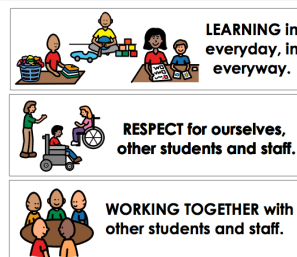




A whole school approach to AAC:
Curriculum, Play & Personal Care

Sarah McKenzie



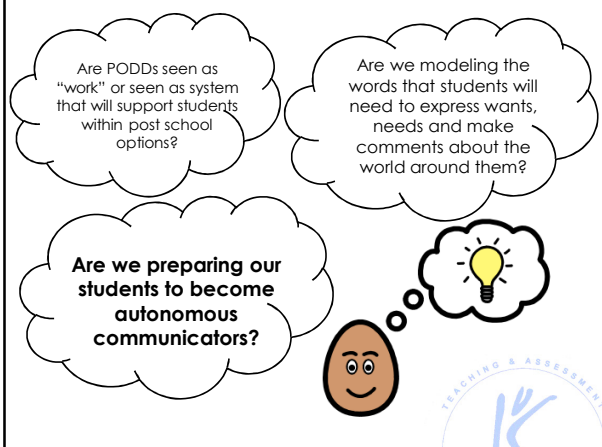
Purpose Statement:

Kilparrin is a diverse learning community committed to providing accessible, engaging and rigorous education for children and students from birth to adulthood.
We provide specialised support for children and students who are Deaf/Hard of Hearing and/or vision impaired with additional disabilities.
Our values are **RESPECT, LEARNING & COLLABORATION**

Who? What? Where?



- We have **five** onsite classes with up to six students with varying hours of school support officer (SSO) and health support officer (HSO) support.
- There are **26 students** which attend the school each day.
- We have **one** part time music teacher who provides individual and group music sessions as well as **two** NIT providers.
- There are **seven statewide support teachers** who in 2016 supported 189 students across both government and private schools.

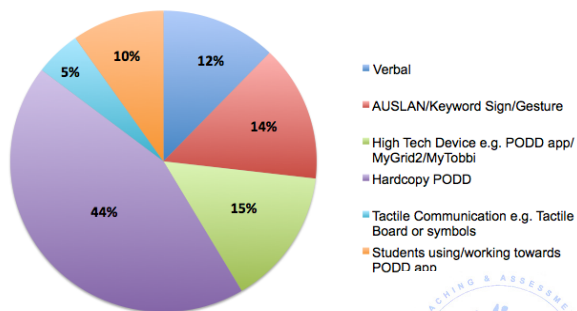


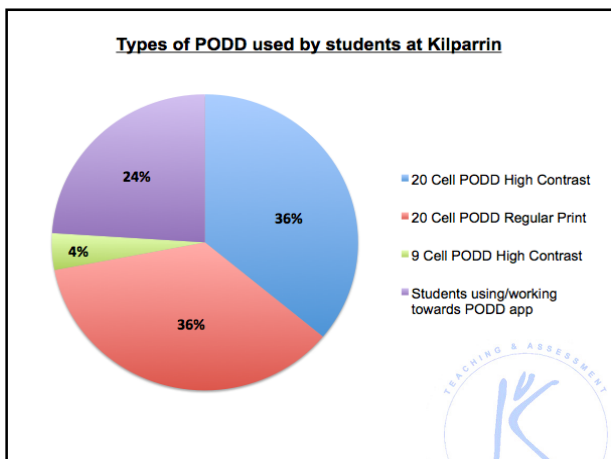
So what's the plan...

- Currently **Cathy Roche-Wells** the principal oversees the whole school implementation of a variety of communication approaches such as Intensive Interaction and the use of PODD.
- **Sarah McKenzie** communication lead teacher and am allocated additional NIT throughout the week to support student and staff outcomes within the areas of AAC.
- **Janelle Sampson** speech pathologist and AAC guru from Two Way Street is contracted to visit fortnightly to support both the teachers and staff of Kilparrin.



AAC Communication at Kilparrin in 2015

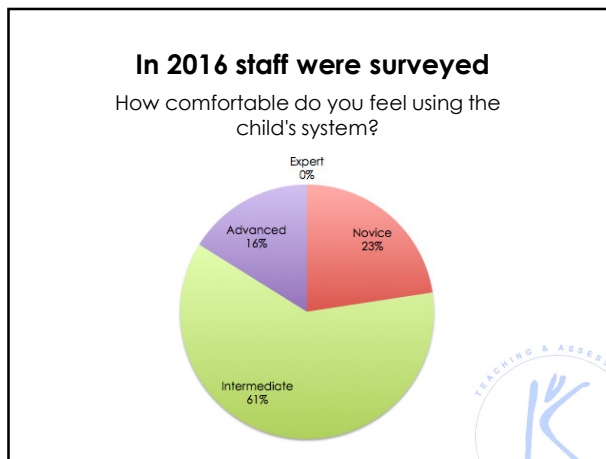
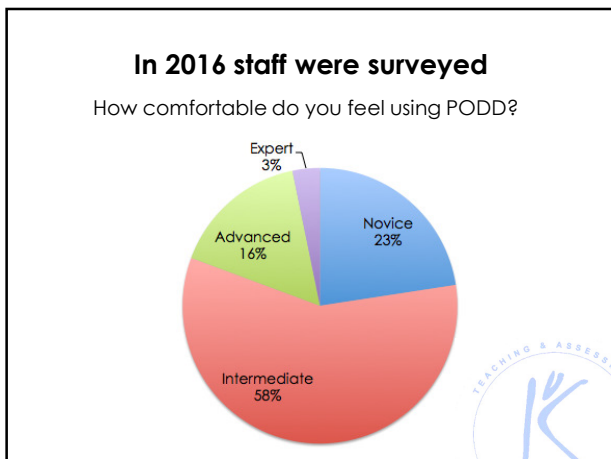




In 2016 parents were surveyed

- 66% of parents that responded felt that they were "working towards" the students system.
- Challenges faced by parents included having time, not knowing how to use the system and having it available.
- Class teachers included SMART AR communication goals within the students **Negotiated Education Plans**.

Assessment level	2.Awareness	3.Recognition	4.Making Connections	5.Practice	6.Transference	7.Functional	8.Independent
Goal	Current Ability (nominate an entry point level)			Teaching Strategies/ Adjustments		T2	T4
Communication will use his MyTobii Eye Gaze to spell his name and read it aloud to his peers.	1. Adult Interaction No current knowledge in this area due to wait time on equipment.			<ul style="list-style-type: none"> Use of MyTobii Eye Gaze system throughout the school day. Extended processing time. 1:1 explicit instruction Speech pathologist support (Two Way Street) 			



Communication Learning Community (CLC)

- The CLC group was established and one hour sessions were ran after school each week.
- This focused on modeling language for our students and were activity specific.
- One session was run by Janelle, and the following 12 session were run by Sarah.
- SSO's and Teachers were provided with PD hours for attending.
- On average 5 staff members and this varied from SSO's to class teaching staff.

The average 18-month-old child has been exposed to **4,380 hours** of oral language at a rate of **8 hours a day** from birth.

A child who has a communication system and receives speech/language therapy **two times a week for 20-30 minute sessions** will reach the same amount of language exposure in **84 years**.

Communication "Challenges"

COMMUNICATION CHALLENGE

Week 5 & Week 6

Use a one page display to give a student or staff member a compliment.

If a staff member gives you a compliment – You put a tick next to their name.

If you give a student a compliment and someone sees – The staff member who saw gives you a tick.

Prizes for most amount of compliments given and most creative.

Communication Challenge

Week 4 & 5

Use a PODD to inflate a ball game with a student. Model one of the following words to receive a tick. You are responsible for giving yourself a tick and we are trusting you to be honest!

PRIZES TO BE WON!

ball

throw

kick

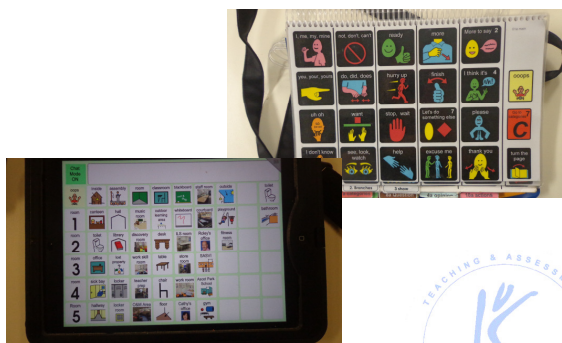
COMMUNICATION CHALLENGE

Week 1 & Week 2

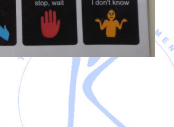
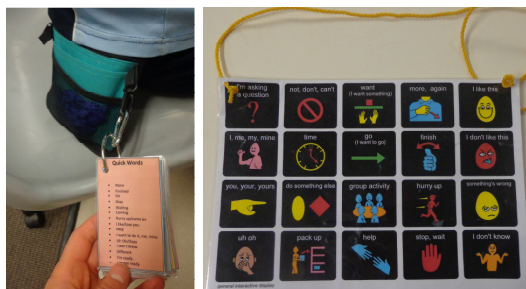
Use a PODD to express an opinion to a staff member or student.

Prizes for most amount of opinions shared and most creative.

Changes to Classroom PODDs



Changes to Classroom PODDs



Janelle's support



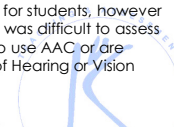
- Problem solving "tricky" students.
- Provided ideas and suggestions for modeling and the practical use of the system.
- Coaching and supporting new staff. This year alone three new teachers begun in the Kilparrin classroom.
- Demonstrating to staff how to use the system within a lesson.
- Support with contacting outside services regarding PODD application.
- Discussions with Speech Pathologists from a variety of organisations regarding individual students and support with prescribing AAC systems.



Curriculum



- Within each students **Negotiated Education Plan** the use of AAC is listed as a strategy as well as a specific linked with the Australian Curriculum General Capabilities.
- Use of the AUSVELS **Abilities Based Learning and Education Support (ABLES)** program to assess student progress within the areas of personal and social capabilities.
- Teachers have used this data to shape goals for students, however found that it was difficult to assess students who use AAC or are Deaf/Hard of Hearing or Vision Impaired.
- Use of **Expanded Core Curriculum** for students with sensory impairments (vision and/or hearing)
- Use of the **Four Blocks Literacy Model** for students with disabilities.



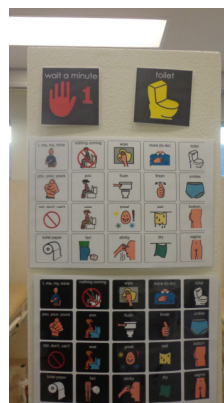
Play

- Working towards all AAC systems being accessible at break time.
- Duty teacher and support staff to have a PODD with them during play time (high or low tech).
- Providing a range of activities for students to participate in encouraging the use of accept/reject responses and students system.




Personal Care


- Modeling language used for eating, drinking, transfers and medication.
- Modeling language for health issues faced by students for examples, seizures.
- Language specific aided language displays in the toilets.



Community Access



- Use of PODD on weekly swimming excursions. E.g More to say – I'm asking a question – how many students are on the bus – descriptions – numbers – six
- Use of PODD on excursions e.g. to the local shops. E.g. More to say – I'm asking a question – where – categories – food and drink – fruit – strawberries.




What else have we been doing?

- "CHAT DAYS" were staff are supported to speak with students and THEIR system. E.g. Harmony Day.
- **PODDs and playtime** – specific tasks and activities with PODD in mind.




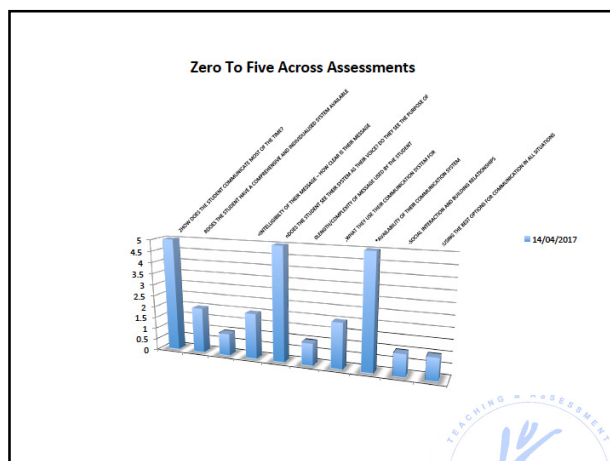
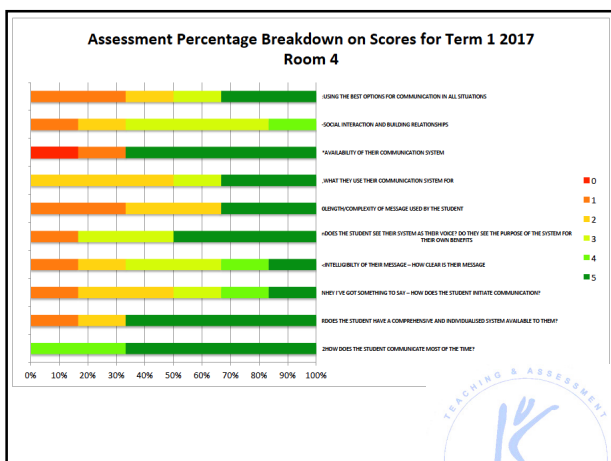

What next?

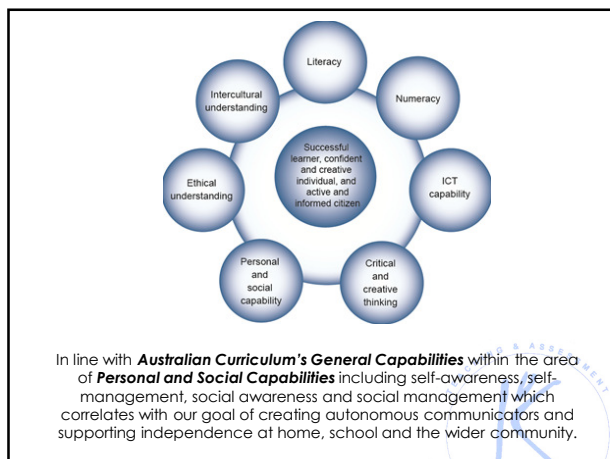
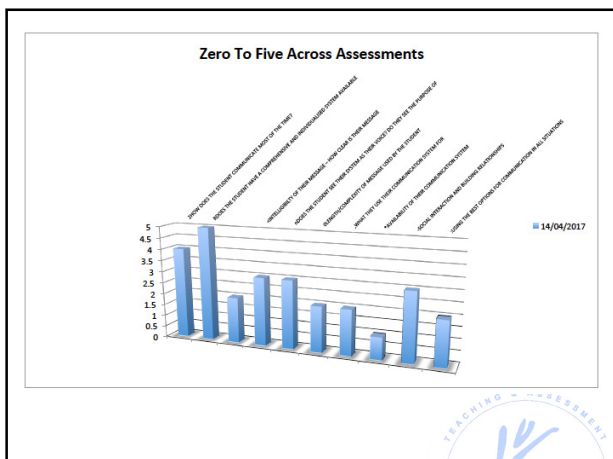
- Continue to monitor the skills of new staff and provide support when required. Term 3 will provide weekly CLC sessions as well as opportunities for one on one coaching and support.
- "Chat times" for parents to discuss the use of their students system.
- **PODD compass application** to be personalised and distributed across the school site.
- Use of auditory scanning PODDs for students with vision impairment and additional disabilities. Two students in my class are trialing this system.



What next?

- Use of **Communication Rubric** to assess student progress. This was created by myself, Janelle Sampson (Two Way Street) and included input from Hayley Parfett (Haylee Parfett Speech Pathology)
- Currently still within the draft stage however has revealed that a large majority of Kilparin students have an individualised system.
- Data will be collected and shared with staff. Janelle and Sarah will continue to support with students development within the area of communication.



thank you

For further information...

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TWO WAY STREET
 Communication Therapy Solutions & Resources

