

# A How to for Writing without Standards



There are 3 stages for Writing Without Standards that you need to go through each time. Your child will need access to a full alphabet to do this.

1. **BEFORE** you start writing you are setting a *purpose*. This includes helping to set to *model* for the child how to write, this could include using the child's pencil/ iPad/ alternative pencil to write about a topic that is different from their topic (then they can't copy your words). You will then read what you wrote and put it aside.

2. **DURING** writing you are giving *reinforcement feedback* to keep the child writing, you are trying not to comment while they are writing (although this will depend on the child). This helps to keep the student going and to produce enough text for you to comment on. Be sparing in what you are saying as you don't want to create prompt dependency. Examples include: Good Writing! Awesome Work. You are doing a great job! Your mom will be really proud of you!

This is good for confidence but doesn't teach them how to think and write.

3. **AFTER** writing you need to give *informative feedback* which will attribute meaning to a student's attempt. It gives meaning to students' random attempts to write/ scribble and helps to build cognitive understanding of their actions. Great sentence starters are; 'I wonder,' 'Maybe,' 'You might have been.' Examples include:

I see some letters from your name. Let's find them.

Point to one of your letters. Let's see if it is in someone's name.

You have a lot of "c"s in your writing. Let's find all of them.

Let's see if we can write some more words with some of your letters.

Suggestions:

Use AAC/PODD to start the writing process. Allow the child to tell you a few things with their voice about the picture/topic. Then say something like, "Maybe you have something else you want to tell me, let's use your alphabet/keyboard to write some more."

Examples of Informative Feedback:

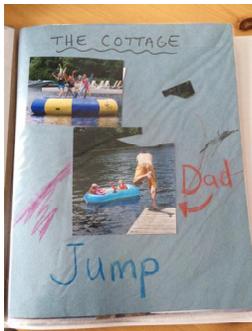
"S sa ssu g"



First try to attribute meaning to the writing. "Maggie you were in the sun. I see that you wrote su, I wondering if you were thinking of sun, maybe you thought of summer that is another word that starts with su."

If you can't attribute meaning then you try to make connections between the text to picture. "You wrote a g, were you thinking of girl? Maggie is a girl and girl starts with g."

Various Examples of Writing without Standards:

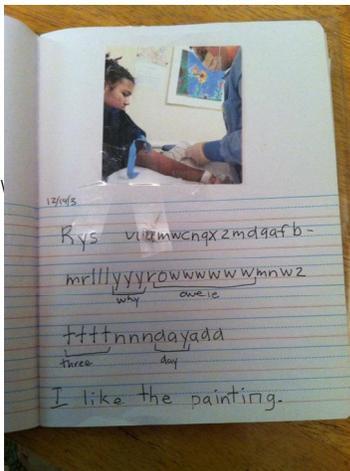


Initially, the child chose the pictures to talk about. She cut and pasted them onto the page. Then, she used her Proloquo2Go to comment on each photo, with mom writing those exact words on the page. The child then scribbled and continue to make the page her own.

This is used as a remnant book and for writing.



This child chooses a picture to glue into his notebook. He then has the opportunity to write with various colours. His mom then interprets what he wrote by writing in the same colour as her son.



This child chose the picture that she wanted to write about. She then used an alternate pencil (an alphabet chart) to tell her partner letters to print on the page. Her partner then attributed meaning to what she used her alternate pencil to write.