




66TH CONFERENCE ON EXCEPTIONAL CHILDREN

# Everyone Has A Voice

Barbara Putnam  
Lisa Holt



SELF-ASSESSMENT:   
*A Journey of Change*

 PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction

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## Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

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## Presentors

Barbara Putnam  
SAC Teacher in Charlotte Mecklenburg  
County School  
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## Functional Communication

When children and adults can functionally communicate, they also are ready to learn choice making and increase their independence. (ASHA.org)

The best times and places for teaching functional communication skills are everyday routines and contexts.(ASHA.org)

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## Challenge

A variety of student's exhibiting a wide range of needs for learning, communicating, accessing the curriculum and demonstrating independence.

How do we give each student a voice to participate throughout the school day?

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## Everyone has a voice in the classroom

Pic of classroom?

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### Obstacles we face

- students who communicate in sentences
- students who communicate using words
- students who communicate using gestures/signs
- students who communicate through pointing to pic cues/objects
- students who communicate using eye gaze
- students who communicate using a variety of AAC devices

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### Share your obstacles

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### What does functional communication look like?

Functional communication varies in its expression and may include personalized movements, gestures, verbalizations, signs, pictures, words and output from augmentative and alternative (AAC) devices. (ASHA.org)

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## Planning

After assessing individual communication and learning needs, we came up with a plan to individualize how each student can access their curriculum and share their knowledge with verbal communication being the ultimate goal, if possible.

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## “Low Tech”

- picture cues and rubrics
- gestures/signs
- hand over hand assist
- PODD
- eye gaze

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## LOW TECH EXAMPLES

Insert Pictures of low tech communication used in classroom

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## Low Tech Strategies

Insert video of low tech being used

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## “Mid range tech”

- partner assisted scanning
- single switch devices (ex: Big Mac)
- Go-Talk
- step by step devices
- rocker switches

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## MID TECH EXAMPLES

Insert video of mid tech being used

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## “High Tech”

- 'Dynavox'
- 'Vantage Lite'
- iPad apps (ex: Go Talk, TouchChat)
- smartboard

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## HIGH TECH EXAMPLES

Insert video of high tech being used

(iPad,

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## Everyone Has A Voice

Students are given access to multiple forms of communication (total communication approach) throughout the day to access their curriculum, express their knowledge and express wants and needs.

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## Regular Education Teachers

Regular education teachers who have student's with special needs are also embracing our approach. Teachers are asking for support and advice on how to help their students access the curriculum and share their knowledge as well.

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## Everyone has a voice in schools

pictures/videos of reg ed classrooms

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## CONTACT INFO

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**How can you use these strategies in your own setting?**

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