10:01:55 From Kate Hurst : Kate Hurst, here...Welcome everyone! We have a full schedule today, but all the presenters are in the chat room. Please include any questions or comments in the chat since we will not have time for questions and answers live. Be sure to select "All panelists and attendees" when choosing To: so everyone will be able to see your comments.

10:06:34 From Charlotte Cushman : You can explore it here: <https://www.pathstoliteracy.org/playing-words>

10:08:13 From Aubri Simpson to All panelists : Is there a cost to the playing with words microsite?

10:08:28 From Charlotte Cushman : The Playing with Words microsite is free!

10:08:41 From Aubri Simpson to All panelists : What a wonderful resource

10:08:55 From Charlotte Cushman : All of the videos, resources, forms, etc. are available to everyone. <https://www.pathstoliteracy.org/playing-words>

10:09:06 From Julie Maier : I can’t wait to check it out!

10:09:08 From Kate Hurst : There is no fee to access the Playing with Words microsite.

10:09:22 From Nechama Sternberg to All panelists : Thank you

10:09:24 From Linda TRUE : Thank you for providing this link

10:09:48 From Charlotte Cushman : We’ll be showing some examples from the microsite today.

10:10:05 From jennifer.johnston to All panelists : Will the slides be available or is this being recorded?

10:10:16 From Charlotte Cushman : This is being recorded.

10:10:18 From Susan DeCaluwe to All panelists : I can’t wait to share this with our families this is so perfect!

10:10:37 From Charlotte Cushman to Susan DeCaluwe, All Panelists : We hope it will be helpful!

10:13:33 From Megan Mogan : It doesn't feel like "work." So true!

10:14:43 From sarah wedaman to All panelists : I agree that kids with disabilities don’t have The same opportunity play with other children and a lot of time working with adults

10:14:52 From Linda TRUE : Is this something that you have been coaching parents on virtually during the COVID pandemic? If so, how have parents responded — are they also more motivated to play with their children vs teaching (because I still like barbies at 50!)

10:15:34 From Charlotte Cushman : Sarah Wedman write, “I agree that kids with disabilities don’t have The same opportunity play with other children and a lot of time working with adults”

10:15:39 From Jay Hiller to All panelists : I've been able to do this a little with my students over zoom with parents present. I've also brought in teen volunteers from the community.

10:15:58 From Julie Maier : I love that published authorship component by putting them on the school library shelf.

10:16:09 From Jay Hiller to All panelists : the above is in response to LInda True's question

10:16:34 From Charlotte Cushman : Please remember to choose “All panelists and attendees” (and not just “all panelists”) so that everyone can see your comments.

10:16:55 From Kaycee Bennett : This is SO great!!

10:17:10 From Kate Hurst : Isn't putting the books created by the students a great idea? Makes me think about creating a history for the student to revisit over time and for others to see.

10:17:11 From dlautenbach to All panelists : I love the idea of writing and developing "epics".

10:17:25 From Jay Hiller : My comment above is in response to Linda True's question. :>)

10:17:26 From Megan Mogan : Yes Julie - I noticed too that when others read the kids' published stories it offered a topic for future conversation out on campus! Students' interests were confirmed and valued.

10:17:34 From Susan DeCaluwe to All panelists : can you please save this amazing chat and send it out? I’m on my IPhone and I don’t see a way to save the chat

10:17:50 From Kate Hurst : Susan we can do that.

10:17:55 From Sheila Davis : I love the idea of including play into what they are learning to keep it interesting and motivating for them and I really love the idea of having the stories on the library shelf for them to revisit!

10:17:56 From Charlotte Cushman to Susan DeCaluwe, All Panelists : Will do, Susan

10:18:09 From Mary Kline : can speakers please identify themselves before they respond? I'm not following who the speaker is.

10:18:10 From Julie Maier : Yes, Megan. I hadn’t thought of that—its a also a conversation starter!

10:18:25 From Susan DeCaluwe to All panelists : thank you so much!

10:18:47 From Charlotte Cushman : Jay Hiller writes: “I've been able to do this a little with my students over zoom with parents present. I've also brought in teen volunteers from the community."

10:19:23 From Kate Hurst to Mary Kline, All Panelists : Mary, you should be seeing their name at the beginning of the chat post.

10:19:34 From Charlotte Cushman : Joyfully writing!

10:19:46 From Kaycee Bennett : I love that she used the word "joyfully" when describing their writing!

10:20:00 From Linda Hagood to All panelists : Nothing without Joy!

10:20:04 From Charlotte Cushman : Yes, Kaycee! Me too.

10:20:18 From Susan DeCaluwe to All panelists : agree!

10:20:51 From Linda TRUE : Love the idea of using student volunteers, or older more communicatively advanced students with younger students. Great idea!

10:21:39 From Charlotte Cushman : Yes, Linda True! Including peers is a goal of this approach and using student volunteers or older students is a great option.

10:21:43 From Kate Hurst : Revision is a risk for all authors, LOL!

10:21:49 From Jay Hiller : Linda True, I am excited about the increased availability of teen volunteers because of the shut down. It's a silver lining in the whole mess.

10:22:08 From New : Will there be a copy of this webinar to watch again?

10:22:14 From Julie Maier : These stories and examples are so powerful. Think about how many kids become reluctant readers because they lack confidence and interest. This approach seems to build both self-confidence and varied interests. Really glad I am learning about his program!

10:22:41 From Charlotte Cushman : Yes, we are recording this and will post it on Paths to Literacy in the Playing with Words microsite.

10:22:49 From Kate Hurst : Yes it is being recorded and will be available later....check the Playing with Words microsite for that later.

10:23:45 From Susan DeCaluwe to All panelists : awesome

10:23:52 From New : Palying with Words microsite?

10:24:18 From charlotte Cushman : Yes, the Playing with Words microsite is here: <https://www.pathstoliteracy.org/playing-words>

10:25:17 From New : Thank you :)

10:25:26 From Charlotte Cushman : I love this, Megan! We don’t think of kids who are pre-linguistic or deafblind as being “writers”. Everyone can be part of this!

10:25:33 From Ashley Williamson : thank you for the website, this is great!

10:26:02 From Charlotte Cushman : This is an example from the Experience Stories section of videos: <https://www.pathstoliteracy.org/playing-words/experience-stories>

10:27:28 From charlotte Cushman : Great example of hand-under-hand co-drawing!

10:27:37 From Aubri Simpson to All panelists : for writing do you have to have some vision for children to engage in writing

10:27:55 From Susan DeCaluwe to All panelists : yes! love this

10:27:56 From Mary Kline : I'm not seeing the video

10:28:09 From Charlotte Cushman : Aubri asks, “for writing do you have to have some vision for children to engage in writing?"

10:28:32 From Kate Hurst : Aubri, no, children can "tell" or "listen" to a story through tactile forms.

10:28:39 From Kaycee Bennett : Megan, this video is so great!!

10:28:40 From Charlotte Cushman : No, Aubri — you’ll see some examples of students who are totally blind using this approach.

10:29:20 From Aubri Simpson to All panelists : What is that technique called so I can research further?

10:29:37 From Charlotte Cushman : This technique is called “Playing with Words".

10:29:47 From Kate Hurst : Aubri, do you mean co-drawing?

10:29:53 From New : Explain communication ways.

10:30:00 From Linda Hagood to All panelists : She is also using VanDijk’s co-drawing

10:30:00 From Charlotte Cushman : You can watch Megan’s “Up” video again and read what she wrote about it here: <https://www.pathstoliteracy.org/playing-words/experience-stories/up-interactive-story-writing-process-prelingustic-student-who-deafblind>

10:30:08 From Aubri Simpson to All panelists : yes lol Co-drawing.

10:30:20 From Kate Hurst : Co-drawing is a method we learned about from Dr. Jan van Dijk.

10:30:24 From Charlotte Cushman : Here’s the Songs and Poems section: <https://www.pathstoliteracy.org/playing-words/songs-poems>

10:30:43 From Aubri Simpson to All panelists : Thank you for the information

10:31:07 From dlautenbach to All panelists : I work with older adults who have limited communication and language but this video Up really gives me some great ideas. Are there resources for language development for adults?

10:31:31 From Charlotte Cushman : This approach can be used with adults or people of any age!

10:31:33 From Aubri Simpson to All panelists : Does Dr. Jan Van Dijk have a book about co drawing

10:31:59 From Kaycee Bennett : The incorporation of the keyboard is so awesome and makes it so personal for him. LOVE it!!

10:32:06 From Sheila Davis : I love how music is incorporated into his lesson! This is a great idea and what a way to keep him motivated.

10:32:14 From dlautenbach to All panelists : I totally agree! I am so happy I signed up for this webinar. Thanks.

10:32:18 From Lori Bousfield : is this video on the songs and poems link above?

10:32:31 From Charlotte Cushman : I love the way they use tactile symbols (paper snowballs) as a transition to more formal literacy.

10:32:32 From Cindy Bachofer to All panelists : I am thinking of snow in an ENTIRELY new way. Love this!

10:32:42 From Linda Hagood to All panelists : Kaycee, not specific to co-drawing, it’s included in many descriptions of his overall approach.

10:32:47 From Megan Mogan : He typed "hello" in braille on the keyboard!

10:32:53 From Charlotte Cushman : Yes, this video cane be found here: https://www.pathstoliteracy.org/playing-words/songs-poems/snow-poem

10:32:58 From Susan DeCaluwe to All panelists : wow! love his interpretation

10:32:58 From Lori King : I love this!

10:33:09 From Aubri Simpson to All panelists : That truly inspired me!!

10:33:10 From Linda TRUE : THAT WAS AWESOME

10:33:12 From Brenda Dreyer : Amazing!

10:33:21 From Aubri Simpson to All panelists : I am crying right now

10:33:43 From NoelB to All panelists : what a wonderful way to "illustrate" the student's snow story!

10:33:45 From Ashley Williamson : Soo great!!! He's amazing

10:33:47 From New : Reflection sheet, could you provide the link?

10:33:53 From charlotte Cushman : Reflection forms cane be found here: https://www.pathstoliteracy.org/playing-words/how-do-i-get-started/reflecting-instruction

10:33:55 From Lori Bousfield : how about working with the non-verbal blind child?

10:33:57 From Julie Maier : Wow! Both videos were wonderful and the filming of the story sessions is a great idea.

10:34:21 From Charlotte Cushman : The boy in the “Up” story was non-verbal.

10:34:45 From Lori Bousfield to All panelists : ahhh. ok. thanks Charlotte

10:34:48 From Miranda Bojanic to All panelists : These are using imagination and concrete experiences..love it!

10:34:49 From Charlotte Cushman : This is an example of a Pretend Story: <https://www.pathstoliteracy.org/playing-words/pretend-stories>

10:35:41 From Jamie Wheeler : Lovely examples! Thank you for sharing!!!

10:35:57 From Julie Maier : Great idea to use his fascination with washers to make his emotion-meter.

10:36:10 From Megan Mogan : The look on his face is everything!

10:36:15 From Charlotte Cushman : Amazing how still he is right now!

10:36:17 From Kaycee Bennett : This reminds me of David Brown's methods of self-regulation, so uniquely personalized for this student! I love it!

10:36:39 From Ashley Williamson : I love this video!!!!

10:36:45 From Julie Maier : Yep, find the child’s motivators!

10:36:45 From Nechama Sternberg to All panelists : You can see how engaged the student is.

10:36:51 From Megan Mogan : That's a great parallel, Kaycee!

10:37:00 From Charlotte Cushman : Yes, Kaycee — emotion meters are a form of self-regulation.

10:37:00 From Sheila Davis : This is great! I love how he uses his whole body to tell the story!

10:37:09 From Susan DeCaluwe to All panelists : how fun making learning alive

10:37:17 From Miranda Bojanic to All panelists : it’s very nice how a whole new experience is created through storytelling

10:37:47 From Allison Nunezallison : this kid is great

10:37:56 From Linda TRUE : I love the idea of the reflection form so that how the child communicates can be added to the communication plan for the child as well as their responses, so that more people on the school team are aware of their “pencils” for communicating

10:38:39 From Charlotte Cushman : Yes, Linda True — it really is worth the time and effort of filling out the reflection sheet to share with teams.

10:38:48 From Xenia Katcsmorak : Great way to build/reinforce vocabulary!

10:39:30 From Megan Mogan : Linda You're right. The implications of reading one's reflections not only for collaboration and consistency, but also during times of transition to other settings. The ideas and forms go with the student.

10:40:06 From Ashley Williamson : He's smile is everything, while doing this! Love, love, love!

10:40:07 From edith mobit to All panelists : I like the kinesthetics involved in the lesson too.

10:40:09 From Charlotte Cushman : Yes, Xenia! And concepts like “down the drain”.

10:40:13 From Ashley Williamson : his\*

10:40:25 From Liz Eagan : This is really good for our multisensory learners! Not all learning can be done in a chair at a desk.

10:40:47 From Charlotte Cushman : Yes, Liz! Engaging their whole bodies in telling the story.

10:40:49 From New : Could you provide the link to see this self regulation/emotion meter/check in video?

10:40:54 From Linda Hagood to All panelists : Self regulation with slowing himself down

10:40:59 From Megan Mogan : LOL!

10:41:18 From Charlotte Cushman : Here is the link to the washing machine video: <https://www.pathstoliteracy.org/playing-words/pretend-stories/my-brain-admiral-washer>

10:41:46 From charlotte Cushman : Now we’re looking at Yoga Stories: <https://www.pathstoliteracy.org/playing-words/yoga-stories>

10:41:51 From Carin Sanders to All panelists : love this for my students but also for my own two sons with Autism. Thanks!

10:42:22 From Charlotte Cushman : Yes, Carin — this is a great strategy for children with autism, whether or not they have a visual impairment.

10:42:50 From Sheila Davis : I love yoga stories—what a great way to include all the senses in the story and very calming to the body

10:42:53 From Charlotte Cushman : You can watch this Forest Meditation here: https://www.pathstoliteracy.org/playing-words/yoga-stories/forest-walk-meditation

10:43:15 From Charlotte Cushman : Yoga stories are another great tool for self-regulation.

10:43:28 From Summer Beasley to All panelists : OMG - I love this!

10:43:33 From New : Truely inspirational and enlightening to see these videos! The language, social engagement, self regulation....the list goes on and on.

10:43:40 From jennifer.johnston : This is great. I've been trying to brainstorm ways to incorporate ILS and Career and having the student act out the skill would certainly be a good way to check understanding.

10:44:24 From Kate Hurst : Just a reminder that the links to all these videos and other information are in your handout.

10:44:32 From Charlotte Cushman : There are many more examples of videos on the Playing with Words microsite, so check them all out! Here’s the full list of video examples: <https://www.pathstoliteracy.org/playing-words/resources/video-examples>

10:44:56 From Stephanie Vance : Can I get a link to the handout?

10:45:14 From Linda TRUE : Stephanie — I was just going to ask that same question

10:46:40 From Minji Kwon : Would playing with words be appropriate for children who are in prelinguistic stage?

10:47:30 From Charlotte Cushman : Yes, Minji! Think about that first video we watch called “Up”. That was a prelinguistic student.

10:47:33 From Megan Mogan : Yes Minji, the first video "Up" was an example of a pre-linguistic student

10:48:08 From Linda Hagood : Yes, Megan has had good luck with this. Still building on student interests and modeling language that corresponds to their behavior.

10:48:52 From Charlotte Cushman : We’ll post the handout on the Playing with Words microsite.

10:49:03 From Linda TRUE : thank you

10:49:05 From Kate Hurst : I am checking on where you can get the handout, but we can post it later today on the Playing with Words website to make sure you can access it.

10:49:25 From Julie Daniel to All panelists : Thank you

10:49:25 From Charlotte Cushman : This is an example of Epic Stories: <https://www.pathstoliteracy.org/playing-words/epic-stories>

10:53:04 From charlotte Cushman : It’s not always possible to start out with a peer, but it should be a goal.

10:53:06 From New : Could you talk more about David Browns?

10:53:38 From Megan Mogan : David is a retired Deafblind Specialist out of California.

10:53:56 From Megan Mogan : He specializes in working with families, educators, and students with CHARGE Syndrome

10:54:24 From Megan Mogan : \*families and educators OF... and students WITH

10:54:28 From Charlotte Cushman : If you Google “David Brown Deafblind” you’ll find lots of examples of his work.

10:54:45 From New : Does he have a link/website?

10:55:00 From charlotte Cushman : No specific website.

10:55:05 From Julie Maier : Here’s the one on motivators: Brown, D. 2009. Helping Children Want to Do Things: Identifying and Using Motivators. ReSources, Vol 14, No 2, Summer 2009. <http://files.cadbs.org/200000992-375ec38586/MotivatorsDB.pdf>

10:55:40 From Julie Maier : Most of writing since 2000 is on the California Deafblind Services website: www.cadbs,org.

10:55:46 From Kaycee Bennett : Google David Brown Self-regulation and you'll find some presentations and articles.

10:56:02 From Megan Mogan : This is such a \*key\* concept here - Process over Product. I'm so grateful you put it into words, Jay!

10:56:05 From Charlotte Cushman : Jay writes about Product vs. Process-Based Teaching: <https://www.pathstoliteracy.org/playing-words/how-do-i-get-started/product-based-teaching-techniques-process-based-teaching-techniques>

10:56:08 From Julie Maier : He doesn’t have his own website.

10:56:41 From Aubri Simpson to All panelists : Is this more of a one on one intervention or can in be done in a group of children

10:57:03 From Aubri Simpson to All panelists : Or is mainly based on the goals that the ARD committee presents

10:57:08 From Charlotte Cushman : We don’t have time to explore the microsite in greater details, but you can see the full map of the microsite here: <https://www.pathstoliteracy.org/playing-words/site-map>

10:57:30 From Charlotte Cushman : This can be done in a group, Aubri.

10:58:19 From Charlotte Cushman : If you have more questions about this, you can contact any of us through cushmanc@tsbvi.edu .

10:58:51 From Nichole Kertis to All panelists : This was an excellent learning experience- thank you all!!

10:58:53 From Charlotte Cushman : “this” means any follow-up from this webinar.

10:59:01 From edith mobit to All panelists : Will the power point be emailed to us?

10:59:05 From Lauren Wyman : We all need to PLAY. Play is how we learn and integrate.

10:59:30 From Liz Eagan : Play is a GREAT tool to use! I LOVE play!!

10:59:32 From Julie Maier : This webinar was just fabulous. I learned so much. Feeling inspired and excited from everything all of the presenters shared. Thank you so much for creating this microsite and teaching us today!

10:59:41 From Indu Eapen to All panelists : will you send us the PowerPoint.

10:59:41 From Charlotte Cushman : The handout and link to the recording will be posted on the Playing With Words microsite: <https://www.pathstoliteracy.org/playing-words>

10:59:45 From Kate Hurst : The handouts contain all the information and links and will be sent to you later and posted on Paths to Literacy with the webinar recording.