We have included two types of reading activities on the CD. The first, *shared* reading activities are intended to use with students who are learning about language and print concepts. The second, guided reading activities are intended for conventional readers who are learning to make meaning from the words they read or the words read to them by others.

**SHARED READING ACTIVITIES TO SUPPORT EMERGENT LITERACY**

The shared reading activities are intended to support students who are developing emergent literacy skills. Justice and Pullen describe emergent literacy as ‘ . . . the precursory knowledge about reading and writing that children acquire prior to conventional literacy instruction and that they bring to the task of learning to read’ (2003, p. 99). In shared reading the teacher and students (often a small group) interact while reading together. Often, predictable big books are used to support students in developing print concepts by allowing them to see the text and graphics, while building their oral language skills through the predictable text patterns. As Erickson and Hanser (2005) note, ‘The goal of shared reading is for students to gradually take on more responsibility while reading and develop some of the behaviors of readers such as, turning pages, saying repeated lines, asking questions, and commenting. Shared reading is NOT just about answering ‘wh’ questions.’ (p. 1).

A number of authors have described a wide range of teaching opportunities during shared reading (Clay, 1991; Cunningham, Hall, & Cunningham, 1999; Erickson & Hanser, 2005; Holdaway, 1979; Justice & Pullen, 2003; Musselwhite & King-DeBaun, 1997; Snow & Tabors, 1993). Sample student shared reading goals are described below.

<table>
<thead>
<tr>
<th>Sample Shared Reading Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop motivation to read by creating an enjoyable, interactive reading experience.</td>
</tr>
<tr>
<td>Develop knowledge of print concepts through repeated exposure to and interaction with text (e.g., book handling, print forms, 1:1 correspondence between spoken &amp; written word)</td>
</tr>
<tr>
<td>Develop phonological awareness through repeated, interactive reading of text (alliteration, rhyming, syllables, words, etc.)</td>
</tr>
<tr>
<td>Develop oral language skills when teachers employ ‘dialogic reading’ strategies such as asking open-ended questions and repeating and expanding children’s expressive communication attempts.</td>
</tr>
</tbody>
</table>

**References**


Shared Reading
(Erickson & Hanser, 2005)

Shared reading is an activity typically done in a small group with an adult reading out loud with beginning readers. Since shared reading is usually done with students who are just getting started with literacy, it is a time when teachers can share the love of reading, plus teach fundamental concepts and strategies that students need to learn if they are going to become readers and writers (Taberski, 2000). The goal of shared reading is for students to gradually take on more responsibility while reading and develop some of the behaviors of readers such as, turning pages, saying repeated lines, asking questions, and commenting. Shared reading is NOT about answering ‘wh’ questions. Shared reading is about understanding what reading is all about. Shared reading activities may occur around Big Books, predictable books, and/or books with simple, clear text and pictures. Given the limited background knowledge and language that many beginning readers with disabilities have, it is important to do shared reading around many genres or types of text, such as, informational texts, poetry and concept books so that the shared reading itself can build background knowledge.

Shared reading is written about extensively in the reading field. It is important to note that the following overview of shared reading has been adapted to make it accessible cognitively, physically, and communicatively to students with significant disabilities.

The specific tasks for the teacher during shared reading include:

• Make reading an enjoyable activity that students’ will want to do over and over again.

• Model how we make sense of books.

• Model concepts about print (i.e. book orientation, page turning, text carries meaning, read left to right, top to bottom, speech-word match, word, sentence, simple punctuation).

• Model how to ask questions and comment on an AAC device.

• Respond to and discuss student attempts to communicate in order to support meaning making.

• Support participation through the use of repeated lines on AAC systems.

• Support participation through the use of props and puppets.

• When introducing different text genres, such as, storybooks, informational text, poetry, jokes/riddles, talk about the different features of the texts.

• Promote interactions because active engagement is one of the keys to literacy learning!
Before Reading:  **Build/Activate Background Knowledge & Set a Purpose**

When getting started with a book, introduce it to build or activate background knowledge. When possible, relate it to students’ personal experiences. Beginning readers need to learn that reading is for a purpose and that good readers set purposes for reading. Therefore, this needs to be modeled every time they are engaged in shared reading. Before reading, pick one purpose and talk about it. Over time, you’ll read the same book for a variety of purposes. See the following sample purposes.

**Sample Purposes for Shared Reading:**

*Let’s read so that you can:*

- Turn the pages at the right time.
- Say the words in your head.
- Learn how the words are written on the page.
- Talk about the pictures.
- Point to the words while I say them.
- Act out some of the pages. (Use book props/puppets)
- Show me your favorite part (or person/character).
- Show me a part you don’t like.
- Listen for when it’s your turn to read. (Can use with books that have repeated lines/words)
- Ask questions.
- Talk about things that you know.
- Get an idea to write about in your journal.
- Show me something you want to learn more about.
- Be an author and add some pages.
- Pick something that you want to share with ______(teacher/classmates/family)
- Pick a part that you want to change.

**Sample Purposes for Books that have Rhyme, Rhythm and Alliteration:**

*Let’s read so that you can:

- Put the pictures in the book and talk about them. (Velcro props/pictures)
- Listen for words that sound funny. (Each time they pick one, adult can talk about what it is & what a rhyme is etc.)
- Pick out words to clap and chant. (Can use things such as drums, rhythm sticks, wrist bells)
- Talk about words I read more than once.
- Talk about words that rhyme or sound the same.
- Talk about the words that start with the same letter.
- Write a book like this one.

**Tip for Supporting Others in Shared Reading with a Purpose:**

Jot a couple of purposes down on post it notes and put them inside the books. Can be helpful for paraprofessionals and parents who are getting started!
**During Reading: Support Active Engagement & Follow Set Purpose**

During the shared reading, stop frequently to talk with the students about the page and the purpose you set. Different from a typical guided reading lesson, you are interacting with the student on almost every page. The purpose you set should encourage this interaction during reading. While AAC devices are typically used for repeated lines, it is critical to offer students other ways of interacting during book reading such as, commenting, questioning, or requesting. A generic reading response overlay can be used. It is important for adults to respond to whatever students say with the AAC device so that they can learn how to use it.

The following reading response overlays can be used during any book to support students in commenting, questioning, and requesting. They are specifically broad areas and not phrase based so that the facilitator can ask yes/no questions. For example, if the student says “feel,” the facilitator can ask, ”do you want to talk about how you feel or how the character in the book feels?”

**Generic Reading Response Overlay**

**Visual Symbol Version**

**Tactual Version for Students with Deaf-Blindness**

Made with Boardmaker and the Picture Communication Symbols ©1981-2004
Website: www.mayer-johnson.com

Made using tactual communication symbols adapted by Hanser, 2004 from Texas School of the Blind, Maryland School for the Blind, Mayer-Johnson and Goosens and Crain

**After Reading: Follow-up with Set Purpose**

After reading, it’s important to cycle back to the purpose you’ve set. For example, if the purpose was to pick something to write about in your journal, the teacher might remind the students of all of the things they talked about while sharing the book to see which the student would like to choose. The main goal is to help the students understand how they achieved the purpose you set while they were reading.
Overview: Strategies to Increase Success for AAC Users

Research has shown that AAC users are at high-risk for developing conventional literacy skills (Berninger & Gans, 1986; Koppenhaver & Yoder, 1992). We will suggest several strategies for supporting students in having success in reading and listening comprehension activities.

Give Students Access to Sufficient Vocabulary

Children who use AAC systems to communicate have access to significantly fewer concepts than their speaking peers (Light, 1997). In addition, they typically have minimal control over the acquisition of new vocabulary. As Sturm and Clendon observe, “The opportunity for these children to become conventionally literate is inextricably linked to the power of their language and communication systems. It is essential to provide AAC users with sufficient vocabulary to engage in the communicative activities that surround bookreading, including comprehension activities. It is most helpful if the majority of the vocabulary is available to students across all speaking, reading, and writing opportunities. That is, vocabulary provided to accompany a single story will not support students in building connections between texts, relating to prior experiences, or building vocabulary for future reading. In general, core language (the most frequently occurring words, used across all speaking, reading, and writing events) and frequent category words (e.g., verbs, generic place words, clothing items, vehicles) should be uniformly available to students. More obscure words (e.g., infrequent words such as ‘churn’, place names such as Plymouth, character names such as Robert) will likely not be available on communication devices. In general, it is not necessary to program those words into devices. If they are needed for reading comprehension activities, they can be printed on word cards. Two sample high-tech communication devices with sample vocabulary sets are shown below.

<table>
<thead>
<tr>
<th>Core Vocab: Unity</th>
<th>Core Vocab: Gateway</th>
<th>Picture Word Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanguard / Vantage</td>
<td>DynaVox / DynaMyte</td>
<td>Tablet &amp; Tablet XL</td>
</tr>
</tbody>
</table>

Ensure that Students Who Use AAC Generate Vocabulary BEFORE Reading

This strategy is based on two observations:

1) Students who use AAC often do not know all of the vocabulary that they will need to participate in reading comprehension activities. Even if words are in a student’s receptive vocabulary, s/he may not know where to locate it on the AAC device.

Musselwhite, 2005
2) Facilitators typically over-prompt during activities, as a means to ensure that students to give an expressive response. This over-prompting can lead to prompt dependency.

Supporting students in generating vocabulary before beginning the comprehension activity will support vocabulary development and show students where vocabulary is located on their devices. Each activity we have suggested begins by supporting students in generating vocabulary for familiar topics (e.g., chores they do at home, feelings they might have when working). For example, students might build a web surrounding a key word from a story, to help them broaden meanings. A sample web is shown below:

![Sample Web Diagram](image)

**Model, Model, Model!**

While communication partners are urged to model AAC use (Beukelman & Garrett, 1988; Goossens’, Crain, & Elder, 1992), and while research shows that modeling AAC use is helpful (Romski & Sevcik, 1996), Light (1997) cites several studies indicting that partners use AAC modeling in less than 10% of their messages, even when given specific instruction to do so. Communication partners should model vocabulary not yet in student’s expressive lexicons and sentence structures that are “. . . just beyond the current productions of the child, although within the child’s receptive capabilities” (Light, 1997, p. 168).

One reason often given for failure to model is that communication partners don’t know the location of words on the student’s communication device. Therefore, we have provided sample ‘cheat sheets’ for each activity, showing how supports might be offered for facilitators of students using Unity™ software (see below). Similar cheat sheets may be developed for other types of AAC device software.
Prompt Lightly

Facilitators should prompt students ONLY when necessary, and should prompt quietly. Only the AAC user being prompted should hear or see the prompt. Use a ‘least-to-most’ hierarchy of prompting:

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectant Delay</strong></td>
<td>Give a verbal cue then pause to give students time to process the information, consider a response, access the device, etc. Pause at least 5 seconds.</td>
<td>“Okay, Jarrad said he might feel BORED when he’s working. Hmmm, wonder what other feelings we could put on our chart” &lt;pause and look expectant&gt;</td>
</tr>
<tr>
<td><strong>Light Cue – general</strong></td>
<td>Use a squeeze light to give students a hint of the location of the target vocabulary item.</td>
<td>Students have been asked to share feelings. After a pause, Kelly’s facilitator flashes the light in the vicinity of the FEELINGS icon.</td>
</tr>
<tr>
<td><strong>Light Cue – Intermittent</strong></td>
<td>Use a squeeze light to briefly indicate the target item.</td>
<td>Flash and release on the FEELINGS icon.</td>
</tr>
<tr>
<td><strong>Light Cue – Constant</strong></td>
<td>Use a squeeze light to indicate the target item.</td>
<td>Flash and hold the light on the FEELINGS icon.</td>
</tr>
<tr>
<td><strong>Visual Model</strong></td>
<td>Show student an icon card that s/he can match to cue device use.</td>
<td>Hold up icon card for MAD. Show icons on device as needed.</td>
</tr>
</tbody>
</table>

Promote Recognition of Patterns of Language Representation

For students using icon-based language such as Unity™, patterns may be put on display, then highlighted, so that students learn how language is represented. Examples:
- Prompt students to ‘look for the lights’ so that they notice patterns
- When sets of words are on the chart displays, point out patterns such as:
  - Verbs end with VERB icon
  - Descriptors (Vantage / Vanguard) are blue
  - Feeling words often start with FEELING icon (see illustration below)
References


GUIDED READING ACTIVITIES TO SUPPORT TEXT COMPREHENSION

Most activities provided on the CD are guided reading activities designed to support reading and listening comprehension skills for students who are beginning or struggling conventional readers. These activities follow the 5-step comprehension lesson framework based on the work of Tierney & Cunningham (1984), as adapted by Erickson (2004). The five steps are:

**Before Reading:**
Step 1: Build or Activate Background Knowledge
Step 2: Set a Purpose for Reading

**During Reading:**
Step 3: Read or Listen to the Text

**After Reading:**
Step 4: Complete a Task
Step 5: Provide Informative Feedback

During guided reading lessons, the majority of the time must be spent during reading (Step 3). Several authors have described activities that can lead to enhanced reading or listening comprehension including: Cunningham & Allington (2003); Cunningham, Hall, & Sigmon (1999); Erickson & Musselwhite, 2004 (pp. 43 – 47). Sample student goals for guided reading are described below.

<table>
<thead>
<tr>
<th>Sample Guided Reading Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop new knowledge of the world through background knowledge instruction designed to teach vocabulary and other language concepts.</td>
</tr>
<tr>
<td>Develop skills in making and testing predictions about text by integrating background knowledge with information provided by the text.</td>
</tr>
<tr>
<td>Develop skills in describing characters, setting, and other elements of a story.</td>
</tr>
<tr>
<td>Develop skills in identifying similarities between personal characteristics and experiences and those described in the text.</td>
</tr>
</tbody>
</table>

**References**


BOOKS FOR LEARNING CHECKLIST
Finding Books That Promote Beginning Communication and Language Learning

Story or Book Title ___________________________  Author ___________________________

Does the selected book have:

☐ Simple repeated text or repeated lines (Yikes!, Gulp!, EIEIO, Chick a Boom!)
☐ Predictable text (e.g., dirty shoes, dirty socks, etc.)
☐ Rhyme and rhythm
☐ Familiar and meaningful context (i.e., stories based on activities familiar to the child, or routines the child engages in frequently)
☐ Large, highly visible print
☐ Short and simple text (i.e., text that lends itself to choral reading by children with low verbal skills, or children who use augmentative communication)
☐ A vehicle to promote the child's language and communication goals through patterned text (e.g., articulation targets, present progressive tense, past tense, use of pronouns, etc.)
☐ Text that can be easily adapted if not appropriate (e.g., adding repeated lines, deleting text, adding language structures, etc.)
☐ Simple graphics that easily depict concepts
☐ A vehicle for using props (i.e., real or homemade objects); List props:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

☐ A vehicle for generating literacy-related extension activities (art, song, play, etc.);
List activities:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

©1997, Caroline Musselwhite & Pati King-DeBaun, Emergent Literacy Success: Merging Technology and Whole Language
Do you have a class schedule that incorporates literacy-related activities (see sample)

Do you have a sense of where your students fit in on the Communication / Literacy Profiles?

Have you determined language / communication goals for specific students during literacy and literacy extension activities?

Do you have voice output available for nonspeaking children?
- adapted tape player + loop tape
- "Off the shelf" devices (e.g., Photo Frame/Radio Shack)
- commercial voice output devices (See Appendix A)
- computers + speech synthesizers

Have you developed a library of Books For Learning?

Have you developed a library of Books for Enjoyment?

Do you have appropriate resource books for:
- poetry
- art
- drama
- hand rhymes
- music
- science
- cooking?

Do you have book adaptation materials as required for students with special needs?
- page fluffers
- notebooks and page protectors
- book easels
- book holders
- slide projector, control, and books on slides
- large print books
- communication displays

Have some of the books in your library been modified in advance to meet the needs of students?
- symbols for repeated lines
- signs added
- symbols added
- spine markings (ex: colored tape) to indicate features
- enlarged print
- tactile enhancements

Do you have the following available?
- large writing charts
- graphs
- pocket charts
- enlarged recipe cards
- write-on boards

Do you have light-tech adaptations such as those described in Chapters 2 and 5?
- choice boards
- pointing gloves
- T-pointers
- velcro boards

Do you have appropriate art/writing adaptations such as those described in Chapter 5?
- adapted stamp holders
- tacky holders
- passive / active grasp holders

Have you labeled important items within the environment?
- student names
- colors
- learning centers
- materials used frequently (markers, blocks, scissors, etc.)

Do you have the computer adaptations your students need?
- peripherals (ex: IntelliKeys, Ke:nx, or switch interface)
- light tech modifications, such as flap switches and keyboard covers

Do you have appropriate software for your students?

Have you engineered routine events (ex: Circle Time activities, snack, art, food preparation, P.E.) following the approach suggested by Goossens’, Crain, and Elder (1992, 1994a, 1994b)?

PRINT RICH CLASSROOM CHECKLIST
Preparing the Environment For Literacy!

Classroom __________________________  Observer ______________  Date: __________

Do you have a class schedule that incorporates literacy-related activities (see sample)

Do you have a sense of where your students fit in on the Communication / Literacy Profiles?

Have you determined language / communication goals for specific students during literacy and literacy extension activities?

Do you have voice output available for nonspeaking children?
- adapted tape player + loop tape
- "Off the shelf" devices (e.g., Photo Frame/Radio Shack)
- commercial voice output devices (See Appendix A)
- computers + speech synthesizers

Have you developed a library of Books For Learning?

Have you developed a library of Books for Enjoyment?

Do you have appropriate resource books for:
- poetry
- art
- drama
- hand rhymes
- music
- science
- cooking?

Do you have book adaptation materials as required for students with special needs?
- page fluffers
- notebooks and page protectors
- book easels
- book holders
- slide projector, control, and books on slides
- large print books
- communication displays

Have some of the books in your library been modified in advance to meet the needs of students?
- symbols for repeated lines
- signs added
- symbols added
- spine markings (ex: colored tape) to indicate features
- enlarged print
- tactile enhancements

Do you have the following available?
- large writing charts
- graphs
- pocket charts
- enlarged recipe cards
- write-on boards

Do you have light-tech adaptations such as those described in Chapters 2 and 5?
- choice boards
- pointing gloves
- T-pointers
- velcro boards

Do you have appropriate art/writing adaptations such as those described in Chapter 5?
- adapted stamp holders
- tacky holders
- passive / active grasp holders

Have you labeled important items within the environment?
- student names
- colors
- learning centers
- materials used frequently (markers, blocks, scissors, etc.)

Do you have the computer adaptations your students need?
- peripherals (ex: IntelliKeys, Ke:nx, or switch interface)
- light tech modifications, such as flap switches and keyboard covers

Do you have appropriate software for your students?

Have you engineered routine events (ex: Circle Time activities, snack, art, food preparation, P.E.) following the approach suggested by Goossens’, Crain, and Elder (1992, 1994a, 1994b)?

©1997, Caroline Musselwhite & Pati King-DeBaun, Emergent Literacy Success: Merging Technology and Whole Language
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a home library of books (or easy access to a community library)?</td>
<td>______</td>
</tr>
<tr>
<td>Do you have a relationship with a teacher or speech-language pathologist who provides you with ideas or materials for: poetry, art, drama, hand rhymes, music, science, magazines with pictures, and cooking?</td>
<td>______</td>
</tr>
<tr>
<td>Do you have help on how to position your child to see a storybook or try to draw or write?</td>
<td>______</td>
</tr>
<tr>
<td>Do you know how to adapt books using the following adaptations?</td>
<td>______</td>
</tr>
<tr>
<td>___ page fluffers</td>
<td></td>
</tr>
<tr>
<td>___ notebooks and page protectors</td>
<td></td>
</tr>
<tr>
<td>___ book easels</td>
<td></td>
</tr>
<tr>
<td>___ book holders</td>
<td></td>
</tr>
<tr>
<td>Do you have voice output available for your child when you read together?</td>
<td>______</td>
</tr>
<tr>
<td>___ adapted tape player + loop tape</td>
<td></td>
</tr>
<tr>
<td>___ &quot;Off the shelf&quot; devices (e.g., Photo Frame/Radio Shack)</td>
<td></td>
</tr>
<tr>
<td>___ commercial voice output devices (See Appendix A)</td>
<td></td>
</tr>
<tr>
<td>Have some of the books in your home been modified to meet the needs of your child?</td>
<td>______</td>
</tr>
<tr>
<td>If so how? (ex; ___ symbols for repeated lines ___ signs added ___ symbols added ___ spine markings (ex: colored tape) to indicate features such as repeated lines)</td>
<td></td>
</tr>
<tr>
<td>Do you use the following?</td>
<td>______</td>
</tr>
<tr>
<td>___ picture cookbooks</td>
<td></td>
</tr>
<tr>
<td>___ refrigerator write-on board</td>
<td></td>
</tr>
<tr>
<td>___ magnetic letters</td>
<td></td>
</tr>
<tr>
<td>Do you have?</td>
<td>______</td>
</tr>
<tr>
<td>___ choice boards</td>
<td></td>
</tr>
<tr>
<td>___ pointing gloves</td>
<td></td>
</tr>
<tr>
<td>___ T-pointers</td>
<td></td>
</tr>
<tr>
<td>___ message boards</td>
<td></td>
</tr>
<tr>
<td>___ velcro boards</td>
<td></td>
</tr>
<tr>
<td>Do you have any of these art/writing materials?</td>
<td>______</td>
</tr>
<tr>
<td>___ markers</td>
<td></td>
</tr>
<tr>
<td>___ crayons</td>
<td></td>
</tr>
<tr>
<td>___ variety of paper supplies</td>
<td></td>
</tr>
<tr>
<td>___ Post-It™ notes and pen to write quick notes at home and in the car</td>
<td></td>
</tr>
<tr>
<td>Do you have computer that your child can use?</td>
<td>______</td>
</tr>
<tr>
<td>What type is it?</td>
<td></td>
</tr>
<tr>
<td>Do you have software that your child enjoys?</td>
<td>______</td>
</tr>
<tr>
<td>List software:</td>
<td></td>
</tr>
<tr>
<td>Do you have someone to help you find computer adaptations that your child needs?</td>
<td>______</td>
</tr>
</tbody>
</table>
Four-Location Flip Light Tech Dynamic Display System CD

This system was designed for children that have difficulty looking at and attending to more than four symbols at one time. However, they, like all children, need opportunities to communicate about a variety of things during the day. It consists of 33 pages, front and back, for a total of 66 communication pages. The system includes both core vocabulary and activity specific vocabulary and accommodates vocabulary changes to fit the individual child. Each page has a category tab that supports the student or helper to flip to a particular page. It is a menu driven system that is intended initially to be used with partner support.

Tab-Top Flip Light Tech System CD

This system addresses the needs of children who are able to look at and attend to a large number of picture symbols. Children who have been exposed to this system have all possessed the fine motor skills to independently turn the pages. The system includes a static core vocabulary along with a “flip” system of category pages. Each page, with symbols color coded according to parts of speech, includes a tab that represents it’s category. The core vocabulary can be customized to the child (with Boardmaker 5.0).

Each CD allows you to print and assemble the following:

- Four-Location Light Tech Dynamic Flip System
- Tab-Top Flip Light Tech System
- Boards available in Boardmaker format for editing with Boardmaker 5.0
- Boards available in PDF format (cannot be edited)
- Instructions on assembling the systems
- Article describing the development of the systems and tips for use!
- These communication systems were created using Boardmaker Picture Communication Symbols © 1981-2004 Mayer-Johnson Inc., Solana Beach, CA. USA. All rights reserved worldwide. Used with permission.

Platform: Windows and PDF

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Unit Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Light Tech Flip Communication CD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each Kit is $25.00

Please Make Check Payable To:
South Central ATRC
DUMC Box 3120
Durham, NC 27710

Sold to: __________________________
Received by: ______________________
Amount: _________________________
Date: __________________________
Writing With Alternative Pencils CD

Writing is typically a challenge for students with speech, sensory and motor difficulties, resulting in limited, if any, opportunities to write. One major problem is restricted access to writing tools. In an effort to address this problem, a variety of alternatives have been developed to help educators find writing tools or pencils that work for their students.

This CD consists of 6 alternative pencils. Each pencil has been developed to support access needs for students with different sensory and physical abilities. Each pencil is accompanied by a brief guide, which includes teaching strategies, sample goals, writing activities and actual student writing samples. Printable files and directions for making each pencil have also been included. Try the different writing activities and see which alternative pencil works the best for your student!

The Writing With Alternative Pencils CD Includes:

• Braille Alphabet Flip Chart
• Braille IntelliKeys Overlay (requires IntelliKeys)
• Color Coded Eye Gaze Frame
• Print Alphabet Flip Chart
• Scanning Alphabet Setups in IntelliTalk II
• Tactualized IntelliKeys Overlay (requires IntelliKeys)

Cost: $25.00 (Mac/Win)

Send order & payment to: The Center for Literacy and Disability Studies CB #7335, University of North Carolina, Chapel Hill, NC 27599

Name: ______________________________________________________________

Organization: ________________________________________________________

Address: ____________________________________________________________

______________________________________________________________

Method of payment (circle one):  Check                    Cash
# Action Plan!
(Follow up to Musselwhite Lecture)

## Key STRATEGIES To Implement

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>STRATEGY</th>
<th>TARGET DATE</th>
</tr>
</thead>
</table>

## MATERIALS To Make

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
<th>PAGE #</th>
<th>REF</th>
<th>WHEN</th>
</tr>
</thead>
</table>

## PURCHASES

<table>
<thead>
<tr>
<th>BOOKS - P #</th>
<th>SOFTWARE - P #</th>
<th>MATERIALS - P #</th>
</tr>
</thead>
</table>

## MINI-GRANT FOLLOW-UP

<table>
<thead>
<tr>
<th>GRANT TOPIC</th>
<th>MODIFICATIONS</th>
<th>WHO</th>
<th>WHEN</th>
</tr>
</thead>
</table>