

COURSE OUTLINE



Course Intro

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Key Points:

- This is not a training in one methodology; it is a framework for educators to apply in ALL teaching / support practices
- We are educators who use multiple methods to support our students' learning and communication development.
- We support students using multiple and varied means of communication.
- We fully expect educators to customize the lessons they learn in this course to meet the individual needs of their students.

Language Matters

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Nonspeaking Contributor:
Justice Killebrew
Professional Contributor:
Tim Jin

Objectives:

- Differentiate between person-first and identity-first language and address why more people are preferring identity-first language
- Identify the harmful effects of functioning labels
- Explore the distinction between "nonverbal" and "nonspeaking"

Presuming Competence

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Nonspeaking Contributor:
Payam
Professional Contributor:
Parisa Khosravi

Objectives:

- Recognize the differences between age-appropriate education and special education
- Distinguish between presuming knowledge and presuming competence
- Interact with your student in ways that speak to who they are on the inside
- Understand that incorrect responses may be a problem of execution (motor and sensory) not a problem of understanding (cognition)
- Learn how to re-frame language from a deficit perspective to a strengths-based perspective

Apraxia

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Nonspeaking Contributor:
Trevor Byrd
Professional Contributor:
Elizabeth Torres, Ph.D.

Objectives:

- Understand the difference between what we see and what our students intend to do
- Learn about how the brain-body disconnect affects our work with students
- Discover how our student's motivation is different from what we may have assumed
- Help your student gain control of their body by gaining a deeper understanding of apraxia
- Develop an awareness of the concept of unreliable speech

Relationship Building

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Nonspeaking Contributor:
Kwame Brobbey
Professional Contributor:
Shagufta Jabeen, M.D.

Objectives:

- Define a "balanced partnership"
- Understand the necessity of building trust with a student
- Identify power imbalances in the CP-student relationship that may impact communication
- Examine the importance of developing a relationship that extends beyond completing classwork
- Develop a toolkit of relationship-building strategies that can occur in an educational setting

Mindset & Confidence

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Nonspeaking Contributor:
Lisa Vallado
Professional Contributor:
Ingrid Ventura Ellis

Objectives:

- Recognize the role confidence plays in an effective communication partner relationship
- Discover steps you can take to build your own and your student's confidence
- Identify the difference between a fixed mindset and a growth mindset
- Understand the importance of communication in the larger context of a student's life
- Become a supportive communication partner who exudes confidence in your student(s)

Regulation and Dysregulation

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Brynn Forstner
Professional Contributor:
Alison Fellowes Comly,
LICSW

Objectives

- Understand multiple causes of dysregulation
- Differentiate between internal and external regulation
- Realize that "behaviors" may actually be the result of sensory/motor differences.
- Identify the impact of dysregulation on communication
- Recognize the difference between a calming stim and an interfering stim
- Grow awareness of subtle cues that your student is becoming dysregulated
- Explore the inner workings of our nervous system and discover how a dysfunctional nervous system impacts our regulation
- Learn how the Polyvagal Theory relates to communication, connection, and learning



Regulation Strategies

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Nonspeaking Contributor:
Sid Ghosh
Professional Contributor:
Mona Delahooke, Ph.D.

Objectives:

- Understand the role of a communication partner as a co-regulator
- Acknowledge the role of fatigue in decreasing performance
- Learn strategies to monitor fatigue and increase student stamina
- Explore a variety of strategies to be an effective regulation partner for your student
- Define trauma-informed support practices and understand their role in educational settings

Response Methods / Multimodal Communication

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Nonspeaking Contributor:
Emilia Korpinen
Professional Contributor:
Barry Prizant, Ph.D, CCC-SLP

Objectives:

- Define multimodal / text-based communication
- Demonstrate an understanding of the value of communication using multiple modalities
- Learn about response methods for students using text-based communication
- Understand strategies to scaffold communication using multiple response methods
- Discuss considerations for functional communication plans



Prompting Strategies

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Nonspeaking Contributor:
Graciela Lotharius
Professional Contributor:
Fernanda T. Orsati, Ph.D.

Objectives:

- Understand why prompting is needed when working with apraxia
- Differentiate between different types of prompts
- Develop confidence to utilize appropriate prompts to support student communication
- Recognize appropriate times and strategies to fade prompts

Communication Practice Strategies

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Nonspeaking Contributor:
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Professional Contributor:
Casey Woodfield, Ph.D.

Objectives:

- View models of varied methods of communication practice
- Learn ways to adapt classroom materials for specific communication practice
- Understand methods of scaffolding responses
- Implement learned methods into outside-the-classroom communication practice
- Analyze the function of increased prompting and use of low-demand tasks when learning new skills



Adapting Academics

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Professional Contributor:
Christine Ashby, PhD

Objectives:

- Examine how complex academic tasks can be broken into component parts and made accessible for students who communicate by making choices or typing
- Identify the most important components of sample academic tasks to achieve a lesson objective
- Adapt the most important components of sample academic tasks to allow students to demonstrate understanding of that concept in a way that doesn't require large amounts of written language
- Differentiate between tasks where academic knowledge is the priority and tasks where demonstrating writing skill is the priority
- Review models of IEP goals that make age-appropriate academic goals attainable for students who spell, point, or type to communicate
- Discuss key considerations for providing CP / CRP supports in school settings
- Understand the necessity of an easy-to-use home-school communication system for assignments



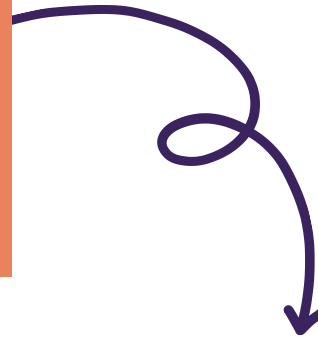
Building Agency / Autonomy

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Professional Contributor:
Shelley Carnes, MS, OTR/L

Objectives:

- Differentiate between independence and autonomy / agency.
- Devise strategies for helping students initiate communication
- Develop skills to teach students to become self-advocates
- Understand importance of having multiple trained CPs support a student



Communication Rights / Ethics

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Nonspeaking Contributor:
Samuel Capozzi
Professional Contributor:
Judith Heumann

Objectives:

- Identify rationale behind instruction in and use of a refusal strategy
- Gain awareness of common ways CPs unintentionally restrict access to communication
- Discuss important concepts of privacy as it relates to individuals who require assistance to communicate
- Demonstrate understanding of the role of a CP as opposed to a participant in conversations



Best Practice Checklist

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Professional Contributor:
Tracy Thresher

Objectives:

- Recognize features of best practices for supporting communication in educational settings while using best support practices
- Demonstrate familiarity with a communication partner self-assessment checklist

