

Musselwhite's Guided Tour

Significant Disabilities Access Guide: State of LA DOE

WHAT:

Kudos to Nanette Olivier for pulling together Louisiana teachers and therapists plus literacy consultants to develop a guide to accessing literacy for students with significant disabilities. This Guided Tour highlights my favorite components of this website.

CASE EXAMPLES: On the left toolbar of the Home Page, you can link to Case Studies. These case studies were written by teachers & therapists, plus several by Dr. Caroline Ramsey Musselwhite. The direct link is below:

[Case Studies](#)

Case Studies
11 year old / Elementary
14 year old / Middle School
15 year old / Middle School
21 year old / High School
8 year old / Elementary
Making a Group Book for Tarheel Reader (Middle School)
Making a Group eBook (High School)
Multiple Writing Opportunities (Victoria, a 7th grade student)
Phonics Fun for Beginners (Robbie, a 14 year old student)
Phonics Fun Supports Reading AND Writing (Desiree, a 12 year old)
Writing FUN (Aylice, an 8th grade student)

QUALITY INDICATORS FOR LITERACY ACCESS (Significant Disabilities): This draft set of quality indicators includes 7 areas:

- Assessment • Literacy in the IEP • Literacy Instruction
- Evaluation of Effectiveness • Administrative support • Professional development, • Resources.

• A draft version of an implementation matrix is also available

Find the link to the quality indicators for literacy below:

[Quality Indicators for Literacy \(Significant Disabilities\)](#)

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LITERACY WEBINARS: A series of free webinars is available. Topics range from literacy assessment to use of alternate pencils. Webinars are presented by:

- Dr. Gretchen Hanser
- Dr. Caroline Ramsey Musselwhite
- Dr. Vicky Roy

Webinars

- ▣ Adam's Model of Learning (Dr. Gretchen Hanser, June 2012)
- ▣ Alternate Pencil Strategies (Dr. Vicky Roy, 2010)
- ▣ Alternate Pencils: Measuring Progress (Dr. Vicky Roy, September 2012)
- ▣ An Overview of Literacy Development and Implications for Students with Significant Disabilities (Dr. Gretchen Hanser, June 2012)
- ▣ Augmentative/Alternative Communication (AAC) (Penn State University)
- ▣ Cunningham's Whole-to-Part Model of Silent Reading Comprehension (Dr. Vicky Roy, October 2012)
- ▣ Developmental Spelling: Linking Assessment and Intervention (Dr. Caroline Musselwhite, May 2012)
- ▣ Literacy Assessments
- ▣ Literacy Assessments: K-3 Guidance for 2012-2013
- ▣ Literacy in the IEP (Dr. Caroline Musselwhite, January 2011)
- ▣ Literacy Instruction - Predictable Chart Writing (Dr. Vicky Roy, September 2011)

Link to webinars: [Webinar Links](#)

LITERACY ACTION STEP CHART, 2012-13: This chart was developed collaboratively by a team of teachers, therapists, and administrators, facilitated by Nanette Olivier & Caroline Musselwhite. [Literacy Action Steps Count](#)

Literacy Support for Students with Significant/Complex Disabilities
Action Step Recommendations from the Louisiana Department of Education (LDE) for School Year 2012-2013
 For information, contact: nanette.olivier@la.gov or visit Access Guide website (<http://sda.doe.louisiana.gov>)

Resources	Classroom Personnel	Literacy Specialists	Principals/Administrators
<p>Literacy Folder (including communication profiles & writing assessments summary)</p> <p>Assistive Technology (AT) Manual</p>	<p>LITERACY FOLDER:</p> <ul style="list-style-type: none"> Establish/continually update a Literacy Folder for each student. Use this structure to organize and archive literacy assessment/ progress information, writing samples, video clips, assistive technology needs, communication profile (e.g., augmentative/ alternative support needs), etc. 	<p>LITERACY FOLDER:</p> <ul style="list-style-type: none"> Review Literacy Folders and provide feedback to teachers on quality/clarity of information included. Link classroom personnel with resources (e.g., speech/language pathologists, experienced teachers). Ensure that Folders from last year made it into the hands of current teachers, and that there is a process to transfer Folders to subsequent teachers/schools. 	<p>LITERACY FOLDER:</p> <ul style="list-style-type: none"> Make public an expectation that each student with a significant disability has a Literacy Folder that is maintained across the year. In the course of classroom observation/supervision activities, verify that Literacy Folders have been established.
<p>Access Guide</p> <p>Assistive Technology Resources/AT Centers</p> <p>Speech/Language Pathologists, AT Team</p> <p>Communication support web sites (Access Guide, Helpful Websites search)</p>	<p>COMMUNICATION SUPPORTS:</p> <ul style="list-style-type: none"> Ensure each student has an appropriate system for communicating (expressive & receptive) across all environments, purposes, activities, and partnerships, every day, all day. Provide/update needed augmentative and alternative communication (AAC) supports (high and/or low tech). Document needs on IEP in detail. Provide ongoing modeling of the use of students AAC. Consider focusing Student Learning Targets in the area of communication. 	<p>COMMUNICATION SUPPORTS:</p> <ul style="list-style-type: none"> Visit classroom and spend time communicating with each student. Share your experience (successes & barriers) with teacher/team on the effectiveness of the communication systems. Request list of students who need/use augmentative and alternative communication (AAC) and share with appropriate personnel (e.g., principals, local AT team, speech/language pathologists) to ensure support is provided. 	<p>COMMUNICATION SUPPORTS:</p> <ul style="list-style-type: none"> At onset of school year, ask teachers about student needs related to augmentative and alternative communication (AAC) supports (high and/or low tech); ensure the resources are provided in a timely manner. During classroom observations, scan the room to determine if: <ul style="list-style-type: none"> each student has a communication system; each student in need of AAC supports has continual access to them; each student has an opportunity to communicate expressively (across the day).
<p>AIM website</p> <p>AIM parent brochure</p> <p>http://litchellreader.org</p> <p>Adapted Materials Checklist</p> <p>LEA AIM Liaison</p>	<p>ACCESSIBLE INSTRUCTIONAL MATERIALS (AIM):</p> <ul style="list-style-type: none"> Document AIM needs on IEP of each student with a print disability. Obtain AIM for students according to district/school procedures. Ensure that each student with a print disability is provided AIM in a timely manner. 	<p>ACCESSIBLE INSTRUCTIONAL MATERIALS (AIM):</p> <ul style="list-style-type: none"> Help teachers to identify students' AIM needs and secure materials. Ask teachers for a list of students who need AIM; share list with others (e.g., principal, text book coordinator). Support teachers in contacting those who can help with AIM (e.g., AT Center for professional development). 	<p>ACCESSIBLE INSTRUCTIONAL MATERIALS (AIM):</p> <ul style="list-style-type: none"> At onset of school year, ensure that all AIM eligible students have their materials provided in a timely manner (i.e., same time as other students). In early spring, ask IEP teams which students have AIM needs which must be considered when ordering books/materials for the next school year.