Communication Call to Action

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The Importance of Communication

- Relationships
  - Friends
  - Family
- Access to Information
- SAFETY

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Expressive Communication: NCSC Alternate Assessment Participants

Symbolic Language Users

Pre–symbolic Language Users

Emerging Symbolic Users
Receptive Communication

- Follows 1-2 step directions
- Requires additional cues to follow directions
- Alerts and responds to sensory stimulation
- Uncertain responses

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Expressive Communication Across Grade Bands

Elementary School
- Presymbolic: 12.12%
- Emerging Symbolic: 19.08%
- Symbolic: 65.13%

Middle School
- Presymbolic: 7.58%
- Emerging Symbolic: 17.03%
- Symbolic: 72.57%

High School
- Presymbolic: 8.68%
- Emerging Symbolic: 12.02%
- Symbolic: 72.18%

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OSEP Dear Colleague Letter (2014)

- reinforces the requirements of the Individuals with Disabilities Education Act (IDEA) to provide all students with a disability with a free and appropriate public education, and Title II of the Americans with Disabilities Act (ADA)
- to ensure that communication for a student with a disability is as effective as communication for a student without a disability.
• “The IDEA demands more. It requires an educational program reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances. IEP need not aim for grade-level advancement.”

- Justice Roberts
What Works?

- Communication Intervention
- Multi-modal approaches
- Available, Affordable Augmentative Alternative Communication (AAC)
- Aided Language Modeling
- Peer Mediated Supports
- Team Training and Collaboration
Communication Intervention Works

- 20 Years of Literature
- Review of the Literature (Snell et al)
- Evidence based studies
- 116 Studies
- 96% report improved student Results
- Intervention Works

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Changes in Expressive Communication through KY TAALC Project

Expressive Communication
3 = Symbolic
2 = Emerging Symbolic
3 = Pre-symbolic

(Holman, A. 2011)

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Multi-modal Approaches

Acknowledge ALL communication modes including: facial expressions, body language, vocalizations, AAC.

Model communication using AAC.
AAC Available, Affordable

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Aided Language Modeling
A strategy in which the communication partner
Teacher or peer uses the device

• Facilitates receptive language development
• Models expressive language use

Directions for use:
  – Point to symbols for key words
  – Emphasize key words vocally
  – Speak more slowly than usual
  – Insert numerous pauses
  – Use single words followed by short phrases

(Binger & Light, 2007; Harris & Reichle, 2004; Goosens’, 1989; Romski, Sevcik, Cheslock & Barton, 2006; Romski, & Sevcik, 1988)

Peer Mediated Supports

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Team Training and Collaboration

Planning

Problem Solving

Preparing Transitions
Integrated Related Services

– Delivered in the classroom where the student spends the most time
– Minimize pull out
– Model expertise related strategies
– Schedule blocks of time
– Consider the role of peers
– Problem Solve
– Co-plan
Some Things to think about....

• Identifying communication
• Motor & Sensory Considerations
• Choosing AAC
• Choosing words for devices
Identifying Communication: How do YOU know

• When YOUR child is HAPPY?
• When YOUR child is Sad?
• When YOUR child is Excited?
• When YOUR child is Hungry?
• When YOUR child is Uncomfortable?

• HIS WAY of communicating is his FORM
What’s going on when...

• YOUR child is HAPPY?
• YOUR child is Sad?
• YOUR child is Excited?
• YOUR child is Hungry?
• YOUR child is Uncomfortable?

• This is WHAT he wants to tell you: INTENT
COMMON DEFINITION OF COMMUNICATION: THE COMMUNICATION EQUATION

INTENT* + MODE/FORM* + Listener* + Comprehension = Successful Communication
Motor & Sensory Considerations

Vision  
Motor  
Hearing

[Image of various sensory aids and icons]

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AAC Considerations

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Core Vocabulary Approaches

• Focus on flexible vocabulary of words used most often (Beukelman et. al., 1989)
  – Verbs
  – Pronouns
  – Adjectives/adverbs/prepositions
  – Nouns
• Example: The verb “Go” can be used receptively and expressively throughout the day- with multiple opportunities to practice.
Using this communication board, tell us what you did today. You can type words from the board into the chat box to tell us about your day and comment on your activities.
Let’s try again…..

Now use this communication board to tell us what you did today. You can type words from the board into the chat box to tell us about your day and comment on your activities.
What is the Weather Today?
It feels __________ outside.
The sky looks __________.
I would wear a __________ today.

How To Make A Cloud In A Jar.

By Sophie C

This is a cool and simple experiment to do any day.
Materials:
- Jar
- Hairspray
- Ice
- Hot water

Method:
1. Get your jar and fill it to just below halfway.
2. Put some ice in the lid of the jar.
3. Put your ice in the lid and top of jar.
4. Wait one minute then quickly spray some hairspray in your jar.
5. Then wait around half a minute.

There you have it an amazing cloud in a jar.

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References


References


