



Developed by the Center for Literacy and Disability Studies
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Adult-Student Emergent Writing Interaction Inventory

(Adapted from the Adult-Child Interactive Reading Inventory DeBruin-Parecki, 2007, Adapted by Hanser, 8/2009)

Emergent literacy learning is grounded in the rich interactions that students have with others during meaningful literacy activities. Students' success and engagement in emergent writing is highly dependent on the quality of this interaction. This inventory has the key elements that adults need to do in order for their students to learn how to write using an alternative pencil. The inventory can be used to train teachers, teaching assistants, parents, administrators, literacy coaches, OTRs, SLPs, PTs and after school caregivers. This inventory has been specifically designed for students with significant disabilities, including deaf-blindness.

Enhancing Attention to Print/Braille			
Adult Behavior	Observation of Adult	Student Behavior	Observation of Student
Arranges materials so that student's pencil and resulting writing are visually/tactually available to the student throughout entire activity, e.g., positions flip chart and paper on an easel, uses thick, dark marker to write letters, Braille flip chart and writing are in a consistent location.		Student attends to materials. Might briefly stop to look or listen and/or reach for pencil, device or switch.	
Adult models writing with student's pencil and uses think outlouds, i.e., uses color coded eye gaze frame, print/Braille flip chart, Intellikeys, or switches.		Student attends to adult, AAC device and/or pencil.	
Adult pauses throughout the activity and gives student opportunity to process the print or Braille and the pencil. Talk is kept to a minimum.	Wait time observed:	Student shows interest and attention to the print/Braille.	
Adult pauses throughout the activity to allow the student to initiate and carryout a motor response. Talk is kept to a minimum.	Wait time observed:	Student attempts to make a motor response.	
Adult offers opportunities to the student to reread their writing.		Student responds to adult and may choose or not choose to reread.	
Adult rereads the writing with student and calls attention to basic concepts about print/Braille, e.g., print/Braille carries meaning, reads print/Braille left to right top to bottom.		Student attends to adult and shows interest and attention to the print/Braille.	

Score (0-3) 3=most of the time (4 or more times) 2=some of the time (2-3 times) 1=infrequently (1 time) 0=no evidence



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Promoting Interactive Writing			
Adult Behavior	Observation of Adult	Student Behavior	Observation of Student
Adult offers choices of writing activities that are motivating to the student.		Student responds and makes a choice.	
Adult carefully observes the student's body language, gestures, use of switches, sign approximations, and/or AAC device use, and focuses on direction of student's attention and interest.		Student engages with adult and shows interest in writing.	
Adult accepts all of the student's attempts, whether random, fleeting or deliberate.		Student engages with adult and shows interest in writing.	
Adult verbally attributes meaning to student's attempts, whether fleeting and random or deliberate. Adult repeats what they observed, expands and attaches meaning. Example: "I saw you look over at this page. I think you are telling me that we should read that. OK!"		Student engages with adult and shows interest in writing.	
Adult accepts all letters that the student writes, including repetition of letters. Adult does not lead student and there is no focus on copying or spelling.		Student engages with adult and shows interest in writing.	
Adult encourages the interaction by modeling the use of student's communication system-if available, e.g., tactual symbols, individual symbols on choice board/eye gaze frame, single message devices, multiple button device.		Student attends to adult, AAC device and/or pencil.	
Adult follows the student's lead and ends activity when student indicates finished.			
Adult celebrates student's writing. Writing is used in some way, e.g., posted on bulletin board, shared with classmates or others, placed in a journal.		Student shows interest and excitement with their writing.	

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Adult records important contextual notes with student writing, e.g., class went on fieldtrip and student writes ffffffff throughout their writing.			
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Using Literacy Strategies			
Adult Behavior	Observation of Adult	Student Behavior	Observation of Student
Adult calls attention to some of the features of letters, words, and sentences e.g., letter names, letter sounds, first and last letter/word, orientation of Braille cells.		Student shows interest and attention to the print/Braille.	
Adult does think outlouds and talks about what writing is, how it used and what writers do.		Student attends to adult, AAC device and/or pencil.	
Adult helps student make sense of what print/Braille means by making links between writing and student's personal experiences.		Student shows interest and excitement.	
Adult encourages student to re-read their writing using their inner voice.		Student shows interest and excitement.	
After re-reading writing, adult asks the student if he/she would like to add more.		Student attends to their writing and the pencil, and may or may not add more.	

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