

# Supporting diverse learners in inclusive settings: Considerations across content areas

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## Disclosures

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## Learner Outcomes:

- 1) Participants will be able to describe principles of universal design for learning.
- 2) Participants will be able to explain how universal design for learning benefits all learners.
- 3) Participants will be able to describe AAC related considerations for inclusive education.

## Augmentative and Alternative Access in the Schools-Kansas City (ACTS-KC)

- A federal personnel preparation project funded by the Office of Special Education Programs
- A collaborative partnership between the Kansas City Kansas Public Schools and faculty and students in the Intercampus Program in Communicative Disorders at the University of Kansas



## ACTS-KC values

- Least dangerous assumption
- Using person first language
- Respecting/embracing differences
- Treating all people with dignity
- High expectations



## Defining diverse learners:

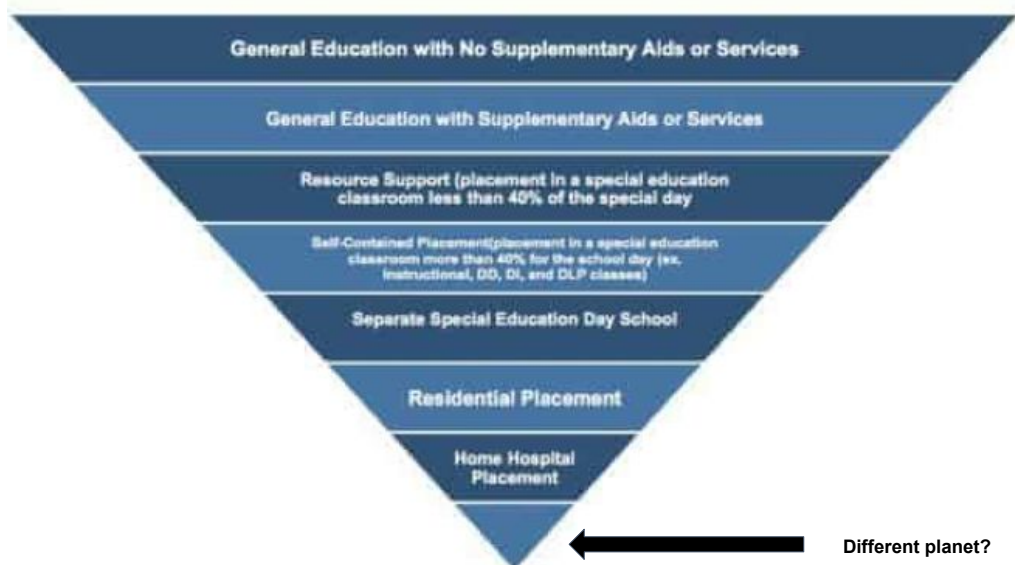
- 2 groups?
- 3 groups?
- 4 groups?



# Inclusive Education

- Mainstreaming- students with disabilities participate in *some* general education activities (e.g. specials)
- Inclusion- “Students with disabilities are supported members of chronologically age-appropriate general education classes [in natural proportions], in their home schools, receiving the specialized instruction delineated by their IEPs, within the context of the core curriculum and general activities” (Halvorsen & Neary, 2009, p. 1)

## The Placement Continuum



# Special Education is a Program, Not a Place

- More restricted (i.e. separate) environments conflated with increases in support, individualization, and intensity
- Self-contained classrooms found to:
  - Provide students with few opportunities to learn from rigorous curriculum
  - Engage in few effective practices for supporting learning and providing specialized instruction (Kurth, Born, & Love, 2016)
- Placement in the general education classroom is not enough
  - But... Students included in the general education classroom have greater access to the general education curriculum (Soukup, Wehmeyer, Bashinski, & Bovaird, 2007)



**ISLAND IN THE MAINSTREAM**  
MRS. JONES AND MRS. COOPER ARE  
STILL TRYING TO FIGURE OUT WHY FRED  
DOESN'T FEEL LIKE PART OF THE CLASS.

## Why Inclusion?



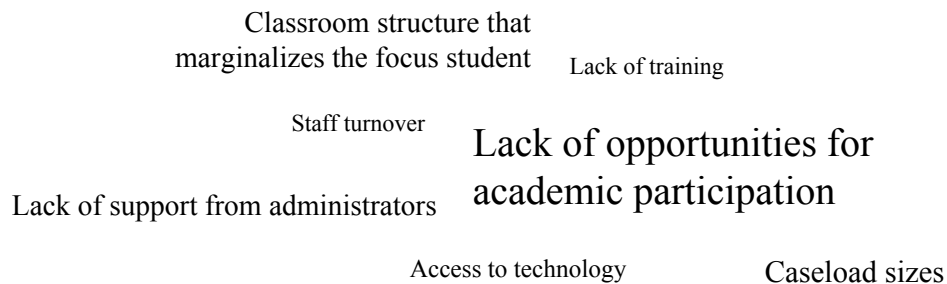
## Positive Student Outcomes

- Academic
  - (e.g. Kurth & Mastergeorge, 2012)
- Social
  - (e.g. Fisher & Meyer, 2002)
- Self-Determination
  - (e.g. Hughes, Cosgriff, Agran, & Washington, 2013)
- Communication
  - (e.g. Kleinert et al., 2015)
- Post-School Outcomes
- Improved IEP quality

“Inclusion is a right, not a privilege for a select few.”

(Oberti v. Board of Education of Borough of Clementon School District, 1993)

## Barriers to a Successful Inclusion Program



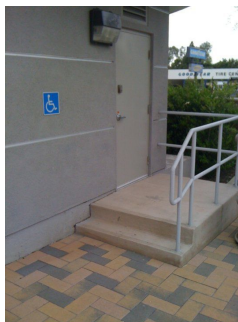
Soto, Muller, Hunt, Goetz (2001)

# Providing Effective Instruction

- Using state standards as the expectations for the instructional outcomes; not following a developmental approach
- Make learning accessible to students with a variety of needs
- Teaching content and skills

## Universal Design for Learning (UDL)

- What is Universal Design?
  - “design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people”



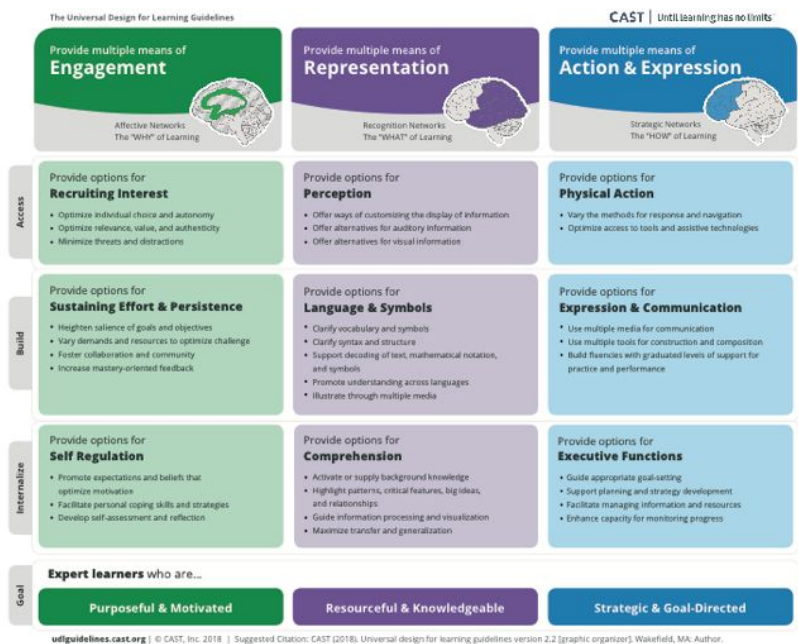
- Accounts for the diverse learning styles and needs of ALL students



# UDL Principles and Guidelines



## UDL Principles and Guidelines



Provide multiple means of  
**Engagement** ➔

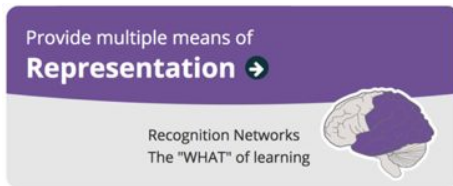
Affective Networks  
The "WHY" of learning



Guidelines	Checkpoints
Recruiting Interest	Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions
Sustaining Effort and Persistence	Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community
Self Regulation	Promote expectations and beliefs that optimize motivation Facilitate personal coping skills and strategies Develop self-assessment and reflection

## Providing Multiple Means of Engagement

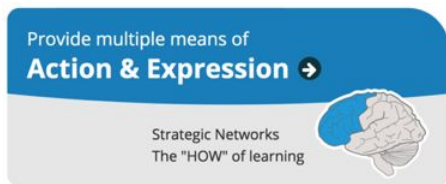
- Start lesson with provocative question or point of information
- Allow students to choose the paragraph/passage they read
- Provide timers, checklists, schedules to increase predictability
- Have students formulate or restate goals
- Encourage learners to evaluate individual and group collaboration
- Provide rubrics with clear expectations



Guidelines	Checkpoints
Perception (content doesn't depend on a single sense)	Offer ways of customizing the display of information Offer alternatives for auditory information Offer alternatives for visual information
Language & Symbols	Clarify vocabulary and symbols Clarify syntax and structure Support decoding of text, mathematical notation, and symbols Promote understanding across languages Illustrate through multiple media
Comprehension	Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization

## Providing Multiple Means of Representation

- Provide choices of books and audio books
- Glossaries, dictionaries, word banks
- Use videos, slides, graphics, graphic organizers (e.g. KWL chart), manipulatives
- Clarify the symbols in a math equation
- Provide examples and non-examples
- Mnemonic strategies



Guidelines	Checkpoints
Physical Action	Vary the methods for response and navigation Optimize access to tools and assistive technologies
Expression and Communication	Use multiple media for communication Use multiple tools for construction and composition Build fluencies with graduated levels of support for practice and performance
Executive Functions	Guide appropriate goal-setting Support planning and strategy development Facilitate managing information and resources Enhance capacity for monitoring progress

## Providing Multiple Means of Action & Expression

- Provide alternatives for physical response (e.g. using a pencil, the range of motion required to interact with materials)
- Provide choices for how students create work products (slides, videos, posters, 3D models, storyboards, comic strips, etc.)
- Provide tools (e.g. word prediction, calculators, composition planning)
- Support planning efforts by providing prompts and scaffolds to estimate level of difficulty, needed resources, and scheduling
- Ask questions to guide self-reflection and monitoring

How do we develop instructional materials that promote student participation and access to the general education curriculum?

## 4 Criteria

- Content is academic
- Related to the student's assigned grade level
- Achievement level is linked to grade-level content (may differ in breadth or depth)
- Differentiation of achievement across grade levels

# Essential Elements

## Fourth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>EE.RI.4.1</b> Identify explicit details in an informational text.
<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>EE.RI.4.2</b> Identify the main idea of a text when it is explicitly stated.
<b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>EE.RI.4.3</b> Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.
<b>Craft and Structure</b>	
<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<b>EE.RI.4.4</b> Determine meaning of words in text.
<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>EE.RI.4.5</b> Identify elements that are characteristic of informational texts.
<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>EE.RI.4.6</b> Compare own experience with a written account of the experience.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>EE.RI.4.7</b> Answer questions about information presented visually, orally, or quantitatively.
<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>EE.RI.4.8</b> Identify one or more reasons supporting a specific point in an informational text.

# Literacy

- Definition from Copeland & Keefe (2018):
  - All people are capable of acquiring literacy
  - Literacy is a human right and fundamental part of the human experience
  - An ever-developing tool for mutual engagement between a person and a community (people, knowledge, and ideas)
  - Literacy includes observation, communication, social contact, internal connection leading to enhanced empowerment
  - Responsibility of members of a community and the community as a whole that every person acquires literacy and develops meaning-making with all human modes of communication

# Goals of Literacy

- Make choices
- Manage daily activities
- Safety / communication
- Gain new opportunities
- Recreation and leisure

## What do we know about literacy for students with severe disabilities?

### **Capable of Learning**

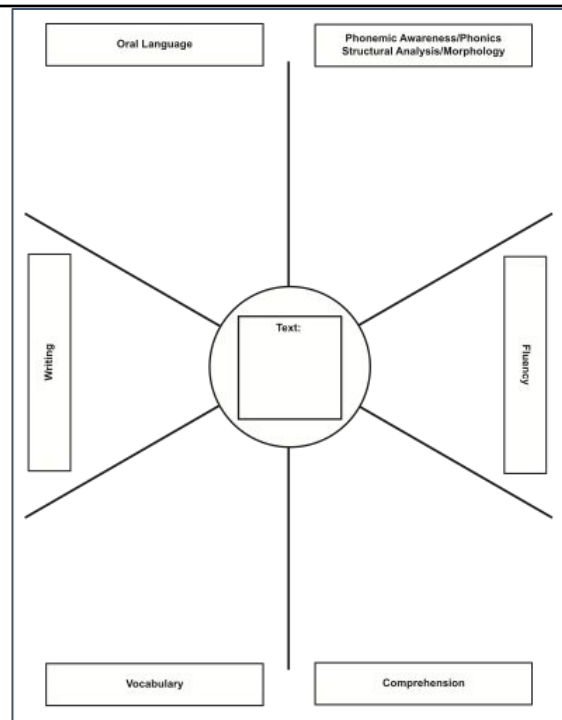
- Phonemic awareness
- Phonics
- Comprehension
- Vocabulary
- Fluency

### **But instruction tends to focus on**

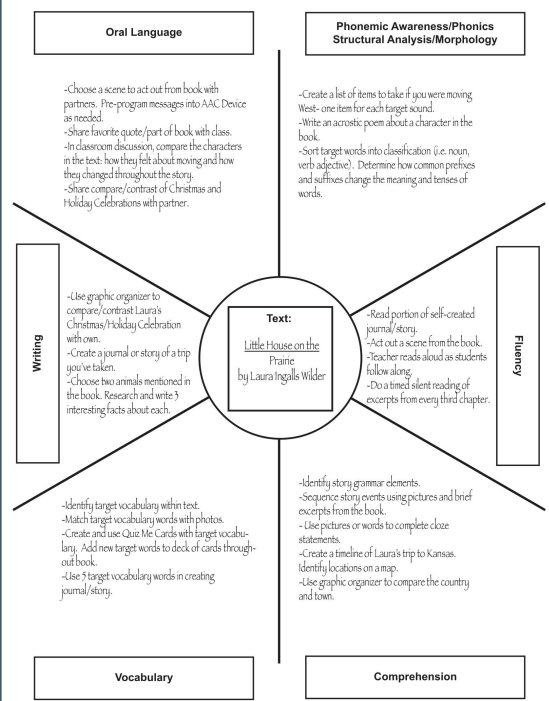
- Vocabulary- matching pictures to words, in particular
- (Functional) Sight Words
- Instructional times limited compared to students who do not receive special education services

# Literacy Planning Wheel

Copeland & Keefe (2018)



# Literacy Planning Wheel





# Consider Individual Needs When Planning Literacy Instruction

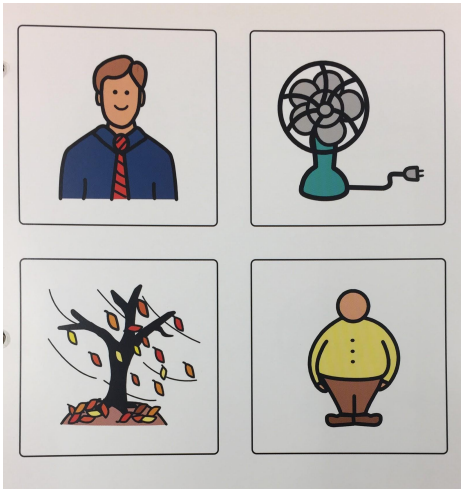
- Physical needs
  - Stable & comfortable position; Page fluffers; grippers; scanner with switch
- Visual needs
  - Size & spacing; “clutter”; tactile objects
- Cultural considerations
  - Differences about acceptability of AAC, graphic symbols; language spoken (and read to) at home

## Accessible Literacy Learning (ALL) Reading Program

- Intended for students with disabilities and complex communication needs
  - Not required to say sounds or words out loud
- Comprehensively addresses:
  - Sound-Blending
  - Phoneme Segmentation
  - Letter-Sound Correspondence
  - Single Word Decoding
  - Sight Word Recognition
  - Shared Reading



# ALL Example: Sound Blending

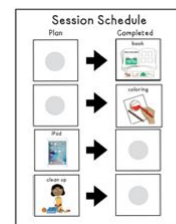
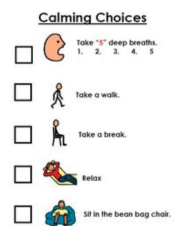
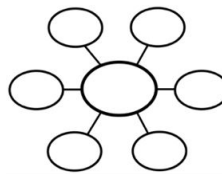


man - fan - fall - fat

1. Introduce Task
2. Review Symbols
3. Model
4. Guided Practice
5. Independent Practice
6. Feedback for Correct/Incorrect Responses

## Visual Supports: Why?

- Improve understanding
- Provide control and increase flexibility
- Improve communication and language experience
- Used for a variety of functions
  - Temporal (time, sequence, waiting)
  - Procedural (following rules, procedures, expectations)
  - Spatial (location of self and objects in relation to others in the environment)



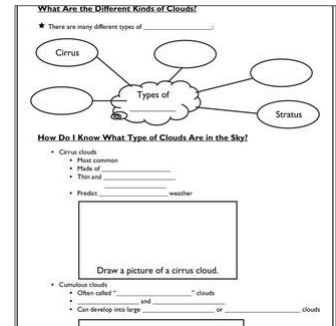
# Guided Notes

- White out/leave blanks for key words and vocabulary for student to fill in

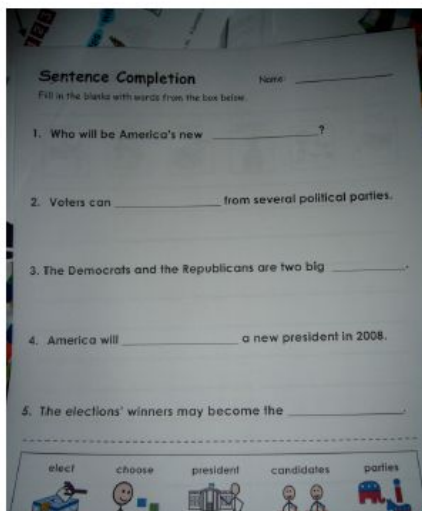
The book is told from a third-person point of view.  
The protagonist \_\_\_\_\_ is followed.

Jonas lives in a standard family unit with his mother (a "law enforcer"), his father (a "Nurturer") and his seven (later becomes eight) year old sister named \_\_\_\_\_.

Jonas is waiting for the last big ceremony for him, the Ceremony of \_\_\_\_\_.



# Provide Sentence Starters or Cloze Procedure

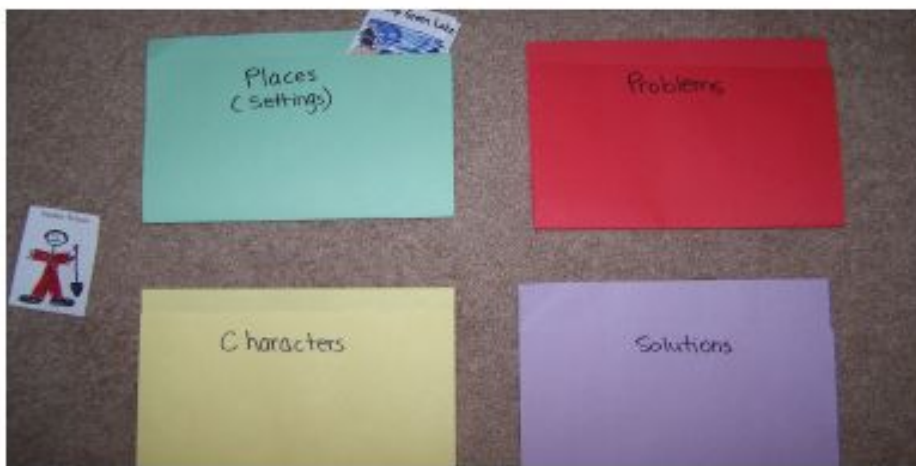


# Teach Summarizing and Paraphrasing

- Draw a picture or write frequent notes while reading
- Review the pictures/notes before starting to read again next time



# Create Story Grammar Envelopes



# Create Book Boxes

Items that represent concepts in the book



## Adapted Questions

### Original Questions

1. Which character did you empathize with most? Why?
2. What was the most significant aspect of the story you read today? Reflect on why you selected that aspect
3. What emotions did you experience while reading today? Reflect on the specific elements of the story that evoked those emotions

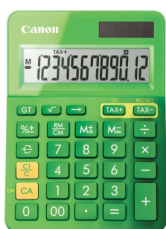
### Adapted Questions

1. What person in the story do you like the best?
2. What was the best part of the story you read today?
3. How did you feel while reading today? Sad? Happy?

# Time Saving Tips

- Get ELL versions
- Get electronic versions of all materials from the publisher
- Share your bank, and take turns
- Set aside prep time
- Utilize your team

## On the Spot Adaptations



# Social Studies

## **What social studies should students know?**

- Identify sources of information
- Distinguish fact, opinion, and reasoned judgment in a text
- Identify steps in a process (e.g., how a bill becomes a law)
- Vocabulary
- Visual representations (e.g., maps)

# Social Studies Content

- Text (reading) intensive; social studies instruction is therefore essentially reading comprehension instruction




# World Religions: READING, READING, MORE READING

**Judaism**

Possible Video: <https://www.youtube.com/watch?v=3ax7a11cY7A>

Judaism began about 4000 years ago with the Hebrew people in the Middle East. At the time many people in the Middle East worshipped many gods. Abraham, a Hebrew man, is considered the father of the Jewish faith because he believed that there is one God. Abraham and his wife were told by God that they would have lots of children and that they would live in a land of their own – the Promised Land.

God also chose a man named Moses to lead people out of Egypt to the Promised Land. These people were called Israelites. God gave Moses laws called the Ten Commandments which form the basis of the Torah (the book of Jewish law). Jewish people believe in the Torah. One section of the Torah is read every week until they've read the entire Torah. Then they read it again. They believe they must follow God's laws everyday.





The ten commandments (or laws) in the Torah are:

1. Worship no other God but me.
2. Do not make images to worship.
3. Do not misuse the name of God. Observe the Sabbath Day (Saturday).
4. Keep it Holy.
5. Honor and respect your father and mother.
6. Do not murder.
7. Do not commit adultery.
8. Do not steal.
9. Do not accuse anyone falsely. Do not tell lies about other people.
10. Do not envy others possessions.


Another collection of writings that are sacred (or important) to the Jews is the Talmud. These writings include histories, poems, songs, and sayings. The Talmud is another important collection of Jewish writings. Rabbin discuss how to follow the Torah in modern times.

Jewish people worship in synagogues. A synagogue is a center for Jewish life - not just worshipping, but education and community. Synagogue

**Buddhism**

About 2500 years ago, a prince named Siddhartha Gautama began to question his fancy life living in a palace. He left the palace and saw four things: a sick man, an old man, a dead man and a religious man (monk). Seeing these men showed him that even a prince cannot escape illness, suffering and death. The religious man told Siddhartha to leave his life as a prince and become a traveling holy man to be able to find answers to questions like "Why must people suffer?" "What is the cause of suffering?" Siddhartha spent many years doing many religious practices such as praying, meditating, and fasting until he finally understood the basic truths of life. He realized these things after sitting under a Poplar-figtree in Bodhi Gaya, India for many days, in deep meditation. This gave him nirvana (made him wise), so he was given the title of Buddha, which means Enlightened One.



Buddha discovered Three Universal Truths and Four Noble Truths, which he then taught to the people for the next 45 years.

The Three Universal Truths	The Four Noble Truths
1. Everything in life is temporary and always changing.	1. Human life has a lot of suffering.
2. Because nothing is permanent, a life based on owning things or persons doesn't make you happy.	2. The cause of suffering is greed.
3. There is no endless, unchanging soul. (You "self" is just a collection of changing characteristics or attitudes).	3. There is an end to suffering.
	4. The way to end suffering is to follow the Middle Path.

Buddha then taught people not to worship him as a god. He said they should take responsibility for their own lives and actions. He taught that the Middle Way was the way to nirvana. The Middle Way meant not leading a life of luxury and pleasure but also not one of too much fasting and hardship. There are eight guides for following the Middle path, called the Eightfold Path.

**Christianity**

People who follow Christianity believe that Jesus Christ was the son of God. Christianity's beginning is traced back to the birth of Jesus Christ, his teachings, his death, and his resurrection (coming back to life). Jesus was born in Palestine (today's Israel), where Christianity started. Christians believe that Jesus was sent to earth by God to free people from slavery, sin, and death. God sent his son Jesus in human form so that people would better understand God as a caring and loving parent.

Jesus lived and experienced the suffering of humans. Jesus healed the sick and told stories that taught what God wanted people to do - to love God with all their hearts and love their neighbors as they would themselves. Jesus taught by example. By being loving and forgiving himself, Jesus taught others to be loving and forgiving.

Twelve disciples helped Jesus teach people about God. Jesus' teachings were similar to Jewish Law, which is what he grew up with. Because powerful leaders did not want people to follow Christianity, Jesus was killed and put on a cross. Three days later, he came back to life. Christians believe that Jesus' death shows how much God loves His people.




The sacred text of Christianity is the Holy Bible. The Christian Bible has two parts: the Old Testament and the New Testament. The New Testament has writings about Jesus Christ's life and what he taught. It also talks about the early church and has letters from important leaders, such as Paul.

Christians worship in churches. They usually worship on Sundays and other special festivals and celebrations. Some people attend church everyday. Most Christians also pray or worship at home. Church services are most often led by a priest or minister. The services usually include prayers and songs, readings, and a sermon (a talk given by the minister). Most Christians also take part in the Holy Communion, where they share bread and wine that represents Christ's body and blood that he sacrificed for God's people on earth.



## Adapting Text

- Change the modality
- Reduce amount and/or complexity
- Add information or other features to make the text more understandable
- Utilize graphic organizers to organize information
- Provide additional support as needed before, during, and/or after reading



# Geography Zombie Project



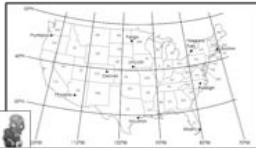
It's been three months since the start of the *Zombie Apocalypse*. It turns out that the movies were right. They are slow, and man are they gross! Only two cities and towns have survived. The rest of the country has been left to the zombies--and who knows what's going on in the rest of the world! Electric power has been gone for weeks, and now the gas stations and the grocery stores are almost empty.

You got lucky and happened to be in one of the remaining cities when it all started, but you are now faced with a life or death choice--to stay in your current location or join a caravan traveling to one of the other surviving locations. Your choice and your knowledge of geography will determine you live through this or if you become someone's dinner!

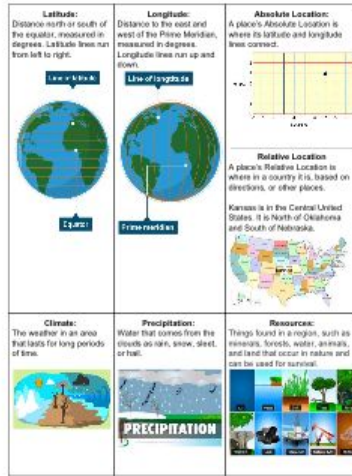
The five themes of geography help us understand and organize tons of information about the world. They will be your key to understanding if you are safe at your current location or if you need to move as your brain don't become food!

You will gather information as your current location, focusing on one theme at a time. You will do the same for an alternative location. The purpose is to determine whether or not your current location is suited to help you survive the *Zombie Apocalypse* or if you need to relocate to your alternative location.

As you collect your information, answer the questions on your project packet. In the end, your job is to find out which location would best help you survive the *Zombie Apocalypse* and why.

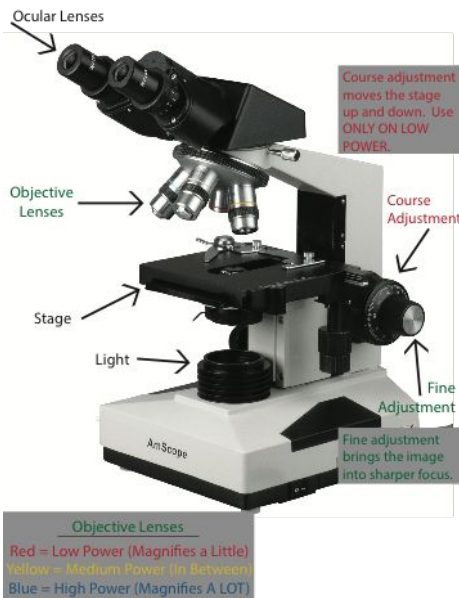


This map shows the last 30 remaining cities and towns in the United States. Soldiers or Sheriff will stage your current or starting location, but your alternative location is up to you!



FINISHED!
Video Presentation
Compare Current Location and Alternative Location
Alternative Location: Human-Environment Interactions
Alternative Location: Region
Alternative Location: Movement
Alternative Location: Place
<b>HALF WAY FINISHED!</b>
Alternative Location: Location
Current Location: Human-Environment Interactions
Current Location: Region
Current Location: Movement
Current Location: Place
Current Location: Location
START

## Science



Draw what you see in the microscope.

Red = Low Power

Name of Slide:



Yellow = Medium Power

Name of Slide:



Blue = High Power

Name of Slide:



Two plants that grew fast were combined to make a plant that grew even faster.



These are the things that fast plants need to grow. These are the variables.

The plant needs light all day and all night. The light gives the plant energy to make food and grow.



The plant needs fertilizer, which is food to help it grow.



The plant needs room to grow. Plants that are too close together compete for light and food.



The plant always needs water.



#### Plant Summary (can use with Fast Plants Lesson 1 PPT)

Plants need \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ to grow. These are called the variables. When variables are changed, it will \_\_\_\_\_ how the plant grows or how quickly it grows.



If pollen is transferred from one plant to another, the plant can make

\_\_\_\_\_ insects, such as \_\_\_\_\_, are what move the

pollen. This is called pollination.



### Writing a Conclusion

- ☐ What was my hypothesis?
- ☐ Was it right?
  
- ☐ What did the plant need to grow?
- ☐ Did my plant have all of those things?
  
- ☐ Were all of my plants the same? Or were they different?
  
- ☐ Do I have any questions about my plants that I could do another project on to find the answer?

# Math Development

- Early Childhood
  - Classification (based on size, shape, color, etc)
  - Comparing based on attributes (e.g., length)
  - Seriation (e.g., shortest to tallest)
  - Relative position (e.g., below, above, near, far)
  - Recognizing shapes

## Math Development

- Naming & Writing Quantity:
  - Number sense (understanding numbers as quantity, relationship to other numbers)
  - How do we think of numbers?
    - Initially not as numerals
    - Easier to conceptualize numbers as groups like in dominos (notice how it's easier for you to see there are 5 dots in example 2)



# Math development cont.

- Computation
- Deciphering Vocabulary

Type a title or prompt for this choice board

## Volume

Back

volume	3 D shapes	length	height
width	compare	hold	more
pour	containers	liquid	less
glass	bowl	no	yes

Place labels and symbols on these numbers. The labels will automatically be placed on when the student selects a number.

## Words into Math

### ADDITION

Add  
Sum  
Increased By  
More  
Plus  
Together  
And  
Combined

### SUBTRACTION

Subtract  
Difference  
Decreased by  
Minus  
Take away

### MULTIPLICATION

Product  
Times  
OF  
Multiple  
Twice

### DIVISION

Quotient  
Ratio  
Shared  
Per  
Divided By

### EQUALS

IS  
are  
gives  
were  
totals  
will be

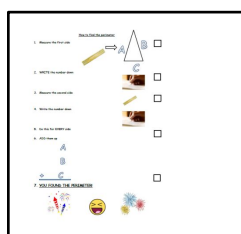
### Parenthesis Words

Times the difference of  
Twice the sum of  
Plus the difference of

### Turn Around Words

THAN  
(less than)  
FROM

## MATH



## Perimeter

### How to find the perimeter

1. Measure the first side
2. WRITE the number down
3. Measure the second side
4. Write the number down

## MATH ADAPTATIONS CONTINUED



For his birthday party, Charlie decided to have a costume party. All the boys came as superheroes and some came as the same person!

### Directions

1. Count a super hero
2. Cross them out
3. Make an X on your line graph


☐  
☐  
☐

### Questions:

1. What was the **MOST** popular costume?
2. What was the **LEAST** popular costume?

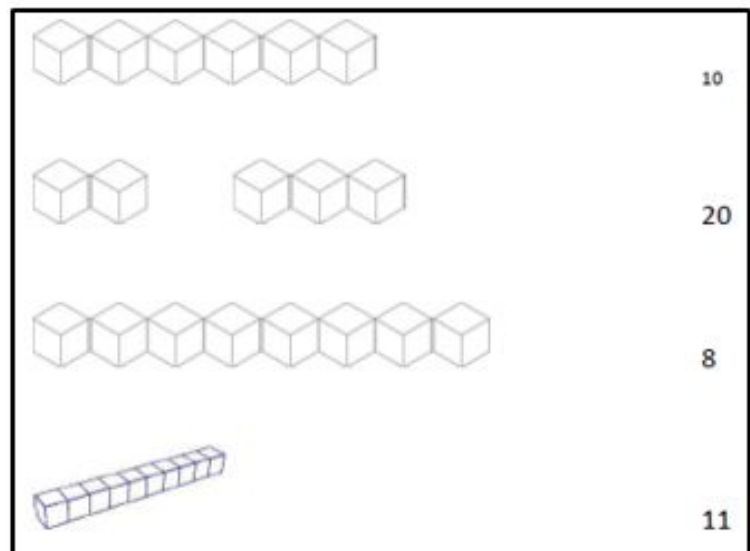


1. The most popular superhero was \_\_\_\_\_.
2. The LEAST popular superhero was \_\_\_\_\_.

## Graphing

## MATH

## Base 10



## In summary: a good adaptation...

- Promotes social and instructional participation
- Is only as “special” as necessary
  - The goal is not to conceal individual differences, but to not repeatedly single out the student
- Is related to the activity, IEP goals, and state standards



## Outcomes for people who use AAC

- 55% of children with intellectual and developmental disabilities and 70% of children with multiple disabilities are **still** outside gen ed settings
- Up to 90% of children with CCN enter adulthood without acquiring functional literacy skills
- Less than 5% of individuals with CCN are employed even part time
- 45% of adults report that they have been victims of crime/abuse.
  - 71% have been victimized multiple times
  - 97% knew the perpetrators
  - The majority had no effective way to communicate this

As cited in:

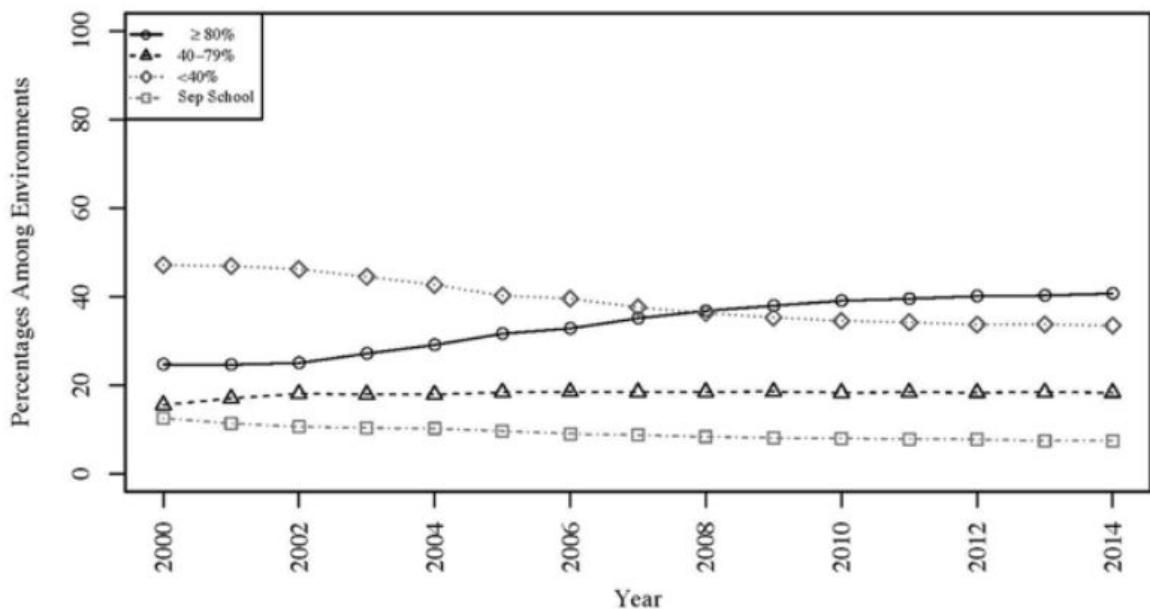
Light, J., & McNaughton, D. (2015). Designing AAC research and intervention to improve outcomes for individuals with complex communication needs. *Augmentative and Alternative Communication*, 31, 85-96.

# Placements of students with significant disabilities

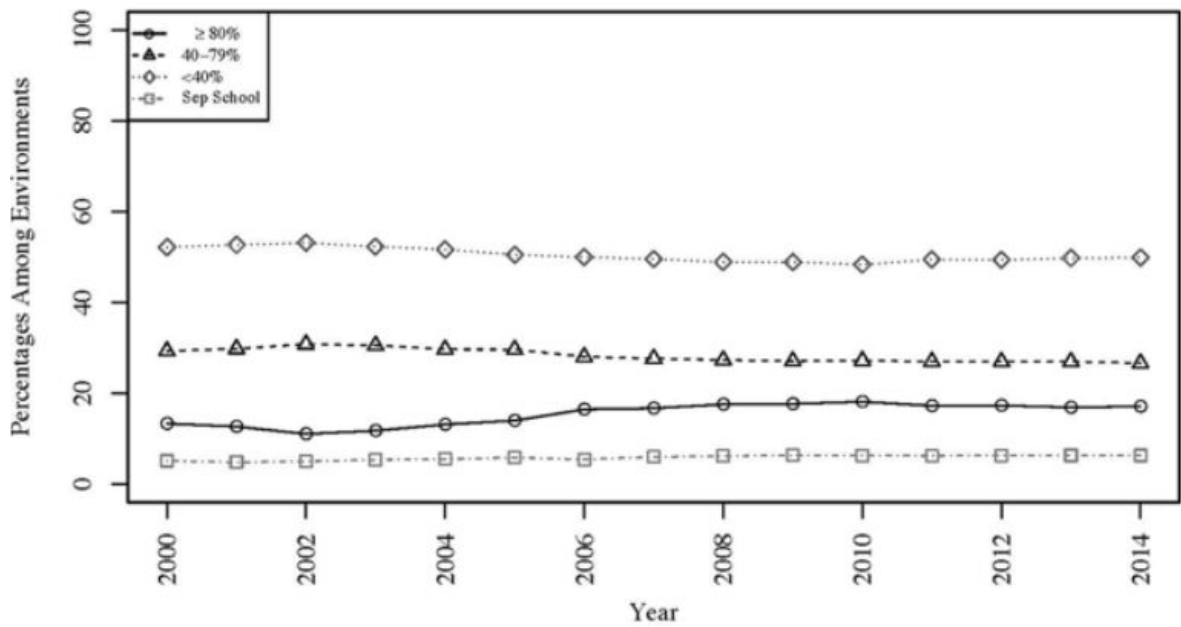
- Data from annual *Reports to Congress* (2000-2014) for school-aged students considered to have significant disabilities from among the categories of autism (ASD), intellectual disability (ID), multiple disabilities (MD), and deaf-blindness (DB)



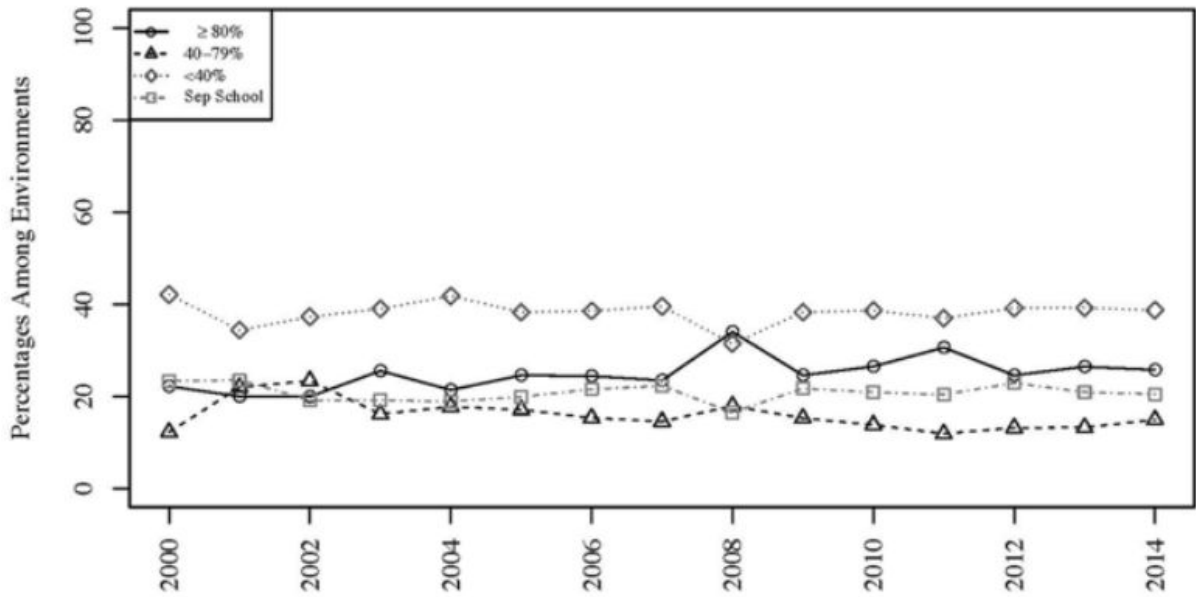
ASD (Ages 6–21)



### ID (Ages 6–21)

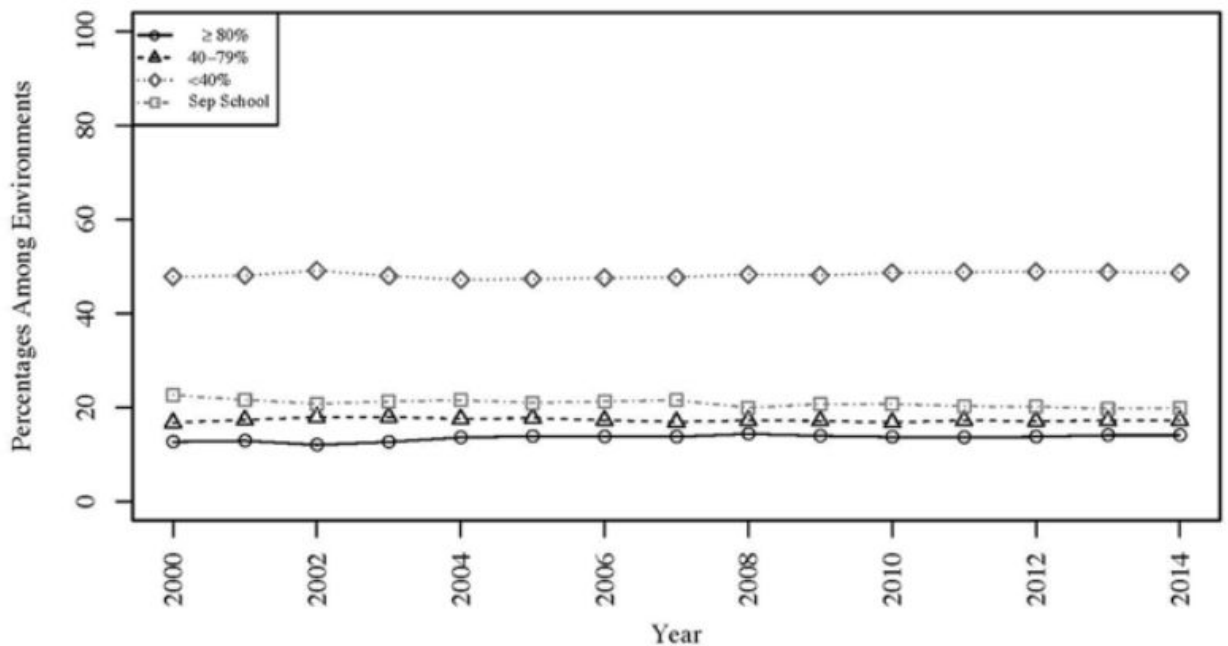


### DB (Ages 6–21)





## MD (Ages 6–21)



## Results

Confirmation that for the 14 years examined, irrespective of increased research and federal investments, students with significant disabilities are most often served in separate classrooms and schools.



Morningstar, M. E., Kurth, J. A., & Johnson, P. E. (2017). Examining National Trends in Educational Placements for Students With Significant Disabilities. *Remedial and Special Education, 38*(1), 3-12. doi:10.1177/0741932516678327

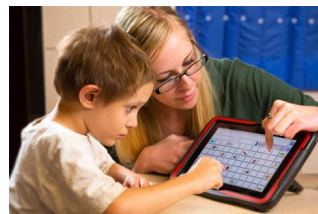
# Considerations for students who use AAC

- Communication systems
- Vocabulary selection
- Supporting students

## Restrictive eligibility policies regarding AAC

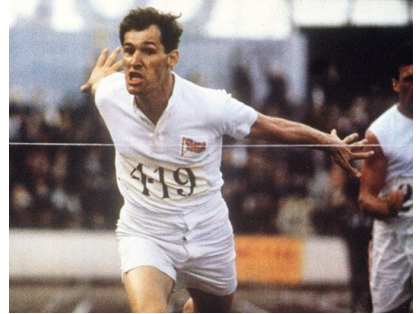
**MANY** children are:

- Expected to demonstrate use of lower tech AAC options prior to being considered a “candidate for higher tech options”
- This includes progressing through the PECS levels in its entirety.



# PECS PHASES

- **PHASE I**  
exchange single pictures for items or activities they really want.
- **PHASE II\*\*\***  
Distance and Persistence
- **Phase III**  
Picture Discrimination
- **PHASE IV**  
Sentence Structure
- **PHASE V**  
Answering Questions
- **PHASE VI**  
Commenting



## PECS LEVEL 7: QUEST OF THE AGES



## ASHA POSITION ON RESTRICTIVE ELIGIBILITY POLICIES REGARDING AAC

Eligibility determinations based on a priori criteria **violate** recommended practice principles by precluding consideration of individual needs.

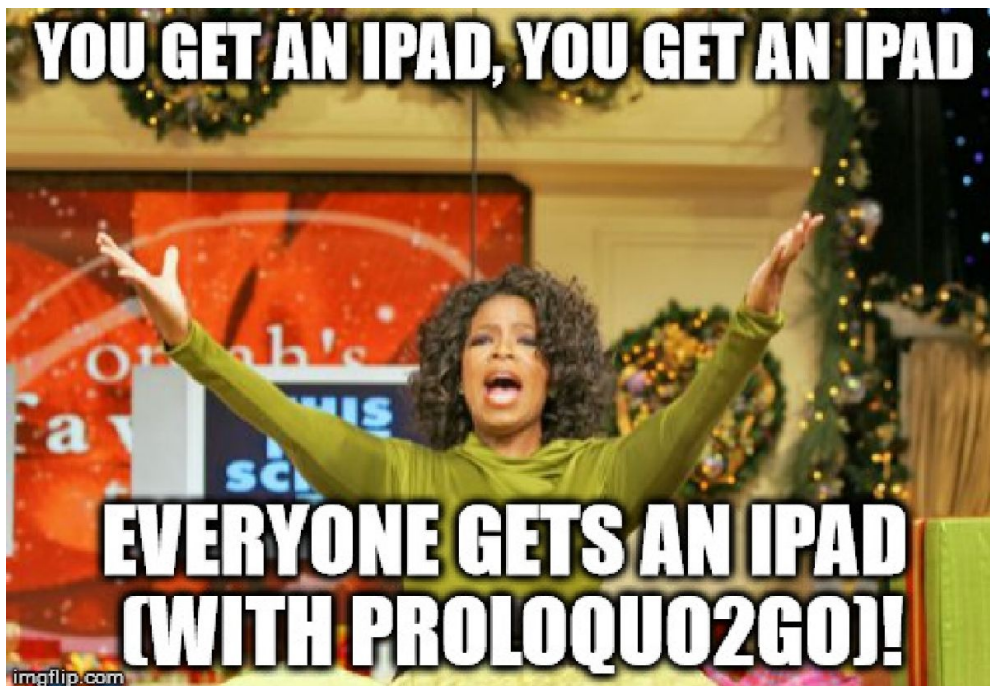
This includes, but is not limited to:

- (a) discrepancies between cognitive and communication functioning
- (b) chronological age
- (c) diagnosis
- (d) absence of cognitive or other skills purported to be prerequisites
- (e) failure to benefit from previous communication services and supports
- (f) restrictive interpretations of educational, vocational, and/or medical necessity
- (g) lack of appropriately trained personnel
- (h) lack of adequate funds or other resources.

### THE NEXT CONUNDRUM

The “Oprah approach to AAC”  
-STEPHANIE MEEHAN





## Funding

Information on funding resources for public school students who require a speech generating device.

Low Golinker (lawyer with the Assistive Technology Law Center) describes the features of four major funding sources:

- 1) Public schools
- 2) Health benefit programs (e.g., medicaid, medicare)
- 3) Vocational Rehabilitation
- 4) Telecommunications Equipment Distribution Programs

<http://aac-rerc.psu.edu/index.php/webcasts/show/id/16>



# Vocabulary

1.	I	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
6.	what	need	are	is
7.	some	put	all	this
8.	don't	that	go	do
9.	when	finished	can	here
10.	open	turn	stop	over

<https://www.med.unc.edu/ahs/clds/resources/core-vocabulary>

## FIRST 40 CORE WORD GRID

1.	I	like	not	want
----	---	------	-----	------

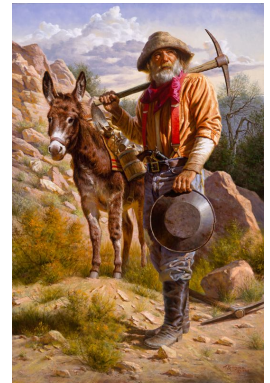
- I like (Comment)
- I want (request)
- Not like (comment)
- Not want (reject)
- I not like (comment)
- I not want (reject)

I want	Ball	Bubbles	Cookie
--------	------	---------	--------

- I want ball (request)
- I want bubbles (request)
- I want cookie (request)

# Phrases

- Epic fail
- That's lit
- Sup
- That's lame
- That's fire
- They were shook
- They're the G.O.A.T.
- There's gold in them hills
- ... and countless others



## Supplementary Aids and Services

**The least restrictive environment (LRE) provision of IDEA stipulates that:**

“To the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes *when the use of supplementary aids and services* cannot be achieved satisfactorily” (emphasis added, [Section 612(a)(5)]).

- Impact of the IEP form

## Service delivery

- 20 minutes twice a week needed?
- Consider alternatives, such as the 3:1 model. (Direct services for 3 weeks, indirect services provided during the 4th week)
- Indirect services that may be provided during an indirect week include observations (with completion of task analyses and ecological inventories), device programming, training, collaborating with parents, and planning with both general and special education teachers.
- Generating a mock schedule ahead of time of the specific tasks and activities you will be engaged in to support the students

**THE ART OF  
DOING  
STUFF**

## Start with your allies

- Start with the students who have the greatest number of allies to collaborate along with.
- End meetings with actions
- Make it clear





# Using service time most effectively

- Team training
  - Intervention
  - Material generation
- Documentation



## I CAN communicate. Here's how to help me!

Please keep this card attached to my AAC system!

### ⊘ DON'T do this...

**DON'T** expect me to know how to communicate without first **SHOWING ME HOW**.

- ⊘ **DON'T** talk so much that you forget to let me talk.
- ⊘ **DON'T** prompt me every second. I need time.
- ⊘ **DON'T** teach me **ONLY** to request or communicate wants & needs. I have lots of other things to say.
- ⊘ **DON'T** take away my device if I'm not cooperating. That's my voice!
- ⊘ **DON'T** put words on my system that I won't use again.
- ⊘ **DON'T** always stop me from "babbling" or exploring my device by pushing buttons. I need time to learn.
- ⊘ **DON'T** move my symbols. I need them to stay in the same spot so I can develop a motor plan.
- ⊘ **DON'T** leave my system in my desk, cubby, or backpack.
- ⊘ **DON'T** expect me to talk in sentences right away. No one else does when they learn to talk!

### 😊 Do this...

**MODEL, MODEL, MODEL** for me.  
Show me what to do before asking me to do it.

- ✓ **PRESUME MY COMPETENCE. I can do it!**
- ✓ **WAIT** 10-20 seconds before re-prompting me. Count in your head!
- ✓ **FOLLOW** a prompt hierarchy, only going as far as I need.  
(Here's one from Environmental Communication Teaching - Dr. George Karlan.)
  1. Pause. Focus your attention on me. Pause.
  2. Ask me an **OPEN-ENDED** question. Pause.
  3. Give me a partial prompt. Pause.
  4. Request my response. Pause.
  5. Give me a full model. Pause.
 Let me know what you heard and then model what I can add.
- ✓ **TEACH** me to direct action, comment, reject & more. Besides wants & needs, I need to share my thoughts, worries, fears, and joys. I need to make friends and to become literate.
- ✓ **GIVE** me **CORE WORDS** including verbs, describing words, and function words...**NOT JUST NOUNS!**
- ✓ **COLOR CODE** parts of speech for me.
- ✓ **MAKE SURE** I have access to my words at **ALL TIMES**.
- ✓ **PROVIDE** aided language input. **USE SYMBOLS** when talking to me!

This 4x6 index card template was created by Lauren Enders, MA, CCC-SLP with content by Lauren Enders, Pat Mervine, Melissa Skocypiec, & Cathie VanAlstine. Use the back of this card for important information about the way I communicate, my preferences, and my dislikes. The idea for the card was suggested by Maureen Welch of [www.reallifecolorado.com](http://www.reallifecolorado.com)

# ASHA leadership academy

- Assessments
- Entry to advanced
- Many related topics covered



<https://community.asha.org/leadershipacademy/home>

## Summary

“I’m not going to sit at your table and watch you eat, with nothing on my plate, and call myself a diner. Sitting at the table doesn’t make you a diner, unless you can eat some of what’s on that plate”

-Malcolm X

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