

OBJECTIVE

The program embeds the theory of Project MAX within a Power AAC framework supporting both functional life skill development as well as reinforcing more successful access to core curriculum material. This dynamic teaching approach has helped to break down barriers for students to experience success in general education settings.



IMPLICATIONS FOR STUDENT

Students are able to meaningfully participate in learning opportunities with modified core curriculum by using the support of their augmentative communication devices. The students are able to practice generalization with their Augmentative Communication skills in the Life Skills environment through practice with daily living skills, functional jobs, and natural environment activities as well as experiencing generalization opportunities in the community outing setting as well as the general education setting.



OUTCOMES AND FUTURE EXPECTATIONS

In the cohort of the current 8th grade group, all have demonstrated marked communication progress between 5th grade (no access to AAC/assistive technology) and 8th grade (all have access to AAC or assistive technology). Their course of study has been a focus of LIFE Skills through the lens of Project MAX.



POWER AAC + MAXIMIZING ACCESS = POWER MAX

MEGAN LINDSAY, MA EDUCATION
MEGHAN DREYFUS, MA CCC-SLP
FRANCES KROUSE, MPT
KATIE ALEXANDER, MS, OTR/L



PRE-VOCATIONAL SKILLS

Power AAC

- Coffee-to-You vocabulary (supporting customer service etiquette)
- Expressions for mail delivery & cleaning around the school.
- Access to OVR vocabulary to discuss interests for future occupations

Standard

11.3.6 B. Describe safe food handling techniques (storage, food preparation, conditions that create a safe working environment for food production).
13.2.8 A. Identify effective speaking and listening skills used in a job interview.
13.1.8 F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.

ACADEMICS

Power AAC

- Consultation with teaching staff for symbol selection, accessibility, classroom lessons and appropriate fringe vocabulary to be supported in all lessons across curriculum

Standard

CC.2.1.8.D.1 Understand ratio concepts and use ratio reasoning to solve problems.
CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression EOB.B-V.4.1.1 EOB.B-V.4.1.2

SOCIAL SKILLS

Power AAC

- Express emotional state and model how to express feelings and strategies to self-regulate ("I need space right now")
- Social Stories
- Express medical needs (alert staff when they feel a seizure is approaching)

Standard

10.1.8 A. Assess factors influence emotional self management and impact relationships at home, school, and community
10.3.6 C. Describe strategies to avoid or manage conflict and violence • anger management • peer mediation • reflective listening • negotiation

ADAPTIVE PE

Power AAC

- Give peer support ("awesome job!")
- Social engagement ("my turn" with use of switches)
- Sequencing of steps in a game that is being played

Standard

10.4.6 F. Identify and describe positive and negative interactions of group members in physical activities: leading, following, team work, etiquette, adherence to rules
10.5.6 F. Identify and apply game strategies to basic games and physical activities • give and go • one on one • peer communication



ADLS & FUNCTIONAL SKILLS

Power AAC

- Sequencing tasks (recipes, folding laundry, first->then)
- Mand training for items needed to complete ADLs such as toothpaste when brushing teeth, needing a spoon when mixing something or soap when washing hands

Standard

11.2.6 B. Deduce the importance of time management skills (e.g. home, school, recreational activities). D. Identify the concepts and principles used in planning space for activities.
10.2.6 A. D. Describe and apply the steps of a decision-making process to health and safety issues.



FITNESS

Power AAC

- Students use devices to Express what they desire to do in the fitness room
- Make choices using
- Greet the fitness instructor

Standard

10.3.6D. Analyze role of individual responsibility for safety during physical activity.
10.4.6A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health

COMMUNITY OUTINGS

Power AAC

- Access to situational social exchanges when at a store, when ordering food from a menu, when asking where something may be in a store, how to ask for a specific shoe size at the Bowling Alley

Standard

10.3.6 A. Explain and apply safe practices in the home, school and community • emergencies (e.g. fire, natural disaster) • personal safety (e.g. home alone, latch key, assessment • communication (e.g. telephone, internet) • 11.1.6 G. Identify the public and nonpublic services that are available to serve families within the community.

STUDENTS

Student Cohort: Autistic support, Life Skills, MDS from 5th through 8th grade
Class size of 8 with 1:1 instruction and small group instruction

ENVIRONMENT

- Learning centers, vision, sensory, assistive technology, recreation
- Apartment
- Vocation Centers throughout building
- Fitness Room, Gym/Pool
- Inclusive settings: general education, special areas, lunch, assemblies, job locations
- Community mall, grocery store, and restaurants, bowling

TASKS:

Direct instruction: intensive teaching, replacement curriculum, pre-teaching, natural environment support

Small group: Social Skills, Language Arts, Mathematics, Cooking, Social Studies, Science/STEM, Recreational Skills/Game Skills

Activities of daily living with use of task analysis

Pre-vocational: OVR training, Coffee-to-You, LIFE Wipes, Mail Delivery, Shredding, Library Assistant, Custodial duties, Athletic Department duties.

Related services: Physical Therapy, Speech-Language Therapy, Occupational Therapy, Vision Support, Hearing Support, Assistive Technology

TOOLS:

1-to-1 iPad in addition to iPads dedicated for communication purposes

Multiple communication applications and extensions for individualization of student need

Switches for communication and cause-and-effect actions

Adaptive bicycle, standers, 14-16 table, mechanical Sensory rich materials