Anna M. Swenson

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  • erasing on
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- Physical strength and coordination
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  - Readiness for beginning braille writing and

- Picture dependency, scaffolding before reading and
- Picture Maker: Wheatley Tactile Diagramming Kit
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- Place holders
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  - Effective instruction and
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- Planning sheet for beginning reading
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- Pocket slate 28 cell
- Portfolios
- Positioning, braille instruction for students with physical disabilities and
- Posture
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- Preplanned tactile pictures
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  - Developing fine motor and tactile discrimination skills
  - Early writing development
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- prewriting
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  - activities for students initially stronger in print than in braille
  - combining with braille for dual-media learners
  - using to reinforce braille for dual-media learners

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- print efficiency, assessment of
- printers
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  - print knowledge
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  - accuracy and
  - adapting print classroom materials
  - The Baby Owls sequencing activity
  - brailing directly on print materials
  - contracted vs. uncontracted braille and
  - creating and teaching early tactile graphics
  - examples
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  - "Happy Birthday, Dr. King" Worksheet
  - "Harvest Time!" Worksheet
  - standardized rules and guidelines for tactile graphics
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  - transcribing early trade books
  - working with classroom teachers

- print reader, entry level characteristics of
- print reading instruction
- print referencing
- print workbook
- progress monitoring, I-M-ABLE and
- Project SLATE/Framework for Braille
- prompting, scaffolding and
  - Prompting Guide for Oral Reading and Early Writing (Fountas & Pinnell)
- props, scaffolding before reading and
- publishing
  - student example

- punctuation
  - as early book-related concept
  - introducing
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- punctuation marks, braille
  - "puzzle diagram,"

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- quantitative checklists
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- raised-line drawing
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  - power of interactive

- Readers’ Workshop
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  - assistive technology and
  - braille instruction and
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  - meaning-oriented approach to teaching
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  - WIDA CAN DO descriptors

- reading aloud, to children with visual impairments
- reading comprehension
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  - braille readers and
  - decoding and
  - guided reading lesson and
  - National Reading Panel on
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- Reading Connections: Strategies for Teaching Reading to Students with Visual Impairments (Kamei-Hannan & Ricci)
- reading disabilities, teaching braille to students with
  - assessment
  - dyslexia
  - formal referral for testing
  - initial screening and progress monitoring
  - intervention
  - non–language-based reading disabilities
  - signs of reading disability in beginning braille readers

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  - facilitating participation in classroom-guided

- reading instruction. See also beginning braille readers; braille instruction
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• regressions, avoiding
• removable stickers, to monitor word recognition and comprehension
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• short-form words, scaffolding before reading and
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- split pattern
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- stamina, braille instruction for students with physical disabilities and
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- stickers, on math worksheets
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  - for spelling
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  - *Caroline, Caroline, Caroline* (student-authored book)
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  - instruction in using
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  - guidelines for instruction
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  - keyboarding and screen reader basics
  - in kindergarten and primary grades
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  - Scroll and Search activity
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  - texture book
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  - special considerations for teaching braille reading
  - step 1: building tactile sight word vocabulary
  - step 2: teaching letters, sounds, numbers, and sentence conventions
  - step 3: (See guided reading)
  - vocabulary preview for

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  - across-back-and-down pattern
  - exercises
  - guides
  - I-M-ABLE and
  - one-handed reading and writing and
  - patterns
  - prioritizing independence when teaching
  - scissors pattern
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  - teaching
  - tracking skills in perspective
  - when one hand is dominant

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  - tracking stories, with braille

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  • videos, assessment and documentation and
  • vision assessment, assessing need for braille in dual-media learner and
  • visual model of literacy behaviors
  • visual processing
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    • braille instruction for ELLs and development of
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• word creation activity
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  • distinguishing among
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• key (See key words)
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• word structure skills, phonics and
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  • balanced with connected text
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  • "Clip-it" activity
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  • Houses activity
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  • letter-sound tiles
  • Look, Say, Cover, Write, Check activity
  • Magnetic Journal with Phoneme Tiles
  • Making Words activity
  • Name Scramble activity
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  • Roller Coaster activity
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• Writers' Workshop
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  • adapting writing process for student with intellectual disabilities
  • with alternate fingers
  • braille instruction for English-language learners and
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• Writing Process Record
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