



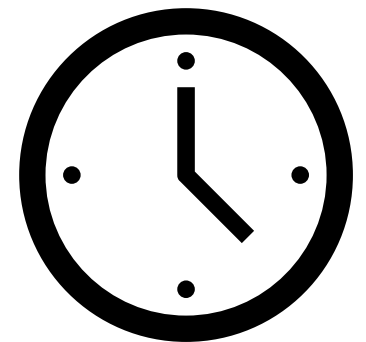
No Mode of Communication: Explained

A Project SUCCESS Webinar



Agenda

- ✦ IRN and Project SUCCESS Overview
- ✦ Communication: More Than Language
- ✦ The Evolution of Understanding Communication
- ✦ Okay, Now What? Strategies
- ✦ Additional Resources & Next Steps



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

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:

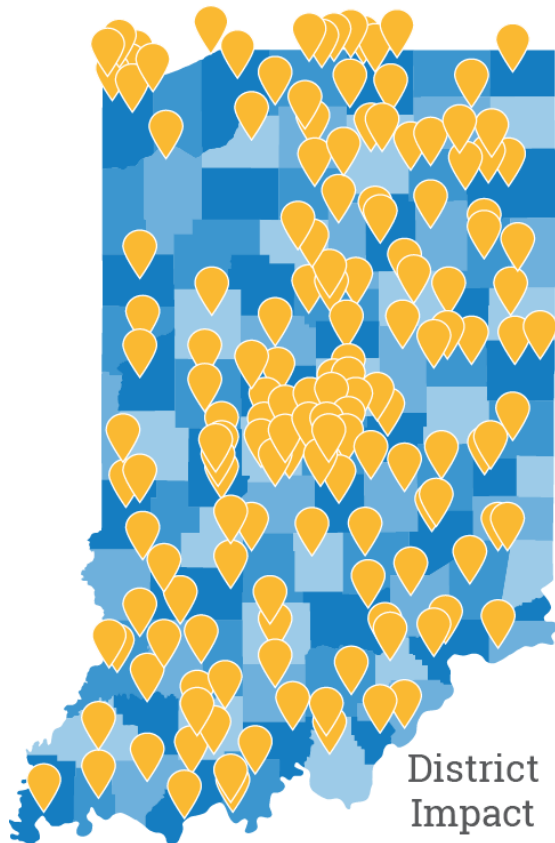
On-site Professional Development

Summer Institutes

Webinars

State/National Conferences

Online Tools and Resources



"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

www.projectsuccessindiana.com



[HOME](#) [ABOUT](#) [RESOURCES](#) [CONTACT](#)



Project SUCCESS

Project SUCCESS is a resource center that supports higher academic achievement for students with disabilities. We are building local...

Trending Now

[Upcoming Events](#)

Please Select Your District

Adams Wells Special Services ▼ Go

CONTENT CONNECTORS

[Vertical Alignment \(K - 5\)](#)

[Vertical Alignment \(6 - 8\)](#)

[Description of the Blueprint](#)

Content Connectors ▼

MODIFICATION TEMPLATES

[Guiding Questions for Modifying Instruction](#)

[Modification Types](#)

[Student Support Matrix](#)

WEBINARS

[The Case for Presuming Competence \(30:16\)](#)

[A Guide to Content Connectors Webinar \(18:38\)](#)

[Lesson Plan Development Webinar \(20:44\)](#)

[Curriculum Resources Webinar \(18:04\)](#)

Regional Trainings

Summer Institute 2019 ▼ Go

LESSON PLANNING

[Lesson Plan Template](#)

[Lesson Plan Quick Guide Template - PDF / Word](#)

[Lesson Plan Template \(with Links\) - PDF / Word](#)

[UDL Lesson Plan Creator \(PATINS Project\)](#)

[WIDA Standards & Resources](#)

[Formative Assessment Strategies \(Word\)](#)

[Formative Assessment Strategies \(PDF\)](#)

CURRICULUM RESOURCES

[Curriculum Resource List*](#)

[MASSI*](#)

[LASSI*](#)

[Element Cards](#)

LANGUAGE RESOURCES

[Core Vocabulary Handout](#)

Conferences & Other Presentations

2019-20 Webinar Series ▼ Go

GOAL WRITING

[Goal Writing Template](#)

[Unpacking Template](#)

INSTRUCTIONAL DOCUMENTS

[Balance Activity](#)

[Model Lead Test Strategy](#)

[Instructional Prompting Guide](#)

[Example/Non-Example Strategy](#)

[Constant Time Delay](#)

[Prompting Hierarchy](#)

[System of Least Prompts](#)

[Instructional Response Mode Reflection Activity](#)

[Reflections for the Day](#)

Communication: More Than Language

“Every person, regardless of the severity of his/her disabilities, **has the right...to communicate with others**, express everyday preferences, and exercise *at least some control* over his or her daily life.

Each individual, therefore, should be **given the chance**, training, technology, respect and encouragement to do so.”

What is Communication?

“By and large, communication is a purposeful activity of exchanging information and meaning across space and time using various technical or natural means, whichever is available or preferred.”



“Not being able to speak is not the same as not having anything to say.”

Adapted from Kathy Look Howery (<https://arpdcreources.ca/wp-content/uploads/2017/09/Access-to-3D-Core-Vocab-Tactuals-Slides.pdf>)

Common Methods

We can communicate through...

...body language

...gestures

...sign language(s)

...fingerspelling

...single-meaning pictures

...alphabet system(s)

...multiple-meaning pictures

...core and fringe vocabulary

[Augmentative and Alternative Communication: A Glossary](#) (ASHA)

Reasons for Communicating

We communicate to...

...ask for an item or activity

...request comfort

...ask for information

...protest, or indicate something is unwanted

...greet someone

...share an interest

...express feelings

Communicative Competence

- An individual's ability to freely express ideas, thoughts, and feelings to a variety of listeners across contexts.
- Provides the means to achieve personal, educational, vocational, and social goals

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942773§ion=Key_Issues#Communicative_Competence

Five individual communication competencies:

1. **Linguistic competence:** includes knowledge of and ability to use the language(s) spoken and written in the individual's family and community, as well as knowledge of and ability to use the linguistic code (symbols, syntax, grammar) of the AAC system
2. **Operational competence:** requires skill in the technical operation of AAC systems and techniques
3. **Strategic competence:** the ability to use available features to convey messages efficiently and effectively
4. **Social competence:** knowing what, where, with whom, when and when not to, and in what manner to communicate.
5. **Psychosocial competence:** the ability to effectively handle the demands and challenges of everyday life, maintain a state of mental well-being, and demonstrate adaptive and positive behavior when interacting with others.

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.*”

The Evolution of Understanding Communication

Then and Now

That Was Then...

- “Candidacy model” = only some people can benefit from AAC supports
- Low expectations and flawed assumptions were the norm

This Is Now...

- No cognitive or behavioral prerequisites to use AAC
- High expectations, presumed competence, and least dangerous assumption

Adapted from Kathy Look Howery (<https://arpdresources.ca/wp-content/uploads/2017/09/Access-to-3D-Core-Vocab-Tactuals-Slides.pdf>)

That Was Then...

- Follow the symbol hierarchy (objects – photographs – symbols)
- Begin with *requesting* or *choice making*

Tell stories, jokes

Express feelings and opinions

Deny, refuse, complain

Direct the actions of others

Initiate a conversation

Ask a question

Use a variety of greetings

Use strategies when misunderstood

Make a variety of comments

Agree, request, congratulate

This Is Now...

- Understand that language is arbitrary (i.e., we would never wait to speak to a child until they demonstrated understanding of pictures) and that children learn language by repeated exposure across a variety of conditions
- Begin (and continue) by modeling typical *talking*

Adapted from Kathy Look Howery (<https://arpdcreources.ca/wp-content/uploads/2017/09/Access-to-3D-Core-Vocab-Tactuals-Slides.pdf>)

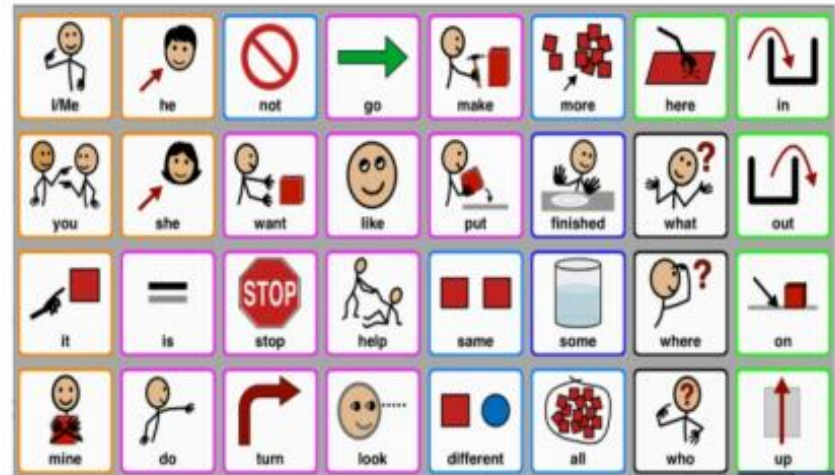
That Was Then...

- Activity-based, “concrete referents



This Is Now...

- Core vocabulary



Adapted from Kathy Look Howery (<https://arpcresources.ca/wp-content/uploads/2017/09/Access-to-3D-Core-Vocab-Tactuals-Slides.pdf>)

Okay, Now What?

Strategies, Methods, Resources, and Additional Information

“ Presumed competence:
a kind of contract
between teacher and student
to choose the most
o p t i m i s t i c
stance possible.”

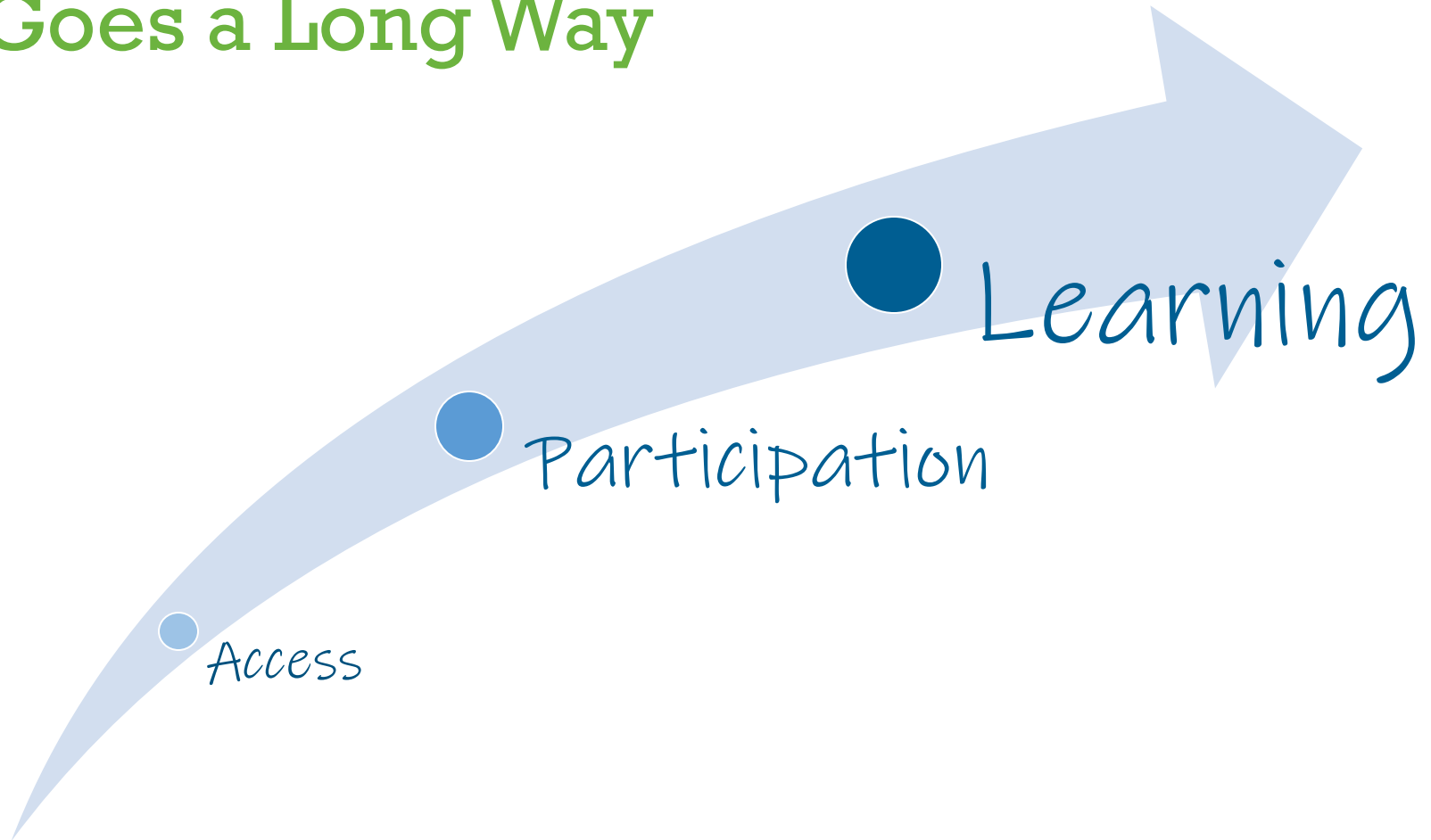
Every Student Succeeds Act & Dear Colleague Letter

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



[Every Student Succeeds Act](#)
[Dear Colleague Letter](#)

A Little Access Goes a Long Way



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 not be considered no observable mode of communication

I AM Participation

Students may use the following response methods:

- oral response
- pointing
- eye gaze
- a response card
- sign language
- switches
- AAC device

What is AAC?

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

“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)

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”

What is AAC?

Unaided AAC: requires nothing but one's own body

Aided AAC: uses some sort of tool or device; can be basic or high-tech

Includes:

- ✓ gestures
- ✓ body language
- ✓ facial expressions
- ✓ sign language
- ✓ speech-generating devices

AAC Fiction & Facts

FICTION:

AAC should be introduced only after giving up hope of natural speech development.

AAC decreases the motivation to work on speech.

There are language/cognitive prerequisites that need to be met first in order for AAC to be successful.

If present, verbal speech should be used exclusively.

FACT:

You can continue to work on natural speech development while encouraging AAC use for communication. ¹

Often, hearing a verbal model consistently on an AAC device will encourage children's natural speech. ²

Children with severe cognitive deficits are capable of learning and benefiting from AAC. ³

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

AAC Resources

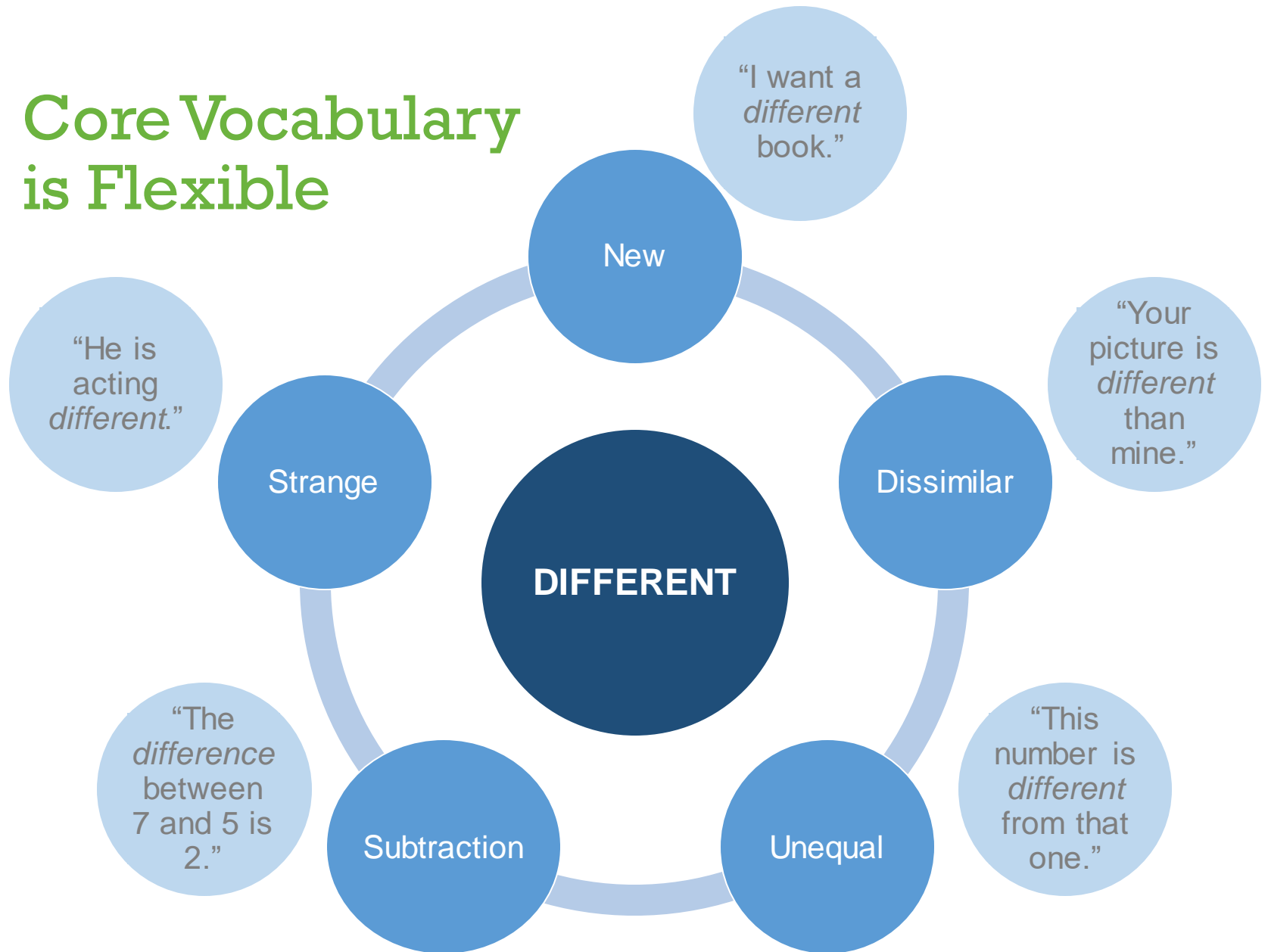
- [Augmentative and Alternative Communication \(AAC\)](#) – information from American Speech-Language-Hearing Association (ASHA)
- [Augmentative Communication: A Glossary](#) (ASHA)
- [Augmentative and Alternative Communication Decisions](#) (ASHA)
- [AAC Language Lab](#)
- [AAC Institute](#) – resources 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)

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 [A Few Good Words Using Core Vocabulary to Support Nonverbal Students \(ASHA\)](#)

Core Vocabulary is Flexible



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

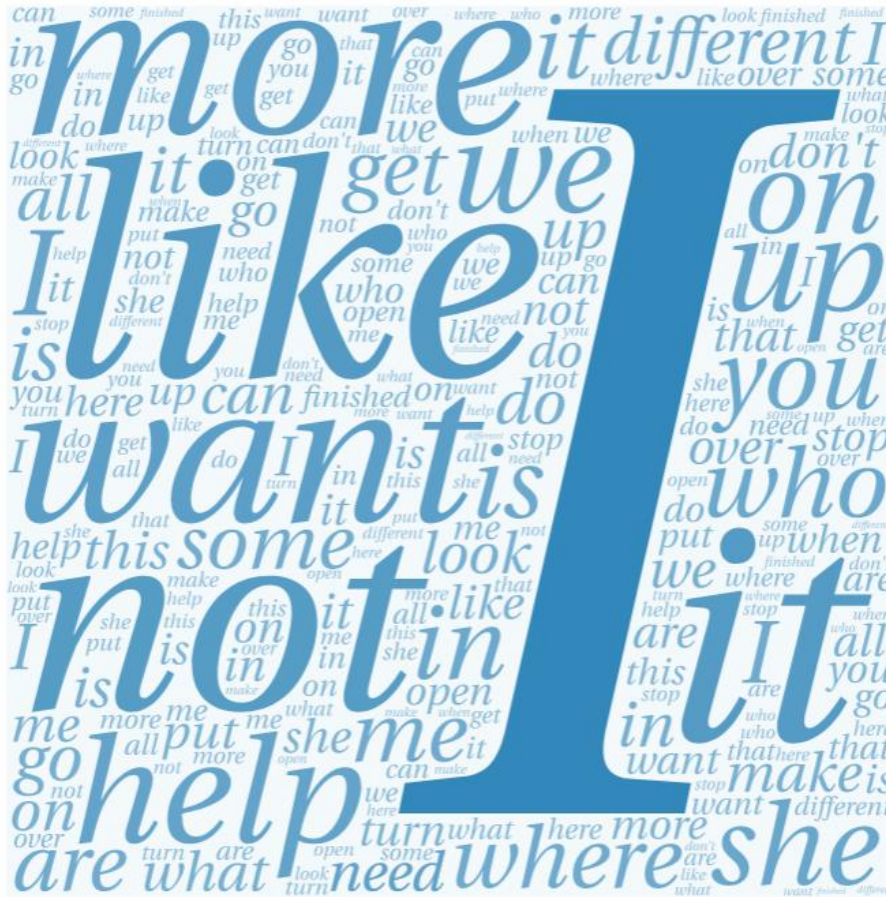
Core Vocabulary is Used Across Settings

TURN



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

Using Just a Few Words...



GO	LIKE	NOT
-----------	-------------	------------


Refuse	Be Social
go (away)	<i>like</i>
<i>not</i>	<i>go</i>
<i>not like</i>	<i>not</i>
Obtain	Share Info
<i>like</i>	<i>like</i>
	<i>not</i>

“ 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)




Spread the Word
September 2019

Communication

<p style="text-align: center; font-weight: bold; font-size: 0.8em;">'No Mode of Communication' based on Participation in the Alternate Assessment</p> <p style="font-size: 0.8em;">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.</p>	<p style="text-align: center; font-weight: bold; font-size: 0.8em;">No Mode of Communication totals, Spring 2019</p> <p style="font-size: 0.8em;">Out of the total number of students tested throughout Indiana...</p>
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- [IDOE Review of Students with No Mode of Communication](#)
(July 2019)



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION *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 Lending Library](#)
(AT devices, software, resources, etc.)



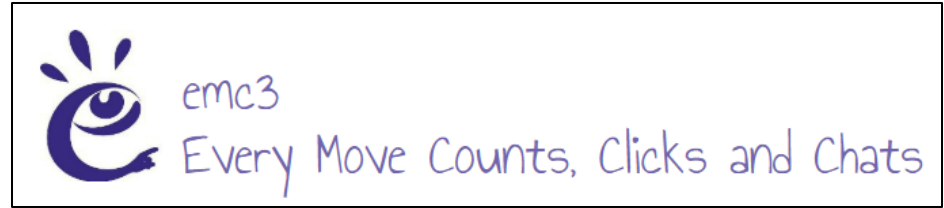
Promoting Achievement through Technology and INstruction for all Students

[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](#)



Online Courses for Paraprofessionals



Course 1: Overview of Special Education

Course 2: Instruction and Standards

Course 3: Formative Assessment

Three additional courses will be released throughout the 2019-2020 school year.

These courses are available at NO cost to paraprofessionals in Indiana.

Click [here](#) to enroll!



Did You Know?

- Project SUCCESS newsletter
- Quarterly release
- Latest news about upcoming trainings, resources, and best practices for supporting students with significant disabilities

[Subscribe Today!](#)

Webinars 2019-2020



Building Competence in Students with Significant Disabilities

Pre-recorded and released: 9/18/19
Office Hours: Weds 10/2/19, 3:30-4:30pm EST



No Mode of Communication: Explained

Pre-recorded, to be released: 12/2/19
Office Hours: 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

Wrapping Up



Open Office Hours
Tuesday, December 12, 2019
3:30-4:30pm Eastern

****Visit www.projectsucceedindiana.com to register!**

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