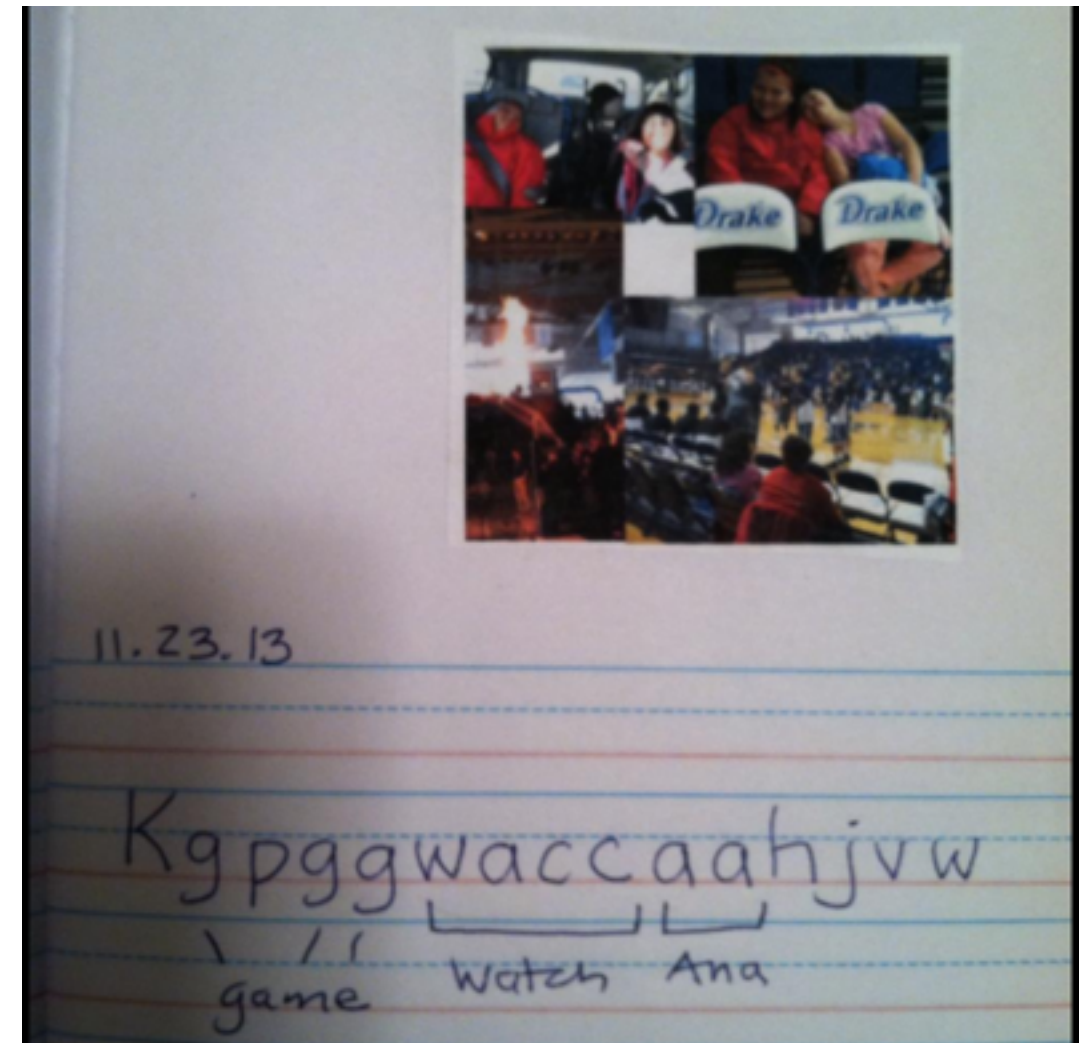# Writing Instruction for Students with Angelman Syndrome

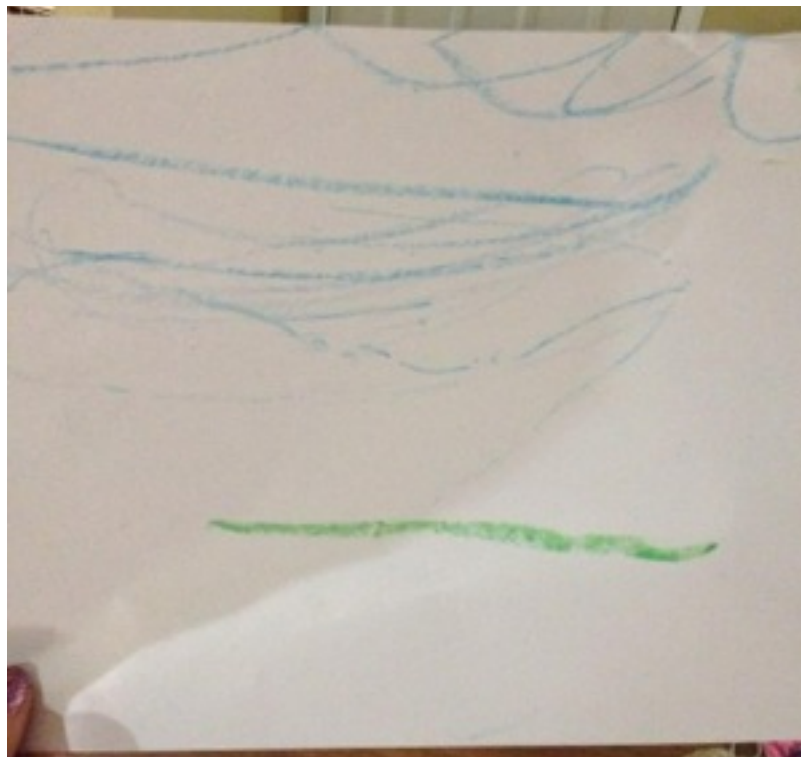Erin Sheldon, M. Ed.

This webinar

- What does writing instruction look like for students with Angelman syndrome?

- How do we plan and implement this instruction in the individual education plan?
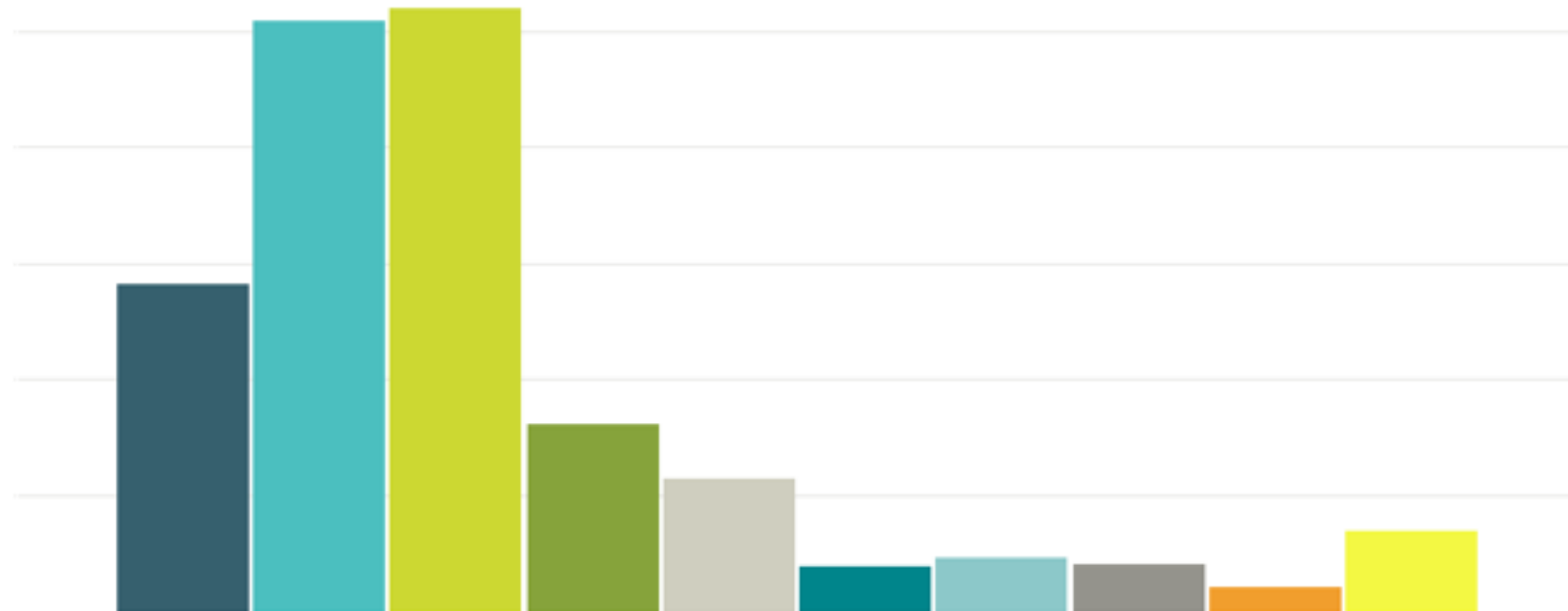
The Bridge

Foundations of Writing

4. How does _____ draw/write? (Motor item)

| Exploration	Uses writing/ drawing tools with beginning purpose	Explores writing/ drawing with greater purpose	Writes begins to look different from drawing	Writes looks more writing-like	Uses discounnected scribble with letter-like forms and some recognizable letters
1	2	3	4	5	6

Students with Angelman

Skipped: 146 Answered: 427

	Does not write or draw	33%	141
	Explores crayons and writing tools (chewing, marking, touching)	60%	255
	Makes some marks with writing and drawing tools: may appear random	61%	260
	Writes or draws with purpose, such as drawing continuous lines	19%	81
	Writing looks different from drawing, may include lines, circles, and waves	14%	58
	Writing looks like words or letters	5%	20
	Writing includes letter-like forms and some recognizable letters	5%	23
	Writes recognizable letters	5%	21
	Writes recognizable words	3%	11
	Other (please specify)	8%	35 >

Students with Angelman
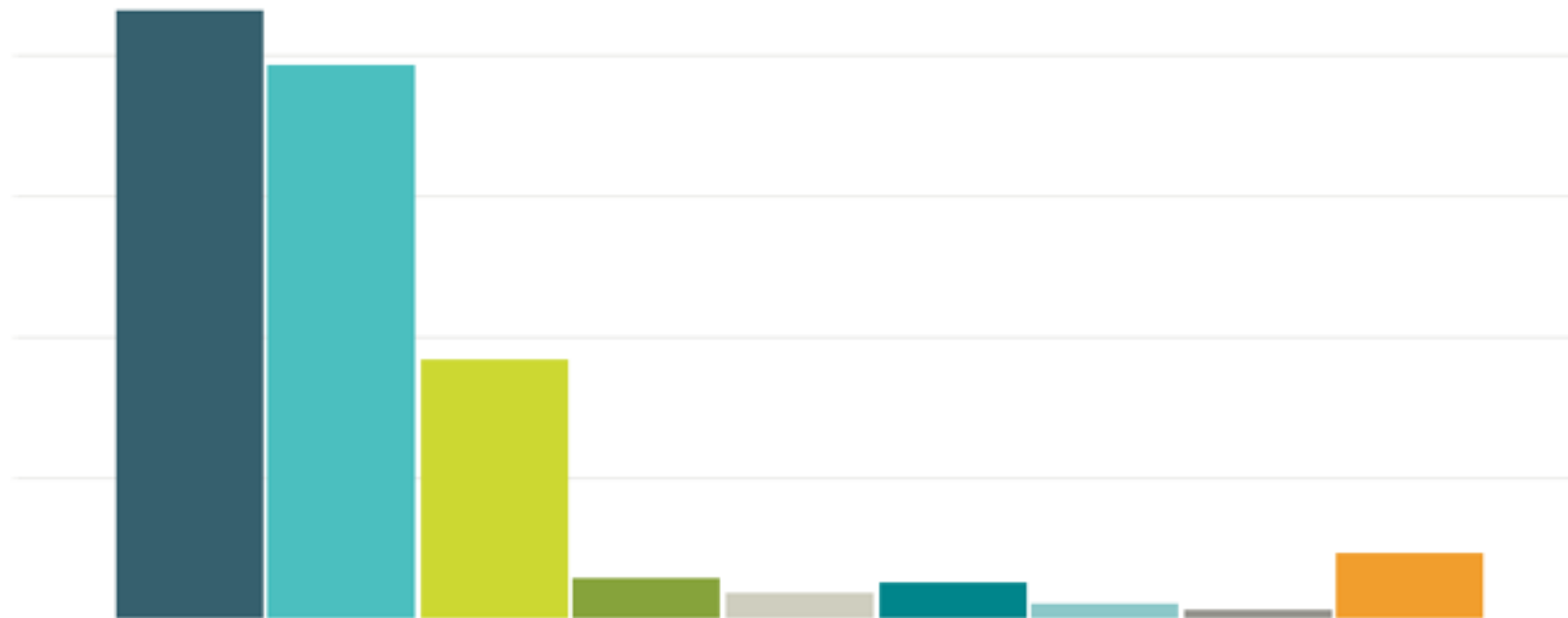
Skipped: 155   Answered: 418

Does not type on keyboards at all	**52%**	216
Types random characters: letters, numbers, characters	**47%**	197
Types long strings of letters: may appear random	**22%**	92
Types short strings of letters that are grouped like words	**3%**	14
Types short strings of letters that seem to represent a word	**2%**	9
Occasionally types recognizable words	**3%**	13
Regularly types recognizable words	**1%**	5
Regularly types completes sentences	**1%**	3
Other (please specify)	**6%**	23 >

Students with Angelman

21. How often does your person write with the letters of the alphabet in any way? This includes any opportunity to write with the full alphabet, such as on a keyboard on the computer or on an iPad or with the alphabet pages in a PODD book. The writing does not need to be recognizable as words.

Skipped: 158   Answered: 415

▮	Multiple times per day	**8%**	35
▮	Once per day or so	**7%**	29
▮	A few times per week	**7%**	31
▮	Once per week or so	**3%**	13
▮	Occasionally	**10%**	43
▮	Never	**64%**	264
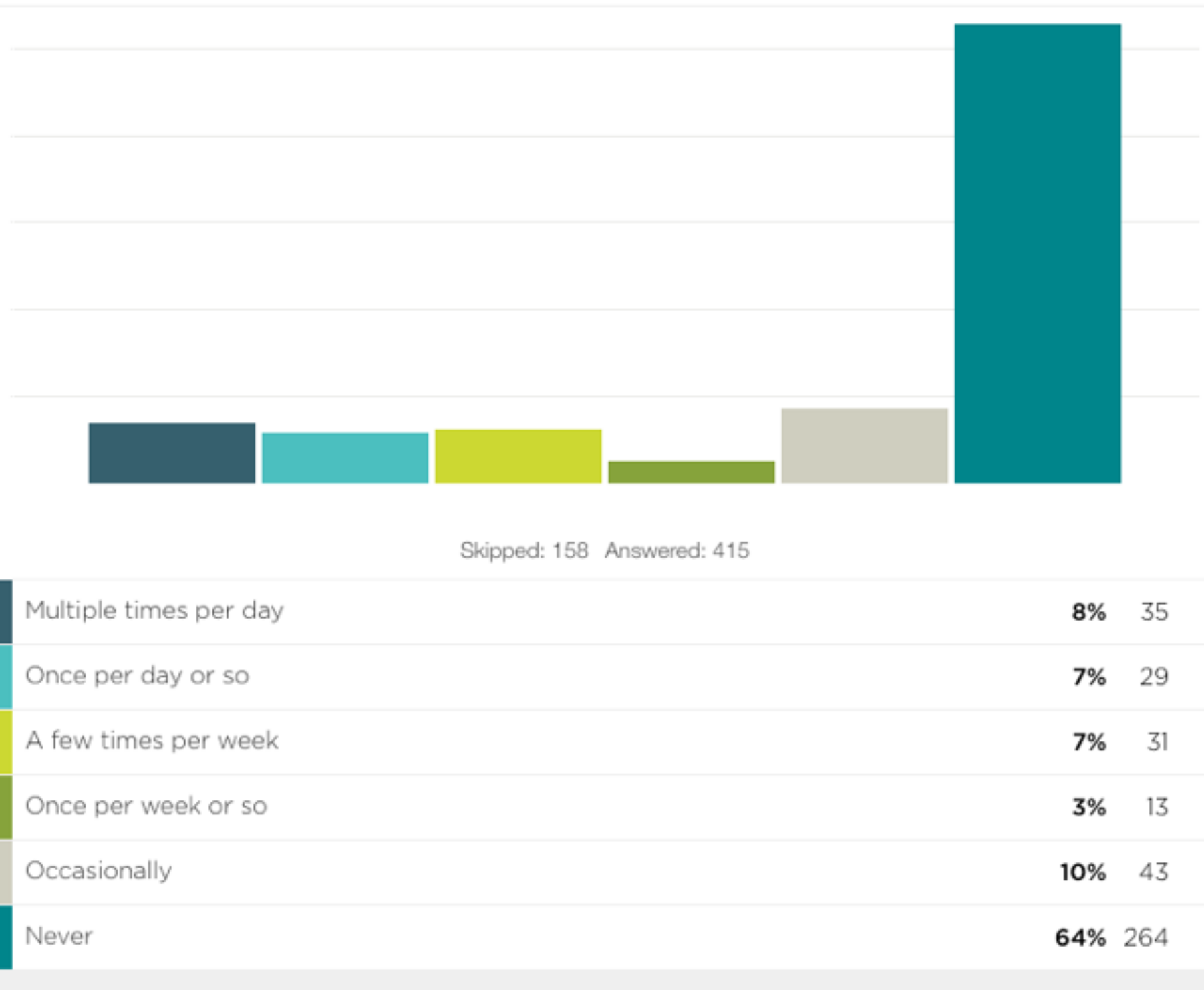
The Bridge

5. How does _____ use print? (Cognitive/linguistic item)

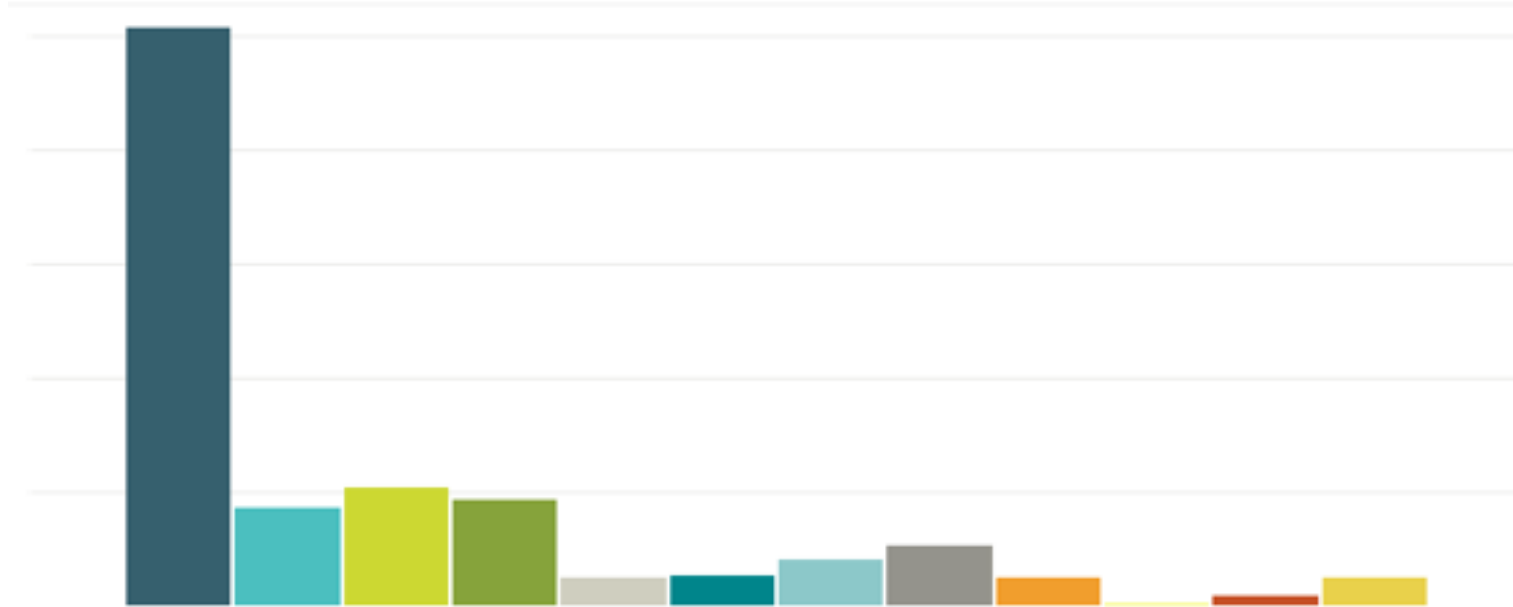| Uses symbols to communicate	Uses [/] drawings to communicate meaning	Uses scribbles and/or drawings to make signs, labels, lists	Uses mainly scribbles to "write" a letter, create a message, make a list	Uses many letter-like forms in scribble to tell a story, create a message, make a list	Uses many written words (developmental and conventional spelling) to tell a story, create a message, make a list
1	2	3	4	5	6

Students with Angelman

Skipped: 169 Answered: 404

	Does not currently use print or symbols at any time	**63%**	254
	Uses a few symbols to communicate	**11%**	43
	Uses some symbols to communicate	**13%**	52
	Uses many symbols to communicate	**12%**	47
	Uses drawings to communicate meaning	**3%**	12
	Uses symbols to label items or make lists	**3%**	13
	Uses scribbles or drawings to make signs, labels, or list	**5%**	20
	Scribbles to "write" a letter, create a message, or write a list	**6%**	26
	Uses symbols to write sentences or tell a story	**3%**	12
	Uses letter-like forms to tell a story, create a message, or make a list	**0%**	1
	Uses written words to tell a story, create a message, or make a list	**1%**	4
	Other (please specify)	**3%**	12 >

The Bridge

6. How does _____ write his/her name? (Motor and cognitive item)

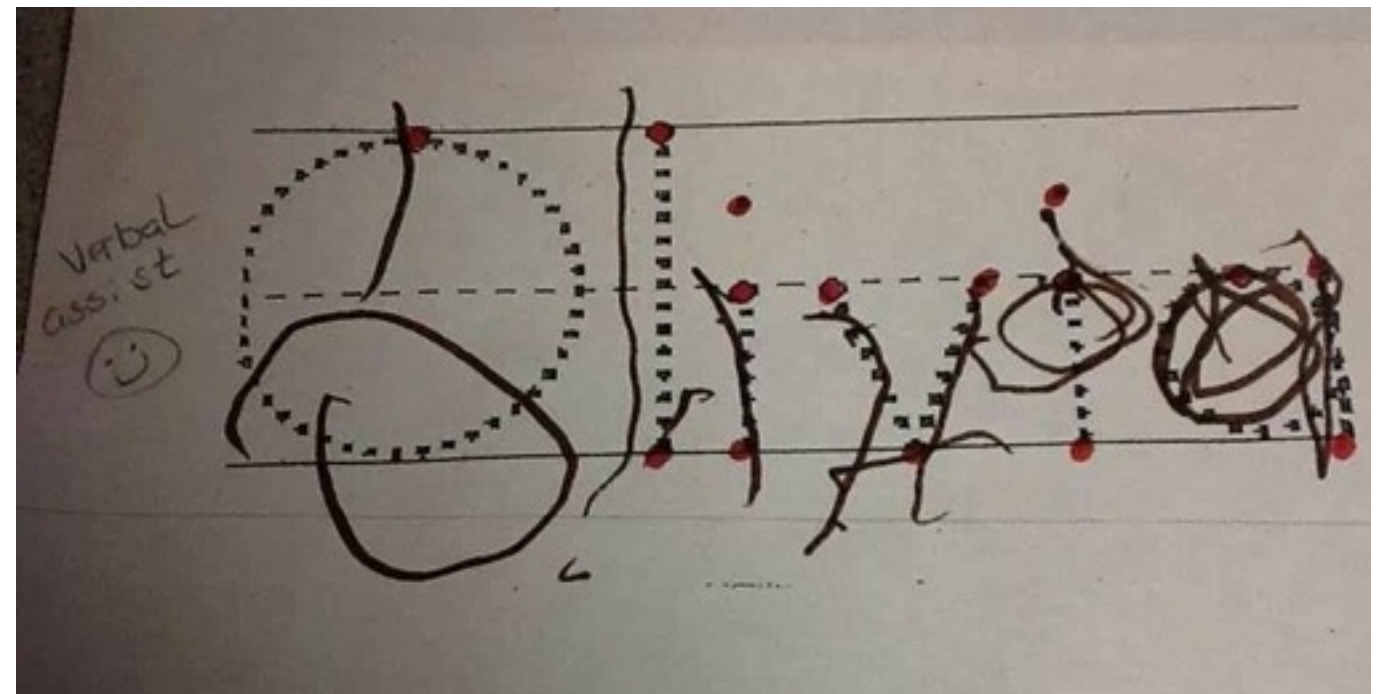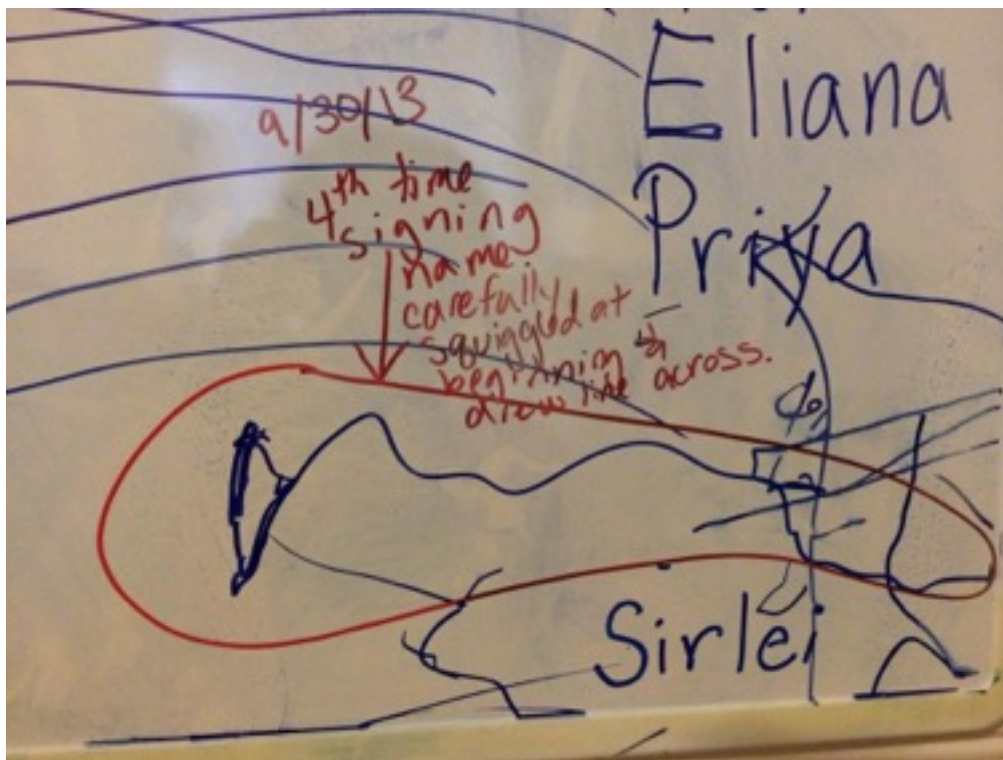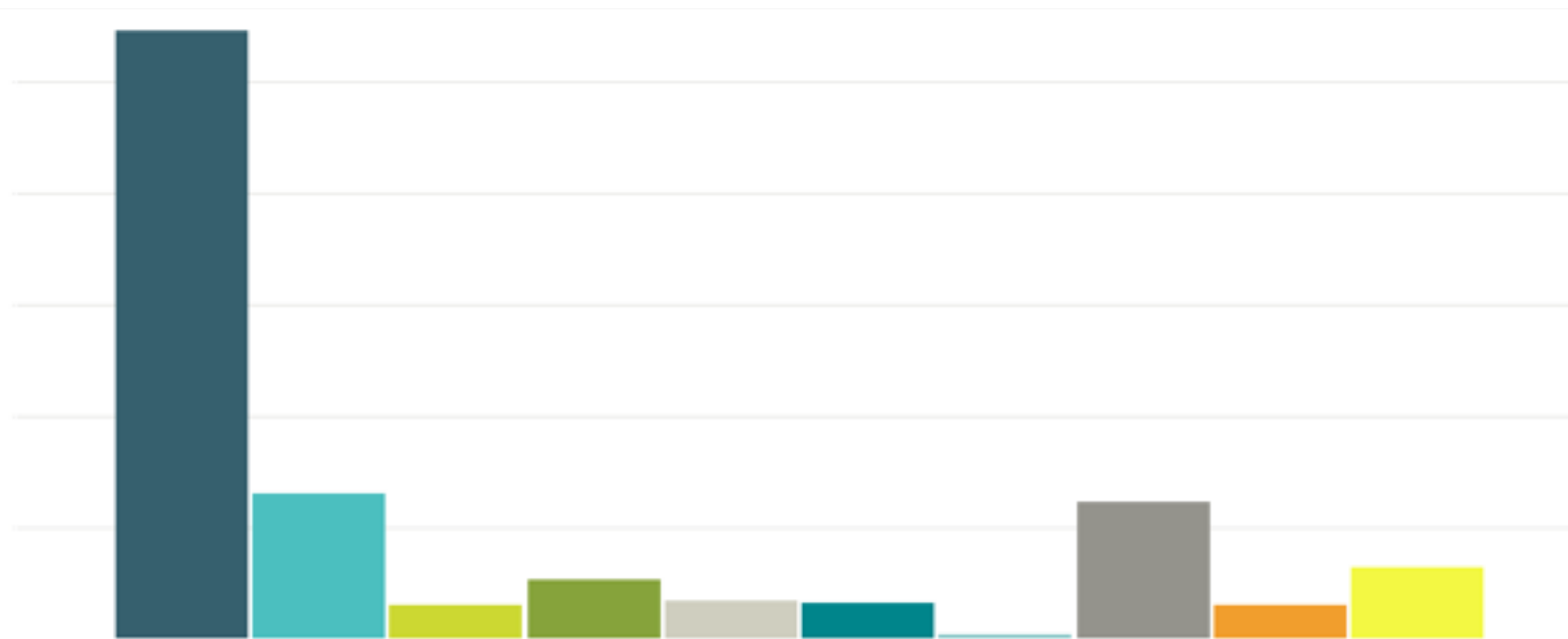| Makes an inconsistent mark/scribble to represent name	Makes a consistent mark/scribble to write name	Makes letter-like forms in scribble to write name	Writes some letters to form name (not necessarily in order)	Writes name in recognizable form	Writes first and last names and/or other names
1	2	3	4	5	6

Students with Angelman

Skipped: 163 Answered: 410

▮	Does not make any mark or scribble to represent his or her name	**67%**	273
▮	Makes an inconsistent or random mark or scribble to represent his or her name	**16%**	65
▮	Makes a consistent mark or scribble to represent his or her name	**4%**	15
▮	Makes letter-like forms in scribble to write name: not legible but clearly intentional	**6%**	26
▮	Writes some letters to form his or her name (not necessarily in order)	**4%**	17
▮	Writes his or her name in recognizable form	**4%**	16
▮	Writes his or her first name and last name	**0%**	2
▮	Stamps name with a prompt	**15%**	61
▮	Stamps name without a prompt	**4%**	15
▮	Other (please specify)	**8%**	32 ›

The Bridge

Alphabet Knowledge

7. How does _____ interact with/use letters of the alphabet?

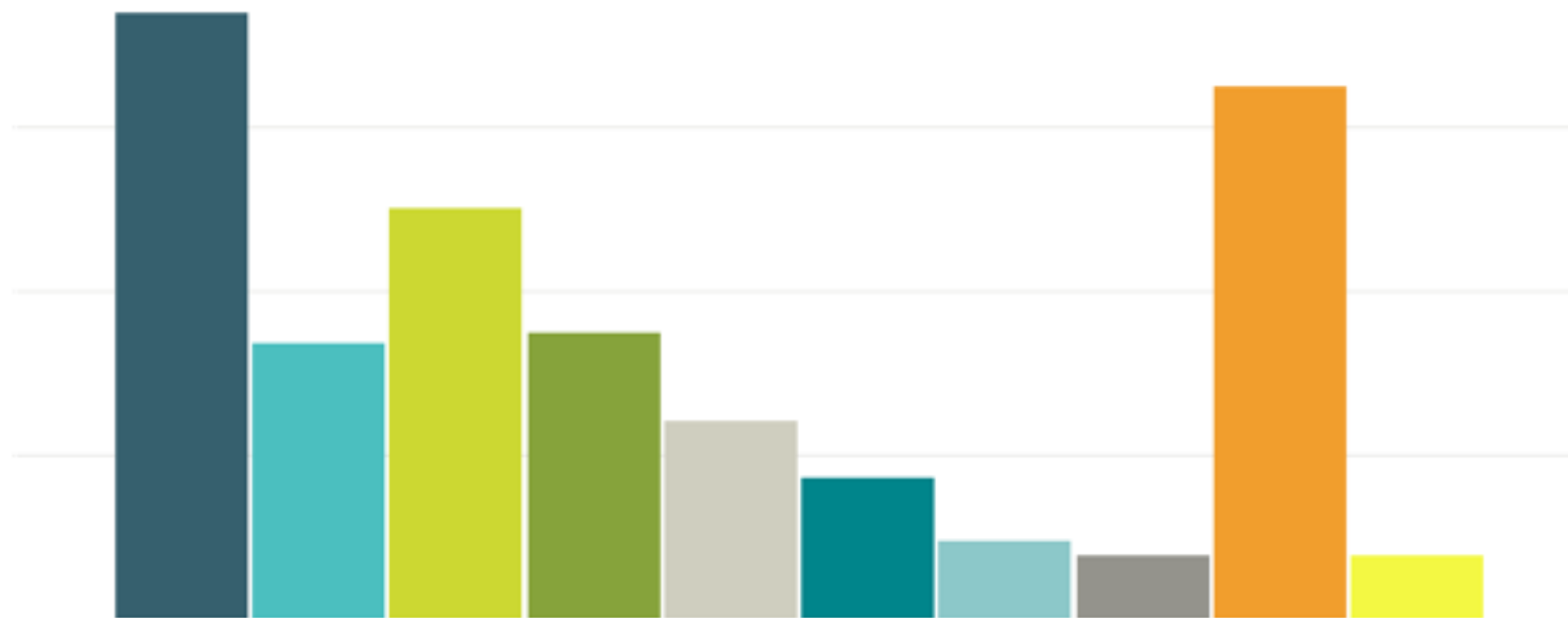| Explores and plays with alphabet materials	Knows that letters are different from pictures and shapes	Recognizes first letter in his/her name (says, writes, points to)	Recognizes other letters in own and/or others' names	Identifies specific letters in own or others' names	Identifies at least 10 letters
1	2	3	4	5	6
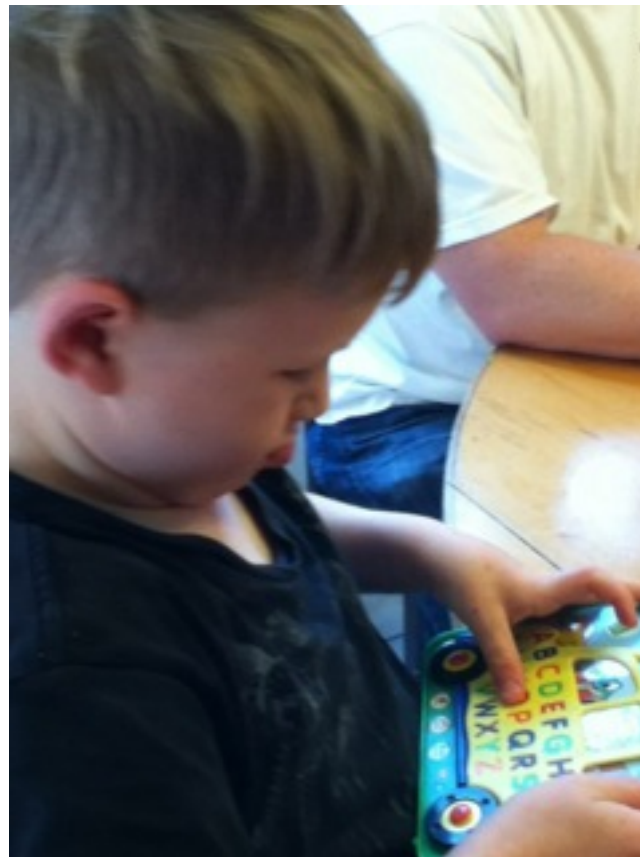
Sarah

Hddudjdidkfk

Gdgehdgifjggjfigofofifufifufihgjfjgu giugffjfjghfftdysiayeee

Hdcydnddijdduusydsghjdjfgddkdo sk

Hddndhdyhhdjdfyrirbvbmckfnfkfhf gyytggfteeeeehduhffuhjjajegpfldpf jdjrrreeeweëêeeeeeeeeweeewrwe eeeeeefgbfm bank Sjdudmhsnsejdhshxbzbzba

Fdhhddudsyssidjkdysyyeyr

Students with Angelman

Skipped: 157   Answered: 416

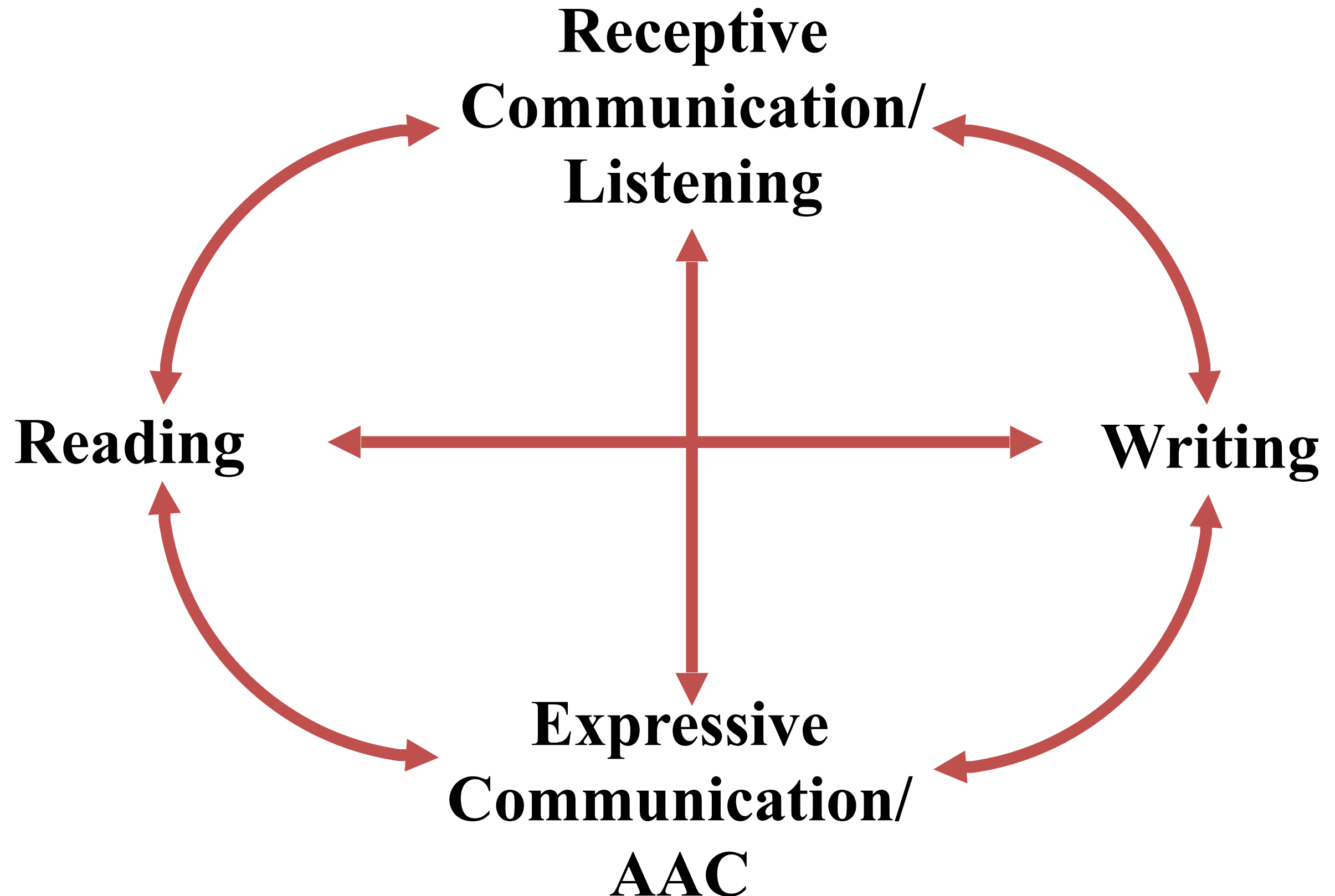|			
	Explores and plays with alphabet materials or toys	**44%**	185
	Knows that letters are different from pictures and shapes	**20%**	84
	Recognizes first letter in his or her name	**30%**	125
	Recognizes other letters in his or her name	**21%**	87
	Identifies specific letters in own or other's name	**14%**	60
	Identifies at least 10 letters	**10%**	43
	Identifies most of the letters of the alphabet	**6%**	24
	Knows all of the letters of the alphabet	**5%**	19
	Does not play with or engage with letters of the alphabet	**39%**	162
	Other (please specify)	**5%**	19 >

Emergent writing

- Most students with Angelman syndrome are emerging writers

- Students learn they are writers by imitating the writing behaviours of the people around them

- Students think most carefully about print when writing with the alphabet

- Students combine letters, symbols, words, drawings, and pictures in their emergent writing

- Writing is cognitively very similar to using an AAC device

- What a student with Angelman can write is likely the best window into what that student knows about the alphabet
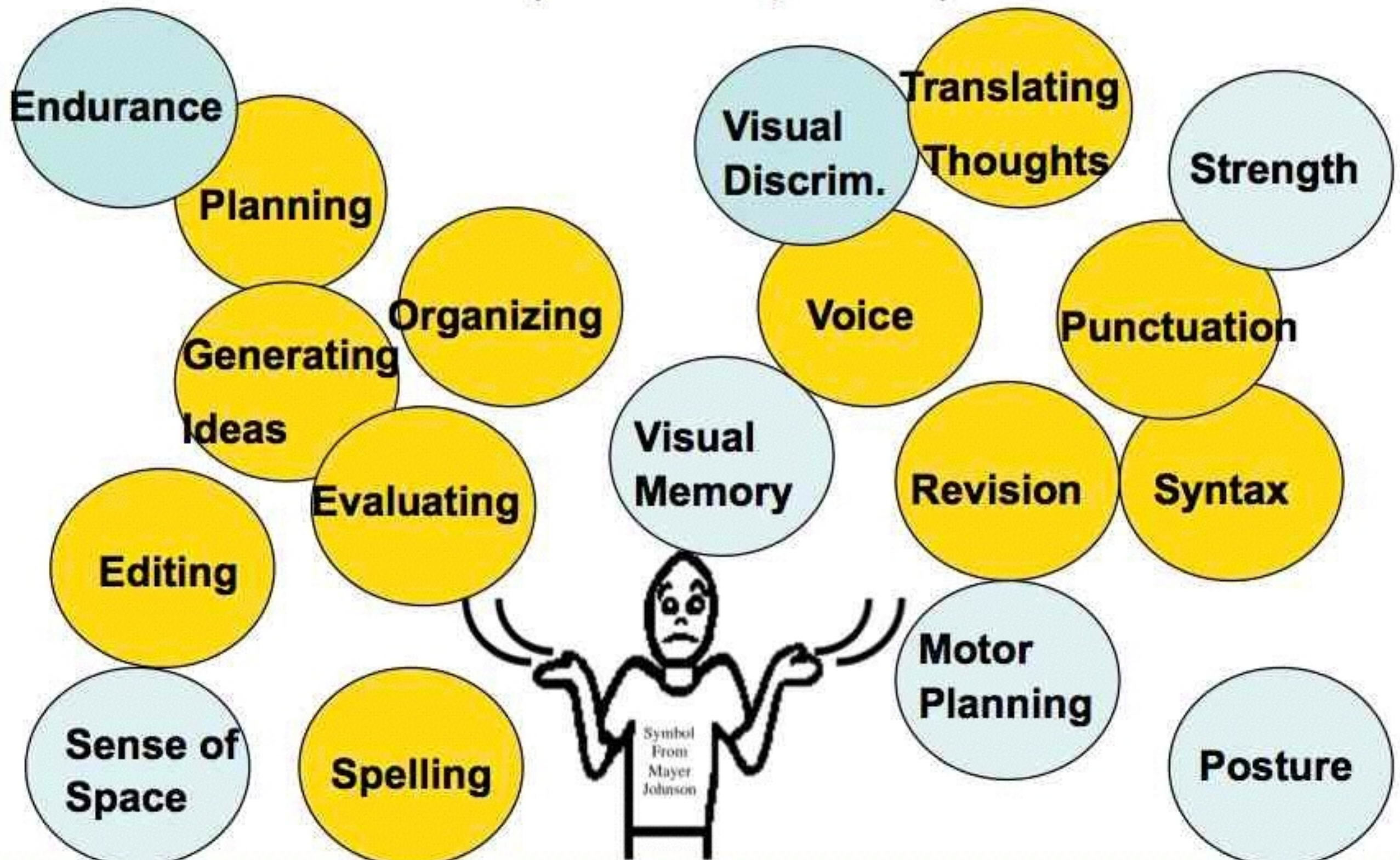
Oral and Written Language Development

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

(Slide by Caroline Musselwhite)

Receptive Communication/ Listening

Reading

Writing

Expressive Communication/ AAC

THE PLIGHT OF THE STRUGGLING WRITER: IT'S A JUGGLING ACT!

(HANSER, 1998)

Endurance

Planning

Organizing

Generating Ideas

Evaluating

Editing

Sense of Space

Spelling

Visual Discrim.

Translating Thoughts

Strength

Voice

Punctuation

Visual Memory

Revision

Syntax

Motor Planning

Posture

Symbol From Mayer Johnson

Rule of thumb:

*Its not writing
if its not translating
the student's thoughts.*

The Developmental Writing Scale

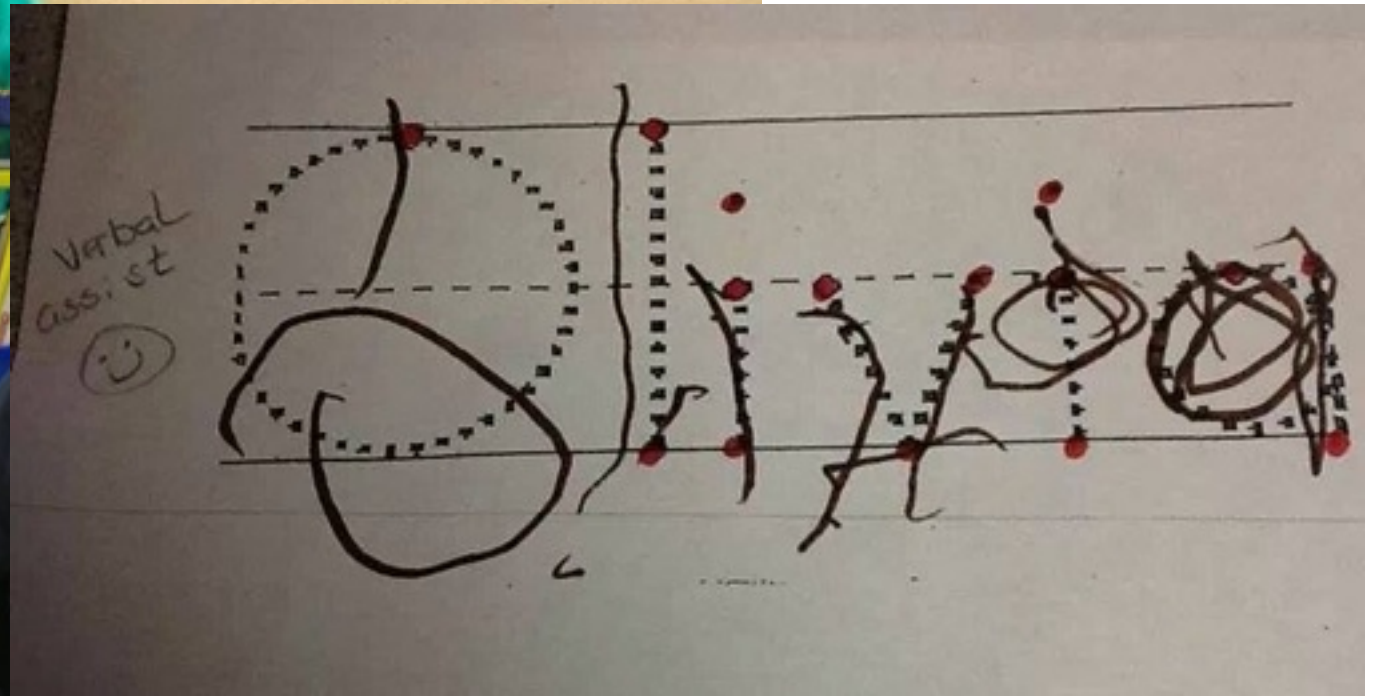**Table 2.** Developmental writing scale for beginning writers[a]

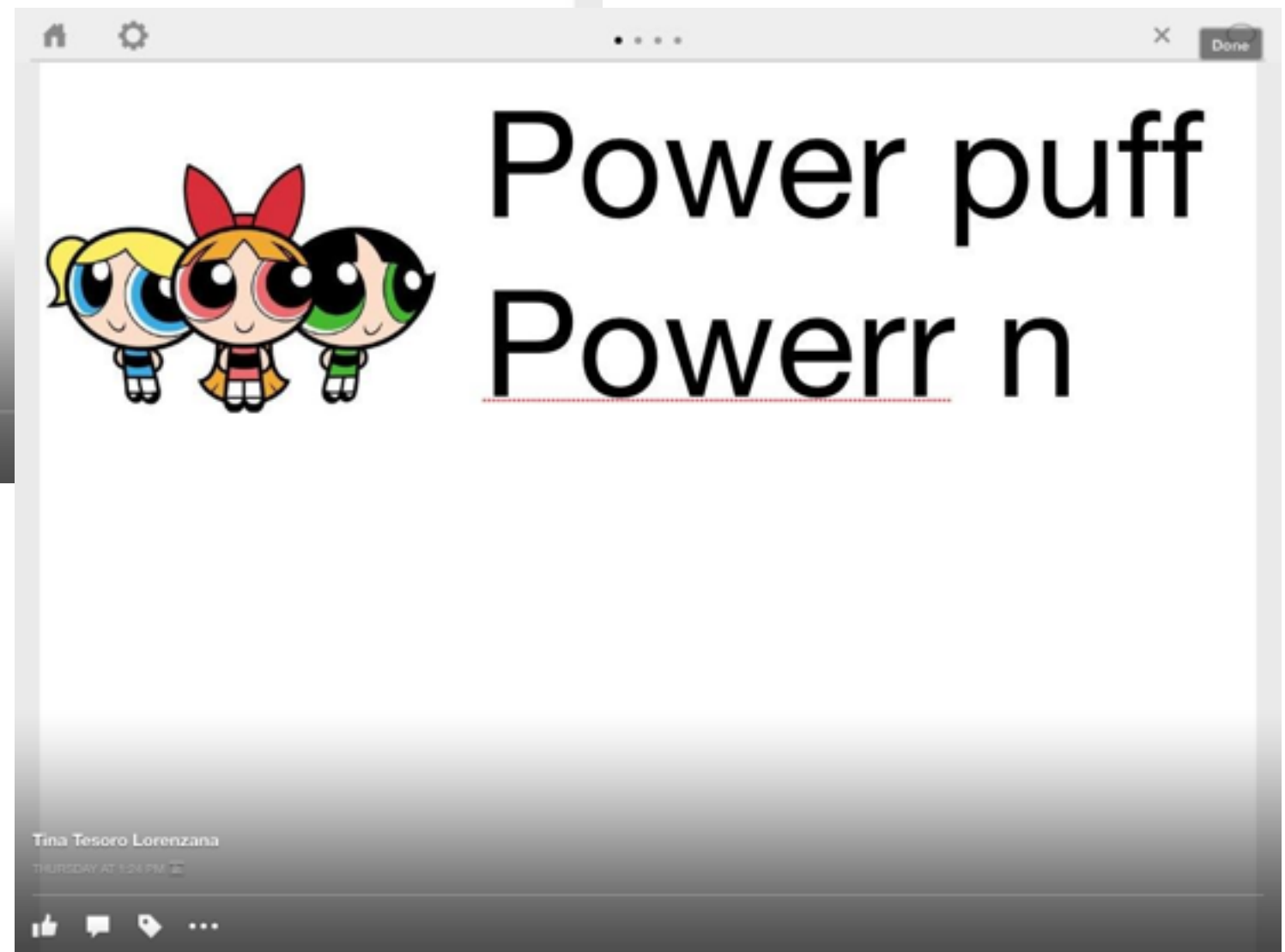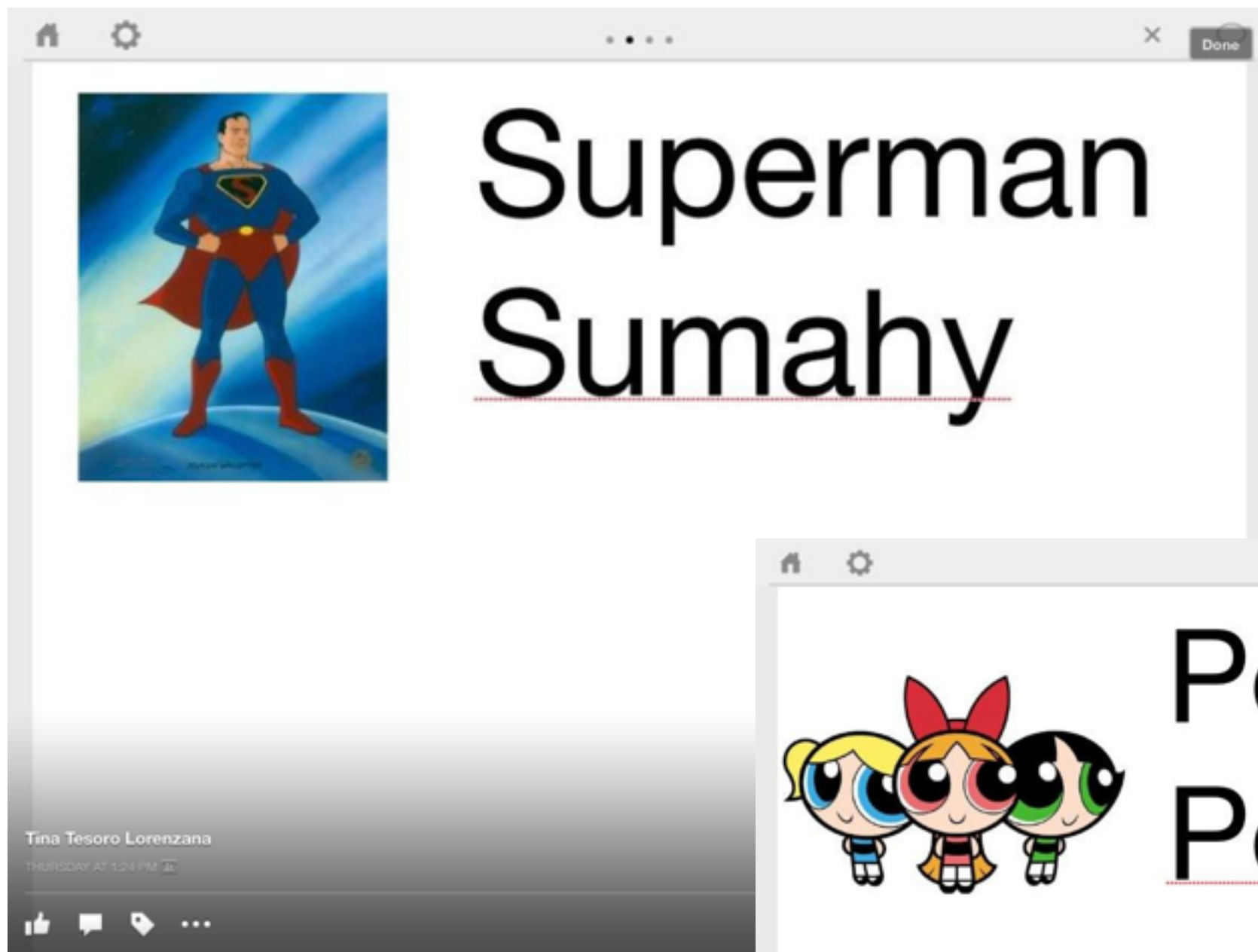| Levels	Scoring Criteria	Description	Accommodations
1	Drawing	Lines and curves that appear to represent objects	Selection of a picture by a child who cannot hold a traditional pencil or marker
2	Scribbling	Continuous vertical, circular, or wavy lines arranged linearly across the page, which may include letter-like forms, but with the majority of shapes not recognizable as letters.	If a child uses a keyboard, this level would not be used
3	Letter strings (no groups)	Handwritten or typed strings of letters but not grouped into words. Examples: *tttttt* *ksbpppns*	Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
4	Letter strings grouped in words	Strings of letters grouped into "words" (i.e., with spaces between at least two groups of letters) but with no intelligible words. Example: *iLCR6a iLKVKC CPRSB WRKe BRKe*	Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
5	One intelligible word	Strings of letters grouped into "words," with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters. Example: *IMPICOTbeC (I am playing outside on the swing.)*	Word bank or word prediction software
6	Two to three intelligible words	Two or three different intelligible words embedded in strings, separated by spaces, or in a list format. Single letter words such as "I" and "a" must be separated by spaces to count as an intelligible word. Example: *IYTKTOSMNTHETR (I like to swim under the water.)*	Word bank or word prediction software
7	Three or more different intelligible words in a list	Three or more related words. Example: *Lions Detroit football*	Word bank or word prediction software

(continues)

Name _____

The Best Costume

on | Halloween | I | will | be | a

purple | crayon

I | will | feel | happy

Superman
Sumahy

Power puff
Powerr n

Name: __Emma__   Date: 9-18-12

1. Who found A_____?

Christopher Columbus

2. Who w____ at the first Thanksgiving?

Pilgrims and Native America Indians

3. What was George Washington'

President of United States of A
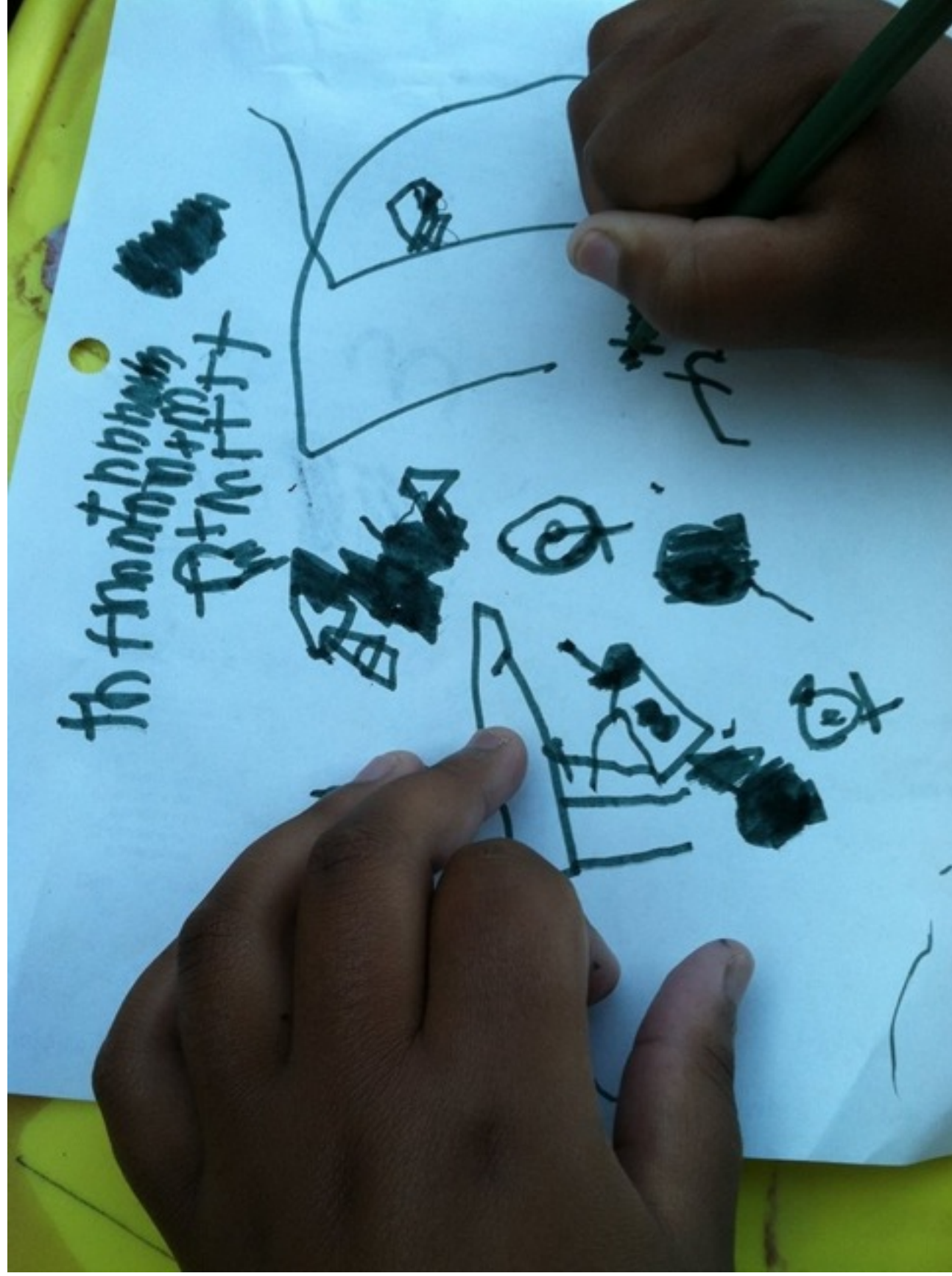
as it should be! I love you so much…

Ella Hickey 9/2/13
How ya doin'?

Maggie & Ella 8/1/13
Attachment: 1 Video

i 7/17/13
Message Send Failure

Maggie Hickey 6/13/13
Rrra4RJ

Ellen Tseng-Farr 6/7/13
Okay :)

Sarah Bonham 6/7/13
Lol okay thanks

Adrienne Carpenter 6/7/13
Lol I thought so

Cory Down 6/6/13
LOL. The girls want to play on
Sunday, that's all!

Hddudjdidkfk

Gdgehdgifjggjfigofofifufifufihgjfjgu
giugffjfjghfftdysiayeee

Hdcydnddijdduusydsghjdjfgddkdo
sk

Hddndhdyhhdjdfyrirbvbmckfnfkfhf
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jdjrrreeeweëë/êeeeeeeeweeewrwe
eeeeeefgbfm bank
Sjdudmhsnsejdhshxbzbzba

Fdhhddudsyssidjkdysyyeyr

Weeeeeeeeeeeeeeeeeeeeeeeeeeee
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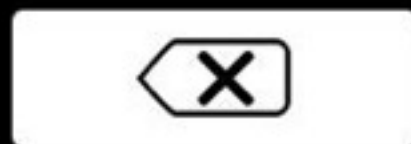
I PD the hos.
pet   horse.

I IV chrs.
love horses.

I W I KD IV for
wish I could live

o FM.
farm.

11.23.13
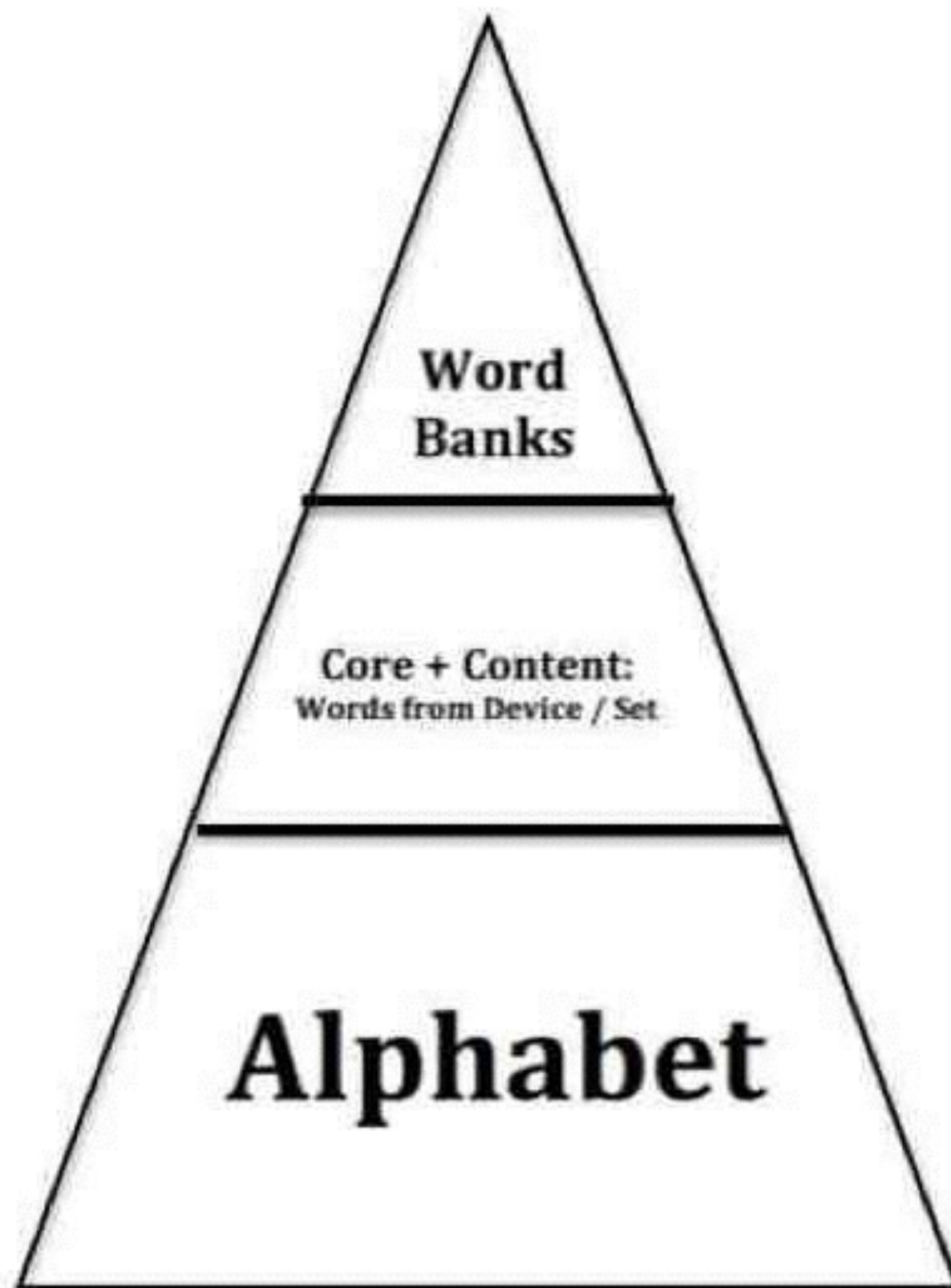
Kgpggwaccaahjvw

game   watch Ana

Essential to develop emergent writing skills and understandings:

- Access

- Daily opportunity

- Authentic purpose: it helps get things done!
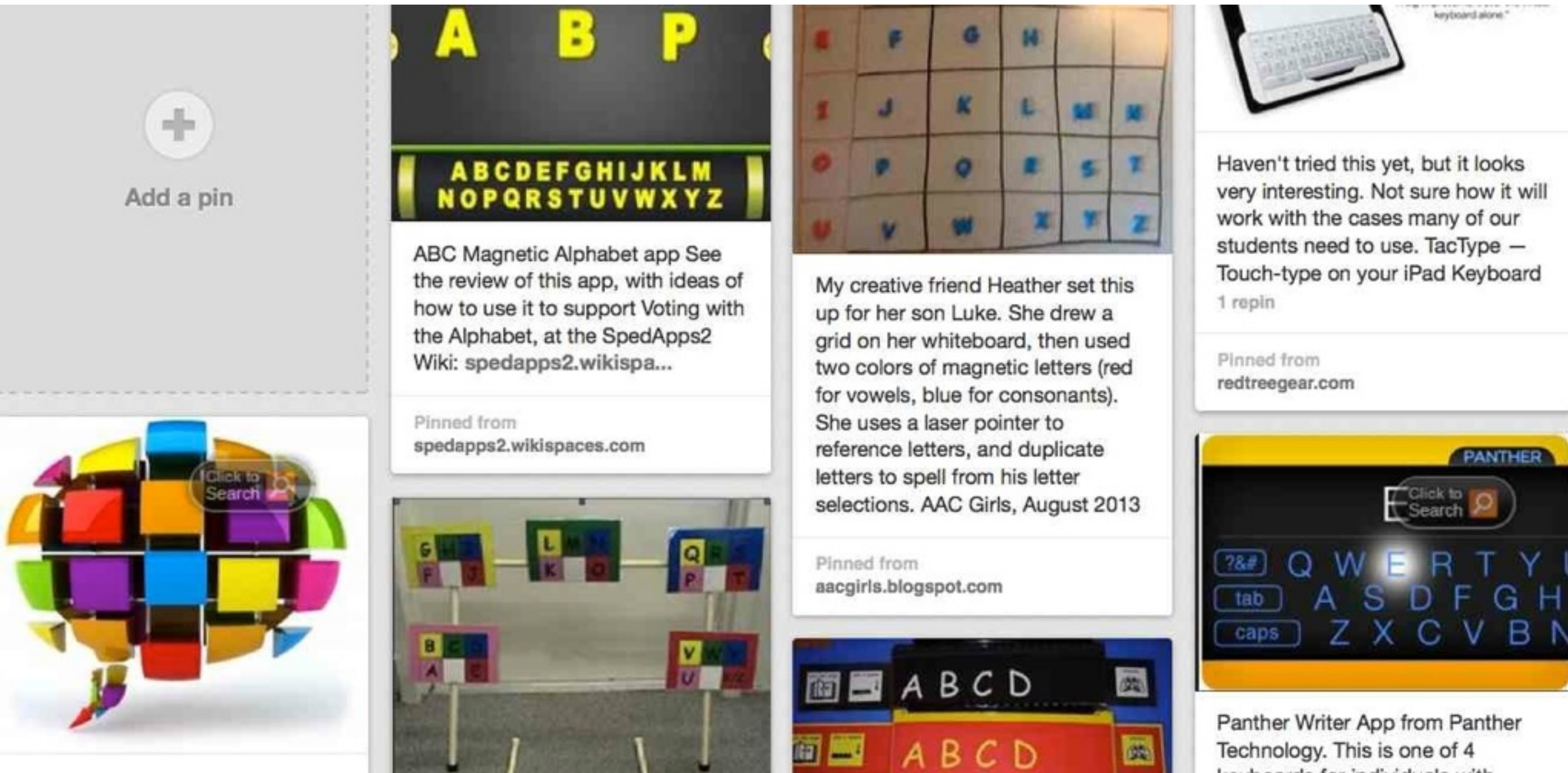
- Modelling

- Instruction

Access

- Language and vocabulary

- The letters of the alphabet

- Select an "alternative pencil" that places the LEAST demands on the student's motor skills

Writing Pyramid

Word
Banks

Core + Content:
Words from Device / Set

Alphabet

Pinterest: Accessing the Alphabet

ABCDEFGHIJKLM NOPQRSTUVWXYZ

ABC Magnetic Alphabet app See the review of this app, with ideas of how to use it to support Voting with the Alphabet, at the SpedApps2 Wiki: spedapps2.wikispa...

Pinned from
spedapps2.wikispaces.com

My creative friend Heather set this up for her son Luke. She drew a grid on her whiteboard, then used two colors of magnetic letters (red for vowels, blue for consonants). She uses a laser pointer to reference letters, and duplicate letters to spell from his letter selections. AAC Girls, August 2013

Pinned from
aacgirls.blogspot.com

Haven't tried this yet, but it looks very interesting. Not sure how it will work with the cases many of our students need to use. TacType — Touch-type on your iPad Keyboard
1 repin

Pinned from
redtreegear.com

Panther Writer App from Panther Technology. This is one of 4

Dr. Caroline Musselwhite

Word Wizard

- Full alphabet, A-Z or QWERTY

- Says letter name or letter sound

- Speaks word or sentence

- Supports alphabet awareness, phonological awareness, alphabet exploration, emergent writing and spelling, text-to-speech to share responses

hi i pi i i

bye dye

buy

die pie

a b c d e f g h i j k l m n
o p q r s t u v w x y z

1 2
3 -
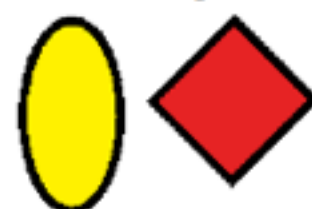
DLM™ First Forty Core Words

I	like	not	want
help	it	more	different
who	she	you	he
where	up	on	in
me	make	get	look
what	need	are	is
some	put	all	this
don't	that	go	do
when	finished	can	here

I, me	like	STOP	go	a little	a lot	now	something different
you	want	come	do, did, does	here	there	up	FINISHED
she, her	need	get, got	eat	in	out	down	more
he, him	am is are	not, don't, can't	can	of	for	to	all
we us our	know	play	make	on	off	with	some
they, them	think	see look watch	put	over		open	next
that, it	feel	help	try	but	the	bad	good
this	love	have	take	and	because	Chat	Huff! I win!

Abilipad

- Writing app

- Text to speech, predicted text

- Add photos for context

- Adapted, personalized keyboards for alternative pencil

- Digital alphabet flipcharts as keyboard

- Share via app, email, or screenshot and publish

- E-mail writing samples home for family to decipher

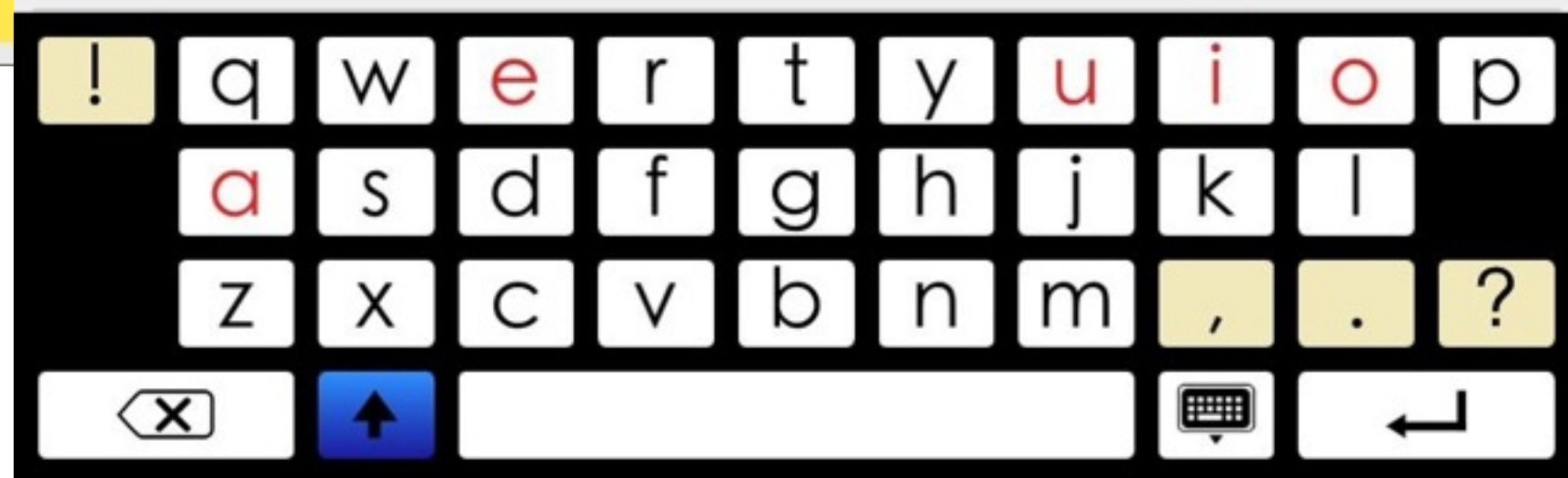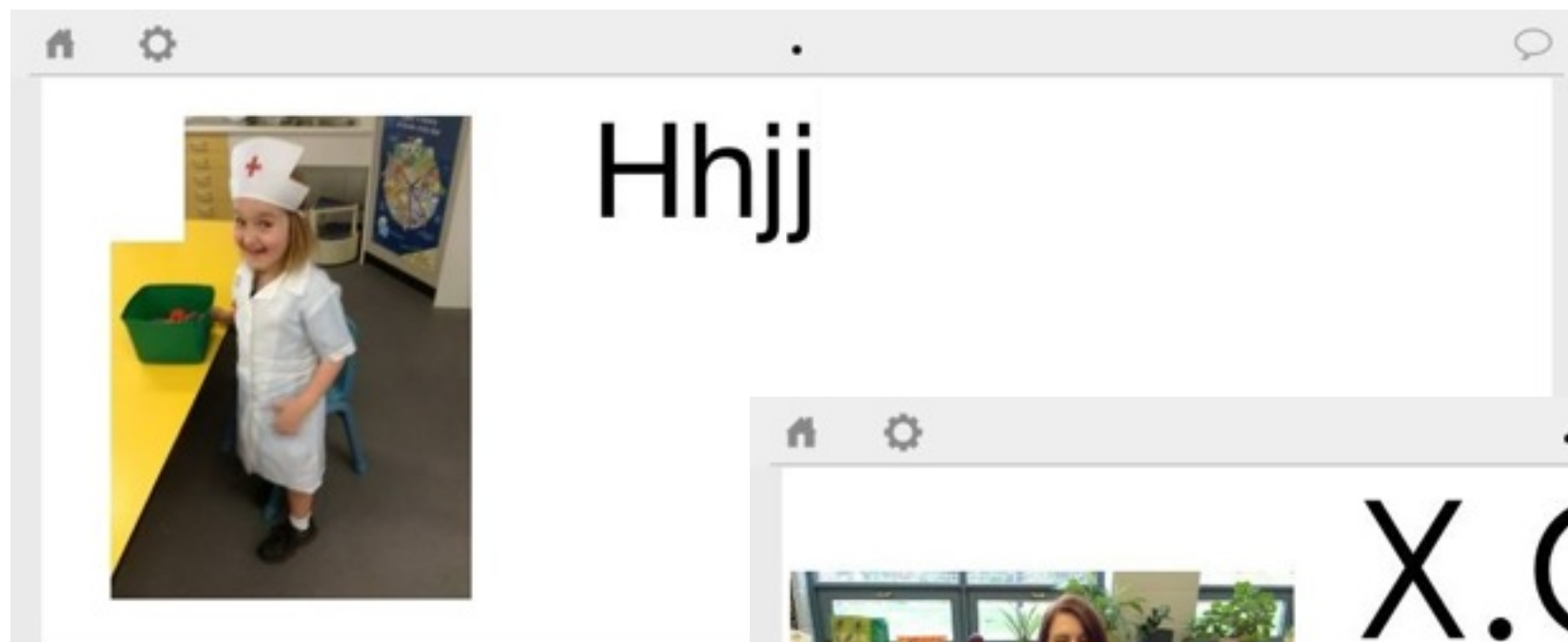- Supports early and conventional writing, motivation, self-correction, problem-solving for spelling

Ghhhh zw

Hickey

e f g

[⌫] [↑]

Ba cccccKoo?!P,rj nkih Ssz.

a b c d

[⌫] [↑] [⌨]

Hhjj

X.CCCCx des!????

!	q	w	e	r	t	y	u	i	o	p
a	s	d	f	g	h	j	k	l
z	x	c	v	b	n	m	,	.	?
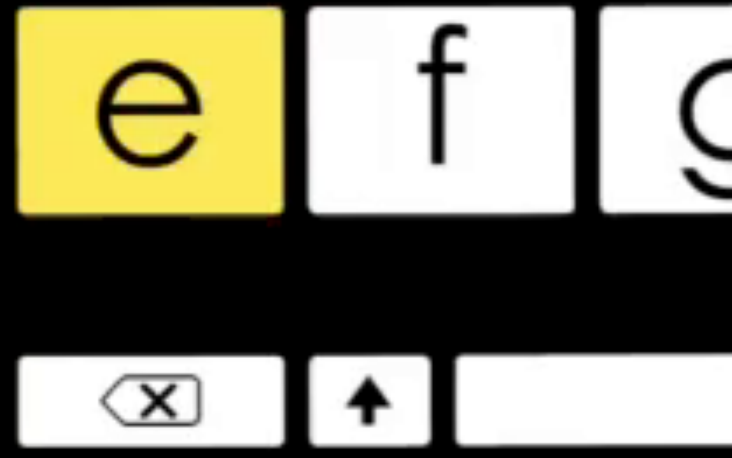
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cssstsrrpppo
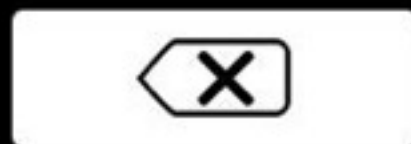
Be Cautious About the Energy Spent on Form vs. Function

Slide from Dr. Gretchen Hanser

Jonah Note Dad

Slide from Dr. Caroline Musselwhite

Alphaboard

Print on letter paper in portrait mode.

Alphabet 36					
A	B	C	D		
E	F	G	H		
I	J	K	L	M	N
O	P	Q	R	S	T
U	V	W	X	Y	Z
I'll spell ABC	guess ⁇ 123	help!	wait ✋ 1	1st letter	space ▪▪▪▪. ↓

P Q R S

Slide from Dr. Caroline Musselwhite

Co:Writer for iOS

- High-quality word prediction, particularly for phonetic spellers

- Spell check

- Text to speech

- Export text to other apps

- Seamlessly integrates with Co:Writer and SOLO literacy suite

Daily opportunity

- Report on my day at school or what I did over the weekend

- Write a note to a friend

- Help generate the grocery list

- Update my Facebook status

- Report on what I am learning

- Re-write or add to a book

- Caption photos

Journal

- Scribbling is essential!

- If it starts with "I", there is no right or wrong answer

- Always select a photo or remnant for context

- Use the AAC system to establish and clarify meaning

11.23.13

Kgpggwaccaahjvw

game   watch Ana

CARLI DAVIDSON

Kid in Story Creator

- Can add any child to any background

- Insert favourite characters or celebrities

- Insert friends or family into non-fiction text

- Insert historical figures into story

- Any photo, Keynote, PowerPoint, or PDF can serve as the background

- Teach prepositions: on, off, under, over

- Teach geography

Harry says, "Wow! Is that really Stacy with Stevie Wonder? How shameless is it to run up and pose like that?!?"
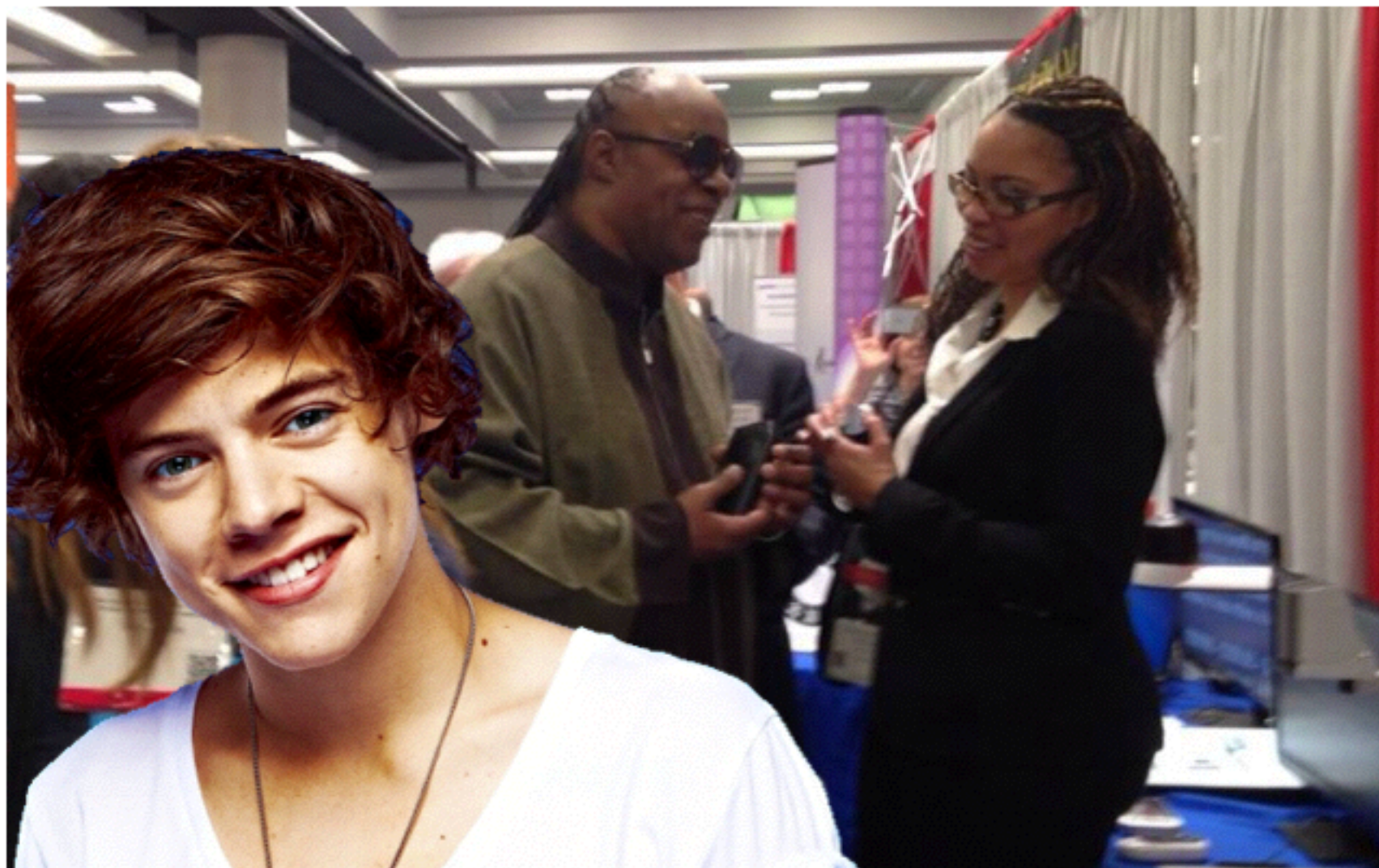
Harry models how to look cool and casual in the presence of Stevie Wonder.

Elmo says, "I just called to say I love you, Mr. Wonder!"

Dora, the monkey, and Stacy all say "Hola, Mr. Wonder!"

Can you say, "Hola, Mr. Wonder?"

We went to look at lots of airplanes and the one Daddy flies.

I went to the dentist because I am getting 2 new teeth and they hurt. I love playing with their latex gloves and they always share them with me.

I chose to watch Monster's University at the movie theater today. I thought it was funny.

I went to the Science Spectrum and had lots of fun playing.
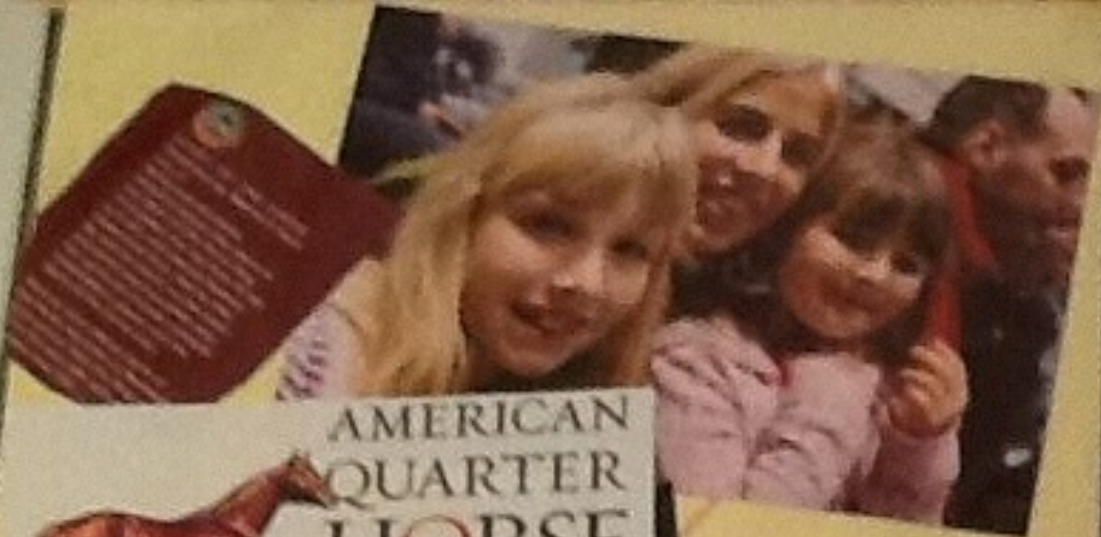
AMERICAN
QUARTER
HQRSE
ASSOCIATION

We got to meet all the dogs after the show that was the best part!

s a d i e

Maisy

and

Maggie

The
lion

and

Ella

Maggie and Sarah

Jordyn

and

Maggie

Authentic purpose

- Helps me accomplish one of MY goals

- Invites interaction and engagement from other people

- Shows off what I know

Birthdays

January
8 - London B.
17 - Kaylene B.

February
7 - Melanie M.
24 - Mykayla Castle

March
4 - Emily Van
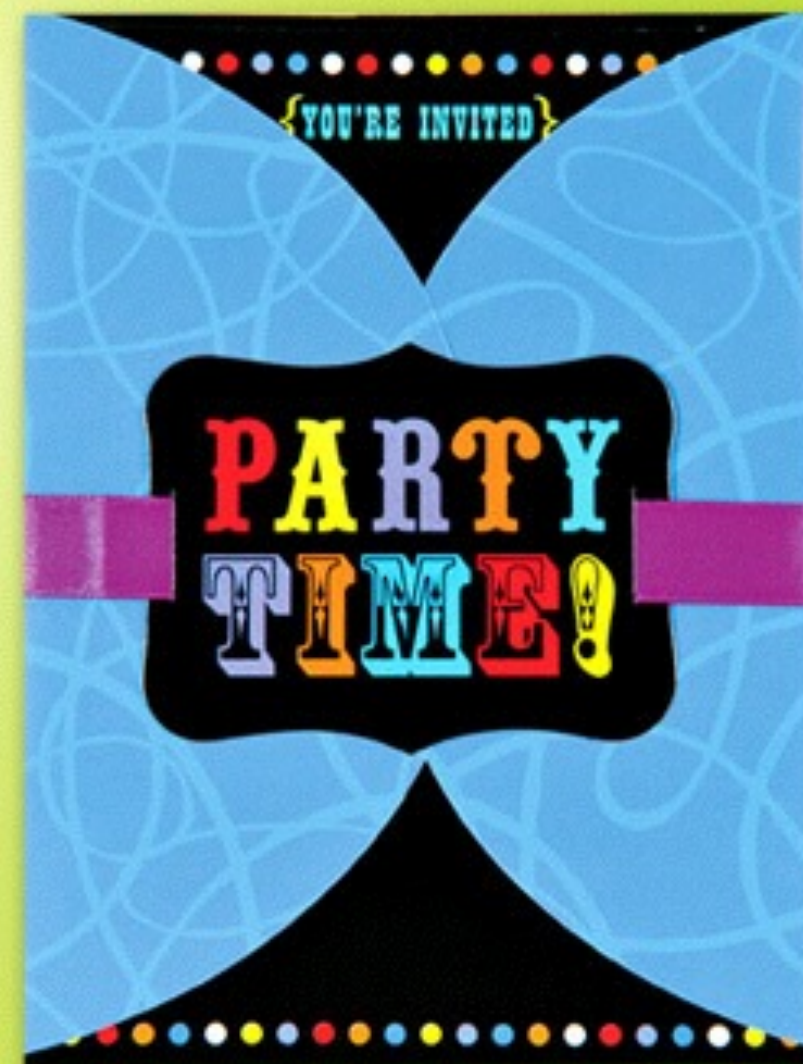17 - Brooklyn B.
23 - Jess K.
23 - SueAnn Van
26 - Jensen C.

April
7 - Cher
21 - Joanie C.
22 - LaRee K.
23 - Sarah K.

May
10 - Ashley L.
17 - Michael C.
22 - Cless K
22 - Mykin C.
28 - Aaron (Buddy) Van
30 - Jessica P.
31 - Carli K.

June
1 - Ryan A.
1 - Abby M.
2 - Carter C.
3 - Dallin K.
2 - Grandma Rees
7 - Roman B.
6 - Grandma Ball
7 - Lydia K.
9 - Aunt Sarah
13 - Carly C.
13 - Mykenzie C.
21 - Debra T.

July
7 - Wendy K. C
7 - Laura H.
13 - Aaron Van
13 - Cassie C.
18 - Angie C.
30 - Ryan K.

August
9 - Steven C.
9 - Elizabeth Van
21 - Brent C.
26 - Avery T.
30 - Austin B.

September
6 - Bryson K.
19 - Hannah K.
21 - Jason C.
29 - Brooke C

October
23 - Braddock C.
24 - Tamara Van
31 - Mary K.

November
2 - Garrett T.
9 - Bob C.
11 - Charrise B.
13 - Alicia M.
17 - Sarah Van
21 - Meagan A.
27 - Bryan C.
29 - Jolayne C.

December
3 - Courtney C.
13 - David C.
16 - Toria K.
18 - Grandpa Rees
28 - Justine S.
29 - Kelly L.

My People

by Maggie

A is for Alyssia.

F is for my Family.

G is for Girl Guides.

H is for Harry.

J is for Jordyn.

Maisy

and

Maggie

M is for Maisy and Maggie.

S is for Sarah.

10
TERRIFIC THANK YOU CARDS

THANK YOU

THANK YOU

THANK YOU

THANK YOU

Thank You

Modelling

- We use the child's alternative pencil to accomplish our own authentic writing tasks
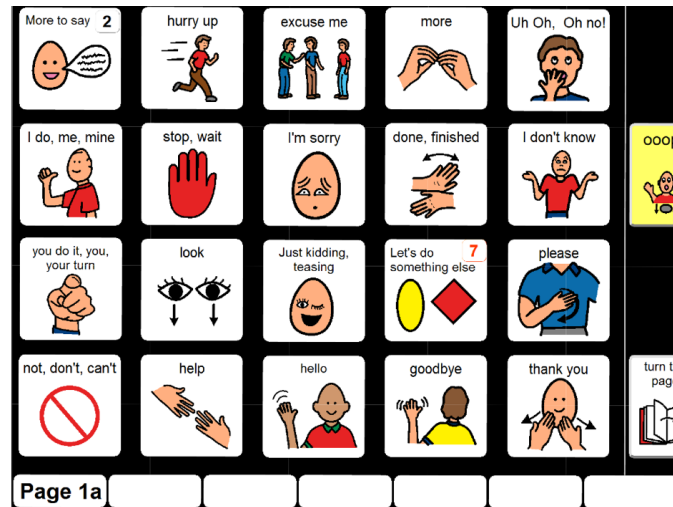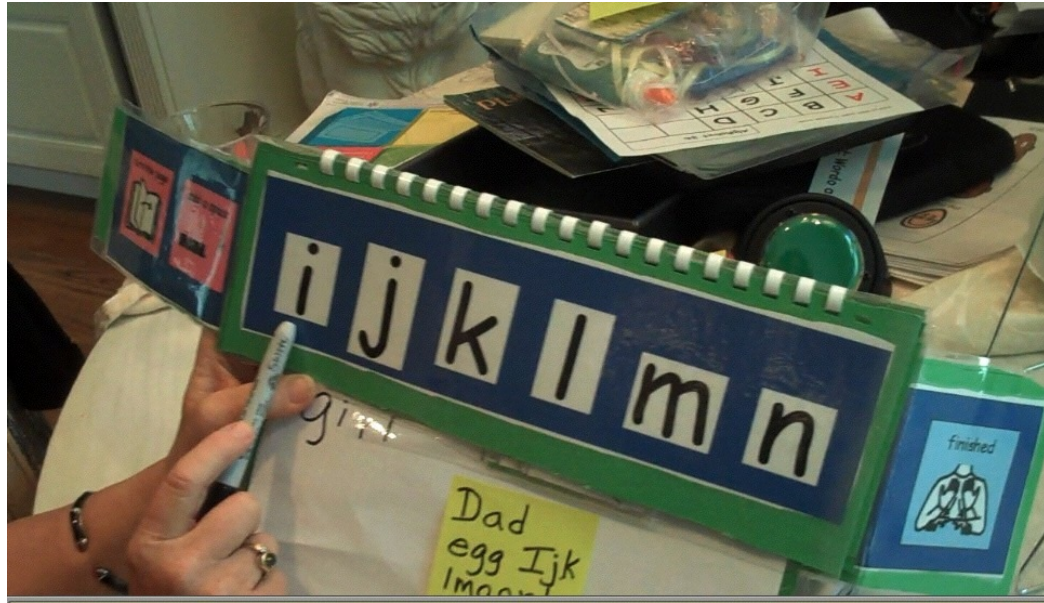
i j k l m n

Dad
egg Ijk

a b c d

Alphabet 36

A B C D
E F G H
I J K L M N
O P Q R S T
U V W X Y Z

I'll spell | guess | help! | wait | 1st letter | space

I speak word

Instruction

- Using the alphabet across the day

- Instructional feedback

- Video modelling as we use their alternative pencil

Vote by letter

Magnetic Alphabet for Tablets

Magnetic Alphabet

(Slide by Caroline Musselwhite)

C   H   M

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Scribbling: Before / During / After

- **BEFORE**: Set a **purpose** for scribbling

-

- **DURING**: Give **reinforcement feedback**

- **AFTER**: Give **informative feedback**
  - Scaffolds learning
  - Helps students make connections to meaning

(Slide by Caroline Musselwhite)

Scribbling: Before

- BEFORE: Set a **purpose** for scribbling
  - Supports student in topic-setting
  - Gives us a context to make guesses about possible meaning
  - Can use photos, post-its with possible topics, journal
- BEFORE: **Model** scribbling for the student
  - Use the student's 'pencil'
  - Write on a similar but slightly different topic (so the student can't copy your ideas)
  - Read what you wrote, then turn over (no copying!)

(Slide by Caroline Musselwhite)

Scribbling: During

- **DURING**: Give **reinforcement feedback**
  - Helps students keep going
  - Helps students produce enough text for feedback
  - Be sparing!!!
  - We want to reduce prompt-dependency!!!

(Slide by Caroline Musselwhite)

Reinforcement Feedback
(Erickson & Hanser, 2010)

- Good writing!
- Awesome work.
- You really paid attention.
- Great job!
- Excellent work.
- Your mom will be really proud of you.

- Good for confidence, but doesn't teach them **_how_** to think and write

(Slide by Caroline Musselwhite)

Scribbling: After

- **AFTER**: Give **informative feedback**
  - Scaffolds learning
  - Helps students make connections to meaning

(Slide by Caroline Musselwhite)

Plan A: Supporting Beginning "Scribblers"

- **Attribute Meaning to Student's Attempts**
  - We do this naturally for typically developing children
  - Gives meaning to students' random attempts to build their cognitive understanding of actions.
  - Not always as natural for children with significant disabilities. Focus may be on extinguishing the external behavior.

- Make links between writing & student experiences

Adapted from Gretchen Hanser

(Slide by Caroline Musselwhite)

"S sa ssu g"

Plan B: Informative Feedback
(Erickson & Hanser, 2010)

- I see **some letters from your name**. Let's find them.

- Point to one **of your letters**. Let's see if it is in **someone's name**.

- You have **a lot of "c"s** in your writing. Let's find all of them.

- Let's see if we can **write some more words with some of your letters**.

(Slide by Caroline Musselwhite)
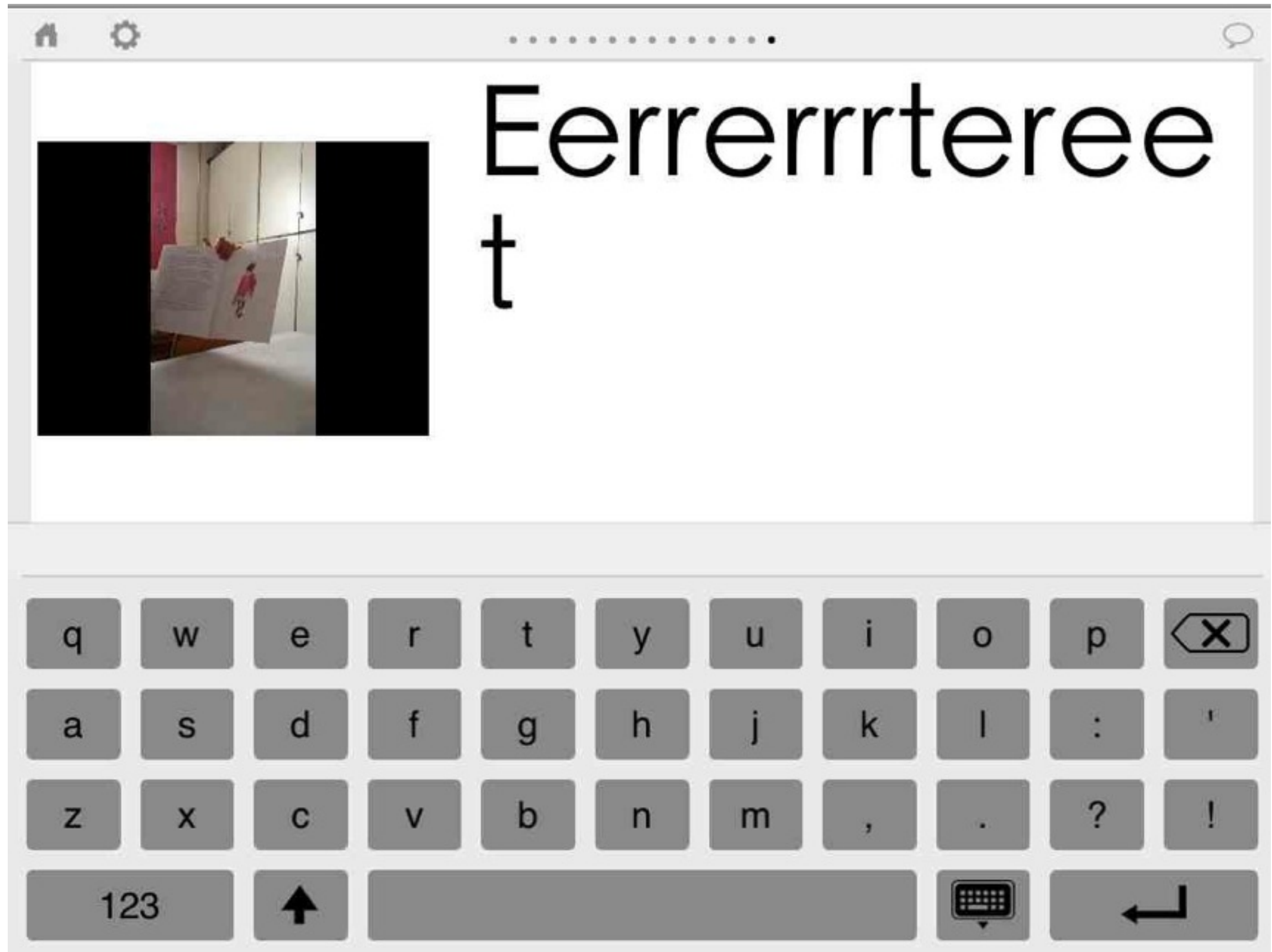
Ba
ccccKoo?!P,rj
nkih Ssz.

Maggie: Topic = Ruby Bridges

Eerrerrrteree t

iPad 🛜 8:52 AM 100% 🔋⚡

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We Make World Im...   "Gelatina Encapsul...   Shel Silverstein (...   ⊗ Emergent Litera...   Alternatives' Access   Pragmatics Profile   Dynamic Learning... •••

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Adolescent Language & Literacy

Articles

Deaf-Blind Model Classroom Resources

Deaf-Blind Student Case Studies

Top Tools from the Trenches!!!

Predictable Chart Writing

Emergent Literacy Goals

Partner Assisted

Emergent Literacy Goals

Students who are just getting started with literacy may engage in activities in a random and inconsistent manner. This poses serious challenges to educators who are trying to write meaningful IEP goals. This list of sample emergent literacy goals have been designed for students with the most significant disabilities, including deaf-blindness. The goals address communication, shared reading, self-selected reading, self-selected writing, and sound awareness.

📄 **EmergentLiteracyGoals2009.pdf** — PDF document, 128 kB (131216 bytes)

Addressing the literacy learning needs of persons with disabilities of all ages.

TAR HEEL READER

Tar Heel Reader is a growing free library of accessible, beginning level readers for students of all ages.

Reader

Department of Allied Health Sciences
Center for Literacy and Disability Studies

Adolescent Language & Literacy

Articles

Deaf-Blind Model Classroom Resources

Deaf-Blind Student Case Studies

Top Tools from the Trenches!!!

Predictable Chart Writing

Emergent Literacy Goals

Partner Assisted Scanning

Remnant Books

Loc-Line Mounts

PowerPoint Book Templates

PVC Pipe Easel

Tactual Book Directions

Emergent Literacy Interaction Inventory

Deaf-Blind Model Classroom Resources

Includes information on shared reading, chart writing, alphabet activities, remnant books, partner assisted scanning, switch mounts, and downloadable templates for PowerPoint ABC books.

Matthew First Explorations with Writing
June, 2004

Deaf-Blind Student Case Studies (4)

- **Top Tools from the Trenches!!!**
  The deaf-blind model demonstration classrooms have been working hard to foster meaningful literacy and communication instruction to students with the most significant disabilities, including deaf-blindness. If you are just getting started or just need some ideas, this is a short list of the tools teachers use regularly. Some of these tools are very simple-it doesn't all have to be fancy or expensive!

- **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

DEVELOPMENT EDUCATION RESEARCH

Addressing the literacy learning needs of persons with disabilities of all ages.

TAR HEEL READER
Tar Heel Reader is a growing free library of accessible, beginning level readers for students of all ages.

EXEMPLAR TEXT SUPPORTS
A collection of open-source, accessible texts that were created to provide students with significant cognitive disabilities with access to the content of the Exemplar Texts listed in Appendix

Gretchen Hanser's alternative pencil and deaf-blind resources

DYNAMIC
LEARNING MAPS

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Field Testing

KITE/Educator Portal

Essential Elements

For Students and Parents

For Educators

For Researchers and Policymakers

Professional Development

le™ Custom Search

🔍

1 2 3
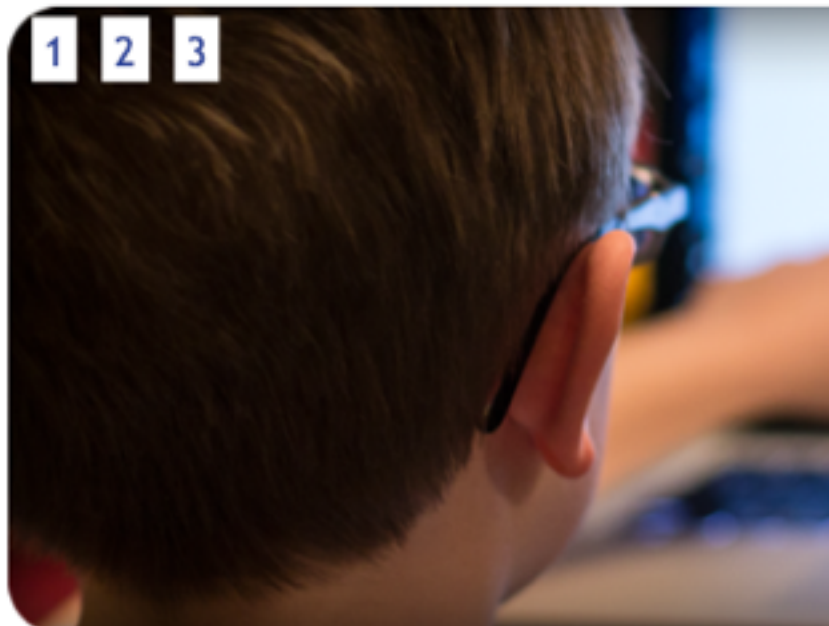
Project Update—Field Testing

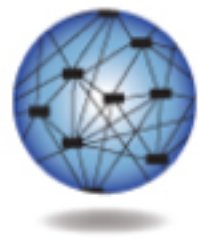Field testing is in progress across states in Spring 2014. Resources for participants are available.

Learn More >>

Welcome

What's New?

The DLM® project is guided by the core belief that all students should have access to challenging grade-level content. The new DLM Alternate

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Professional Development Modules:

Claims and Conceptual Areas

Common Core Overview

DLM™ Essential Elements

IEP Based on the DLM™ Essential Elements

Symbols

Who Are Students With the Most Significant Disabilities?

Universal Design for Learning

English Language Arts Modules:

Principles of Effective Instruction in

Shared Reading Module

Shared Reading with breaks   YouTube 〈 ⓘ

Single message voice output devices

Video for the Shared Reading Module (with breaks)   YouTube Link   Download

www.aacintervention.com

http://spedapps2.wikispaces.com/

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COMMUNICATION AND LANGUAGE APPS

- Vocabulary
- Categorization
- Sequencing
- Asking Questions
- Conversation
- Social Language / Pragmatics
- Sounds / Articulation
- Grammar – Syntax
- Following Directions
- Facilitating Speech and Language
- Prepositions
- Self–Monitoring
- Turn–Taking
- Text–to–Speech

☆ home   📝 Edit   22   0   17   ...

SpedApps2: Applications of Applications for Special Populations

The founding members of this wiki consist of "old" therapists, with over 200 years of experience working with special populations and technology. We hope that people will use this site to make informed decisions before downloading. Our purpose in creating this wiki is to foster collaboration around how applications can be used in unique ways to support learning in home, school, and therapy settings. If you have used iPad/iPod applications with special populations, please consider joining and contributing to this wiki by adding information to the charts on the various pages (see navigation pane on the left). You can also contribute without joining by adding entries on the discussion tabs for each page.

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