No Mode of Communication: Explained

Open Office Hours

December 12, 2019

Indiana Resource Network

See a full list of resource centers and descriptions of their work at
www.doe.in.gov/specialed/indiana-resource-network
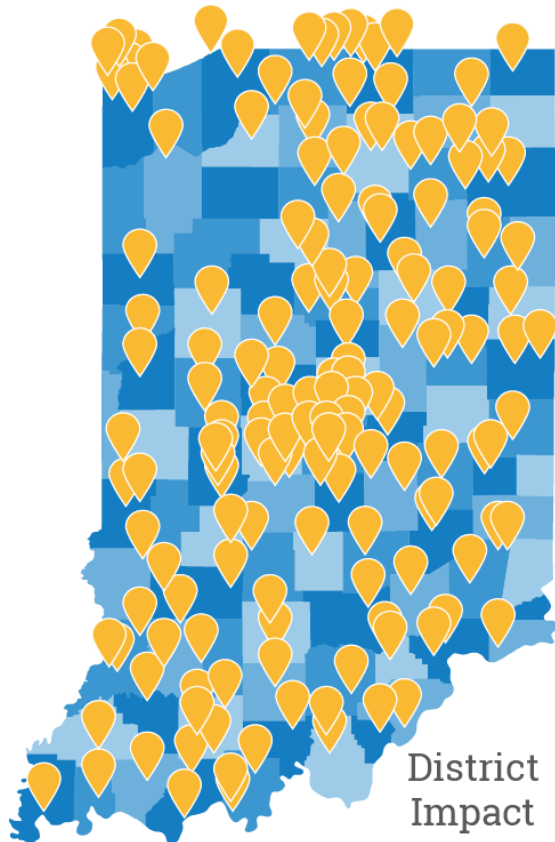
Project SUCCESS

www.projectsuccessindiana.com

Project SUCCESS supports districts to ensure that students with significant disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job-embedded professional development focused on academic instruction, communication, and employability skills.

Topics Frequently Covered:
- ⬤ Unpacking Content Connectors
- ⬤ Curriculum Mapping
- ⬤ Goal Writing
- ⬤ Formative Assessment
- ⬤ Certificate of Completion

Types of Support:
- ⬤ On-site Professional Development
- ⬤ Summer Institutes
- ⬤ Webinars
- ⬤ State/National Conferences
- ⬤ Online Tools and Resources

District Impact

> "As a result of partnering with Project SUCCESS, my students are achieving at a much higher level as I am providing access and exposure to grade-level content connectors and curriculum."
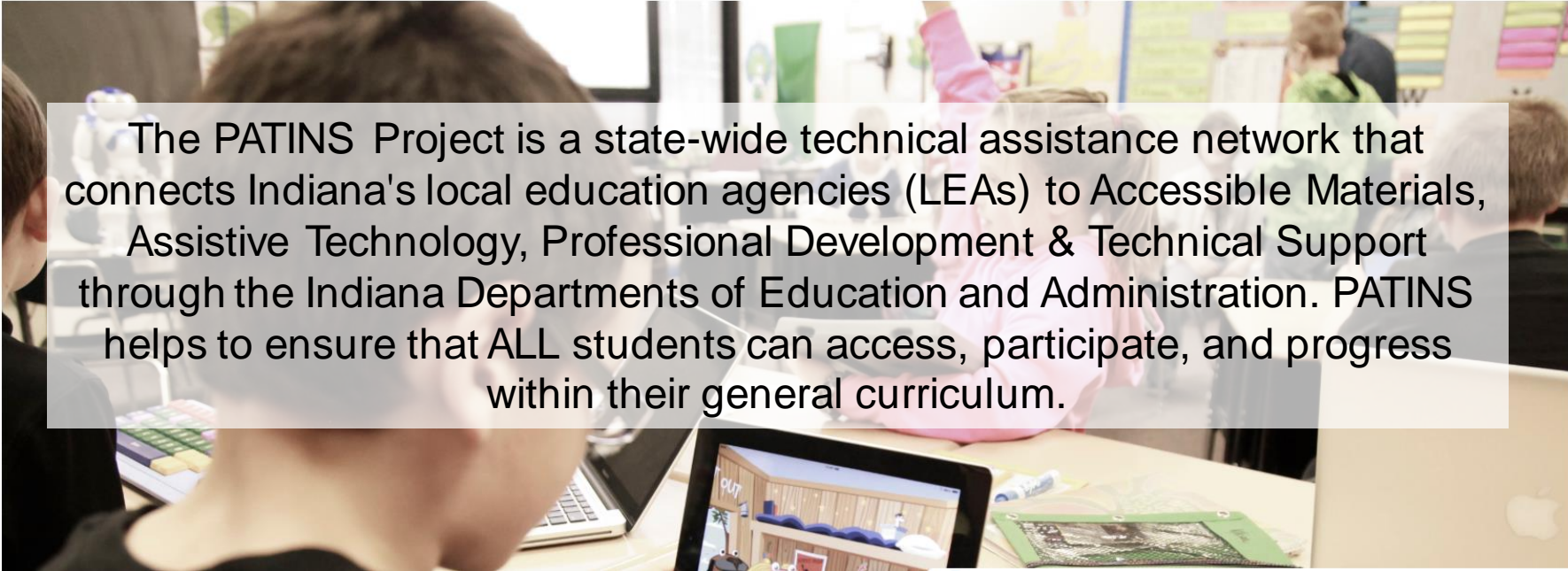
372 **participants** at our 2018-2019 Summer Institutes

11 **schools** selected as 2019-2020 Model Sites

32,515 **views/downloads** of Content Connector resources

36,112 **views/downloads** of curriculum and instructional resources

8,987 **attended or viewed** webinars

PATINS

Promoting Achievement through Technology and INstruction for all Students

Search:

The PATINS Project is a state-wide technical assistance network that connects Indiana's local education agencies (LEAs) to Accessible Materials, Assistive Technology, Professional Development & Technical Support through the Indiana Departments of Education and Administration. PATINS helps to ensure that ALL students can access, participate, and progress within their general curriculum.

PATINS website

https://www.patinsproject.org/

- Indiana Center for Accessible Instructional Materials (ICAM)

- Lending Library

- Professional Development & Technical Assistance
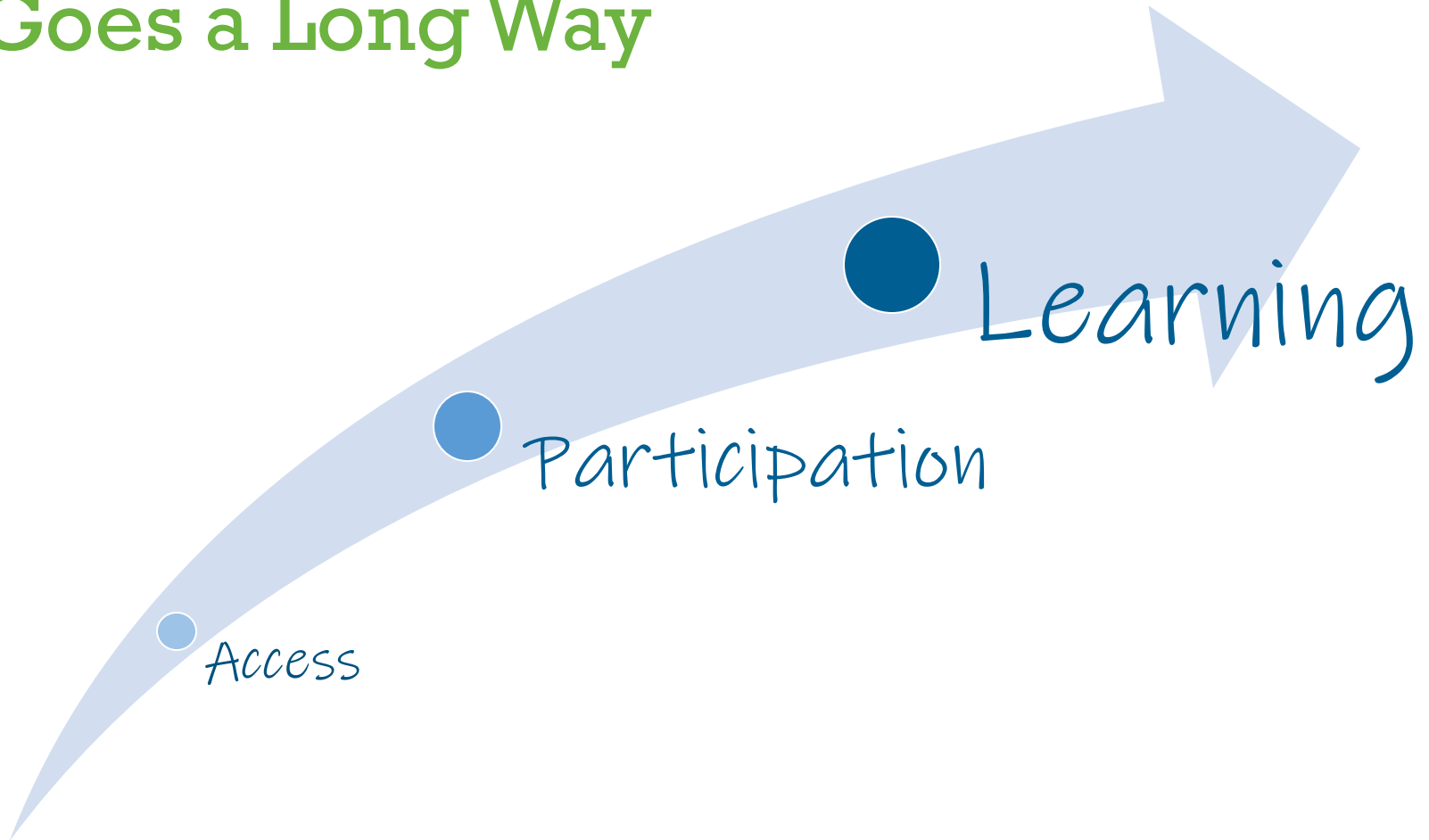
...and more!

Every Student Succeeds Act
&
Dear Colleague Letter

- ✓ Shared Responsibility
- ✓ High Expectations
- ✓ Meaningful Access
- ✓ Grade Level Standards

[Every Student Succeeds Act](#)

[Dear Colleague Letter](#)

A Little Access
Goes a Long Way

Learning

Participation

Access

IDOE Guidance

- "**All attempts should be made to find a route of communication with the student as soon as he or she is enrolled.** If various approaches and technologies do not appear to demonstrate a route of communication, then consider that **all behavior the student exhibits is a form of communication**, and use this as the starting point."

- "Best practice would indicate that **students should enter Kindergarten with a communication system** that allows them to demonstrate an understanding of academic concepts prior to entering the third grade."

From IDOE's "Participation Decision for Indiana's Alternate Assessment Frequently Asked Questions"

Only when communication is
recognized and consistently reinforced
will those with severe physical, sensory-motor,
communicative and developmental differences
find the effort to communicate
worthwhile.

Understanding Language

- Language develops through experiencing the world – by seeing, hearing, touching, tasting, and smelling

- We usually *understand* many words before we start to *say* our first words.

Developing Understanding

- **Provide opportunities to** hear the same words, associated with the same situations, over and over again.

- Be **face-to-face** when speaking with your student.

- **Use gestures, objects, or pictures** with your words (e.g., pat a chair when saying "Sit down").

- **Name what your student is doing** or interested in (e.g., say "Sarah is painting" while she is painting).

- Speak **slowly and clearly** using a **few consistent words**

- **Emphasize** the important words (e.g., "want book").

- **Name what is in the environment** (e.g., saying "bus" when a bus is going by).

Supporting Communication Through Language

- Give plenty of time to respond – ask once and wait.

- Copy the student's words and actions.

- Interpret what they are trying to say *(e.g., if they say "uh-oh" pointing to something that fell, tell them "Fall down")*.

- Encourage them to finish your sentence by leaving out last word *(e.g., "We're going to the cafeteria to ____")*.

- Respond to their attempts to communicate – comment on what they say.

- Offer choices *(e.g., "Do you want blue or red?")*.

- Add to what they say to you *(e.g., if they say "man", you say "tall man")*.

It's a Marathon, Not a Sprint

"From the moment a baby is born, they hear and respond to the spoken word.

We bombard that infant with language for the first 12-18 months of their lives.

During that time, we do not expect that they will utter a single understandable word."

What is AAC?

"a **wide range of nonverbal communication methods**, from sign language and picture boards to mobile device apps and sophisticated, dedicated speech-generating devices (SGDs)"
(PRC, 2019)

"anything that **supports communication** when traditional methods are insufficient"
(Cress, 2018)

Augmentative and

Alternative

Communication

"communication methods used to **supplement or replace** speech or writing for those with impairments in the **production or comprehension** of **spoken or written** language"

AAC Fiction & Facts

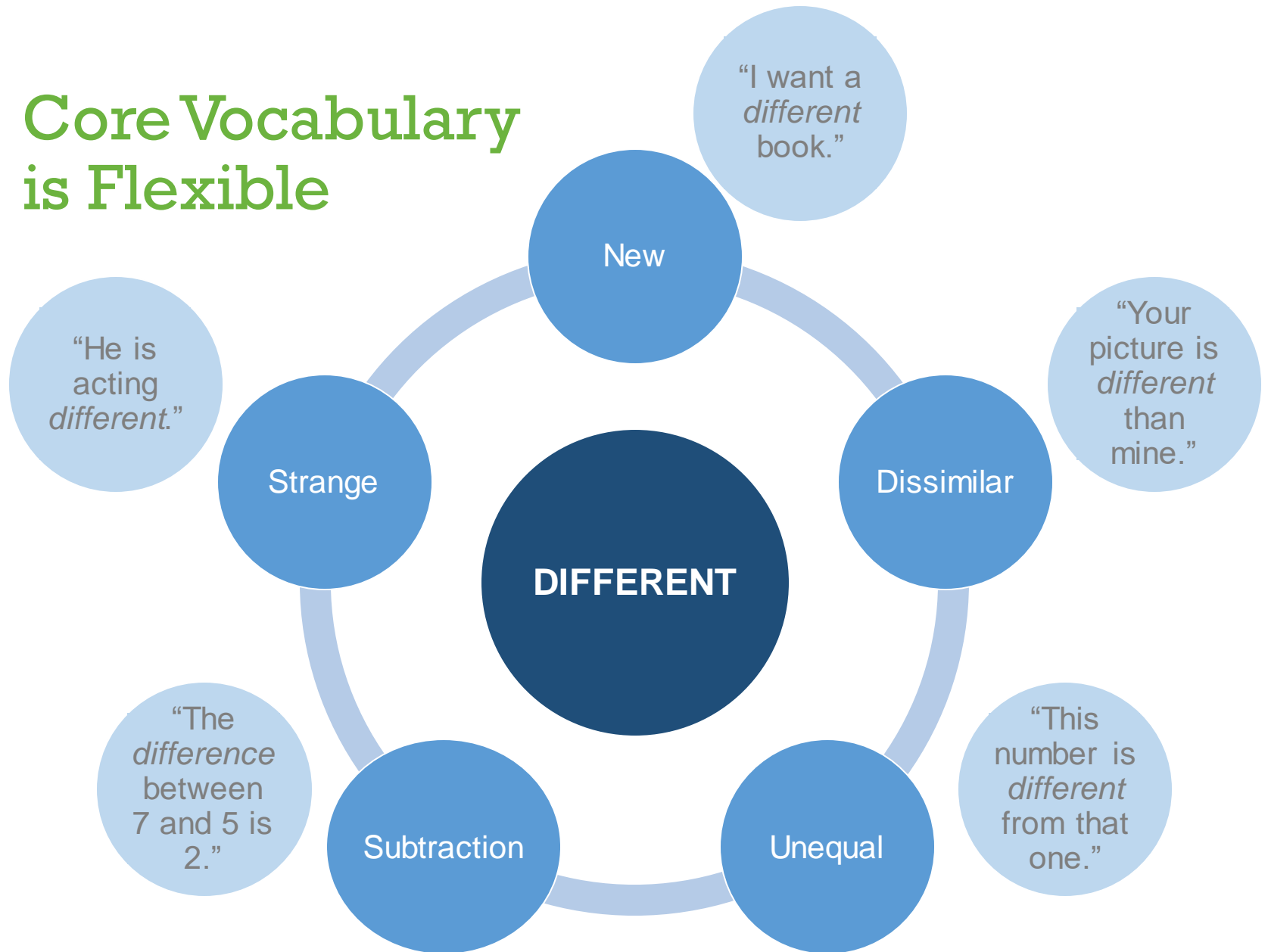| FICTION:	FACT:
AAC should be introduced only after giving up hope of natural speech development.	You can continue to work on natural speech development while encouraging AAC use for communication. [1]
AAC decreases the motivation to work on speech.	Often, hearing a verbal model consistently on an AAC device will encourage children's natural speech. [2]
There are language/cognitive prerequisites that need to be met first in order for AAC to be successful.	Children with severe cognitive deficits are capable of learning and benefiting from AAC. [3]
If present, verbal speech should be used exclusively.	Requiring exclusively verbal speech may underestimate a child's ability. Children using AAC have shown improvements in behavior, attention, independence, self-confidence, class participation, academic progress, and social interaction. [4]

Getting Started with AAC: Parent Guide (PRC-Saltillo)

Core Vocabulary

- Small set of basic words (~200) that are used frequently and across contexts, making up 80% of what we read, write, hear, and say (Baker & Hill, 2000)

- Contains all parts of speech, but more likely to be pronouns, verbs, demonstratives, etc.

  - E.g., "big," "little," "give," "eat," "go," and "you"

Adapted from <u>A Few Good Words Using Core Vocabulary to Support Nonverbal Students (ASHA)</u>

Core Vocabulary is Flexible

"I want a *different* book."

New

"Your picture is *different* than mine."

Dissimilar

"He is acting *different*."

Strange

DIFFERENT

"This number is *different* from that one."

Unequal

"The *difference* between 7 and 5 is 2."

Subtraction

Maureen Nevers, Core vocabulary 101. Communication Training series, Angelman.org

Core Vocabulary is Used Across Settings

TURN

Context	Phrase
book	"*Turn* the page"
game	"Your *turn*"
toy	"I want a *turn*"
TV	"*Turn* the channel"
music	"*Turn* it up/down"
bath	"*Turn* water on/off"
car	"*Turn* the corner"
person	"*Turn* away"

Using Just a Few Words…

GO	LIKE	NOT

Refuse
go (away)
not
not like

Be Social
like
go
not

Obtain
like

Share Info
like

not

I AM Participation

- Procedure for noting NMC on I AM is changing for 2019-2020 administration

- Specific guidance will be located in the I AM Testing Administration Manual (TAM)

→ **Note: *Refusal to answer* should <u>not</u> be considered the same as no observable mode of communication**

Allowable response methods:
- oral response
- pointing
- eye gaze
- response card
- sign language
- switches
- AAC device

IDOE Guidance – [Stimulus and Response Materials: Substitutions and Adaptations for the I AM Assessment](#)

" There is *no more important educational outcome* than that of

c o m m u n i c a t i o n

for students with significant cognitive (intellectual) disabilities. "

Additional Resources

- [IDOE Spread the Word: Communication](#) (September 2019)

- [IDOE Review of Students with No Mode of Communication](#) (July 2019)

- [PATINS Lending Library](#) (AT devices, software, resources, etc.)

Spread the Word
September 2019

Communication

'No Mode of Communication' based on Participation in the Alternate Assessment

One of the goals in Indiana is that each and every student should be able to communicate. This document was created in collaboration with the Indiana Inclusive Communication Matters Community of Practice (IICM) and various Indiana Resource Network (IRN) resource centers. It includes important information to support educators who work with students with No Mode of Communication (NMC). For the I AM assessment, test administrators will be able to 'close' a student's test if after the first five questions the student is not able to respond.

No Mode of Communication totals, Spring 2019

Out of the total number of students tested throughout Indiana on I

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

TO: Superintendents, Principals, School Leaders
FROM: Dr. Charity Flores, Director of Student Assessment
       Dr. Nancy Holsapple, Director of Special Education
DATE: July 8, 2019
RE: IDOE Review of Students with No Mode of Communication

The vast majority of students who participate in I AM, and formerly ISTAR, are able to complete the assessment through various communication mechanisms. A small number of students have no observable way to communicate. Test administrators implement a protocol
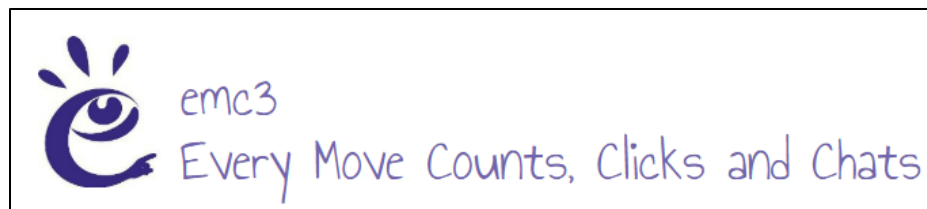

PATINS
Promoting **A**chievement through **T**echnology and **IN**struction for all **S**tudents
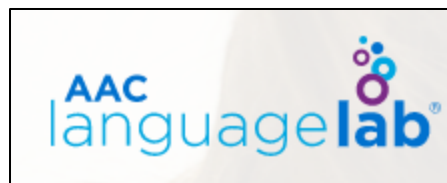
PATINS Homepage / Services / Lending Library

Assistive Technology Lending Library

No-cost return shipping is now available!

- [Every Move Counts, Clicks and Chats (emc3)](#)

- [AAC Language Lab](#)

- [Project Core](#)

AAC Resources

- [Augmentative and Alternative Communication (AAC)](#) – information from American Speech-Language-Hearing Association (ASHA)

- [Augmentative Communication: A Glossary](#) (ASHA)

- [Augmentative and Alternative Communication Decisions](#) (ASHA)

- [AAC Language Lab](#)

- [AAC Institute](#) – resources and online courses to support AAC use

- [Association of Assistive Technology Act Programs (ATAP)](#) – device demonstration, reutilization, and/or loan; state financing

- [Getting Started with AAC: Parent Guide](#) (PRC-Saltillo)

Questions?

Webinars 2019-2020

ng Competence in Students with Significant Disabilities

ed and released: 9/18/19

urs: Weds 10/2/19, 3:30-4:30pm EST

No Mode of Communication: Explained

ded, to be released: 12/2/19

ours: Tues 12/12/19, 3:30-4:30pm EST

IEP Goal Writing with Content Connectors

- **Pre-recorded, to be released: 1/15/20**
- **Office Hours: Weds 1/29/20, 3:30-4:30pm EST**

TBD by feedback from the field

- Pre-recorded, to be released: 3/17/20
- Office Hours: Weds 4/15/20, 3:30-4:30pm EST

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