

5/15/2015

The BRIDGE (Pierce, Summer, O’DeKirk, in progress)

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All items (including writing & phonological awareness) include children’s use of assistive technology (e.g., adapted books, books on disk, books on tape, communication symbols, devices). Each item is scored based on at least three (3) pieces of evidence (observation notes, work samples, pictures, dictation). Evidence may be collected throughout the school year to better inform practice. Examples for each item are included in the appendix. ALL ITEMS MUST RECEIVE ONE SCORE. Initial scoring of the Bridge occurs after the first six weeks of a child’s entry into classroom/services. Final scoring occurs during May of each school year.

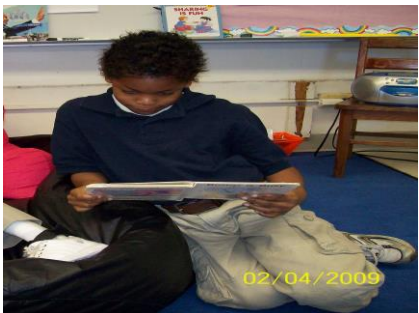
Foundations of Reading (Book Knowledge/Appreciation/Print Awareness/Story Comprehension)

1. How does Jason handle/interact with books?

Independent study of book pages (4)



Jason is focused and looking at a book.



Jason is meaning-fully looking at the pictures.



Jason is browsing through the book and he stopped at a page independently to study it before going on to the next page.

R., Jason

2. How does __Jason__ interact with symbols/print?

Communicates a choice of story, song or rhyme using a picture, symbol, or object (1)



Jason uses these three picture icons in his binder to communicate his choice for “free choice”.



Jason is communicating that we are going to the restroom by pointing to the picture.

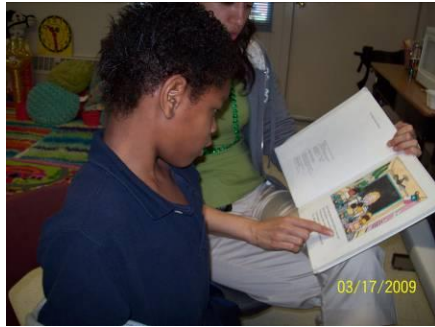


Jason communicates with his Mom at home by using this board on his AAC device.

R., Jason

3. How does __Jason_____ engage in the act of reading?

Displays joint attention while being read to (2)



Jason his paying attention to the story while Ms. Heather reads.



Jason is very engaged in this reading activity. He is currently using his AAC device to make a comment about the story.



Jason is very engaged in this reading activity and he is paying attention and participating by using his AAC device.

R., Jason

Foundations of Writing

4. How does __Jason_____ draw/write? (Motor item)

Using writing/drawing tools with beginning purpose (2)



Jason writing on the computer using the Touchscreen and Caroline Musselwhite's Writing Suite CD. For each writing selection Jason independently chose the beginning, middle, and end by making a choice. Jason was given a choice of 3 familiar names to choose from when needed.

R., Jason

5. How does ___Jason_____ use print? (Cognitive/linguistic item)

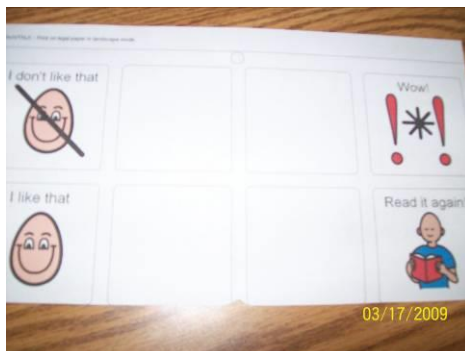
Uses symbols to communicate (1)



Jason uses pictures in his daily schedule to communicate what comes next in his day.



Jason is using the picture symbols on his AAC device to communicate that there is a polar bear on the page that we were reading.



Jason uses picture symbols on his AAC device to communicate whether or not he liked the book that we read.

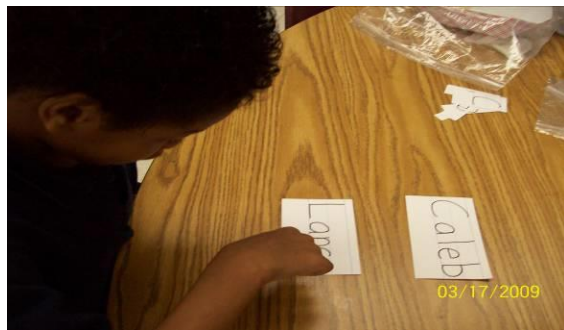
R., Jason

6. How does _____ Jason _____ write his name? (Motor & Cognitive item)

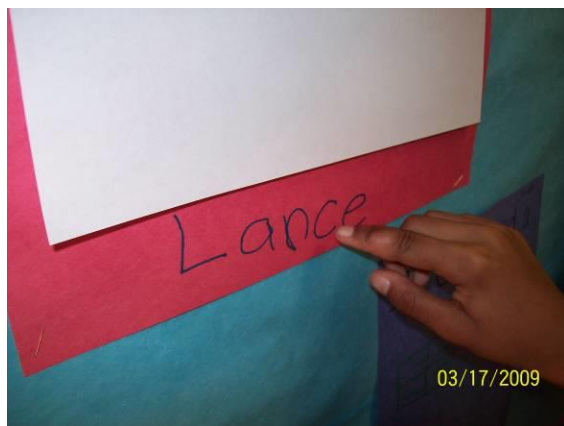
Writes name in recognizable form (5)



Jason was asked where his name was and he pointed to it on the light box.



Jason recognizes his name from a list.

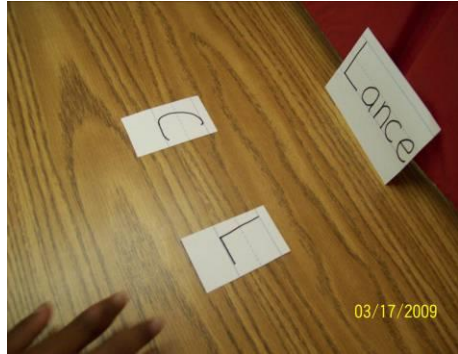


Jason was asked to locate his name on the bulletin board and he pointed right to his name.

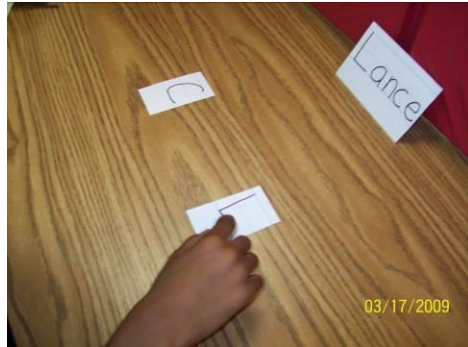
Alphabet Knowledge

7. How does ___Jason_____ interact with/use letters of the alphabet?

Recognizes first letter in their name (says, writes, points to). (3)



Jason is reaching for the "L" because that is the letter that his name starts with.



Jason was asked what letter his name starts with and he pointed at the "L".

R., Jason

Phonological/Phonemic Awareness

8. How does Jason demonstrate phonological awareness?

Participates in familiar sound and word play, songs, finger plays through visual cues & imitation (1)



Jason is clapping his hands in the song, "If you're happy and you know it clap your hands".



Jason is dancing with the music. (Swaying back and forth).



Jason is dancing (swaying back and forth) with the music.

9. How does Jason demonstrate phonemic awareness?
Recognizes sounds of language by completing familiar rhymes (1)

JASON DEMONSTRATING VERY BASIC PHONEMIC AWARENESS.



Jason using Caroline Musselwhite's Writing Suite CD to write poems with repetitive and rhythmical wording which he was able to hear when he played back what he wrote.

R., Jason

Oral Language (related to literacy activities)

10. How does Jason interact during literacy related activities?

Labels pictures and actions (3)



Jason was asked to locate the plush toy that matched the one in the story.



Jason was asked to label the matching animal from the book to his AAC device.



*Jason was telling me who the painter was in the story using his AAC device.
R., Jason*

11. How does _____ Jason _____ engage in story telling?

Answers questions related to familiar stories. (4)



Jason is answering a question about the story using his AAC device. I asked him what color the duck was and he was telling me “yellow”.



Jason is participating in a guided reading activity and is answering a question using his AAC device.



Jason will help to tell a story by telling me to “turn the page” using a voice output device when asked, “what do I need to do now?”

R., Jason