

# MEville to WEville



## Overview



# Introductions



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Welcome to AbleNet!



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FL4SH Scanning Communicator	SuperTalker	BookWorm	Jelly Beamer
	Progressive Communicator	Literacy Tool	wireless switch



**THE WIZ**  
Need Activities?

Activities from THE WIZ are great ways to make the most of your AbleNet products.

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WHAT'S HAPPENING

**AbleNet's 2007 Holiday Buyer's Guide has arrived!**

With lower prices on some of our most popular items like the BookWorm and the Supertalker, you'll be sure to find something for your holiday gift list to bring

# Curriculum for Students with Low-Incidence Disabilities

- Currently using
- Successes
- Challenges
- Critical Features

# What is MEville to WEville?



**An Early Literacy and Communication Curriculum that incorporates reading, writing, speaking, listening and augmentative communication.**

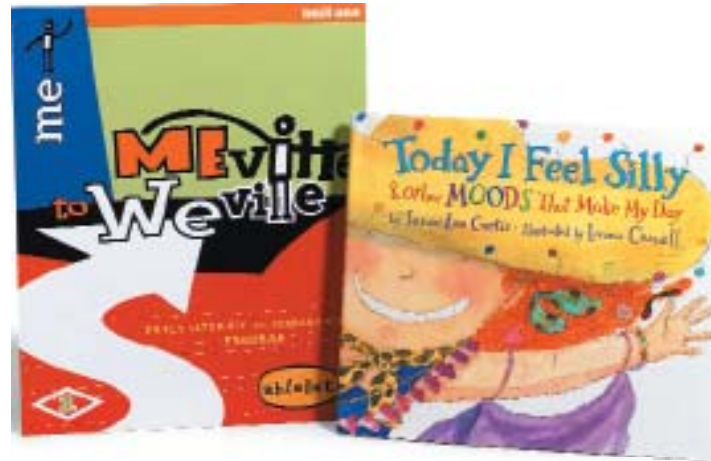
# Core Collection Includes

3 Curriculum Manuals

3 Literature Books



# Unit 1- Me



Three parts with language lessons: **individuality**

- Part 1 Who I Am
- Part 2 How I Feel
- Part 3 What I Like
- Today I Feel Silly written by Jamie Lee Curtis.

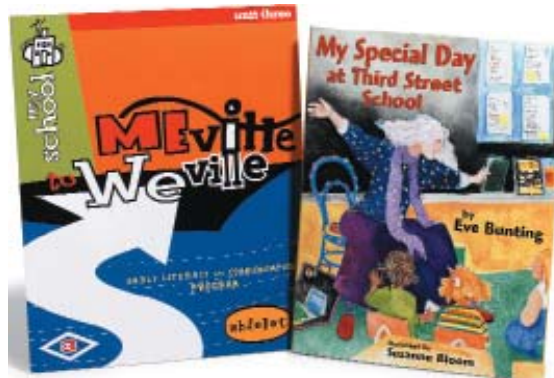
# Unit 2 - My Family



Three parts with language lessons: **building relationships**

- Part 1 Who Is My Family?
- Part 2 Things We Do
- Part 3 Living With My Family
  
- Families written by Ann Morris

# Unit 3 - My School



Three parts with language lessons: **cooperating with classmates**

Part 1 Who Is At My School?

Part 2 Being A Student

Part 3 What We Do

*My Special Day at Third Street School* written by Eve Bunting.

# Each Unit Includes

- **Explicit and Systematic Lessons**  
(75 lessons in 3 parts)
- **Extension Activities**  
(60 additional lessons)
- **Action Dictionary**
- **Assistive Technology Guide**
- **Data Collection Forms**
- **Reproducibles**





# Extended Lessons and Literacy Starters

MEville to WEville with Literacy Starters Program



Literacy Curriculum/Technology	Grade Levels	Skills Addressed
MEville to WEville Curriculum: Unit 1: All About ME Unit 2: My Family Unit 3: My School	K-5	Word identification Phonemic awareness Comprehension Fluency Building Background Knowledge Writing Receptive/Expressive Language
Extending MEville to WEville Unit 1	4-5	Increased engagement in reading, writing and communicating
Extending MEville to WEville Unit 2	4-5	Increased engagement in reading, writing and communicating
Extending MEville to WEville Unit 3	4-5	Increased engagement in reading and writing



# MEville Extended Lessons and Literacy Starters

- **MEville to WEville Extended with Literacy Starters Program**

The additional 3 units provide 135 lessons including:

- One set of Start-to-Finish Literacy Starters
- 3 Paperback books
- 3 Computer books on CD
- 3 Vocabulary card sets
- 45 Lessons mapped to the included Start-to-Finish content

# MEville Extended Lessons and Literacy Starters





# MEville Extended Lessons and Literacy Starters

The program originated based on the belief that students with significant disabilities can and deserve the opportunity to develop and generalize literacy skills that can be applied in novel contexts, on assessments and in everyday life. The curriculum provides the type of scaffolding necessary for students to achieve this goal.



K-2

MEville to WEville

This section displays the core components for the K-2 age group. At the top, three colorful book covers are shown: 'MEville to WEville' (green), 'MEville to WEville' (yellow), and 'MEville to WEville' (blue). Below these, a group of four smaller book covers is arranged: 'Today I Feel Silly' (purple), 'FAMILIES' (purple), 'My Special Day' (purple), and another book with a purple cover. A dotted orange line connects the top books to the bottom books.



3+

Extending components to be used with MEville to WEville

This section displays additional components for the 3+ age group. At the top, a single book cover is shown: 'MEville to WEville' (yellow). Below it, a group of five book covers is arranged: 'Families are Famous' (blue), 'Sign It' (blue), 'Memo ON, Brother! Not in This House' (red), and 'An Answer to Everything' (blue). A dotted orange line connects the top book to the bottom books.

# Elements Required for Literacy Learning Success...

- Vocabulary Development
- Print Concepts
- Oral Language
- Word Identification
- Phonological Awareness



# Content Lessons

- Learning New Words
- Vocabulary
- Word Wall Words
- Literacy
- Writing
- **EXTENSION ACTIVITIES**



# Repetition with Variety

To learn a skill and generalize it across contexts, instruction must provide repetition of the skill in a variety of ways.

Erickson, University of NC, 2006

# Planner p. 3

## Coordinated Instructional Sequence

Learning New Words	Vocabulary Activities	Word Wall Lessons	Literacy Lessons	Writing Lessons
Lesson #1 Pg. 6 Students learn about the word "me."	Activity #1 Pg. 14 Students share their ME boxes with each other. <b>Do Literacy Lesson #1 FIRST</b>	Lesson #1 Pg. 20 Students practice saying and writing each of the three word wall words.	Lesson #1 Pg. 24 Students create ME boxes.	Lesson #1 Pg. 30 Students make a class book entitled "Who."
Lesson #2 Pg. 7 Students learn about the word "boy."	Activity #2 Pg. 15 Students make a "boy" poster.	Lesson #2 Pg. 20 Students participate in a sentence completion activity.	Lesson #2 Pg. 25 Students take photos of each other and match photos to names.	Lesson #2 Pg. 31 Students create a book entitled, "This Is Me."
Lesson #3 Pg. 8 Students learn about the word "girl."	Activity #3 Pg. 16 Students make a "girl" poster.	Lesson #3 Pg. 20 Students participate in the Mind Reader activity.	Lesson #3 Pg. 26 Students make name signs.	Lesson #3 Pg. 32 Students create an individual book entitled, "My Birthday."
Lesson #4 Pgs. 9, 10 Students learn about the word "who."	Activity #4 Pg. 17 Students go on a scavenger hunt, looking for items on their list.	Lesson #4 Pg. 21 Students participate in a word wall word sensory writing activity.	Lesson #4 Pg. 27 Students make a "My Favorite Color" painting.	Lesson #4 Pg. 33 Students interview each other.
Lesson #5 Pg. 11 Students learn about the word "look."	Activity #5 Pg. 18 Students play Simon Says.	Lesson #5 Pg. 21 Students participate in Word Wall Word Bowling.	Lesson #5 Pg. 28 Students create a "me" poster.	Lesson #5 Pg. 33 Students make a class "I Can" classroom display.
Extension Activities Pg. 12	Extension Activities Pg. 18	Home Activity Pg. 22	Extension Activities Pg. 28	Extension Activities Pg. 34



### LESSON Planner

\* Select lessons/activities from each curriculum area to present every day. We recommend starting with the Learning New Words curriculum area (e.g. Students learn about the word "me") and continue with other lessons related to that vocabulary word (look across the grid for related lessons, all with the same #) before moving on to lessons focused on a new vocabulary word.



# Explicit & Systematic Approach

**LESSON #1**

**Teacher Note:** Parent Letter #1 needs to be sent home at least two days prior to this lesson.

**Students learn about the word "me."**

**MATERIALS:**

- "me" vocabulary card R#2, R#3
- special items students have brought from home
- chart paper
- markers
- pencils
- note cards
- container to draw cards from
- student photos
- All-Turn-It! spinner

R#1
R#2
R#3

**Game Directions Script**

"Ready for a game?"  
 "Here's a piece of paper."  
 "Write your name on it."  
 "Who wants to collect the papers?"  
 "Put the names in this box."  
 "Who wants to draw a name first?"  
 "Read the name."  
 "If that's your name say, 'That's me!'"  
 "You can mark a star on your name card."  
 "The person with the most stars wins!"

Students are introduced to the word "me."

- The teacher introduces the "me" vocabulary word. The teacher shows and reads the vocabulary card.
- The teacher leads the students in saying the word at least three to five times.
- The teacher points to himself/herself and encourages students to point to themselves.

Students play a name game to practice using the word "me."

**OPTION:** Program the script below into a step-by-step organizer. Use that then use the organizer to give directions and lead students in the game.

Students take turns sharing with the class something special about themselves.

- The teacher, or a student, reads game directions to the students. *(See Game Directions Script)*
- Students write their name on a note card. If your students will need the visual support of a photo in order to recognize their name, give the student their photo so that they can glue it next to their name. The name cards are put in a container or on the All-Turn-It! spinner.
- Students take turns selecting, or spinning for a name card.
- When a name is selected, the student selecting the name says, "Who is (name)?" The student belonging to that name says, "That's me!" That student draws a star on their name card.
- Play continues until every student has been called at least twice.
- The student with the most stars on their card at the end of the game wins.

**6** part one: Who I Am




# Action Dictionary



**say**


BIGmack® communicator

**Solution #1:** The student uses the BIGmack® communicator to say something to others.




**Teacher:** The teacher records a single message into a BIGmack communicator. A student may also select something to say from a choice of pictures/symbols, and that information may be recorded into the BIGmack communicator.

**Student:** The student activates the BIGmack communicator to say a single message.



LITTLE Step-by-Step communicator

**Solution #2:** The student uses the LITTLE Step-by-Step communicator to say a series of messages to others.



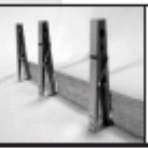
**Example Student Script:**  
 "Do you like what?"  
 "My favorite food is cheese." "I like it just!"  
 "I like all the juice."  
 "I was just in the mall."

**Teacher:** The teacher records a sequence of pieces of information into the LITTLE Step-by-Step communicator.

**Student:** The student activates the LITTLE Step-by-Step communicator multiple times to say a series of different things, such as giving others multiple pieces of information.

Display To of

**Solution #3:** The student selects and shows others a picture/symbol representing what he/she wants to say.



**Teacher:** The teacher gets a display tool and clips on picture/symbols representing various things that students may want to say (I'm hungry, I like that, I don't like that, I want to go with you). A display tool is created by gluing clothespins onto a strip of wooden trim.

**Student:** The student points to or groups a picture/symbol representing what he/she wants to say.

**Solution #4:** The student eye-gazes at a picture/symbol representing what he/she wants to say.


**Teacher:** The teacher uses a piece of photocopied to create an **eye gaze communication board**. The teacher puts picture/symbols, representing various things that students may want to say, on the eye gaze communication board.

**Student:** The student eye-gazes at the picture/symbol representing what he/she wants to say.

IDE: Use the symbol wedge if a symbol is not used in the symbol board.

**TIPS:**

- Whenever possible, use a voice output device with students who are nonverbal.
- Keep one or more BIGmack communicators with the "say" picture/symbol on them readily available at all times. Encourage staff and student helpers to pick them up and record appropriate things for students to say throughout the day, giving them maximum opportunities to verbally communicate. Some of these things may include: "I'm all finished," "I'd like more," and "Please help me."
- Encourage staff and peer helpers to respond to everything that a student says. When a student initiates a response, the student gets a better understanding of the power of having a voice.
- When students are out in the school or community, encourage staff to prepare voice output devices frequently, giving students opportunities to spontaneously chat with others.

**ACTION DICTIONARY**  128

- Differentiated Instruction
- 31 action verbs
- Action word **bolded** in lesson steps
- Access to literacy activities
- Template for other lessons

# Group Instruction for ALL!



EXTENSION ACTIVITIES



## LEARNING NEW WORDS

**ME:**

### DO THE HOKEY-POKEY!

The teacher leads students in a discussion about the different parts that make up "me." The teacher shows a picture/symbol for each major body part, and has students identify that part on their own body. The teacher places the pictures/symbols on the All-Turn-It<sup>®</sup> spinner and students take turns spinning for a body part. The student tells the other students the name of the body part spun. Students then sing the Hokey-Pokey, putting in and taking out of the circle the body part that was spun.

**BOY/GIRL:**

### MEETING CENTER-IN

Make a name card or name/picture card for each student. Put rough Velcro<sup>®</sup> on the back of each card. Put the cards in a student accessible place near the door that they enter through. Mount two pieces of different colored felt in the same area. Write the word BOY on one piece and the word GIRL on the other piece. Add a picture/symbol if necessary. When students come in, they pick up their name card and put it up on the appropriate sign.

**BOY/GIRL:**

### SINGING IN ROUNDS!

Make a BOY sign and a GIRL sign by writing each word on a piece of construction paper and mounting it to a wooden dowel or ruler. Lead the students in singing a popular song that's easy to sing in rounds, such as "Row, Row, Row Your Boat." When the song is ready to be sung again, show students the signs and explain that when they see the BOY sign only the boys should sing, and when they see the GIRL sign only the girls should sing, and when they see both signs that means both boys and girls should sing. Students follow the signs to sing along.

**WHO:**

### GO ON A PEOPLE FIND!

On note cards, write WHO questions about school staff members, such as: "Who do we go to if we're not feeling well?", "Who is the person that is in charge of the whole school?", "Who is the person who teaches us how to bounce a ball?" Students then take turns selecting and reading a WHO card. The students as a group identify who that person is. Students go find each person in the school and have him/her sign their card.

**LOOK:**

### JUNIOR DETECTIVE!

Take a walk outside. Give students a category of things to look for, such as animals, things that are yellow, things that move, etc. Students look for those things as they walk. When a student sees one of those things, he/she tells the class and points to the item. Students may also write down the things that they see.



# Let's Take a Closer Look . . .

Part 3: What I Like	DATE:																		
	to																		
	like																		
	what																		
	INITIALS:																		
	<b>Date</b>	<b>Student Level</b>	<b>Adaptations Used by the Student</b>											<b>Documentation Key</b>					
	_____	The student is exposed to the word within an activity.	_____ Voice output device to read words											N = No attempt made, passive/non-compliant					
	_____	The student attends to/responds to the word within an activity.	_____ Display tool, pictures/symbols to select a word											F = Completed the task with full physical prompt					
	_____	The student identifies the word by naming or selecting it.	_____ Eye gaze, pictures/symbols to select a word											P = Completed the task with partial prompting and/or assistance					
	_____	The student writes the word.	_____ Writing tools with adapted handles											I = Completed the task independently					
	_____	The student reads and writes the word.	_____ Adapted computer software to write											* = Other _____					
		(Specify the date the student level changes)																	

## Data Collection Forms

# Character Education



- Character Community icon
- Signals active meaningful engagement
- Invited and valued role
- Enhance engagement and self-esteem

22 Character Education, and Community Building Outcomes - Unit 1 ME

Outcomes	What Students Do	How Teachers Model and Reinforce
Students will further develop a sense of "Who I Am!"	<ul style="list-style-type: none"> <li>Share meaningful things about their life</li> <li>Talk about important people in their life</li> <li>Express interests and preferences</li> </ul>	<ul style="list-style-type: none"> <li>Use and have students sign their names as work</li> <li>"Our favorite things are an important part of 'who we are'. John, what's your favorite...?"</li> </ul>
Students will experience a sense of belonging.	<ul style="list-style-type: none"> <li>Reciprocal sharing</li> <li>Cooperative projects</li> <li>Take turns</li> </ul>	<ul style="list-style-type: none"> <li>"It is great when we can all work together. How did this (project) belong to all of us?"</li> </ul>
Students will learn to acknowledge and celebrate accomplishments, contributions, and differences.	<ul style="list-style-type: none"> <li>Clap for the winner or somebody who's accomplished something</li> <li>Celebrate similarities and differences in each other</li> </ul>	<ul style="list-style-type: none"> <li>Write ALL suggestions on chart paper or board</li> <li>"Thanks for sharing!"</li> <li>"Let's take a moment to celebrate our success!"</li> </ul>
Students will experience a valued role as they learn "What we do for each other is important!"	<ul style="list-style-type: none"> <li>Direct or lead the activity</li> <li>Help others and be helped by others</li> <li>Read and be read to</li> <li>Listen</li> </ul>	<ul style="list-style-type: none"> <li>"It really helps to have someone keep score."</li> <li>"Everyone here is important and needed to get this job done!"</li> <li>"You were a good listener when John told his story, which was sad!"</li> </ul>
Every student voice will be heard.	<ul style="list-style-type: none"> <li>Vote</li> <li>Make a personal, relevant choice</li> <li>Take turns</li> </ul>	<ul style="list-style-type: none"> <li>Ask all students for their input: "See, we haven't heard from you. What do you think about...?"</li> </ul>

Share how these outcomes have been addressed during Unit 1 ME.

\_\_\_\_\_ developed a sense of "Who I Am" by: \_\_\_\_\_

\_\_\_\_\_ experienced a sense of belonging by: \_\_\_\_\_

\_\_\_\_\_ acknowledged and celebrated accomplishments, contributions, and differences by: \_\_\_\_\_

\_\_\_\_\_ experienced a valued role by: \_\_\_\_\_

\_\_\_\_\_ experienced having his/her voice heard by: \_\_\_\_\_





# Reproducibles

- Designed with Boardmaker Symbols
- Included in the Program
- Download from Web
- Pass code in each Unit
  - unit1, unit2, unit3
  - MEville

**Introduction**

- ? What is the MEville to WDElle Supplemental Curriculum all about? ... ii
- ? How is MEville to WDElle organized? ... iii
- ? How do I get started using MEville to WDElle? ... iii
- ? How much teaching time will each lesson take? ... iii
- ? What will my students be learning when I use MEville to WDElle? ... iii
- ? How will I be able to include my students with severe disabilities? ... iv
- ? What assistive technology products are recommended for use in MEville to WDElle? ... v
- ? What support materials are included? ... vi
- ? Does MEville to WDElle provide data collection tools? ... viii
- ? Can I use MEville to WDElle to enhance character education and community building for my students? ... viii
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unit 1 me



# MEville to WEville Alignment to Florida's SSS Access Points



AbleNet's MEville to WEville™  
Literacy Program



Correlated to Florida's Reading & Language Arts Standards with Access Points

Florida Standards / Access Points	MEville to WEville™
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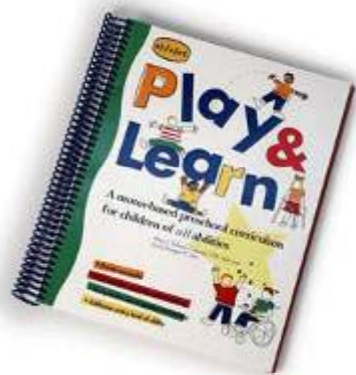
Grade 1 Reading Process	
<b>Concepts of Print:</b> The student demonstrates knowledge of the concept of print and how it is organized and read.	
<p>LA 1.1.1.1 - locates title, toc, author .....</p> <p><b>Access points</b></p> <ul style="list-style-type: none"> <li><b>Independent</b> – locate title of a book, identify print, match print to speech...</li> <li><b>Supported</b> – recognize sentences are made of words, identify familiar books, name 5 or more letters...</li> <li><b>Participatory</b> – attend to print, listen, recognize if book is upside down, respond to book cover</li> </ul>	<p><b>Teacher Materials:</b> Unit 1 pp 5 – 100 W parts 1 – 3 LNW parts 1- 3 Voc parts 1 – 3 Lit parts 1 – 3 WW parts 1 – 3</p> <p><b>Student Materials:</b> Unit 1 W-R# 18 – 46, 80 – 87, 105 – 119 LNW-R# 1-3, 48 – 54, 89-92 Voc – R# 4 – 8, 55 – 65, 91 – 96 Lit-R# 14-17, 70-79, 102-103 WW-R# 10 – 13, 67-69, 97-99</p>
<p>LA 1.1.1.2 – distinguish informational text...</p> <p><b>Access points</b></p> <ul style="list-style-type: none"> <li><b>Independent</b> – locate title of a book, identify print, match print to speech...</li> <li><b>Supported</b> – recognize sentences are made of words, identify familiar books, name 5 or more letters...</li> <li><b>Participatory</b> – attend to print, listen, recognize if book is upside down, respond to book cover</li> </ul>	<p><b>Teacher Materials:</b> Unit 1 pp 5 – 100 W parts 1 – 3 LNW parts 1- 3 Voc parts 1 – 3 Lit parts 1 – 3 WW parts 1 – 3</p> <p><b>Student Materials:</b> Unit 1 W-R# 18 – 46, 80 – 87, 105 – 119 LNW-R# 1-3, 48 – 54, 89-92 Voc – R# 4 – 8, 55 – 65, 91 – 96 Lit-R# 14-17, 70-79, 102-103 WW-R# 10 – 13, 67-69, 97-99</p>
<b>Phonemic Awareness:</b> The student demonstrates phonemic awareness	
<p>LA.1.1.3.1 – identify individual phonemes (sounds)...</p> <p><b>Access points</b></p> <ul style="list-style-type: none"> <li><b>Independent</b> – identify syllables, recognize &amp; produce words, recognize &amp; produce rhyming words...</li> <li><b>Supported</b> – segment auditory sentences into words, identify if sounds are the same...</li> <li><b>Participatory</b> – imitate sounds or rhythm in familiar songs, respond to spoken words...</li> </ul>	<p><b>Teacher Materials:</b> Unit 1 LNW parts 1- 3 WW parts 1 – 3</p> <p><b>Student Materials:</b> Unit 1 LNW-R# 1-3, 48 – 54, 89-92 WW-R# 10 – 13, 67-69, 97-99</p>



www.ablenetinc.com



# AbleNet K-12 Programs



MEville to WEville: Research

# What is the proof that MEville Works?



Lessons based on the understanding  
of the early literacy learning

- National Reading Panel
- National Reading Research Council Project
- Reading Difficulties in Young Children
- Rand Reading Comprehension Reports



# Evidenced-based Research

Research Study in Chapel Hill, N.C. in  
Spring 2004 lead by Dr. Erickson

2003 Fall - Pilot study to evaluate

23 children with moderate to severe disabilities

Analysis of findings posted on website

2004 Spring Large Scale Replication

2007 – Large Scale Replication (>100 students) Bay  
County, FL – Pending Publication



## 2004 Research

- The Assistive Technology Outcomes and Benefits Journal Vol 2, Issue 1.
- Toward Positive Literacy Outcomes for Students with Significant Developmental Disabilities by Erickson, et al, 2005.

<http://www.med.unc.edu/ahs/clds/resources.html>

<http://www.ablenetinc.com>

# Findings

- Teachers integrated MEville **across the school day**.
- Teachers spent more time addressing **communication and literacy**.
- Teachers focused on the **integration of assistive technology** across their school day rather than the creation of instructional activities.
- Teachers spent more time focused on meeting **individual child needs** and less time planning for the whole group.
- Related service providers were better able to **integrate their services** into the classroom.
- Increased opportunities for **parent-teacher interaction** and collaboration.

# Additional Findings

- Children initiated more communication and interaction during the program.
- Children developed stronger social relationships with their peers in special and general education.
- Children became more socially responsive.
- Some children made measurable progress as readers and writers.

# Parent Involvement

- Send Home Vocabulary
- Send Home Extensions
- Rehearse Plays, Songs with VOCA
- Photos
- Additional Literature
- Oral Vocabulary & Comprehension





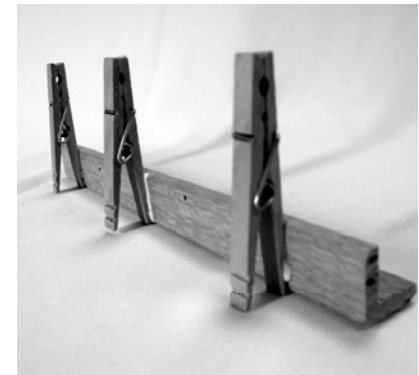
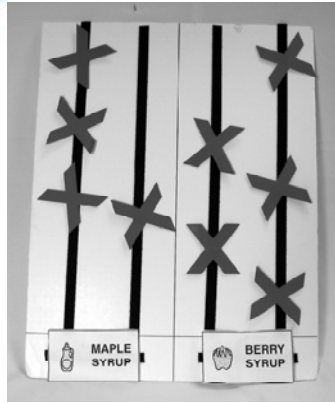
# *Students in Action- Video*

[www.ablenetinc.com](http://www.ablenetinc.com)





# Classroom-Ready Technology



# Successful Implementation

- Current Professional Development Model
- Successes
- Challenges

# Introducing:

## AbleNet's

# Student Achievement Program

for special education students

Research-Based  
Special Education  
Curriculum



Classroom-Ready  
Technology Tools



Ongoing Professional  
Development  
and District Support



Measurable  
Student Progress!

<http://www.ablenetinc.com/asap/index.html>

# Next Steps





# Thank You!





# Your AbleNet Contact



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