

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, **Good Literacy Instruction is Good for All Students**.



### 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.

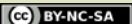
### Questions for discussion

- 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

- Edmonton Regional Learning Consortium. *Literacy for All*. Retrieved from <http://abliteracyforall.wikispaces.com/>
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- Fenlon, A.G., McNabb, J. and Pidlypchak, H. (2010). “So Much Potential in Reading!” *Developing Meaningful Literacy Routines for Students with Multiple Disabilities. Teaching Exceptional Children*. 43, 42-48
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- Pressley, M. (2006). *Reading instruction that Works: The Case for Balanced Teaching*. New York: The Guilford Press.
- Smith, M. (2005). *Literacy and Augmentative and Alternative Communication*. New York: Elsevier.

### 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.arpc.ab.ca/>.