

Increasing Student Voice: Meaningful Augmentative Alternative Communication (AAC) use for academic and social success

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All Born In Conference
April 2019

West Linn-Wilsonville School District

- Mission Question: *How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?*
- Vision Themes:
 - Academic Excellence
 - Personalized Education
 - Community Partnerships
 - Circle of Support
 - The Whole Person
 - Integrated Technology

WLWV Student Services Focus Areas

- **Improving Instructional Practices**
 - Assessment for Student Learning
 - Student Engagement & Purpose
 - Curriculum & Pedagogy
- **Creating Inclusive Cultures**
 - Gen/SpEd Collaboration
 - Belonging through Co-Curricular Activities
 - Every Student's needs met at home school
- **Increasing Student Voice**
 - Developing Growth Mindset
 - Student Involved IEPs
 - Every Student Effectively Communicates

Equity & Access: Hearing Every Student's Voice

- **We believe**
 - “Every student has the tools and opportunities to communicate effectively about his/her learning, needs, interests, preferences in school and in the community”
 - *WLWV's Special Education Focus Areas, Increasing Student Voice*
 - “Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning”
 - *WLWV's Instructional Framework, The 5 Dimensions of Teaching and Learning*

Equity & Access: Hearing Every Student's Voice

- Some students may need additional tools (AAC) to help enhance their communication
- The American Speech and Hearing Association's (ASHA) definition of AAC "Augmentative and Alternative Communication (AAC) includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. We all use AAC when we make facial expressions or gestures, use symbols or pictures or write."

AAC systems

- AAC system can range from simple to more complex:
 - Paper and pencil
 - Communication boards
 - Communication books
 - Low-tech devices
 - High-tech devices



Equity & Access: Hearing Every Student's Voice

- **We believe**
 - All students have the ability to be active participants in their educational setting
 - All staff and students have the ability to learn and support using AAC and AT in the classroom setting

- Across 15/16 schools, WLWV currently has 40-44 students using or trialing AAC systems
 - ~29 students have their own devices/system

Importance of a team approach

- “The average 18 month old child has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system and receives speech/language therapy two times per week for 20-30 minutes sessions will reach this same amount of language exposure in ____ years.” (Jane Korsten)

Importance of a team approach

- “The average 18 month old child has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system and receives speech/language therapy two times per week for 20-30 minutes sessions will reach this same amount of language exposure in 84 years.” (Jane Korsten)
- <https://www.youtube.com/watch?v=fIFNMky22-U> (English)
- <https://www.youtube.com/watch?v=AF6X0bi3SEE> (Spanish)

Developing Capacity Through Professional Learning

- Individual training
- Consult with staff in their classroom/school site
- Coaching and modeling with using devices in the classroom
- Meeting with parents
- Providing District-wide professional learning
- Columbia Regional Trainings and...

Professional Learning in August

Before school starts in the Fall, provide a 1-day workshop

- Who: Parents (AM), Learning Specialists, GenEd Teachers, IAs, SLPs
- What:
 - AM: focusing on the Unity/Minspeak Language System with the Prentke-Romich rep
 - PM: focusing on using core language, descriptive questioning, modeling, and time for teams to lesson plan
- Why:
 - Through collaboration, we will increase opportunities for student voice in the general education classroom *and*
 - Increase engagement for students using AAC

Key Learning across PD: Language Development

*“Limiting access to language
limits the potential for
developing language.”*

(Carole Zangari)

Key Learning across PD: Core Vocabulary

- High frequency, re-usable words representing all parts of speech
- Core words- 80% of what we say
 - these words can be used in multiple settings for multiple purposes (not just nouns)
- Fringe words- 20% of what we say
 - these words may be more specialized and context-specific. (Think about putting these on a manual communication board)

Core Vocabulary: Multi-meaning words

- Go
 - Make the car go
 - Go home/go outside
 - Go away!
- Turn
 - Turn on/off
 - Turn around
 - Turn the page
 - Turn up/down
 - My turn
- Up
 - Wake up
 - Open up
 - Put up
- Stop
 - Stop that!
 - Make it stop
 - I want to stop
 - It's time to stop

Key Learning across PD: Descriptive Teaching

Students use common (core) words to demonstrate learning by describing, commenting, and/or predicting

Referential Style	Descriptive Style
Need large vocabulary of words rarely needed daily	Need smaller vocabulary of words used daily
Requires least amount of thinking-rote memory	Requires creative thinking re: concepts and vocabulary
Highest memory demand with the least pay off	Focus on info in the lesson, not new pages and symbols
Example:	Science class- learning about states of matter
Referential Style (closed)	Descriptive Style (open)
Q: Name 3 states of matter A: solid, liquid, gas	Q: Describe something when it is a solid A: hard, keep shape

Core vocabulary in Communication in Everyday Situations

- Middle School
- Example: Solar System Unit
- Typical vocabulary chosen: Mercury, Venus, Earth, etc.

Questions	Responses
Tell me something about Jupiter	Very hot; biggest one; has red spot
Tell me something about Mercury	Close to sun ; smallest one
What is the sun?	Big hot star
How does an eclipse happen?	Moon goes in front of sun

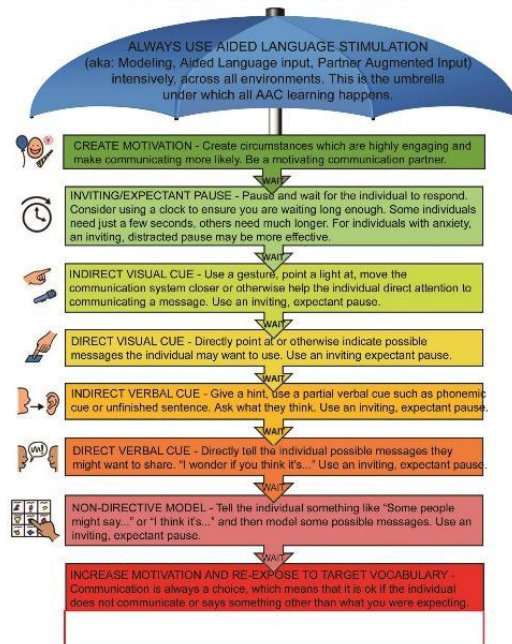
Key Learning across PD: Modeling

- Indirect teaching method that takes advantage of naturally-occurring opportunities
- Modeling target words in ways that reveal their meanings
 - Vary the number of selected icons according to the user's ability
- AAC users need to have models 50-350 times before independent spontaneous use noted. (Gail Van Tatenhove)

Key Learning across PD: Modeling

- It takes time!
- Model one step above the current level
 - Single word
 - Going to the store say “it’s time to go to the store” and say the word “go”
 - 2-word
 - “go” and “store”

PROMPT HIERARCHY



Key Learning across PD: AAC during academics

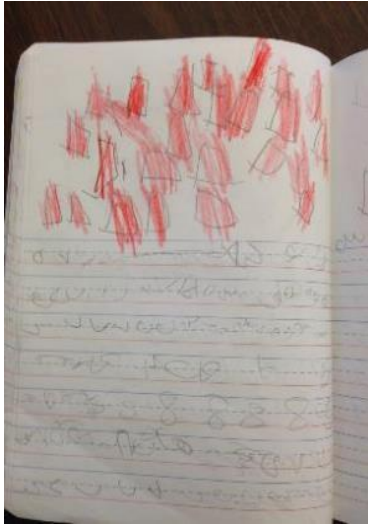
- Overview of the SETT framework (Student-Environment-Task-Tools)
- Identify an academic activity in General Education
 - a desired outcome,
 - who and where (setting),
 - target vocabulary and action plan (how to teach this skill and collect the data)
- Identify how and when to collaborate with their GenEd teacher, engage peers, and roles of staff
- Pick one area your team will focus on for increasing student voice and plan to share with group (chart paper)

Picture of teachers sharing their chart paper

K-1 Science Weather ☺ Identify & tally weather

Activity	Set, Outcome/ Focus of Goal	Who/ Where	Second round & target words	Tools	Action Plan
With partner, Identify weather and tally on recording sheet	Observe and Identify the Correct weather Tally in the Correct space	Each of class, Student and peer	7 words what is the weather today? What words describe weather, words Sun Rain Cloud wind fog snow Answer	Weather display with words identify (6 spots) Tally sheet (attached sheet)	Teacher models to class Teacher partners with the Teacher partners with peers Sto and peer use devices to identify

Writing



First write with computer

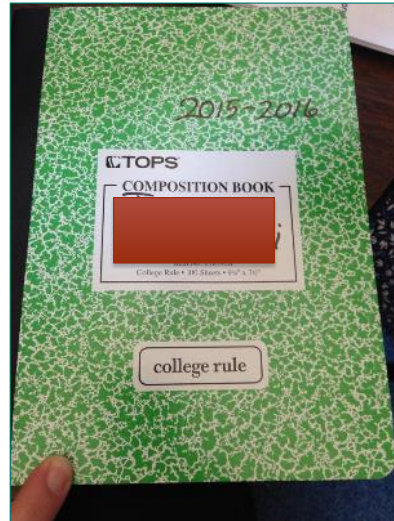
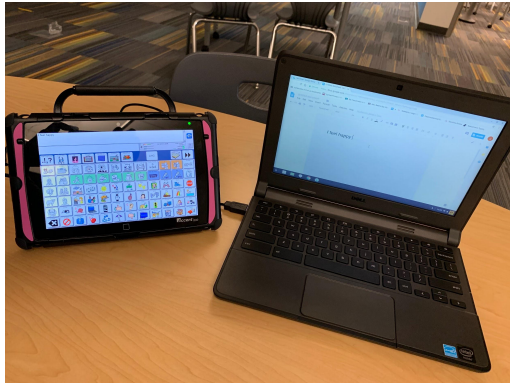
Picture of family with typed writing underneath the picture

Writing with prompts

Picture of student running with text below

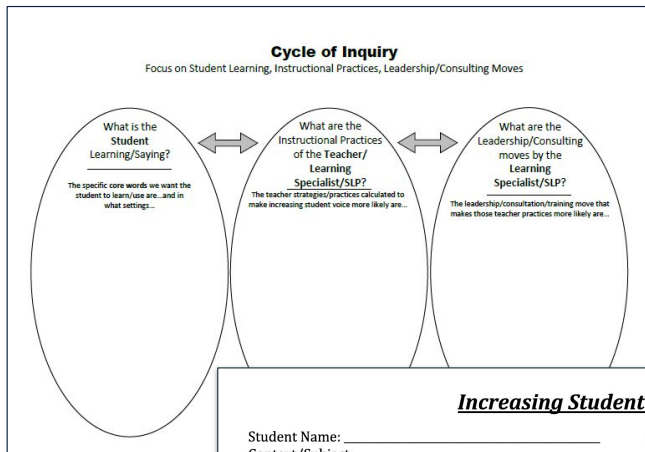
I run fast
dad fun slow
mom run fast

Writing with AAC



Writing was printed and went into the composition notebook like her peers

Key Learning across PD: Teaming



Consultation
Collaboration
Lesson Planning

Increasing Student Voice Lesson Planning

Student Name: _____ Date: _____
Context/Subject: _____
Whole Group Learning Target(s): _____

Activity	Task- Outcome/Function of Communication	Who/Where	Desired Communication & Target Vocabulary	Tool(s)	Action Plan (how to teach the skill and collect that data)

Key Learning across PD: Teaming and GenEd teacher ownership

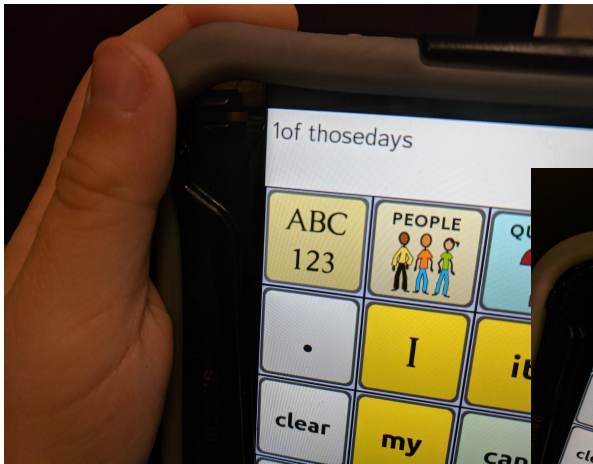
Video of 3rd grade teacher introducing communication system to the class

6th day of 3rd grade

Key Learning across PD: Supporting students in class- generalization of skills

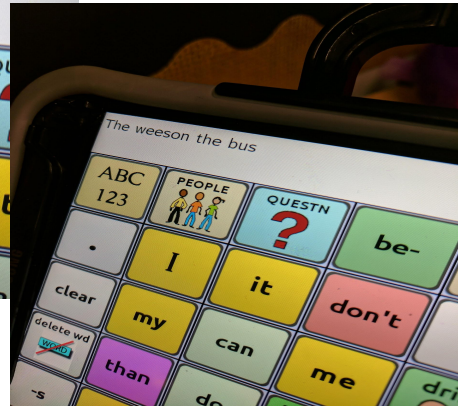
Video of student using device with SLP during reading

Key Learning across PD: Supporting students in class- generalization of skills



"1of thosedays"

"The weeson the bus go ry and ry"



Key Learning across PD: Supporting students in class- generalization of skills

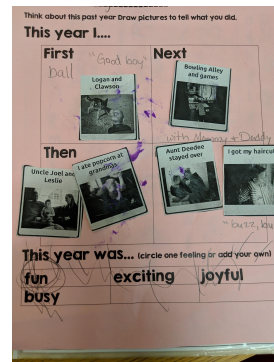
3 pictures of students using their devices in their classrooms.

Device use in First and Second Grade

Key Learning across PD: Teaming and GenEd teacher partnership

Picture of student using device with peers and teacher

Picture of student using device for writing



Key Learning across PD: Teaming and GenEd teacher partnership

Video of student reading a book with his device

Key Learning across PD: Peer Partners



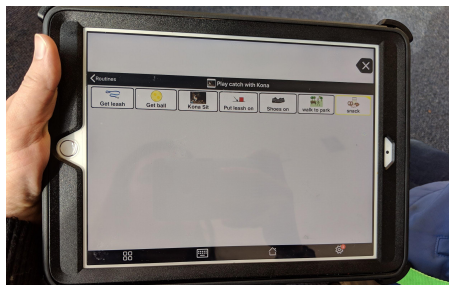
Multiple videos of students using devices, across grade levels, with peers



Key Learning across PD: Home / School Connection

- Customizing for important family activities
 - Activity Page for Playing with Dog
 - Fundraising for extra-curricular group
- Sharing the core words that are being worked on
- Sharing pictures of family activities for writing
- Helping families to learn about the device
- Science fair

Picture of student using device to present at science fair



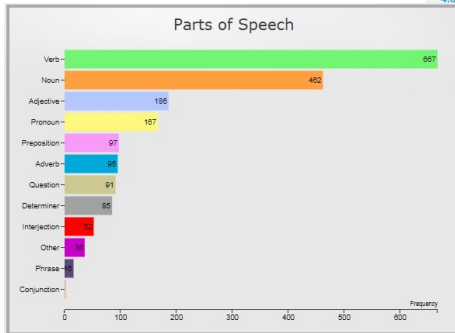
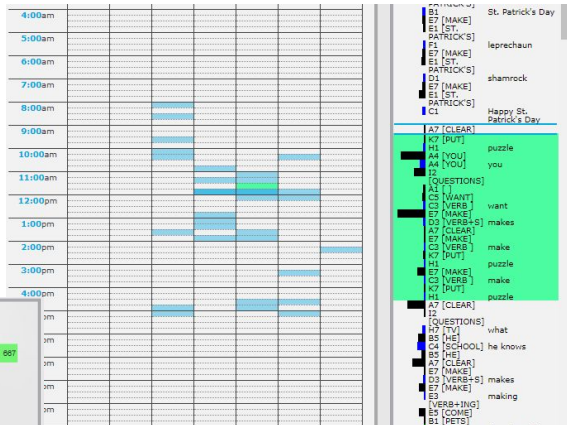
Key Learning across PD: Data Collection

Realize language

- using AAC for multiple purposes (commenting, rejecting,)
- Are core words being generalized?

How are students using the devices for academic and social settings?

- Are we modeling



Key Learning across PD: Utilizing Common Resources

- Assistiveware
 - Blog- <https://www.assistiveware.com/blog>
 - Coreword Classroom- www.coreword.assistiveware.com
- Practicalaac- <https://practicalaac.org/>
- Realize Language - <https://realizelanguage.com/>
- AAC Language lab- <https://aaclanguelab.com/>
- Model as a MASTER PAL- <http://bit.ly/ModelasaMASTERPALtrainingmodule>
- Unique Learning System- <https://www.n2y.com/unique-learning-system/>

Examples from Coreword Classroom

 **AssistiveWare Core Word Classroom**

CORE WORD 5 MINUTE FILLER

UNO

A great time filler with loads of interaction. Get out those UNO cards and play today!
You might need more than 5 minutes!



CORE WORDS	NEEDS & WANTS	GETTING & GIVING INFORMATION	SOCIAL INTERACTION
	Verbs: want, go, do, like, help, stop, need, play, put, get, give, have, can Describe: not, all done/finished, different, good, bad, same, favourite Quantity: more, some, all, one Prepositions: on, here Questions: what, who Pronouns: I, you, it, that Time: now, again	who go? I go, you go what put on? what color? put on, put on now put on (something) different put on same one more get more, pick up get some, get all give me some <i>(may use color and number fringe words for this game)</i>	let's play again! can I have a go? that good, that bad what is your favorite card game? who is next?
EXAMPLE WAYS TO USE THE WORDS	want want more want different no more not that stop, stop that, stop you need help do it again I want more ... You need help. all done/finished		

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CORE WORD OF THE WEEK

LOOK



WHYS & WAYS FOR 'LOOK'

WHYS (REASONS TO COMMUNICATE)	WAYS (TO USE THE TARGET WORDS)
EXPRESSING NEEDS AND WANTS	
Gaining attention	look! look there! look here! look at this/that! look out!
Requesting	I look, can I look? can I look at it/them/that?
Refusing, rejecting, protesting	not look, I don't want to look, I don't look at it
GETTING AND GIVING INFORMATION	
Simple commenting	look, look there, look here
Express feelings	it looks like you feel ... it looks like he/she feels ...
Asking for information	what look? what are you looking at? what look like? what does it look like? what will it look like? where look? where are you looking? who look? who is looking? who wants to look next? when look? when can I look? how look? how does it look? how do I look?
Discuss (comments/directions)	look, don't look, don't look at that/me/him look, look here/there/up/down/in/out/over/under/at look first, look next, look more, look again look for ... look after ... look out for ... I/we/ he/ she look at ... I/we/ he/ she look for ... like ...?
Give opinions	that looks good/bad/prett/nice/ugly/fun that doesn't look good/bad/prett/nice/ugly/fun do you think this looks ...? don't you think this looks like ...?
Give descriptions	it/that/this looks ... it looks like ... it doesn't look ... it doesn't look like ...
Talk about past events	I looked at ... it looked ... it didn't look ...
Talk about future events	it will look ... it will look like ... he will look at ...
Plan	first we will look at/for/in/here/there/under we will ... until it looks ...
Explain	it looks like ... because ... if you ... it will look ...
SOCIAL INTERACTION	
Greeting / saying goodbye	look who is here! look after yourself!
Simple politeness	can I please look next?
Conversational skills	Talk about the things you can look at during an outing or activity.
Tease / Flirt / Giving compliments	you look great! looking good! that doesn't make you look fat
Tell jokes	what looks like a ...? what are you looking at?
Negotiate	look can I ...? look will you ...?

Future Learning- Next Steps

- Debrief the AAC Learning walks with our SLPs and determine next steps
- Opportunities for families to come and experience ways to model and use AAC in activities
- Continue to build capacity amongst all staff for increasing engagement in academic and social opportunities

Picture of students walking together

Thank you.....

- Key Take Aways:
 - The Power of a Team
 - Use of Core Words
 - Descriptive Teaching
 - Modeling
 - It takes time

Picture of student using device with teacher, in a group circle

Any Questions?