



Assistive Technology Applications in the Classroom

Presented by Robin Lewis and Nadege Destin

Introduction

- *What will you see in this presentation?*

Samples of activities and AAC pages used with a student in a Kindergarten classroom have been collected and gathered in this presentation. The lessons were carefully crafted to facilitate communication during a variety of daily activities.

- *Who can benefit from this presentation and how can they use it?*

Teachers who work with students who have limited expressive communication skills will be able to apply the strategies demonstrated and modify them based on their students' individual needs.

Outline

- *Part 1: Representation through pictures and color-coding*
- *Part 2: Math*
Measuring objects, telling time.
- *Part 2: Reading*
Independent Reading and discussion about the text.
- *Part 3: Games*
Guess Who?, Candyland, Hi-Ho Cherry-O, Go Fish, Cookie Doodle, Comments.
- *Part 4: Other Applications*

Carol Goossens' Color-Coding System

- Color coding can provide support for individuals who use augmentative and alternative communication (AAC) or other forms of assistive technology (AT).
- Color coding the background of symbols "... appears to greatly enhance the ease with which symbols can be identified and quickly located on a communication display" (Goossens', Crain, & Elder, 1992, p. 72). This is true both for augmented communicators and their communication facilitators. While there are many systems of color coding, we recommend the one suggested by Goossens', Crain, & Elder (1992, up. 73).

Carol Goossens' Color-Coding System

- Verbs (COME, OPEN) → PINK
- Descriptors {adjectives and adverbs} (PRETTY, SLOW) → BLUE
- Prepositions (e.g., IN, OFF) → GREEN
- Nouns (CAR, STRING) → YELLOW
- Miscellaneous category of interaction words → ORANGE
 - WH-words (e.g., WHO, WHAT, WHEN, WHERE)
 - Exclamations (e.g., UH OH, WOW)
 - Negative Words (e.g., NO, DON'T)
 - Pronouns (e.g., I, YOU)

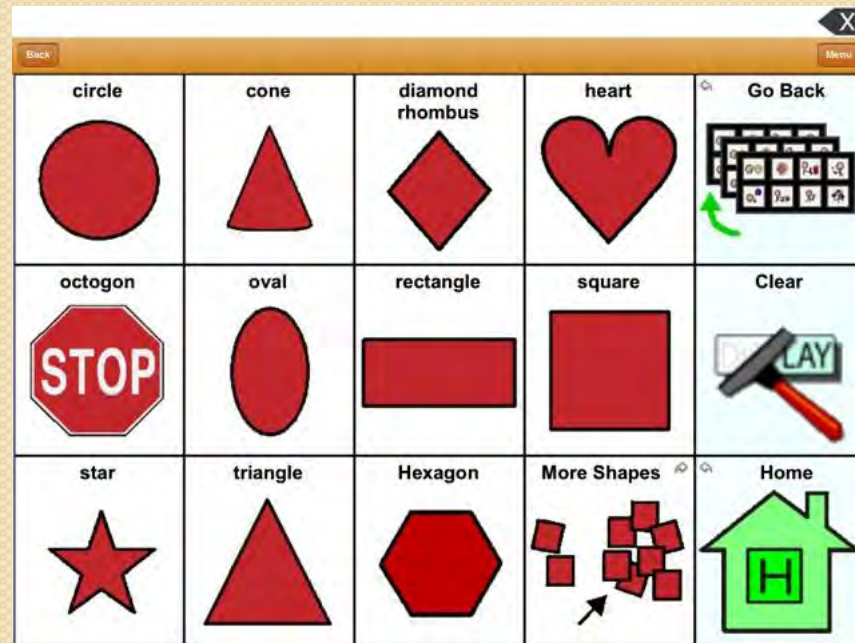
MATH ACTIVITIES

- Students participated in a measuring activity and were expected to share their findings orally.
- In the short video, a student demonstrates how she measures a book and responds to the question “How long was the book?”.



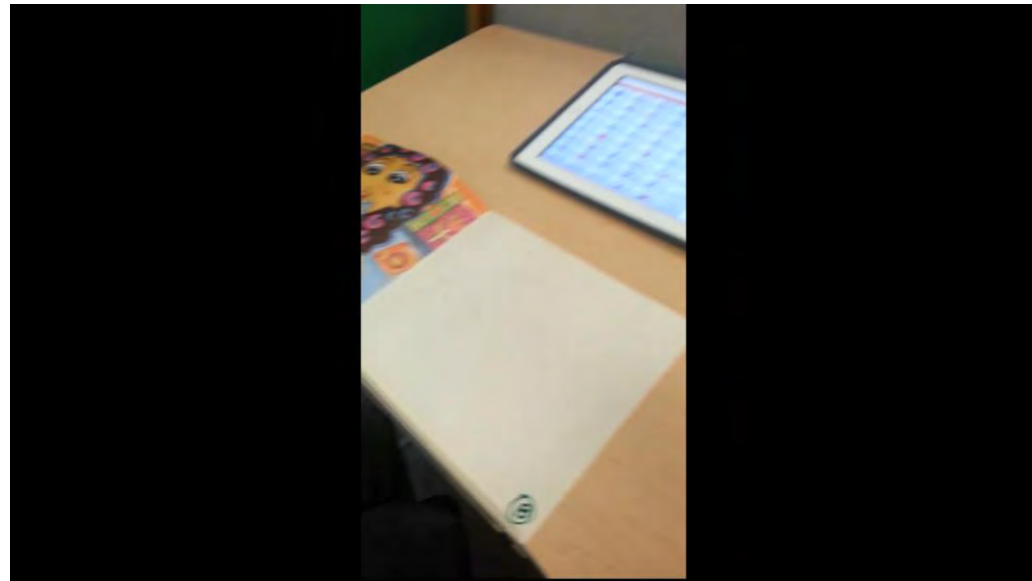
MATH ACTIVITIES

Other boards to tell time or identify shapes were created to facilitate discussion during activities.



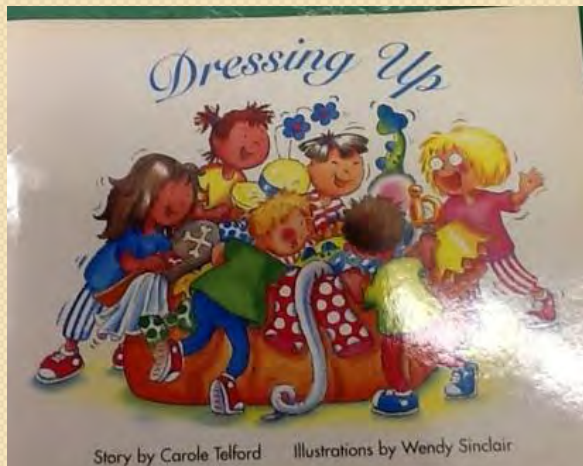
Reading Activities

- During Reading Workshop, each student participates in daily reading I:I with a teacher at their current level. After reading a text, students are to answer higher order thinking questions. Predicting the student's answers leads to the creation of thematic boards.
- In the clip, a student answers questions about a level B text entitled "What Lila Loves".

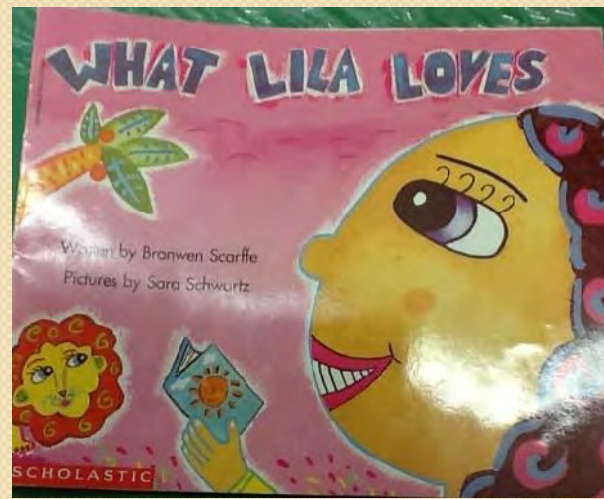


READING ACTIVITIES

Here are more samples of boards that students use to answer comprehension questions.



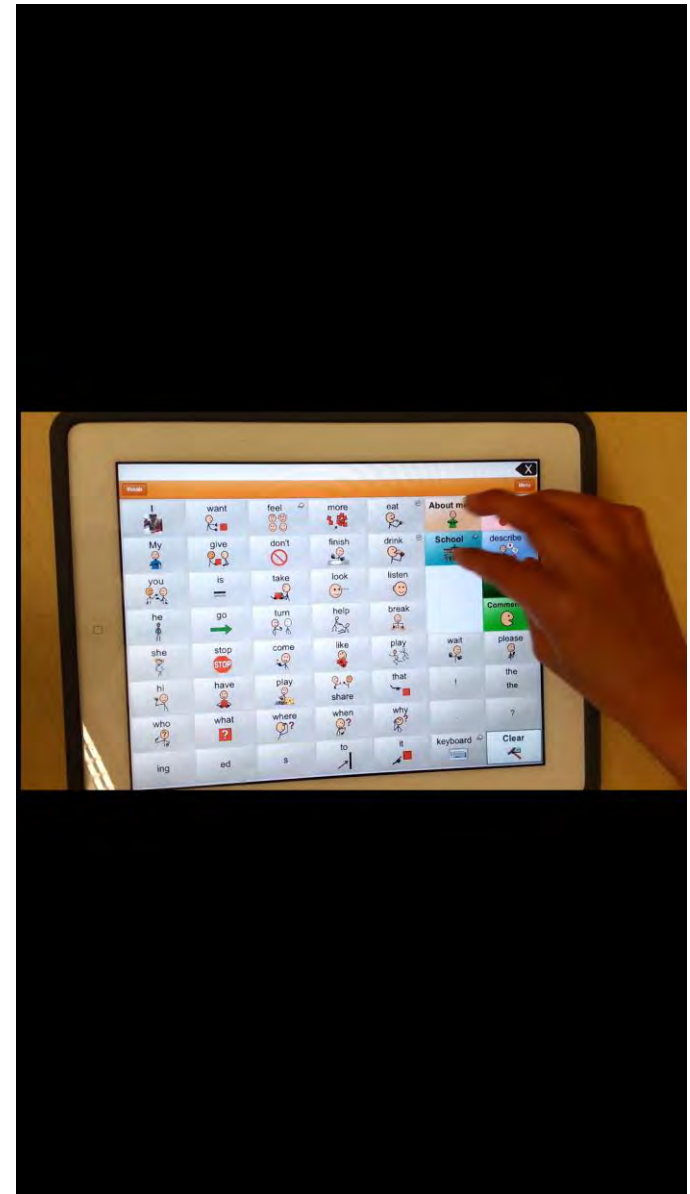
Back						Menu					
The	children 	feels 	dress up 	clown 	hot 						
He	boy 	are 	ghost 	pirate 	fun 						
She	girl 	is 	monster 	sweat 							
made	him 	will 	costume 	mouse 							
doesn't	playing 	want 	fell 	queen 							
Home 	wore 	have 		and 	clear 						



Back						Menu					
Lila 	feed	lions 	lizards 	books 	library 						
She	pick	lambs 	leaves 	magnifier 	ladybugs 						
loves	touch	and	the	a	animals						
read	smile	to	with	up	living things						
is	ing	at	non-living things	,							
look	feels 				clear 						
go back 	Yes 	No 				Home 					

Games

- The samples were created to help a student communicate during playtime. She could choose any board game or activity and initiate/respond to peers.
- The clip shows a student playing “Guess Who?” with a peer.









Here are more samples of board game communication boards.

Candyland

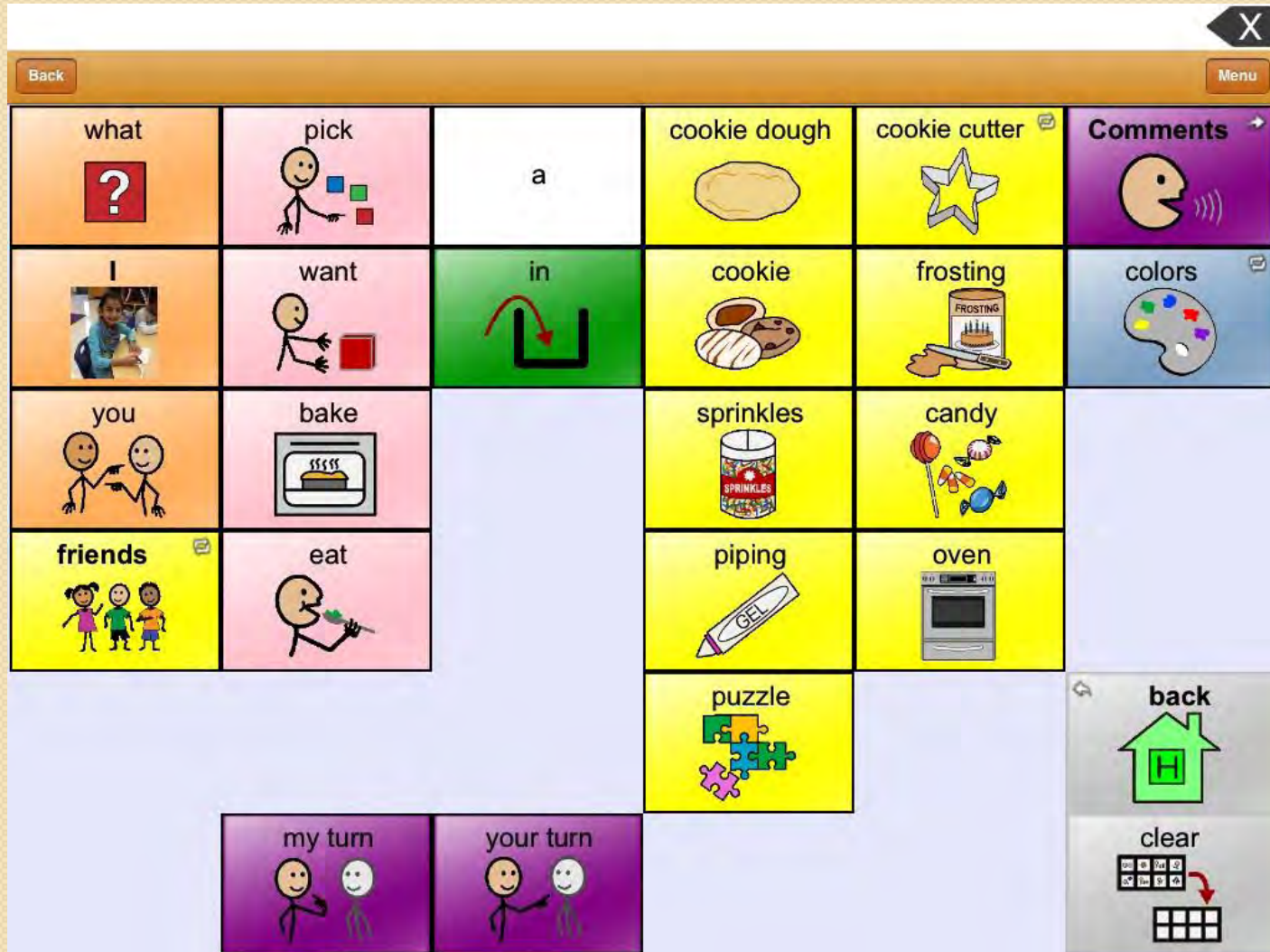


Go Fish

Back Menu

Do 	you 	have 	number 1 2 3 4 5 6 7 8 9 0
friends 	I 	a A	book 
No 	Go 	fish 	clear 
go back 	,		Home 

Cookie Doodle App



Hi Ho Cherry-O



Comments



Other Applications: Articulation

- Boards can be designed for therapy services such as Speech.
- The samples shown below were used for articulation practice.



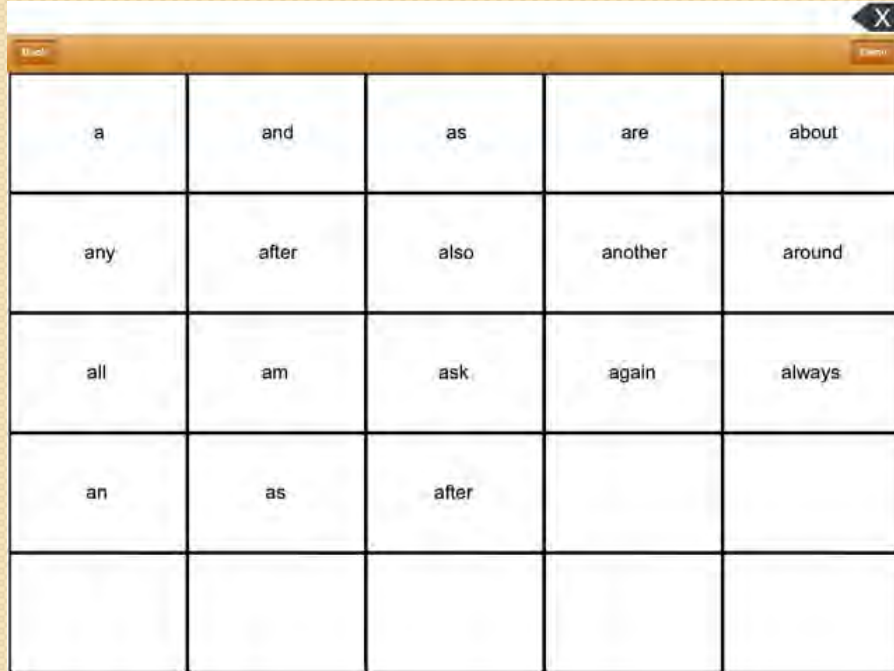
Words with the /k/ sound



Words with the initial /h/ sound

Other Applications: Writing

A board with spelling words can be created to help a student find words s/he can receptively identify but has difficulty spelling independently, as shown below



A screenshot of a digital application window titled "Board" with a close button (X) in the top right corner. The window contains a 5x5 grid of white cells with black borders. The words are arranged as follows:

a	and	as	are	about
any	after	also	another	around
all	am	ask	again	always
an	as	after		



A screenshot of a digital application window titled "Board" with a close button (X) in the top right corner. The window contains a 5x5 grid of white cells with black borders. The words are arranged as follows:

he	his	has	have	her
how	here	help	had	him

Other Applications: Group Activities

Boards can also be created to facilitate response during a group activity such as Morning Meeting.



If you have any questions, please
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