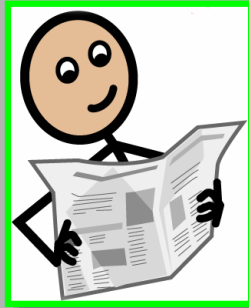


# Let's Give 'Em Something to Talk About



Targeting Academic Standards and IEP Goals Through  
Exposure to Current Events for ALL students

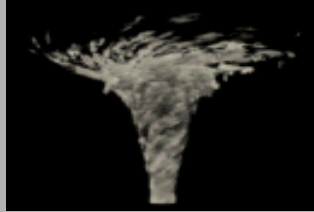
Jacque Clark, MA, CCC-SLP

Vicki Clarke, MS, CCC-SLP

Good job teaching kids to “show me”, ask for art and cooking supplies and recite repeated lines in ss- now it's time to get to the real world!

Time to target sharing real information about real events and real people!

## Escape from The Swirling Vortex of Me-Ness



- Current Events
- Multimedia
- Communication

Notes about the egocentrism of children, worse in adolescence and much much worse if there are any handicapping conditions present- entire families who's lives, meals, even sleep schedules are determined by the child.

How do we escape this?

**Introduce kids to the REAL world through current events**

**Make the REAL world accessible through multimedia**

**Help students share what they've learned through AAC**

# RESEARCH



supports the use of  
multimedia, current  
events and reporting  
to teach to standards

QUICK look at what other people are saying about:

Teaching current events

Use of multimedia

Value of helping kids talk about current events

# Real World Events



**“For children to become competent lifelong learners, they must learn how to use nonfiction materials to expand their knowledge base, solve problems, and make decisions.”**

*DeRoche, Edward. 1991 The Newspaper: A Reference for Teachers and Librarians ABC-CLIA*

## Multisensory/Multimedia Adaptation



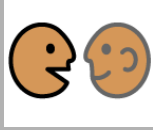
**"Teaching about world, national, state, and local happenings needs to involve active, participative learning rather than passive learning."**

Thomas N. Turner, professor of education at the University of Tennessee quoted by Gary Hopkins (1998). "Why Teach Current Events?" (1998) Education World® Editor-in-Chief Copyright © 2005 Education World

**"Multimedia projects allow students to exhibit their understanding of a topic in a variety of ways, and they provide students with the opportunity to explain their work and ideas to others."**

*Multimedia Projects in Education: Designing, Producing, and Assessing*  
by Ivers, Karen S.; Barron, Ann E.  
Publication: Englewood, Colo. Libraries Unlimited, 1998

there is a lot of research which supports the use of multimedia in teaching and motivating students to learn. There has been some disagreement about the extent that multimedia increases the content of learning but there is no argument that multimedia increase interest and participation.



## Communication Support

**"Students' know that they have learned something when they can explain their work and ideas to others or when they can successfully teach others difficult concepts or content.'**

*Bennett, D. T. 1996. Assessment through video. Electronic Learning 15(4): 16-17.*

Talking about what you're learning helps you understand and incorporate the knowledge into your life- we do this by providing communication device pages that use the vocabulary we're learning in the newspaper



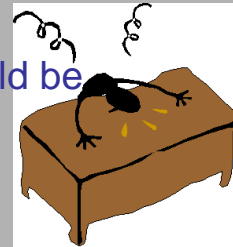
## How in the world are we going to address these standards?

**Real World Events**  
**Multimedia Adaptation**  
**+ Communication Support**  
**= Success!**

NCLB- standards seems outrageous at first glance for our moderate-severely handicapped kids, until you look at them as a means to ensure that we're keeping our kids in the real world- not isolated in their self-contained classrooms- the challenge becomes for us to figure out what these standards mean related to our kids and then dig out our hardcore assistive technology and help them achieve these goals to the best of their abilities.

## The Standards

- Standards must be addressed in all states by all school personnel.
- News-2-You uses the 12 Language Arts Standards
- The Standards assume that literacy begins before children enter school
- Standards are interrelated and should be considered as a whole



Standards – Standards must now be addressed in all states and by all school personnel including SLPs. We have used the 12 Language Arts standards written by the National Council of Teachers of English and the International Reading Association. The 50 US States have used these 12 standards as the basis for creating their own more detailed and specific standards for Reading, Writing, Speaking, and Listening. *The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.*

## Progress Monitoring



- News-2-You has progress monitoring sheets for the newspaper and Joey's Locker
- Each of the summary grids list learning objectives
- Objectives are worded to reflect academic standards and IEP objectives
- Data summary grids allow for 6 weeks of collection information

**Results will be measureable**

News-2-You has progress monitoring sheets for the newspaper and Joey's Locker

\*Each of the data summary grids lists learning objectives related to specific activities or groups of activity pages that are included with the weekly newspaper and *Joey's Locker* subscriptions. These objectives are worded to reflect academic standards and possible IEP objectives.

***\* It is important to note that these objectives are written in generic terms and may need to be omitted or adapted to reflect specific student needs and abilities.***

On some of the grids, additional skills are suggested, such as on the Grocery Grid which extends the activity to include discussion of locations and textures of ingredients. On many of the data summary grids, blank spaces are provided so that teachers and therapists can add additional objectives that measure specific fine motor, visual, language, and communication skills as needed.

A blank grid is also provided for making additional data summaries that measure skills and behaviors not included in the list of learning objectives. Because these forms are PDF, they cannot be modified on the computer; make changes by hand or use the blank grid to create your own, using these grids as a guide.

\* Data summary grids allow for the summary of six weeks' worth of data. Compiling of data on these grids presents educators with a running record of student performance. Scores can be averaged at the end of the six weeks. Averaged scores can be used for establishing baseline performance and showing growth on quarterly progress reports, evaluation reports, and IEPs, and for making evidence-based programming decisions.

# Progress Monitoring



## ■ Progress Monitoring Sheet

News-2-You  
Progress Monitoring for Joey's Locker Activities: Graphing Pages and Worksheet

Student \_\_\_\_\_ Dates: \_\_\_\_\_ School Year \_\_\_\_\_

Objectives: *The student will...*

						Average
1	Identify pages by reading page numbers.					
2	Identify target words/symbols in context.					
3	Count target words/symbols.					
4	Use a graph to represent the number and location of target words/symbols.					
5	Count up to 10 items on a graph.					
6	Compare amounts on each graph to determine "most" and "least."					
7	Compare amounts on each graph to determine if amounts are the same.					
8	Write a number from 1-10 to indicate the highest amount shown on a graph.					

Graphing Word: American Idol

Count how many "American Idol" words are in the target pages. Mark the amount below.

10									
9									
8									
7									
6									
5									
4									
3									
2									
1									

Page 5 Page 6 Page 7 Page 8 Page 9



Ready-to-Use



Graphing Activity

**Please note:** Activity pages that involve cutting, pasting, and drawing can't be effectively reflected on a data summary form; however, these pages make ideal portfolio artifacts that can be compared over time for qualitative improvements.

Reading fluency and performance on the many varied skills related to cooking can be measured by teacher-made assessments and summarized on a teacher-modified blank summary grid.

# Open Your Toolbox: Tools We Love

## News-2-You

- Real-life, relevant topics with supportive academic activities
- Provides weekly content that can be used to achieve objectives and address standards.

## Intellitools Classroom Suite

- A multimedia authoring software used for creating unique activities to meet standards and increase comprehension of difficult topics

## AAC Devices

- Scaffolding communication so students can successfully discuss current events



Intellitools- allows us to add sounds and movies from the real world into our exploration of a topic- movies/photographs/sounds can be found on the internet and integrated into activities to allow kids to explore subjects more fully than they can in two dimensions of textbooks

AAC Devices- give children a voice to explain to others the subjects they're learning. Regarding current events, AAC devices which incorporate up-to-date topics of interest to typical peers gives our special need children the opportunity to participate in conversations which are relevant to their lives- discussions of new movies, shows, music, sports activities and local events (museums, community activities-festivals etc



## Introduction and Need



**There is a need for us to look at the content of what we use to help students and clients.**

- **Need:** Children need to become competent learners
- **Need:** Children need to expand their knowledge base
- **Need:** Children need to learn to solve problems and make decisions

**A newspaper can do all these things!**

**There is a need for us to look at the content of what we use to help students and clients.**

For children to become competent lifelong learners, they must learn how to use nonfiction materials to expand their knowledge base, solve problems, and make decisions.

That point was made by Edward F. DeRoche, dean of the School of Education at the University of San Diego in his book *The Newspaper: A Reference for Teachers and Librarians*

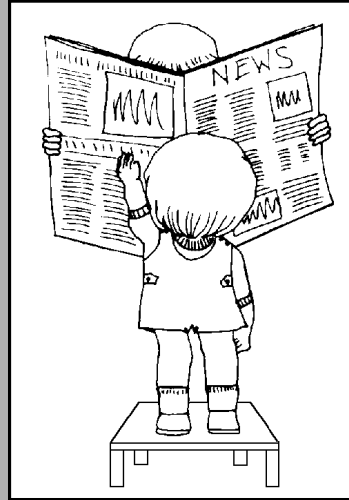
Words spoken by Will Rogers years ago ring true today: All I know is what I read in newspapers.

# Adapting the News



## Why a newspaper?

- Builds language
- Stimulates students to explore and learn more
- Provides a writing model
- Helps teach literacy skills
- Opens up communication between students and parents



## Newspapers

Cover a wide range of subjects and connect to all areas of the curriculum whether it be math, science, social studies, etc.

1. Build language, vocabulary, reading comprehension, critical thinking, problem solving, oral expression and listening skills.
2. develop informed citizens and lifelong newsreaders. Studying current events helps students understand the importance of people, events, and issues in the news; it stimulates students to explore and learn more about the news, and to pay attention to the news they see and hear outside of school.
3. provide a "writing model." Students can learn by imitating the clear, concise style of news writing.
4. help teachers teach media literacy skills, as important today as any of the three Rs.
5. can open up communications between students and parents. Students are often eager to emulate their parents' newsreading behaviors, and talking about the news is one way for parents to engage students in adult conversation.
6. offer ideal opportunities for cooperative-group instruction, classroom discussions and debates, purposeful follow-up writing, and much more.

# Adapting the News



## Students who use newspapers.....

- Score higher on standardized tests
- Are more effective readers
- Have better comprehension skills
- Have higher word recognition skills and comprehension
- Have a better understanding of common math concepts
- Continue reading when they are adults

Gary Hopkins (1998). "Why Teach Current Events?" (1998) Education World® Editor-in-Chief Copyright © 2005 Education World

A large body of research supports the use of newspapers and current events as teaching tools, says DeRoche. Among the research he cites:

Students who use newspapers tend to score higher on standardized achievement tests -- particularly in reading, math, and social studies -- than those who don't use them.

Newspapers help teach students to be effective readers.

Newspapers can help develop and improve student vocabulary, word recognition skills, and comprehension.

Newspapers are effective tools for teaching many math concepts, particularly fractions, decimals, currency, and averages.

In surveys, students overwhelmingly support the use of newspapers in the classroom and have a positive attitude toward reading newspapers.

Newspapers increase awareness of and interest in current events.

Students who read newspapers in school tend to continue reading them when they become adults.

## Adapting the News

Problems with regular newspapers:

- Language level is not appropriate
- Students are not able to generalize

Result: Our students were denied the new information that makes good communicators



**Their needs were not being met!**

But how do we use the newspaper of today, especially with our lower level students? Examine a typical newspaper article. The language level and construction requires a student to first be able to read and further be able to infer and generalize. It also requires them to have a large bank of prior knowledge. Without these abilities, students do not have the opportunity to learn through this wonderful vehicle. They are denied the “new information” that enriches our lives, promotes learning and makes us good communicators.

# Weekly Multi-Level Newspaper



- Hardcopy Edition
- Booklet Edition
- Speaking Edition

NEWS-2-YOU  
Volume VII, Edition 18  
www.news-2-you.com  
January 5, 2006

WHAT  
2

### AMERICAN IDOL

American Idol will be back on TV January 17, 2006.

The judges choose 24 singers to be on TV.

**Simplified Sample**

NEWS-2-YOU  
Volume VII, Edition 18  
www.news-2-you.com  
January 5, 2006

WHAT  
2

### AMERICAN IDOL

American Idol is coming back to TV.

Season 5 will start January 17, 2006.

Thousands of people sang for the judges.

Millions will watch TV to see who wins.

**Regular Sample**

NEWS-2-YOU  
Volume VII, Edition 18  
www.news-2-you.com  
January 5, 2006

WHAT  
2

### AMERICAN IDOL

American Idol is coming back to TV. Season 5 will start January 17, 2006.

Thousands of people sang for the judges.

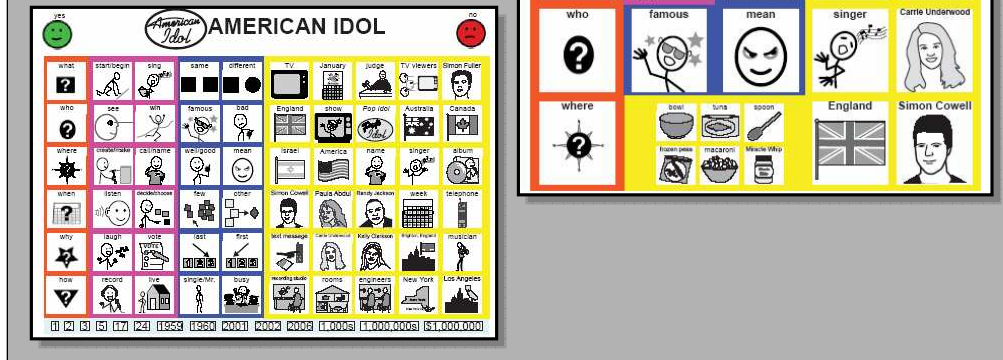
Millions will watch TV to see who wins.

**Higher Sample**



# Communication Boards

- Printable Communication Boards
- Speaking Communication Boards



9. Communication Board – There is a communication board for both the regular edition and simplified edition. Communication Boards can be used to augment communication for non-verbal students, but they also have many more uses. As an SLP, I could use these as the basis of therapy for my entire caseload. What student wouldn't love to talk about American Idol, etc.

- a. Provides picture cues for students that need symbol support to answer questions, etc.
- b. Provide teachers and therapists with vocabulary about the topic that can be used to achieve articulation, expressive language, receptive language, auditory processing, phonemic awareness, following directions, answering question and endless more.
- c. Can be used for numerous games – guessing games, mystery games, etc.
  - d. Identify familiar and unfamiliar words/pictures
  - e. Define words.
  - f. Generate a sentence with target word/words.
  - g. Identify parts of speech.
  - h. Find the words in the newspaper and circle. How many times are they on each page, etc.
- h. Find and describe similarities and differences (Venn Diagram)
- i. Develop categories of attributes
- j. Listen to a sentence.
  - What vocabulary word is in it?
  - Fill in the blank.
  - Is the opposite of a certain word in it?
  - What word could be used instead of \_\_\_\_\_?
  - Rhymes with \_\_\_\_\_?

## Symbolstix



# Joey's Locker

- The newspaper provides a solid framework and Joey's Locker increases learning by adding the following:

- **Printables**

- Activity Sheets: Includes literacy, math, writing, art, science, cooking and more
- Adapted Storybook

- **Multimedia**

- Games, Intellitools & Cartoons



Joey's Locker - Joey's Locker adds even more fun and useful tools every week. There are four sets of worksheets – core worksheets that do not change weekly, Recipe worksheets that go along with the recipe and 2 levels of academic skills worksheets. Combined they give you more than enough to base an entire week's lesson plan. The activity pages target core educational objectives, such as math, writing and social studies.. They are used in conjunction with the weekly newspaper to help students better understand the weekly topic.

Also each and every week are the online computer games. They are simple and educational, but more importantly they are fun and they use the vocabulary from that week's newspaper. These give teachers and therapists the option to let their students spend time in a computer lab and not worry about questionable content. They reinforce the topic vocabulary. **Example of special needs class**

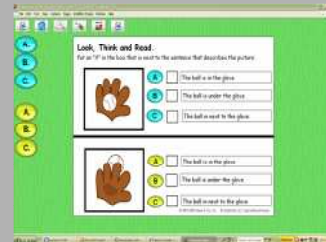
Two more tools you will receive are an adapted storybook and an interactive cartoon.

These alternate every other week to give teachers and therapists a third way to present the weekly newspaper topic. The adapted storybook is a simple but fun anecdote of Joey the kangaroo's wishes and aspirations. Inspired by the weekly topic, Joey sets off to try new things and usually learns a lesson or two on the way. 'Where In The World Is Joey' is an interactive online cartoon that chronicles Joey's trips around the world. He stops in different cities, learning something new at each destination. The destinations are the places in the weekly news with additional facts about the place. Simple questions are asked that require immediate recall.



# Joey's Locker Multimedia

- On-line Games
- Cartoon
- Joey's Locker Intellitools Activities
- Intellitools Extension Activities



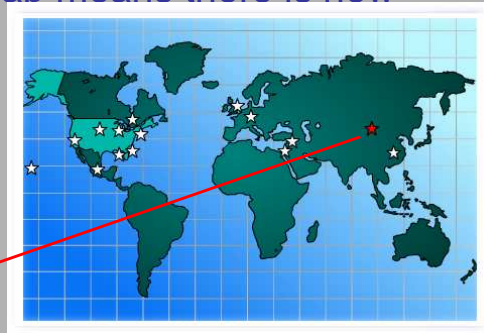
Add cartoon



# Adapting to meet YOUR needs!



- World News is now available-
- Red stars on the map means there is new information



# Adapting to meet YOUR needs!



## Joey's Locker – Worksheets 2 levels

**Word Sort**

Start with words that begin with 'w' and the words that start with 'o'.

**Word Problem**

The boy is eating worms. He ate 5 worms on Monday and 4 worms on Tuesday.

How many worms did he eat?	9	10	14
----------------------------	---	----	----

Write the math problem:

SHOW YOUR WORK

**What's the Time?**

Look at the clocks below and circle the correct answer.

4:10

7:10

10:40

**Sudoku Puzzle**

Fill in the grid so that every row, every column, and every large box contains the following items: worm, caterpillar, boy, girl, girl, boy, girl, boy, girl, boy, girl, boy, girl.

**Science Activity**

Name	What it eats
earthworm	decaying matter
plant tissue	

**Geography Activity**

State: Texas

Nickname: Lone Star State

State Capital: Austin

State Bird: Nighthawk

**Word Blends**

Write the blend you hear at the beginning of each word.

ir	pl	sc	th
----	----	----	----

ir: \_\_\_\_\_

pl: \_\_\_\_\_

sc: \_\_\_\_\_

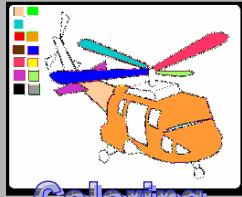
th: \_\_\_\_\_

Level 1 Samples

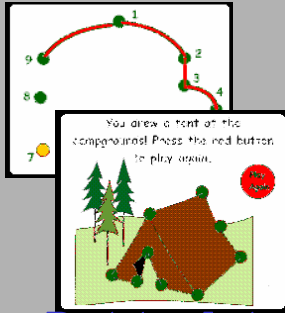
Level 2 Samples

# Adapting to meet YOUR needs!

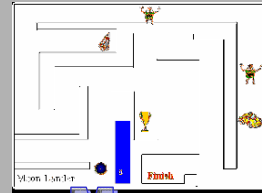
- Joey's Locker – New and exciting online games



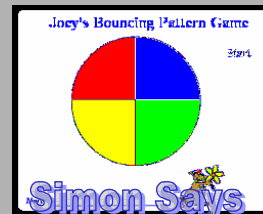
Coloring



Dot-to-dot



Mazes



Simon Says  
(sequence)

## Games –

Lots of cause and effect  
Adapt to a switch  
Predictable format

- Memory Game – recall
- Simon – sequence and patterning
- Sound – beginning sound
- Math – counting
- Spelling – spelling and sequence
- Maze – sequence, fine motor
- Puzzles – cause/effect, sequence, part/whole,, fine motor
- Tic tac toe – turntaking, predicting,

## Cartoon

Cause/effect  
Stimulates interest and motivates  
Geography  
Recall  
Transportation  
Reinforcing

## Storybook

Repetitive Phrases  
Predictable  
Sight words  
Read/listen

## News-2-You



- Is a bridge to national and world events
- Improves communications
- Works hand-in-hand with your other assistive technology products

**Everything is done for you!**

