General synopsis
In this short video clip, Dr. Caroline Musselwhite discusses why good literacy instruction is good for all students, including students with significant disabilities.

Key understandings

- The principles of effective instruction are equally applicable to both students who are typical learners and students with significant disabilities.
- To intensify literacy instruction for students with significant disabilities, teachers need to consider the three T’s: time, teaching and technology.

Questions for discussion

- What statements in this video caught your attention?
- Do you agree with the statement that “you don’t have to look for obscure alternate types of strategies” when working with students with significant disabilities? Why or why not?
- From your own experience, can you describe an example of how you adjusted time, teaching and/or technology to create successful learning experiences for an individual or small group of students with significant disabilities?
- How can you use the three T’s to be more intentional in planning literacy experiences for students with significant disabilities? Give an example of one thing you might do differently in your classroom.

For more information