

TAALC

Teaching Academic Age-Appropriate Learning via Communication

KY Low Incidence Communication Initiative

Note Taking Work Book

SPLASH 2.0 – Summer 2014

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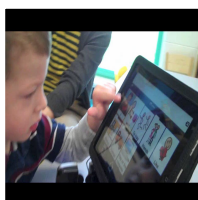
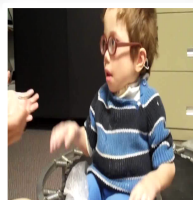
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All

Kids



Communicate

Communication is:

Language is:

Receptive Communication is:

Expressive Communication is:

Things to Remember

1)

2)

3)

4)

5)

???Questions I have??

1)

2)

3)

4)

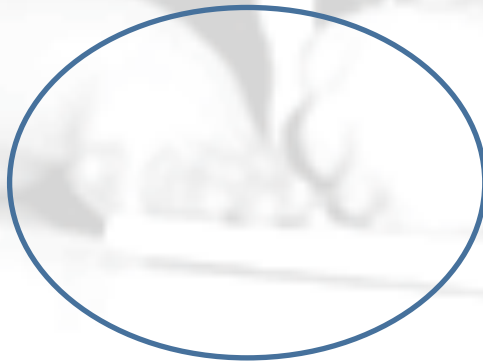
5)

Identifying Communication Pre-Test

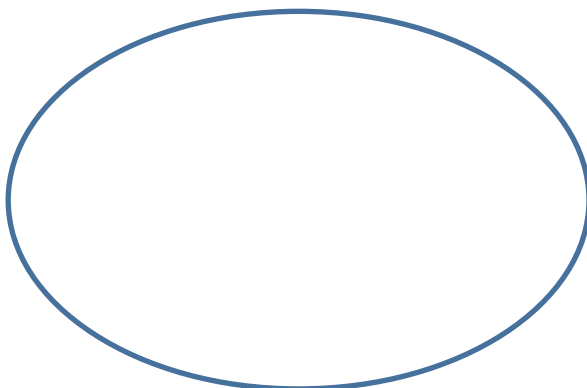
Jeremiah is saying

How is he saying _____

Can Intervention Improve Communication ?



Do All Students Communicate?



OPPORTUNITIES TO COMMUNICATE

"Even when enrolled in general education classes, students with complex communication challenges may remain socially isolated from their classmates when receiving one-to-one paraprofessional support."
(Chung & Carter, 2013, p. 94)

"...students may have access to their AAC systems but lack opportunities and reasons to use them" (Calculator & Black, 2009, p. 333)

- With intervention, both SGD use and peer interactions can be increased for students with CCN and ID (Chung & Carter, 2013)
- We must ensure that communication is embedded throughout the academic day (Calculator, 2009; Calculator & Black, 2009).

So What??

What knowledge do I need?

What skills do I need?

What strategies can I use?

Who can help?

Identifying Communication Intents & Forms

COMMUNICATION EQUATION

Intent +
Form +
Listener Comprehension /
Desired Response

Successful
Communication



Intent

Form

NOTES:

Communication Observation Form

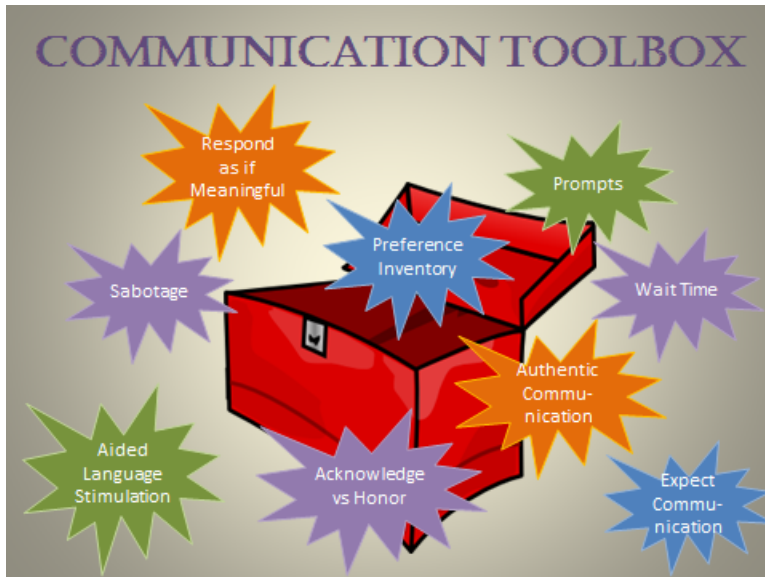
Content-Intent-Function	Mode or Form	Desired Response???

Notes:

BREAK THOUGHTS

Increasing Communicative Output

- Observe & Identify ANY communication
- Interpret & RESPOND and thus CONTINUE THE INTERACTION
- Refine the form
- Foster more intents



Expect Communication _____

Respond as if Meaningful _____

Acknowledge _____

Honor _____

Authentic _____

Prompting _____

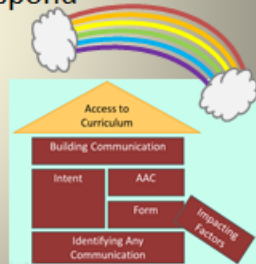
Preference Inventory _____

Aided Language Stimulation _____

Sabotage _____

EFFECTIVE TEACHING PRINCIPLES

- Highly engaging activities
- High levels of success
- Frequent opportunities to respond
- Systematic presentation
- Immediate feedback
- Ongoing analysis of data



McDonnell, J. (1998)

BASIC COMMUNICATION TARGETS—WHAT THE STUDENTS MUST HAVE

- Protesting/ Rejecting
- Gaining Attention / Calling
- Requesting Action
- Requesting Objects
- Greeting/ Social
- Commenting
- Sharing Information



"Hello!"

(NJC Bill of Rights on www.asha.com)

ADDITIONAL COMMUNICATION INTENTS FOR ACADEMICS

- Respond to questions
- Make choices
- Initiate to peers and adults
- Ask questions
- Refuse/ Reject politely



Communication Matrix

Class Routine Communication Goals Data Sheet	Opening	Language Arts	Math	Lunch/Break	Science	Break	Social Studies	Closing
1)								
2)								
3)								
4)								
5)								

THE 7 “DEADLY SINS”

1. Failing to Identify, Respond to and Shape Idiosyncratic Forms of Communication
2. Waiting for Readiness – “Pre” Means Never
3. Teaching Compliance vs. Communication
4. Testing not Teaching
5. Ignoring the Dangers of Yes/No
6. Complicating Communication with Motor Requirements
7. Dismissing from Related Services Due to Perceived “Lack of Progress”

QUESTIONS?

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