

# Emergent GENERATIVE Writing

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## Emergent Writing / Conventional Writing

- **Emergent Writing**
  - Using symbols, words, and drawings to write
  - Scribbling with the alphabet
  - Practicing forms of writing: notes, poems, signs
  - Learning the **function** as well as the **form** of expressing the self through print

## Using AAC is More Like Early Writing Than Early Speech

- Writers require us to translate our thoughts into a visual symbol
- Writing is expressive communication for those who cannot speak
- Writing removes the real-time demands of communication

*Erin Sheldon, 2016*

## THE PLIGHT OF THE STRUGGLING WRITER: IT'S A JUGGLING ACT! (HANSER, 1998)



### Important Concepts of Emergent Writing

(Hanser, 2010)

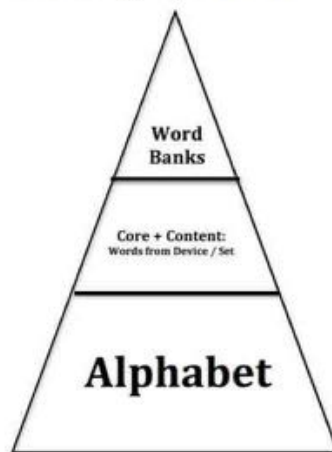
- Squiggles can be “read” - not the picture
- Squiggles have a purpose
- Squiggles are for sharing information and ideas
- You can express what is inside your head
- Something happens when you write
- Concept of a pencil - what it is and how it works
- People write for LOTS of different reasons
- It's More than Letter Identification

### Important Concepts of Emergent Writing

(Hanser, 2010)

- Concept of the alphabet
- Concept of a letter
- Concept that squiggles can be put in many different orders
- Squiggles have names
- Squiggles make sounds
- Alphabetic principle-Each squiggle has a name and a sound

### Writing Pyramid



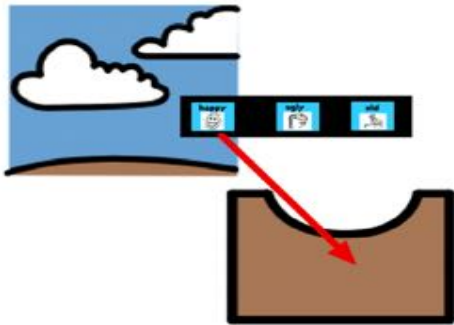
Dr. Caroline Ramsey Musselwhite  
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Try to avoid  
**temporary** language!

here today gone tomorrow



**Avoid . . .**  
**'words from heaven!'**



## Core + Content Vocabulary

- ♦ CORE vocabulary
  - Most common words
  - Permits talking about any topic
  - Stored together rather than by theme
- ♦ CONTENT vocabulary
  - Other words that fit into broad themes

## The Power of 26 !

*Using the alphabet is the one way that students can express **ANYTHING** they want!*

## Writing Pyramid

### Positive

Expanding vocab  
 Quick  
 Independent once you have word bank  
 Looks good on the wall!

Bigger choice of words  
 Same words for speaking & writing  
 Better motor automaticity

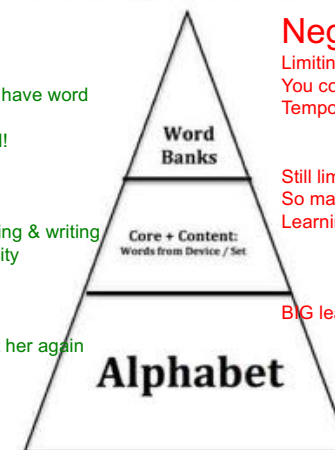
Say what you want  
 No one can ever doubt her again

### Negative

Limiting vocab  
 You construct their meaning  
 Temporary

Still limited their choice  
 So many to choose from  
 Learning curve is big

BIG learning curve



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## Pinterest: Accessing the Alphabet



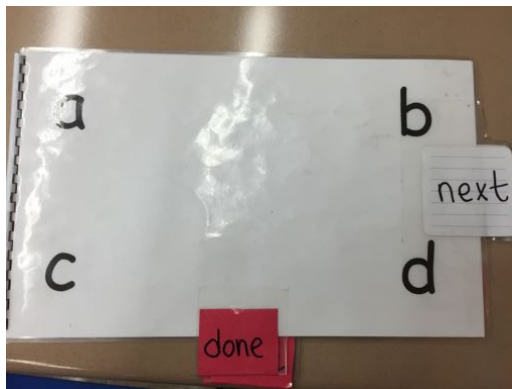
Caroline Musselwhite

## The PRINT Alphabet Flip Chart

- What is it?
- Who can write with this pencil?
- How does it work?



## AlphaBook



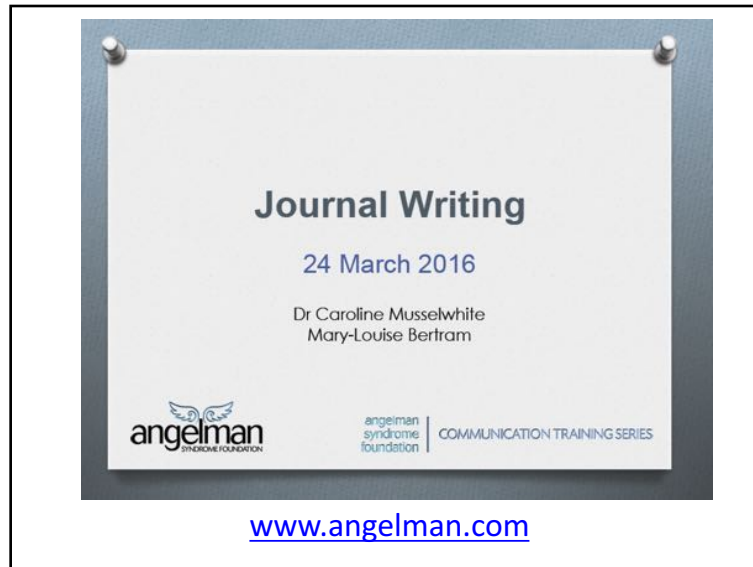
Developed by Kevin Arnold, SpEd teacher, District 75, NYC

## Form and Function in Writing

- **Form:** how writing looks and is created
- **Function:** the purposes of writing
- Form follows function in language development
- For students with significant disabilities focus is often on form due to motor difficulties
- A primary focus on form may interfere with the development of understanding of function
- Pick a pencil that has the least brainpower going to form.

Gretchen Hanser

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### Scribbling: Before / During / After

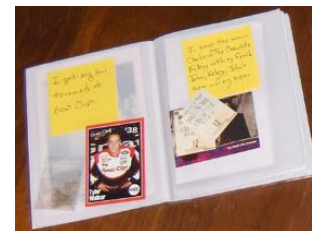
- **BEFORE:** Set a **purpose** for scribbling, model, and talk about the topic using their AAC
- 
- **DURING:** Give **reinforcement feedback**
- **AFTER:** Give **informative feedback**
  - Scaffolds learning
  - Helps students make connections to meaning

### Scribbling: Before

- **Set a PURPOSE for scribbling**
  - Supports student in **topic-setting**
  - Gives us a **context** to make guesses about possible meaning
- **MODEL Writing**
  - Shows students what to do
  - This is part of the 'teaching'

### A Tip From Home: Remnant Books Picking Personally Meaningful Topics

(Download Remnant Book Handout from CLDS Website)



From Jake & Elaine Palmer  
North Carolina



## Using Photos as Topic Ideas

- Light tech
- Talking Photo Album
- PowerPoint
- iPad apps SonicPics



SonicPics\* PhotoPad\* Click n Talk Pictello

## Sample Goal: Topic Setting

Given daily opportunities to write about self-selected, personally meaningful topics using the appropriate assistive technologies, the student will independently choose a topic from his home/school log, photo journal, or other source on 4 out of 5 days with decreasing levels of prompting.

From: Center for Literacy & Disability Studies website / Deaf Blind Resources

## Scribbling: During

- **DURING:** Give **reinforcement feedback**
  - Helps students keep going
  - Helps students produce enough text for feedback
  - Be sparing!!!
  - We want to reduce prompt-dependency!!!

## Scribbling: After

- **AFTER:** Give **informative feedback**
  - Scaffolds learning
  - Helps students make connections to meaning
  - This is the 2<sup>nd</sup> component of teaching!

### Supporting Beginning “Scribblers”

- **PLAN A: Attribute Meaning to Student’s Attempts**
  - We do this **naturally** for typically developing children
  - Gives **meaning** to students’ random attempts to build their cognitive understanding of actions.
  - Not always as natural for children with significant disabilities. Focus may be on extinguishing the external behavior.
- **Make links between writing & student experiences**

*Adapted from Gretchen Hanser*

## Video Feedback: Make It Informative and Strategic (And FUN!)

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**Erin Sheldon, M.A.**

### WHAT IS Video Feedback??

- Video feedback means making a short video that combines showing student work and voice-over to give feedback about that work
- Partners point out features of student work using highlighting, arrows, etc.
- Partners may also add to student work, such as writing or typing in messages

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### Supporting Beginning “Scribblers”

- **PLAN B: Make Connections to What Students Know**
  - Pick a letter and we’ll clap and chant it
  - Let’s count how many \_\_\_\_’s you have
  - Pick a letter and let’s find it in the room
  - Pick a letter and we’ll find a name that starts with that letter
  - Pick a letter and we’ll find (food / animal, etc) that starts with it
- **Make links between writing & student experiences**

*Adapted from Gretchen Hanser*

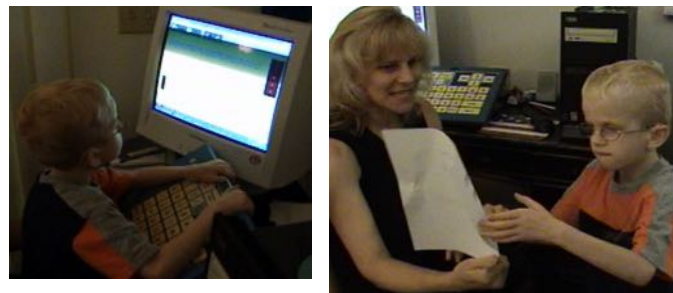
### “Stealing” Letters An After Support

- Student uses their remnant book to pick topic.
  - Topic: Going to the beach
- Student writes freely: aabbcuoiueufdsaitt
- Adult gives instructional feedback
  - “You have written alot of letters! I can use some of them to write a word about beach. I’m going to steal some!!!”
  - “I can use these letters to write the word “sand.” There is sand at the beach. I like to walk on the sand.”
- Partner models writing the word with the student’s pencil.

DO NOT correct the student’s attempts.

DO NOT have the copy your model.

### Matthew’s Door Into Literacy... Through Writing



See: Center for Literacy and Disability Studies  
Deaf-Blind Model Classroom  
- Jake’s Story    - Matthew’s Story

### What is **NOT** Standards-Based or Evidence-Based?



Slide from Dr. Janet Sturm, DJI Webinar, 11-10-16

### Doggie Bags!

- handout
- website



<https://tinyurl.com/EmergentLit>

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WIKI