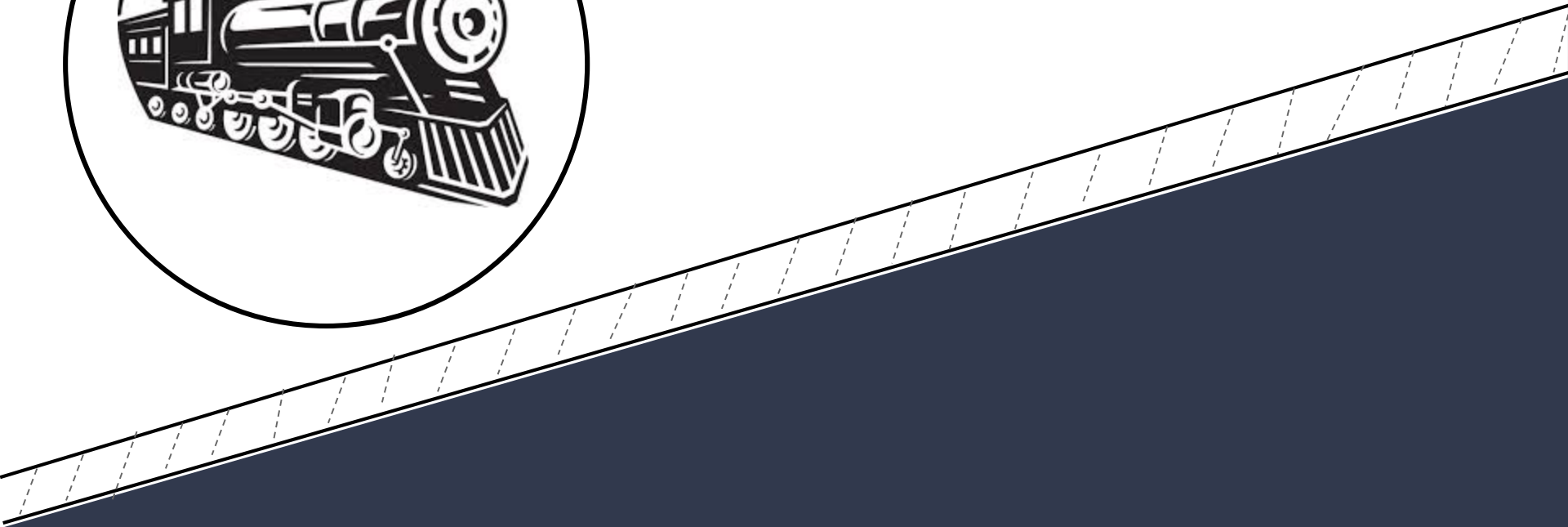
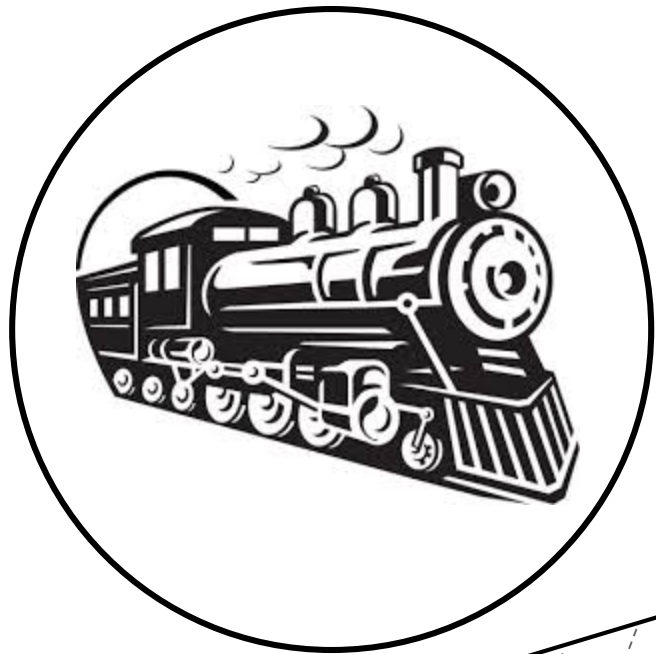


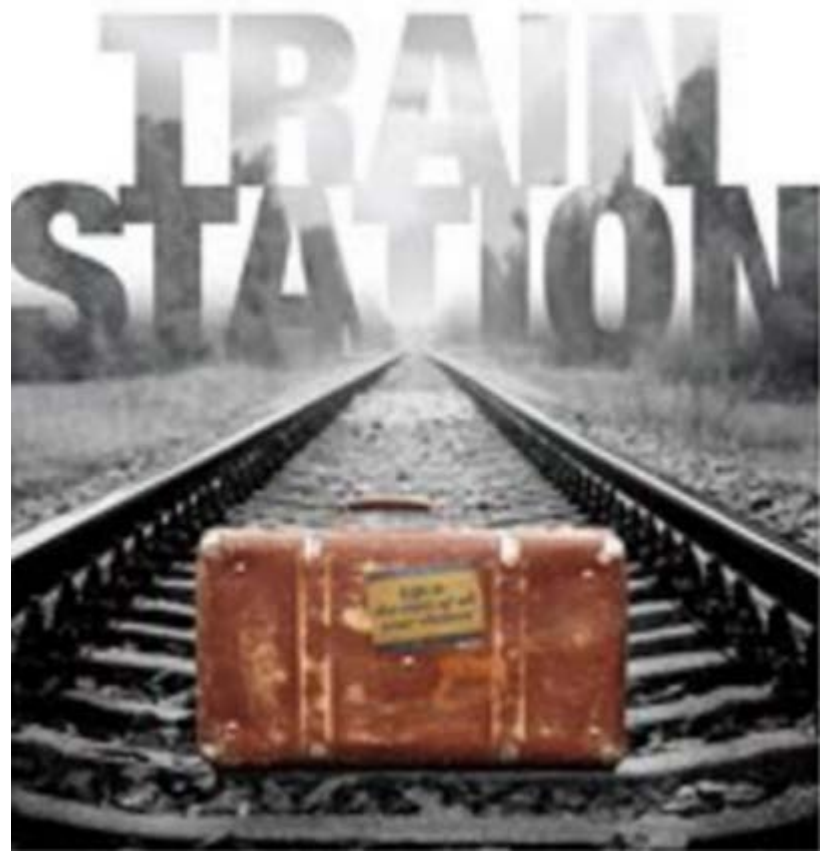
ALL Aboard!





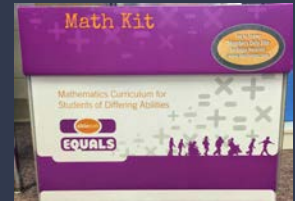
“Similar to how we must first learn to read before we can read to learn, we must also first learn to communicate before we can communicate to learn.” ~Gail VanTatenhove, Speech-Language Pathologist (www.vantatenhove.com)

First Stop: Intense Interventions



Moving on down the track...

Academic Outcomes



[JS reading](#)

Student	Eligibility	Grade	Pre AAC Academic Levels	Post AAC Academic Levels
Female	Multiple Disabilities/Language Impairment	4	Nonverbally identified 7 letters when presented with choice of 2	Independently reads 80 sight words (2 yr acquisition) with 80% phrasal comprehension. Independently reads aloud with AAC device.
Female	Mild Cognitive Disability/Language Impairment	1	Academic age of 24 months, able to match colors	Reads 10 sight words, identifies shapes with 90% accuracy, identifies 11 colors with 80% accuracy, counts by rote (verbal approximations) with device from 1-10 with 100% accuracy
Male	Autism Spectrum Disorder/Language Impairment	1	Unable to obtain measurable academic data	Identifies letters with 61% accuracy, identifies numerals 1-10 with 57% accuracy, identifies 11 colors with 56% accuracy
Male	Autism Spectrum Disorder/Language Impairment	2	Nonverbally identified 10 letters and 5 shapes	Independently reads 40 sight words (acquired in 11 weeks), completes single digit addition with sums of 10 or less with 80% accuracy

Having high expectations doesn't mean tossing students work they absolutely can't accomplish. It means not backing away from some tasks just because you recognize you'll have to provide a lot of scaffolds on which to build their success. It means believing that if you provide the right support, they really can be successful.

Kylene Beers



Second Stop:

[Tristan Interview](#)

Instructional Assistants

Make sure your criticism is constructive

Publicly brag about your staff!

Openly admit when you make a mistake.



Empower Your Assistants



AAC Prompting Hierarchy (From Positive AACtion - Rocky Bay 2010; Senner 2010; YAACK 1999)

1	Expectant Pause	Give the child time to respond or the opportunity to initiate communication.
2	Indirect Nonverbal Prompt	Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc).
3	Indirect Verbal Prompt	Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").
4	Request a Response	If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").
5	Gestural Cue	You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.
6	Partial Verbal Prompt	If there is still no response, give them part of the expected response (e.g. "You went to the...").
7	Direct Model	If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.
8	Physical Assistant	Provide hand-over-hand assistance to help the child to form the message using their device.

Rachael Langley 2015 ~ rlangley@eatonresa.org

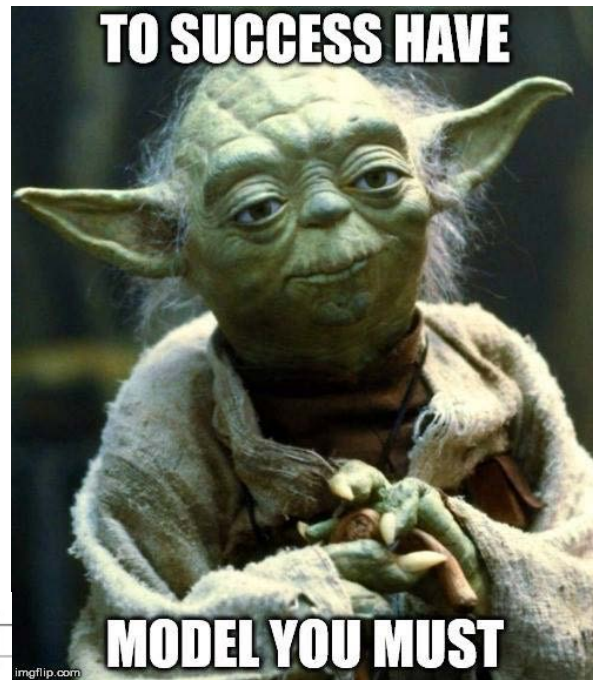
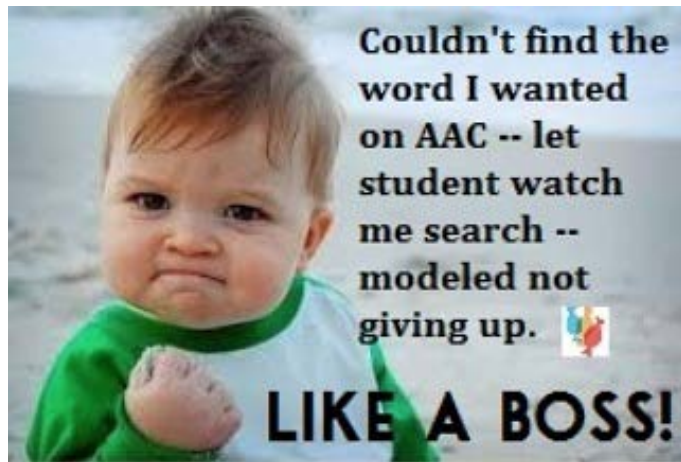
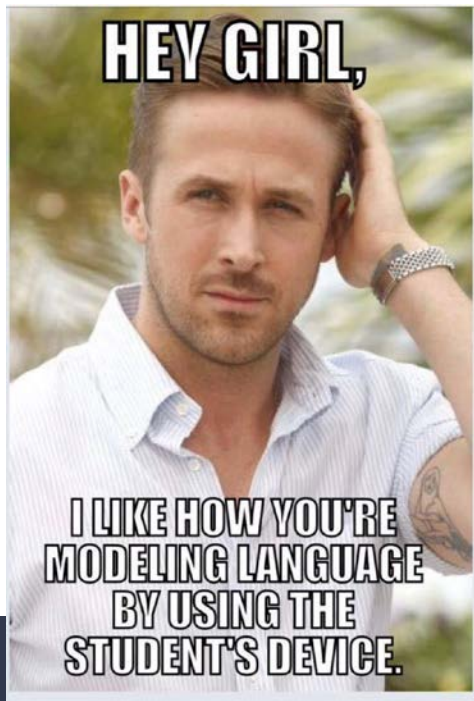
A Ticket To Ride

Why is the prompting hierarchy so important?

1. The prompting hierarchy is an evidence based practice.
2. If a student is experiencing success, it is easy to get stuck in one prompting level and not move up to independence.
3. If prompting levels are skipped, evidence shows that it may take longer to achieve independence.

Model, model, model

for students, families, peers and staff



ALL Together!



I think I can!



Summer Camp



Keep calm and data on....



Name: Who: Independent With Prompt Verbal Other Verbal	Date: Word:	Name: Who: Independent With Prompt Verbal Other Verbal	Date: Word:
Other LAMP:		Other LAMP:	
Name: Who: Independent With Prompt Verbal Other Verbal	Date: Word:	Name: Who: Independent With Prompt Verbal Other Verbal	Date: Word:
Other LAMP:		Other LAMP:	

Name: Esther Date: 8/30/17
 Who: Amy Word: slow/fast
 Independent:
 With Prompt: LLL LLL
 Verbal:
 Other Verbal: Go! Slow
 Yay! Tucker
 Bubbles All Right!
 Eat
 Other LAMP: Go
 Blow (P)

Name: Josie Date: 9/11
 Who: Megan Word: Big, Little, Look, Eat
 Independent: LLL LLL
 With Prompt: ||
 Verbal:
 Other Verbal:
 Other LAMP: Pear, Orange
 zero, 5
 Butterfly

1. Keep goal targets posted.

1. Keep goal oriented materials easily accessible.

1. Make data collection simple.





MM DD YYYY
/ / 2016

CORE WORD OF THE WEEK

Your answer _____

Activity/Class

Your answer _____

Who

Your answer _____

Independent

1 2 3 4 5 6 7 8 9 10

With Prompt

1 2 3 4 5 6 7 8 9 10

Verbal

1 2 3 4 5 6 7 8 9 10

Other Words/ Phrases/Sentences (LAMP)

Your answer _____

Other Words/ Phrases/Sentences (Verbal)

Your answer _____

Name Josie Date 8/28/17

Core Word of the Week slow / fast

Activity/Class Core Vocab

Who N. Wingate

Independent X / 1 2 3 4 5 6 7 8 9 10

With Prompt X / 1 2 3 4 5 6 7 8 9 10

Verbal 1 2 3 4 5 6 7 8 9 10

Other Words/Phrases/Sentences (LAMP)

star
car
yes

a. to
independent +
prompt +
w/ st w/ sentences -
found on lamp
independently except "bug"
"bird" "frog"

I see a cat
bird
bug
frog
dog
fish

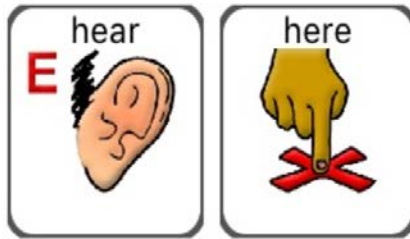
Other Words/ Phrases/Sentences (Verbal)

no more
slow bye
me

signed "fish"

Word of the Week Videos

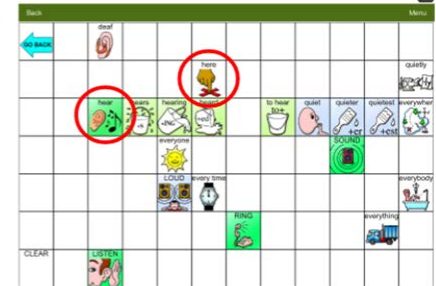
WORD OF THE WEEK



WHERE TO FIND



HIT 1



HIT 2

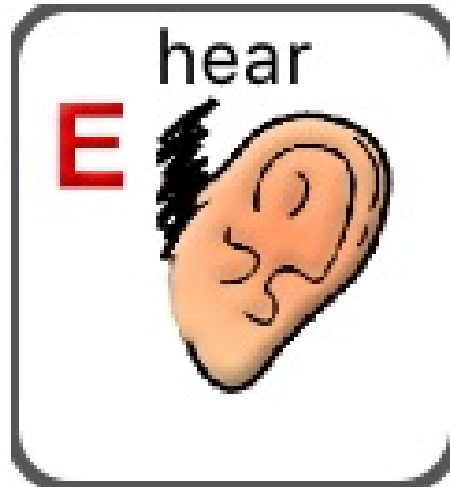
Slides

<https://sites.google.com/view/bheswings/home>

[YouTube video-Here](#)

[Practical AAC](#)

Word of the week



Where to find



Vocab												Menu
finished	mine	little	up	yes	good	some	no	down	out	off	bad	
me	my	wear	am	please	that	and	in	what	a	+s	there	
I	we	are	is	were	was	on	to	SPELL/NU	an	the	end	
you	they	new	play	like	work	have	feel	read	more	+er	+est	
it	he	want	all	come	time	do	go	get	big	color	help	
she	look	slow	hear	think	right	said	live	love	follow	ride	put	
CLEAR	not	talk	sit	eat	find	make	need	drink	watch	turn	sleep	

Hit 1

Back												Menu
GO BACK		deaf										
				here								quietly
		hear	ears	hearing	heard			to hear	quiet	quieter	quietest	everywher
				everyone						SOUND		
				LOUD	every time							everybody
								RING				everything
CLEAR		LISTEN										

Hit 2

Activities

Calendar Time

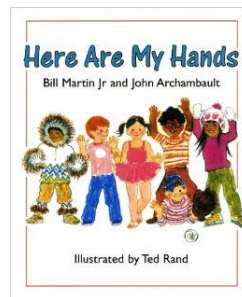
- Take attendance and have students respond here 'if present'.

Song

- [Where is Thumbkin](#)

Book

- Here are my hands
 - By bill martin jr and john archambault



Activities cont.

Snack time / lunch time

- Have student request where to sit. "I want to sit here"
- 'Bring lunch here'

Video

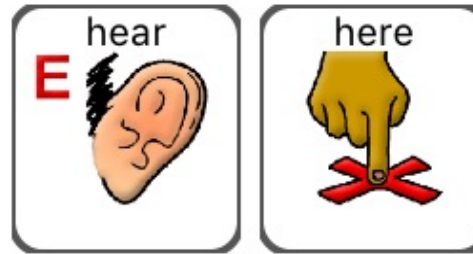
- [HERE VIDEO](#)

recess/play

- Play hide and seek - 'here I am'
- Hide toys in boxes. Ask where the item is. "In here", 'right here'

Printable Icons to use in the c l a s s r o o m

HERE ICON



Don't forget.....

-To scan student's individual QR code to collect data



This is just an example code

It takes a village

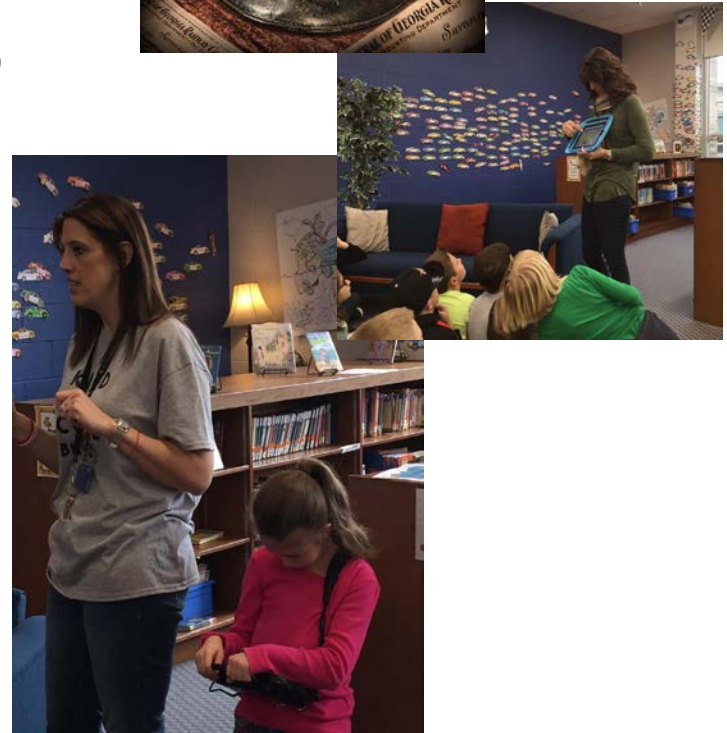
<http://practicalaac.org/?s=wings+works>



Third Stop: General Ed

Lindsay Interview

Create opportunities to educate general ed teachers and students about AAC.



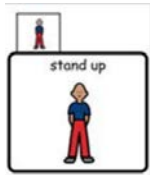
GOOD MORNING!

Today is
Monday, March 19, 2018

[Sign Language](#)



"good morning"








<https://www.youtube.com/watch?v=yTv - RhXNzIY>

PLEASE STAND FOR PLEDGE



And a
moment of
silence



5		Screaming Emergency Voice Someone is hurt or you are in danger
4		Outside Voice Recess voice, Cheering at a game, or calling the dogs outside
3		Classroom Voice Talking voice
2		Whisper Soft voice / Library voice
1		No Talking It's time to listen



Tangerine Chicken



Egg Roll



Teriyaki Noodles

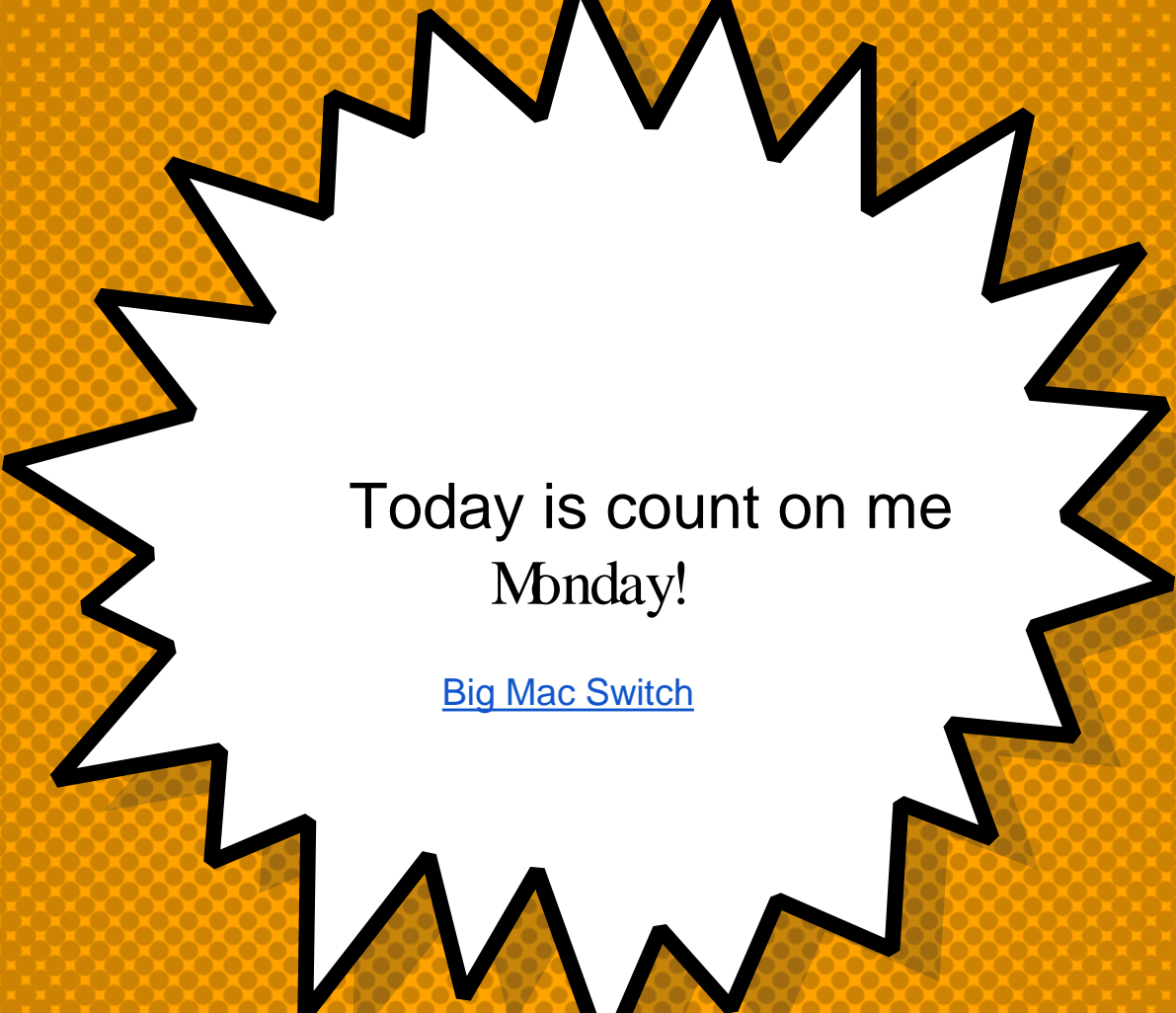


Today's Lunch Menu

[Picture communication](#)



Milk



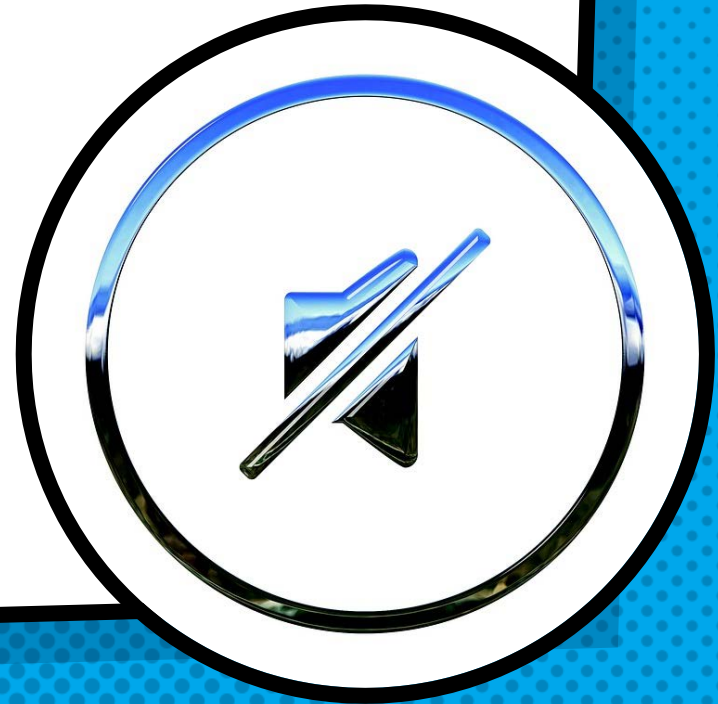
Today is count on me
Monday!

[Big Mac Switch](#)

MARCH IS DISABILITY AWARENESS MONTH!

Today we are participating in the Chatterbox Challenge! We are not speaking with our mouths from 8-8:30! This might help us to understand what it is like to use other means to communicate.

[Text to speech](#)



On this chatterbox
monday, remember to work
hard, do your best, be
good to each other, and be
safe!

Have a good day!

[LAMP](#)



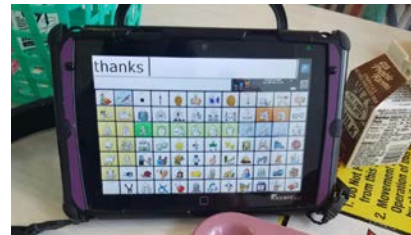
Instead of sit and get, GO and SHOW!



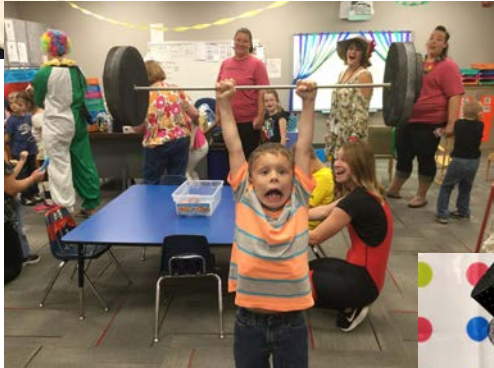
TT "GO"

Social Skills

- 5 minute drills
- Snack bar
- Trick or Treating
- Thanksgiving Feast
- Carnival



[TT with peer](#)



CE Reading





The peers LOVE helping our students!



Our students LOVE being with peers!

Fourth Stop:



Families need to see it in action! Set up a "playdate" so families can observe and participate in a naturalistic setting.

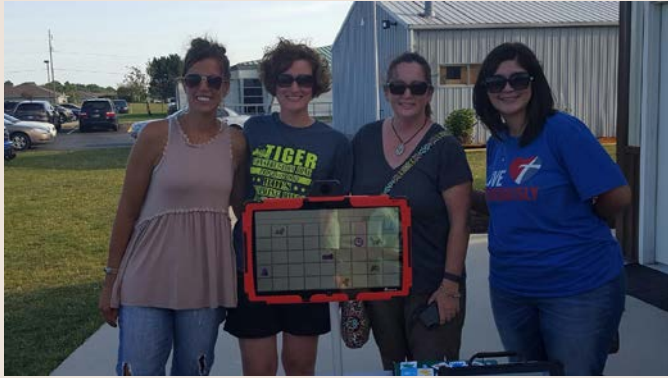
Families



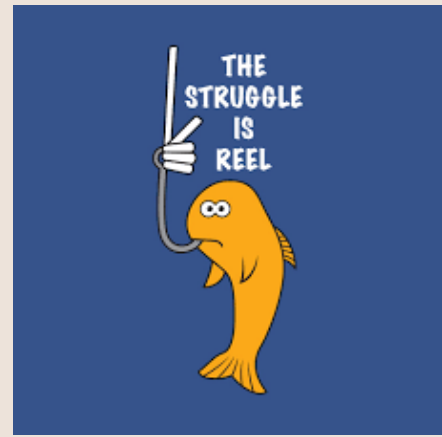
[Interview with Jeremy](#)



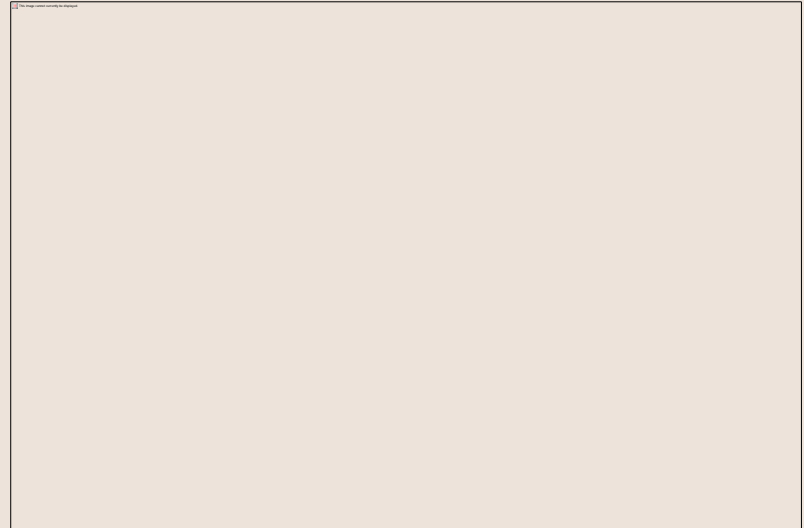
Keep on Keeping



Inform families as much as possible!



- Dream Team
- Trainings
- Outings
- Send them videos



Fifth Stop: Other Professionals



PrAACTicalAAC

[http://practicalaac.o](http://practicalaac.org/)

[rg/](http://practicalaac.org/)

AAC Language Lab

<https://aaclanguagelab.com/>

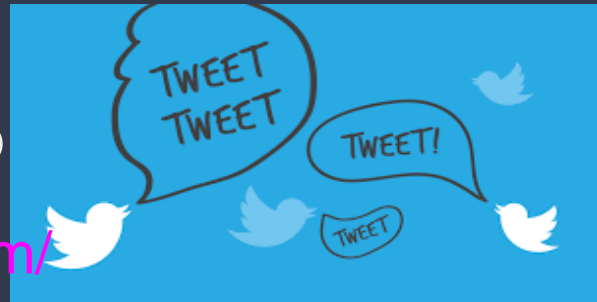
Twitter Chats

#ATchat Wed.

8:00 pm

#patinsicam

Tues. 8:30 pm



facebook



We Speak PODD
AAC for the SLP

RAILROAD CROSSING



Sixth Stop: Administrative Support



[Mr. Barker](#)





How can you
jump aboard the
AAC train???



Google Drive

[Locomotive Song](#)



[TRAIN](#)



Questions.....

A dark blue, solid-colored shape that starts as a thin line at the bottom left and expands diagonally upwards to the right, filling the bottom right portion of the slide.

Thank You!

Contact us:



Nicole Wingate
M.A. CCC-SLP
Nwingate@bhmsd.org



SpeakUPLLC@speakupllc.net



[@SpeakUP_LLC](https://twitter.com/SpeakUP_LLC)



[WingsWorks](https://www.youtube.com/WingsWorks)



Bluffton Harrison MSD

www.bhmsd.org



Angela Sheets
Special Education Teacher
Asheets@bhmsd.org