

# Dynamic Therapy Associates, Inc.

www.mydynamictherapy.com | info@mydynamictherapy.com

Phone: 770-974-2424 | Fax: 770-825-9219

Suite 604, 3105 Creekside Village Dr. Kennesaw, GA 30144



## Classroom Communication Project Team Trainings

### General Objective

To build local competence in assessment and provision of communication supports to improve listening, speaking, reading and writing for students with significant communication needs.

### Specific Objectives

Teachers and direct support staff will...

- Evaluate individual current communication skills related to academic environment.
- Effectively develop communication goals and document progress for individual education plans.
- Competently use targeted strategies for encouraging the development of communication, language, writing and reading skills
- Engineer the classroom environment to support communication through visual supports including core vocabulary displays, environmental labelling and materials development.
- Assess the communication opportunities in their classroom and develop lesson plans to encourage skill demonstration
- Exhibit basic knowledge of the components of a comprehensive communication system in order to effectively model for and teach students the use of their AAC systems.

### Target audience

Self-Contained Special Education Teachers  
Preschool Special Needs Teachers  
Paraprofessionals  
Occupational and Physical Therapists  
Special Needs Resource Teachers, Primary Grades  
Speech Language Pathologists/Speech Language Teachers

## AAC in the Classroom Learning Opportunities

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### Teaching in the Core Word Classroom

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LENGTH OF TRAINING: 6 Hours (including Make & Take)

PURPOSE: Introducing the Core Word Classroom, including practice sessions and group planning. Lecture, practice sessions to be followed by a Core Word Classroom Make N' Take session.

EVIDENCE OF LEARNING: Participants will complete planning tools to integrate communication into their standard school day.

MATERIALS TO BE DEVELOPED: 1 Big Core Board per classroom, 1 individual Core Board per participant, 1 Classroom Communication Tab Book per participant

\* Hosting organization will be responsible for providing materials and printing costs for Make & Take Session.

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### AAC Partner Strategies: Core, SMORRES & More

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LENGTH OF TRAINING: 6 Hours

PURPOSE: To train communication partners for AAC users in research-based methods for increasing student communication. AAC partners will learn strategies through lecture, video, real world activity practice and video self-reflection.

EVIDENCE OF LEARNING: Participants will video themselves and a partner using targeted communication strategies for problem solving and team reflection. Follow up activities for participants will include a project to video themselves with a student, using one of the strategies introduced. A self-reflection tool will be provided. Videos will be reviewed by a trained "coach" which may be a DTA Schools team member or trained school district professionals. Participants completing the assigned project will receive additional continuing education hours.

MATERIALS: 1 individual core board per participant, AAC Flipbooks provided by the presenter for use during the session.

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## Classroom Communication Goals: Implementation in the Classroom

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LENGTH OF TRAINING: 6 Hours

PURPOSE:

Participants will be able to identify communication opportunities within their current daily schedule which correspond to 5 primary communication objectives (Classroom Goals Grid). Participants will plan to embed communication opportunities within at least one scheduled activity each day. Participants will develop lesson plans to incorporate communication targets into regularly occurring lessons using core vocabulary, academic vocabulary and phrases. Participants will be able to identify resources for ready made materials, customizable mobile device applications, and training materials

EVIDENCE OF LEARNING:

Participants will complete:

- Communication Passport for at least one student.
- Daily schedule analysis of the communication opportunities in their classroom,
- Develop an annual classroom vocabulary target list.
- Develop a communication focused lesson plan

MATERIALS: iPad or laptop if available

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## Classroom Communication Goals Grid: IEP Prep

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LENGTH OF TRAINING: 6 Hours

PURPOSE: Participants will be introduced to the Classroom Communication Goals Grid and Communication Passport which is used to identify a student's academic communication strengths and needs, to develop appropriate communication goals and to show annual progress.

EVIDENCE OF LEARNING: Participants will be asked to submit one completed Classroom Communication Goals Grid and Communication Passport for a current student to be used during IEP preparation.

MATERIALS: iPad or laptop computer as available

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## Augmentative & Alternative Communication Systems: Inside and Outside of the Box!

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LENGTH OF TRAINING: 6 Hours

**PURPOSE:** To introduce communication partners to the variety of communication systems available for their students. We explore dedicated speech generating devices, AAC applications for mobile technology and light tech books, boards and tools. We spend time understanding the language organization systems to aid partners in modeling and instructing their new AAC users. Participants will learn the basics of programming, using techniques and tools present in commonly available communication systems.

**EVIDENCE OF LEARNING:** Participants will be able to program a message on each of 3 different AAC platforms. They will be able to anticipate the location of targeted messages given multiple organization systems. Participants will exhibit understanding of basic order of language acquisition as it relates to AAC skills development.

**MATERIALS:** iPad or laptop computer as available. Presenter will provide AAC systems for trials.

## Speech & Language Therapist Trainings

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### Language and Communication Evaluation with Minimally Verbal Students

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LENGTH OF TRAINING: 3 Hours

**PURPOSE:** To assist SLPs in systematically assessing the language and communication skills of students who are unable to attain a baseline score on standardized assessments. SLPs will be introduced to considerations and resources for evaluating these students through observation, interview and formal assessment.

**EVIDENCE OF LEARNING:** SLPs will be able to describe several tools which are accessible to assess minimally verbal students.

**MATERIALS:** N/A

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AAC Skills Assessment: Evaluative Treatment \*

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LENGTH OF TRAINING: 3 Hours

PURPOSE: SLPs will learn a hierarchy of basic AAC focused skills necessary for students to develop communicative competence. The AAC Skills Assessment will be introduced and discussed in detail with specific case studies, video and photo examples and opportunities to practice interpretation.

EVIDENCE OF LEARNING: SLPs will be able to access the AAC Skills Assessment and describe the application of the tool in on-going therapy settings.

MATERIALS: iPad or laptop as available

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Speech Generating Device Evaluation: Pursuing a Personal Communication Device \*

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LENGTH OF TRAINING: 4 hours

PURPOSE: To train SLPs in gathering necessary information and completing evaluation reports for speech generating device use for the purpose of acquiring funding for personal, medically necessary dynamic display communication devices. A case study from the local school district will be presented by a chosen participant with video samples. Participants will have the opportunity to discuss their observations, the significance of the skills seen and the student's specific AAC related needs as they determine the most appropriate solution to pursue.

EVIDENCE OF LEARNING: During the training, The SLP team will complete one speech generating device evaluation report as a group to fund a communication device for the targeted student.

MATERIALS: Several videos of a chosen student participating in AAC Skills Assessment activities, specific student documents needed for funding purposes. IEP and Eligibility information for the student chosen for the case study.

\* 2 AAC Evaluation sessions for SLPs can be combined into one day with a case study used throughout the day resulting in a completed SGD evaluation report suitable for obtaining funding through insurance or Medicaid.

### Cost of Training

For school districts with on-going contracts, trainings will be invoiced at the same hourly rate as all agreed upon services, including travel time.

The above trainings are offered for school districts/cooperatives/organizations without

an on-going contract, individual trainings are invoiced at \$2000/6-hour day or \$1000/3-hour half-day. Contracts may be developed at a discount for school districts purchasing a minimum package of 5 trainings. Follow up coaching is included for additional cost to districts without on-going contracts.

### Make your own session!

Work with the trainer to plan an AAC session specific to your district's needs! We'd be happy to work with you to ensure that your team has exactly the support and information they need to work within your district. \*Pricing varies dependent on the preparation time required for custom sessions.

*Travel expenses are invoiced based on the actual receipts for mileage, airfare and hotel costs (if needed) for travel over 100 miles from Dynamic Therapy offices. Efforts are made to ensure the least expensive travel costs are obtained.*

### Expert Trainer, Vicki Clarke, MS CCC-SLP

*CEO, Dynamic Therapy Associates, Inc.  
Director, DTA Schools  
Augmentative Communication Expert  
Speech Language Pathologist*

Vicki Clarke is a speech language pathologist who has specialized in augmentative and alternative communication for over 25 years. Vicki is the CEO of Dynamic Therapy Associates, Inc. and Director of DTA Schools, a division providing multi-district AAC services. Vicki supports school districts in AAC evaluation, equipment procurement, and implementation for individual students in the academic environment. In addition, DTA Schools supports district-wide AAC implementation through the Classroom Communication Goals Project, training and supporting all team members in classroom AAC implementation. Dynamic Therapy Associates is a private speech language pathology clinic with 5 full time AAC specialists, providing speech, language and communication evaluation and treatment; augmentative and alternative communication assessment; and speech generating device evaluation, funding and training.