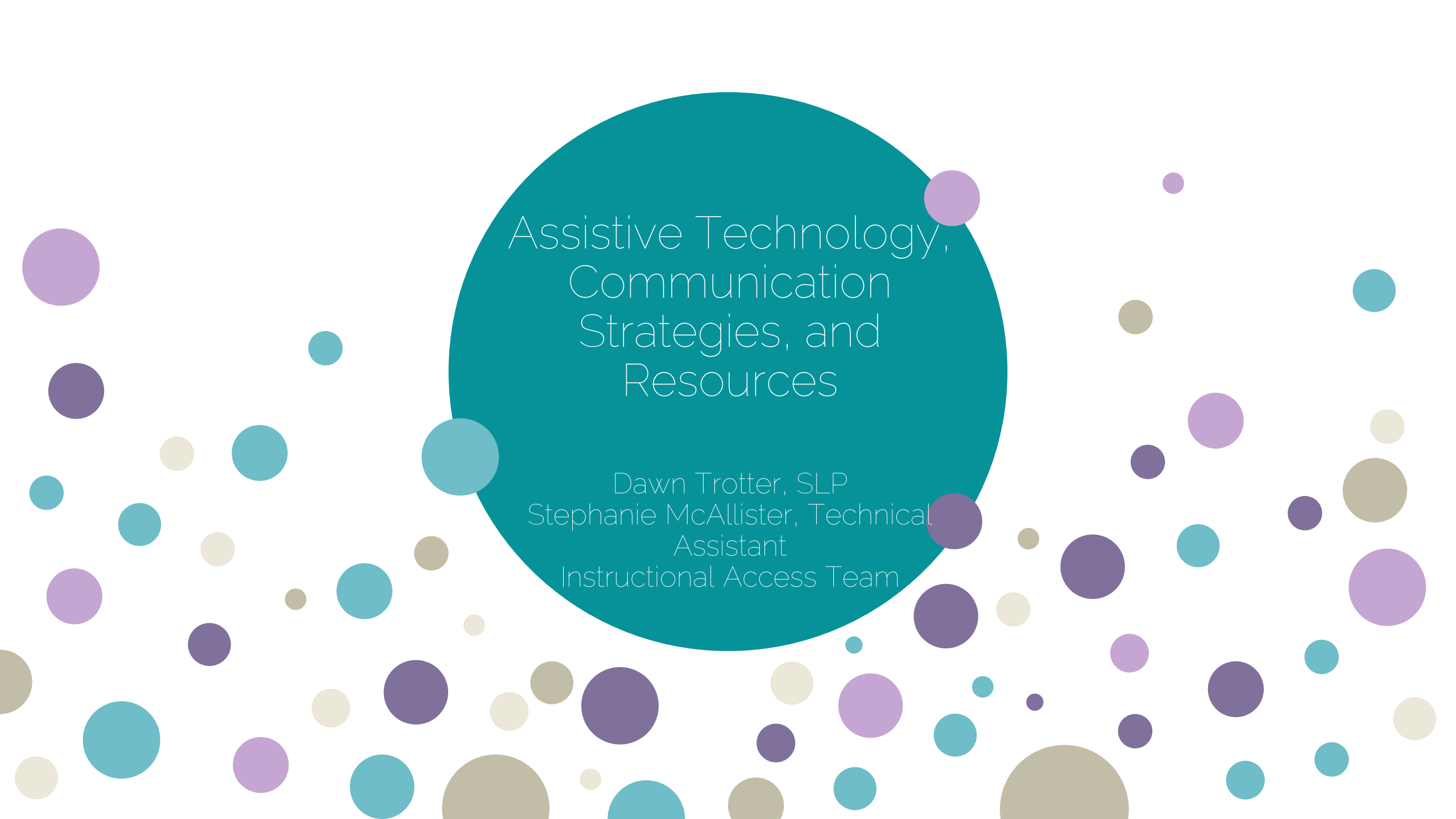




Assistive Technology, Communication Strategies, and Resources

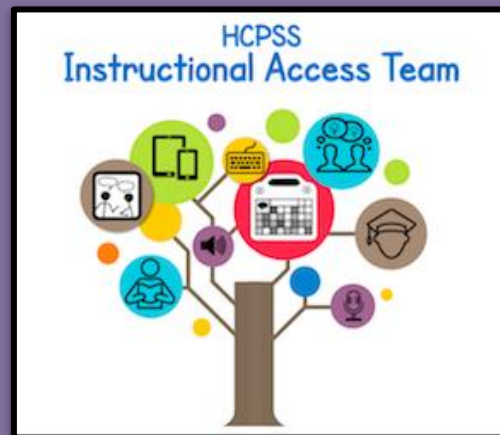
Dawn Trotter, SLP
Stephanie McAllister, Technical
Assistant
Instructional Access Team



Participants will

- Identify members of the Instructional Access Team, their roles, responsibilities, and resources available to staff
 - Understand that communication is the foundation for academics, social engagement, and independent living
 - Identify a variety of student communication modes
 - **I**dentify a variety of communication devices, apps, and vocabulary
 - Identify a variety of strategies that promote communication
 - Practice modeling using a low tech communication system
 - Be able to locate assistive technology resources for academics, communication, and professional learning
- 

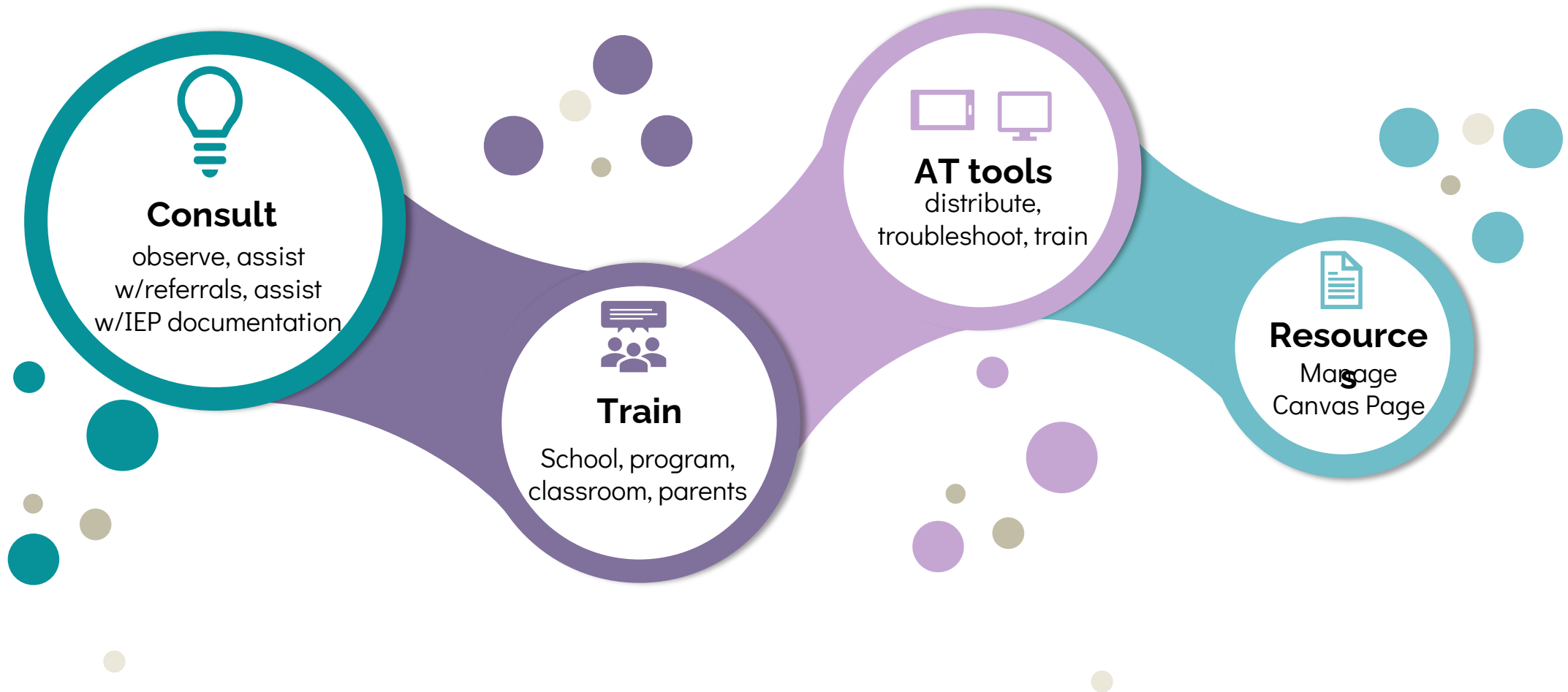
Instructional Access Team



Meet the Team

- Emily Kinsler, Coordinator, Countywide Services
- Lauri Silver, Special Educator, Instructional Facilitator, Academic Support
- Dawn Trotter, Speech & Language Pathologist, Communication Support
- Stephanie McAllister, Program Assistant, All student iPad support, EIS, ECSE, and Elementary Support
- Jenny Jones, Technical Assistant, Middle & High School Support, All staff iPad support

IAT Roles and Responsibilities



Assistive Technology

IDEA- Assistive technology (AT) is any item, piece of equipment, software program, or product system that is used **to increase, maintain, or improve the functional capabilities of persons with disabilities**. This includes assistive technology services needed to obtain, maintain, repair, or train in the use of the device.

AT Tools/Devices

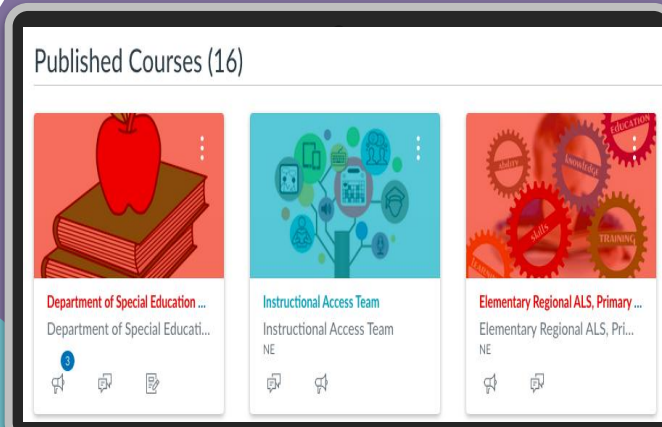
Provides access to instruction, environment, activities of daily living and communication for an individual with a disability.

Examples of AT Tools

- Read and Write for speech to text and text to speech
- Equatio for access to math tools
- Communication devices for students who have difficulty communicating using verbal speech
- Supported Seating, wheelchairs, standers, gait trainers for mobility
- Pencil grips, slant board, stylus, chromebook for fine motor concerns
- Jaws, screen reader, high contrast materials for students with visual impairments
- FM units, hearing aids, cochlear implants for students with hearing impairments



Canvas Community



Please join our Canvas Community and add us to your dashboard for quick access to the resources we will review at the end of this presentation

Available on DSE Canvas page too!

College

Community

Career

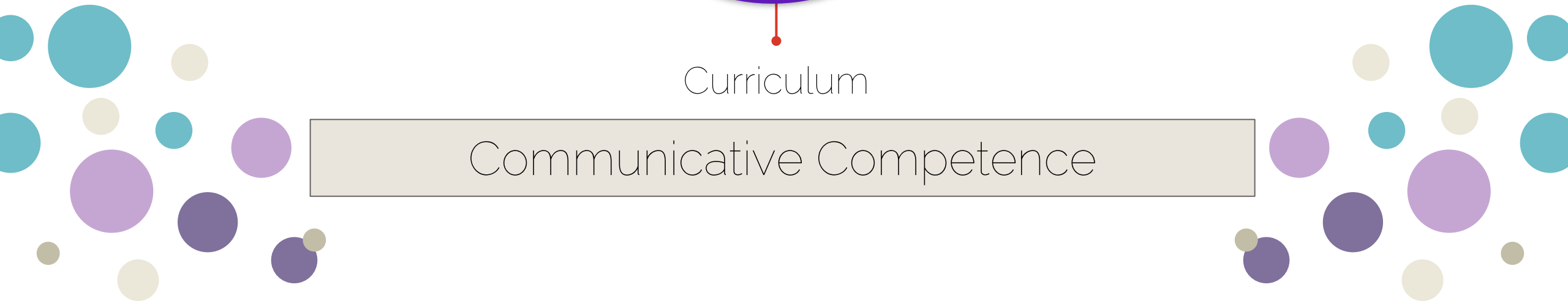
Instruction

Assessment

Primary
Role of
Schools

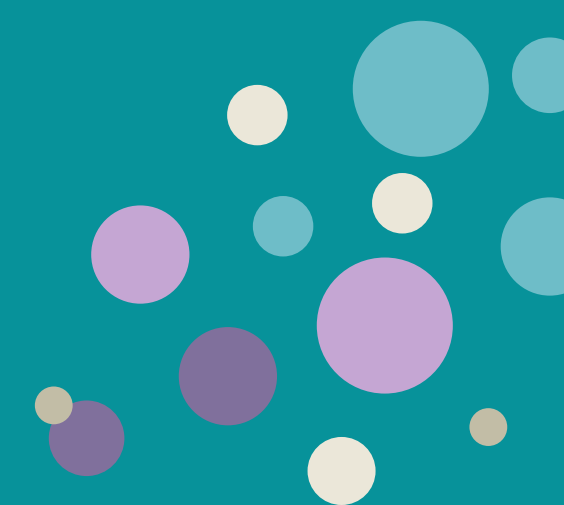
Curriculum

Communicative Competence

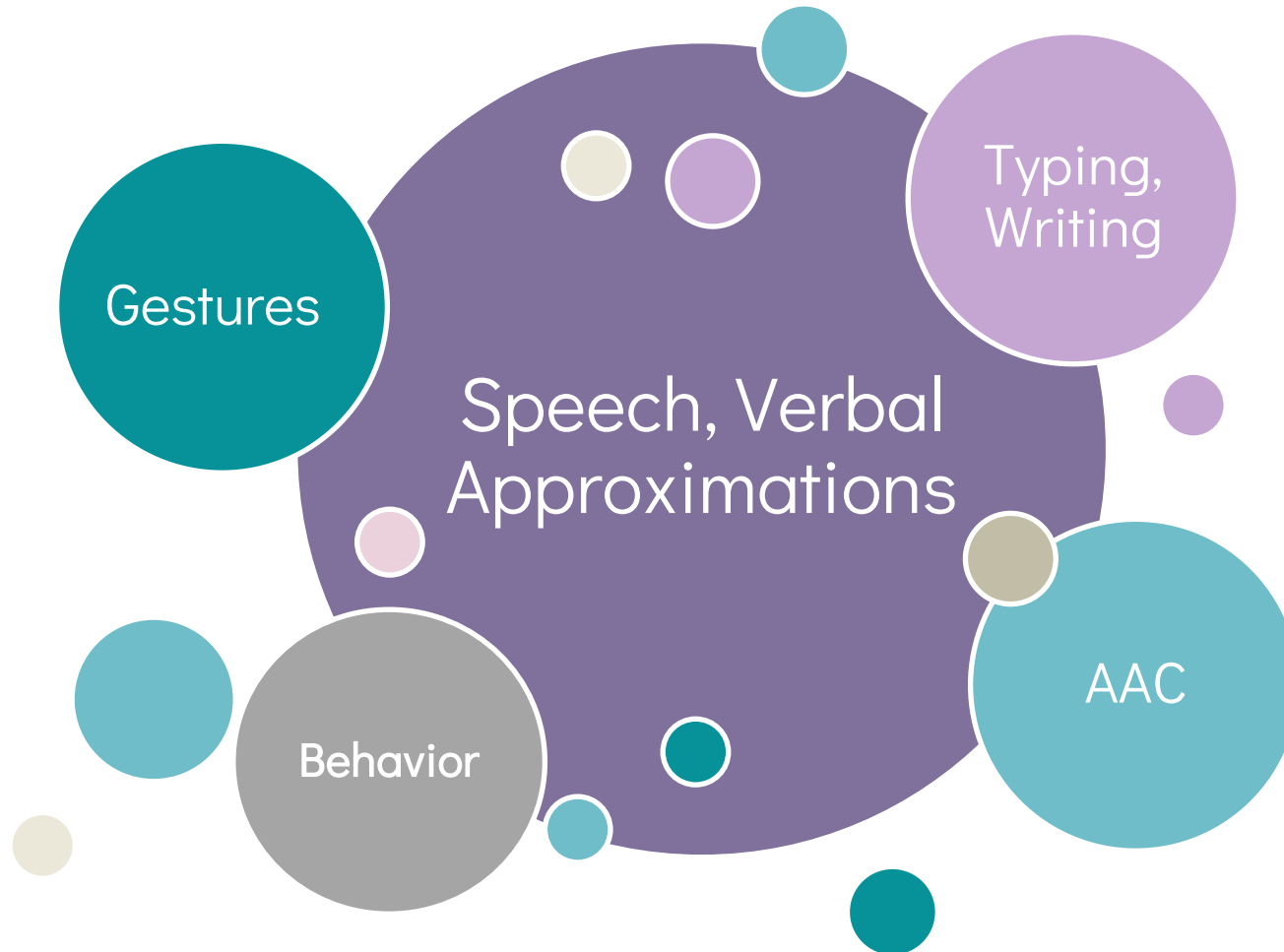




Communicative
competence is the
foundation for learning,
social engagement,
college and career
readiness, and
independent living

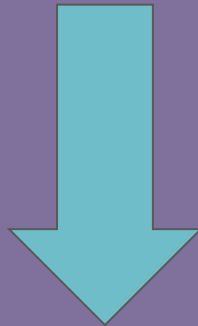


How our learners may communicate



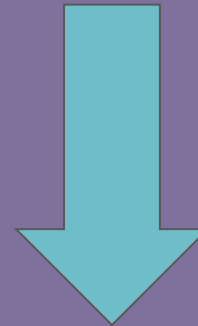
AAC: AUGMENTATIVE & ALTERNATIVE COMMUNICATION

AUGMENTATIVE

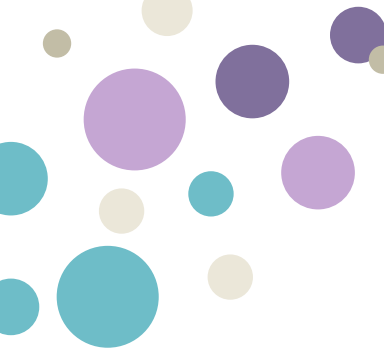


SUPPLEMENTS VERBAL
SPEECH

ALTERNATIVE



REPLACES VERBAL
SPEECH



Types of AAC

NO TECH/LOW TECH

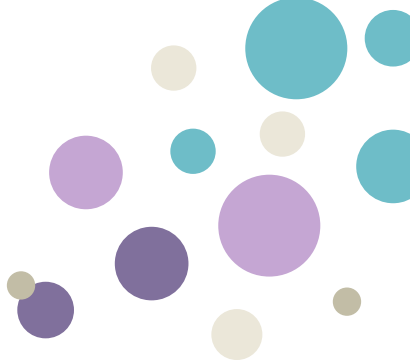
Doesn't require a power source or extra equipment (i.e. writing, sign language, pictures, communication boards, or wallets)

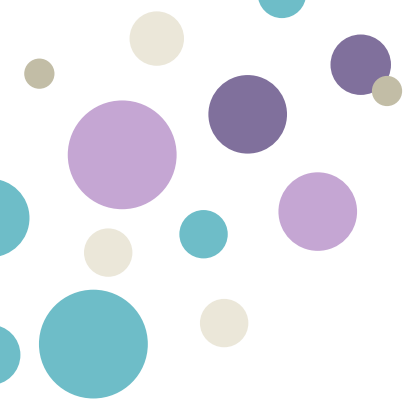
MID TECH

May require minimal training or batteries/power source to use; may have an audio component (i.e. speech generating switches, buttons, or multi-cell devices)

HIGH TECH

Uses technology, requires training to use, requires a power source (i.e. dedicated speech-generating devices)

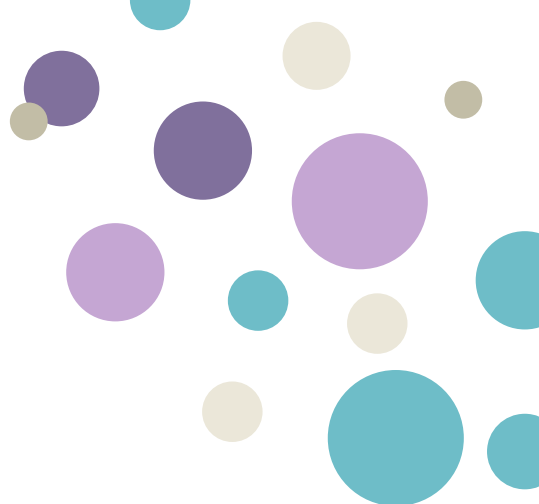




WHO USES IT?

**Anyone who cannot meet
their daily needs with spoken
language alone would likely
benefit from AAC.**

**This includes individuals who
are hard to understand!**

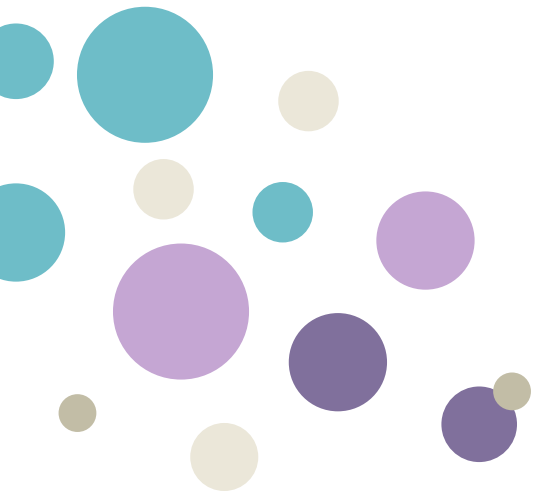


**Make sure the system is out
at all times.**

**It is their voice and
cannot be taken away.**

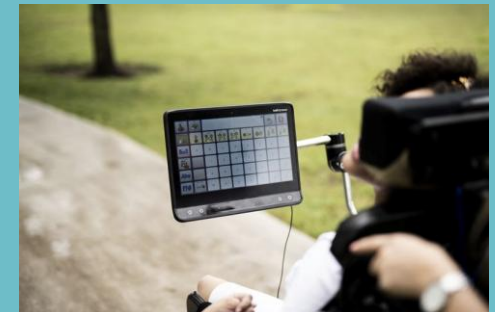
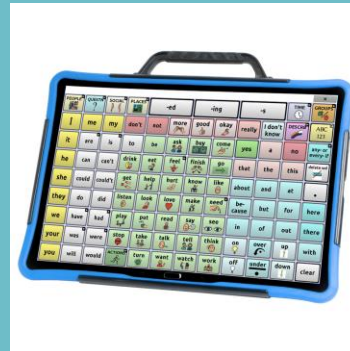
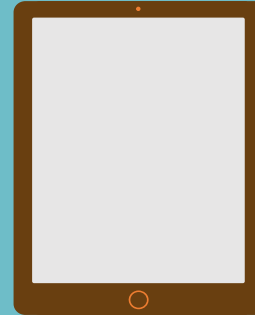
**If you're ever tempted to take an AAC system
away, ask yourself:**

“What would I do if this child were verbal?”

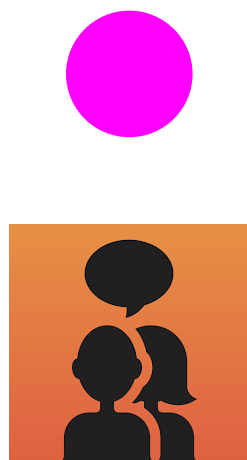
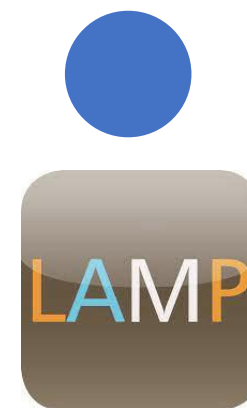
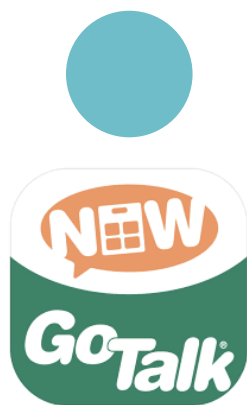


HCPSS Myth

HCPSS only assigns iPads with Touch Chat

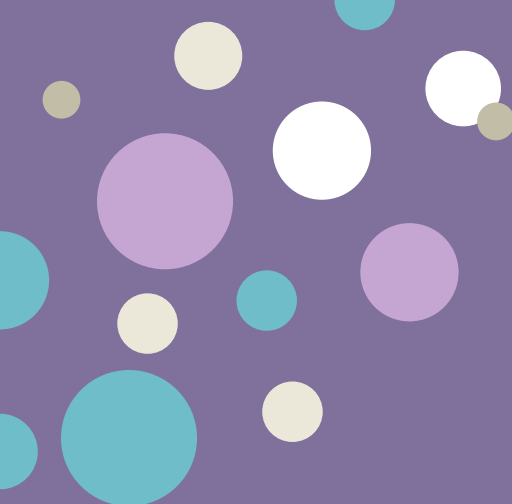


AAC Apps/Software Programs

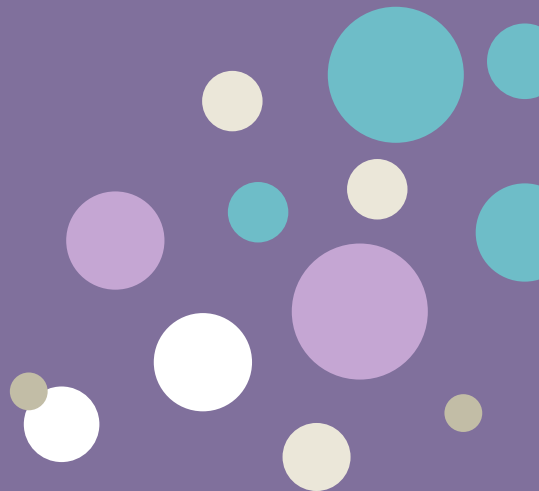


AVAZ AAC

TD Snap

A cluster of circles in various sizes and colors (teal, purple, white, yellow, and brown) located in the top-left corner of the slide.

Vocabulary

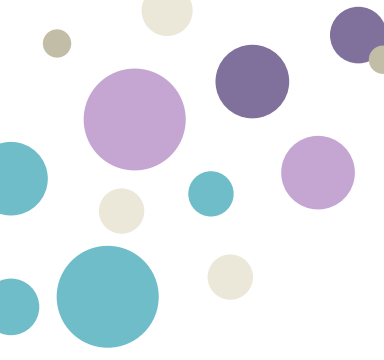
A cluster of circles in various sizes and colors (teal, purple, white, yellow, and brown) located in the bottom-right corner of the slide.

Core

- A small set of commonly used words to support communication and language learning
- 85% of what we say is made up of 200 words
- Often difficult to illustrate
(ie. this, there, eat, go, in, turn, you, my, have, do, take, yes, no, more)

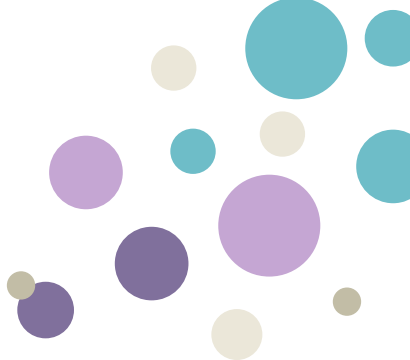
Fringe

- Tens of thousands of words
- Used infrequently
- Constitute a small portion of communication
- Necessary for specificity of language, but not functionality
- What schools use most to evaluate a student's knowledge of academic content (memorization)
(ie. cookie, dog, Saturn, photosynthesis, shoe, America)



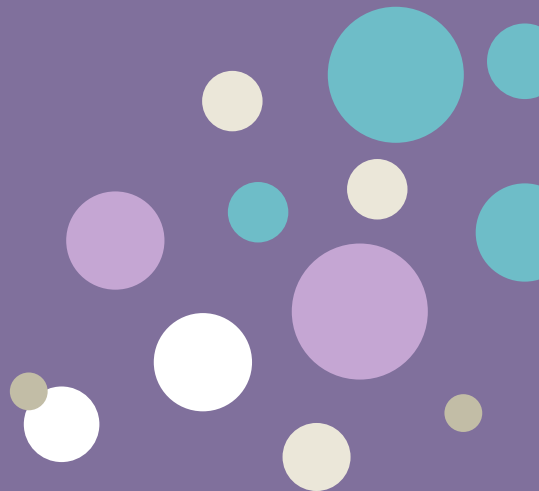
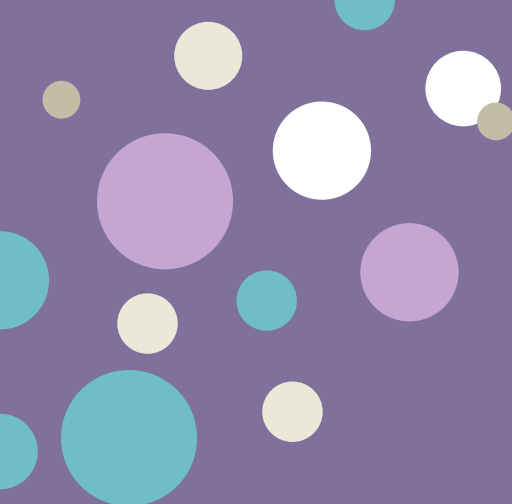
Most commercially
available systems rely
heavily on core
vocabulary

Robust systems utilize both core and fringe

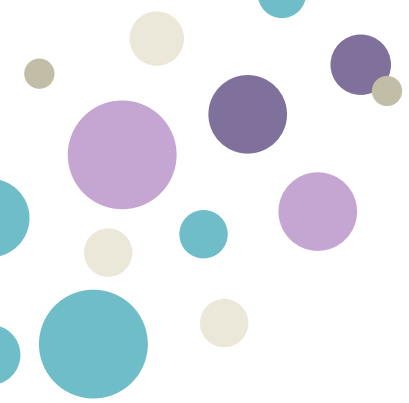


How do I address the different communication needs of all my students?

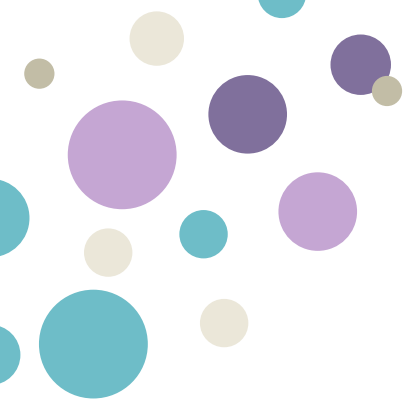




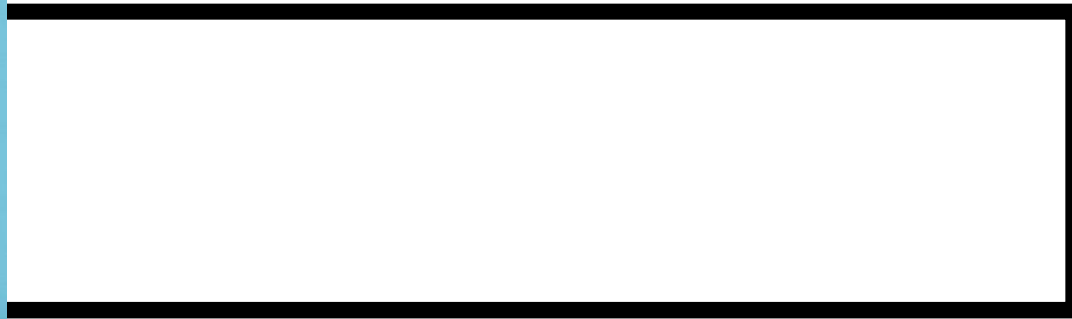
Modeling



**“Modeling” using AAC
means that you use the
communication system
while you talk to show
how it can be used.**



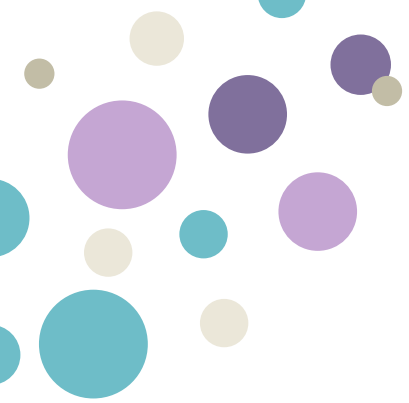
**Check out the video below
to learn more about the
importance of modeling!**





Modeling During Individual Structured Teaching





4:1 Ratio

Model, Model, Model, Model



Expect
Communication
(wait, prompt as
needed)

Prompting

Visual-just the device (Independent response)

Gestural-pointing to icon, hovering in general vicinity

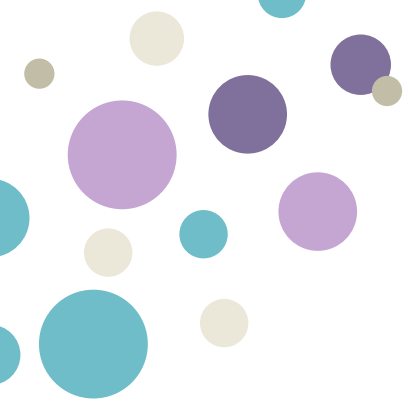


Verbal-speaking expectation ("touch go", "do this")

Partial-Physical-touch shoulder, upper arm, elbow, forearm

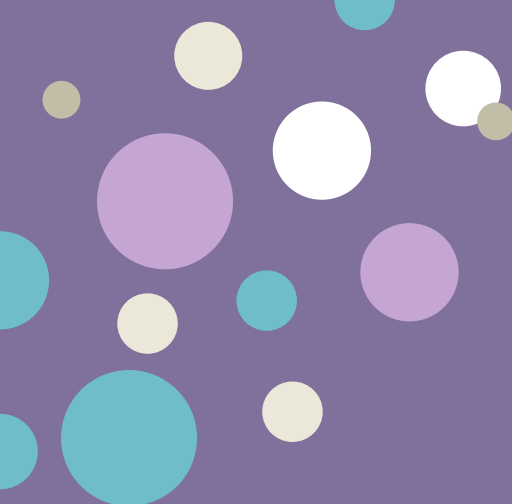
Full Physical- **hand-over hand (don't do this)** 

Verbal and physical prompts are VERY difficult to fade

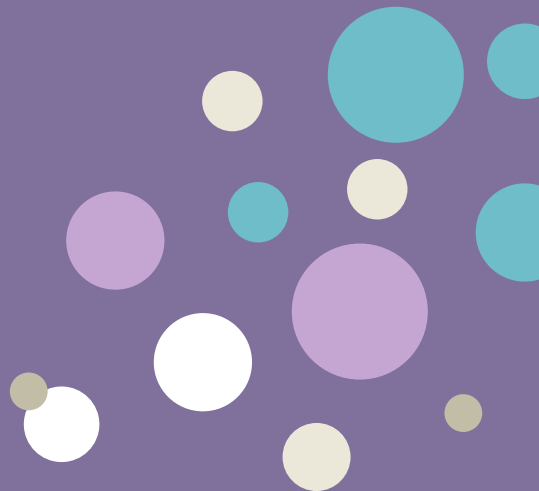


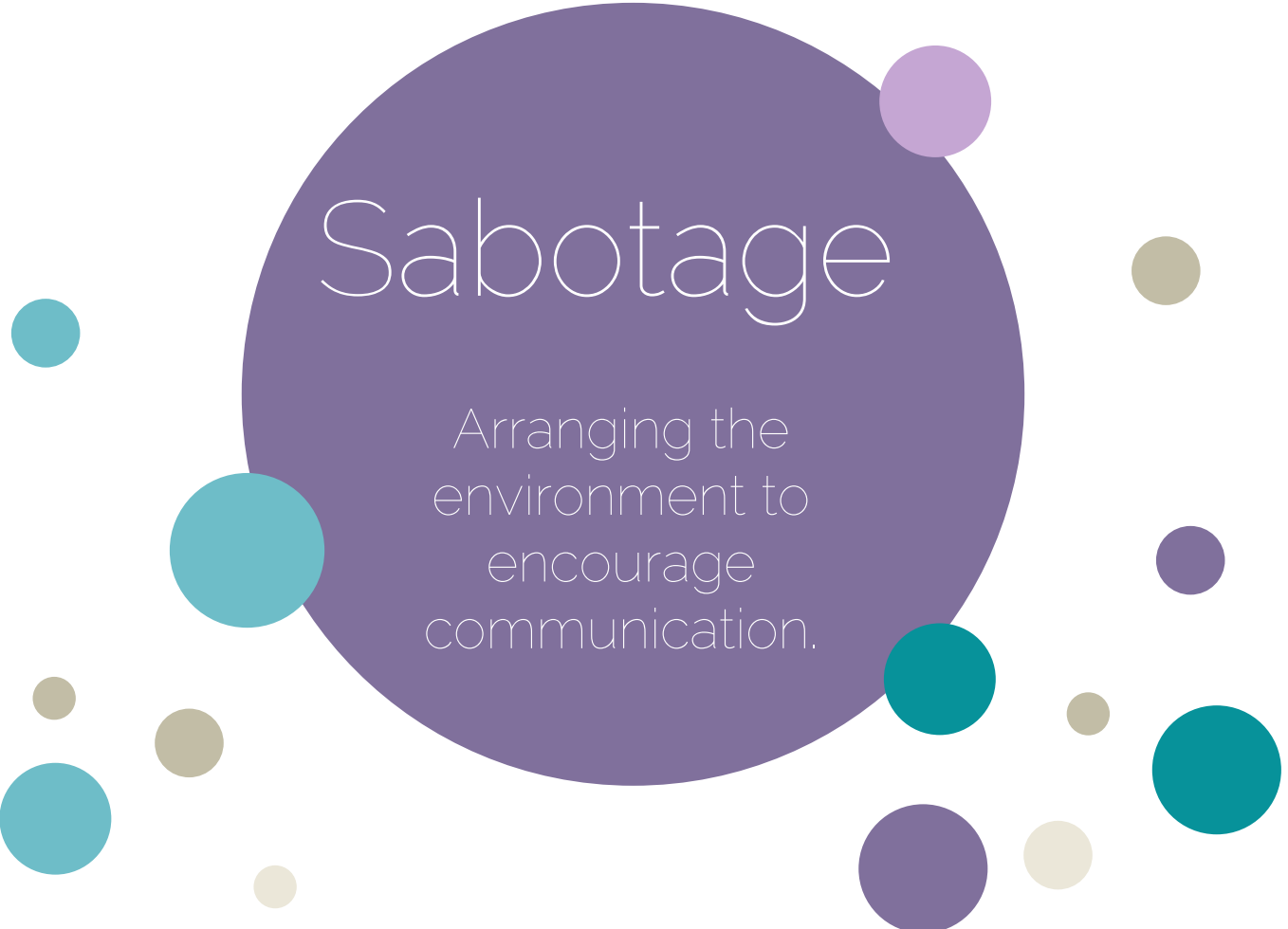
Tips for Modeling

- Start in a controlled environment
- Use familiar tasks/routines
- Make sure student behaviors are manageable
- Start small-pick one concept you can model and expand to multiple environments
- It's okay to make mistakes.
- Show students how to navigate
- Use opportunities when a student is not engaged to discuss/teach the topic
- Use vocabulary that is more general and requires less navigation



Communication Strategies

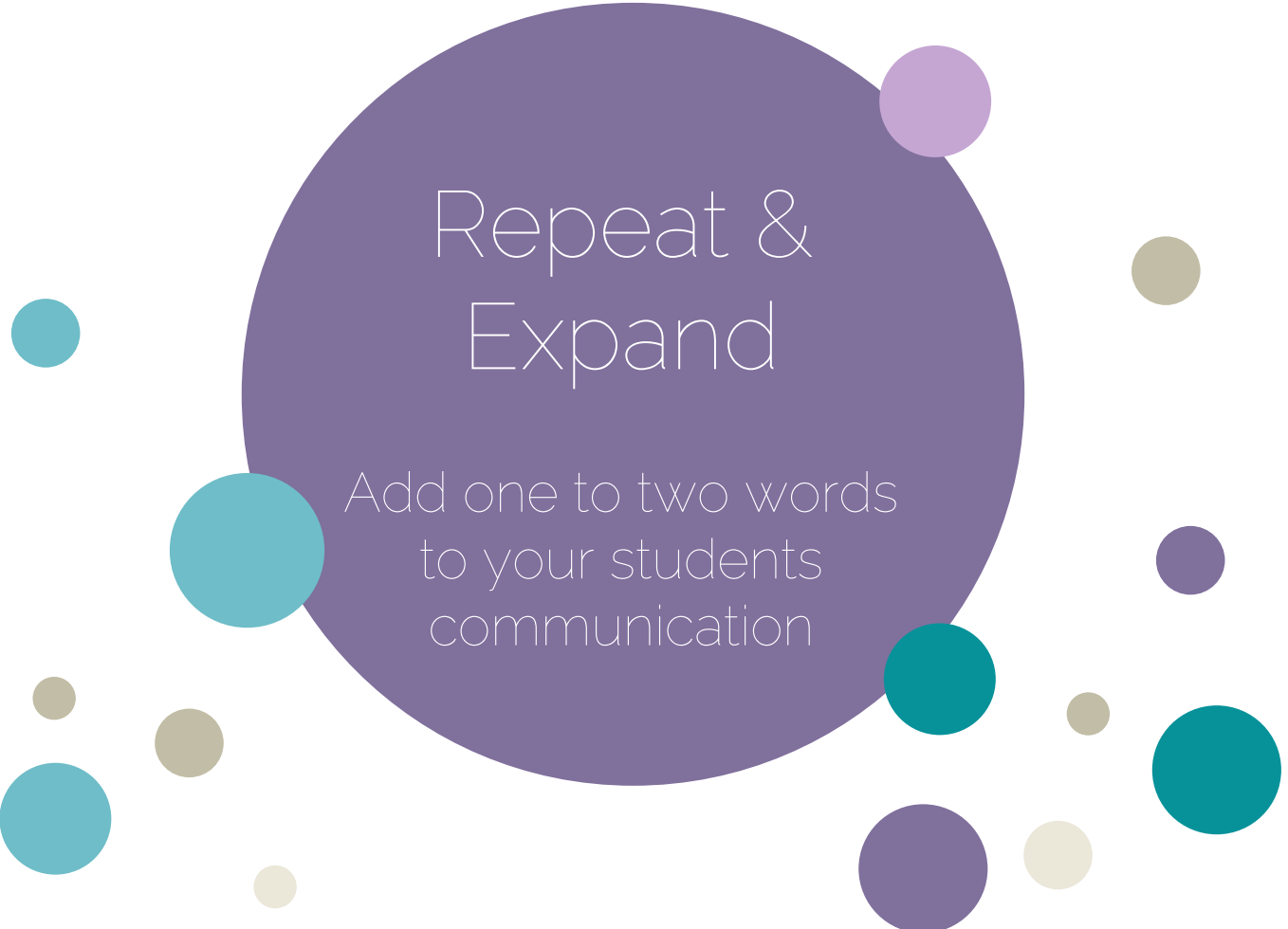




Sabotage

Arranging the environment to encourage communication.

- Hide favorite objects in sight, but out of reach
- Deny access to snacks, toys, highly reinforcing items
- If your student leads you to something, give them a choice and model
- Give your student the wrong item (teaches correction and negation)



Repeat & Expand

Add one to two words
to your students
communication

-Child says/activates "up"/
Model "go up"

-Child says/activates
"eat"/Model "eat cookie"

-Child says/activates "play
ball"/Model "play yellow
ball"

-Child says/activates "my
turn"/Model "my turn car"

**For advanced users, don't forget to
teach grammar and punctuation
"play with the yellow ball"*



Self-Talk

Talk OUT-LOUD about
what you are doing,
seeing, hearing, and
feeling

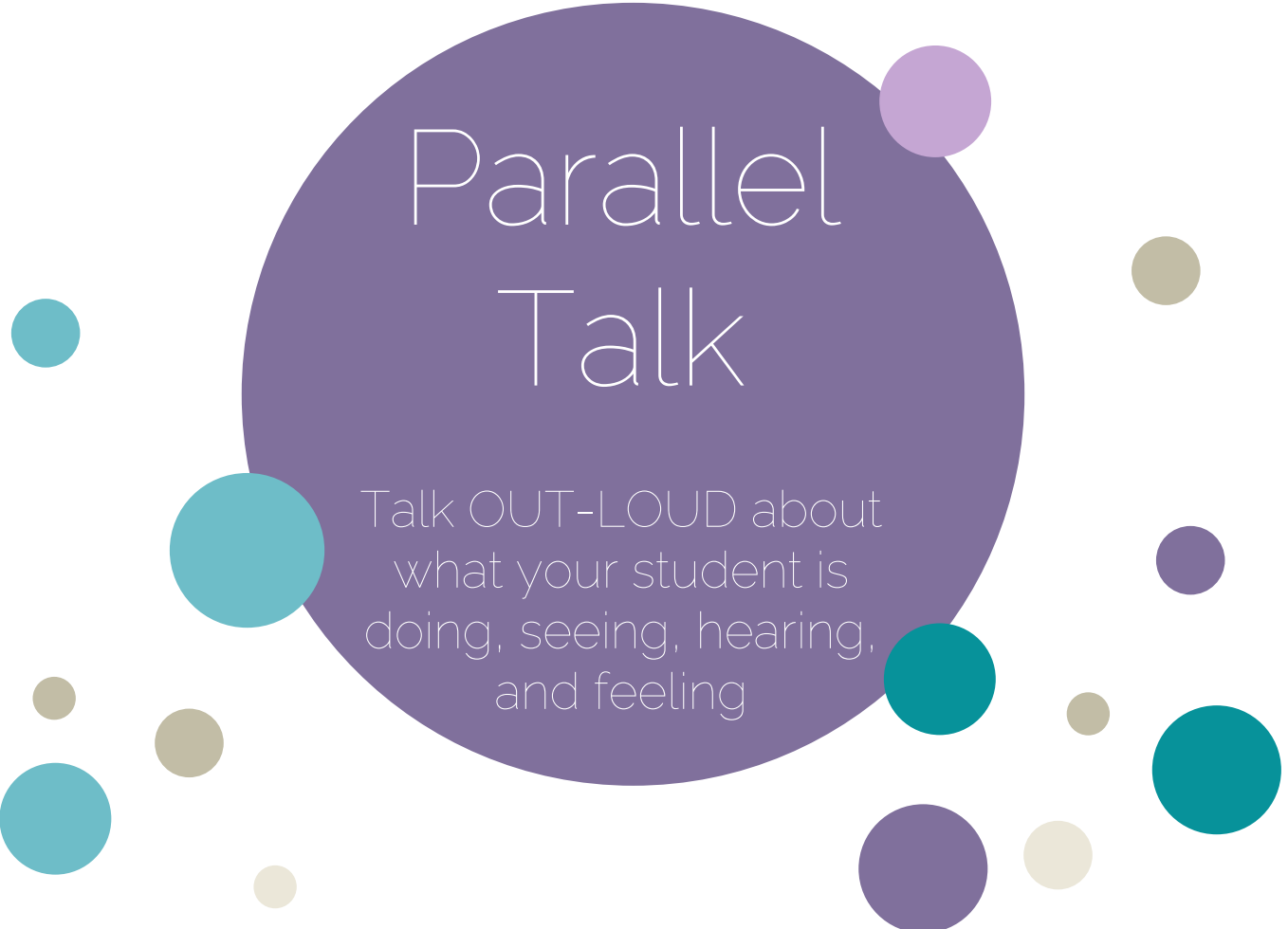
-Cleaning up ("get it", "put in", "it goes there", "where does it go")

-Feelings ("I am angry", "I feel frustrated", "I like it", "Great")

-Sensory Experiences ("That is loud", "Yucky", "Sticky")

-Observing the environment ("I see it", "That is big", "He is there")

Helps to teach commenting



Parallel Talk

Talk OUT-LOUD about
what your student is
doing, seeing, hearing,
and feeling

-Cleaning up ("You got it", "You put in", "Good job")

-Feelings ("You look frustrated", "No, you don't like it" "You like it")

-Sensory Experiences ("You think it's loud", "You don't like it-yucky", "You like to squeeze it")

-Observing the environment ("You are playing", "You want it", "You see her")

***Helps promote shared experiences
and social interactions***

Let's Practice Modeling

Read it
Put here
Go in
Stop that
My turn
Watch me
I like that
Come here

14:07 Wed 28 Nov 100%

Vocab Menu

ABC 123	PEOPLE 	QUESTN 	ACTIONS 	SOCIAL 	PLACES 	TIME 	GROUPS 	DESCRB 	good 
clear	I 	me 	to	come 	that 	a-	the	and 	more 
.	my 	is	eat 	drink 	finish 	get 	all 	at	COLORS 
EXTRA And It The WORDS Up	it 	can	go 	help 	open 	put 	in 	for	on 
here 	you 	do	like 	play 	read 	stop 	out 	up 	off 
yes 	your 	no 	want 	take 	tell 	turn 	watch 	down 	with

IAT Canvas Resources



- HCPSS Assistive Technology Guide
- Referral Information
- Professional Learning
- Apps, Extensions, Software Guides
- AAC Resources
- Technology Tips and Tricks



Thank you!

Dawn Trotter, MS Ed/CCC-SLP
Instructional Access Team
dawn_trotter@hcpss.org