

# Autism Endorsement: Assistive Technology and Alternative/Augmentative Communication

**COMPONENT #: 1-101-301**

**POINTS TO BE EARNED: 60 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems and literacy for students with Autism Spectrum Disorders (ASD).

Upon successful completion of this inservice activity, the participant will be able to use strategies appropriate for students with ASD in the classroom.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |   |  |
|---|--|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs          |
| <input type="checkbox"/> Leadership           | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources            | <input type="checkbox"/> Outcomes                  |
| <input type="checkbox"/> Data                 |  |

**Florida Educator Accomplished Practices** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment                                      |
| <input checked="" type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement             |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results          | <input checked="" type="checkbox"/> Decision Making                    |
| <input checked="" type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development                        |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                             |
| <input type="checkbox"/> Faculty Development                          | <input checked="" type="checkbox"/> Communication                      |
| <input checked="" type="checkbox"/> Learning Environment              | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication        |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input type="checkbox"/> PS 7 – Professionalism                 |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment                            |   |

**IMPACT FOCUS AREA(S):** select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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X Educator knowledge/skill (content)

X Student learning

X Educator (professional growth)

Organizational support and change

**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Demonstrate understanding of communication characteristics and deficits of students with ASD such as:
  - o Limited communication;
  - o Limited joint attention;
  - o Communicative forms and functions; and
  - o Unconventional forms of communication.
  - o Identify communication development as normal or atypical using a developmental checklist on a given student.
  - o Explain why visual messages may be easier to understand than auditory messages for students with ASD.
  - o Explain how communication skills affect a student's self-management and behavior.
  - o Identify echolalia as a form of communication.
  - o Explain the link between the difficulty with identifying and effectively using visual cues in the student's environment, the ability of the student with ASD to get the intended meaning, and appropriate social behavior.
  - o Understand the deficits in adaptive and life skills that accompany ASD.
2. Design strategies for alternative methods of communication and learning.
  - o Picture systems such as picture exchange communication system (PECS) and communication boards; symbol representation hierarchy; and literacy related supports.
  - o Examine different alternative/augmentative communication systems used in working with students with ASD.
  - o Explore a variety of visual and object-based systems used to promote communication and language development.
  - o Understand the difference between choice systems and communication systems.
  - o Identify appropriate instructional technologies that can be used to assist students with ASD of differing abilities.
  - o Design supports and interventions for activities of daily living and organization, appropriate to student's age and developmental level.
  - o Demonstrate understanding of the range of no tech and low tech AT supports and the application of those supports in the classroom.
3. Demonstrate understanding of different interventions for communication:
  - o Behavioral approaches to include verbal behavior and discrete trial training;
  - o Naturalistic, to include incidental learning and pivotal response;
  - o Social interventions, such as social stories and comic strip conversations;
  - o Engineering the environment.
  - o Identify opportunities where students can interact in natural situations using natural cues and consequences.
  - o Understand the use of immediate and consistent feedback to encourage a student's communication attempt.
  - o Learn strategies for using echolalia to expand a student's skills.

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- Identify methods to elicit spontaneous communication attempts. Understand the rationale for using AAC (including aided and unaided AAC) to promote expressive communication for students with ASD.
- 4. Identify individual communication needs of students with ASD based on assessment.
  - Identify and describe various communication assessment tools used with students with ASD.
  - Name four (4) areas of communication assessment.
  - Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology into the curriculum.
  - Identify three (3) activities which facilitate communication interaction in the home and in school.
  - Identify three (3) characteristics indicative of success with augmentative communication systems.
  - Individualize the communication systems used to meet the specific needs of students.
  - Describe procedures used to initiate an AT or AAC referral.
  - Explain policies and procedures outlined in the technical assistance papers from the Florida DOE related to AT.
- 5. Understand the interdependence of experience, cognitive, social/emotional, and motor ability and skills, language development and skills

## PART II – LEARNING

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend the instructor's lecture(s) and demonstration(s) on:
  - Communication needs of students with ASD
  - Communication needs based on assessment
  - Alternative/Augmentative communication
  - Instructional and assistive technology
  - Communication strategies across settings
  - Visual strategies for communication
  - Pragmatics
  - Functions of communication
2. Complete a communication needs assessment for a student with ASD who has little or no speech.
3. Operate and program a variety of augmentative communication devices for a specific activity.
4. Develop a lesson plan that integrates a communication system to target a specific activity within a specific environment.
5. Identify types and different functions of communication after viewing a video clip of a student.
6. Complete an Assistive Technology Assessment and Implementation Plan based on a student profile.
7. Identify three (3) different scheduled opportunities for a student with ASD to practice a 3-part communication exchange with a peer.

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8. Conduct a reinforcement assessment to establish an initial communication attempt for a nonverbal student with ASD.
9. Compare and contrast different tools used to assess communication needs of students with ASD.
10. Describe the procedure(s) used to initiate referrals for alternative/augmentative communication and adaptive access assessments.
11. Critique at least three (3) instructional technology software tools used in the instruction of reading/ language arts, mathematics, and at least one other content area.
12. Design a task strip, organizer, or other aid for activities of daily living based upon student needs and abilities

### PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

### PART IV – EVALUATION

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios, complete written assignments (e.g. lesson plans, logs, student activities descriptions, reviews of journal entries, summaries, etc.) as given by the instructor.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement..

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection,

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assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
  
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

**Date Approved: 5/20/2014**

**Department: SPED**

**Name of Author/Position:** Liliana Salazar - District Director