AbleNet University

AbleNet University Live Webinars

November 19, 2019, 01:00 pm CST - 60-minutes
TITLE: How Do I Train a Child Who Has a Power Wheelchair to be a Better Driver?
DESCRIPTION:
This webinar will present strategies for optimizing power wheelchair use in the context of a school day. Many students receive their first power wheelchair and bring this immediately to school where the wheelchair may be housed due to accessibility issues. This may leave the school team with the task of teaching the child to use the power wheelchair. Mobility training can be accomplished by pulling the student out of other activities but can also be done as a part of the school day. Case examples will be presented.
COST: FREE
https://www.ablenetinc.com/resources/live_webinars/
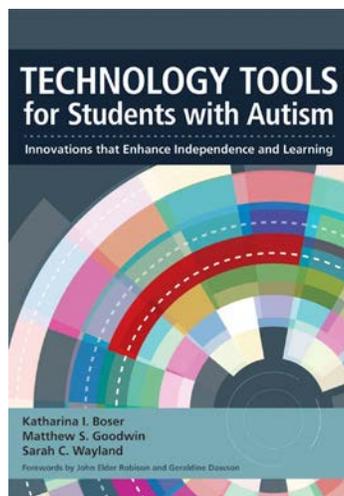
Technology Tools for Students with Autism Innovations that Enhance Independence and Learning
http://archive.brookespublishing.com/documents/boser-technology-tools.pdf
Excerpted from Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning by Katharina I. Boser, Ph.D., Matthew S. Goodwin, Ph.D., & Sarah C. Wayland, Ph.D. Brookes Publishing

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Cerebral Palsy Guidance

Assistive Technology and Adaptive Equipment for Children with Cerebral Palsy
For a child with cerebral palsy, there are many different types of devices that can be used to allow for participation in more activities, enhance learning, improve communication, hearing, and mobility, and to make life easier. Assistive technology is crucial in helping a child succeed and transition into independent adulthood.
https://www.cerebralpalsyguidance.com/cerebral-palsy/living/assistive-technology/

ASSISTIVE TECHNOLOGY TO HELP STUDENTS WITH CEREBRAL PALSY SUCCEED ACADEMICALLY
Cerebral palsy is a complicated condition characterized by difficulty with movement. It may cause low muscle tone, poor muscle control, or issues with posture and balance. Every individual can have different symptoms as a result of the brain damage that caused the cerebral palsy to develop. All of these symptoms can make the classroom experience difficult for students and teachers affected by cerebral palsy on a daily basis. Fortunately, we are making great strides when it comes to assistive technology that can help.

t.ly/6JdZ1

EDUCATIONAL EQUITY FOR ALL
Giving kids what they need to succeed.

Tana Donaghy, President, Educational Equity For All
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FEATURED IDEA OF THE MONTH

CLASSinc

COMMUNICATION LANGUAGE AND SPEECH SERVICES

[Free Pictures for Communication Boards](http://www.classinc.net/wp/free-pictures-for-communication-boards/)

http://www.classinc.net/wp/free-pictures-for-communication-boards/

Assistive technology is something that is used to help individuals with disabilities, while adaptive technology covers items that are specifically designed for people with disabilities and would seldom be used by a non-disabled person.

How to Know if a Child is Ready for AAC

Many people believe that a child needs to have a certain level of skills already in place before they should be allowed to try AAC. This is simply not true. Children can learn the needed skills for AAC (such as being able to push a button) while they are already using it to communicate. If the child is able to see the benefits of learning these skills (they get to communicate), they are going to be more motivated to work hard to master them. For more information on the myth of pre-requisites for AAC, check out this article:

http://www.speechandlanguagekids.com/what-are-the-prerequisites-for-using-an-aac-device-augmentativealternative-communication

FREE Communication Boards for Children

Below are examples of various types of PECS (Picture Exchange Communication Symbols) communication boards made for children to enhance communication. who may have difficulty communicating verbally or whats known as the traditional way. It is highly encouraged to model verbal communication and gestures (multi-modality) while using PECS and any other type of communication board in the hopes that the child will take in that vocabulary receptively and hopefully one day, expressively.

- WANTS/NEEDS COMMUNICATION BOARDS
- FEEDING/FOOD COMMUNICATION BOARDS
- SEASON COMMUNICATION BOARDS
- HOSPITAL STAY/OPERATION COMMUNICATION BOARDS
- Learning Materials for Children with
- Autistic/PDD
  t.ly/JO8V5

PROFESSIONAL DEVELOPMENT
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) 101:
What Teachers Need to Know

Adapted from a presentation by Delva Culp, MA, CCC With Graduate Clinicians: Megan Flanigan, Laura Loveless, Alexandra Neuhaus, Randi Thomas

http://ccsw2012.weebly.com/uploads/1/1/5/4/11542142/aac_101_handout.pdf

Literacy Instruction for Students with Significant Disabilities

Literacy Instruction for Students with Significant Disabilities offers information, research-based instructional approaches, and effective instructional and learning strategies to support school leaders, teachers, and other specialists working to better meet the literacy and communication needs of students with significant disabilities, including students with:

- moderate to severe cognitive disabilities
- complex communication needs
- multiple disabilities including deaf/blindness and/or physical access challenges

http://literacyforallinstruction.ca/symbol-based-communication/

Free or Inexpensive AAC for Children with Autism
There are many different types of AAC available for children to use and you don't have to be rich to try. Here are some options if money is tight or if you're not sure you want to invest a whole lot of money before you know if it will work:

- Sign Language: Use signs from the American Sign Language along with spoken speech. This adds a visual component to language and since children with autism are often visual learners, this makes language easier to comprehend.
- Pictures: Print off pictures of common objects and actions in your child's life. I typically make little cards about 2 inches wide and 2 inches tall. These can be used along with spoken speech as well to add a visual component.
- Visual Boards: Make a sturdy board about the size of a lunch tray. You can make this out of construction paper or poster board. Then, glue pictures to it that represent the things the child may want to communicate. The child can then point to the picture of what he wants.

https://www.speechandlanguagekids.com/giving-voice-non-verbal-children-autism-aac-autism/