



Acknowledging Communication Attempts | English Language Arts Strategies for Students with significant Cognitive Disabilities

What is this video about?

In this inclusive upper elementary classroom, students are working on story elements and text-to-self connections. One of the students is learning to use his communication device to participate in the group lesson. The practice to note in this clip is how the teacher acknowledges the student's communication attempt. When students are learning to use their communication system, communication partners should attribute meaning to all communication attempts even when the intended meaning is uncertain and delivered at an inappropriate time. 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?

Speaking/Listening and Language

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

Reading Literature

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?

Inclusive setting



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.SL.5.1.d Engage in collaborative discussions. Make comments that contribute to the discussion and link to the remarks of others.

What additional Essential Elements can be linked to the video?

- EE.RL.5.10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.
- EE.RI.5.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

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

- EE.SL.K.1a Participate in conversations with others. Communicate directly with supportive adults or peers.
- EE.RL.K.10 With guidance and support, actively engage in shared reading. EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.

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

- CORE Vocabulary and Communication
- Universal Design for Learning
- Text Comprehension: Anchor Read Apply
- DRTA and Other Approaches to Text Comprehension
- Generating Purposes for Reading
- Speaking and Listening



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

- Project Core Website <http://www.project-core.com/>
- Edmonton Regional Learning Consortium: The Art of Attributing Meaning to Student Attempts <http://www.engagingalllearners.ca/ip/conversation-with-caroline-musselwhite/index.php>