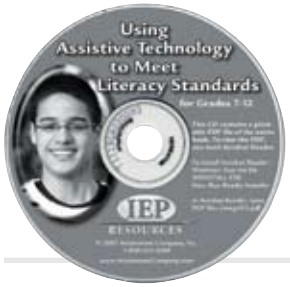
Using Assistive Technology to Meet Literacy Standards

for Grades 7-12

an IEP Team Guide

Sherry L. Purcell, Ph.D.
Debbie Grant, M.A.

IEP RESOURCES



Using Assistive Technology to Meet Literacy Standards

Win/Mac CD

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About the Authors

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Sherry has a doctorate in Speech-Language Pathology from the University of Connecticut. She has worked in the public schools in Connecticut and California for over 25 years. She is a graduate of the California State Technology Act Project called *Leadership and Technology Management (LTM)* and she was designated one of eight advanced technology leaders in the State of California as a result of that training. In addition, she holds a certificate in Assistive Technology from the California State University Northridge, Center on Disabilities *Assistive Technology Applications Certificate Program (ATACP*). She provided the formative leadership to establish the Assistive Technology and Augmentative Alternative Communication Programs for the Los Angeles Unified School district and served as the administrator for more than ten years. Sherry conducts numerous local, state and national presentations, including Technology and Persons with Disabilities Annual Conference, Council for Exceptional Children, Closing the Gap, and the American Speech-Language-Hearing Association Annual Convention.

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CHAPTER 1

INTRODUCTION

GRADES 7–12

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Assistive Technology in the Schools

One of the greatest gifts you can give to a child with a disability is the opportunity for increased independence. The ability to control one's own movements and forms of expression contributes to the child's ability to define his/her own personality and uniqueness as an individual. Independence fosters emotional and cognitive development, along with positive feelings of identity and self worth, through active exploration of one's environment. As experienced educators, we welcome the opportunity to move students toward greater independence in and out of the classroom.

This book is the third in a series of books designed to help classroom teachers and other school personnel integrate assistive technology with standards based curriculum. The other two books, also called *Using Assistive Technology to Meet Grade Level Standards*, cover grades kindergarten through three, and fourth through six respectively. This book will complete the series covering grades seven through twelve.

This book relies on the same California Framework for English Language Arts and Reading as the other books. It also includes AT solutions, with an update of equipment currently available through various assistive technology vendors. One difference between this book and the others is the level of technology recommended. It is known that by the time a student enters secondary school he/she must demonstrate a high level of literacy and oral communication in order to show knowledge of the standards taught in these grades. As such, students with disabilities related to speaking, writing, or reading will require assistive technology at the high end of the continuum in order to be successful classroom participants. While the first two books included technology from low-no tech to high tech, it is the authors' position that most of the standards at these higher grade levels can not be met from a low tech approach.

Assistive Technology holds an enhanced importance in American education today which is driven by the recent passage of two important pieces of federal legislation:

1. The Elementary and Secondary Education Act (ESEA) which was reauthorized by PL 107-110 and known as the No Child Left Behind Act of 2001 (NCLB),
2. The re-authorization of PL 108-446 known as the Individual with Disabilities Education Act of 2004, commonly referred to as IDEA.

Both of these federal laws and their corresponding regulations have moved standards-based reform efforts in the United States to a place where general and special educators are forced to work together, specifically with regard to curriculum and assessment. Both require the participation of students with disabilities in standards-based educational programs and state-wide assessments of academic progress which are aligned with those standards. In addition, students on the secondary level often must pass high school exit exams, demonstrating knowledge of these standards. The impact of IDEA and NCLB on assistive technology issues is discussed in depth in Appendix D. In short, however, we must recognize that the time for AT in our public schools has come. AT can level the playing field for students with disabilities and offer access to the general curriculum in ways not previously available.

Using Assistive Technology to Meet Literacy Standards, Grades 7–12, offers information to classroom teachers and school administrators which will help them to help secondary students navigate the academic demands of middle and high school. The information herein can guide decisions about curriculum and testing access to ensure that students with disabilities participate in school academic activities to the fullest extent possible. This benefits students, schools and school districts in supporting compliance with the requirements of IDEA and NCLB.

Legal Definition of Assistive Technology

The law defines AT devices as "any" item, piece of equipment, or product system, whether acquired commercially, modified, or customized that is used to increase, maintain, or improve "functional" capabilities of a child with a disability.

Key words in this definition are "any" and "functional."

"Any" defines the types of available AT resources broadly, and makes it clear that the intent isn't just to cover AT equipment that requires electronic components. In fact, our experience in the classroom has indicated that it's often the "low-tech" options which benefit a student the most, because they are often more reliable than a high maintenance electronic system.

School personnel need to be aware of the full array of AT options and to develop a list which may be beneficial to every student who needs them. In addition, school personnel need to educate parents and other staff members about the broad range of AT options, including low-tech.

While "any" describes the range of available technologies, the term "functional" defines the specific types of equipment required.

To participate in classroom activities students need to see, hear, speak, process information, and use fine and gross motor skills. When a student has a disability in one or more of these areas he may experience barriers to educational performance. For example, if a student is nonverbal and the curriculum requires oral communication as part of the performance measure, the student will have difficulties functioning in that skill area. It's the school district's role to evaluate each student to determine where functional skill impairments occur and to provide adaptations and modifications to the fullest extent possible.

Access to the General Curriculum

In 1997, one of the fundamental changes in IDEA was the mandate for public education to become more inclusive of all learners. In it, Section 614 states:

> *An Individualized Education Program (IEP) is a written statement for each child with a disability that includes a statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in the general curriculum . . .*

Special education students have a fundamental right to access the general education curriculum. How we as educators provide that access is the key to their educational success.

AT can provide one avenue to this success. It is the intent of the law that all students participate in the same course of study, regardless of ability. In this educational context, for some students the use of AT resources is essential to meet this mandate.

It should be clear that AT is not about providing a separate curriculum. Rather, it's about giving students who need it access to the general curriculum. Children with disabilities present us with a variety of challenges. For them, learning is modulated through eyes that don't see, ears that don't hear, hands that don't grasp, legs that don't walk, mouths that don't speak, and brains that don't develop normally. Assistive Technology bridges the gap between a child's functional skills and his ability to participate in the educational process *(see Fig. 1).* It breaks through the barriers associated with vision, hearing, communication, processing, and motor skills and allows students to do the same things as their general education peers.

A distinction needs to be made between instructional and assistive technology. Sometimes referred to as Computer Aided Instruction (CAI), instructional technology includes software programs that enhance classroom activities. Computer stores have shelves full of these programs which teachers and parents can use to provide students with extra practice and skill development during free time activities. Some of this software touts itself as being grade specific and curriculum based. However, close inspection shows that these programs are often not aligned with state curriculum and shouldn't be used as such. They offer optional instruction and should be used only as supplementary materials.

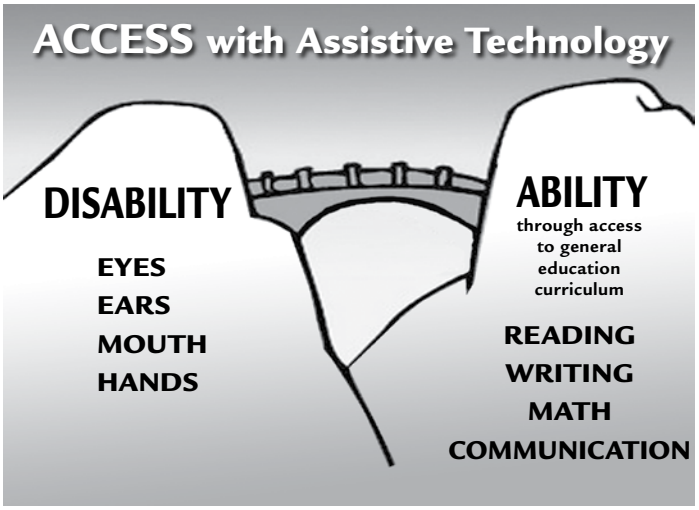

Fig. 1 – AT bridges the gap

Assistive differs from instructional technology in that it's not optional. For a student who can't hear, see, or talk, or who requires equipment to move or write, this technology is compulsory. Specialized keyboards and switches provide students with motor access. Augmentative and alternative communication devices give nonverbal students access to expression. Braille writers offer access to the visually impaired, while FM systems provide it for those with hearing impairments. Software that features word prediction, text-to-speech capabilities, and math formatting offer access to those facing learning, processing, and motor barriers. All these AT programs give students access to the same curriculum presented to other members of the class.

ASSISTIVE TECHNOLOGY SOLUTIONS

As school districts come to terms with their obligation to provide access to the general education curriculum for students with special needs, they will need to align AT with the performance requirements of the curriculum. *Using Assistive Technology to Meet Literacy Standards* for IEP Teams was developed with recognition of this growing need and as a result of our experiences in public education.

This book was developed using two basic principles:

1. AT considerations for the classroom are based on a student's need to access the general education curriculum as defined by performance standards.
2. AT considerations do not necessarily require large expenditures.

AT solutions presented in this guide represent changes in materials and instructional strategies. These solutions are built on concepts related to accommodations as defined in IDEA: A change in the educational setting, materials or strategies that does not significantly alter the content of the curriculum or level of expectation for students' performance and which allows students to access the general education curriculum.

Solutions are designed to be consistent with the level of performance expected for each curriculum standard. And it covers changes in materials which run the gamut from low-tech to the use of complex electronic devices.

This book presents a host of assistive technology options that can be chosen for students who experience educational challenges. It emphasizes the low end of the technology spectrum for a variety of reasons:

First — simple accommodations are readily available and better received in the classroom than more sophisticated adaptations.

Second — such accommodations are often closer to the "norm" for general education students, and thus less intrusive and better accepted by peers. In other words, these accommodations offer the least restrictive environment for a child.

Third — schools have limited resources. Cost effective solutions, which assist a child in achieving independence in academic functioning, help meet IDEA regulations for AT consideration.

This guide is built on the Reading/English Language Arts Framework for California Public Schools (1999), a publication of the California Department of Education. During the development of AT Solutions similar frameworks from other states were reviewed. After this comparison, we decided that there were clearly enough similarities in frameworks throughout the country to develop this guide based on the California model.

This book is the third in a series. The first book (Assistive Technology Solutions), covered Kindergarten through Grade 3. The second book was a continuation of the same content areas for Reading and English Language Arts for Grades 4–6. This book is for Grades 7–12.

This guide does not address the needs of students who are deaf or hard of hearing, visually impaired or blind, or who need specialized seating or mobility. The services of deaf/hard of hearing or vision specialists, or occupational/physical therapists are required to make recommendations for assistive technology items such as hearing aids, Braille writers, wheelchairs, etc. Whereas these types of AT are important aspects of assistive technology, they are beyond the scope of this guide.

It should be noted that we have included solutions for nonverbal students in this guide because of our backgrounds as speech-language pathologists. However, students who are nonverbal also require assistance from their school speech language pathologists, especially when device complexity and design are an issue.

This guide does not specifically address AT needs for students who are severely cognitively impaired. Even though IDEA requires students to have access to general curriculum, there is recognition that some students will need modifications to that curriculum which represent significant changes in instructional level, content and performance. For these students, developmental levels determine curriculum access level.

Guide Design

The educational process is one which requires communication and action. Teachers talk and students listen. A student demonstrates knowledge by speaking or performing a task. When a student is nonverbal or has fine motor or processing difficulties, he is at risk for educational failure.

The student population focus for this guide includes students who have mild to moderate cognitive processing impairments, who have fine motor disabilities, and who are nonverbal. Within this population it can be reasonably assumed that curriculum standards can be achieved if accommodations, including assistive technologies, are utilized.

The guide is designed to be "user friendly." Curriculum standards within each content area are presented in a chart format, which includes:

- the grade and standard,
- an analysis of the access issues related to performance of the standard,
- suggestions for AT solutions,
- sample IEP goals.

The chart example *(Fig. 2)* helps to illustrate the basic format of the manual.

Key Words

This guide is designed around the use of a chart.

The AT solutions on the chart use ***key words***.

The reader is directed to find the ***key word*** in ***Appendix A*** for the following information:

- a description of what it is, including an illustrated example
- suggestions for how you can make it, if possible
- information on how to buy it, including costs and vendor sources.

In some cases the solutions listed on the chart are inclusive of a variety of choices a teacher could make for a student. The choice made will depend on the type and severity of the disability which presents as an academic barrier. For example, the student who has mild fine motor difficulties may only need a pencil grip to access writing tasks. A student who has a severe motor disability may require computer access for writing. Sample solutions must be selected with the individual student in mind.

A multi-disciplinary approach is needed when a student has multiple or severe disabilities, including consultation by the speech-language pathologist for a nonverbal student and an occupational or physical therapist for a student with motoric needs.

the grade

18 GRADE 7 · READING AT Solutions Chart

the standard

VOCABULARY AND CONCEPT DEVELOPMENT: Identify Idioms, Analogies, Metaphors, and Similes In Prose and Poetry

SAMPLE TASKS:

The ability to understand and explain idioms, analogies, metaphors, and similes in prose or poetry selections emerges through multiple reading experiences and class discussions regarding the nuances of different literary expressions.

Access to this standard requires motor skills in order to handle and manipulate books and other reading materials, as well as speech skills in order to participate in class discussions regarding language expressions. Students with motor and/or speech disabilities will be challenged to perform this standard. AT solutions need to be directed toward physical barriers to the use of books and/or the oral speech barriers.

Students who have disabilities related to text processing may have difficulty distinguishing text features which signal examples of idioms, analogies, metaphors, and similes.

an analysis of the access issues related to performance of the standard

sample IEP goals

ACCESS ISSUE	AT SOLUTIONS: KEY WORDS	IEP GOALS
Motor	• Book holder • Page turner	Using a book holder and page-turner, S will verbally identify idioms, analogies, metaphors, and similes in prose and poetry with _____ % accuracy ___/___ times.
Speech	• Motor response	Using a pencil, S will write to identify idioms, analogies, metaphors, and similes in prose and poetry with _____ % accuracy ___/___ times.
Processing	• Webbing/writing organizers • Word (talking word) processing programs	Using audio/electronic text (specify), S will identify idioms, analogies, metaphors, and similes in prose and poetry with _____ % accuracy ___/___ times. Using audio/electronic text (specify), webbing/writing organizer (specify), and/or a word (talking word) processing program, S will identify idioms, analogies, metaphors, and similes in prose and poetry with _____ % accuracy ___/___ times.

the access issues

suggested AT solutions

the complete strand, substrand and standard

STRAND: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
SUBSTRAND: Vocabulary and Concept Development
STANDARD: 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.

Fig. 2 – Components of an AT Solutions Chart

Standard

Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

AT Solutions Goal

Using adapted/alternative writing implements, S will write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters with ___ % accuracy __/__ times.

Fig. 3 – IEP goals where multiple goal components are combined

About IEP Goals

IEP goals which incorporate AT as part of the general education curriculum have three important components:

- AT is written as a "tool" to perform the curriculum standard,
- the curriculum standard is used as the IEP goal,
- all goals conform to IDEA requirements for incremental and criteria based measurements.

The authors have written sample goals to help illustrate how AT might be incorporated into a typical IEP goal.

The general format is: *Using (AT solution), student will (curriculum standard) with ___% accuracy __/__ times.*

Example:

> *Using a talking word processing program and keyboard customized with narrative and expository text. S will participate in classroom activities and simulate oral reading by using selected passages with ___% accuracy __/__ times.*

In this example, a talking word processing program, a programmable keyboard and a VOCA are AT solutions to be used by a child with a motor impairment in order to perform this standard for "Reading Aloud with Grade Appropriate Fluency."

It is important to note that in some sample IEP goals, depending on the standard which is under consideration, multiple goal components are combined. This was done in the interest of editing space only. A teacher who is considering these goals should break the examples apart in order to have a goal which is measurable according to the multiple components (see *Fig. 3*).

In this example, there are four components: Uppercase letters, lowercase letters, form, spacing. The teacher who is writing this goal would need to separate uppercase and lowercase letter production into separate goals depending on the student's level of performance and couple each with form and then spacing. Examples include:

> *Using adapted/alternative writing implements, S will write uppercase letters of the alphabet independently, with correct letter form with ___ % accuracy __/__ times.*
>
> *Using adapted/alternative writing implements, S will write lowercase letters of the alphabet independently, with correct letter form with ___ % accuracy __/__ times.*
>
> *Using adapted/alternative writing implements, S will write uppercase letters of the alphabet independently, with proper spacing of the letters with ___ % accuracy __/__ times.*
>
> *Using adapted/alternative writing implements, S will write lowercase letters of the alphabet independently, with proper spacing of the letters with ___ % accuracy __/__ times.*

2. The AT Solutions sample goals do not have specific accuracy levels or frequency statements. It's recognized that this information must be supplied by the teacher for each individual student depending on the student's performance level. Teachers using these examples will need to customize and modify these aspects of goal writing to be student specific.

3. The sample goals will also need to be customized for each student in order to specify benchmark dates. For example, using the AT Solutions goal discussed above, the teacher would need to develop the annual date and measurements for completion of the goal, as well as the interim benchmark dates and measurements.

   An example of an overall annual goal written on 6-1-06 for completion by 6-1-07:

   > *By 6-1-07*
   > *Using adapted/alternative writing implements, S will write lowercase letters of the alphabet independently with proper spacing of the letters with 90% accuracy 4/5 times*

   An example of a first incremental goal:

   > *By 12-1-06*
   > *Using adapted/alternative writing implements, S will write lowercase letters of the alphabet independently with proper spacing of the letters with 50% accuracy 2/5 times*

An example of a second incremental goal:

> *By 3-1-07*
> *Using adapted/alternative writing implements, S will write lowercase letters of the alphabet independently with proper spacing of the letters with 75% accuracy 3/5 times*

4. Use of the AT solutions is not meant to be absolute for any one student with a particular type of disability. Instead, teachers should analyze the student's access needs relative to performance of a standard and apply the AT Solutions creatively in order to best meet the student's needs. Teachers using this guide should read it for the purpose of understanding the logic behind the AT solution suggestions.

5. Teachers will need to write IEP goals to conform to local school district requirements for writing IEPs. The goals are designed to be models for how AT can be integrated with curriculum standards as part of a student's Individualized Education Program.

STEP-BY-STEP HOW TO USE THIS GUIDE

- Identify curriculum standard student can not perform
- Identify the functional access barrier (speech; motor; processing) experienced by the student when trying to perform this standard
- Locate same or similar curriculum standard in this guide
- Match to student's access needs
- Customize suggested solutions to meet the individual student's needs
- Consult with other professionals as needed (*i.e.,* speech-language pathologist for nonverbal student; OT or PT for motor needs; vision and hearing specialist for vision and hearing needs)
- Modify suggested goals for incremental dates, accuracy and frequency according to individual student performance levels
- Use **Appendix A** for information about AT solutions (definitions, strategies, instructions for making or purchasing)
- Use **Appendix B** for vendor information
- Use **Appendix C** for additional web site information
- Use **Appendix D** for information from IDEA and NCLB.

Helpful Hints

HINT #1:
We recommend that you familiarize yourself with the key words at the beginning of **Appendix A** as the first orientation to the guide. These key words are used uniformly in the worksheets throughout the guide to refer to the various AT options which may be appropriate for performance of the curriculum standards. By starting with a review of these keywords the reader will have an idea of how **Appendix A** is related to the worksheets for AT solution suggestions.

HINT #2:
A frequent goal statement in the AT Solution guide reads as follows:

> *Using selection mode (specify) and display strategy and system (specify). . .*

These AT solution key words are linked together throughout the guide and explained in detail in Appendix A:

- selection mode
- display strategy
- display system

When these solutions are suggested, the following information will be helpful:

1. Determine the student's best selection mode for the task. (Information in Appendix A fully describes the various selection modes as yes-no; pointing; writing; or scanning.) Communication systems are built around objects, pictures, or printed words which a student selects to demonstrate knowledge for a particular task. The mode selected by the teacher will vary with the task and with the student's abilities.

2. Be specific about which selection mode the student will use for the task in the goal:

   Using selection mode (specify) . . .

   If the best selection mode for the student for the task is pointing, the goal would be written as:

   "Using pointing . . ."

3. Determine which display strategy and system will be used for the task. Be specific about which display strategy and system the student will use for the task in the goal which is developed for the student. (Information in Appendix A fully describes "display strategy" and "display system" (types).

   Display strategies are related to the number of items to be displayed and to how the items are arranged. Display systems are related to the various types of displays (Velcro; boards; eye gaze frames). The display strategy and system selected for any one student will vary depending on the task and the student's level of functioning.

   For example, if the task can be accomplished using pictures, and the student can discriminate given a choice of two, the goal (continued from above) would now be written as, *"Using pointing and two picture cards placed on a table, S will . . ."*

GETTING TO WORK

The next 250 pages are Assistive Technology worksheets. They are the nerve center of this guide.

As you move through this part of the guide, you may want to refer back to this introduction frequently until the use of the worksheets becomes clear.

Again, one of the greatest gifts you can give a student with a disability is access to independence in his classroom relative to his capabilities. *Using Assistive Technology to Meet Literacy Standards* will help you realize this goal for all of your students and to achieve AT compliance under IDEA.

CHAPTER

2

Curriculum Focus:

READING

GRADES 7–12

WORD ANALYSIS, FLUENCY AND SYSTEMIC VOCABULARY DEVELOPMENT	GRADES
Vocabulary and Concept Development	7–12

READING COMPREHENSION	
Structural Features of Informational Materials	7–12
Comprehension and Analysis of Grade-Level-Appropriate Text	7–12
Expository Critique	7–12

LITERARY RESPONSE AND ANALYSIS	
Structural Features of Literature	7–12
Narrative Analysis of Grade-Level-Appropriate Text	7–12
Literary Criticism	7–12

GRADE 7

Curriculum Focus:

READING

GRADE 7

WORD ANALYSIS, FLUENCY AND SYSTEMIC VOCABULARY DEVELOPMENT — **PAGES**

Vocabulary and Concept Development 18–20

READING COMPREHENSION

Structural Features of Informational Materials 21–23
Comprehension and Analysis of Grade-Level-Appropriate Text 24–25
Expository Critique 26

LITERARY RESPONSE AND ANALYSIS

Structural Features of Literature 27
Narrative Analysis of Grade-Level-Appropriate Text 28–31
Literary Criticism 32–33

VOCABULARY AND CONCEPT DEVELOPMENT:
Identify Idioms, Analogies, Metaphors, and Similes In Prose and Poetry

SAMPLE TASKS:

The ability to understand and explain idioms, analogies, metaphors, and similes in prose or poetry selections emerges through multiple reading experiences and class discussions regarding the nuances of different literary expressions.

Access to this standard requires motor skills in order to handle and manipulate books and other reading materials, as well as speech skills in order to participate in class discussions regarding language expressions. Students with motor and/or speech disabilities will be challenged to perform this standard. AT solutions need to be directed toward physical barriers to the use of books and/or the oral speech barriers.

Students who have disabilities related to text processing may have difficulty distinguishing text features which signal examples of idioms, analogies, metaphors, and similes.

ACCESS ISSUE	AT SOLUTIONS: KEY WORDS	IEP GOALS
Motor	• Book holder • Page turner	Using a book holder and page-turner, S will verbally identify idioms, analogies, metaphors, and similes in prose and poetry with _____ % accuracy ___/___ times.
Speech	• Motor response	Using a pencil, S will write to identify idioms, analogies, metaphors, and similes in prose and poetry with _____ % accuracy ___/___ times.
Processing	• Webbing/writing organizers • Word (talking word) processing programs	Using audio/electronic text (specify), S will identify idioms, analogies, metaphors, and similes in prose and poetry with _____ % accuracy ___/___ times. Using audio/electronic text (specify), webbing/writing organizer (specify), and/or a word (talking word) processing program, S will identify idioms, analogies, metaphors, and similes in prose and poetry with _____ % accuracy ___/___ times.

STRAND: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
SUBSTRAND: Vocabulary and Concept Development
STANDARD: 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.

VOCABULARY AND CONCEPT DEVELOPMENT:
Use Knowledge of Roots and Affixes to Understand Content-Area Vocabulary

SAMPLE TASKS:

A typical task for this standard would involve use of a dictionary to analyze and apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

A student needs to be able to read and to manipulate dictionaries and other reference materials in order to independently explore vocabulary meanings and concepts. If a student is unable to use a standard dictionary because of a motor and/or processing disability, various text alternatives (including dictionaries in electronic formats with or without text-to-speech options) offer solutions to the performance of this reading task.

ACCESS ISSUE	AT SOLUTIONS: KEY WORDS	IEP GOALS
Motor	• Book holder • Page turner	Using book holder, page-turner and standard dictionary, S will read and understand content-area vocabulary using roots and affixes derived from Greek, Latin, and Anglo-Saxon languages with ___ % accuracy ___/___ times.
	• Dictionary/Thesaurus (software) • Keyboard/keyguard • Mouse alternatives	Using a selection mode (specify) and word processing program (with dictionary and thesaurus), keyboard (specify), and/or mouse (specify), S will read and understand word origins, derivations, synonyms, antonyms, and idioms with ___ % accuracy ___/___ times.
Processing	• Dictionary/Thesaurus (electronic)	Using an electronic dictionary, S will read and understand content-area vocabulary using roots and affixes derived from Greek, Latin, and Anglo-Saxon languages with ___ % accuracy ___/___ times.

STRAND 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
SUBSTRAND Vocabulary and Concept Development
STANDARD 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

VOCABULARY AND CONCEPT DEVELOPMENT:
Clarify Word Meanings with Use of Definition, Example, Restatement, or Contrast

SAMPLE TASKS:

The ability to clarify word meanings through the use of definition, example, restatement, or contrast emerges through multiple reading experiences and class discussions regarding nuances of word meanings.

Access to this standard requires motor skills in order to handle and manipulate books and pages of books, as well as speech skills in order to participate in class discussions regarding language usage in various contexts. Students with motor and/or speech disabilities will be challenged to perform this standard. AT solutions need to be directed toward physical barriers to the use of books and/or the oral speech barriers to clarification strategies.

ACCESS ISSUE	AT SOLUTIONS: KEY WORDS	IEP GOALS
Motor	• Speech	Using speech, S will verbally clarify word meanings through the use of definitions, examples, restatements or contrast with _____ % accuracy ___/___ times.
	• Selection mode • Dictionary/Thesaurus (software) • Keyboard/keyguard • Mouse alternatives	Using a selection mode (specify), dictionary software, keyboard (specify), and/or mouse (specify), S will clarify word meanings through the use of definitions, examples, restatements or contrast with _____ % accuracy ___/___ times.
Speech	• Motor response	Using a pencil, S will write to clarify word meanings through the use of definitions, examples, restatements or contrast with _____ % accuracy ___/___ times.
Speech/ Motor	• Adapted writing implements	Using an adapted writing implement, S will clarify word meanings through the use of definitions, examples, restatements or contrast with _____ % accuracy ___/___ times.
	• Typing Device	Using a typing device, S will clarify word meanings through the use of definitions, examples, restatements or contrast with _____ % accuracy ___/___ times.
	• Audio/electronic text with reading support software • Dictionary/Thesaurus (software) • Keyboard/keyguard • Mouse alternatives	Using audio/electronic text (specify), dictionary software, keyboard (specify), and/or mouse (specify), S will clarify word meanings through the use of definitions, examples, restatements or contrast with _____ % accuracy ___/___ times.
Processing	• Dictionary/Thesaurus (electronic)	Using an electronic dictionary, S will clarify word meanings through the use of definitions, examples, restatements or contrast with _____ % accuracy ___/___ times.