Learning Language through Adapted Literature
(Middle/High School)

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Jessie Moreau, M.Ed., NBCT
Gwinnett County Public Schools, Georgia
Jessie_Moreau@gwinnett.k12.ga.us

Financial Disclosure Statement

- I am an employee of Gwinnett County Public Schools and receive an annual salary from them as an Instructional Coach. I am not receiving any other compensation for this presentation.

- I am contracted by the Georgia Department of Education (GDOE) to adapt curricular materials. I am not receiving any compensation from them for this presentation.

- I have no relevant nonfinancial relationship(s) to disclose.

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Communication

Rule #1
All students must have a consistent way to communicate...
...receptively and expressively.

**Why Use Adapted Literature for Communication & Language Development?**

- Provides support to students through increased practice with AAC materials, devices, and other technology (IT & AT)
- Provides appropriate communication and language models for students
- Encourages interaction between students

**Why Use Adapted Literature for Communication & Language Development?**

- Increases comprehension of literature for students who read with little comprehension
- Motivates students to communicate
- Can provide insight into higher order thinking skills students may have
Why Use Adapted Literature for Communication & Language Development?

- Allows for shared reading experiences and communication attempts with non-disabled peers and family members
- Use of humor can elicit responses

Working on Speech articulation is a given for every story.

If students are functionally nonverbal:
All students need access to verbal output, via their own voice or the use of a voice output device.*

* Various terms used for voice output devices:
  - Augmentative and Alternative Communication (AAC) devices
  - Speech Generating Devices (SGD)
  - Voice Output Communication Aide (VOCA)

AAC Devices – Always visually include the message!

- Include print, pictures and/or tactileize AAC devices
- Repeated story line
- Questions/Answers
- Yes (Want) / No responses
IEP skills embedded into Adapted Literature that address speech & language objectives:
- Articulation
- Increase MLU
- Make consistent responses
- Identify pictures/symbols
- Answer “wh” questions
- Match to sample
- Answer Yes/No questions
- Ask relevant questions
- Describe objects/pictures
- Compare / Contrast
- Physical characteristics
- Recognition of body parts
- Utilize AAC for communication

How to Eat Fried Worms
(Thomas Rockwell)
- Counting to 15
- Adjectives/Adverbs
- Sequencing
- Choice making (preferences)
- Chapter summaries via repeated line variants
- Identification of variety of tastes (condiments)

How to Eat Fried Worms

• Tactilize Characters with variety of items,
e.g. buttons, ribbon, hair, freckles, clothing, physical traits
How to Eat Fried Worms

- Retell the story using sequenced overlays with story characters, settings, events

- Students can smell, taste, feel the various condiments that Billy used to eat his 15 worms.

- Place some condiments into small jewelry bags; Velcro® all condiments onto the printed, laminated picture

What did Billy put on his worm to eat it? (Can use match to sample)
- Use preprinted iconic text (symbols/words) for students to write descriptive sentences
- Work on matching small iconic text to larger sample

- Plastic basket Velcroed® onto picture; rubber worm in basket.
- Hole punched into laminated basket picture and strung through hole in bedroom window picture.
- Students pull dowel tied to string to raise worm up to window

- Shed door made of mini-popsicle sticks glued onto cardstock.
- Door opens/closes on cardstock strip “hinge” taped to shed picture

- Identify quotes
- Verb recognition & comprehension
- Emotions
- Animals
- Vocations
Because of Winn Dixie
- Refer to the text of the story to find character
- Compare & Contrast characters
- Make prediction to what happens next or refer to text

Because of Winn Dixie
- Write “Lists of Ten”
- Identify quotes from the story
- Character descriptions (adjectives, adverbs)

Because of Winn Dixie
- Categorize according to characters, setting, plot/event
- Group activity for several/many students
- Answer “wh” questions
- Refer to text from adapted story PowerPoint
Loop Comprehension Activity
- Ask/answer cross curricular questions on Loop Cards
- Can match tactile items on question and response
- Higher level comprehension activity
- Can work for any curricular area and/or grade level

Asking & Answering Loop Comprehension Questions Using Speech & AAC (Step by Step)

Who has Miss Franny Block?
*I have Miss Franny Block!*

Who do you have?
*I have Winn Dixie!*

Who has Opal Buloni's dad?
*I have the Preacher!*

Who has the character with the dog bone?
*I do!*
Charlie and the Chocolate Factory
Roald Dahl

Questions & answers using story characters
Tactilized pictures provide additional context

Bridge to Terabithia
Katherine Paterson
Identifying characters, settings, events of story

Retelling the story using iconic text overlays with or without AAC device

Visually represent abstract concepts (loneliness/friendship)

Learn concepts by interactive tactilized pictures
- Leslie holds onto a rope and swings...
- Have students swing the character using the rope
- Swing across the creek picture with rock and bubble wrap
- Adding simple tactile items to aid comprehension
  - Adding cross and flowers to signify death/dying
  - Using bows to denote gifts
  - Wooden crowns for King/Queen of Terabithia

- Identifying the feelings/emotions of characters from story
  - Leslie is dead. Jess is very sad. He cries and cries. His best friend, Leslie, is gone forever.

- Choice making
- Comprehension of the story
- Compare & Contrast story elements through use of Venn diagram

Hatchet
(Gary Paulson)

Hatchet
A Small White Scar
K. A Nuzum

- Learn concepts by interactive tactilized pictures
  - Will wraps his rodeo shirt around it.
  - Small material pocket glued to shirt picture
  - Wrap student’s hand with material strip from inside pocket

Treasure Island
Robert L Stevenson
Treasure Island

- Tactilized pictures show comprehension of text
- Students can reenact story using same tactile materials as on characters

Treasure Island

- Sequencing events from the story
- First, next, last concepts

Loop Comprehension Activity

- Tactilize questions and answers
- Tactile materials match on questions & answers
- AAC devices alternate questions & answers with tactile
The Odyssey Revisited
- Cyclops with one eye & hairy chest
- King O with spear & coin belt
- Scylla with many eyes ready to eat ship that rotates to sink

- Adapted story slides using rhyming text
- Answering comprehension questions related to text

- Matching to sample
- Answering questions with voice, AAC, iconic text
The Odyssey Revisited

- Identifying the characteristics of characters (good/bad) from story

- Retelling the story using iconic text overlays with or without AAC device

Casey at the Bat
(Ernest Thayer)

- Use context clues to determine word meanings.
Romeo & Juliet
(William Shakespeare)

20,000 Leagues Under the Sea
(Jules Verne)

- Geography
- Adjectives/Adverbs
- Sequencing
- Choice making (preferences)
- Chapter summaries via repeated line variants
- Identification of variety of tastes (condiments)
The Hobbit
J.R.R. Tolkien

- Retell the story using sequenced overlays with story characters, settings, events
- Answering comprehension questions

The Red Badge of Courage
Stephen Crane
Dracula
Bram Stoker

Animal Farm
George Orwell

To Kill a Mockingbird
Harper Lee
Resources

The electronic resources listed on the slides below all have free components. Each site has literature that has either been adapted or is accessible with voice output and some even allow for switch access.

Disclaimer -- No claims are being made in any regard by Jessie Moreau for any of the websites listed. I do not receive any compensation for sharing these websites. Use at your own risk.