

## College and Career Ready for All

Components in a Comprehensive Definition of College Readiness for *typical high school students...*

### Key Cognitive Strategies

- Problem solving, reasoning, analysis, interpretation, critical thinking

### Key Content

- Reading, Math, Science, Social Studies

### Academic Behaviors

- Self monitoring, time management, using information resources, social interaction skills,

### Contextual Skills and Awareness

- Seeking help with admissions, procedures, group interaction skills

(Conley, 2011)

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## Postsecondary Programs are About Opportunities

- Academic and instructional
- Employment/Career: Pathways to competitive employment
- Independent living/residential
- Social: An avenue for inclusion into one's community



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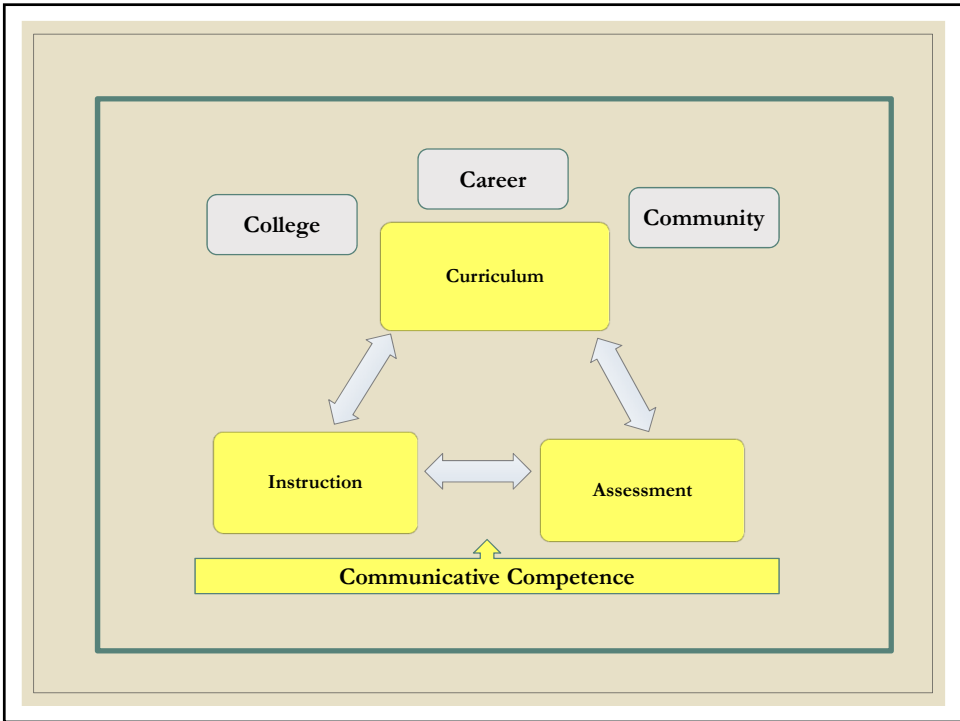
## Employability Skills for All



Tony Wagner (2008) talks about the seven survival skills:

- Critical Thinking and Problem Solving;
- Collaboration; and Leadership
- Agility and Adaptability;
- Initiative and Entrepreneurialism;
- ***Effective Oral and Written Communication;***
- Accessing and Analyzing information;
- Curiosity and Imagination.

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## NCSC partners are discussing:

- Maximize Communicative Competence
- Full access to the academic content for life long learning (Problem Solving, Reading, Writing, Math)
- Development of appropriate social skills( Social skills to function well in small groups-collaboration and cooperation)
- Development of independent work behaviors (independent and team work skills)
- Development of support access skills (skills for identifying and requesting supports)

(Discussion based on Kearns, Kleinert, Harrison, Shepard-Jones, Hall, Jones 2011)

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### Remember

Functional skills can be taught as part of academic lessons.

The learning process itself results in benefits

e.g. critical thinking and problem solving

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## “Presuming Competence”

### pre·sume com·pe·tence

pri'zooom/ 'kaempetens/

To presume competence is to acknowledge that all individuals have the ability to learn, to communicate, to participate in their own way. It means that we provide opportunities by creating accessible & inclusive spaces.

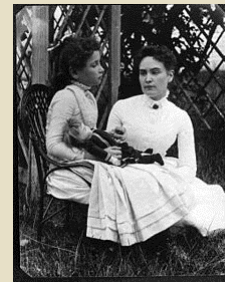
To presume competence is to respect the value of human diversity.

Not presuming competence is to actively harm.

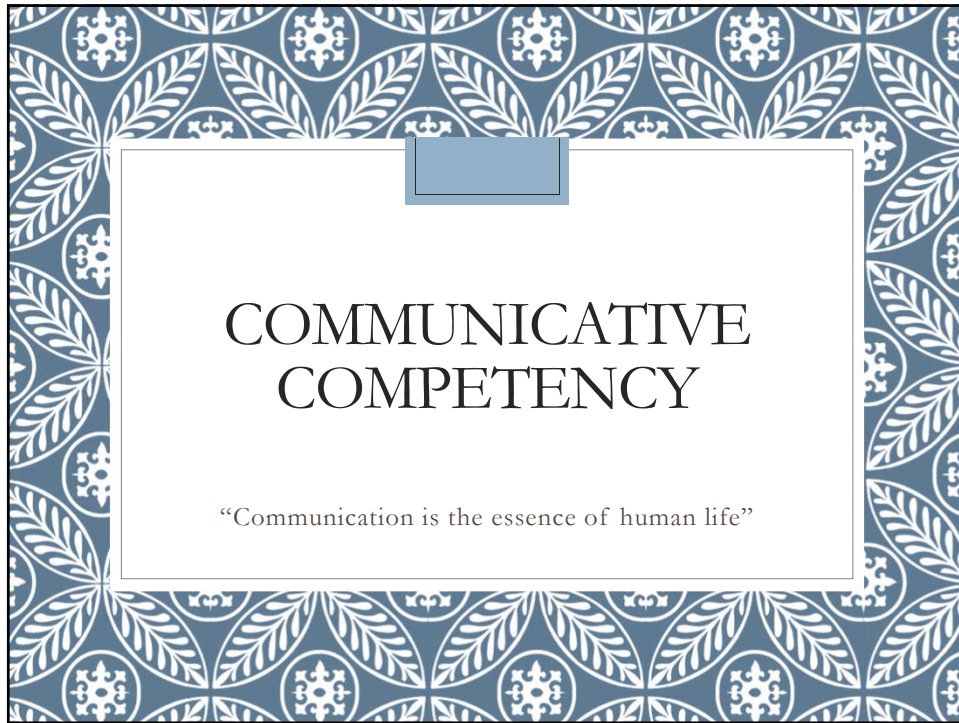
facebook.com/AutismWomensNetwork

## “The Least Dangerous Assumption”....

- We live in a land of prerequisites and accountability, which leaves little room for “[The Least Dangerous Assumption](#)” as pioneered by [Anne Donnellan](#) and clarified by Rossetti and Tashie (2002). The least dangerous assumption is, of course, the premise that (in the absence of evidence) we believe we not yet found a way to make it so a child or adult with a disability “can” instead of believing he or she “can’t”.
- The [least dangerous assumption](#) -exposing students to learning is not harmful; however keeping them from it is







## Communicative Competence

- Communicative Competence is a relative and dynamic, interpersonal construct based on functionality of communication, adequacy of communication, and sufficiency of knowledge, judgment, and skill in four interrelated areas:
  - linguistic competence,
  - operational competence,
  - social competence, and
  - strategic competence.
  
- Linguistic and operational competencies refer to knowledge and skills in the use of the tools of communication; social and strategic competencies reflect functional knowledge and judgment in interaction.

## NCSC Communication Beliefs

All individuals communicate regardless of age OR disability.

All output (gestures, cries, noises) can be communicative.

Communication at some level is possible and identifiable for all students regardless of functional "level."

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## NCSC Communication Beliefs, cont.

Communication goals should increase opportunities for integration and interactions with peers and the community in general.

Students with the most significant disabilities benefit from the interactions with typical peers.

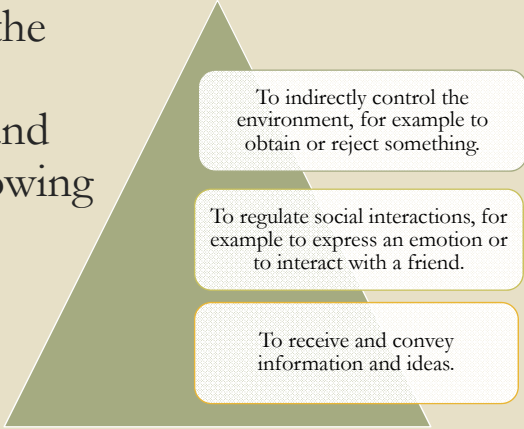
Typical peers benefit from the interactions with students with the most significant disabilities!

No more fundamental outcome of education exists than the *right* and the *ability to communicate*.

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Broadly speaking, communication occurs with at least one other person and in the context of the environment, and serves the following functions:



- To indirectly control the environment, for example to obtain or reject something.
- To regulate social interactions, for example to express an emotion or to interact with a friend.
- To receive and convey information and ideas.



GOALS OF  
AUGMENTATIVE AND  
ALTERNATIVE  
COMMUNICATION

## Primary Goal of Augmentative Communication



- The ultimate goal of augmentative communication is to enable the user to effectively communicate with others and become a contributing member of society.
- Light (1988) describes four types of communication interaction: (1) expression of needs and wants, (2) information transfer, (3) social closeness, and (4) social etiquette.

## Expression of Needs and Wants: Obtaining something



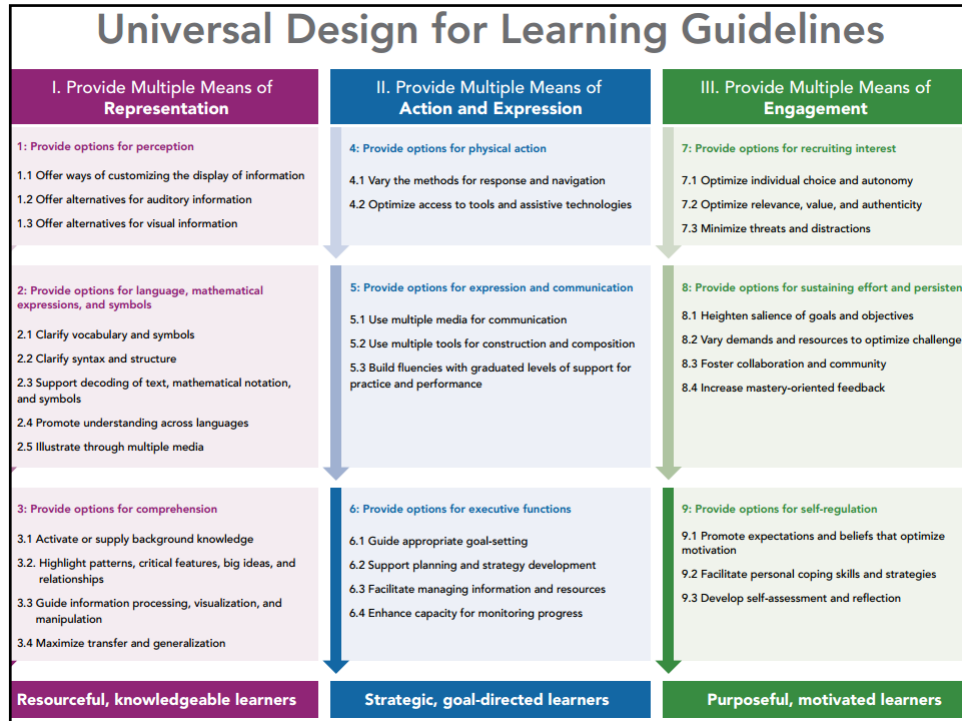
Information Transfer:  
communicate in detail on a wide  
variety of topics



Asking and Answering Questions or  
Responding to Vocabulary Words,

UNIVERSAL DESIGN  
FOR LEARNING

Assistive Technology and Augmentative and  
Alternative Communication



## Tools for Communication: Low- to Mid-tech

- No tech systems: Any combination system that does not require a power source
- Low tech systems: Any combination system that requires a source of power and is very easy to program
  - Picture Communication Book
  - Picture Schedule Boards
  - PECS System
  - Voice Output Communication Aids (VOCAs) or Speech Generating Devices (SGDs)

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## Graphical communication boards

- Graphical communication boards have no or low technology requirements, and utilize pictures, drawings, abstract symbols and/or text as symbols.

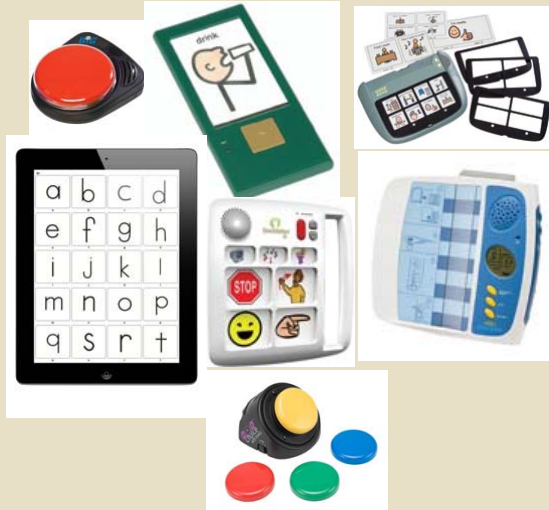


- Eye gaze techniques are one form of accessing a low or no-technology AAC system.



## Voice Output Communication Aids (VOCAs) or Speech Generating Devices (SGDs)

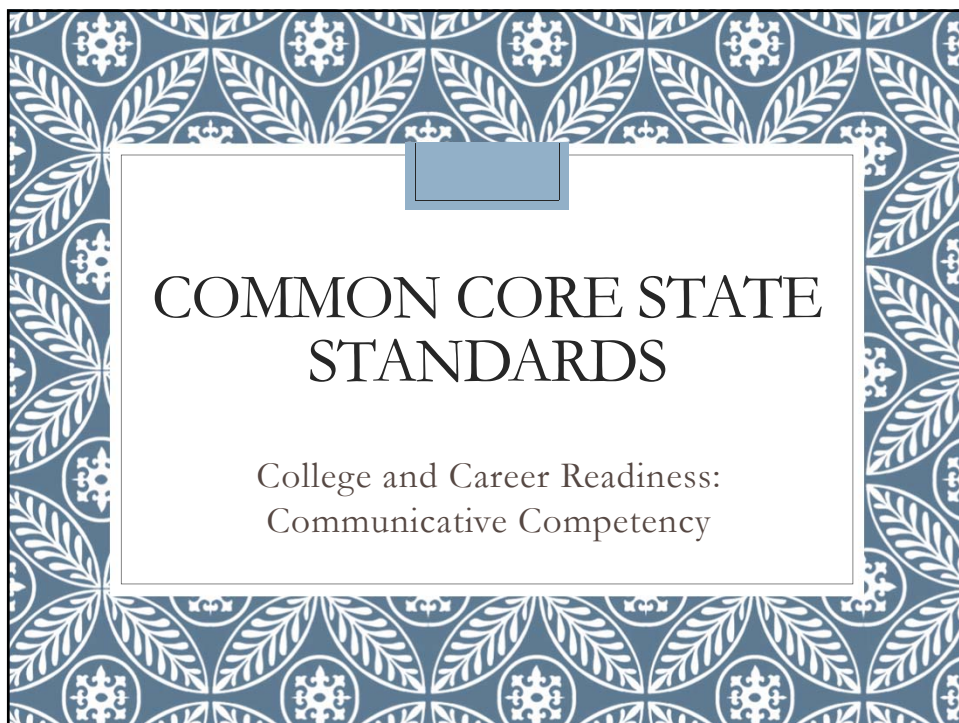
- Voice Output Communication Aids (VOCAs) or Speech Generating Devices (SGDs), are devices that output speech.



## Communication: High-Tech

- Mid tech systems: Any combination system that requires a power source and requires some level of training to adequately program and maintain the device
- High tech systems: Any combination system that requires a power source and extensive training to competently program and maintain the device.

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## National Center and State Collaborative Curriculum Resource Guides: Math

### *How Can I Further Promote College and Career Readiness when Teaching "Data Analysis"?*

- Students will increase their vocabulary to include concepts related to "data analysis." In addition, they will be learning concepts such as: more, less, most, least, same, different, average, about, and graph.

### *How Can I Further Promote College and Career Readiness when Teaching "Equations"?*

- Students will increase their vocabulary to include concepts related to "equations." In addition, they will be learning concepts such as: "equal", "multiply", "divide", "add", "subtract", "balance", "same", "each", "times", "more", and "take away."

### *How Can I Further Promote College and Career Readiness when Teaching "Measurement and Geometry"?*

- Students will increase their vocabulary to include concepts related to "measurement and geometry." In addition, they will be learning concepts such as: "around", "on", "in", "how many", "how much", "same", and "different."

### *How Can I Further Promote College and Career Readiness when Teaching "Fractions and Decimals"?*

- Students will increase their vocabulary to include concepts related to "fractions and decimals." In addition, they will be learning concepts such as: "half", "whole", "more", "less", "almost", "greater than", "less than", and "equal to."

### *How Can I Further Promote College and Career Readiness when Teaching "Ratio and Proportion"?*

- Students will increase their vocabulary to include concepts related to "ratio and proportion," and should be able to read a ratio using correct terminology. In addition, students will be learning concepts such as: "equal", "every", "part", "same", and "different."

## National Center and State Collaborative Curriculum Resource Guides: ELA

### *How Can I Further Promote College and Career Readiness when Teaching "Reading Informational Texts"?*

- Skills related to increasing overall communicative competence include an increase in the student's vocabulary that is relevant to daily life. Students may express opinions and back up opinions with facts or evidence. Students may increase their ability to communicate factual information (e.g., personal information, community information). Through instruction that focuses on informational text, students develop an ability to understand and utilize information presented in various formats.

### *How Can I Further Promote College and Career Readiness when Teaching "Vocabulary Acquisition and Use"?*

- Students will increase their vocabulary to include concepts related to "vocabulary acquisition and use." They will also be increasing their ability to effectively communicate with others due to increased vocabulary. Students will begin to understand the importance of written and spoken correspondence with others.

### *How can I further promote College and Career Readiness when teaching "Reading Literary Texts"?*

- Skills related to increasing overall communicative competence include an increase in the student's vocabulary that is relevant to daily life. Narrative text include many opportunities for students to practice identifying the feelings of others as well as their own. Narrative text may provide opportunities for students to develop skills to talk about age appropriate but difficult topics (e.g. racial tension, sexuality, stealing, and homelessness). Through the practice of retelling narrative text, students will have opportunities to generalize these skills to effectively and accurately tell/retell their own story.



#### General AAC Resources for Classroom

- <http://www.lburkhart.com/links.htm>
- <http://www.ablenetinc.com/Assistive-Technology/Communication>
- <http://talksense.weebly.com/feature-101-ideas-for-a-bigmack.html>
- [http://soe.syr.edu/media/documents/2011/2/iPhone iPad and iPod touch Apps AUS1.pdf](http://soe.syr.edu/media/documents/2011/2/iPhone_iPad_and_iPod_touch_Apps_AUS1.pdf)

#### Information about Commutative Competency

- <http://ncscpartners.org/Media/Default/PDFs/Resources/Parents/NCSC-College-and-Career-Readiness-summary-9-10-13.pdf>

#### Common Core Standards College and Career Readiness

[https://wiki.ncscpartners.org/index.php/Curriculum\\_Resource\\_Guides](https://wiki.ncscpartners.org/index.php/Curriculum_Resource_Guides)

## Monthly AT Newsletters



- Building Blocks- Preschool
- Connections- Autism
- ParaPractice- Paraeducators
- Adult Transition- 18-22
- Newsnotes- Moderate to Severe Disabilities

## Questions???





EDUCATIONAL EQUITY FOR ALL  
*GIVING KIDS WHAT THEY NEED TO SUCCEED*

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Thank You