



# The World of A.T. Assistive Technology



Educational Equity For All

February 2018



February 06, 2018, 10:00 am CST - 60-minutes

TITLE: **Integrating the 8 Standards for Mathematical Practice Into Your Daily Lessons – Part 2**

Part 2 - Standards for Mathematical Practice 5-8

Teachers want their students to develop a mathematical mindset and see math in the world around them. No matter your grade level, the eight mathematical practice standards are a guide to good math instruction. These sessions will give you suggestions for incorporating them into your everyday math class.

February 13, 2018, 02:00 pm CST - 60-minutes

TITLE: **Positioning: How Do I Provide Alternative Positioning in the Classroom?**

Part 2 of a 3 Part Series When working with young students, children may spend time outside of the wheelchair and in other positions. This webinar will discuss simple tips for providing a variety of appropriate positions outside the wheelchair in the classroom.

[https://www.ablenetinc.com/resources/live\\_webinars/](https://www.ablenetinc.com/resources/live_webinars/)



## Intro to Assistive Technology Video



Check out this short CTD video featuring **Chris Bugaj** outlining basic topics and concepts for using assistive technology with students with disabilities. Students, teachers and other service professionals can benefit from this overview video. <https://goo.gl/b8AD2P>

## ***Adaptation Station - Augmentative/Alternative Communication (AAC) Strategies***

No AAC device or picture board stands alone. Just as children need interaction and reinforcement from adults to learn to speak, they will need the same attention to learn to use AAC. It is helpful to think of learning to use AAC as learning a new language. **YOUR ROLE** as an adult in the child's life is **VITAL** to success! The following strategies describe **YOUR ROLE** in detail. Often, a good teacher uses a combination of the following strategies throughout a single interaction. It must be said one more time - if you think that having pictures and voice output available in your class is all there is to providing AAC to your students, you have missed the boat!

### **Use the daily routine as a framework for planning for the use of AAC**

When planning for the use of AAC in the classroom, it is helpful to think of the daily routine as a framework. Each part of our routine includes specific activities, expectations and language. To begin, look at a part of the daily routine in which you plan to incorporate the use of AAC. Then determine what kinds of language tasks and expectations are associated with that part of the routine. Then use these language tasks and expectations to plan for the AAC devices and messages you will need to provide for all students to participate.

[http://practicalaac.org/?wpfb\\_dl=16](http://practicalaac.org/?wpfb_dl=16)

Augmentative Communication and Classroom Learning Considerations: Tips for Classroom Integration of AAC Devices

<http://learningnetwork.setbc.org/nechakolakes/files/2017/11/AAC-in-the-Classroom-1c9wzpu.pdf>

## FEATURED IDEA OF THE MONTH



Homemade switch activated pouring cup  
<https://www.youtube.com/watch?v=AWNHgvHHdWU>

*Homemade Switch Activated*

*Pouring Measuring Cup Instruction Sheet*

<http://www.instructables.com/id/Homemade-Switch-Activated-Pouring-Measuring-Cup-In/>

**Google Select and Speak:** I love the capabilities of all these extensions—thank you, Google! Select and Speak (formerly SpeakIt!) is a text-to-speech Google Chrome extension that reads text aloud with just a few clicks of a button. Students can select text, press the ‘play’ button, then hear the text read aloud. What an amazing way for students to access grade-level content when they might otherwise struggle! Check out Select and Speak

here: <https://chrome.google.com/webstore/detail/select-and-speak-text-to/gfjopfpjmkcfjgipogepmdjmcnihfpokn?hl=en>

## Implementation Strategies for Building Communication and Learning through AAC in the Classroom



Christy Butler, Ed.S, CCC-SLP  
AT Specialist  
[butler.christy@westada.org](mailto:butler.christy@westada.org)



Anne Kuhlmeier, M.A., CCC-SLP, ATP  
AT Coordinator  
[kuhlmeia@slhs.org](mailto:kuhlmeia@slhs.org)

<http://idahoc.com/Portals/0/docs/2017%20webinars/Integrating%20AAC%202017.pdf>



## PPTs for AT

<http://adaptingcreatively.blogspot.com/p/powerpoints-for-at.html>

1. [PowerPoint as Assistive Technology--REALLY!](#) (Intro)
2. [AT Considerations for Creating Activities in PowerPoint](#) (making sure the activities you design support the needs of your students)
3. [Adapting Books for Computer Access](#) (utilizes PowerPoint)
4. [Shortcuts for Making PowerPoint Activities](#) (easy steps for bringing elements from other activities into your new ones)
5. [Transitions: Basic PowerPoint AT](#) (increasing engagement through cues *between* pages)
6. [Actions and Hyperlinks: Basic PowerPoint AT](#) (moving around within the activity)
7. [Animations: Basic PowerPoint AT](#) (controlling the behavior of objects on a single page)
8. [Magic Invisible Boxes: Advanced PowerPoint AT](#) (using invisible boxes to control actions and animations)
9. [Triggers: Advanced PowerPoint AT](#) (creating chains of animations)
10. [Macros and Add-Ins: Advanced PowerPoint AT](#) (bringing additional capabilities to your activities)

## WEBSITES AND RESOURCES

<https://goo.gl/LFXBbR>

<https://www.washington.edu/doit/can-chemistry-be-taught-students-disabilities>

<https://goo.gl/LXggQJ>



## PROFESSIONAL DEVELOPMENT

### Welcome to the AAC Institute Self-Study Program

The Self-Study Program (SSP) offers the opportunity to learn about various aspects of AAC that support the goal of the most effective communication possible for the individual. The courses allow individuals to work at their own pace. No fee is charged for our first four courses. There are no prerequisites. All AAC stakeholder groups can find value. All that is required is Internet access.

SSP courses are divided into modules. In general, each module is the prerequisite for the next module. Most modules are followed by a quiz. Each quiz must be passed (80% correct answers) before the following module can be accessed.

At the end of each SSP course, the participant can choose to have a Certificate of Completion printed.

<https://aacinstitute.org/online-courses/>



### Here are some tips for implementing and supporting AAC

- The introduction of AAC requires systematic assessment, planning, implementation, ongoing monitoring, updating and adjustment, otherwise a system is generally neglected
- An AAC system must be multimodal and integrated across an individual's different environments, i.e. educational, home, community.
- The components and features of any AAC system need to be aligned with what best suits the individual in terms of their language functions, level of comprehension and expression, understanding of representation and initiation. For example, a combination of high and low technology, aided and unaided AAC supports may be best.
- If an AAC system does not have appropriate message selection which is motivating for the user to communicate, then that may cause a barrier in itself.
- Working together is key! Collaboration between parents and professionals, effective teaming and leadership, a shared vision, clear roles and responsibilities and a consensus of expectations needs to be discussed and established.

See more tips at: <https://goo.gl/UHzYJA>