

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders, or as a self-paced study to enhance and support teacher practice in the area of literacy for students with significant disabilities.

Literacy for All:

*In Conversation with
Dr. Caroline Musselwhite*



This conversation guide is intended to be used after viewing the video clip, **Engaging Older Students**.



General synopsis

In this short video clip, Dr. Caroline Musselwhite discusses what it means to be age-respectful when working with older students.

Key understandings

- Designing age-respectful learning activities, particularly for older students with significant disabilities, creates richer opportunities for them to participate and learn.
- Ensuring that learning activities and materials are age-respectful can facilitate more positive peer interaction and increase the likelihood of students with significant disabilities being more included within the school community.

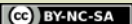
Questions for discussion

- What was your reaction to the term “age-respectful”?
- How would you describe the difference between the statements “age-appropriate,” “developmentally appropriate” and “age-respectful”?
- From your own experience, share an example where older students with significant disabilities were engaged in age-inappropriate activities in a school setting? How could these activities be made more age-respectful?
- How could the information in this video clip be helpful to your work in the future?

For more information

- Edmonton Regional Learning Consortium. *Literacy for All*. Retrieved from <http://abliteracyforall.wikispaces.com/>
- Erickson, K., and Koppenhaver, D. (2007). *Children with Disabilities: Reading and Writing the Four Blocks® Way*. Greensboro, NC: Carson-Dellosa.
- Musselwhite, C. *AAC intervention*. Retrieved from <http://aacintervention.com/>

Acknowledgement:

This guide was developed through a collaboration between Edmonton Regional Learning Consortium and Alberta Education. It is freely provided in support of improved teaching and learning under the following Creative Commons licence. 

Link to the Inclusive Education: Support for Implementation website at <http://inclusiveeducationpdresources.ca/> for Professional Development Resources.

For further information on learning opportunities to support inclusion, visit <http://www.arpdc.ab.ca/>.