

59 Visual Strategies: Supporting AAC Users Before, During, and After Classroom Activities

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This workshop describes a project across multiple school districts to scaffold classroom staff in using a visual supports for planning, implementing, and reviewing frequent classroom activities. This project attempted to move beyond offering visual supports (e.g., schedules, choice boards, topic boards, communication boards), and scaffold learning through the use of visual strategies (e.g., smart charts to cue adults, use of squeeze light cueing). We will discuss supports before activities (planning goals, locating and rehearsing vocabulary), during activities (using a teaching agenda, smart prompting, and consistent modeling), and after activities (oral and written review of events). Case examples will be provided.

Keywords: Functional device use Intervention Language acquisition
Level: Intermediate