







Evaluation

- Purpose:
 - Select, develop, modify AT systems
 - Create or adjust instructional plans
 - Measure progress
- The Law:
 - Highly qualified
 - Completed in a timely manner
 - Connection to IEP goals/TEKS/STAAR
 - Timely acquisition of tools

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Evaluation

- Develop an Evaluation Plan (DATE)
- Standardized and Norm Referenced tools- usually not sufficient but use what you can
- Establish receptive language skills, establish expressive language skills, and fill in the gap
- Explore existing and potential literacy skills
- Collect data in multiple environments with input from multiple team members
- Explore total communication: voice, oral speech, low tech, high tech, sign, written language, etc.
- Identify required tool features, trial tools, collect data, adjust as needed

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Core Vocabulary

- Core vocabulary consists of the most frequently used words we speak and write- established by age 2-3
- About 80 % of what we say is comprised of about the same 300 words- across age levels, gender, culture, etc.
- In order to communicate, access to core vocabulary in single word units is required (i.e. not programmed as full sentences)
- Most of these words are pronouns, prepositions, demonstratives, common verbs, common adjectives, common adverbs and a few common nouns
- If intervention time is invested in teaching, modeling and reinforcing core vocabulary, communicators will be able to say most of what they need to say

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Core Vocabulary

- The other words are
 - fringe,
 - content/context specific,
 - and academic vocabulary items .
- Non-core vocabulary is less frequently used, but is often germane to the interaction
- Absolutely teach/model core vocabulary first and often
 - The communicator gets a huge benefit from being able to say 80% of what they intend
- Concurrently enable/teach/model access to fringe/context specific vocabulary
 - Low tech may be the best way to provide non-core vocabulary

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What is expected from the tool, the child, the staff and the environment?

<p>PARTICIPATION</p> <ul style="list-style-type: none"> • Press and play • Allows students to engage in an activity <ul style="list-style-type: none"> • Circle time • Scripted activities • "tell me", "show me" • Often utilizes only content or context specific vocabulary 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Low and high tech • Involves the use of core vocabulary • May involve the use of fringe, content/context specific, and academic vocabulary • Sharing of basic needs/wants AND novel utterances (thoughts, feelings, opinions)
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Promising Practices

WHAT SUCCESSFUL SCHOOL DISTRICTS DO WITH SWUAAC

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Establish relationships between the staff, student, and family

- Invite all stakeholders to ensure support and buy in for the technology used
 - From the beginning
 - Listen to all input during the assessment process
 - Involve all team members in the implementation plan
- Meet them (staff, students, and parents) where they are
 - Staff may have no or varying levels of AAC knowledge
 - Parents may have no information, misinformation, preconceived ideas, be in varied stages of grief about their child's disability, etc.
 - Student may have ideas and expectations.
 - What is the cognitive, communicative and academic load being placed on the student?

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Provide Professional Development

- Create district, campus and, individual level PD plans that span 1, 3 and 5 years
- Implement the plans
- Follow up and provide feedback on plan effectiveness, and revise accordingly
- Resources for PD
 - Face-to-face, text-based tutorials, and online
 - Vendors
 - Education Service Centers
 - District created
 - YouTube (really)
 - Books groups and self study
 - Mentoring and job-embedded coaching
 - Develop a FORMAL plan
 - Reward the mentors

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Develop an Implementation Plan

- Include expected outcomes, person(s) responsible, and times lines for completion
- Start small and gradually add targets; utilize the Objective Opportunity Chart
- Tie objectives to IEP/TEKS/PLAAPF/Daily lessons plans
- Identify and target areas of intervention focusing on Janice Light's 4 areas of communicative competence
 - Operational
 - Linguistic
 - Social
 - Strategic
- Collect data on a regular basis and use results to guide intervention
- Consider transition issues (from class to class, year to year, school to school, school to vocation/post HS)

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Focus on Total Communication

- Utilize every and all modalities of engagement and communication- voice, facial expression, gesture, sign, low tech, high tech, written/text-based, etc.
- Provide clear expectations to staff and to student
- Always have access to the tools required for the task
- Low tech boards available, visible and in use
- Decide as a team what will be "accepted" as a communication and be consistent
- Share successes and challenges in the classroom and home environment on a regular basis

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Top 10 AAC Implementation Strategies
IN NO PARTICULAR ORDER

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10. Direct Instruction

- Teach operational and linguistic competence
- Teach picture meanings in a language approach
- Teach picture locations in a motor-based approach
- Practice access strategies and endurance
- Teach pragmatic skills
- Teach language constructs- grammar, morphology, syntax, semantics, literacy, academic vocabulary and applications
- Address language disorders
- Many manufacturers provide ready made materials for these lessons

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9. Environmental Instruction

- Teach linguistic, operational, social, and strategic competence
- Look for highly motivating items and activities
- Support the use of natural linguistic cues
 - Not "Tell me blue"
 - Instead "What color is this?" or "Is this blue or red?"
- Utilize peers (especially non-challenged peers), and siblings
- Utilize low-tech to support academic and content specific vocabulary
- Practice similar vocabulary targets (core) across multiple environments with a variety of communication partners
- Support the development of pragmatic language skills

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8. Routines and Scripts

- Teach linguistic and operational competence
- Identify predictable vocabulary scenarios, or classroom activities that use the same context specific vocabulary (i.e. Circle time or Snack)
- Model the expected communication behaviors
- Provide multiple opportunities for the student to demonstrate expected behaviors
- Be consistent with rewards and consequences

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7. Language Intervention

- Teach linguistic and social competence
- Utilize established expressive and receptive language support strategies (i.e. "regular language therapy")
- Utilize imitation, parallel, extension language techniques
- Model the intended communication behaviors *with* the tools the student is expected to use
- Address identified language disorders
- Support literacy instruction
- Utilize ESL language/literacy instruction techniques
- Integrate Aided Language Stimulation and Focused Aided Language stimulation
- Explore pragmatic language skills and instruction

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6. Manipulate the Environment

- Teach linguistic, social, and strategic competence
- Enable errorless learning
- Incorporate sabotage routines- hidden objects, make mistakes, don't provide all needed materials, etc.
- Utilize preferred items, activities, people
- Include humor, fun activities, games, play
- Utilize established routines
- Utilize the element of surprise
- Build communication opportunities across settings
- Train communication partners
- Provide opportunities for the student to talk
- Provide easy and consistent access to tech for staff and student

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5. Core Vocabulary

- Teach linguistic competence
- Provide access to a core vocabulary slightly above the student's receptive language level
- Provide core words in single word units
- Model the combination of core words slightly above the student's expressive language level
- Provide "on the fly" core word creation- low tech or high tech
- Incorporate and model spelling words that are not immediately available in the core word list
- Overtly discuss with staff, parents, and student the importance and power of core words

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4. Communication Partner Training

- Teach linguistic and strategic competence
- Learn the system(s) the student uses
- Use even turn taking between oral and non-oral communicators
- Teach staff and peers to be good listeners
 - Respond to communication attempts (Total Communication)
 - Maintain focus on the communicator (not the technology or other tasks)
 - Turn taking and seeking clarification
 - Minimal interrupting
 - Confirm communication
- Allow for wait time- silence is OK
- Utilize co-construction techniques (will vary from student to student)
 - "Wh" question- not just yes/no for clarification
- Provide cues appropriately: visual, auditory, physical

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3. Incorporate Literacy Instruction

- Teach linguistic competence
- Direct literacy instruction
 - Phonics
 - Visual approach to literacy
 - Core vocabulary of sight words
- Incidental literacy modeling
- Opportunities to read and write
 - Accessible books- adapted hard copy and e-books
 - High interest content
 - Academic content
 - Finding the right pencil

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2. Teach Pragmatic Language Skills

- Teach linguistic and social competence
- Four basic pragmatic functions needed
 - Initiation
 - Commenting (neutral, positive, negative)
 - Repair techniques (receptive and expressive)
 - Concluding
- Non-oral cues (facial, gesture, context) for the speaker and the listener
- Many more pragmatic functions to explore: turn taking, questioning, requesting, clarifying, questioning, referring, harrating, attention seeking, responding/acknowledging, answering, complaining, rejecting, protesting, informing, describing, greeting, affirming, expressing feelings/opinions, code switching, etc.

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1. Role Playing

- Teach linguistic and strategic competence
- Practice a variety of novel and routine communication scenarios
- Model expected communication skills and behaviors
- Use a variety of partners
- Address pragmatic communication skills
- Utilize sabotage techniques
- Use humor to show what happens when communication fails
- Practice in direct instruction and controlled environmental instructional settings

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Next Steps

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Where to begin...

- Begin with the easiest step, then gradually add the next easiest, and then the next easiest until you get to the hardest
 - Objective Opportunity Chart
 - Refer to the Implementation Plan timeline and person(s) responsible
 - Communicate regularly and adjust as needed
- What supports (professional development, materials, time to meet and plan) are needed?
- If breakdowns occur, refer to Janice Light's four areas of communicative competence (linguistic, social, operational, strategic) and determine the area that is in crisis

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Follow-up

- Collect data and adjust accordingly
- Tie intervention to TEKS/IEP/PLAAFP/Daily lesson plans
- Address transition issues early and often
- Teach literacy concurrently

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Resources

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Assessment Resources

- Social Networks <http://www.augcominc.com/index.cfm/sn-faq.htm>
- Communication Matrix <http://www.communicationmatrix.org/>
- Pre-verbal Communication Schedule <http://complexneeds.org.uk/modules/Module-2.4-Assessment-monitoring-and-evaluation/All/m08p030b.htm>
(training- <http://www.advanced-training.org.uk/> & <http://www.complexneeds.org.uk/>)
- Pragmatics Profile of Everyday Communication Skills <http://wwwedit.wmin.ac.uk/psychology/pp/>
- WATI ASNAT (Chapter 3) - <http://www.wati.org> (free publications)
- Bloom and Lahey <http://firstyears.org/c4/u4/markingforms.htm>
- Cobb County Pragmatic checklist <http://www.nesc.k12.ga.us/files/Pragmatic%20Language%20Checklist.pdf>

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Assessment Resources

- Triple C: Checklist of Communication Competencies - <http://www.spectronicsinc.com/product/the-triple-c-checklist-of-communication-competencies>
- Every Move Counts <http://www.everymovecounts.net/>
- AAC Profile- <http://www.linquistics.com/itemdetail.php?id=10547>
- Test of Aided-Communication Symbol Performance- [http://www.mayer-johnson.com/isp7?ctt_id=8955651&ctt_adnw=Google&ctt_ch=ps&ctt_entity=lc&ctt_cli=2x15381x64070x1648842&ctt_kw=test of aided communication symbol performance&ctt_adid=9422148664&ctt_nwtype=search&qclid=CNi564ax6KocFOQI2god9l5y6A](http://www.mayer-johnson.com/isp7?ctt_id=8955651&ctt_adnw=Google&ctt_ch=ps&ctt_entity=lc&ctt_cli=2x15381x64070x1648842&ctt_kw=test%20of%20aided%20communication%20symbol%20performance&ctt_adid=9422148664&ctt_nwtype=search&qclid=CNi564ax6KocFOQI2god9l5y6A)
- AAC Evaluation Genie- <https://itunes.apple.com/us/app/aac-evaluation-genie/id541418407?mt=8>
- Some AAC devices have cognitive, linguistic and access assessment tools built into the software

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Core vocabulary resources

- <http://aac.unl.edu>
- <http://www.aac institute.org>
- <http://www.vantatenhove.com/papers.shtml> (Papers and Resources> Language Intervention Strategies)
- [ISAAC's AAC professional journal](#)
- [ASHA professional journals](#) and [SIG 12/listserv](#)
- http://www.youtube.com/watch?v=Vib2_BDCXc
- Banajee, M., Dicarlo, C., & Stricklin, S. B. (2003). Core vocabulary determination for toddlers. *Augmentative and Alternative Communication*, 19, 67-73.

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Literacy and AAC resources

- Dr. Janice Light <http://aac literacy.psu.edu>
- Center for Literacy and Disability Studies <https://www.med.unc.edu/ahs/clds/>
 - Alternate Pencil
 - Reading Assessment and AT
 - Route 66
 - Bridge Assessment
 - Tarheel Reader
- Visual approach to literacy instruction http://www.amazon.com/Right-Brained-Children-Left-Brained-World-Unlocking/dp/0694842718/ref=pb_sim_b_55
- Universal Design for Learning <http://www.youtube.com/watch?v=bDvKnY0q6e4>
- CAST/AIM-<http://www.cast.org> and <http://aim.cast.org/>
- TATN- <http://www.texasat.net/default.aspx?name=resources.aim>
- TEA- <http://www.tea.state.tx.us/index2.aspx?id=2147487109>, Bookshare <https://www.bookshare.org/>, Learning Ally <http://www.learningally.org/>

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Implementation resources

- AAC Kids <http://aac kids.psu.edu/index.php/page/show/id/14>
- Gail VanTatenhove <http://www.vantatenhove.com>
- Linda Burkhart <http://www.lburkhart.com>
- AAC Intervention <http://www.aacintervention.com>
- USAAC Scoop It <http://www.scoop.it/speak-up-1>
- Practical AAC <http://practicalaac.org>
- YAACK <http://aac.unl.edu/yaack/>
- SET BC <http://www.setbc.org/>
- Communication Supports Inventory <http://icfcy.org/aac>

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Implementation resources

- Every Move Counts <http://www.everymovecounts.net/>
- Environmental Communication Teaching http://archives.gadoe.org/DMGetDocument.aspx/Strategies_of_ECT.pdf?b=8CC6769F8C13771F6D3463A8B7E13CC7A275A85A6A997BE18800BEED181FA9A3&type=L
- Tangible Symbol System <http://www.designtolearn.com/>
- Picture Exchange Communication Systems <http://www.pecs.com/>
- Language Acquisition through Motor Planning (LAMP) <http://www.aacandautism.com/>
- Pixon Project http://state.prentrm.com/product_info.php/cPath/30/products_id/163
- PODD- Pragmatic Organization Dynamic Display <http://www.lburkhart.com/podd.htm>
- ACN Communication Partners - http://www.auccominc.com/newsletters/index.cfm/newsletter_22.pdf

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Good Books to Have

- Beukelman, D., Miranda, P. (2013). *Augmentative and Alternative Communication*. 4th ed. Baltimore, MD: Paul H. Brookes.
- Glennen, S. and Decoste, D. (1997). *Handbook of Augmentative and Alternative Communication*. Singular publishing: San Diego, CA.
- Light, J., Beukelman, D., Reichle, J. (2003). *Communication Competence for Individuals who Use AAC*. Baltimore, MD: Paul H. Brookes.
- Miranda, P. and Iacono, T. (eds.). (2009). *AAC for Individuals with Autism Spectrum Disorders*. Baltimore, MD: Paul H. Brookes.
- Paul, R. (2001). *Language Disorders from Infancy through Adolescence: Assessment and Intervention*. St. Louis, Missouri: Mosby.
- Soto, G., & Zangari, C. (Eds.). (2009). *Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs*. Baltimore, MD: Brooks Publishing.

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