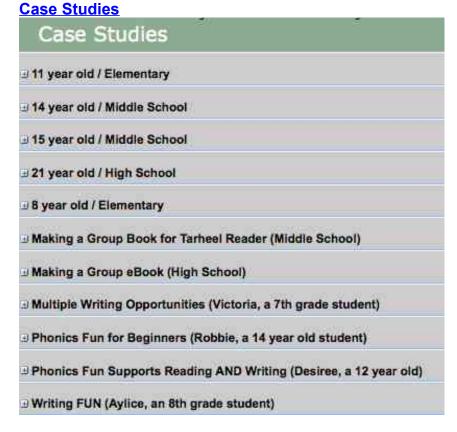
Musselwhite's Guided Tour

Significant Disabilities Access Guide: State of LA DOE

WHAT:

Kudos to Nanette Olivier for pulling together Louisiana teachers and therapists plus literacy consultants to develop a guide to accessing literacy for students with significant disabilities. This Guided Tour highlights my favorite components of this website.

CASE EXAMPLES: On the left toolbar of the Home Page, you can link to Case Studies. These case studies were written by teachers & therapists, plus several by Dr. Caroline Ramsey Musselwhite. The direct link is below:



QUALITY INDICATORS FOR LITERACY ACCESS (Significant Disabilities): This draft set of quality indicators includes 7 areas:

- Assessment
 Literacy in the IEP
 Literacy Instruction
- Evaluation of Effectiveness
 Administrative support
 Professional development,
 Resources.
- A draft version of an implementation matrix is also available Find the link to the quality indicators for literacy below:
 Quality Indicators for Literacy (Significant Disabilities)

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LITERACY WEBINARS: A series of free webinars is available. Topics range from literacy assessment to use of alternate pencils. Webinars are presented by:

- Dr. Gretchen Hanser
- Dr. Caroline Ramsey Musselwhite

Link to webinars: Webinar Links

Dr. Vicky Roy

Webinars	
■ Adam's Model of Learning (Dr. Gretchen Hanser, June 2012)	
Alternate Pencil Strategies (Dr. Vicky Roy, 2010)	
Alternate Pencils: Measuring Progress (Dr. Vicky Roy, September 2012)	
An Overview of Literacy Development and Implications for Students with Significant Disabilities (Dr. Gretchen Hanser,	June 2012)
Augementative/Alternative Communication (AAC) (Penn State University)	
Cunningham's Whole-to-Part Model of Silent Reading Comprehension (Dr. Vicky Roy, October 2012)	
Developmental Spelling: Linking Assessment and Intervention (Dr. Caroline Musselwhite, May 2012)	
Literacy Assessments	
Literacy Assessments: K-3 Guidance for 2012-2013	
Literacy in the IEP (Dr. Caroline Musselwhite, January 2011)	
■ Literacy Instruction - Predictable Chart Writing (Dr. Vicky Roy, September 2011)	

LITERACY ACTION STEP CHART, 2012-13: This chart was developed collaboratively by a team of teachers, therapists, and administrators, facilitated by Nanette Olivier & Caroline Musselwhite. Literacy Action Steps Count

Resources	Classroom Personnel	Literacy Specialists	Principals/Administrators
Linenger Footer (including communication profile & Biomocy experiences gamerary) Assistive Technology (AT) Eartiers	LITERACY FOLDER: Establishiconinually update a Literacy Folder for each student. Use this structure to open against and archive lifestacy assessments! progress information, writing, samples, video claps, assistive technology needs, communication profile (e.g., augmentative) alternative support needs), offin.	LITERACY FOLDER: Review Library Folders and provide feedback to teachers on qualitylclarity of information included: Link classmoon personnel with resources (e.g., specchilarguage pathologists, experienced teachers). Ensure that Folders from last year made it into the hands of current teachers, and that there is process to transfer Folders to subsequent teachershoots.	LITERACY FOLDER: Make public an expectation that each student with a significant disability has a Literacy Politer that is maintained scross the year. In the course of classification observation/supervision activities, verify that Literacy Folders have been established.
Access Suide Assistive Yachnology Repaires IAT Centers Speech Language Pathologies, AT Team Communication support with rose (Access Suide stantill Walkates search)	COMMUNICATION SUPPORTS: Elisure each student has an appropriate system for communicating (expressive & receptive) jurious all environments, purposes, activities, and partners-veryday, all day. Provider/podata needed augmentative and atternative communication (AAC) supports libigh and/or les fech. Decument reeds on IEP in detail. Provide organis middeling of the use of students AAC. Consider focusing Student Learning Targets in the area of communication.	COMMUNICATION SUPPORTS: Vait clearation and spend time communicating with each student. Share your exportence (successed & barriers) with cacheriteman at the effectiveness of the communication systems. Request last of students who needuce suggreentative and alternative communication (AAC) and share with appropriate personnet (e.g., precipals, local AT tearn, speechdangleage pathrologists to ensure support is provided.	COMMUNICATION SUPPORTS: At aneat of school year, ask teachers about student needs reliable to augmentative and alternative and are provided in a timely manner. During classroom observations, each the round to determine if: each student has a communication system. each student has an opportunity to communication system.
AM parent brochuse biparturiseitsader.ecg Adented Materials Checkles LEA AM Liston	ACCESSIBLE INSTRUCTIONAL MATERIALS (AIM): Document AIM needs on EP of each student with a print disability. Dotain AIM for students according to distributional procedure. E insure that each student with a print cleanability is grounded, AIM in a princy shadont.	ACCESSIBLE INSTRUCTIONAL MATERIALS (AMI): Help teachers to identify students AMI node and secure materials. Ask teachers for a list of students who need AMI, share list who others (e.g., principal, first book coordinator). Support trachers in sounciping those who can help with AMI (e.g., AT Center to professional development).	ACCESSIBLE INSTRUCTIONAL WATERNALS FAMILY AUTHORIST SAME At unear of school year, ensure that all AM digible schoenin have that all Committee and the school of the school and the school of the school and the school a