

RAPS STORIES: Get SETT to Learn
Building An Ear Print:
Sing It First!

Students:

For this activity, the group included two classes of 10 students, ages 6 - 11. All students were emergent to beginning readers. Several students were nonspeaking and one student was in a wheelchair. All students had significant cognitive delays.

Environment:

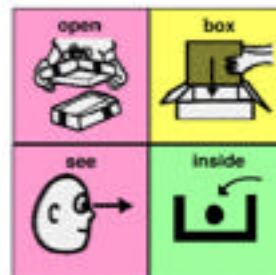
The students were in two self-contained classrooms in an elementary school. Each class included a teacher and two aides. The two classes share a space, and teachers team-teach some activities. Both teachers are new to special education, and highly motivated. For this activity, students were seated around a U-shaped table.

Task:

The task was to introduce the story, 'Pizza Today' to a large group of students. The timing was less than optimal, as students had been involved in a large-group activity, and were getting restless. Because students were not engaged in the activity, the therapist decided to use music to introduce the story.

Open Box Song to Gain Attention and Interest: The repeated line for the story ("What should we buy for the pizza today?") was sung into a simple communication device (Big Mack), and the symbol was attached (see <Tools>). The device was turned on, and placed into a box, while students weren't looking. The group leader shook the box, and the message was spoken. When students looked up, she pointed to the box, and observed, "Wow! This box is talking!") She then led the group in learning the signs:

- OPEN
- BOX
- SEE
- INSIDE



The group then joined in signing the song *Open Box** One student was chosen to open the box. The device was removed, and pressed again. The group leader then said, "Ohhhh! I remember, this is the line to our new book. Let's sing it!"

* See: www.aacintervention.com/ Tip of the Month / 2006

Pizza Today Song to Hold Attention and Develop Ear Print:

WHY SING STORY TEXT: It is very helpful to develop an 'ear print' for the text of a story. Nellie Edge (2002) refers to this as 'memory reading' or 'magical memory reading.' She also suggests an emotional connection that students have to songs that they can clap, chant, and sing. Many of the books that she has created are pictorial representations of songs or rhymes (e.g., Teddy Bear Chant, I Love the Mountains, Des Colores).

We suggest that singing the RAPS stories is very helpful. There is a RAPS songbook, with a symbolized song for each of the 10 RAPS stories (Musselwhite, 1994). In addition, each of the three RAPS stories on the RAPS Suite CD includes a songboard. Retelling a story through music is one strategy for supporting learning. This tip suggests that you might consider singing a story BEFORE reading it.

HOW TO SING STORY TEXT: The group leader then used the cut-apart symbols (see Tools) plus signing to sing the story. For example (words to be signed shown in CAPS):

WHAT should we BUY for the PIZZA today?
WHAT should we BUY for the PIZZA today?
WHAT should we BUY for the PIZZA today?
HOW about . . . pickles (hold up symbol)?
No way (thumbs down).
HOW about . . . tomato sauce (hold up symbol)?
That's okay (thumbs up).

Then the group leader held up the book, pointed to the title, and said, "Hey! This book is the same as the song. Check out the title. It says . . . <pause> Pizza Today. Let's read it!" Have any of you ever eaten pizza? This story tells about stuff that good on a pizza and stuff that is yucky. What do you like on your pizza (etc etc.).

Edge, N. (2002). Take Advantage of How the Brain Learns Best: Give children "Books that Sing and Chant." www.nellieedge.com

Edge, N. (2003). Developing Phonemic Awareness and Phonics Skills Within the Context of Songs and Rhymes. www.nellieedge.com

Tools:

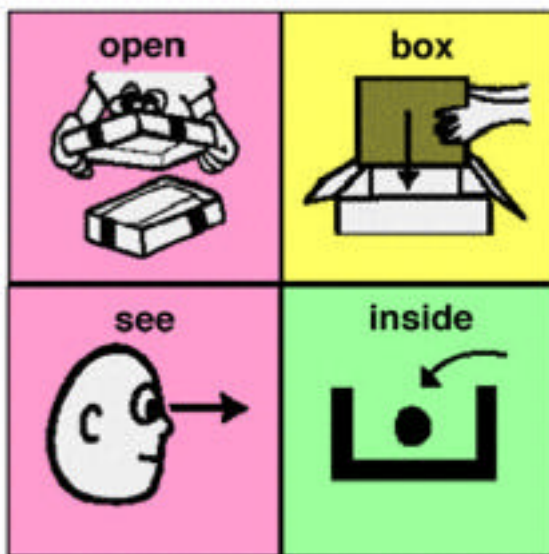
For this activity, tools are very simple, including:

- 1) Box with 'Open Box' symbols on top (see tip).
- 2) Big Mack device with repeated line 'What should we buy for the pizza today?' recorded (see illustration)
- 3) Light tech symbols to hold up as appropriate (On RAPS CD)

Repeated Line



Big Mack
www.ablenetinc.com



Open Box Lyrics

Open, open, open box,
See what's inside (repeat).

Open Box Song Tip

www.aacintervention.com (2006)

Pizza Today 9.pdf

what should we buy for the pizza today ? ?	pickles pickles	marshmallows marshmallows
how about ?	cheese cheese	pepperoni pepperoni
no way no way	that's okay that's okay	tomato sauce tomato sauce

Pizza Today Extras/ Guided Reading/
Communication Displays

Summary by Musselwhite, ©2006, www.aacintervention.com/ www.learningmagicinc.com

For more information about the SETT framework go to:

<http://sweb.uky.edu/~jszaba0/SETTupdate2002.html>