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ECHO Collaborative in AAC

Using a team approach to support behavior and communication challenges

Elise Kearns, PT, PhD, Jacqui Kearns, EdD, Mary Jo Cooley Hidecker, PhD, CCC-A/SLP; Lou-Ann Land, MS; Patti Logsdon, MA; Judith Page, PhD, CCC-SLP

UK College of Health Sciences

UK Visual Impairment Program

Project ECHO®

UK Human Development Institute

Disclosures

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While we may mention or show products from specific AAC companies, these principles can be applied to ANY unaided or aided AAC system.

Training Objectives

Participants will be able to:

- Describe components of an ECHO approach that contribute to professional development across disciplines.

- Demonstrate how an ECHO works.

- Summarize the benefits of an ECHO in promoting interprofessional collaboration.

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What is ECHO?

Project ECHO developed in U of New Mexico and translated to education settings by U of Wyoming

ECHO stands for *Extension for Community Healthcare Outcomes*

Uses a hub of experts and spokes of interested professionals and students

1) Technology to leverage scare resources: Zoom and Recorded Sessions
2) Didactic training on core professional development topics
3) Case presentations (FERPA/HIPAA compliance) and EBP suggestions
4) Outcome measurements (Quick session eval, End of series learning eval)

Why UK ECHO in AAC

Too many children are still not receiving AAC services.

UK ECHO in AAC can:

➢ Provide AAC knowledge and skills to school professionals.
➢ Provide evidence-based suggestions to use with children who need AAC.
➢ Build a community of practice for professionals working with AAC users.

Individual professionals are no longer alone.

Interprofessional teams can learn together with other teams.

What the Literature Tells Us…

❖ Four Multi-State Studies Have Been Conducted
  ❖ Towles-Reeves et al., 2009
  ❖ Cameto et al., 2010
  ❖ Kearns et al., 2011
  ❖ Towles-Reeves et al., 2012
  ❖ Unpublished data 2021

❖ Alternate Assessment Participants
  ❖ Grades 3- 8grade and 1 year at high school
  ❖ Represent ~ 1% of the school population

Data for 44,000 Students ~ Across 18 States

Of those who did not use symbolic communication,

➢ *58% of the total students who needed AAC DID NOT HAVE AAC*

➢ SO, LESS THAN HALF OF THE STUDENTS WHO NEEDED AAC ACTUALLY HAD AAC IN PLACE

How does our UK ECHO in AAC work?

Join via Zoom for the hour-long session.

- Participate in a 20-minute didactic training with up to 10 minutes for Q&As

- Participate in a 30-minute de-identified case of a child needing/using AAC.

  - Ask clarifying questions, provide evidence-based suggestions

How does our UK ECHO in AAC work?

After the ECHO session,

➢ Participants receive an email with 5-minute session survey.

➢ Once submitted, participants will be emailed link to a Certificate of Attendance and handouts.

➢ Evidence-based suggestions will be emailed to case presenter and attendees.

➢ Didactic presentation will be posted for later viewing by everyone.

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Mock ECHO Session

Agenda

- Didactic - 20 Minutes

- Case – 10 Minutes

- Questions – 10 Minutes

- Brainstorming ideas – 15 Minutes

- Wrap up – 5 Minutes

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Didactic Presentations vary each week

Didactic Presentation Topics

Past Didactic Presentations

- Introduction to Echo and Feature Matching
- Considerations for Hearing
- Considerations for Vision
- Considerations for Gross Motor
- Considerations for Fine Motor
- SETT Framework & CATS/KATS Network
- Building a Communication Dictionary
- Enhancing AAC Partner Skills
- Understanding Auditory Processing and AAC Use
- Considering Sensory Processing that Supports AAC Use

- Selecting AAC Tools for the Task: Assessing the Communication Environment
- Using Touch/Haptic Communication Signals for Individuals with Dual Sensory Loss
- Call to Action for Supporting Communication in Transition
- Peers as Communication Partners
- Social Network Tool
- AAC Access Challenges for Adolescents
- Supported Decision Making for Adolescent Users
- Preparing for Post Transition Challenges for Adult AAC Users

Fall '22 Presentation Topics

- It Takes a Team
- AAC Myth Busters
- Using Visual Scene Displays
- Assistive Technology in the Classroom to Support Hearing
- Beyond Requesting
- Sensory and AAC Access

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Didactic Presentation Example

Enhancing AAC Partner Skills

Objectives

Participants will be able to:

- explain why communication partners are important

- describe strategies use by good communication partners

Communication Partner

All the important people who talk and interact with people who use AAC

IT TAKES TWO!

Anyone can be a communication partner. We can all have a role in supporting AAC. **This is an important job.**

Communication Partners

Provide wait time

Attribute meaning

Model

Use strategies to respond to communication

Provide prompts or cues

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What Partners Can Do Wrong

Dominate	dominate the interaction – take most of the turns – provide few opportunities to initiate or respond
Ask	ask mostly Yes/No questions
Interrupt	frequent interruptions
Focus on Technology	focus on technology, not on the message
Don't confirm	don't confirm messages

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WHAT MAKES A GOOD COMMUNICATION PARTNER?

PRESUMING COMPETENCE

FLEXIBILITY

PERSISTENCE

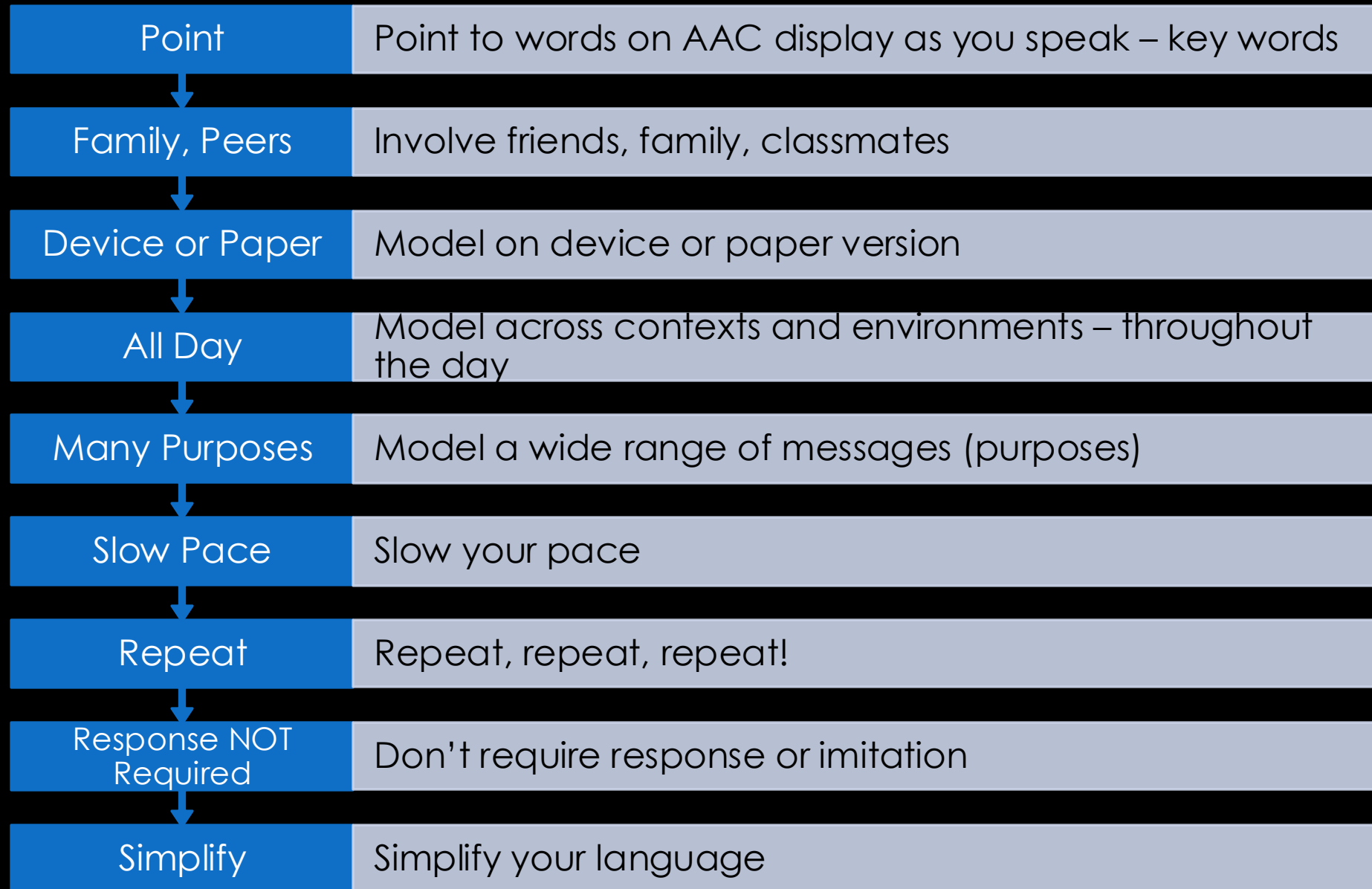CONSISTENCY

ENGAGING/INTERACTING

PATIENCE

BALANCED AAC SYSTEM

AAC ALWAYS AVAILABLE

RESPECTFUL

https://www.assistiveware.com/learn-aac/build-communication-partner-skills

ECHO Project

Building Your Skills as a Communication Partner:
6 Strategies You Can Use

1. Model – Use AAC to Teach AAC

Point	Point to words on AAC display as you speak – key words
Family, Peers	Involve friends, family, classmates
Device or Paper	Model on device or paper version
All Day	Model across contexts and environments – throughout the day
Many Purposes	Model a wide range of messages (purposes)
Slow Pace	Slow your pace
Repeat	Repeat, repeat, repeat!
Response NOT Required	Don't require response or imitation
Simplify	Simplify your language

2. Use Comments not Questions

Questions

Puts student in passive role

Teach responding, not initiating

Feels like testing not teaching

Comments

Comment on what seeing, doing, thinking

Describe things

3. Pause and Wait

Allow time for student to understand and create message

Wait at least 5 – 10 seconds for message before talking – may need more (learn what your student needs)

Wait expectantly

Insert frequent pauses to allow student comment/response

Don't be in a hurry to prompt or help

Expectant Pause

○ **An Expectant Pause is very powerful. Wait 5 -10 seconds for the communicator to process what you said. Look at them like you cannot wait to hear what they have to say. An expectant pause gives us a chance to presume competence.**

4. Provide Prompts

Helpful Prompts

- Verbal
- Gestural

Less Helpful Prompts

- Physical – use hand-under-hand if needed
  - Modeling is more effective than physical prompting
  - Does not support safe practices for protecting vulnerability

Fade prompts – avoid too many

5. Accept All Forms of Communication

The AAC board or device is just ONE mode and should always be used with other modes.

Accept and acknowledge facial expressions, gestures, signs, spelling, word approximations to communicate a message.

Do NOT require the student to use AAC if they have other understandable modes.

AAC is **talking**, not **testing.**

Use caution when using AAC for **response only** with students.

6. Respond Consistently

Key Strategies

- ○ Acknowledge

- ○ Attribute Meaning

- ○ Expand

- ○ Show a different way

- ○ Honor (if possible)

Take Home Messages

- **Respond** to all communication attempts

- **Create** a positive communication environment

- **Model**, model, model

- **Use AAC** to talk WITH the child

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References/Resources

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Description of Individual

Age: 11
Grade Level or Setting: Middle School
Daily Environment, Routines, and Activities: Home/Self-contained Classroom

Goal

Primary Area of Concern: Increase Communication Opportunities/ Reduce Challenging Behavior

What would you like to see this individual do that they are not able to do regarding communication?

Use low and/or high tech AAC device to increase successful communication and reduce self-injurious, and other challenging behavior.

Previous Strategies

What communication strategies, interventions, or other actions have been tried, and how successful have they been?

- Uses about 16 single signs (e.g., all done, throw away, put away). Occasionally uses two signs together (e.g., want more)

- Can match the sign with the picture

- Writes letters, identifies letters – doesn't yet spell words.

- Uses token board/stars and place it on the Velcro. Needs to earn at least 3 tokens for work to get a treat and can earn up to five tokens.

- Uses tactile schedule.

- Uses "I want _____" strip with fill in pictures.

- Social Stories with pictures on a road map of stops along the way when going somewhere.

- Can use Youtube on tablet device, MineCraft,

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Preferences

Likes

- Food - Candy, cheese, slim jim, pepperoni, fruit/ blueberries, raspberries.
- Smelling things - scents,
- Cutting, tearing, managing slime, stickers, fidget toy, Legos (Can follow the visual instructions to build Legos.)
- Drawing pictures and drawing apps. Likes to look for perfection on visual items
- Youtube videos –can find and search the categories and find favorites
- Going to the gym, walking, swinging in a hammock
- Happy, positive encouraging people.

Dislikes

- Boring Activities
- Preferred activities stopped or removed

Impacting Factors

Medical	Motor	Vision	Hearing
Medications Anxiety SIB – due to dental problem, solution in the works	Gross Motor: Ambulatory Fine motor – Skilled at using fine motor skills – writes letters, likes to draw with detail.	Ocular vision corrected. Doesn't wear glasses to prevent breaking until unbreakable ones can be secured. Unsure of impact regarding not wearing glasses. No indication of CVI.	Wears hearing aids – mild/moderate loss. Without aides hears high pitch sounds. Appears to have more difficulty hearing in noisy environment. FM System not currently used. Not been referred to Deafblind Project.

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Clarifying Questions

Your turn!

Your Turn

Clarifying Questions

Sensory Motor

- When student does go to gym and walk, what is the level of physical activity? E.g., how much does heart rate increase? What is student like after physical activity?
  - Student walks at a good pace and gets heart rate up – usually walks around one mile around gym. It calms student down and is enjoyable.
- Is there a schedule for movement breaks?
  - Usually goes around 1:30 p.m. because that's when student gets "antsy."
- Regarding why student is doing self-injury, has student had a medical exam?
  - Student hitting themselves on right side cheek/jaw.
  - Have spoken to student's mom about it. Student has an appt with a dentist or oral surgeon.

Behavior

- Have you considered Functional Communication Training or conducted a Functional Behavior Assessment?
  - Keeping record of behaviors and have done a Behavior Intervention Plan, but it has been difficult to determine antecedents. Often there is no obvious/visible trigger for behaviors.

Clarifying Questions

Communication Modes/Intents

- What AAC systems have you tried?
  - Low tech, including picture schedule, first-then board, token board, "I want" strip board, "I feel" board
  - No high tech trialed so far. Concern about student being overwhelmed, or student may throw/break device.

- Does the student have an "I need a break" card?
  - Yes, at school; not at home.
  - Does not consistently identify between two cards (but seems to be because they are bored/unengaged rather than not being able to do the task). Trialed tactile symbols but didn't get to use very long before student went on homebound.

- Does student have a way (icon or card) to indicate pain?
  - Feeling strip – "I feel _____" – sick and hurt are two of the choices.

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Clarifying Questions

Hearing

- Do you have an audiogram of student's hearing profile?
  - Student was previously enrolled in KY School for the Deaf and had audiological evaluations conducted there.
  - Student currently goes to Lexington Speech and Hearing Center. Mom has a recent audiology report/graph and student is also being scheduled for another hearing evaluation soon.
- Has it been verified that student hears high pitches but not low pitches? (Because typically mild to moderate hearing loss results in being able to hear low pitches better than high pitches.)
  - Unsure – but new hearing evaluation may give insights.

Preferences

- Does student enjoy being with peers?
  - In classroom with up to 5 classmates (peers), but do not invite peers from outside that room. Student typically works and plays alone. There is one classmate the student gets along with – sometimes they walk in the gym together.
  - Likes being part of the group in gym class but doesn't initiate interactions.
  - Must be cautious due to physical aggression.

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Brainstorming Strategies

Your turn!

Your Turn

Brainstorming Strategies

Sensory Motor and Behavior

- To address throwing devices, you might try an industrial strength Velcro to hold down objects, computers, AAC devices/boards. This can allow a short time where you can model the student requesting a break or being finished before any throwing has occurred. This may help break the cycle of throwing behavior, allowing the student to stop an undesired activity.
  - The strongest "velcro" may be 3M Dual Lock https://www.3m.com/3M/en_US/dual-lock-reclosable-fasteners-us
  - Velcro Alfa Lok. Industrial strength velcro has different strengths https://www.velcro.com/blog/2020/08/which-velcro-brand-fastener-is-the-strongest/
- Add movement breaks dispersed throughout the day – put in student's visual schedule. This is proactive to reduce frustrations rather than reacting after negative behavior occurs. Be sure not to inadvertently encourage behaviors by waiting till student is displaying problem behavior before they get a break.
- Try other gross motor activities in addition to walking: e.g., adaptive tricycle, mini trampoline, throwing or kicking ball, tossing balls into buckets, keeping a beachball in the air , obstacle course
  - Obstacle course (a.k.a. Sensory Path) made from cutouts/decals/tape on floor. Examples:
    - Here is an article with some ideas on how to design a sensory path: https://www.weareteachers.com/sensory-path/
    - Pinterest also has a lot of DIY examples: https://www.pinterest.com/search/pins/?q=Sensory%20pathways&rs=srs&b_id=B%20O20AtS7BydEAAAAAAAAACdQEmUTNpf5rUBZtrRnJG9eOcrCwXDB8BM323OHh_1%205FlmZD2tVPOG4ONsH24Plu8&source_id=rlp_9r5s7KTx

Brainstorming Strategies

Sensory Motor and Behavior

- Encourage peers to use the sensory path as well. Another idea might be to have the student and peers design the sensory path, periodically revising it. Maybe put it in the hallway so more peers would have access.

- Activities like this provide excellent, natural opportunity for commenting e.g., "That was hard," "Yes, we did it!" Listen to what peers are commenting and create commenting fringe. Model commenting and teach peers to comment using AAC too.

- Use student's preferences.
    - Student prefers strong flavors, so you can use oral motor skills in therapy and learning, e.g., alerting or calming to bring student to a regulated state in order to participate in activities. (Tip: put pepperoni in microwave and it gets crispy.)
    - Work with the Occupational Therapist to build in strategic oral motor activities. Meet student where they are, incorporating sensory preferences.
    - Scents – figure out scents that are calming and incorporate those – e.g., lightly scented objects.
    - Using essential oil for "slime" – engages hands and student enjoys certain scents.
    - Use computer for typing/writing functional communication – e.g., note to mom – instead of copying letters by hand, to avoid frustration/boredom/ perfectionism when writing.

Brainstorming Strategies

Hearing

- If hearing aids are relatively new, they should have Bluetooth technology. That means you can use a remote microphone that you wear and can stream to the student's hearing aid. Remote mics are not as expensive as FM systems but do not transmit as far as FM systems.
  - Demonstration of how FM units work with hearing aids https://youtu.be/1l37lzLlgQU
- Talk to audiologist to discuss ways to keep hearing aid on. A possible idea – attach hearing aid to glasses. The Moderate hearing loss means that sounds have to be 10,000 to 100,000 times louder to hear when compared to peers with "normal" hearing.
- Minimize background noise.

- Check Hearing Aids daily
  http://www.infanthearing.org/videos/featured/docs/Hearing%20Aid%20Listening%20Check.pdf
  http://www.infanthearing.org/videos/featured/hearing_aid_listening_check.php
- To better understand what the student hears with hearing aids (HA) on and off, check out these links:
  - https://www.jtc.org/audiogram-of-familiar-sounds/
  - what hearing loss sounds like: https://www.youtube.com/watch?v=wn3PnBWRC5c
  - what hearing aids sound like: https://www.youtube.com/watch?v=Va1wrnsMve0
- Register with the KY Deaf Blind Project

Brainstorming Strategies

Communication

- Identify when/where communication and AAC targets are used throughout the day. This easily identified from the information recorded in your SETT framework. Develop a "classroom matrix" by listing activities down the left side of a simple chart and indicating AAC and communication targets that should be focused on in each activity/setting.

- This "classroom matrix" can also be used to create the student's schedule to help anticipate what comes next and thus reduce problems with transitions and unexpected changes during the day. This is like the "road map" approach you have described and noted to be useful for the student in transitions and new settings.

- Conduct a functional analysis to help dial in on the function of the challenging behavior
  - https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_11.pdf
  - Western KY University is getting ready to start a research study on training teachers and SLPs on Functional Communication procedures and this student may really benefit.

- Strategies for taking data –
  - Utilize the function of communication assessment and
  - Use a data matrix to collect data
  - Use a data sheet that includes information on modeling words and student use of words – see sample data sheet at the end of this report.

Brainstorming Strategies

Communication

- Develop a Communication Dictionary with columns for:
  - If student does this behavior, it communicates this message.
  - This is how communication partners should respond.
  - This is the picture/tactile symbol/ we are pairing with this behavior/message.
  - Communication Dictionary ECHO presentation: https://youtu.be/5qrjpTzRBcM

During this time: Describe the environment: What just happened? What was the trigger?	And student does this: Describe the behavior: What do others notice? What can be seen, heard, and felt by others?	We think it means: Interpret the communicative intent of the behavior: What emotions and feelings are exhibited? What's going on?	And everyone should respond: Describe what people should do in response to the student's communicative behavior or Not do…	Insert Link to a videoclip of this communication exchange
Who, What, When	How – Communication Form	Result – partner interpretation	Partner Strategy and AAC Options	Videoclip

- Encourage the student to use AAC to comment on activities. This gives the student a voice and an option to communicate but reduces the expectation or demand to respond which often causes AAC rejection.

- Get student started with an AAC iPad or talking switches with things student might want to talk about, without expectation of use right away Model how to use the switches/device during favorite activities, such as drawing, crafts, Minecraft etc. Model with whatever system you decide to use for communication throughout the day for interactions with the student. Aided language modeling reduces the demand for the student to use the system but gives constant teaching opportunities for the adults to show the student how to use the communication system.
  - Here are some resources on aided language modeling
    - One page description
      TAALC Communication Strategy 2 Aided Language Modeling
    - Two video examples:
      https://www.youtube.com/watch?v=flFNMky22-U
      https://www.youtube.com/watch?v=vUY6oQoSTXw

Brainstorming Strategies

Communication

- Give student reason to make choices and use functional communication rather than just identify match items or identifying words/symbols. The student may be bored with simple identification of pictures or letters. Meaningful, functional use of print, letters, words and symbols will help maintain participation.

- Utilize peers when possible. Consider starting with a google meets group (peer network) while student is receiving homebound instruction. Then when student returns to school, they will have an established relationship with peers from which to start.

- Use interest in Legos to encourage communication with other students who also like Legos. Peers can work in proximity even if they are working separately. Great opportunity to communicate and model commenting. This is an activity that can be done with peers virtually also, so the student and peers are working in a parallel way and there is enormous opportunity for comments, questions, describing what they are doing, etc.

  - The TAALC Core folder would be a good resource for this as it includes core words, colors and sizes for talking about the blocks used or needed when building. Additional fringe for commenting may be needed.

- Consult with art teacher about art activities to do with peers. This can provide many opportunities to comment: "wow," "that's cool," "that paint stinks." Students can be kept physically distanced as needed and still work in proximity of each other and "chat".

Brainstorming Strategies

Literacy – Ideas for communication and academic activities

- Some things to consider:
  - a) writing a book weekly about one of the student's favorite activities or interests (Legos, Minecraft, drawing, etc.) Show the student representations of possible topics to write about from which they can choose. Reinforce letter identification this way and show how letters sound and form words. You might want to use a computer or iPad to "write" the text, so the student does not have to worry if they printed the letter correctly. Next, have them draw pictures to accompany the text (using preferred art apps). Then the student can share the book with peers, at home etc. This can be done virtually as well when learning from home.
  - B) be sure to add the printed work with any pictures on their schedule boards, choice boards or AAC device or board so that the student is exposed to sight reading and literacy.
  - Use social stories to help with transitions and other activities which might trigger behavior. Let the student help compose these. Reinforce use of print.
  - Other "writing" activities could be notes home to Mom, emails to friends, "helping" the teacher composes notes (even just finding a few of the letters needed in the note) to other teachers ,etc.
  - Literacy resources for dual sensory impairments
    - Paths to Literacy - Communication for Students who are Deaf-Blind

    https://www.pathstoliteracy.org/resources/supporting-communication-learners-who-are-deaf-blind-andor-have-multiple-disabilities

    https://www.pathstoliteracy.org/writing-students-multiple-disabilities-or-deafblindness

    - This is How We Do It Series
      Core and Literacy • Tactile Symbols and Literacy • Core and Games with Peers

    https://drive.google.com/drive/folders/1qgoq6w9PFQXofCFP73Z-7QaXGOeZ8YTX?usp=sharing

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Additional Resources Provided

Generic Resources

- **AAC**
  - KY Assistive Technology Network https://www.katsnet.org/
    - Pegboard Book https://www.youtube.com/watch?v=IMktXoZbRfw

- **Hearing**
  - Checking Hearing Aids http://www.infanthearing.org/videos/featured/docs/Hearing%20Aid%20Listening%20Check.pdf

    http://www.infanthearing.org/videos/featured/hearing_aid_listening_check.php
  - Demonstration of how FM units work with hearing aids https://youtu.be/1l37IzLIgQU
  - You can see what you SHOULD expect the student to hear with hearing aids (HA) on and off. https://www.jtc.org/audiogram-of-familiar-sounds/
    - what hearing loss sounds like https://www.youtube.com/watch?v=wn3PnBWRC5c
    - what hearing aids sound like https://www.youtube.com/watch?v=Va1wrnsMve0

- **Vision**
  - American Printing House for the Blind https://www.aph.org/
  - Tactile Connections https://www.aph.org/product/tactile-connections-kit-symbols-for-communication/
  - Object Symbols & Tactile Symbols https://www.pathstoliteracy.org/blog/object-symbols-tactile-symbols
  - Communication for Students who are Deaf-Blind https://www.pathstoliteracy.org/resources/supporting-communication-learners-who-are-deaf-blind-andor-have-multiple-disabilities
  - Open Hands, Open Access (OHOA): Deaf-Blind Modules (Specifically the Communication and Promoting Learning Modules) https://www.nationaldb.org/products/modules/ohoa/
  - Anticipation Calendars
    Book: Calendars for Students with Multiple Impairments Including Deafblindness http://www.tsbvi.edu/store/ecom/index.php?action=ecom.pdetails&mode=calendars
  - **CVI Resources** - http://documents.nationaldb.org/products/TeamApproachtoCVI.pdf
  - **KY DeafBlind Project** - https://education.uky.edu/kydbp/referral/

- **Planning templates**
  - Communication/Schedule Matrix
  - C-SETT Framework
- **Peer supports**
  - Partner the student with peers for parts of the day when the student is in settings with peers.
    - Peer Support arrangements resources www.kypeersupport.org
  - Make sure that the student has the words needed to request, comment, and share information (e.g., fringe vocabulary, quickfires). OR that peers know what the student's non-verbal cues and behaviors mean so that they can better respond.
  - Teach the peers to interpret, acknowledge and expand the student's communication (e.g., what certain modes mean).
- **TAALC Communication Papers** (One-to-two-page descriptions with video examples) https://drive.google.com/drive/folders/1SUopQUDW4tkPU6xnbJ47kp014EJz8JF4?usp=sharing
  - Communication Strategies
    - Partner assisted scanning   • Reflect interpret expand   • Use core words
    - Aided language modeling   • Peer mediated strategies   • Preferences
  - This is How We Do It Series
    - Core and Literacy   • Tactile Symbols and Literacy   • Core and Games with Peers
- **TAALC Team Coaching** - If interested in coaching support from the TAALC staff on working with your team to problem solve communication and AAC, complete the online request documents: https://uky.az1.qualtrics.com/jfe/form/SV_ePpkbRyjNxSKZTM
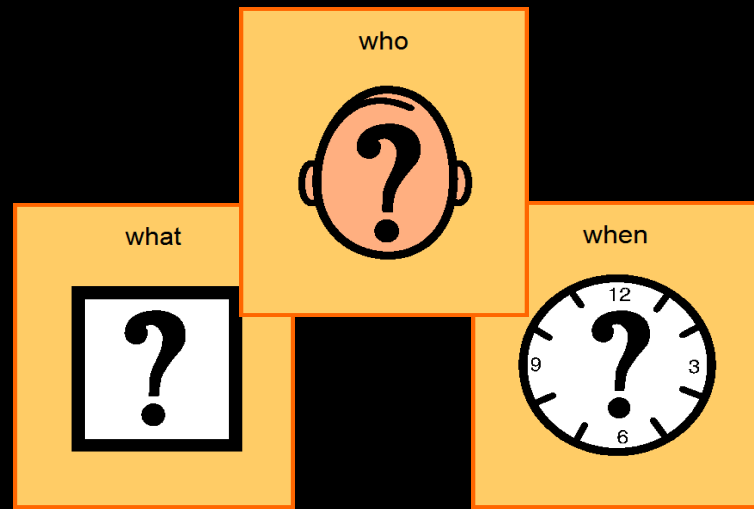
Questions?   Comments!
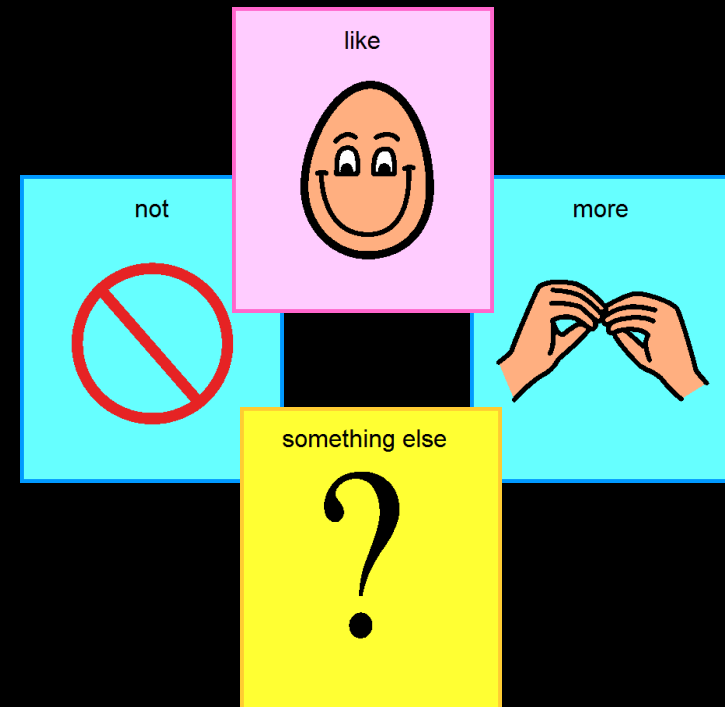
Upcoming TAALC Activities

Fall 2023 ECHO in AAC - Behavior IS Communication
Time, Dates, Topics

4:00 – 5:00 Eastern/3:00-4:00 Central

Monday, September 18 – Integrated Team Communication in Schools

Monday, October 2 – Functional Behavior Assessment (FBA) for Teams

Monday, October 16 – Identifying Behavior that may Indicate a Vision or Hearing Loss

Monday, October 30 – Replacing Behavior with Communication: Communication Partner Tips

Monday, November 13 – Sensory Regulation Part 1: Using Aerobic Exercise with AAC users

Monday, November 27 – Sensory Regulation Part 2: Supporting Communication and Managing Behavior

To Register, click https://forms.gle/8YmiabN316cGkbL99 **or scan**

How to Join - Join sessions online via Zoom. A link to join any ECHO session will be sent upon registration. Connect through your desktop, laptop, tablet, or phone

Upcoming TAALC Activities

ECHO Case Presentation Recruitment

The TAALC project actively recruits teams who have a student for whom they struggle with next steps in communication and would like ideas and strategies they can implement moving forward. Case presenters may earn a stipend of $100.00.

If you would like to present a case during one of the ECHO in AAC sessions, scan this code and complete a short form in qualtrics
[https://uky.az1.qualtrics.com/jfe/form/SV_dbtAJYvWcS4sZDg]

Interested?
SCAN here

All cases are de-identified for the presentation. Each presenting team receives an extensive report following the ECHO session, documenting the clarifying questions, suggestions, links and recommended resources.

Questions or comments, email us at taalc@uky.edu

Produced by the TAALC Communication Project, Human Development Institute and the College of Health Sciences at the University of Kentucky. This project is funded by the Kentucky Department of Education.

Human Development Institute
University of Kentucky

TAALC

Thank You!

Questions/Requests for Intervention email:

taalc@uky.edu