Welcome

AAC CAMP: Collaboration, Communication and Core Words
AAC Camp:
Collaboration, Communication and Core Words

Forsyth County Schools
Special Education Department
Assistive Technology

presented by
Jennifer Ro, M.A., CCC-SLP, AAC Team
Chris Swaim, M.Ed., CCC-SLP, AT Facilitator
Amy Thomsen, M.S., CCC-SLP, AAC Team
WHY AAC Camp?

• A way to increase collaboration; staff with different roles working on same goals
• A way to have fun focusing on communication skills using core words
• A way to train “receiving” teachers
• A way to provide parent training and encourage participation
• A way to encourage AAC over the summer
The Inspiration

• ATIA Presentation, January 2013
  by Susan McCloskey and Pamela Judge (Florida)
WHO to invite?

- **Students**
  - Early elementary students
  - Non-verbal or minimally verbal students

- **Staff**
  - “Receiving” teachers, SLPs, and paraprofessionals

- **Parents**
  - Commitment for one family member each day
  - Siblings included
WHO to invite?
WHAT: The Planning

• Identified dates for camp
  – Included AAC Camp in the ESY timeframe and at the same location
  – Four mornings of camp from 9:30 – 11:30am
• Identified students
  – 4-6 students with one parent per day
  – Identified parents most likely to participate
• Identified teachers, SLPs, Paraprofessionals
• Identified teacher incentives
WHAT: The Planning

• Invitation sent to selected students/parents
• Phone call confirmation/explanation
• After receiving confirmation:
  – Follow-up letter with details
  – Confidentiality agreement
  – Photo release
HOW: The Overview

• Developed theme
  – Eric Carle: From Head to Toe
• Developed lesson plans
  – Around core and fringe words
  – Curricular approach
• Developed schedule
• Developed activities
• Developed parent and staff training
HOW: The Theme

- From Head to Toe by Eric Carle
  - Core words
  - Body parts
  - Animals
HOW: The Schedule

- Opening Large Group
- Craft Activity
- Parent Training (during student craft time)
- Snack
- Center Time
- Closing Large Group
HOW: The Activities

• Opening Large Group
  – Hello Song
  – Here or Away
  – Question Wheel:
    * All-Turn-It Spinner
  – Read Book
  – Songs
  – Motor Activity
HOW: The Activities

• Craft Activity
  – Supported theme
  – Core words modeled
Craft Activity
HOW: The Activities

• Snacks
  – Theme based
  – Parents involved
  – Child snack leader each day: set up and pass out items
  – Placemats supporting Aided Language Input
Snacks
HOW: The Activities

• Centers
  – Theme based
  – Scripts supporting core vocabulary targets
  – One student with parent per center
  – Mr. Potato Head, Beanie Babies, Puzzles, Books, “Bobbie Bobbie” Activity, Play Dough
# Centers

<table>
<thead>
<tr>
<th>Single word:</th>
<th>2-3 word:</th>
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<tbody>
<tr>
<td>on</td>
<td>Put on/in</td>
</tr>
<tr>
<td>in</td>
<td>Take off</td>
</tr>
<tr>
<td>off</td>
<td>Put here/there</td>
</tr>
<tr>
<td>out</td>
<td>Not on/off/in</td>
</tr>
<tr>
<td>up</td>
<td>My turn/Your turn</td>
</tr>
<tr>
<td>down</td>
<td>You do it</td>
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<tr>
<td>more</td>
<td>Like it</td>
</tr>
<tr>
<td>done</td>
<td>Don't like it</td>
</tr>
<tr>
<td>put</td>
<td>Where put it</td>
</tr>
<tr>
<td>like</td>
<td>I can do it</td>
</tr>
<tr>
<td>where</td>
<td></td>
</tr>
</tbody>
</table>

[Image of Mr. Potato Head]
HOW: The Activities

• Closing Large Group
  – Goodbye song
  – Read book or adapted version(s) on whiteboard
  – Took picture of each student acting out targeted verb
• http://www.youtube.com/watch?v=aDOBp9C2Fml
HOW: Staff Training

• Pre-camp planning session devoted to staff training and set-up
  – Core Word Strategy
  – Aided Language Input
  – Explanation of Theme, Schedule, Activities
  – “Goal of Camp” Activity

• End of day reflection and overview for next day
HOW: Parent Training

• 30-minute parent training each day
  – Day One: Goals of Camp Activity
  – Day Two: Core Vocabulary
  – Day Three: Aided Language Input
  – Day Four: Review, Wrap-up, Encouragement, and Evaluation
Things We Learned …

• Support matters
  – Administration
  – Staff
  – Parents

• Simplify activities

• Selection of vocabulary

• Small group interactions
  – Group students at centers for social interaction
  – Prompt peers for social interaction
Staff Feedback

• “Exactly what I needed to be the basis for planning and improving my curriculum!” -Teacher

• “I feel so much more encouraged and confident about what I can do to help my students learn how to communicate.” -Teacher

• “The [focus on] core words is such a ‘freeing’ experience!” –Teacher

• “A wonderful experience for me to help build our school classrooms from.” -SLP
… And Feedback from Parents

• “Probably a life changing experience for my daughter – thanks for the info you have given me!”

• “Mental shift – Love that!!”

• “An excellent idea to bring parents, teachers, and therapists to understand the device usage and benefits.”
What made it “successful?”

Everyone learned that communication is…
FUN!

REWARDING!

POWERFUL!
AAC Camp 2014

Putting AAC in Action
Thanks for your attendance!

For further info:

jro@forsyth.k12.ga.us

cswaim@forsyth.k12.ga.us

athomsen@forsyth.k12.ga.us