2015 Nancy McKinley Lecture Series: Aligning Literacy Instruction to Standards for Students with Moderate-to-Severe Disabilities (Including Autism)

Guest Editor: Linda R. Schreiber, M.S., CCC-SLP, BCS-CL

In partnership with University of Wisconsin – Eau Claire

Augmentative Communication: The Key to Helping Students Show What They Know

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SpeechPathology.com Expert eSeminar

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Peer Review Process

Interested in Volunteering to be a Peer Reviewer?

APPLY TODAY!

3+ years SLP Professional Experience Required

Contact Amy Natho at anatho@speechpathology.com
Augmentative Communication: The Key to Helping Students Show What They Know

Nancy McKinley Lecture Series
October 2015

Joni Nygard, MS CCC-SLP
AAC Consultant
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Participants will be able to:

• List four creative ways you can help nonverbal students with complex communication needs show what they know in your classroom

• Identify three strategies AAC Communicators use to engage in classroom conversation

• List three features of iDevice apps to enhance communication in your classroom
Communication is Key

- Students with complex communication needs can become active participants, communicate and learn while engaged in classrooms.

- As teachers and therapists we must support learning both in and outside the classroom

Communication is Key

Communication Competencies of Individual’s using AAC fluctuate and change over time; therefore achieving Communication Competence is a Dynamic process rather than a static Process.

Janice Light 1990
AAC in the Classroom: Tools for the SLP

Proposed Questions

• Does the student have an effective means to communicate?
• Does the student have a reason to communicate?
• Is the student provided with opportunities to communicate?
• Is the student in an environment that supports the student’s means of communication?
Best Answered through...

• Observation
• Interviewing
• Diagnostic Assessment

Assessment

Sarah Blackstone and Mary Hunt Berg
Assessment Websites

AAC Device Assistant
• http://www.aactechconnect.com/

AAC Evaluation Genie
• http://www.humpsoftware.com/aacevaluationgenie.html

Matrix
• http://www.communicationmatrix.org/

Literacy
Research Based Literacy

The first and only scientifically based literacy intervention program for children with autism or significant cognitive disabilities
Research Population

- In grades K-5
- Classified as having moderate/severe ID or autism with IQ below 55
- Adequate hearing and vision to respond to verbal instructions and printed materials
- Some progress in English instruction if ESL
- Able to participate in assessment with or without assistive technology
- Adequate attendance at school

AAC in Early Literacy Skills Builder
Comparison of Treatments

- **Experimental**
  - Early Literacy Skills Builder
    - Includes phonemic awareness/ phonics

- **Control**
  - Sight words and pictures
    - Edmark

Both
- Participation in story reading
  - with systematic instruction
  - (“Story-based lessons”)

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Two components of the Early Literacy Skills Builder

- **Building with Sounds and Symbols**
  - Requires identifying one or two blocks of time when the scripted lessons can be implemented

- **Building with Stories**
  - Easily taught in any context; a book will be read aloud in a shared story format
Adapting Materials

- The ELSB curriculum can be delivered using any response mode that can be conceived by modifying the materials presentation
- AAC devices can be used for voice output
- Student materials can be enlarged, laminated, and attached using Velcro to eye gaze boards (made of Plexiglas)

Eye Gaze in ELSB

Objective 3
Select own photo or written name
Augmentative Alternative Communication Tools and Strategies

A Single Message Talker

• Repeated Story Lines
Applications for Single Message Talkers

• Quick message communication
• Reminders
• Explanations
• All About Me
• Comments about a story or lesson
• Facts about History, Science or Math

Functional Classroom Communication
Create Overlays

<table>
<thead>
<tr>
<th>Where are you Moe?</th>
<th>Come out Moe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come here Moe</td>
<td>Goodbye Moe</td>
</tr>
</tbody>
</table>

Adapting for Unique Needs

- Eye gaze boards
- PVC pipe
- Coffee stirrers
- Glove
- Swimming noodle
Blank eye gaze board

Eye gaze board with boy and friend flashcards
Eye gaze board with boy, girl, and friend flashcards

Hi-Tech Eye Gaze
AAC Device—Overlay is built for Success

Building With Stories
Overlay built for success
AAC Device provides Vocabulary

Modeling Vocabulary

• Modeling:
  – Model the use of the vocabulary during instruction
  – Receptive input using the system is critical
  – Create multiple systems and take advantage of peers
Common Vocabulary 20

AAC Device to help with Phonemic Awareness
AAC Device for Sight Words
Fill in the blank activities
AAC in Early Reading

Applications for AAC Tools

• Classroom
  – Participation in lessons
  – Circle time inclusion
  – Vocabulary Development
  – Talking with Peers

• Home, Work, and Social
  – Talking with Family and Friends
  – Task Analysis
Sophomore English Class

AAC iPad app

GoTalk NOW to enhance communication in the classrooms.

Customizable Page Options Include:
- Standard (touch and play),
- Express (link messages),
- Visual Scene,
Go To School

MATH AND SCIENCE
Beginning communicator participating in math

• First grader
• For participation in math:
  – Working on number lines
  – Teacher requested ‘1 more’ and ‘1 less’ be added for next month (16 more or less than 17), classmates names to get peers’ attention, breaking up in small groups to be working in ‘teams’

Preschool Classroom Math
Math Page *Participate NOW*

Math Answers
Math Curricula

- Early Numeracy
- Teaching to Standards Math

AAC in Algebra
Inventory of Best Practices
(Calculator and Black (2009))

• Promoting Positive Values
• Collaboration Between General and Special Educators
• Choosing and Planning What to Teach
• Scheduling Coordinating and Delivering Inclusive Services

Best Practices Cont’d.

• Instructional Strategies
  – Service delivery by all members of the team to address multiple skills and to use the AAC system successfully.
  – Multiple environments at school with multiple modalities of communication
  – Emphasis on functional communication skills to support individual to succeed
Success at Last

Young student using TouchChat by Saltillo, Inc

Built-in features of iDevices

- Cameras & photo storage
  - Can use photo library, pictures to provide topic of conversation
- Email, contacts, calendar
- GPS capabilities
- Accessibility features
Natural uses of iDevices

- We can pull up images, content, videos related to academic work on the fly
- We can take pictures, videos
- We can email
- We can .....  

Empower through use of Video
Community Integration

Multi-Modal Communication
THANK YOU

Model AAC tool use in your classrooms!

Provide students with:
• Positive Role Models
• Acceptance of their method of communication
• A voice to access their curriculum

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