

Introduction:

The Common Core State Standards (CCSS) were released in the United States (US) in July 2010. They represent the first-ever effort in the US to establish a common set of learning standards that apply across states and students. Since the release, most states across the US have adopted the CCSS or similar college and career readiness standards (CCRS) that apply to *all* students (ACT, 2011), including students with significant cognitive disabilities and/or complex communication needs (CCN). In order to meet the standards, students need to engage in critical thinking that involves discussion, collaborate with peers, and build a foundation of information to use in developing new knowledge (Albert Shanker Institute, 2011).

Main Argument:

Students with CCN face numerous challenges in accessing the academic curriculum. To address these challenges, instruction must systematically target both communication needs and the development of academic content knowledge and skills. Many educators and clinicians find this a daunting challenge for which they feel inadequately prepared (ASHA, 2012). Because the academic demands of CCRS are more rigorous than previous standards and have a clear emphasis on speaking, listening, and language from kindergarten through 12th grade, educators and clinicians would benefit from professional development targeting instructional strategies that highlight the importance of language and communication.

Focus of Presentation:

Fortunately, the US Department of Education, Office of Special Education Programs (OSEP) funded two consortia to develop alternate assessments for the new standards, which include a professional development component. The presenters of the proposed session are members of the OSEP funded Dynamic Learning Maps (DLM™) Alternate Assessment Consortium. We will present information about the system of professional development created as part of this effort and show educators and clinicians how the free professional development modules and instructional resources can support their work with students with CCN and their efforts to support others who work with these students. This information is directly applicable to educators and clinicians in English speaking countries and may be helpful to others who can translate information from these modules to instruction provided in other languages.

Based on the standards and input from 18 member states, the DLM team created 50 professional development modules covering general principles of instruction and communication, as well as instruction for students with significant disabilities, including CCN, in English language arts and mathematics. Each module is available in 2 formats. Self-directed modules are available free of charge, online, on-demand and require approximately 30-40 minutes to complete. To date, more than 82,000 self-directed modules have been completed by educators and others in the US, Canada, Australia, New Zealand, and non-English speaking

countries such as Germany, Saudi Arabia, and Cyprus. Facilitated modules are also available free of charge and are meant to be delivered to groups. Facilitated modules require approximately 45-60 minutes and feature video-based content delivery and ready-made activities that are intended to help teams and groups of professionals apply the content to their own experience. The facilitated modules are especially useful to professionals charged with providing training for others. All modules include fully prepared learning activities with examples, and many also include videos of students with CCN engaging in instruction. While all of the modules are relevant, those that particularly apply to instructing students with CCN include:

- Beginning Communicators
- Symbols
- DLM Core Vocabulary and Communication
- Speaking and Listening
- Supporting Participation in Discussion
- Emergent Writing
- Text Comprehension: Anchor-Read-Apply

The DLM professional development system also includes a virtual community of practice open to anyone who would like to participate. The virtual community of practice includes discussion forums, a blog, and numerous downloadable resources and materials. Resources with a particular focus on students with CCN are:

- The DLM Core Vocabulary resources. These include: (1) a list of research-based core vocabulary words ranked in order of utility for communication addressing the standards; (2) a variety of printable communication overlays created by the DLM professional development team and several state members; and (3) downloadable set-ups for use on several voice output communication devices.
- The information and materials needed to create alternate pencils for students who cannot use a conventional pencil, pen or keyboard to communicate through written text.
- Shared Reading Vignettes, which provide descriptions and examples of what shared reading looks like with students of all ages who are at pre-symbolic, beginning symbolic, and early oral language levels.
- Text comprehension lesson plans

Content:

The content of the proposed session will address how to access the DLM professional development website, a review of the available resources, and discussion regarding which modules and materials are most applicable to educators and clinicians working with students with CCN. The presenters will also highlight specific materials that can be used to promote ongoing language and communication development in the classroom including how to maximize participation opportunities for students who use AAC. This session will also include video examples from modules and sources for free instructional

resources and materials that can be used when working with students across a variety of ages.

Declaration of Interest:

The authors disclose that the system of professional development materials described in this presentation was created as part of a grant sponsored by the US Department of Education, OSEP (84.373X100001), and the presenters' salaries were partially funded by this grant.

Partial list of references.

- ACT. (2011). *Affirming the goal: Is college and career readiness an internationally competitive standard?* Retrieved from <http://www.act.org/research/policymakers/reports/affirmingthegoal.html>
- Albert Shanker Institute. (2011). A call for common content: Core curriculum must build a bridge from standards to achievement. *American Educator*, 35(1), 41-45.
- American Speech-Language Hearing Association (ASHA) (2012). *2012 schools survey: SLP caseload characteristics*. Retrieved February 27, 2014, from <http://www.asha.org/uploadedFiles/Schools-2012-Caseload.pdf>



The U.S. Society of Augmentative & Alternative Communication is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.



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In compliance with American Speech-Language Hearing Association’s Continuing Education Board’s Requirements, ISAAC Conference 2016 requires program planners and instructional personnel to disclose information regarding any relevant financial and non-financial relationships related to course content prior to and during course planning.

Based on the information provided, ISAAC Conference 2016 will engage the program planner /instructional personnel in a guided interview process which seeks to understand how the relevant financial or nonfinancial relationship may influence the content of the course.

Program Planner/Instructional Personnel’s Name: Penelope Hatch

Course Title: Teaching Students with Complex Communication Needs: Free Professional Development and Instructional Resources

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To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all program planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization.

I am in compliance with these policies: PH (INITIAL HERE)

Relevant financial relationships are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, gift, speaking fee, consulting fee, honoraria, ownership interest (e.g., stocks, stock options, or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial relationships can also include “contracted research” where the institution gets the grant and manages the funds and the individual is the principal or named investigator on the grant.

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I attest that the information in this disclosure is accurate at the time of completion and I agree to notify ISAAC Conference 2016 (conference2016@isaac-online.org) of any changes to this information between now and the scheduled presentation date. **I also understand that all completed Disclosure Forms must be incorporated within my paper proposal, as part of my Long or Extended abstract upload to the ISAAC Conference 2016 paper submission system.**

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Date 10.28.15

Envelope Hatch



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Planner/Presenter name: Penelope Hatch and Karen Erickson

Financial relationship with (name of Company/Organization): United States Department of Education, Office of Special Education Programs

Date form completed: 10.28.15

What was received? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Salary | <input type="checkbox"/> In kind |
| <input type="checkbox"/> Consulting fee | <input checked="" type="checkbox"/> Grants |
| <input type="checkbox"/> Intellectual property rights | <input type="checkbox"/> Gift |
| <input type="checkbox"/> Speaking fee | <input type="checkbox"/> Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds) |
| <input type="checkbox"/> Royalty | |
| <input type="checkbox"/> Honoraria | |
| <input type="checkbox"/> Hold patent on equipment | |
| <input type="checkbox"/> Other financial benefit (please describe): | |

For what role? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Employment | |
| <input type="checkbox"/> Management position | |
| <input type="checkbox"/> Teaching and speaking | |
| <input type="checkbox"/> Board membership | |
| <input type="checkbox"/> Ownership | |
| <input type="checkbox"/> Consulting | |
| <input type="checkbox"/> Membership on advisory committee or review panels | |
| <input type="checkbox"/> Independent contractor (including contracted research) | |
| <input checked="" type="checkbox"/> Other activities (please describe): | Research and development of professional development and instructional resources. |



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What is the nature of the non-financial relationship? (Check and complete all that apply)

- Personal, please describe:
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- Bias, please describe:
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For what role?

- Volunteer employment
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- Board membership
- Volunteer consulting
- Volunteer membership on advisory committee or review panels
- Other volunteer activities (please describe):