	good	all done	
People	that	stop	go	come	in	out	bad	funny	
Chat	Fun	eat	help	see, look	now	up	hurry up	something different	
Things	Food	play	Actions	Describe	Help	Feelings	Places	More	

Day 2: Touch read

- Read the full chart
- Touch words as we speak them
- Use inner voice
- Step-by-step device or AAC to hear individual words
- Word-by-word as appropriate
- What do you notice? First/last, long/short, initial letter, letters vs punctuation vs spaces.

Day 3: cut up sentences

- Create sentence strips ahead of time
- Re-read the chart
- Cut up strips into individual words
- Think aloud: where to cut?
- Cut where student indicates, use tape to correct
- Invitation!!

Day 4: sentence builders

- Re-read the chart
- Match cut-up words to the chart to assemble sentence
- Explore word order
- Notice first/last, uppercase/lowercase, letters vs punctuation, long/short, initial letters, names

Day 5: build the book

- Re-read the chart
- Glue words to page
- Copy model from chart
- Illustrate: draw, paste, etc.
- Staple or bind and/or laminate

Read and share!

- Personalized, engaging books
- Repetition creates predictability
- Conversation starters

Do not overthink

- If you are writing together, you are doing it right
- Anything that involves modelling, invitation, and books is good
- If you miss a day, a step, or a week, you are still doing it right!

Involve others!

- **Peers:**
  Peers use student's AAC to generate the same message.
  Particularly useful for students who are English language learners, have speech delays or reluctant to talk.

- **Family:**
  Share theme and message with home
  Ask family to complete sentences at home

Repetition with variety

- **Categories**
  Choose a new theme or category while repeating the same sentence starter
  Consider: places, animals, people, activities, objects, superheroes, celebrities, characters, holidays, foods

- **Add "not" or extend the sentence starter**
  I like
  I like to
  I do not like
  I do not like to
  I like to go to
  I like it when

Core Four Sentence Stems

- I like (people, places, activities, things)
- I like to (verbs)
- I do not like
- I want
- I want to
- I help
- I want to get
- I make
- I see

Caroline's Pinterest Board: Predictable Chart Writing

Add a pin

LITERACY INSTRUCTION:
Predictable Chart Writing

A Webinar by Dr. Vicki Roy
For the Louisiana Department of Education
Significant Disabilities Access Guide, 2011

http://sda.doe.louisiana.gov/Site%20Pages/Webinars.aspx

Predictable Chart Writing

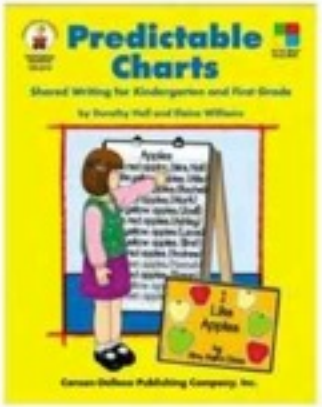
Predictable Chart Writing is a shared, group writing activity that results in a classroom book. Engaging in writing is typically a challenging and often abandoned activity for students with significant disabilities. This writing activity has been adapted for students who are unable to speak and unable to hold a pencil. It has been modified from the activities described in Predictable Chart Writing, by Williams, Carson & Dellosa.

Predictable Chart Writing How-To
This tutorial by Dr. Gretchen Hanser is on the Center for Literacy and Disability Studies website. Pred Chart CLDS.jpg

Pinned from
aac-balancedliteracy.wikispaces.com

Predictable Chart Writing Overview and Planning Page. AAC Intervention.com - Tips 2010

Pinned from
aacintervention.com



Predictable Charts are one of the BEST ways to support emergent writing. With apps such as Book Creator or Story Maker or Story Patch, it's easy to turn these charts into books! Predictable Charts Resource Book from Carson Dellosa

Pinned from
carsondellosa.com

Scroll to Top

Possible Next Steps

- Choose a sentence frame
- Assemble a small group
- Try this out
- Share your experiences in the Facebook group!

Thank You!

The ASF Communication Training Series
is made available by
the Angelman Syndrome Foundation
and a generous grant from
The Foster Family Charitable Foundation,
a family foundation established in Central California.

angelman
SYNDROME FOUNDATION

angelman
syndrome
foundation
COMMUNICATION TRAINING SERIES

angelman syndrome foundation | COMMUNICATION TRAINING SERIES