Comprehensive Communication

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Comprehensive Communication Instruction

- Embedded within and integral to successful interactions throughout the day.

Background

- Experiences working with students using assistive technology
- Two projects funded by the Iowa Department of Education using funds made available by the United States Department of Education under IDEA.*
  - Literacy, Language & Communication for Students with Significant Developmental Disabilities and
  - Comprehensive Communication and Literacy Project.

Today's Purpose

- Provide information regarding
  - Aided input
  - Creating opportunities for communication

Two Terms/Definitions

- System for Augmenting Language (SAL) by Romski & Sevcik (1996)
- Aided Language Stimulation by Goossens', Crain, & Elder (1992).

System for Augmenting Language (SAL) by Romski & Sevcik (1996)

- Communication device with voice output communication aid (VOCA)
- Use of symbols – Teaching through natural exchange – Communication partner uses the system

Aided Language Stimulation by Goossens', Crain, & Elder (1992)

- Pointing to key symbols
- All verbal communication ongoing while pointing
  - Symbols in the system may not have voice output
  - Use of strategies to encourage the use of symbols
    - Lights
    - Pausing
    - Looking at the symbols

Importance of Aided Input

- Availability of the appropriate AAC system merely sets the stage for communication
- Use of the system in the child's daily life is what enables communication interaction and development to occur.
  - Child needs to experience models of their language used to communicate
  - Children learn to use the system the way the partner uses the system

(Blackstone, 2006 and Porter, 2011)

Communication Opportunities

- Provide a language rich environment all day
- For example
  - Ask open ended questions when possible
  - Model comments
  - Provide wait time after questions
  - Pause after comments

Aided Input and Opportunities During the Following Instructional Settings

- Shared Reading – Reading Aloud
- Writing
- Word Work

Shared Reading

- Uses context of the story to teach language
- Examples of language focus
  - Turn taking
  - Figurative language
  - Draw inferences
  - Build background knowledge
  - Syntactical structures
  - Vocabulary

(Beaver, 1982; Bellon, M.L., Ogletree, B.T., & Harn, W.E. 2000; Justice, Meier, and Walpole, 2005; Kaderavek & Justice, 2000; Morrow,1988; Nino & Bruner, 1978; Penno, Moore, & Wilkinson, 2002)

Examples from Shared Reading in the Classroom

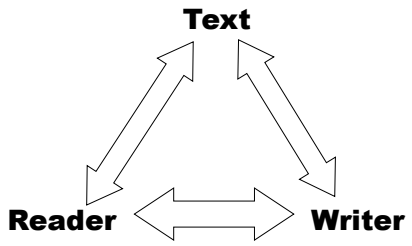
- Language rich opportunities/Communication access
  - Discuss the book while reading (i.e. Crowd in the CAR)
  - Read familiar and unfamiliar books to students
  - Peers reading to one another or adult and child reading
  - Students examples of language
    - share information and ideas
    - Ask questions
    - Describe (i.e. characters, events, feelings, or objects)
    - Vocabulary

Examples from Shared Reading in the Classroom Cont'd

- Problem solving access
  - Comprehensive vocabulary
  - Direct select and scanning
  - Total communication (using multiple modes of Augmentative and Alternative Communication)
- Aided input modeling the use of the mode of communication

Social Interactive Process of Writing

(Nystrand,1986)



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Examples of Writing in the Classroom

- Writing Opportunities
  - Big Paper
  - Journal
  - Story Generation
  - Poetry
  - Etc.

Big Paper

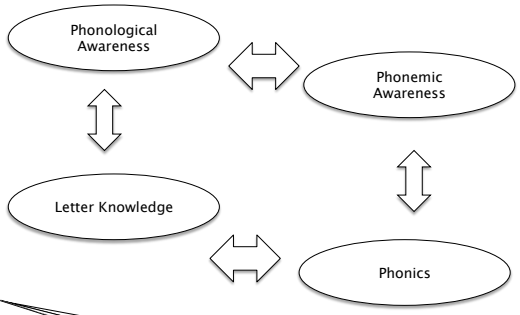
Examples of Writing in the Classroom

- Language rich environment/ Communication access
  - Sharing ideas for possible topics
  - Sharing ideas for additional events within the stories
  - Comment
  - Provide clarification
  - Considering the needs of the audience
  - Ask questions

Examples of Writing in the Classroom

- Problem solving access
  - Adaptive pencils
  - Keyboards (standard and adapted)
  - Devices (vocabulary and/or keyboard)
  - Eye gaze frame
  - Computers and software
  - Portable keyboards
- Aided input modeling the use of the mode of communication

Word Work Examples



Examples of Word Work in the Classroom

- Examples of word instruction
  - Making words
  - Guess the cover word
  - Word wall
  - Blending
  - Segmenting

(Cunningham, P., Hall, D., Mahaffey Sigmon, C., 2008)

Examples of Word Work in the Classroom

- Communication access
  - A means to share knowledge
  - Ask questions
  - Discuss letter and sounds
  - Discuss words
  - Definitions of words
  - Describing words (same, different, etc.)
  - Additional vocabulary
  - Additional ideas

Examples of Word Work in the Classroom

- Problem solving access
  - Responses may need to be receptive
  - Magnetic letters, onset, and rime
  - Cut out letters
  - Eye gaze frames
  - Keyboards (standard, adapted, eye gaze frame)
  - Devices
- Aided input modeling the use of the mode of communication

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