

# 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”**

# UDL

**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/1FAIpQLSe1U3xWFXLGxryMueUqGatZNX3JyI1V03zE9z26ekfwA93xVQ/viewform>

# Core Vocabulary

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

<https://aaclanguage lab.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=NMOtSkjGqnk&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!