

Attainment's Pathways to Literacy Extension Activity Book

for Teachers



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Pathways to Literacy

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Overview

Pathways to Literacy: Extension Activity Book Set consists of supplemental and extended material for the Pathways to Literacy Curriculum. This Extension Set addresses the needs of students with multiple disabilities (e.g., physical, intellectual, and visual), students who are nonverbal, and students with autism. Feel free to mix and match activities based on students' interests or learning styles. There are tons of activities to choose from for extra practice during a literacy lesson or throughout a student's day. The ultimate goal of Pathways to Literacy and the Extension Activity Book Set is for students to progress from understanding concrete to abstract concepts. Continue to follow this progression when incorporating activities from the Extension Book and prepare appropriate response mode items ahead of time. Symbol choice answers have been printed in the Student Book.

The **Extension Activity Book for Teachers** includes activities for adding variety to the curriculum, and for extending and generalizing the concepts presented within Pathways to Literacy. The Extension Book also provides the activity structure and script for teaching key objectives with 10 other storybooks. The scripts for addressing objectives with these 10 storybooks are blank templates and should be used with age-appropriate books from the student's grade level. While mirroring the teaching strategies and structure within the original Pathways to Literacy Curriculum, this Extension Book is organized primarily by objective. The first time an objective is addressed, the scope and sequence from Pathways to Literacy is included on the banner at the top of the page. This should be used to tailor an activity to one of the five instructional levels as defined in the Pathways to Literacy Curriculum.

All activities provide an initial teacher script with the assumption that students will not need verbal or physical support while responding. The *Additional Prompts* scripts use the least intrusive prompt hierarchy and time-delay procedure for systematic instruction, and address three student response modes: eye gaze, touch, and object response modes. Also, several activities provide *Alternative Options* to add variety and to help personalize lessons. The *Scope and Sequence* from Pathways to Literacy has been included in the *Appendix* as a convenient resource for determining which activities and which level will be most appropriate for each student's unique needs.

The Extension Activity Book for Teachers provides the foundation for each lesson, which should be combined with the **Extension Activity Book for Students**. Several of the activities are designed to be taught with *Jamaica's Find*, *Earthdance*, or *Tar Beach* and others are designed to be taught with one of the suggested new storybooks. Also included are standalone activities to be completed without reading a storybook.

The **Extension Activity Book for Students** will provide visual choice options, corresponding text, or short stories to be read alongside the teacher's script. It also provides two original, five-page picture books for teaching several objectives in a similar fashion to each **Pathways to Literacy Teacher's Guide**.

Objective 12: Turn the Page and Objective 15: Open the Book have not been included within this extension. If a student needs additional practice with either objective, please reference the Pathways to Literacy teacher scripts.

Systematic Instruction in Pathways to Literacy

Pathways to Literacy promotes using high-quality literature and engaging students in the discovery of the book's meaning as well as directly teaching target responses. One of the most powerful aspects of the Pathways to Literacy intervention is the use of a systematic instruction method of intervention. Systematic instruction uses principles of applied behavior analysis including targeting observable, measurable responses and promoting stimulus control with systematic prompting and feedback. The following describes each systematic instruction component found in Pathways to Literacy.

Task Analysis

In Pathways to Literacy, each level is taught using a task analysis. A task analysis is a chain of responses students will use to complete a task. In Pathways to Literacy, this chain of responses is the step-by-step sequence followed to go through the book while gaining understanding. Each step of a task analysis is commonly taught using a response prompting procedure, like time delay or a prompt hierarchy. All steps of the task analysis are taught until the student meets the criteria for mastery. Because the levels of Pathways to Literacy overlap, we recommend a lower level of mastery than sometimes used by teachers (e.g., minimum of 75% or 13 out of 17 steps) so students can move forward. Students will review previous steps in the next level.

Data Collection and Progress Monitoring

One of the key components of systematic instruction is using data to make instructional decisions. The task analysis is used for this data collection. At the end of each day's lesson, score each step as completed without prompting or with prompting. Then tally the number of unprompted correct responses. Use this total is used to monitor the student's progress towards mastery. Some teachers may choose to graph the number of steps completed independently.

Response Prompting

Many of the steps in Pathways to Literacy will seem like ambitious goals for some students. Students are not expected to be able to do the steps when they first begin instruction. Instead, you will instruct each step of the task analysis using response prompting. This response prompting is worded for you in the scripts for the three books provided, or you may simply use a Planning Template and your own wording. In applied behavior analysis, the goal is for the student to make a desired response in the presence of a target stimulus. For example, when you ask a comprehension question (target stimulus), the student holds up an object (desired response). When a student does not make the desired response, add a second prompting stimulus that does produce the desired response. You might use a model of how to hold up the correct object. Students may become dependent on these prompts if they are not faded. There are two basic methods used in Pathways to Literacy to promote independent student responding—time delay and least intrusive prompting.

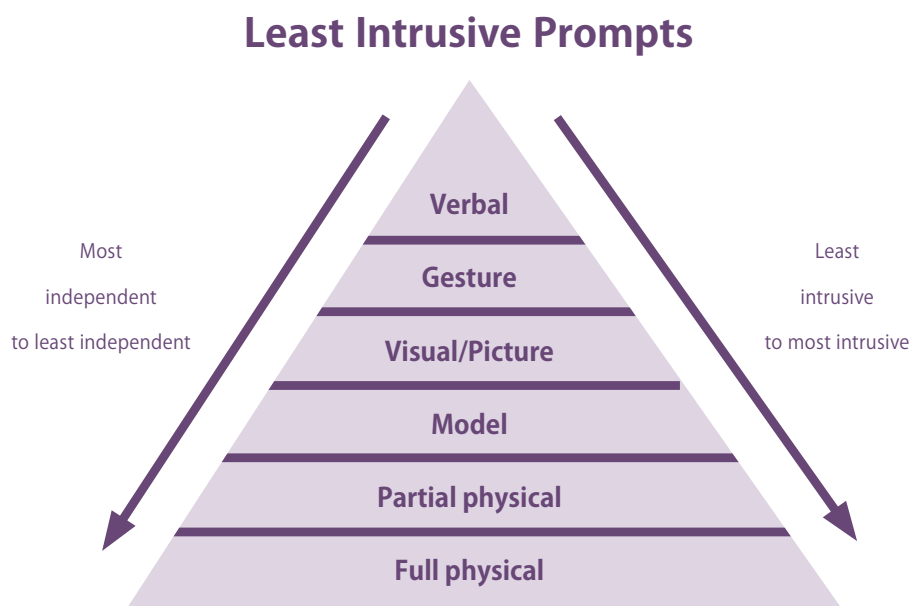


Time Delay

Time delay promotes learning the desired response with few or no errors—so it is referred to as an errorless learning strategy. The way errors are prevented is that the prompt is given along with the target stimulus (zero delay) so the student knows immediately what to do. For example, you may model holding up the object while asking the comprehension question and then have the student imitate holding it up. This type of prompt needs to be faded because at this point it's not clear if the student understands the question or is simply imitating you. The next time you ask the question, wait a few seconds (e.g., 4 seconds) before giving the prompt to see if the student anticipates the correct response. If the student does, give praise. If not, then use the prompt. You will find time delay used in the full scripts provided. For example, when introducing the anticipatory set for each story, the object is held up for the student and named. In the case of an object responder, the student's hand is placed on the object before asking the student to look at or touch the object. In Level One, that is all the student is asked to do, so instruction does not move past the zero delay. In later levels, the object is still introduced in the same way, using a zero delay, but then the object is paired with a distractor (i.e., incorrect response) and the student is asked to select the object that goes with the book. Here, instruction moves to a 5-second delay as the student is given 5 seconds to make a selection before any prompting occurs.

Least Intrusive Prompts

An alternative to time delay is to give the student the least intrusive prompt that may promote the desired response and then more assistance as needed. In least intrusive prompting, the teacher follows a series of prompts. For example, you wait to see if the student will make the desired response. If the student does not, give a verbal direction (e.g., "Hit the switch to read the repeated storyline"). After waiting a few more seconds, if the student still does not respond, model the response (e.g., "Hit the switch like this"). Then model hitting the switch and say, "Now you do it." If still no response, guide the student physically to make the desired response. Examples of least intrusive prompting are embedded in the full scripts of the books provided in, for example, the steps for answering the comprehension question, in using the AAC device to complete the repeated storyline, and in finding the picture representing the word that completes the repeated storyline.



Feedback

To promote appropriate responding, praise each correct response every time it occurs in early instruction. As students begin to acquire the appropriate response, this praise may be faded to an intermittent schedule (e.g., about every third response). It is especially important to give positive attention to the correct response and not to inappropriate behaviors or errors. Do not repeat errors, beg the student to respond, or give lots of hints. All of these strategies may inadvertently reinforce the student for not making the correct response. Instead, teach each step of the task analysis using systematic prompting, praising correct responses, and using a simple error correction. The simplest error correction is to block the error (e.g., when a student's hand is moving to a wrong response) and give the next prompt without drawing attention to the error.

Promoting Active and Independent Responses

One of the most important tasks a teacher has is to provide instruction that promotes an active and independent response. This means that the student must perform the task on his or her own. Rather than expecting a student always to expect your assistance, it is important to target a response the student can learn to do independently. For example, using a physical prompt is not appropriate for a student who cannot move her hand independently due to a physical disability. Instead, the student might be encouraged to use a switch or an eye-gaze response. An independent response for one student may be to eye gaze to the correct answer, but a different student may point to a correct response. The target response mode needs to be determined before instruction begins so the student is consistently prompted to the defined response mode. To prompt a student who uses eye gaze, you may want to use proximity prompting (e.g., holding the correct answer closer than the incorrect answer) or color highlighting to help the student notice the correct answer and then eye gaze to it.



Assistive Technology

Providing students with needed assistive technology (AT) is key to student success when using Pathways to Literacy. AT allows students to have the best chance at “showing what they know” and to be active participants (versus passive participants) in the learning process. AT comes in many different forms and refers to “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability” (Individuals with Disabilities Improvement Education Act, IDEA, 2004, Sec. 620[1]). You will want to consider AT options for students with visual and/or hearing impairments (e.g., amplifiers for students with hearing impairments, light boxes for students with visual impairments). Pathways to Literacy includes a Big Button to use as an augmentative or alternative communication (AAC) device in the lessons. However, if you are conducting the lessons with a student who is verbal, the goal is oral communication.



Special Note about Students Who Are Deaf/Blind

Students with dual sensory impairments (deaf/blind) may also benefit from participation in Pathways to Literacy. For this population of students, it is important to identify the student’s strength to help him be as successful as possible. It is rare for a student to truly have no vision or hearing. If a student has more vision than hearing, then present instruction in a format this is conducive to this strength (e.g., enlarged text paired with pictures or objects, a light box to highlight materials). If the student has more hearing than vision, then provide instruction using more of an auditory format (e.g., books on tape). For both, don’t forget to provide information using tactile modalities.

Student Response Modes

If your student already has a successful mode of responding, use that mode throughout the Pathways to Literacy lessons. If you are unsure of the appropriate response mode for a student, select the one that the student can do with the greatest level of independence and efficiency. For example, some students try very hard to use their arms/hands to make choices, but their movements are not controlled and they have a very hard time placing their hand in a particular spot. For this student, it may be more efficient and effective to use an eye-gaze response. Using an eye-gaze response would allow the student to make choices more accurately and with less effort. Pathways to Literacy suggests three student response modes: eye gaze, touch response, and object response. In the book scripts provided for *Earthdance*, *Jamaica's Find*, and *Tar Beach*, each of these response modes is addressed.



Eye-Gaze Response

An eye-gaze response is appropriate for a student who has good vision but has no or limited movement with his or her arms or head. In an eye-gaze response, the student looks at all choices and makes a selection by looking or gazing at his or her choice for a specified amount of time (e.g., 3 seconds), and then looks back at you to indicate a choice has been made.

It is helpful for choices to be adhered to a Plexiglas® board, which has been cut to be about 1' x 2' (available at most hardware or home improvement stores). The Plexiglas® board allows you and the student to see one another and you to clearly see where the student is gazing.

A Plexiglas® board also allows choices to be in a consistent location and eliminates a tendency to hold one choice closer to the student thereby cueing or prompting a choice. If a student is using an eye-gaze mode, it is important to find ways for the student to physically engage with objects from the story. Hold the objects in a location where the student can feel the object or touch the side of the student's face with the object so he or she can feel it.





Touch Response

A touch response is appropriate for a student who has good vision and has the fine motor skills to make choices by pointing, touching, or pulling an item from a choice board or from a book.

It is also possible for a student to make a touch response by turning his or her head to touch an item on the left or right of his head. In this case, items need to be clearly presented in the student's field of vision before placing them to the left and right of the student's head. Some students using a touch response may need to be encouraged to "wait" and to look at all choices before making a selection. In these cases, present the choices one at a time, naming them as you present, and then place the choices on the table or on a choice board.



Object Response

An object response is appropriate for students who are visually impaired and will need objects or textured items to represent choices. Students using an object response will respond similarly to touch responders except that they will always be oriented to where their choices are located.

If the student has adequate movement, objects should be placed in front of the student, either attached to a table or a choice board, or, they may be placed into something with edges to create a boundary (e.g., a shoebox top). In an object response, place the student's hands on each choice as it is named. When asked to make a choice, an object responder may need to feel each item several times before making a choice. Be sure to define how you will determine when the student has made a selection. Also, as an object responder moves to higher levels, symbols representing the object should be used for choices.



Extending Pathways

Additional Practice



Jamaica's Find

Objective 1 Auditorily attends to reader

LEVEL ONE Reacts to his or her name read in text

LEVEL TWO Not taught

LEVEL THREE Not taught

LEVEL FOUR Not taught

LEVEL FIVE Not taught

Read a storyline and replace a character's name with the student's name using inflection. Pause for two seconds and wait for a reaction.

Additional Prompts


- If no response is given, read the storyline with the student's name with inflection and increased enthusiasm, and pause after the student's name. Wait for two seconds for the student to react.
- If no response is given, read the storyline with the student's name with inflection and enthusiasm, and pause after the student's name. Then say, **(Student's name), that's you! You're in the story now too!**


Reinforce any reactions the student may have to hearing his or her name. Say, **Great job! You heard me say your name. I like how you (use a response you defined in the task analysis).**

Book Title and Author	Attends to Reader Storyline Examples
<i>Jamaica's Find</i> (Juanita Havill)	<ul style="list-style-type: none"> ● p. 4: ____ slid down so fast that she/he fell in the sand and lay flat on her/his back. ● p. 11: But, Jamaica, you should have returned the dog, too, said ____. ● p. 13: ____ took the dog to her/his room. ● p. 20: ____ ran to the park house and plopped the stuffed dog on the counter. ● p. 25: What did you lose? said ____.

Objective 2 Actively responds to a surprise element during reading									
LEVEL ONE	Reacts to a surprise element	LEVEL TWO	Not taught	LEVEL THREE	Not taught	LEVEL FOUR	Not taught	LEVEL FIVE	Not taught

While reading the story, incorporate an alternative or additional surprise element. Encourage any reaction from the student and comment on the surprise element.


Additional Prompt


 Make sure that the surprise element is within the student’s field of vision. Read the storyline again, activate the surprise element, and pause after the surprise element. Wait for the student to react.

If no response is given, read the storyline again, activate the surprise element, and pause after the surprise element. Then say, **Wow! The (surprise element) came right out of the book! The (surprise element description) is in our classroom too! Look at the (surprise element).**

Book Title and Author	Surprise Element Phrase	Surprise Element Suggestion
<i>Jamaica’s Find</i> (Juanita Havill)	p. 3: She sat in a swing, pushed off with her toes, and began pumping.	Shake a chain or play a chain sound clip.
	p. 4: She slid down so fast. . .	Activate a fan on students’ faces.
	p. 17: Jamaica heard the pots rattle.	Rattle pots or play a sound clip.
	p. 17: Then she heard her mother’s steps.	Make footstep sound or play a sound clip.
	p. 22: Jamaica ran outside.	Play a sound clip of being outdoors or at a park.

Objective 5 Attends to the anticipatory set									
LEVEL ONE	Attends to the anticipatory set for at least two seconds	LEVEL TWO	Attends to the anticipatory set for at least three seconds	LEVEL THREE	Attends to the anticipatory set and engages with a story-related object	LEVEL FOUR	Attends to the anticipatory set and engages with a story-related object, picture, or symbol	LEVEL FIVE	Attends to the anticipatory set and engages with a story-related picture or symbol

Show the students the anticipatory object for the story. Say, **Here is the (anticipatory object). Today's story will be about (anticipatory object).** Make sure the student is attending to the object and give the student an opportunity to engage with the object by placing or holding it within the student's reach.

Additional Prompts



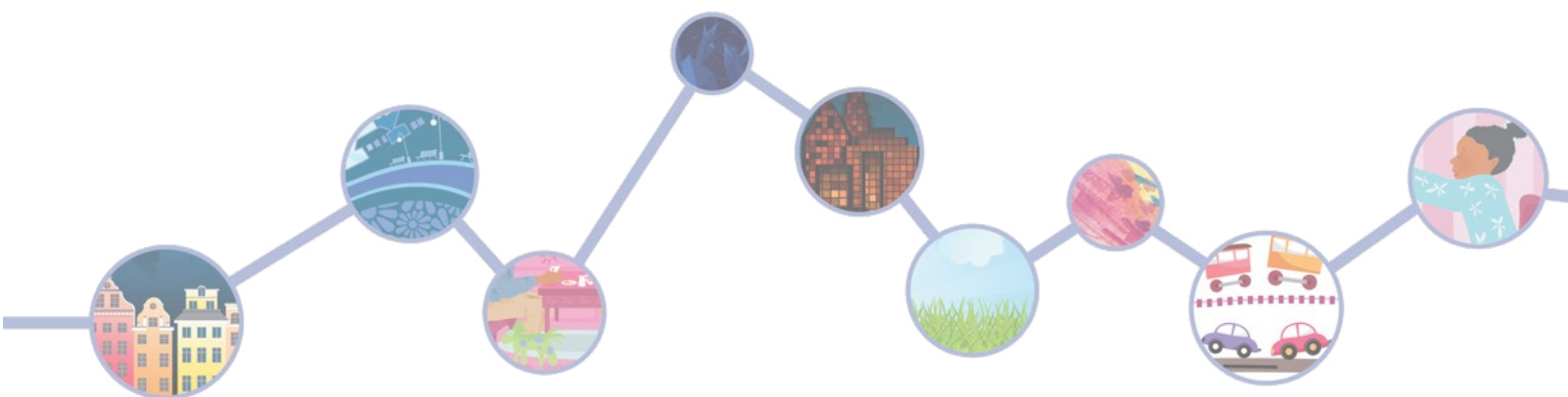
If no response is given, say, **Look at the (anticipatory object).** Say, **Here is the (anticipatory object),** while moving the anticipatory object closer to the student and gesturing to the object.



or If no response is given, say **Touch the (anticipatory object).** Say, **Here is the (anticipatory object).** Touch the anticipatory object while physically guiding the student's hand to touch the object.

Allow time for the student to engage with the anticipatory object. Say, **Yes! This is the (anticipatory object). We will hear about the (anticipatory object) in the story.**

Book Title and Author	Alternative Anticipatory Objects
<i>Jamaica's Find</i> (Juanita Havill)	<ul style="list-style-type: none"> • A different dog stuffed animal • Red hat • Leaf to represent a park • Two dolls to represent friendship • Swing



Objective 6 Engages with object, picture, or symbol in a read-with-me activity					
LEVEL ONE	Attends to the object for at least two seconds	LEVEL TWO	Attends to the object for at least three seconds	LEVEL THREE	Locates the object on the page
LEVEL FOUR	Locates the object, picture, or symbol on the page	LEVEL FIVE	Locates the picture or symbol on the page		

Attach the object, picture, or symbol onto the book. Say, **It's your turn to read with me. But first, find the (read-with-me object) on this page. I will be reading about a (read-with-me object).**

Present the materials as follows:



Hold the book up so the student can see the read-with-me object.



Place the book on the student's tray or on the table facing the student.



Place the book in front of the student. Place the student's hands on the edge of the book.

Additional Prompts



If the student makes no attempt to attend to the read-with-me object, place a solid background behind it. Hold both in the student's line of vision, then set both on the page. Say, **Look at the (read-with-me object). The (read-with-me object) is in the story.**

If still no response, remove the read-with-me object with the solid background from the page and hold both in the student's line of vision. Say, **Look at the (read-with-me object). The (read-with-me object) is in the story.**



If the student makes no attempt to attend to the read-with-me object, remove the read-with-me object from the page and hold it near the student. Say, **Touch the (read-with-me object).**

If still no response, model touching the read-with-me object. While touching it, say, **Touch the (read-with-me object).**

If still no response, provide a physical prompt as needed for the student to touch the read-with-me object. Say, **Here is the (read-with-me object).**



If the student makes no attempt to attend to the read-with-me object, take his or her hand, place it on the read-with-me object, and say, **Here is the (read-with-me object).** Move the student's hands to the side. Say, **Now you find the (read-with-me object).**

If still no response, place the student's hands on the read-with-me object on the page. Say, **Here is the (read-with-me object). Feel it?**

Then say, **Good job finding (touching, looking at) the (read-with-me object). Listen while I read the words.** Allow time for the student to engage with read-with-me object while the text is being read.

Book Title and Author	Object/Picture/Symbol Read-With-Me Item Examples
<i>Jamaica's Find</i> (Juanita Havill)	p. 3: Swing p. 9: Counter p. 15: Chair

Objective 7										Completes a repeated storyline									
LEVEL ONE		Completes a repeated storyline by activating an AAC device		LEVEL TWO		Completes a repeated storyline by activating an AAC device		LEVEL THREE		Completes a repeated storyline by activating an AAC device and by placing hands on a picture or symbol		LEVEL FOUR		Completes a repeated storyline by activating an AAC device and by placing hands on a picture or symbol		LEVEL FIVE		Completes a repeated storyline by activating an AAC device and by placing hands on a picture or symbol	

To extend the curriculum, consider incorporating an additional or alternative repeated storyline. The keyword may remain the same, or a new keyword may be incorporated to vary the repeated storyline practice.

Say, **We are going to practice completing the storyline. Let's practice together! I will start the storyline, and you will complete it.** Present a preprogrammed AAC device for the student to participate. Say, **I will put your device here, and the next time you hear me read (repeated storyline), press your device to finish the sentence.** The *Student Extension Activity Book* provides images that may be used on the device.

If an AAC device is not needed, present the *Student Extension Activity Book* image choices to the student. Either cut out the image choices from the book to make cards or use a second piece of paper to cover everything except for the two choices for this question. Say, **Later in the story when I read (repeated storyline), I want you to help me to read the story. Point to the word that completes the storyline.** Read the repeated storyline except for the last word.

Additional Prompts

- If no response is given, read the repeated storyline again and pause for the final word. Then tap or point to the AAC device or the *Student Extension Activity Book*.
- If no response is given, read the repeated storyline again and pause for the final word. Then say, **Complete the storyline.**
- If no response is given, read the repeated storyline again, and pause for the final word. Model activating the AAC device or selecting the appropriate word in the *Student Extension Activity Book*. Say, **Now it is your turn.**
- If no response is given, read the repeated storyline again and pause for the final word. Then say, **Let's complete the storyline together.** Physically support the student's hand to activate the AAC device or to select the appropriate choice in their *Student Extension Activity Book*.

If the student responds, reinforce him or her immediately using specific praise like, **Good job! You helped me read the repeated storyline.**

Book Title and Author	Alternative Repeated Storyline Examples	Practice Word Examples
<i>Jamaica's Find</i> (Juanita Havill)	Jamaica found a surprise.	Surprise
	It was Jamaica's lucky day!	Day
	There was a lost dog.	Dog
	A dog was left at the park.	Park
	Jamaica found a friend.	Friend