

STAFF DEVELOPMENT INSERVICE COMPONENT INFORMATION

COMPONENT TITLE: Augmentative/Alternative Communication (AAC)

IDENTIFICATION NUMBER: 3100006

MAXIMUM POINTS: 40

GENERAL OBJECTIVE:

This component is designed to provide participants with specific materials, methods, and strategies for students who require AAC intervention. It will teach software to create materials as well as programming and operation of AAC equipment.

SPECIFIC OBJECTIVES:

Participants will:

1. Demonstrate the knowledge of vocabulary related to device programming and operation.
2. Identify topical versus conversational pages.
3. Recognize how to integrate AAC systems into a student's school day.
4. Demonstrate how to layout overlays for communication devices needed to participate in lessons.
5. Recognize the vocabulary related to the field of AAC.
6. Recognize the vocabulary related to software that creates picture symbols and communication boards.
7. Demonstrate lesson plans with associated communication boards.
8. Identify appropriate layouts for communication boards.
9. Identify strategies to promote use of AAC.
10. Identify toolbars within software used to create communication boards.
11. Recognize the vocabulary related to software that creates dynamic communication boards.
12. Identify toolbars within software used to create dynamic communication boards.
13. Identify appropriate layouts for dynamic communication boards.
14. Identify appropriate lessons in which to use dynamic communication boards and activities.
15. Develop lesson plans with associated dynamic screen activities.
16. Identify a variety of AAC devices and systems.
17. Demonstrate the population that uses AAC.
18. Demonstrate universal versus prescriptive AAC use.
19. Demonstrate the AAC referral process for Palm Beach County.
20. Demonstrate implementation strategies to tie AAC use to IEP goals and objectives.

PROCEDURES:

Participants will:

1. Define vocabulary related to device programming and operation.

2. Compare/contrast topical versus conversational pages.
3. Describe how a student could use the device during the school day.
4. Program overlays for communication devices needed to participate in lessons.
5. Define vocabulary related to the field of AAC.
6. Define vocabulary related to software that creates picture symbols and communication boards.
7. Write lesson plans with associated communication boards.
8. Create communication boards.
9. Define strategies to promote use of AAC.
10. Use toolbars within software used to create communication boards.
11. Define vocabulary related to software that creates dynamic communication boards.
12. Use toolbars within software used to create dynamic communication boards.
13. Create dynamic communication boards.
14. Create lessons in which to use dynamic communication boards and activities.
15. Write lesson plans with associated dynamic screen activities.
16. List a variety of AAC devices and systems.
17. List the population that uses AAC.
18. Define universal versus prescriptive AAC use.
19. Describe the AAC referral process for Palm Beach County.
20. Use implementation strategies to tie AAC use to IEP goals and objectives.

EVALUATION:

The participants will complete selected activities as directed by the workshop presenter. The participant will:

1. Program communication device.
2. Complete a post-test.
3. Complete lesson plans for activity for students who use AAC.
4. Create electronic activities to be used with students who use AAC.
5. Create communication boards to be used with students who use AAC.

FOLLOW-UP ACTIVITIES:

1. Write a reflection of professional growth as a result of attending the workshop.
2. Turn in copy of materials created to use in his/her classroom.
3. Turn in copy of lesson plan for activity for students who use AAC
4. Use materials and/or communication devices in the classroom.

COMPONENT EVALUATION:

Periodically, instructors will serve as a resource for information on assistive technology as it relates to AAC needs. Instructors will visit random participants' classrooms to observe implementation of AAC strategies.