



Using a Communication Device to Participate in a Small Group Discussion: Part 2 | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this inclusive upper elementary classroom, a student uses the text-to-speech option on his voice output communication device to share a story he wrote with his peers. The students listen and then offer compliments and suggestions to improve the story. 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?

Writing

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

Speaking and 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?

No

Which best describes the context for the instruction?

Inclusive Setting



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

Communication Impairments

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

EE.W.3.5 With guidance and support from adults and peers, revise own writing by adding more information.

What additional Essential Elements can be linked to the video?

EE.SL.3.1.a Engage in collaborative discussions. Engage in collaborative interactions about texts.

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

- EE.W.2.5 With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
- 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.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.SL.4.1.a Engage in collaborative discussions. Contribute ideas from prior knowledge of a text during discussions about the same text.
- EE.W.5.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.SL.5.1.d Engage in collaborative discussions. Make comments that contribute to the discussion and link to the remarks of others.
- EE.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.SL.6.1.b Engage in collaborative discussions. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
- EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.SL.7.1.b Engage in collaborative discussions. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
- EE.W.8.5 With guidance and support from adults and peers, plan before writing and revise own writing.



- EE.SL.8.1.b Engage in collaborative discussions. Follow simple rules and carry out assigned roles during discussions.
- EE.SL.8.1.c Engage in collaborative discussions. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.

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

- Writing: Text Types and Purposes
- Writing Information and Explanation Texts
- Writing: Getting Started with Narrative Writing
- Supporting Participation in Discussion

What other resources can be linked to the video to learn more about the instruction?

Tips for Using and Author's Chair for writing instruction:

<http://dwwlibrary.wested.org/media/tips-for-using-an-authors-chair-activity>