

- 1 **POWER AAC**
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MAXIMIZING ACCESS = POWER MAX

UPPER MERION AREA
SCHOOL DISTRICT

- 2 **What is Maximizing Access?**

- [AAC](#)
- Once called “Project MAX,” is providing ALL students, including those with complex instructional needs with MAXIMUM ACCESS to and LEARNING of the general education content and curriculum, including PA Core Standards.

- 3 **BOTTOM LINE:**

We need to PRESUME COMPETENCE!

- 4 **What is POWER AAC?**

- Supporting students who need AAC-Augmentative and Alternative Communication...Devices, like a Proloquo2go, or switch activated communication.

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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

- 7 **FITNESS**

- ¹ • Power AAC

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

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

8 **Adaptive PE**

- 1 • 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
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- 2 • Standard
 - 10.4.6F Identify and describe positive and negative interactions of group members in physical activities: leading, following, team work, etiquette, adherence to rules
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 - 10.5.6 F: Identify and apply game strategies to basic games and physical activities. • give and go • one on one • peer communication

9 **ADLs & Functional skills**

- 1 • Power AAC
 - Sequencing tasks (recipes, folding laundry, first→then)
 - Mand training for items needed to complete ADLs such

toothpaste when brushing teeth, needing a spoon when mixing something or soap when washing hands

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- 2 • 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.

10 **Social Skills**

- 1 • 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)
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- 2 • Standard
 - 16.1.8.A Assess factors influence emotional self management and impact relationships at home, school, and community
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 - 10.3.6.C Describe strategies to avoid or manage conflict and violence. • anger management • peer mediation • reflective listening • negotiation

11 **ACADEMICS**

- 1 • Power AAC

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

#INCLUSION

- 2 • Standard
 - CC.2.1.6.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. E08.B-V.4.1.1 E08.B-V.4.1.2

12 Pre-Vocational skills

- 1 • 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.
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- 2 • 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.

13 **Community outings**

- 1 • 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
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- 2 • Standard
 - 10.3.6 A. Explain and apply safe practices in the home, school and community. • emergencies (e.g., fire, natural disasters) • personal safety (e.g., home alone, latch key, harassment) • communication (e.g., telephone, Internet) •
 - 11.1.6 G Identify the public and nonpublic services that are available to serve families within the community.

14 **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.

15 **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.

- 16 **HOW DO YOU ACCESS??
POWER MAX!**
- 17 **Access to fun toys!**
- 18 **Access to PE**
- 19 **Access to the community**
- 20 **Access to jobs and vocational work**
- 21 **Access to wants and needs**
- 22 **Access to life skills**
- 23 **Access to requesting**
- 24 **Access to eye gaze and switch control to answer
academic questions**
- 25 **Access to ELA**
- 26 **Access to express emotional
and health status**
- 27 **Access to core vocabulary**
- 28 **Access to desired items**
- 29 **Access to language modeling**
- 30 **Access to OVR lessons about needs and wants**
- 31 **Access while standing**

- 32 **Access to iPad Apps**
- 33 **Access with vision**
- 34 **Access to choices**
- 35 **Access to Social Language**
- 36 **Access to Asking for Technology**
- 37 **Access to Core Curriculum via Kahoot!**
- 38 **Access to movement and giving directions**
- 39 **Access to
Social Stories**
- 40 **Access to curriculum and ITT**
- 41