




### Classroom based strategies for increasing aided language stimulation opportunities across the entire school day.



- Molly Sharp – Leanne Shane -




### How We Implement AAC

- Information Communication Support Officer
- Introduced the Grove user
- Support for families
- Professional Development for Staff

## model



**REMEMBER!**

- Input before output
- All children learn from modelling
- Learning something new takes time


**INPUT**                      **OUTPUT**

Spoken language → Spoken language

Spoken language → Aided language

Aided language + Spoken language → Aided language (Spoken language)

(Porter, 2007, pg. 49-50)




### Daily Fitness





### Daily Fitness - Movement Breaks-Play time

- Prepositions
  - on   off   in   out   up   down   there   here
- Describing
  - fun   good   fast   slow
- Verbs
  - go   stop   help   come   play



## Literacy Modelling



### Things that GO

Guided Reading: Writing with Words: Art

Guided Reading Question	Target words using phonics
Readability: Show Reading on the screen to see the different things that GO.	things that go on the interactive whiteboard
Readability: Tell me something that goes?	things that go on the interactive whiteboard
Readability: Tell me what something in the book goes?	things that go on the interactive whiteboard
Readability: Tell me something that goes in the sky?	things that go on the interactive whiteboard
Readability: Tell me something that goes on the road?	things that go on the interactive whiteboard

read to me

AssistiveWare Core Word Classroom

CORE WORD OF THE WEEK

GO

WAYS & MEANS FOR 'UP'

WAYS REASONS TO COMMUNICATE

WAYS (TO USE THE TARGET WORDS)

EXPRESSING NEEDS AND WANTS

Clearer reading: I go there, I go home, I go to school

Spelling practice: I go to school, I go to school

Reporting: I go to school, I want to go to school, I want to go to school

Refusing, reporting, protesting: I don't go to school, I don't go to school, I don't want to go to school



what   
 if   
 I   
 don't   
 have   
 my   
 Proloquo2Go



## Behaviour code video



The Grove Education Centre Behaviour Code

"Be Safe, Be Responsible, Be Respectful"

**Positive Behaviour Intervention Strategies** (will be explicitly taught to all students daily)

- Be Safe, Be Responsible, Be Respectful of yourself and others
- Respect relationships and responsibilities

**TERTIARY PREVENTION**

- Specialized
- Individualized
- Systems for Students with High-Risk



**SECONDARY PREVENTION**

- Specialized Group
- Systems for Students with High-Risk Behavior

**PRIMARY PREVENTION**

- School-/Classroom-Wide Systems for All Students, Staff, & Settings



where Curriculum Connections

**Goal:**  
When shown range of fundamental movement skills Josh will describe by each by name.

**Foundation Year Content Descriptions**

Health and Physical Education: Foundation Year | Movement and Physical Activity | Understanding movement | L278917

**Content Description**  
Identify and describe how their body moves in relation to effort, space, time, objects and people


**Elaborations**

- Identifying different speeds and different directions with reference to speed and direction
- Identifying the difference between personal space and general space in physical activities
- Identifying how students can perform a range of movements

**Supporting resources**

- STOMP!
- scoble

Daily Fitness/ Playtime  
Modelling movement names as students are demonstrating each.



## References

- PBIS Teir Graphic: <http://i2management.unl.edu/what-are-tiers>
- AssistiveWare (Proloquo2Go developers) [www.assistiveware.com](http://www.assistiveware.com)
- AssistiveWare Coreword classroom <http://coreword.assistiveware.com/login>
- Porter, G. (2007). *Pragmatic organisation dynamic display communication books*. Melbourne: Cerebral Palsy Education Centre.

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