Ready, Set, Go
Success for All

Region 5 at JMU

An e-Newsletter linking people and resources to support quality practices in the education of all students

ONE SIZE DOES NOT FIT ALL

Recently I was on a trip and was waiting for my flight at the airport. As I was waiting in the airport, I began observing the people around me, and I started looking at the various methods by which people were communicating. People were using their phones to text, send emails and talk to others. Sometimes, they snapped pictures and used pictures to support their messages. Others were verbally exchanging, while one couple was communicating by American Sign Language (ASL). Some people used gestures to indicate to others that they could go before them. It is incredible when you sit back and observe how humans communicate with each other. As educators, we have a unique opportunity to help our students explore communication and find the right fit for them. Communication is indeed not a one size fits all!

Communication is any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or effective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms, and may occur through spoken or other modes (ASHA, 1992).

Get Ready to accept all forms of communication for effective instruction and participation.

"All persons, regardless of the extent or severity of their disabilities, have a basic right to affect, through communication, the conditions of their own existence." (ASHA, 1992)

Be respectful of the rights of all people for communication during all daily routines, interventions and strategies.
- Communication Bill of Rights
- Ten Things I wish My Teacher and SLP Knew about AAC

Understand the reasons we communicate.
- Reasons We Communicate

Understand the signs that a student may need augmentative and alternative communication (AAC).
- Five Signs Your Child Needs Augmentative and Alternative Communication

Use a communication inventory or assessment to determine instructional priorities in the area of communication.
- Communication Inventory for Emerging Language Learners
  - WATI Student Information Guide: Section 2 – Communication
  - WATI Communication Assessment: Part I, Part II, Part III

Get Set to provide inclusive practices and multi-modal activities to enhance learning for students using all forms of communication

Multimodal Grid of Activities
- Think of all the ways students can be creative and communicate what they have learned in various ways. Students love the power to choose! Don't want to give them all of these options? Pick a few now and change it up as the school year goes on.

Addressing Communication Needs
- Learn how to support students' communication in an inclusive classroom.

Do's and Don'ts of AAC - Multimodal Communication

AAC Boot Camp: Top 10 AAC Implementation Tips
- Have a student who uses AAC? Check out these tips for making sure they are participating and communicating in the classroom.

Go use these resources to support the communication needs in your classroom.

Person-Centered Communication Partner Checklist
- Staff or students need more information on how to be a better communication partner to someone who uses AAC? This checklist helps to find areas of need.

Communication and ASD: Communication and Social Skills Lesson Plans
- Want to learn more about communication barriers? VCU-ACE has resources in various formats to help break down what might be preventing a student from being able to

express themselves.

[AAC Boot Camp: Getting AAC Users Communicating](#)
- Clear and to the point chart about what to do and what not to do with AAC users! Print to give to students, staff or parents, hang it up as a reminder to everyone or use it as a way to structure a short staff training on AAC.

[AAC Language Lab Lesson Plans](#)
- Have instant access to a variety of activities that you can do with your students based on specific language objectives.

[Get Practical Ideas for Building Language](#)
- Check out ideas and materials to support modeling and AAC learning

References

American Speech-Language Hearing Association (ASHA). (1992). Guidelines for Meeting the Communication Needs of Persons with Severe Disabilities. Retrieved from https://www.asha.org/policy/GL1992-00201/#sec1.1.3

Virginia Department of Education. (n.d.). Meeting the Communication Needs of Students with Complex Communication Needs. Retrieved from https://doe.virginia.gov/special_ed/tech_asst_prof_dev/e-learning/modules/meeting_needs_complex_comm_needs/story_html5.html

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