



BC Association for
Advancing
Communications

PRESENTS

EDUCATOR WORKSHOP TOPICS

**1.5 HOUR
WORKSHOPS**



WHAT IS ABLEISM? THE IMPORTANCE OF PRESUMING COMPETENCE:

This workshop invites the audience to explore how our education system is influenced by the medical model of disability and its discrimination against disabled people. Similar to racism, sexism, and ageism, ableism exists in society. Unfortunately, the medical model views disability as an impairment that needs to be fixed or cured by a medical professional, and promotes a belief that able-bodied people hold higher value than people with disabilities. In contrast, the social model of disability views disability as differences that are neutral and unique to each individual, such as a person's age, race, and gender (Human, 2017). The focus of this workshop is to explore ableism and the importance of presuming competence in your students.



EARLY MEMORIES OF DISABILITY:

This workshop invites the audience to reflect upon their earliest memories of disability. What was said or taught to the audience about people with disabilities? Growing up, did they see people with disabilities in their classrooms or were they segregated? This workshop will guide the audience towards personal reflection, starting with their initial recollections of disability, and understand how these memories shape and form their current perspectives of disability today.



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WHAT IS AAC?

This workshop introduces the purpose and benefits of Augmentative and Alternative Communication (AAC). We will provide AAC users (and their support team) with an overview of AAC as the student's primary communication tool. This workshop will review different AAC options (no tech, low tech, high tech), how AAC is commonly used, and the benefits of AAC usage in school, home, and community settings.

IMPLEMENTATION STRATEGIES FOR BUILDING COMMUNICATION AND LEARNING THROUGH AAC:

This workshop introduces the SETT (Student, Environment, Tasks, Tools) framework to build communication and learning through AAC. Educators are encouraged to look into these factors and assess whether the goals of an activity and available technology help support access to information and learning. This workshop will also explore ideas to incorporate AAC during recess and lunch times at school and opportunities to use AAC communication and learning to build long-term friendships.

ASSISTIVE TECHNOLOGY APPS:

This workshop introduces common assistive technology (AT) apps for students who use AAC as their primary means of communication. Popular apps used for communication, reading, and writing will be explored.

INCLUSIVE MAKERSPACES

Through the act of making, this workshop will invite educators to consider and reflect more deeply upon the needs of diverse populations. Real-life scenarios will be discussed and educators are encouraged to ideate and "make" solutions together with their colleagues for AAC students and their peers.



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LITERACY FOR EVERYONE (3 WORKSHOPS):

Everyone can learn to read and write. Students with “even the most significant disabilities begin to make progress toward becoming independent readers, writers, and symbolic communicators when given appropriate support and experience over time” (Erickson and Koppenhaver, 2020).

WORKSHOP #1

The 1st workshop will invite educators to explore and setup conditions for AAC users to learn, including knowledgeable others, means of communication and interaction, repetition with variety, cognitive engagement, cognitive clarity, personal connection to the curriculum, encouragement of risk-taking, comprehensive instruction, significant time allocation, and high expectations.

WORKSHOP #2

The 2nd workshop will explore foundations for learning (including alphabet knowledge and phonological awareness) and the importance of emergent reading, shared reading, and emergent writing. Strategies such as CAR (Comment and wait 15 seconds, Ask for participation and wait 15 seconds, and Responding by repeating and adding more) and CROWD (Completion prompts, Recall prompts, Open-ended prompts, Wh-prompts, and Distancing prompts) will also be discussed.

WORKSHOP #3

The 3rd workshop will focus on building literacy skills for AAC students. It is important to teach AAC users to read silently and with comprehension. Strategies such as the WTP (whole-to-part) model, with word identification, language comprehension, and whole-text print processing will be discussed. The Four Components of Literacy, which includes reading comprehension, self-directed reading, writing, and word study will also be explored for AAC students.



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