Today’s webinar in the 5 STEPS

Today’s Webinar

Explore why and how we can support emergent AAC users to participate in the general education curriculum

Creating access to the language and ideas of the curriculum

Tools
Robust AAC

Language development versus content mastery

Teaching

Testing
Student response

Team

What is the purpose of the general curriculum?

General education classrooms

- 7 in 10 students with Angelman spend the day in a regular classroom for "specials" rather than the general curriculum
- 6 in 10 students spend a significant portion of their day in a regular classroom

You will need an AAC system during today’s webinar

Alert:

General education classrooms

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Alert:

Connecting to the Curriculum

March 31, 2016

Erin Sheldon, M. Ed.

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Alert:
What is the purpose of the general curriculum?

- Create a sense of national or social identity and history: our similarities
- Establish a common baseline of knowledge and skills that we consider essential to participate and contribute as citizens
- Make sense of our experiences and place in the world: learn how to answer our own questions

Does the general curriculum apply to our students?
A pyramid is big and old. It is made from triangles.

P is for pyramid.

S is for sarcophagus.

Dead bodies were put in the sarcophagus.

Peers modeled use of AAC to describe, define, and comment on unit vocabulary.

Alphabet books of unit-specific vocabulary.

Adapted books: electronic, video, Tar Heel Reader.

Hands-on exploration: visited museum, watched videos.

Egypt

by Maggie
What did Maggie learn from these units?

- How to access valuable language in her AAC
- Deeper awareness of the alphabet
- How to participate in the dialogue and ideas around her by producing a response
- That there are similarities and differences in her own lived experiences and those of others.

What if we had asked her:

- "Show me the mummy"
- "Point to Ruby Bridges"
- "Touch the color black"
- "Where is the letter B?"

Power is what really matters

The power of language and a good story

What you remember can be predicted by whether you thought it mattered.

40-60% of American high school students are disengaged from the content of their classrooms.


What is the most valuable for our students?

What do you remember learning about?

Sir Kenneth Robinson

Sir Kenneth Robinson

What do you remember learning about?

What do you remember learning about?
Planning access to the general curriculum

1. Why does this idea matter? What is the “so what”? What is the essential meaning of this unit? What will students still remember in 20 years? It’s OK to skip a unit or lesson. Your student’s time is too valuable to waste.

2. What language is needed for this idea? Emphasize the words in AAC that we can use the most frequently. Nouns only set the topic and can usually be represented visually. Verbs and adjectives share and explore the idea.

3. Use repetition with variation. Model and elicit the strategies that you can use all day across many different topics. Description applies language to share the idea: describe all day long!

The general curriculum is the application of language

✴ How words tell our stories and share our ideas, even after we are dead or gone
✴ How symbols (words, letters, visuals) are arranged and re-arranged
✴ Why words matter
✴ Why we communicate

American History: Benjamin Franklin

Benjamin Franklin lived in Boston until he was 17.
Does it matter where Benjamin Franklin lived?
Does it matter what he believed?

Franklin was foundational in defining the American ethos as a marriage of the practical values of thrift, hard work, education, community spirit, self-governing institutions, and opposition to authoritarianism both political and religious, with the scientific and tolerant values of the Enlightenment.

What matters about Ben Franklin?

Can you say it with AAC?

Ben Franklin was American.

I am American.

He said all people are equal.

I am equal.

He wanted everyone to learn.

I learn when I...

He worked hard.

I work hard when I...

He wanted everyone to take care of others.

I take care of others when I...

I am free when I...

What is independence?

Can you say it with AAC?

American History: Declaration of Independence

What is freedom?

Can you say it with AAC?
What is representation?

Can you say it with AAC?

What is protest?

Can you say it with AAC?

Are these relevant to our students with Angelman?

Are these relevant to all students?

Independence

Freedom

Representation

Protest

What do we learn from history?

✴ Ideas expressed in language are important
✴ Ideas and language can correct wrongs and fix mistakes
✴ Everyone has hard times
✴ Everyone has a voice

Science: Butterfly lifecycle

✴ First, then, last
✴ Little, big
✴ Round, long, pretty
✴ Change, grow

Science: Butterfly lifecycle

✴ What language do we need?
✴ What language does it matter?

Science: Butterfly lifecycle

✴ Why does it matter?
Charlotte’s Web

First, then, last
Little, big
Friend, help
Character traits

When is a word bank appropriate?

Explore word order and sentence structure after they have been selected from AAC.

To produce something to hang on the wall or fridge.
Questions?

What did Maggie learn from this lesson with "Everest"?

Possible Next Steps

Language Arts: "Everest"

Reading comprehension with "Everest"

Identify an upcoming topic in the curriculum

Share your experiences in the Facebook group!

Identify why it matters, what power it has

Brainstorm, model, and elicit the language around the idea

Charlotte was clever and Henry was kind.