

Predictable Chart Writing

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By

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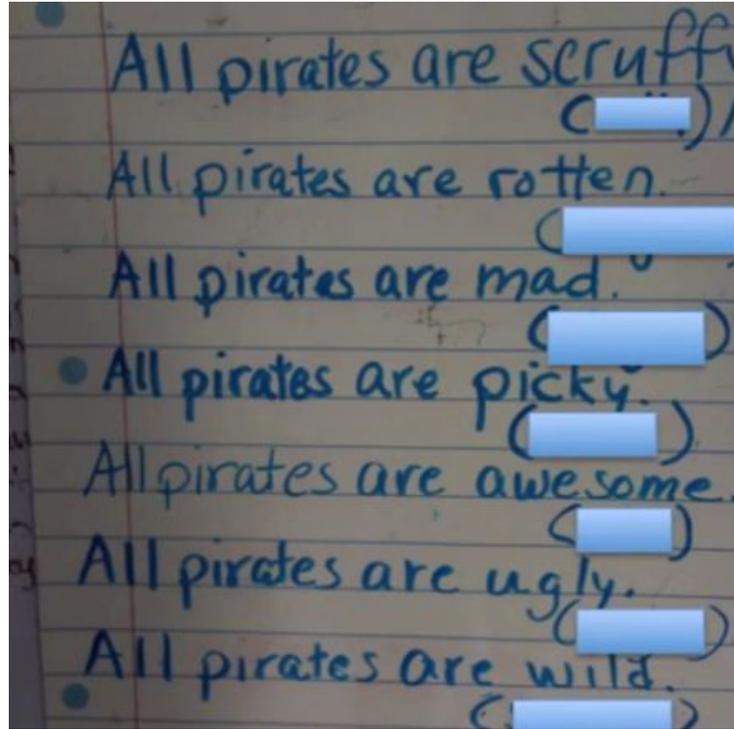
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Predictable Chart Writing



Predictable Chart Writing (PCW) with Students with Significant Disabilities

'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'

'For students with dedicated AAC systems, this is an ideal activity to support them in using their existing vocabularies (example; favorite foods, favorite places, verb/adjective dictionaries or pages)'

[Center for Literacy and Disability Studies](#)

PCW provides us a framework for modeling and teaching language and important messages for communication purposes

Augmentative Alternative Communication (AAC)



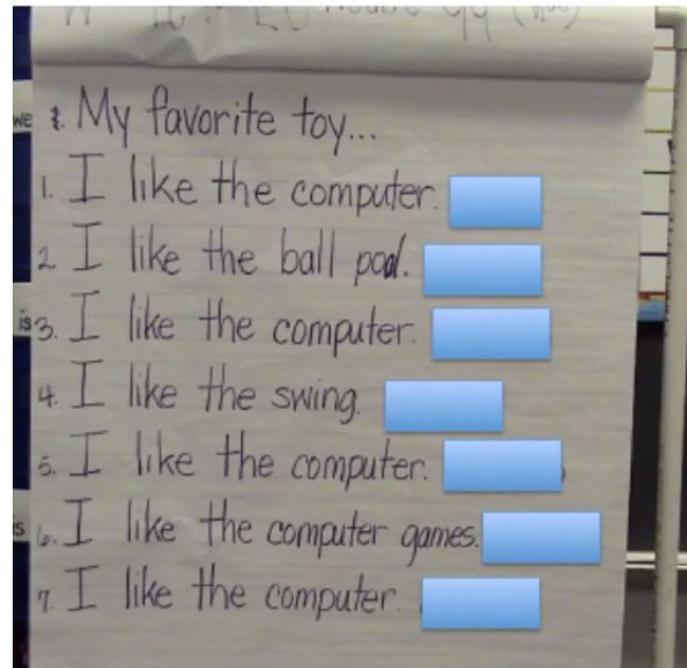
What is Predictable Chart Writing (PCW)

- A group shared writing activity
- A five day writing activity
- Results in the creation of a classroom book
- Can be easily differentiated to meet a wide range of students needs



Why use Predictable Chart Writing (PCW)

- Uses a sentence starter
- Gives students an opportunity to communicate their ideas
- A teaching opportunity to build:
 - concepts about print
 - word identification - sight words
 - language and communication skills



Predictable Chart Writing: How Does it Work?

[DLM video on Predictable Chart Writing](#)

Step 1: Write the chart

Step 2: Reread/work with chart

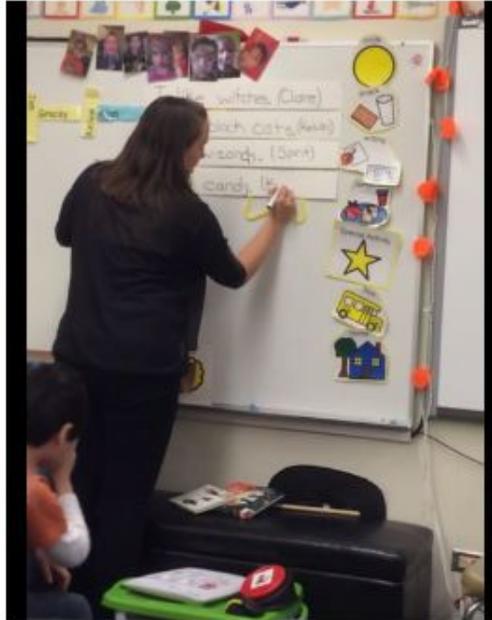
Step 3: Work with cut-up sentence strips

Step 4: Be the sentence

Step 5: Make the book!

Step 1: Write the chart

(Monday)



STEP 1: Write the chart (Monday)

- Introduce topic and give a title, for example: Things to Eat
- Introduce your 'sentence starter' e.g. I like _____.
- Model and talk as you write first line on chart. (Focus here is on **print**)
 - I like chocolate. (Ms. H)
- Model saying the letter names and sounds as you are writing out each sentence.
- Model concepts of print like writing left to write, putting spaces in between words, naming letters and sounds as you write
- Consider changing the color, providing a number for each sentence, and/or putting the child's name in brackets at the end of the sentence.
- FOCUS HERE IS ON PRINT

AAC

Dynamic Learning Maps Core Vocabulary

DLM's™ "First 40"

1.	I	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
6.	what	need	are	is
7.	some	put	all	this
8.	don't	that	go	do
9.	when	finished	can	here
10.	open	turn	stop	over

- Dynamic Learning Maps <http://dynamiclearningmaps.org/>
- List developed through research analysis looking at frequency of words needed for communication purposes
- Note - this is not all high Core Vocabulary but a good starting place
- Note - many of these words also tend to be high frequency sight words for reading

STEP 1: Write the Chart

How to choose your sentences for students with complex communication needs

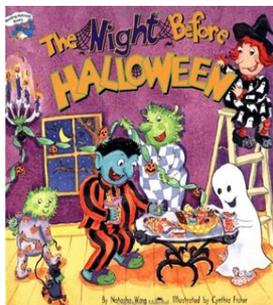
- Consider sample sentence frames using Core Vocabulary
- *Note - some words listed in these sentences are Core vocabulary but are not listed in the DLM 40.

- I like _____. (nouns, verbs)
- I want _____. (nouns, verbs)
- I not (or 'don't') like _____.
- We go (to) _____.
- Help me _____.
- I like (to eat) _____.
- I see _____.
- I eat _____.
- I feel _____.
- We play _____.
- I like to _____. (verbs)

- She _____. (verbs, describing words)
- Going to _____. (verbs, places)
- I am _____. (verbs, describing words, feelings)
- Went to _____.
- To the _____.
- It was _____.
- My mom _____.
- I eat _____.
- I feel _____.

STEP 1: Write the chart (Monday)

- Provide each student with an opportunity to share their idea for filling in the blank. For children with limited communication skills, *this may mean having objects, pictures, books, alphabet, etc. available for children to help them communicate their choices.*



Generating Choices Ahead of Time



Students needing Augmentative Alternative Communication Supports (AAC)

How do we know what sentence starters and vocabulary to use for these students?

- Find out what motivates your students (*track likes AND dislikes - see parent questionnaire*)
- Consider sentences and vocabulary with high communicative value

Student Likes and Dislikes - For parents to fill out

Name of student: _____
Filled out by: _____
Date: _____

Parents - Please fill this sheet out and provide as many examples of activities that your child likes of. Please add to the sheet over time and sharing with us. This information will provide us with information to help us support your child's communication, literacy development, and programming. Thanks.

My favorite foods/drinks are
My least favorite foods are
My favorite toys are
My favorite activities are
My favorite games are

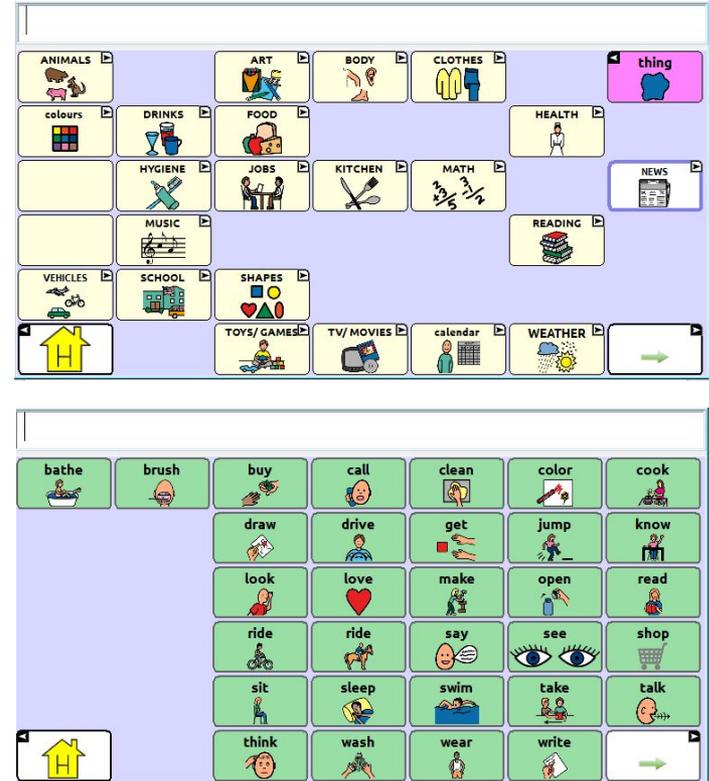
My favorite movies/books are
My favorite music is
My favorite books/magazines to read are
Other things I like
Things I really don't like

Providing Choices in an AAC tool

Low tech AAC binder



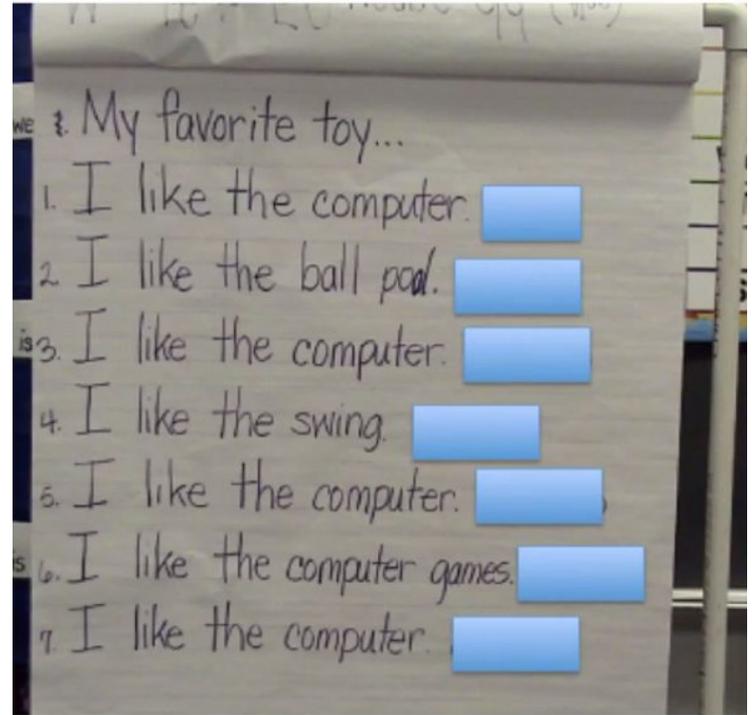
High tech AAC device



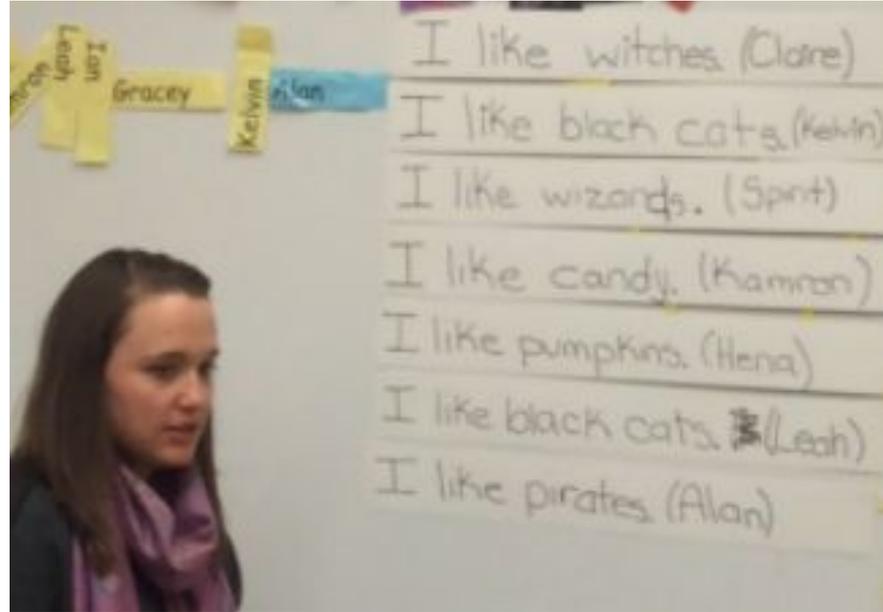
STEP 1: Write the chart (Monday)

I like the _____. (name)

- Symbols and pictures may have been used to introduce the sentence frame and help students choose their vocabulary.
- *Purpose was language and communication*
- The Predictable Chart Writing now focuses on literacy and sight word reading - No symbols should be used at this point
- ***Purpose is now on literacy***
- Research - use of symbols in reading slows down acquisition of sight words



STEP 1: Write the chart (Monday)



[VIDEO - 1 Elmwood ISP](#)

Step 2: Reread/work with chart (Tuesday)



2. Reread and work with the chart (Tuesday):

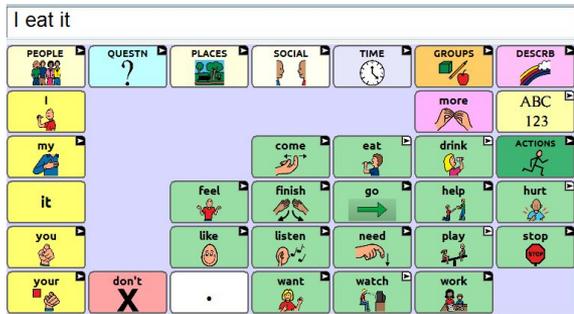
- Reread chart with students using multiple methods for repetition with variety. Examples include:
 - Teacher models reading the chart with fluency, model concepts of print as you read, such as: pointing to each word, showing left to right
 - Reread the chart with the students.
Consider highlighting each word by clapping, chanting, rapping, and/or signing
 - Give students turn to be the pointer

STEP 2 - Reread and work with the chart cont'd.:

- Reread the chart again and analyze chart for 2-3 key elements (Some classrooms may focus on one element per day or week). Examples may include:
 - Concept of word such as find the word 'like' in each sentence
 - Concept of letter such as find the letter 'l' in each sentence
 - Concept of sentence - where do we start reading? What is at the end of the sentence? A dot, period, full stop.

2. Reread and work with the chart cont'd.:

- Give each student their own sentence on a strip.
- Students can share their sentence by reading their sentence out loud, holding their sentence up when it is read, or using an AAC voice output device (e.g. device with core/fringe words, Big Mack single message device to read their sentence, Step-by-Step sequential device to read each sentence one at a time, etc)



I	like	to	swim	play
		eat	sleep	watch
		run	climb	write

STEP 2 - Reread and work with the chart (repetition with variety) cont'd.:

- Use an iPad app to reread the chart.
 - **Songify** - can record the words and then it changes it into a song with a different voice.
 - **Voice plus** - say poem then choose a voice (why not vote for each voice)



- Wordle



Step 2: Reread/work with chart (Tuesday)



[Video 2 - Elmwood ISP](#)

STEP 3: Work with cut-up sentence
strips
(Wednesday)

STEP 3: Work with Sentence strips (Wednesday):

- In a group reread whole chart and point to each word as you read (clap/chant/rap/sign each word)

Then:

- Give each student his or her own sentence strip.
- Have student cut the sentence strip up into words
 - No dotted lines - let them cut where they want (concept of word)
- Have students put the words in order or tell you what word comes next. This is a low tech activity.

STEP 3: Work with sentence strips cont'd.

- Have the student make the sentence, then read it, does it make sense? Compare/contrast it to the chart/2nd sentence strip. Make the chart available to the child.



I Like Dogs

I like short dogs.

I like tall dogs.

I like black dogs.

Does it...

**Look
right?**



**Sound
right?**

**Make
sense?**



dogs.

like

I

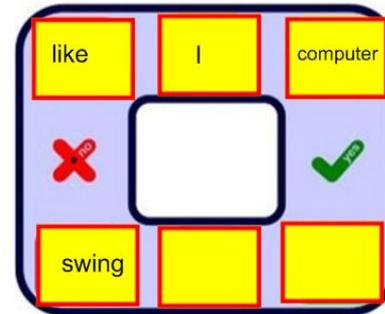
black

STEP 3: Work with sentence strips cont'd.

Using AAC supports



- Eye gaze - words on E-Tran
- Eye gaze - partner assisted scanning
- AAC device



STEP 3: Work with sentence strips cont'd.

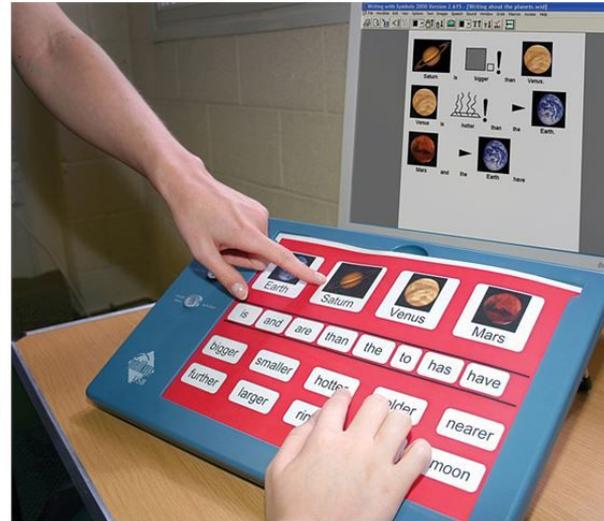
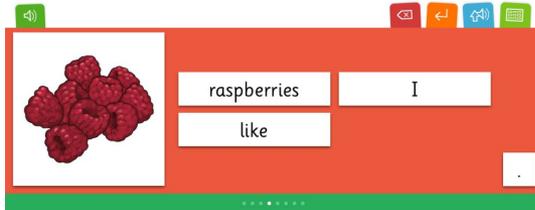
Using AAC supports



- iPad - iCard sort
- iPad - Clicker Sentences
- Intellikeyboard



I like fruit. I like grapes. I |



STEP 4: Be the sentence (Thursday)



STEP 4: Be the sentence (Thursday)

- Write each word from student sentences on individual pieces of paper. Have a group of students each hold one of the words at the front of the class
- Then have students move around to have the words in the correct order (highlight reading left to right)



STEP 4: Be the sentence cont'd.

- Read the sentence together. Does it make sense? If the sentence does not make sense, compare and contrast it to the chart or second sentence strip and have students move to try again.
- Modelling, the repetition and variety of sentences helps to drill it in.
- Focus here is on printed word here - **No pictorial clues should be used**

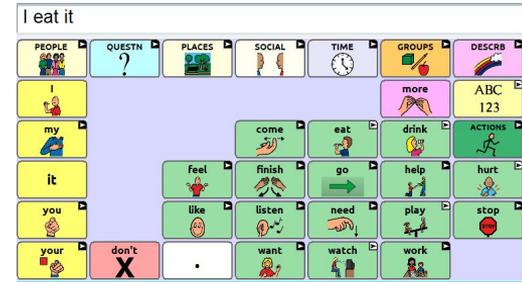
STEP 4: Be the sentence cont'd. Using AAC supports

- Students can use AAC systems to help 'read' the sentence out loud
 - Single voice output message devices can be used with non-verbal students (Eg. Big Mack) to chime in with their word.



STEP 4: Be the sentence cont'd. Using AAC supports

- Students can use AAC systems to help 'read' the sentence out loud
 - Nonverbal students with their own personal AAC devices can 'read' their word using their device



- The words students hold on cards are PRINT ONLY (Focus on **print**)
- The Communication device may have symbols on it (Focus is on using the device to **communicate and speak**)

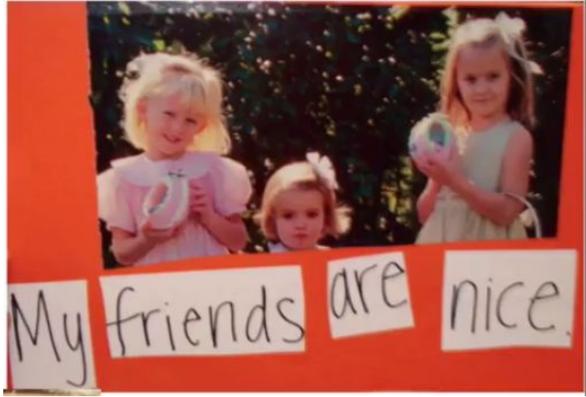
STEP 5: Make a book!

(Friday)



Step 5: Make the book

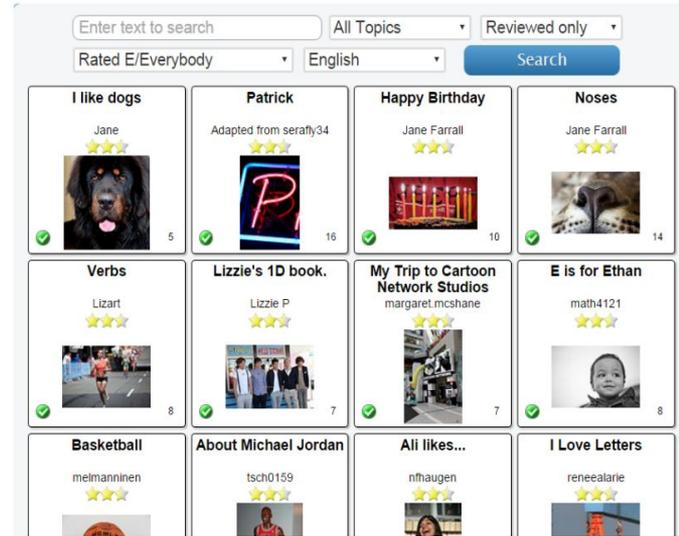
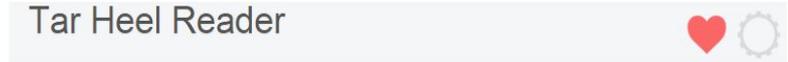
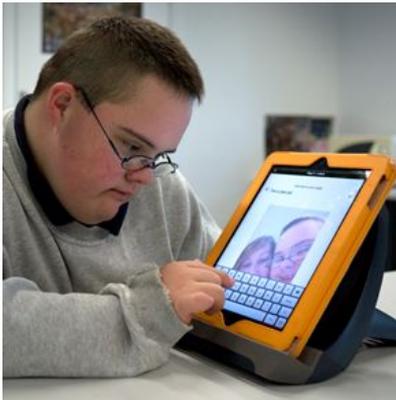
(Friday)



- Make a classroom book
 - paper books
 - students' writing and drawing
 - photographs

Step 5: Make the Book Cont'd.

- Books can also be created electronically using software programs or iPad apps.
 - **Tar Heel Reader**
 - **iPad app** such as Pictello, Book Creator, Little Story Maker, Animoto

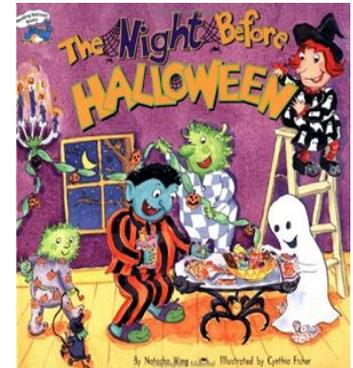


[Tar Heel Reader](#)

Predictable Chart Writing

Important Summary Considerations for students with Complex Communication Needs

- Find out what motivates your students (*track likes AND dislikes - see parent questionnaire*)
- Consider sentences and vocabulary with high communicative value
- Provide students access to vocabulary needed for their sentence (e.g. 'I like ____')
- Give student choices of objects, photographs, pictures
- Photographs and pictures can be provided using themed books, magazines, google images, store flyers, picture symbols, etc.
- Use 'Partner Assisted scanning' for kids who can't point (point to each item and say 'do you want this one? this one?')
- Children with AAC devices can use their device to communicate some choices
- Use a *Big Mack single message device* for some students to then share their idea with the class



PCW Belmead "I like to eat _____."

