It Takes a Village

Creating a Comprehensive Communication Classroom
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TEAM MEMBERS
- Teaching assistants - 4
- SLPA
- OT
- Peers
- General Ed
- PRC / Saltillo Support
Learning Language Functions

- Instrumental – requesting things, asking for help
- Regulatory – controlling others
- Interactional – information exchange/social/greetings
- Personal – feelings, interests, maintaining contact
- Heuristic – asserting identity, discovery
- Imaginative – creative imagery
- Informative – story telling
Meet The Gang

6th grade students
Sweetwater School: Public K-8
560 Students, 170 students have mild to severe disabilities
17 self contained classrooms
Language can be fun!
Developmental Perspective

- Understanding the developmental level of the child’s communication and letting him be a kid!

- Matching the communication device to the student’s level is an essential.
  - Kim – Nova Chat
  - Delfino – Accent / TouchChat / Nova Chat
  - Kevin – Accent 84 Seq
  - Stephen – Nova Chat

- The kids showed us that responding to his communication was the greatest reward and motivator. Having other device users together in the class was also very motivator.
Environment

- Supports
Environment
Strategy for supporting different AAC systems
Evolution Circle Time – Interactional / Informative
The Connected Classroom
Our classroom news project
AAC Language Lab
Model Lesson
Personal / Regulatory
AAC Language Lab
Poetry to Teach Language
Imaginative / Informative / Heuristic
Poetry to Teach Language

I like family. I like my ipad. I like my school.

I like skateboard I likefriend I like school. I like my talker.
Getting ready to move to more regulatory and informative communication
Regulatory Activity
News 2 You
Unique Learning Curriculum
Fun Activities for Imaginative and Personal communication

Art
Peer Tutors - Interactional Communication
Peer Tutors - BFF’s
Collaborative teams

- Include ALL team members.
  - Imperative to include all classroom staff
- The team invested a lot of time.
  - Model lessons
  - Online training
- Have unifying goals and perspectives:
  - Knowing the student’s current level
  - Know the current language objective
I wanted to write to thank you on how beneficial the classes were that I took through the AAC Language Lab. I took 3 classes:
“Ten Tips to Help Grow Language”,
“Getting Beyond Basics—Expanding Language Functions”, “Apps to Help Grow Language—Using Apps and AAC Together”.
TEAM REFLECTIONS- The “a-ha Moment”

- I also wanted to convey how much the data from individual’s devices, through Realize Language, helped my supervisor and I adapt student’s goals. The data revealed that students were using less adjectives and prepositions on their devices, so our new goals reflected those weaknesses.
With simple, one-click tools, you can:

- Track progress and communication development over time
- Automatically compare different aspects of communication
- Create a detailed dashboard summary of performance
- Share information with everyone on the team
- Quickly create valuable reports that anyone can understand, even those with limited knowledge of AAC
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February 2016
DATA ANALYSIS

- Allowed us to determine initial language level
- Allowed us to monitor progress
- Allowed us to determine learning gaps
- Allowed us to show mastery of language objectives
- Allowed us to determine next steps
Supports for successful communication

Training for All Staff
- Appropriate Language
- Benefits of a Language Rich System
- Clearly defined goals
- We were able to track data using the Realize Language Website
- Intervention Plans
- Used materials from the AAC Language Lab
- Therapy – strategies used to work on defined goals
Tools for therapy

- Language Lab Apps
- Lesson plans on AAC Language Lab Site
- Materials from the AAC Language Lab
- Books and lesson plans based on data
AAC Language Lab

- Books
- Lesson Plans
- Articles
- Smart Charts
- Parent Content
- News 2 You
- Unique Supports
Sometimes you just have to put down the device and DANCE!
Thank you for attending

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