

## Slide 1: A Fly on the Wall: Observing and Sharing Examples of Supporting Students' Literacy Journeys

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## Slide 2: Objectives for You

- Identify three ways in which TVIs structured their lessons to promote students' literacy learning.
- Describe three strategies you will incorporate into your own teaching to promote students' literacy learning.
- List three literacy-based activities you can share with other educational team members, including family members, to assist your students in generalizing literacy learning at school, at home, and in the community.

## Slide 3: Project SLATE

- *Project SLATE (Supporting Literacy Achievement and Teacher Effectiveness for Students Who are Blind or Visually Impaired)* was published in the 2005 by Cay Holbrook, Jo Ellen Croft, and Alan Koenig.
- Project SLATE included 24 teaching "examples of unscripted, real-time literacy lessons by accomplished teachers of students with visual impairments."
- Many university programs (and other organizations) have used Project SLATE videos in preservice and inservice training.

## Slide 4: The Phone Call from Cay

Image description: An old fashioned red rotary dial phone

## Slide 5: Izaiah

- Age: 18 years
- Diagnosis: Septo-Optic Dysplasia
- Placement: Classroom at a school for the deaf

"Izaiah's primary learning channel is tactile, and his primary literacy media is tactile symbols paired with braille and ASL. Izaiah is a student with a combined vision and hearing loss. The effects of the dual sensory loss create a barrier that significantly impacts his ability to access information. This

causes significant challenges with incidental learning and concept/skill development.”

## Slide 6: Izaiah’s Intervener

- “The Intervener's role is to bridge the gap and provide information missed due to the impact of Izaiah’s dual sensory loss; support learning concepts and skills, facilitate multimodal communication and language, and support establishing appropriate relationships with peers and educational staff.”
- [Learn more about interveners](#) from the National Center on Deafblindness.
- Learn more about hand-under-hand by reading [Talking the Language of the Hands to the Hands](#) by Barbara Miles.

## Slide 7: Izaiah’s IEP Goals

- Given a page of no less than 5 tactile/braille lines, Izaiah will trace and track from left to right across each symbol using both hands, moving from top to bottom of a page on 6 separate opportunities as evidenced by vision teacher made checklist and reported quarterly.
- Given a braille writer, Izaiah will use fingers in isolation to write no less than 10 rows of Braille dots (a row of dot 1, a row of dot 2 and so on) on 6 separate opportunities as evidenced by vision teacher made checklist and reported quarterly.

## Slide 8: Izaiah’s IEP Goals, continued

- Given 15 tactile texture/vocabulary words, Izaiah will match or sign the texture/vocabulary 10/15 textures as measured by teacher made data sheets. Data will be collected monthly and reported quarterly.



## Slide 9: Izaiah's Video

A video of Izaiah will be shown.

## Slide 10: Discussion Questions for Izaiah

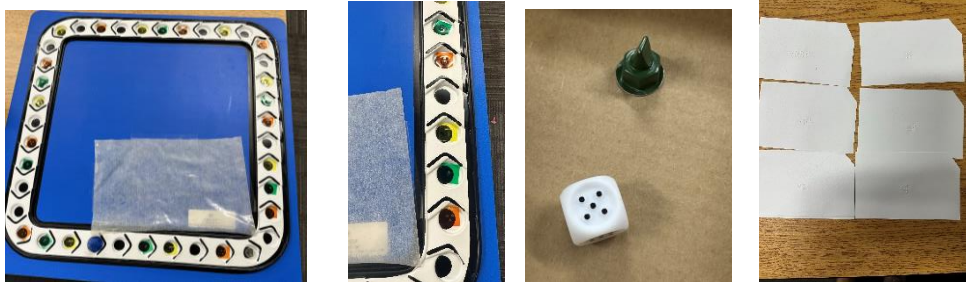
- Discussion Questions for Izaiah
- Share your thoughts about the way in which materials were used during the lesson.
- Think about Izaiah's hands and the hands of Amy (TVI) and Bailey (intervener). What did you observe?
- What would be some logical follow-up activities to this lesson? How would you build literacy into the activities?

## Slide 11: Conner

- Age: 15 years
- Diagnosis: Retinopathy of prematurity, some light perception
- Placement: specialized classroom (self-contained)
- Connor has an IEP goal to read and write dot 4-5-6 contractions.
- Practice sentences from [Actual Tactual's Unified English Braille \(UEB\) Practice Sentences](#) are used with Conner.

## Slide 12: Creating the Game for Conner

Karen created the game using the [APH Game Kit](#) and [Peel-n-Feel Stickers](#). She had envelopes with each set of contractions. The symbol on the front of the envelope corresponded to the symbol on the game board.



## Slide 13: Conner Video

A video of Conner will be shown.

## Slide 14: Discussion Questions for Conner

- How did Karen (TVI) introduce the game to Conner? What worked well? What might she have done differently?
- How did Karen address Conner's off task behavior?
- How could peers be incorporated into the lesson?

- What would be some logical follow-up activities to this lesson? How would you build literacy into the activities?

## Slide 15: Anon

- 6<sup>th</sup> grader
- Diagnosis: Optic nerve hypoplasia and nystagmus
- Placement: General education classroom with paraprofessional support and 1 period of resource daily

“[Anon] is a braille reader. However, she is able to visually locate large stationary objects such as furniture, can visually locate openings in hallways and doors/windows, can identify familiar adults from 2-3 feet away, and on occasion can read large high contrast environmental print (3+ inches in size).”

## Slide 16: Anon, continued

“Anon has been learning the UEB contracted Braille Code since Kindergarten. At the end of last year she was reading all contracted materials at a 1st/2nd grade level at a rate of 4-6 WPM. She demonstrates difficulty blending and segmenting words longer than 4-5 letters both in contracted and uncontracted braille. Beginning in Fall of 2023 she demonstrated a loss of skills and was only able to recall 40% of the contractions she had been exposed to. Her current reading rate is less than 1-2 WPM. She is currently re-learning the contractions in hopes of increasing her speed and accuracy when reading. She prefers double spaced braille and reads more accurately with double spaced although she tried single spaced last school year.

Anon is very motivated to do things as independently as she can. She has a hard time remembering multiple steps in a sequence and remaining on task but is learning to use Voiceover on her iPad to independently prompt herself to complete portions of learning tasks. She enjoys taking her iPad home to work on touch typing and writing creative stories on the notes page.”

## Slide 17: Lesson Objectives for Anon

- Independently use screen reading software to locate notes page
- Navigate through a document to locate steps for completion with fading verbal prompting
- Use two hands together to complete fine motor tasks
- Complete steps of process in order

## Slide 18: Anon Video

A video of Anon will be shown.

## Slide 19: Discussion Questions for Anon

- Discuss the level and types of prompts Tori (TVI) provided to Anon as she completed the laundry.
- Discuss the use of the iPad for this lesson. Are there other literacy opportunities that can be infused into the laundry routine?
- How can Tori prepare Anon and her family so that Anon is successful doing her own laundry at home?

## Slide 20: Henrique

- 1<sup>st</sup> grader
- Totally blind

At the beginning of first grade:

“Henrique can track multiple lines of double spaced braille with speed and accuracy. He can tactually read 15/26 letters in the alphabet (a, b, c, e, g, I, k, l, n, o, s, w, x, y, z) with over 90% accuracy. He can read simple sentences with alphabetic word signs and some SNAP words. He is showing progress in learning to read his 1<sup>st</sup> grade SNAP words. Henrique can read 28/100 first grade word wall high frequency SNAP words (I, we, be, she, he, see, is, in, if, a , an, no, go, so, at, as, the, you, by, my , can, like, little, for, and, but, not, will). Henrique is reading at the approaching Level A reading level. Henrique has difficulty turning one page at a time with speed and consistency.”

## Slide 21: Peer Assisted Learning Strategies (PALS)

From the [Fuchs Research Group](#) website:

“PALS research employed multiple studies that incorporated randomized field trials, resulting in the highest standards of research-based evidence. The strategic efficacy of PALS has been studied and evaluated over the past 35 years through close collaboration with hundreds of teachers to ensure that PALS’ methods are feasible and effective in the classroom. With PALS, every student in the class is paired, and each pair consists of one student who is academically stronger than the other. PALS sessions vary from 20 to 45 minutes in duration 2 to 4 times a week. During these sessions, the students in a pair take turns as tutor and tutee while working on structured activities that introduce grade-relevant skills and hones in on the difficulties each pair of students may be experiencing. The pairing creates 10 to 15 instructional experiences in a given classroom. Each PALS manual provides you with all

the information you need to implement PALS in your classroom, including teacher-directed scripted lessons and student materials."

### Slide 22: Henrique's TVI Shares

"There are 4 parts to each lesson - phonics, sounding out with phonics pattern, sight words, small reading passage. I LOVE this curriculum for braille readers. I discovered it at one of the schools where I had a braille reader about 6 years ago. The school used it as a remedial reading program, but I just think it's great for braille readers. It really helps with fluency. It's obvious in the video we have a structure and routine with it... he's too funny!"

### Slide 23: Rocket Reading Lesson 46

LESSON 46		COACH SAYS:
<p>ee ea ing t r ing s ★ ea</p> <p>g ee w ea l ing w ck</p> <p>p ck ing ee r ★ s th ea</p> <p>ee r k ck ea l g s ★</p> <p>5 points 5 points</p>	<p>What sound?</p>	
<p>treats eat</p> <p>getting sweets</p> <p>tickets seats</p> <p>sleeping scream</p> <p>5 points 5 points</p>	<p>1. Sound it out.</p> <p>2. Read it fast.</p>	

Student Lesson 46 • 223

LESSON 46		COACH SAYS:
<p>good some of their about your our good who she</p> <p>see and be here by want some of make good</p> <p>what about about some of good and we do good</p> <p>go by now now their by now who wants see our</p> <p>by some of she has about come now what good</p> <p>5 points 5 points</p>	<p>Read the words.</p>	
<p><u>At the Movies</u></p> <p>The kids and Grandma will see a movie about a pig. Grandma and Meg get tickets for the movie. Pam and James get treats. Pam <b>buys</b> chips and James <b>buys</b> sweets. "Here are the tickets," says Grandma. "Let's go get some good seats." They sit in some soft seats. The kids watch the movie and eat the good treats. Grandma is sleeping!</p> <p>5 points 5 points 5 points 5 points 5 points 5 points</p>		<p>Read the story.</p> <p>buys</p>
<p>Go back to "Read the story."</p>		<p>rocket words</p>

### Slide 24: Henrique Video

A video of Henrique will be shown.

### Slide 25: Henrique Discussion Questions

- Share your thoughts about the structure of the lesson.
- How did Meghan (TVI) address the differences between braille rules and the targeted instruction of "ea"?

- What do you view of the pros and cons of using a program such as *Rocket Reading* with a braille reader?

## Slide 26: Maggie Video

A video of Maggie will be shown.

## Slide 27: Discussion Questions for Maggie

- Share your thoughts about the way in which materials were used during the lesson.
- How would you work with the kindergarten teacher and paraprofessional so that Maggie is prepared for and has access to the same learning opportunities as peers?
- What would be some logical follow-up activities to this lesson? How would you build literacy into the activities?

## Slide 28: Esther

- Middle School student with one resource period per day
- Diagnosis: Retinoblastoma

"[Esther] independently uses the built in screen reader on her Chromebook to access digital materials. She also uses a secondary device (her iPad) with QWERTY keyboard with VoiceOver to navigate her online classroom dashboard. She is able to use her dashboard to locate classes by subject and the assignments for each class. Given an assignment in digital format for auditory access, she independently edits, creates, and renames Google Docs and sends them to her teachers. Esther will request hardcopies of braille for longer readings. She continues to use a braille writer in math and will bring her work to the vision room to be interlined and is able to hand it back in to her teachers."

## Slide 29: Esther, continued

"She independently reads her assignments in single spaced contracted braille at an average rate of 30-40 words per minute depending on the complexity of the vocabulary for each subject. Esther is currently learning how to use the Mantis Q40 refreshable braille display with QWERTY keyboard in hopes of pairing that device with her iPad in the future so that she can have tactile and auditory access to her materials.

Esther attends class by herself and transitions between classes on her own. Esther has alarms set for 5 minutes prior to the end of class so that she can transition on her own without prompts/reminders."

## Slide 30: Objectives for Esther

- Recognize previously learned braille letters and symbols
- Use two hands together to complete fine motor tasks
- Complete steps of recipe in order
- Clean up space/put materials back independently

## Slide 31: Esther Video

A video of Esther will be shown.

## Slide 32: Discussion Questions for Esther

- Discuss the materials and pacing of the lesson.
- Discuss the level and types of prompts Tori (TVI) provided to Esther as she prepared her snack.
- How can Tori prepare Esther and her family so that Esther is successful in preparing snacks and meals at home?

## Slide 33: Logan

- 6<sup>th</sup> grader
- Diagnosis: optic nerve hypoplasia

“Math is the subject that Logan has so much resistance to. He’s very competitive, he gets very defensive and frustrated if he is wrong or has to be given instruction. We tell him he hasn’t even learned how to do this yet! His teacher and Katie (paraprofessional) and I have discussions with him about growth mindset, all kids get wrong answers and keep practicing, it’s all part of learning, etc.

He gets concepts, he is great at holding a lot of numbers in his head and doing calculations (sometimes I don’t know how he got there, but he comes up with the answer). But he spends so much energy trying to get out of math, it’s hard to get productive teaching time.”

## Slide 34: Logan’s Division Problems

- The first problem has been brailled for Logan.
- The second problem Logan brailles with guidance following the model.
- The third problem Logan teaches how to solve to Jessica (TVI) and Katie (paraprofessional).



$$\textcircled{1} \quad 6 \overline{)13}$$

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$$\textcircled{2} \quad 4 \overline{)124}$$

$$\begin{array}{r|l} 4 & 124 \\ \hline & 40 \\ \hline & 84 \\ & 84 \\ \hline & 0 \end{array} \quad \begin{array}{l} 10 \\ 21 \\ \hline 31 \end{array}$$

$$\textcircled{3} \quad 9 \overline{)585}$$

$$\begin{array}{r|l} 9 & 585 \\ \hline & 360 \\ \hline & 225 \\ & 180 \\ \hline & 45 \\ & 45 \\ \hline & 0 \end{array} \quad \begin{array}{l} 40 \\ 20 \\ 5 \\ \hline 65 \end{array}$$



## Slide 35: Logan Video

A video of Logan will be shown.

## Slide 36: Discussion Questions for Logan

- How did the structure of the lesson support Logan's learning of the new division method?
- Is there another approach or other materials that could be used during the lesson?
- How should Jessica (TVI) and Katie (paraprofessional) communicate the strategy Logan is now using to his classroom teacher?

## Slide 37: Lily

- 6<sup>th</sup> grader
- Diagnosis: optic nerve hypoplasia and autism

"Lily is an endearing, bright, kind, and humorous student.... Lily uses a combination of hearing and touch for learning and to obtain information about the world. Listening is a strength of Lily's, and it is her primary

learning channel. Lily demonstrates the ability to read and write using braille, but her rigid thinking patterns and protests...often interrupt the process making it too inefficient to be her primary learning media. Books and other learning materials should be presented in an auditory format with supplemental braille, tactile graphics, tactile models, and manipulatives. Lily benefits from a combination of low tech and high-tech tools. Lily benefits from clear expectations, routines, sensory breaks, wait time, praise for good work, and from those around her having high expectations for her.”

### Slide 38: Lily Video

A video of Lily will be shown.

### Slide 39: Discussion Questions for Lily

- How did the structure of the lesson support Lily’s learning?
- How did Ruthie (TVI) address Lily’s off task behavior?
- Is there another approach or other materials that could be used during the lesson?

### Slide 40: Video: Tactual Daily Schedule

A video of a student reviewing his tactual daily schedule with his TVI will be shown.

### Slide 41: Video: Planting Seeds and iPad Story Book

A video of a student planting seeds and reviewing the steps with an iPad story book will be shown.

### Slide 42: Video: After Today’s Session Are You Able To

- Identify three ways in which TVIs structured their lessons to promote students’ literacy learning?
- Describe three strategies you will incorporate into your own teaching to promote students’ literacy learning?
- List three literacy-based activities you can share with other educational team members, including family members, to assist your students in generalizing literacy learning at school, at home, and in the community?

### Slide 43: Video: Thank You

A collection of photos from Penny’s recent trip to Taiwan are shown.