



The World of A.T. Assistive Technology



Educational Equity For All

May 2018



May 01, 2018, 02:00 pm CST - 60-Minutes

TITLE: **Amazing Race**

May 10, 2018, 11:00 am CST - 60-minutes

TITLE: **Pursue Preventives and Positives: A Win-Win to Avoid Restraint and Seclusion Use**

May 15, 2018, 02:00 pm CST - 60-minutes

TITLE: **How Do I Determine How the Student Can Access Augmentative Communication?**

May 22, 2018, 02:00 pm CST - 60-minutes

TITLE: **All Aboard**

https://www.ablenetinc.com/resources/live_webinars/

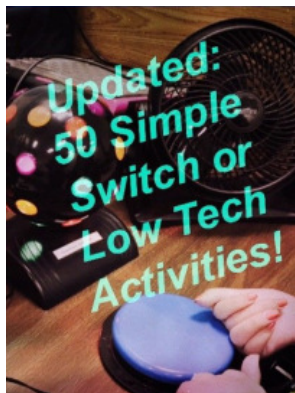


54 TIPS AND TRICKS FOR IMPLEMENTING ALTERNATIVE AND AUGMENTATIVE COMMUNICATION IN THE CLASSROOM

By Lesley Gallagher & Amy Litton
Speech Pathologists, LLC Tech
© Copyrighted Living Center 4/15/2018



<https://goo.gl/AfN3ah>



<https://goo.gl/iwbXHI>

Switching to Success

This page is all about switches and switching. It will take you through all the basics about a switch and beyond. It will introduce cause and effect but push you to provide instruction to your student so much further, even through scanning. A wealth of resources are included. A must read for anyone working with AT.

<https://talksense.weebly.com/switching-skills.html>



AAC, Single Switch Activities* VERY SIMPLE Single Switch Games on OWLIE BOO:

<https://www.owlieboo.com/educational-games.php>



Gynzy!

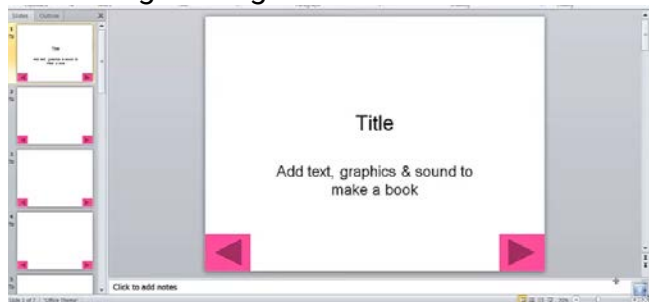
<https://www.gynzy.com/>



Make your lessons more interactive and more engaging.

FEATURED IDEA OF THE MONTH

Making Talking Books with Power Point



<https://www.youtube.com/watch?v=tYOCwowU8sk>

COMMUNICATION BILL OF RIGHTS

- Each person has the right to
- request desired objects, actions, events and people
- refuse undesired objects, actions, or events
- express personal preferences and feelings
- be offered choices and alternatives
- reject offered choices
- request and receive another person's attention and interaction
- ask for and receive information about changes in routine and environment
- receive intervention to improve communication skills
- receive a response to any communication, whether or not the responder can fulfill the request
- have access to AAC (augmentative and alternative communication) and other AT (assistive technology)
- services and devices at all times
- have AAC and other AT devices that function properly at all times
- be in environments that promote one's communication as a full partner with other people, including peers
- be spoken to with respect and courtesy
- be spoken to directly and not be spoken for or talked about in the third person while present
- have clear, meaningful and culturally and linguistically appropriate communications

<https://goo.gl/PAjgsQ>



Technology for All: Assistive Technology in the Classroom Spiral-bound

This 160-page book is an easy-to-read, field tested resource for all schools and colleges that need assistive technology in the classroom.

WEBSITES AND RESOURCES

<https://goo.gl/Gtq5Fd>

<https://goo.gl/vwCLmR>

<http://www.noodlenook.net/using-aac-classroom/>



PROFESSIONAL DEVELOPMENT

Assistive Technology: POWER AAC

Power AAC modules: a FREE training series developed by The Pennsylvania Training and Technical Assistance Network (PaTTAN) with Gail Van Tatenhove, CCC-SLP. This series of brief modules can be used for professional development by individuals or groups who are supporting students with complex communication needs and who need or use AAC. The POWER AAC modules are intended to build the capacity of school personnel to improve communication skills and provide flexible, generative vocabulary for students who need or use AAC.

<https://goo.gl/seya1N>



CORE VOCABULARY FLIP BOOK

192 Core Vocab Words with Standard Icons.

Categories Make it Easy to Use, Flipping Tabs make it easy to target Student Needs, and Additional QWERTY Keyboard and Number Line Means it works in ANY Class!



This FREE Early Core Starter Board is part of the Core Vocabulary Flip Book available from Noodle Nook on Teachers Pay Teachers.

<https://goo.gl/cUJQ5X>

Jane Korsten: Communicative Opportunities

“It is critical for an individual to not only have symbols, but also to have experience with those symbols in a symbols rich environment/print rich environment”.

The typically developing child will have been exposed to oral language for approximately 4,380 waking hours by the time he begins speaking at about 18 months of age. If someone is using a different symbol set and only has exposure to it with the speech pathologist two times a week, 20-30 minutes each, it will take the alternate symbol user 84 years to have the same experience with his symbols that the typically developing child has with the spoken word in 18 months!!!