Using Light Tech Sets to Support Literacy
(Musselwhite, 2011)

WHAT

The August, 2010 Tip provides an overview of several light tech symbol display sets. While some of these have been designed to support AAC, we have found that they are well-suited to supporting literacy.

Print 'n Communicate   **Tab Top Flip Set**   **8-Flip Eye Gaze**

WHO

These light tech displays are ideal for supporting students who:
• Are verbal, but have vocabularies that are not sufficiently enriched to fully participate in shared and guided reading, and to think of needed words for writing
• Use low or mid-tech communication devices, again without enriched vocabularies
• Are nonspeaking, but do not yet have access to a high-tech communication device with sufficient vocabulary for full participation in literacy activities

HOW

See the August , 2010 Tip for ideas for customizing and assembling the light tech sets. Consider using PrintEditor if you don't own BoardMaker.
https://www.boardmakershare.com/Products/PrintEditor/Home

WHEN

These light tech symbol sets can support students in a variety of literacy activities. Several ideas are outlined below.

Shared Reading.   During shared reading, the teacher often elicits text-to-self conversations. For example, the teacher is reading *Dear Zoo*. She talks about the character writing to the zoo to ask for a pet. She might comment or ask questions such as: Who has been to a zoo? What kind of pet do you have at home? When she gets to the various animal characters, she might stop so that students can talk about them. For example, 'Ohhh, look at the snake, Jen <pause>. I think snakes are SCARY (modeling on light tech system). Students can use light tech displays such as Print 'n Communicate to participate more fully. Please note that this does NOT mean a running quiz with WH-questions, but rather commenting, connecting to prior experiences, and modeling language.
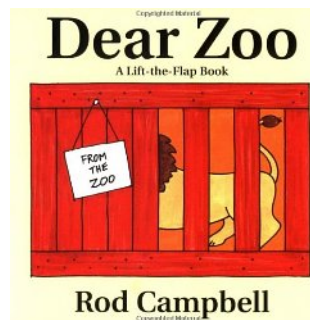
Guided Reading.   Many classrooms use the 5-Step Before / During / After strategy to support reading or listening comprehension (see a review in the January, 2011 Tip of the Month). For this approach, students often work together to make a list of things to listen for in the story. For example, before you read *Don't Bug Me* (Musselwhite, 2006) for the purpose of listening for characters, students might make a list of bugs. Before listening to the same story for the purpose of listening for settings, students might make a list of places where you might find bugs. Students may find symbol sets such as Print 'n Communicate or 8-Flip Eye Gaze Set very helpful for full participation in creating these lists.
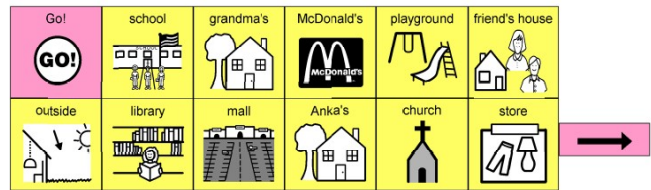
http://www.donjohnston.com/products/start_to_finish/literacy/index.html

Writing: Topic Setting: Students might use Light Tech Symbol Sets to support topic-setting, such as clarifying where they were when an event happened. They might also share information about actions and people who were present. The places shown are from the Tab-Top Flip Set.

Writing: Word Choice:
Descriptors, Senses, and other language might support students in enhancing word choice during the revision phase of writing. For example, Ellen was trying to find a word to describe a boy she liked., using the 8-Flip Eye Gaze Set. She went words, but didn't find just the right words. However, the Looks / Tastes / Smells set included several words that were just right:
cute   hot   sweet!
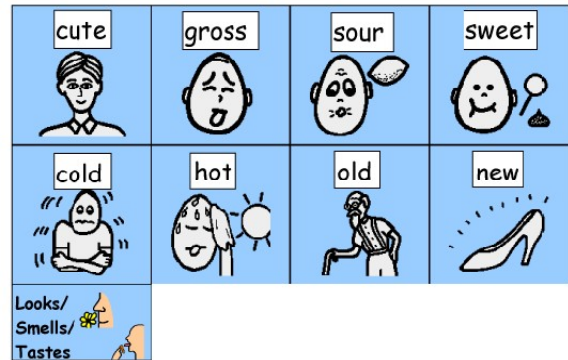
Resources & References

Print 'n Communicate
http://www.mayer-johnson.com/print-n-communicate

Tab Top Flip Set
Contact information: Karen.Casey@dhhs.nc.gov

Flip 'n Talk Set
http://www.mayer-johnson.com/flip-n-talk

8-Flip Eye Gaze and Touch Sets
Musselwhite, C. , & Hanser, G. (2009). *Write to Talk CD.* Litchfield Park, AZ: AAC Intervention www.aacintervention.com

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