All Aboard!

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Disclosures:

- Employed at Bluffton - Harrison MSD
- Co-Owners of Speak UP, LLC
- Travel and registration supported by PRC
Let’s get on track!

1. Presume Potential
1. Universal Design For Learning
1. Core Vocabulary
Presume Potential

- All people have different talents and skills.
- Intelligence is multi-faceted and difficult to accurately measure.
- Children learn best when they are valued, taught, supported and held to high expectations.

Cheryl Jorgensen, Ph.D., "The Least Dangerous Assumption A Challenge to Create a New Paradigm"
Universal Design for Learning (UDL) is a scientifically valid framework for guiding educational practice that:

- Provides flexibility in presentation, in response, demonstration of knowledge and skills, and engagement

- Reduces barriers, provides appropriate accommodations, and maintains high expectations for ALL students

https://docs.google.com/forms/d/e/1FAIpQLSe1U3xWFxLGxryMueUqGatZNX3Jyl1V03zE9z26ekfwA93xVQ/viewform
Core Vocabulary

350 most frequent words in a person’s speech that account for 80% of the actual words spoken

https://aaclanguagelab.com/files/100highfrequencycorewords2.pdf
Descriptive Teaching

- Uses Core Vocab to describe
- Promotes higher level of thinking
- Time efficient
Referential Teaching

- Asks for specific facts
- Uses less frequent vocabulary
- Focuses on retrieval skills
- Time consuming
AAC

- No Tech
- Low Tech
- High Tech
Motor Planning

Learning the pattern of movement to develop purposeful kinesthetic and sensory awareness
Route Info

- IEP Goals
- Indiana Academic Standards/Content Connectors
- Evidence-Based Practices
First Stop: Intense Interventions

- Unpacking the standards
- High Expectations for all
- Collaboration
Second Stop: Instructional Assistants

- Make sure criticism is constructive
- Publicly brag about your staff
- Openly admit when you make a mistake
- Prompting hierarchy
- Model
- Simplify data collection
Third Stop: General Education

Create opportunities to educate general education teachers and students about AAC

- Chatterbox Challenge
- Connected Learning Classes
- Make it easy to access your tools
  https://sites.google.com/view/bheswings/core-vocabulary?authuser=0
- Incorporate students and staff in developing instructional tools
  https://www.youtube.com/watch?v=https://www.youtube.com/channel/UCBgSa-fRpJAGYpvlQssuC1A/videos=NM0TskjGqnk&feature=youtu.be
Fourth Stop: Families and Community

Families need to “see it in action.”

- Set up play dates in natural settings
- Utilize community settings to teach AAC and accessibility
- Seek out community organizations to fill the “gaps”
Fifth Stop: Other Professionals

- Twitter chats: AT Chat Wed @ 8:00PM, PATINS iCAM Tues @ 8:30
- Facebook groups: We Speak PODD, AAC for the SLP
- Blogs/helpful sites: Praactical AAC, AAC Language Lab, Project Core
- Seek out vendors for loaner devices: PRC, Tobii, Ablenet
Sixth Stop: Administrative Support

- Gaining administrative support is key!