

# Video Transcript

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## Teaching Communication During Academics

Slide 1. [Project Core Presents]

Slide 2. Welcome to the Project Core professional development modules. Project Core is being conducted by the Center for Literacy and Disability Studies, a unit in the Department of Allied Health Sciences at the University of North Carolina at Chapel Hill. This module, *Teaching Communication During Academic Instruction*, will discuss how to support interaction and teach communication as students engage in academic instruction across the school day.

Slide 3. In previous modules, we emphasized the importance of demonstrating the use of the Universal Core vocabulary as often as possible. This gives students the best chance of learning. Academic instruction provides one more important opportunity to demonstrate and teach the use of the Universal Core vocabulary.

Slide 4. Academic instruction looks really different from class to class and student to student. In science, academic instruction might involve doing an experiment focused on learning about energy from the sun.

Slide 5. During social studies, academic instruction might involve learning about people, places, and environments using maps, globes, and other tools.

Slide 6. In mathematics, academic instruction might focus on time, counting, fractions, and many other domains.

Slide 7. In an earlier module, the use of IT versus Earth was described. We suggested teaching students with significant cognitive disabilities to understand the word Earth while showing them how to use the word IT to communicate about the Earth. Instead of providing students with new words and symbols to use with each academic lesson, the goal is to use the Universal Core vocabulary to communicate across academic instruction.

Slide 8. English Language Arts is one area of academic instruction that is especially well-suited to teaching students with significant cognitive disabilities to communicate with the Universal Core vocabulary. In fact, English Language Arts instruction has a specific focus on communicating during reading and

writing instruction. In most state standards, this is addressed through a strand focused on speaking and listening AND it is embedded in standards focused on reading and writing.

- Slide 9. For students with significant cognitive disabilities who are developing the ability to communicate symbolically, English Language Arts instruction focuses on building emergent literacy skills and understandings. To support teachers and teams in their efforts to teach the Universal Core vocabulary while teaching emergent literacy, Project Core includes professional development modules, lesson planning guides, and implementation supports regarding five emergent literacy routines.
- Slide 10. The first routine is shared reading. The goal of shared reading is to maximize communication and interaction while reading with students.
- Slide 11. The second routine is Predictable Chart Writing. This structured, shared writing routine helps students learn a variety of emergent literacy skills.
- Slide 12. In addition to shared writing through predictable chart writing, Project Core includes a professional development module and implementation supports for independent writing including specific guidance in helping students write when they can't hold a pencil or type on a standard keyboard.
- Slide 13. The fourth emergent literacy routine in Project Core is independent reading,
- Slide 14. And the final routine focuses on helping students learn the alphabet and develop understandings of phonological awareness while learning to communicate using the Universal Core vocabulary.
- Slide 15. Pause for an activity.
- Slide 16. Whether you are demonstrating and supporting students in using the Universal Core vocabulary during everyday daily routines or academic instruction, it is important to maximize communication throughout the lesson.
- Slide 17. And it is important to remember that learning to communicate with the Universal Core vocabulary requires students to have consistent access to their own communication system and requires adults to demonstrate the use of the symbols, attribute meaning to all student communication efforts, and

repeat and expand upon student efforts to use the Universal Core vocabulary to communicate.

Slide 18. This concludes the module. Your feedback is important to us. Please take a couple of minutes to complete a brief survey about this module by going to [project-core.com/pdsurvey](http://project-core.com/pdsurvey). Thank you for your participation. To learn more about Project Core and to access free resources and materials visit the website at [project-core.com](http://project-core.com).

Slide 19. [Disclaimer]

Slide 20. [Project Core]