

**FINDING YOUR VOICE: IMPLEMENTING AAC IN AN ELEMENTARY SEVERE NEEDS CLASSROOM**

March 19<sup>th</sup>, 2018

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**Presenter**



**Sarah Fischer, MA Special Education Generalist**

**Occupation:**

- ✓ Severe Needs Special Education Teacher at Silver Creek Elementary School in Thornton, Colorado.
- ✓ First teaching experience in Poudre School District as an elementary Special Education paraprofessional
- ✓ Severe Autism Teacher during student teaching experience

**Education:**

- ✓ Undergraduate from Colorado State University in Human Development and Family Studies with an Early Childhood teaching license
- ✓ Master's at the University of Northern Colorado as a Special Education Generalist

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**Acknowledgments**

Maureen Castillo-  
Creator of Twin Powers Unite Literacy Intervention

Saltillo- TouchChat

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# Learning Objectives

Participates will be able to:

- Describe the scope and sequence for implementing AAC devices using a literacy-based intervention
- Discuss how to plan a lesson incorporating AAC using various high and low tech supports
- Identify the benefits of using AAC for students with unique communication needs across academic domains and settings
- Apply ideas from the presentation to support AAC device users in both the classroom and home environment
- Generalize extension activities so students continue to learn across time

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# Agenda

- Pre and post Intervention Data Collection
- Student Demographics
- Classroom Set-up
- Planning for Each Lesson
- How to Introduce Word of the Week
- Teaching in Action - Reading and Writing
- Extension Activities

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# HOW DID THIS PROJECT START:

The Twin Powers Literacy intervention program focuses on teaching students using an AAC device how to read, write and identify Dynamic Learning Maps (DLM) core words. Students read the word verbally or with a device, find the targeted word in a field of 3 and identify the word in a sentence. The program teaches the students one word a week through various literacy activities including reading leveled books with the targeted core word, putting sentences with the word in it together, and writing the word using several mediums. Pre and post data will be collected to see how many new words students learn throughout the intervention.

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## USE DATA FOR GOAL WRITING

**Smart Goal:**  
When given 10 core words in various formats (i.e. in a field of three, within a sentence, and/or flash cards), EN will read the word verbally or with an AAC device in 8/10 opportunities across 3 data days with 3 or fewer verbal prompts by Spring 2017.

**Objective 1**  
When given 3 core words in various formats (i.e. in a field of three, within a sentence, and/or flash cards), EN will read the word verbally or with an AAC device in 8/10 opportunities across 3 data days with 3 or fewer verbal prompts.

**Objective 2**  
When given 5 core words in various formats (i.e. in a field of three, within a sentence, and/or flash cards), EN will read the word verbally or with an AAC device in 8/10 opportunities across 3 data days with 3 or fewer verbal prompts.

**Objective 3**  
When given 7 core words in various formats (i.e. in a field of three, within a sentence, and/or flash cards), EN will read the word verbally or with an AAC device in 8/10 opportunities across 3 data days with 3 or fewer verbal prompts.

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## Student Demographics: Front Loading

Things to consider before starting the intervention:

- *Preferential setting- Rocking chair, cube chair, specific seating*
- *Stimulus Control- Chewies, headphones, weighted materials, preferred objects*
- *Access to device and models, including low tech options (word wall, pathways)*
- *Appropriate Wait Time*
- *Adjust Visual Field*
- *Para Support*

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## CLASSROOM SET-UP

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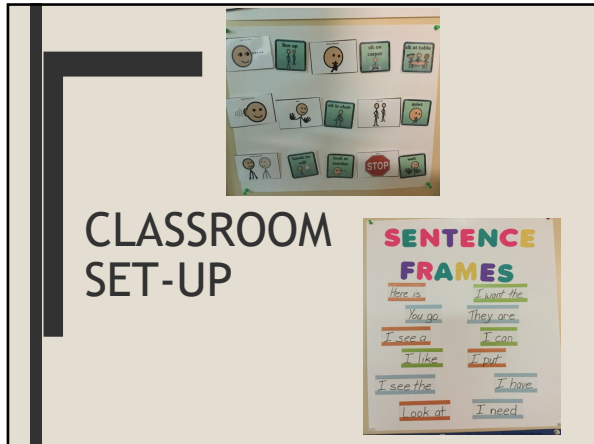
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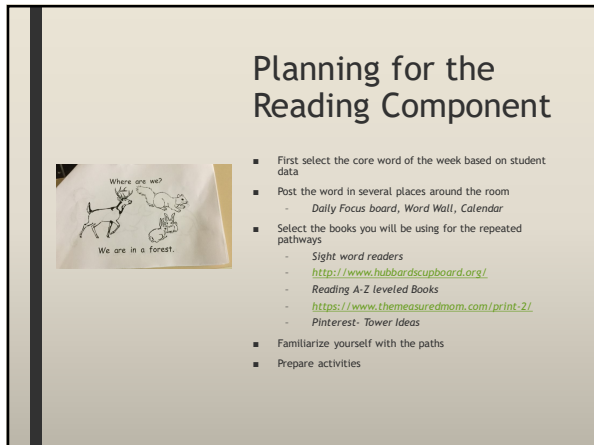
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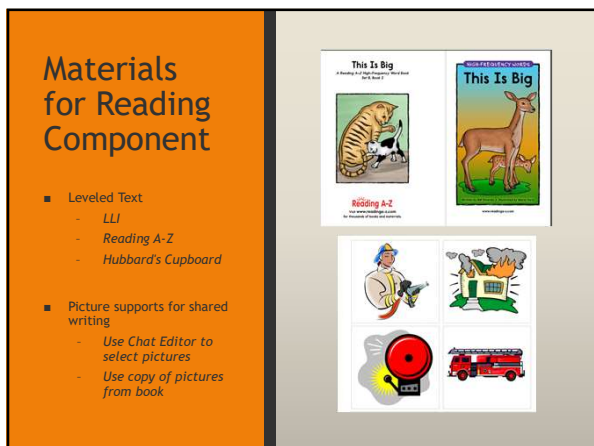
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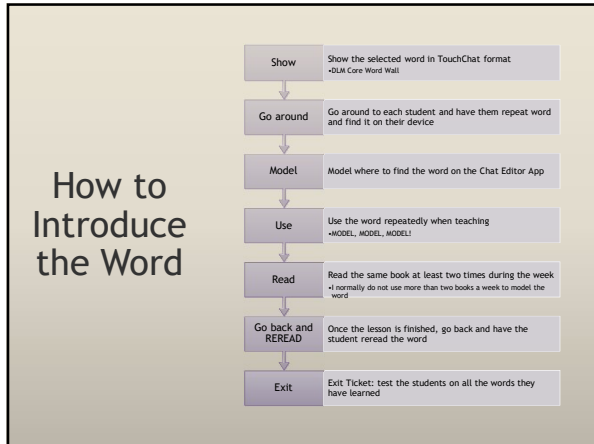
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## Let's get Reading!

- Chat Editor- Downloadable app that looks exactly like student's device
- I use it on the Smart Board, but there are other ways to access it
  - Projector- Put student's device under screen and project it on the board
  - If you don't have an extra device, put the pathways under the projector and verbally model the paths




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## Teaching in Action

- The Routine:
  - Introduce word and briefly talk about book
  - Read the title- students write on Device/Whiteboard/From copy of book
  - Model the first sentence- "Watch me first"
  - Keep the sentence on the board- "Now you do"
- Go around and help students locate words to construct sentence
  - Students read text aloud-
  - Comprehension check
  - Move onto the next page and repeat

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### Integrating Multiple Subjects: The Writing Component

- Shared Writing:
  - Prepare the repeated sentences beforehand and have the pictures students use to complete the sentence ready

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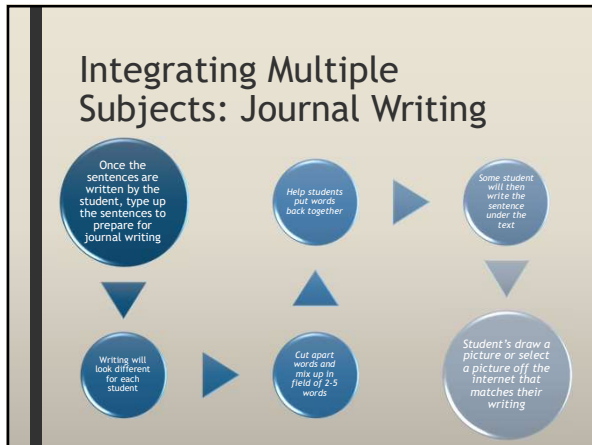
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### Extension Writing Activities

- SmartBoard Sentences
  - Model first
  - Student puts words in correct order and rereads what they wrote
  - Other students are writing the sentence on their device
  - Great time to talk about sentence structure- capitalization, punctuation, finger spacing, fluency
- If you don't have a Smartboard, resource other iPad apps
  - Bits Board
  - Choose-it-Maker

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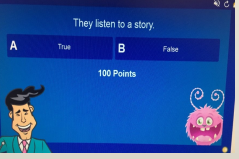
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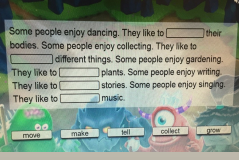
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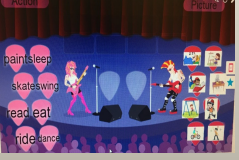
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### Extension Writing Activities

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### Putting it all Together: Planner Example

Day of the Week	Reading	Writing
Monday	Leveled Text- Where?	Dice Writing
Tuesday	Leveled Text- Where?	Smartboard Sentences
Wednesday	Pen Pal Letters- read letters from pen pal, highlight core word	Write pen pal letters
Thursday	Leveled Text- Where does it Come from?	Shared writing chart
Friday	Leveled Text- Where does it come from?	Writing Journals

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### Other Extensions

- Pen Pal Letters
  - Collaborate with another Special education teacher or Speech Language Therapist to write pen pal letters that incorporate the word of the week.
- Coffee Cart Friday!




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### Generalizing



- Extend your literacy activities across subjects using Structured Work Systems
- A structured work system is a systematic means of presenting information in a way that is received and understood by the individual.
  - Top to bottom, left to right
  - Idea is have the tasks be completed independently
  - Keep the same tasks all week

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### Example Tower Activities



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### EXAMPLE TOWER ACTIVITIES



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### Example Tower Activities



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### Calendar Time



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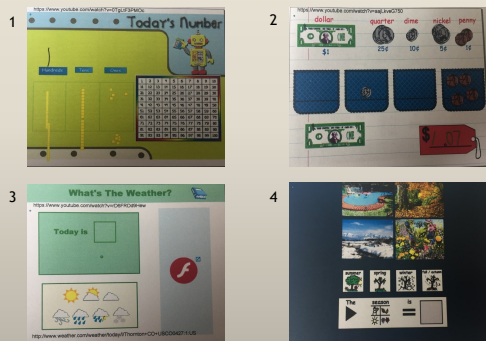
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### Calendar Time Continued



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### Positives

- Good tool for emerging communicators
- All students can participate
- Levels of communication help make small distinctions in communicative behaviors
- Good tool to show progression on chart
- Use a combination of high and low tech
- Good data to base goals/objectives on
- Many extension activities available for additional practice and generalization across subject areas

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**CONTACT INFO**

EMAIL: [SLJJONES25@GMAIL.COM](mailto:SLJJONES25@GMAIL.COM)

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