



## **Conveying a Clear Message| English Language Arts Strategies for Students with significant Cognitive Disabilities**

### **What is the video about?**

In this self-contained high school classroom, a teacher supports her student in being persistent in her communication attempt. They use both the student's verbal abilities and her augmentative communication system to try and convey a clear message. Importantly, the student is clear in saying "no" when the teacher's efforts to help do not result in the desired message. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

### **What is the primary area of ELA instruction addressed in this video?**

Language

### **What others areas of ELA instruction that are also addressed in this video?**

Speaking/Listening

### **Does the video include a student who uses AAC?**

Yes

### **Does the video include any examples of an adult modeling the use of AAC?**

Yes

### **Which best describes the context for the instruction?**

Self-contained setting

# Iowa Comprehensive Literacy Modules



**The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?**

Physical Disabilities; Communication Impairments

**What are the primary Essential Elements that are linked to the video?**

EE.L.9-10.3 Use language to achieve desired outcomes when communicating..

**What additional Essential Elements can be linked to the video?**

EE.SL.9-10.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

**What other grade level Essential Elements can this teaching strategy be used?**

- EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.
- EE.SL.K.3 Ask for help when needed.
- EE.SL.K.1.a Participate in conversations with others. Participate in multiple-turn communication exchanges with support from adults
- EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.
- EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
- EE.SL.1.1.a Participate in conversations with adults. Engage in multiple-turn exchanges with supportive adults.
- EE.SL.1.1.b Participate in conversations with adults. Build on comments or topics initiated by an adult.
- EE.SL.1.6 With guidance and support, provide more information to clarify ideas, thoughts, and feelings.
- EE.L.1.4.a Demonstrate emerging knowledge of word meanings. Demonstrate understanding of words used in every day routines.
- EE.L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
- EE.SL.2.1.a Participate in conversations with adults and peers. Engage in multiple-turn exchanges with peers with support from an adult.
- EE.SL.2.6 Combine words when communicating to provide clarification.
- EE.L.2.3.a Use language to achieve desired outcomes when communicating. Use symbolic language when communicating.



- EE.L.2.4.a Demonstrate knowledge of word meanings. Demonstrate knowledge of new vocabulary drawn from reading and content areas.
- EE.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.
- EE.SL.3.1.d Engage in collaborative discussions. Express ideas clearly.
- EE.SL.3.6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.
- EE.L.3.3.a Use language to achieve desired outcomes when communicating. Use language to make simple requests, comment, or share information.
- EE.L.4.3.c Use language to achieve desired outcomes when communicating. Communicate effectively with peers and adults.
- EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.
- EE.L.5.3.a Use language to achieve desired meaning when communicating. Communicate using complete sentences when asked.
- EE.L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.
- EE.L.6.3.a Use language to achieve desired outcomes when communicating. Vary use of language when the listener or reader does not understand the initial attempt.
- EE.L.6.4.c Demonstrate knowledge of word meanings. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating
- EE.SL.7.6 Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.
- EE.L.7.3.a Use language to achieve desired outcomes when communicating. Use precise language as required to achieve desired meaning.
- EE.L.7.4.c Demonstrate knowledge of word meanings. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- EE.SL.8.6 Adapt communication to a variety of contexts and tasks.
- EE.L.8.3 Use language to achieve desired outcomes when communicating.
- EE.L.8.4.c Demonstrate knowledge of word meanings. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- EE.SL.11-12.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.
- EE.L.11-12.3 Use language to achieve desired outcomes when communicating.

# Iowa Comprehensive Literacy Modules



**What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?**

- Speaking and Listening
- DLM Core Vocabulary and Communication

**What other resources could we link to this video that would help teachers learn more about the instruction?**

Project Core: <http://www.project-core.com/>