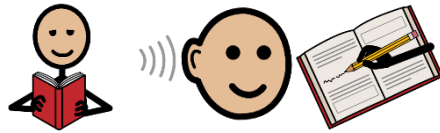


# THE GROVE EDUCATION CENTRE



PEDAGOGICAL AGREEMENTS

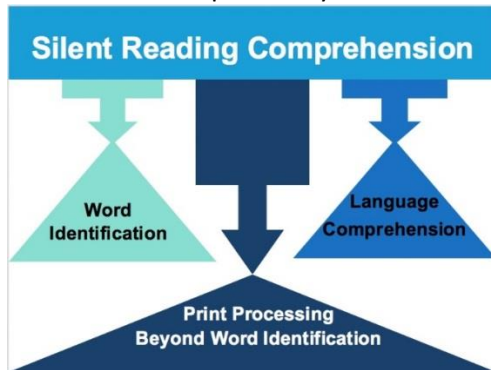
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### Conventional Literacy Assessment at The Grove

The Grove Education Centre uses a balanced approach to literacy teaching in all classrooms. At The Grove there are a mix of students who are emergent or conventional literacy learners.

The goal of all conventional literacy instruction is for students to read silently with comprehension and to write independently.



Cunningham's model of silent reading with comprehension tells us that there are three main skills involved in reading.

We use a Whole-to-Part Assessment model at The Grove. This model uses a reading inventory (Basic Reading Inventory by Jerry Johns) to determine which of the three skills is holding a student back from reading with comprehension at one grade level higher.

The skills are:

**Word identification** - students need to recognise words automatically but also have some decoding skills to figure out an unfamiliar word. The WTP assessment model assesses whether word identification is automatic or mediated.

**Print processing** – we use a range of print processing skills, like inner voice and eye movements when we read to enable us to make meaning from text

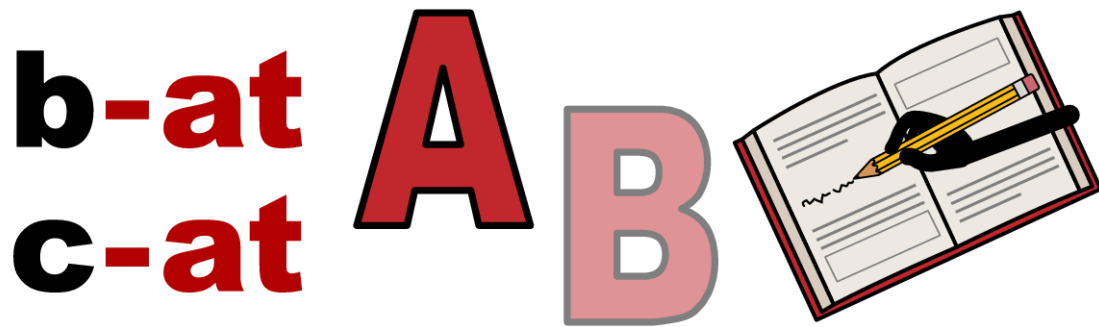
**Language comprehension** – to read with comprehension requires language  
In the WTP assessment, we assess word identification, reading comprehension and listening comprehension.

Assessing word identification is the most obvious – we know that if a student struggles in this area that this is the area in the model above that needs more work. This equates to the working with words block in our conventional literacy teaching.

Assessing listening comprehension enables us to determine which grade level passages a student is able to understand. If they struggle to understand them when we read to them then we know that language is the area in the model above that needs more work. This equates to guided reading in our conventional literacy teaching.

Assessing reading comprehension enables us to determine which grade level passages a student is able to read with comprehension. If they are unable to read it for themselves, but can understand the same passage when we read it aloud to them, then we know that print processing is the area in the model above that needs more work. This equates to self-selected reading in our conventional literacy teaching.

Finally, we use the Developmental Writing Scale (Sturm et al 2012) to assess a students' progress in writing.



### **Emergent Literacy Assessment at The Grove**

The Grove Education Centre uses a balanced approach to literacy teaching in all classrooms. At The Grove there are a mix of students who are emergent or conventional literacy learners.

Within emergent literacy teaching and learning there are certain skills that lead to literacy success for conventional learners (Cabell, 2015)

These are:

- Alphabet knowledge
- Phonological awareness
- Print Concepts
- Emergent Writing

The emergent literacy assessment at The Grove collects data in each of these areas to measure student progress.

If students are unable to participate in formal assessment, then an observational assessment is used.



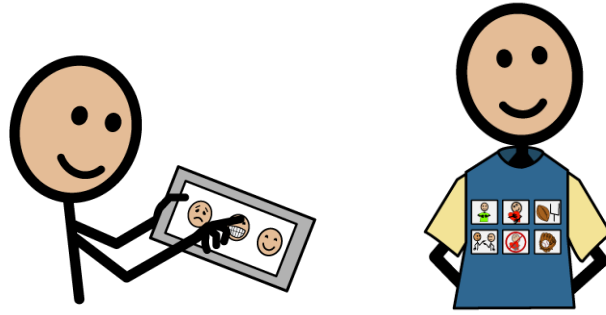
### Balanced Literacy at The Grove

The Grove Education Centre uses a balanced literacy approach to literacy teaching in all classrooms, based on information outlined in “Research-Based Practices for Creating Access to the General Curriculum in Reading and Literacy for Students with Significant Intellectual Disabilities” Erickson, Hanser, Hatch and Sanders (2009).

At The Grove there are a mix of students who are emergent or conventional literacy learners.

<p>For emergent literacy learners we understand that there is a set of skills which lead to later literacy success. Our emergent literacy instruction specifically targets these skill areas. A typical emergent literacy program will include these components, based on the Building Blocks model, Hall &amp; Williams (2001):</p>	
<p>For conventional literacy learners, we understand that there are different areas of literacy instruction which may prevent them from reading with comprehension at one level higher. Our conventional balanced literacy instruction works to ensure that each student gets input in each of these areas based on the Four Blocks approach, Cunningham, Hall and Sigmon, (1999):</p>	

We also conduct annual literacy assessments which help guide our teaching. We have deliberately included both literacy and language on the diagrams above as we recognise that good literacy instruction has a positive outcome on language development – and that language development has a positive outcome on literacy development.



## High Tech and Low Tech AAC at The Grove

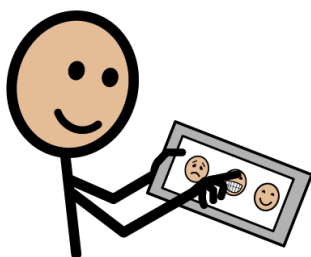
The Grove Education Centre uses Proloquo2Go as a system for aided language input and output in all classrooms.\*

Proloquo2Go is available as an iPad app. There are also some low tech resources available to support its use, such as the Core Board and posters.

We understand that the amount of aided language stimulation we do is critical. We need to use symbols to talk to students throughout the day – and we need to have AAC available to them throughout the day. We also understand that point to symbols while we talk can assist many students to understand what we are saying – and that this is particularly true when they are heightened.

There are times in every day when an iPad might not be available for modelling. This could be due to lack of battery, the environment e.g. during a water play activity, or just because it is out of reach. The low tech boards ensure we still have AAC available at all times without having to worry about these factors. They also have the advantage of being wearable so they are with us at all times.

\* Other AAC systems are also supported and used when recommended for individual students by a speech pathologist.



## Using Proloquo2Go at The Grove

The Grove Education Centre uses Proloquo2Go as a system for aided language input and output in all classrooms.\*

We recognise that many students attending The Grove have complex communication needs. This means that their speech isn't sufficient to meet their daily needs. We also recognise that many students at our school need to build their understanding of language (receptive language) and their knowledge of how language works.

Core vocabulary is an evidence based system for organizing, teaching and using vocabulary in Augmentative and Alternative Communication (AAC) Systems.\*\* Using a core vocabulary layout in AAC acknowledges that there are a relatively small number of words that make up a high percentage of what we say every day. These are words like “up, in, I, you, go”. Focusing on these words gives students access to vocabulary that they can use across multiple situations throughout the day.

Aided language stimulation is where we use a child's AAC system to talk to them. This is also an evidence based technique that is considered pivotal in teaching and learning AAC. We know that it helps to develop an individual's receptive language as well as teaching them how to use their AAC system to communicate themselves. We also recognise that some students may struggle to understand speech alone. By using symbols when WE talk, we help them to understand what we are saying as well teaching them language for the future.

Proloquo2Go contains two core vocabulary based page sets which can be used for communication – both for us to talk to the students and for the students to talk to us. The school has selected the Proloquo2Go Intermediate Core vocabulary to use both because it is evidence based and because it provides a good platform for using symbols to talk to students – which in turn helps to develop both their receptive and expressive language.

\* Other AAC systems are also supported and used when recommended for individual students by a speech pathologist.\*\* Beukelman, D., McGinnis, J., & Morrow, D. (1991). Vocabulary selection in augmentative and alternative communication. *Augmentative and Alternative Communication*, 7, 171-185



### **Why we use SymbolStix as our preferred symbol system at The Grove**

The Grove Education Centre uses Proloquo2Go as a system for aided language input and output in all classrooms.\*

The symbol system used within Proloquo2Go is [SymbolStix](#). Research tells us that individuals need to see a symbol being used repeatedly in order to learn what the symbol means\*\*. As we model using Proloquo2Go, and as the students use Proloquo2Go, they develop a greater understanding of the SymbolStix symbols. Therefore, SymbolStix is our preferred symbol system for all communication, visual supports and behavior supports within the school.

You can get more information about SymbolStix at <https://www.n2y.com/products/symbolstix>

\* Other AAC systems are also supported and used when recommended for individual students by a speech pathologist\*\* Porter, G. and Burkhart, L. (2010). Developing Habits for Communication Autonomy and Accessibility. Workshop Presentation. ISAAC Conference, Barcelona

[http://www.lburkhart.com/hand\\_ISAAC\\_B/Habits\\_for\\_Autonomy\\_Accessibility\\_hand.pdf](http://www.lburkhart.com/hand_ISAAC_B/Habits_for_Autonomy_Accessibility_hand.pdf)



## Writing Implements at The Grove

The Grove Education Centre recognises that we all use different writing implements, throughout our day. We use different implements depending on the task e.g. email and our situation e.g. in the classroom or out and about.

Australian Curriculum v7.5 (2016)\* recognises the need for students to become familiar with different writing implements. For beginning writers, Australian Curriculum gives equal recognition to handwriting and typing. The Grove, therefore, sees that handwriting and typing, or another alternative pencil, should be given at least equal emphasis during writing instruction.

Furthermore, The Grove recognises that writing is a very complex task, involving skills such as ideas, planning, language generation, word selection, spelling, revision, production and letter writing or selection. As writing skill levels develop, most of these writing skills need to occur simultaneously. For some students, it is extremely difficult for them meet the fine motor demands of handwriting when they are also learning the cognitive and language parts of writing. Therefore, where appropriate, handwriting will be addressed as a separate writing task and the student will focus on developing their writing skills with the easiest pencil available to them – which might be a flip chart, iPad, keyboard or other alternative pencil.