

Project Core

A Stepping-Up Technology Implementation Grant
Directed by the Center for Literacy and Disability Studies at UNC-Chapel Hill

Aided Language Input
Learning to Use Symbols to Communicate

FACILITATOR GUIDE



© 2019 The Center for Literacy and Disability Studies
Department of Allied Health Sciences
University of North Carolina at Chapel Hill
321 South Columbia St., Suite 1100
Chapel Hill, NC, 27599-7335
CLDS Website: <http://www.med.unc.edu/ahs/clds>
Project Core: <http://www.project-core.com>

Aided Language Input Learning to Use Symbols to Communicate

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Module Notes

This guide describes the preparation, flow, video segments, and learning activities for this module.

The guide is set up with the following formatting:

Script for the facilitator to SAY is written like this.

Instructions for the facilitator to DO are written like this.

Possible answers are written like this.

Icon Glossary



VIDEO: This icon indicates when a video segment should be played.



ACTIVITY: This icon indicates when a learning activity should occur.



FACILITATOR NOTES AND IDEAS: This icon indicates an open space where facilitators can add their own reflections, examples, points of emphasis, etc.

Facilitator Introduction

What Does a Facilitator Do?

A facilitator manages the flow and discussion of the professional development (PD) by

- keeping the PD and discussions on track,
- encouraging all members to participate,
- recognizing and utilizing the unique contributions of each member, and
- playing an active and critical role in all aspects of the PD session.

What Makes a Good Facilitator?

Good facilitators

- prepare prior to the PD session,
- value people and their ideas,
- communicate clearly,
- keep discussions on topic, and
- manage time to respect announced beginning and ending times.

What Are the Facilitator’s Basic Responsibilities?

1. Establish the Purpose
 - a. Communicate the objectives of the module in a way that is meaningful to the participants.
 - i. Motivation to participate and learn are increased when the benefit is clear.
 - b. Help the participants connect the content to their own learning needs.
2. Support Learning
 - a. Respect participants’ knowledge and experience and use it as a resource in the learning process.
 - b. Pause the video and encourage discussion when information needs to be emphasized or it relates directly to something the staff has experienced.
 - c. Avoid reading the script verbatim. Instead, familiarize yourself with the information prior to delivering the module and use it as a guide to support your interaction with participants.
3. Support Participation
 - a. Use the activities to help participants integrate the information in the module with their personal experiences.

- b. Encourage participants to interact while completing activities to help them retain information.
 - c. Encourage various participants to share with the group. Hearing other participants' ideas may help individuals retain the information better.
 - d. Think aloud and reflect on the ways this new information does and does not relate to what you already know. Encourage participants to do the same.
 - e. Seek questions from participants. When appropriate, bring individual questions back to the group to discuss. Work together to construct answers based on what has been presented in the module and incorporate your own responses.
4. Focus on Application and Use
- a. Work in teams to plan or solve problems regarding the application of the module content with students.

The facilitator guide provides support to help you be a good facilitator, but there are also open sections in the guide for you to use when planning and during the session to make notes about relevant examples from your own experience, observations, and knowledge of the participants.

Trouble Shooting Tips

As a facilitator, you may be required to intervene to keep the workshop on track. Listed below are some tips for intervening in particular circumstances.

1. Staying on-task and on-time.
 - a. Your participants likely have a specified amount of time to complete each module. With groups of passionate and knowledgeable people, it is easy to veer off onto other topics or get side-tracked by details of a conversation. In order to help the group stay focused, you may want to:
 - i. Remind the group of the "keep focused" expectation.
 - ii. Explicitly re-focus the group back to the topic.
 - iii. Close the item and set it aside in a "parking lot."
 - iv. Ask participants to help you decide how to proceed.
2. Dealing with unproductive behavior.
 - a. Difficult behavior is often unintentional or occurs as the result of emotionally charged situations. You might be dealing with inattentive members who are engaging in side-bar conversations, taking calls or indiscreetly dealing with e-mail. You might also be dealing with personal

agendas or other forms of disrespectful behavior. A mild intervention will most often assist you in dealing with the behavior. For example

- i. Use gentle and appropriate humor to redirect.
- ii. Directly restate the ground rules.
- iii. Direct your questions to the individual for clarification.
- iv. Ask participants to shift and work with different groups for the next activity.
- v. Seek help from the group.
- vi. Address the issue at a break.

3. Stimulating Active Participation.

- a. While passionate people often have a lot to say and suggestions for action, it is not uncommon for PD sessions to experience lulls. You might want to use the following techniques to keep the conversation going.
 - i. Use probing questions.
 - ii. Give an example to see if it sparks ideas.
 - iii. Call on individuals in the group.
 - iv. Invite debate.

Module Overview

About This Module

The goal of this module is to describe how adults in the classroom can demonstrate the use of graphic symbols to help beginning communicators learn to communicate more effectively.

Learning Outcomes

- Participants will be able to identify 3 examples of early communication behaviors that could be used to teach symbols.
- Participants will be able to describe 3 benefits of demonstrating use of core vocabulary symbols.
- Participants will list 3 basic components of aided language input.



Facilitator Notes

Materials and Equipment

MATERIALS	EQUIPMENT
For the Facilitator: <ul style="list-style-type: none"> • Video of <i>Aided Language Input</i> • Activity 1 Handout: Communicating with Symbols: Encouraging or Requiring? • Activity 2 Handout: Connecting Symbols to Expression • Course Evaluation Form • Agenda 	For the Facilitator: <ul style="list-style-type: none"> • Chart paper or Whiteboard • Extra Pens and Pencils • Laptop • LCD Projector • Speakers appropriate for the room size

Module Preparation Checklist

Task	✓
Obtain and test LCD projector and personal computer	
Obtain chart paper or confirm there is a whiteboard in the presentation space.	
Obtain markers for chart paper or whiteboard	
Copy participant materials.	
<ul style="list-style-type: none"> • Participant Handouts 	
<ul style="list-style-type: none"> • Workshop evaluation form 	
<ul style="list-style-type: none"> • Agenda 	
Obtain and test Video of <i>Aided Language Input</i> (found on project-core.com)	
Set up chart paper	

Workshop Schedule

		Content	Activity
Section 1	<i>Introduction</i> 5 min	Review of Learning Outcomes and handouts.	
Section 2	<i>Demonstrating Symbol Use</i> 23 min	How to demonstrate symbol use for beginning communicators.	Communicating with Symbols: Encouraging or Requiring?
Section 3	<i>Expanding Symbol Use</i> 17 min	Adults can help beginning communicators connect symbols to other forms of expression.	Connecting Symbols to Expression
Section 4	<i>Supporting All Communicators</i> 8 min	Adults in the environment actively model the use of Universal Core throughout the day.	Summarize each section of the video by brainstorming ideas for classroom application.
Section 5	<i>Wrap-up</i> 10 min	Assessment and closing information. Request facilitator(s) and participants complete a 2-minute survey at: project-core.com/PDSurvey	

Module Instructions

SECTION 1—Introduction

Expected Time: 5 minutes

Greet participants and discuss any housekeeping information they may need.



Facilitator Notes

State the title of the module and briefly review the learning objectives.

Welcome everyone. Today we will be discussing Aided Language Input. We will review the benefits of aided language input and the teaching strategies that underlie the concept.

Introductions: See who is in your audience. If the participants are well known to you, skip introductions.

As we get started, I would like to know a bit about who is here today.
Raise your hand if you are a classroom teacher.

How many of you are speech-language pathologists?

Are there any occupational therapists here today?

Physical therapists?

Teaching assistants?

How about school psychologists?

School administrators?

Did I miss anyone?

Ask anyone who raises a hand to say what job he/she does.

Review list of handouts.

I'm glad all of you could be here today. We will begin the recorded presentation in a few minutes, but before that, please take a moment to review the handout packet you received. You should have a copy of the following documents:

Today's agenda

Communicating with Symbols: Encouraging or Requiring? The handout for Activity 1 and

Connecting Symbols to Expression, the handout for Activity 2

Make sure everyone has all of the handouts.

Does everyone have a copy of each of these?

Supply extra handouts to anyone who needs them.

You need these handouts for the activities we will do during today's session. Does anyone have any questions?

Pause to see if there are questions and respond as appropriate.

If there are no (more) questions, let's go ahead and get started.

Explain the reason for today's session and start the module.

As you all know, we have made a commitment to increasing our focus on communication for all our students. Today's module will help us think about how we can demonstrate the use of augmentative and alternative communication symbols to help beginning communicators learn to use symbols to communicate.

SECTION 2—Demonstrating Symbol Use

Expected Time: 23 minutes



Facilitator Notes

We're going to start our session by watching a video segment and then pause the video to do an activity together. If you have questions during the segment, please write them down so we can discuss them when we pause the video. If your questions can't wait, let me know so we can pause the video and address them. Let's watch the first section of the video to learn about how to get started using core vocabulary in supportive and meaningful ways.



Start the video.

At the 7:41-minute mark you will see "Activity 1", pause the movie to complete activity 1.

We're going to pause the module now so we can do Activity 1.



LEARNING ACTIVITY 1

Communicating with Symbols: Encouraging or Requiring?

Expected Time: 15 minutes

See Appendix A for Activity 1



Facilitator Notes

Materials

- Activity 1 Handout: Communicating with Symbols: Encouraging or Requiring?

Ask participants to locate the handout.

Please find the handout, *Communicating with Symbols: Encouraging or Requiring?* for activity 1.

Ask participants to work in pairs to complete the activity and give directions.

Ok, let's take a look at the handout. There are several examples of adults using symbols to communicate with students. For each example, decide whether the adult is encouraging or requiring the student to use symbols. You can work on your own or with a partner. You will have about 5 minutes to complete the handout and then we will discuss your thoughts. You may get started.

After 5 minutes pull the group back together and facilitate a group discussion.

Now let's go through the list. Raise your hand if you thought the first example where the adult was demonstrating the symbol DO was encouraging symbol use. Raise your hand if you thought the adult was requiring symbol use. Will someone volunteer to say why they chose their response?

Wait to see if someone will volunteer, and if not, you explain your response. Highlight the fact that the adult uses hand-over-hand prompting to make the student touch the symbol, so she was requiring the student to use it.

Continue through the list of scenarios. The correct responses can be found in Appendix B.

Wrap up the discussion and bring participants' attention back to the movie.

SECTION 3—Expanding Symbol Use

Expected Time: 17 minutes



Facilitator Notes

Now let's watch the next segment of our movie to learn about how to expand your students' use of symbols.



Start the movie and complete the video.

At the 14:09-minute mark you will see “Activity 2”, pause the movie to complete activity 2.

We’re going to pause the module for a moment to complete Activity 2.



LEARNING ACTIVITY 2

Connecting Symbols to Expression

Expected Time: 10 minutes

See Appendix A for Activity 2



Facilitator Notes

Materials

- Activity 2 Handout: Connecting Symbols to Expression

Ask participants to locate handout 2 and give directions.

Please find the handout called *Connecting Symbols to Expression* for activity 2. For this activity you will read each of the scenarios, identify the behavior the student is using to communicate, and think about how you could demonstrate at least one Universal Core vocabulary symbol. For example, the first scenario says, ‘During shared reading the student stops what he/she is doing and looks directly at the page.’ In this example the behavior is looking at the book, so the adult could say, ‘I see you looking at the book. I think you like that! I like it too,’ while pointing to the Universal Core vocabulary symbols for I, LIKE, or IT. Look at the Universal Core symbols on the backside of your paper. What else could you say?

Pause and let people call out possibilities. Other ideas: 'Oh, that's different' or 'What do you think that is?'

Now let's think about what core symbols we could point to, to demonstrate use. Work in pairs or small groups and complete the rest of the handout. I will be coming around the room if you have a question. You will have 5 minutes, and then we will get back together and go through some of your ideas.

Bring the group back together after 5 minutes and discuss their ideas.

Let's come back together and go through the scenarios.

Allow participants to volunteer their ideas or call on individuals you noticed as you went around the room.

Possible responses for Activity 2 can be found in Appendix B.

Direct participants' attention back to the movie.

Let's watch the rest of the presentation to learn how to provide aided language input to a diverse group of communicators during a lesson and then we will work together to plan how we will use these ideas in our classrooms.

SECTION 4—Supporting All Communicators

Expected Time: 8 minutes



Facilitator Notes



Start the movie and complete the video.

Use the chart paper to capture ideas:

I want us to take a few minutes and highlight some of the ideas we learned about today. I'll take notes for us. Let's start by brainstorming some ideas about how we are going to provide students with an individual AAC system throughout the day.

Pause to allow participants to contribute. Ideas: Print an appropriate version of the Universal Core for any students that does not already have a system or device, tape core words to desk, use poster size classroom system of the Universal Core, program Universal Core on tablet, use the smartboard.

Now let's brainstorm some ideas about when and where we can demonstrate the use of the core vocabulary throughout the day.

Pause to allow participants to contribute. Ideas: playground, academics, lunch, community-based outings, specials like PE and Art, and any social event.

And finally, how can we help ourselves begin to think in core?

Pause to allow participants to contribute. Ideas: Carry a board everywhere, remind one another, jump in when you notice a good time to demonstrate a word.

SECTION 5—Wrap-up

Expected Time: 8 minutes



Facilitator Notes

Hand out the Assessment.

Finally, we are going to take a quick assessment. Don't be overly concerned. It's just five questions but it will help you reflect on today's information and it will help me understand what I might need to do differently in the future.

Wrap up the session. Have participants complete any final paperwork that is needed (e.g., an evaluation, sign out to document attendance, etc.)

That completes the Aided Language Input module. Please complete a brief survey about this PD session at: project-core.com/PDSurvey. Take your handouts with you so that you may refer back to them as we continue to learn about demonstrating symbol use for beginning communicators. Thanks for your attention and participation.

CEUs

Project Core does not provide CEUs for the completion of modules. However, states and/or local education agencies (LEAs) are encouraged to use the information provided in **Appendix C** to help facilitate the application process required by your state or LEA to secure CEUs for the completion of this module.

Appendix A

Agenda

Aided Language Input

		Content	Activity
Section 1	<i>Introduction</i> 5 minutes	Review of Learning Outcomes and handouts.	
Section 2	<i>Demonstrating Symbol Use</i> 23 minutes	How to demonstrate symbol use for beginning communicators.	Communicating with Symbols: Encouraging or Requiring?
Section 3	<i>Expanding Symbol Use</i> 17 minutes	Adults can help beginning communicators connect symbols to other forms of expression.	Connecting Symbols to Expression
Section 4	<i>Supporting All Communicators</i> 8 minutes	Adults in the environment actively demonstrate the use of the Universal Core vocabulary throughout the day.	Summarize each section of the video by brainstorming ideas for classroom application.
Section 5	<i>Wrap-up</i> 10 minutes	Assessment and closing information. Request facilitator(s) and participants complete a 2-minute survey at: project-core.com/PDsurvey	

Communicating with Symbols: Encouraging or Requiring

Aided Language Input Learning Activity 1

Directions: Look at these adult interactions with students and decide whether they are encouraging or requiring symbol use.

Adult Comment to Student	Encouraging	Requiring
"This is the symbol for the word, DO. I'll help you touch it."		
"I see you smiling. I think you LIKE this," while pointing to the symbol for LIKE.		
"I see you reaching for MORE. Here's MORE. You can point here to say MORE too," while pointing to the symbol.		
"Let's get ready to GO to PE," while pointing to the symbol for GO.		
While pointing to the symbols LIKE and NOT, "Do you LIKE it or NOT? Tell me. Which one is it?"		
"I will STOP if you point here," while pointing to STOP.		
"I saw you smile at Betsy's art work. She must have done a GOOD job," while pointing to GOOD."		
"I saw you push that away. If you're done, you can tell me FINISHED," while touching the symbol.		

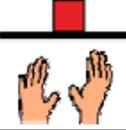
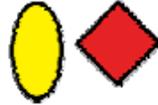
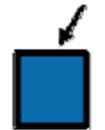
Connecting Symbols to Expression

Aided Language Input Learning Activity 2

Directions: Following the first example, read each of the scenarios and:

1. Write down how you would label the student's behavior.
2. Write down what you might say in reference to the scenario.
3. Write down the symbol(s) you would use to express a similar message.

Scenario	Label the behavior	What you could say	Symbols you can point to
1. During shared reading the student stops what he/she is doing and looks directly at the page.	"I see you looking at that."	"You like that! I like it too."	I, like, it
2. When it is time for PE the student begins rocking back and forth.			
3. During independent reading the student closes the book and pushes it away.			
4. Playing a number game and student reaches for the number cubes.			
5. During art, student hands the teacher a bottle of glue.			
6. Student stops choosing letters during independent writing.			

like 	want 	get 	make 	good 	more 	
not 	go 	look 	turn 	help 	different 	
I 	he 	open 	do 	put 	same 	
you 	she 	that 	up 	all 	some 	
it 	here 	in 	on 	can 	finished 	
where 	what 	why 	who 	when 	stop 	

The Picture Communication Symbols ©1981–2015 by Mayer-Johnson LLC. All Rights Reserved Worldwide. Used with permission.

Assessment

Aided Language Input

Name: _____ Date: _____

1. What is aided language input?
 - a. Tell students which symbol to use.
 - b. Demonstrate how to use symbols during meaningful interactions.
 - c. Require students to say specific responses to specific questions.
 - d. Demonstrate use of a symbol and then ask student to point to it.

2. In order for students to learn to use symbols to communicate teachers must (choose one):
 - a. Give each student a personal communication system.
 - b. Demonstrate symbol use as often as possible.
 - c. Encourage students to begin using symbols in supportive and meaningful contexts.
 - d. All of the above.

3. True False
Encourage students to use symbols when they communicate but do not require them to.

4. When helping students make a connection between the communication behaviors they have and symbols, teachers should do all of the following EXCEPT:
 - a. Demonstrate how that same idea could be expressed with a symbol
 - b. Label the behavior you observe
 - c. Ignore the behavior
 - d. Honor the behavior with a response

5. What does it mean to think in core?
 - a. Learn to say and demonstrate only core words.
 - b. Learn to say and demonstrate things in a way that maximizes the use of the core symbols throughout the day.
 - c. Learn to use and demonstrate core words only in nonacademic activities.
 - d. Learn to use and demonstrate core words only in academic activities

Appendix B

Communicating with Symbols: Encouraging or Requiring

Aided Language Input Learning Activity 1

Directions: Look at these adult interactions with students and decide whether they are encouraging or requiring symbol use.

Adult Comment to Student	Encouraging	Requiring
"This is the symbol for the word, DO. I'll help you touch it."		<input checked="" type="checkbox"/>
"I see you smiling. I think you LIKE this," while pointing to the symbol for LIKE.	<input checked="" type="checkbox"/>	
"I see you reaching for MORE. Here's MORE. You can point here to say MORE too," while pointing to the symbol.	<input checked="" type="checkbox"/>	
"Let's get ready to GO to PE," while pointing to the symbol for GO.	<input checked="" type="checkbox"/>	
While pointing to the symbols LIKE and NOT, "Do you LIKE it or NOT? Tell me. Which one is it?"		<input checked="" type="checkbox"/>
"I will STOP if you point here," while pointing to STOP.		<input checked="" type="checkbox"/>
"I saw you smile at Betsy's art work. She must have done a GOOD job," while pointing to GOOD."	<input checked="" type="checkbox"/>	
"I saw you push that away. If you're done, you can tell me FINISHED," while touching the symbol.	<input checked="" type="checkbox"/>	

Connecting Symbols to Expression

Aided Language Input Learning Activity 2

Below are additional ideas you can share if participants need support. Remind participants that if their students are not yet using symbols, they should only demonstrate 1 or 2 symbols for each scenario.

Scenario	Label the behavior	What you could say	Symbols you can point to
1. During shared reading the student stops what he/she is doing and looks directly at the page.	"I see you looking at that."	"You like that! I like it too."	you, I, like, it
2. When it is time for PE the student begins rocking back and forth.	"You are rocking with excitement."	"Let's go! You want to GO to PE."	you, want, go
3. During independent reading the student closes the book and pushes it away.	"You pushed the book away."	"STOP, I think you want to STOP reading. You can tell me, 'I want to STOP.'"	stop, I, want
4. Playing a number game and student reaches for the number cubes.	"I see you reaching."	"Oh, you WANT a TURN."	you, want, turn
5. During art, student hands the teacher a bottle of glue.	"You gave me the glue."	"You WANT me to OPEN."	you, want, open
6. Student stops choosing letters during independent writing.	"You stopped choosing letters."	"I think you are FINISHED. You can tell me, I am FINISHED."	I, you, finished

Assessment

Aided Language Input

Name: _____ Date: _____

1. What is aided language input?
 - a. Tell students which symbol to use.
 - b. **Demonstrate how to use symbols during meaningful interactions.**
 - c. Require students to say specific responses to specific questions.
 - d. Demonstrate use of a symbol and then ask student to point to it.

2. In order for students to learn to use symbols to communicate teachers must (choose one):
 - a. Give each student a personal communication system.
 - b. Demonstrate symbol use as often as possible.
 - c. Encourage students to begin using symbols in supportive and meaningful contexts.
 - d. **All of the above.**

3. **True** False
Encourage students to use symbols when they communicate but do not require them to.

4. When helping students make a connection between the communication behaviors they have and symbols, teachers should do all of the following EXCEPT:
 - a. Demonstrate how that same idea could be expressed with a symbol
 - b. Label the behavior you observe
 - c. **Ignore the behavior**
 - d. Honor the behavior with a response

5. What does it mean to think in core?
 - a. Learn to say and demonstrate only core words.
 - b. **Learn to say and demonstrate things in a way that maximizes the use of the core symbols throughout the day.**
 - c. Learn to use and demonstrate core words only in nonacademic activities.
 - d. Learn to use and demonstrate core words only in academic activities

Appendix C

Information for CEUs

Aided Language Input

Project Core does not provide CEUs for the completion of modules. However, states and/or local education agencies (LEAs) are encouraged to use the information provided below to help facilitate the application process required by your state or LEA.

Module Objectives

1. Participants will be able to identify 3 examples of early communication behaviors that could be used to teach symbols.
2. Participants will be able to describe 3 benefits of demonstrating use of core vocabulary symbols.
3. Participants will list 3 basic components of aided language input.

Author Bios

Karen Erickson, Ph.D., Director of the Center for Literacy and Disability Studies, is a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy assessment and instruction for struggling readers of all ages including those with significant cognitive disabilities. Karen is co-developer of the Tar Heel Reader online library of accessible books for beginning readers, as well as several other assistive and learning technologies. She is a former teacher of children with significant disabilities.

Lori Geist, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies (CLDS) at the University of North Carolina at Chapel Hill. She is a certified speech-language pathologist with an emphasis in assistive technology and augmentative communication. Dr. Geist's PhD is in Computing Technology in Education from the School of Computer and Information Sciences at Nova Southeastern University. Prior to joining the CLDS team, Dr. Geist led a clinical research and development team for DynaVox Technologies.

Claire Greer, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. She has worked for the North Carolina Department of Public Instruction as Consultant for Autism, Severe Intellectual Disabilities and Multiple Disabilities and was the Director of the North Carolina Deaf-Blind Project. She has worked for the States of North Carolina, Kentucky and Wyoming as a Classroom Teacher, Program Specialist, Educational Director, and Exceptional Children Consultant.

Penny Hatch, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research includes language and literacy development for students with significant cognitive disabilities and complex communication needs. Prior to earning her Ph.D., Dr. Hatch worked as a school-based speech-language pathologist, specializing in augmentative and alternative communication and assistive technology.

Agenda

		Content	Activity
Section 1	<i>Introduction</i> 5 min	Review of Learning Outcomes and handouts.	
Section 2	<i>Demonstrating Symbol Use</i> 23 min	How to demonstrate symbol use for beginning communicators.	Communicating with Symbols: Encouraging or Requiring?
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Section 5	<i>Wrap-up</i> 10 min	Assessment and closing information. Request facilitator(s) and participants complete a 2-minute survey at: project-core.com/PDsurvey	