

Project Core

A Stepping-Up Technology Implementation Grant
Directed by the Center for Literacy and Disability Studies at UNC-Chapel Hill

Teaching Communication During Academics

FACILITATOR GUIDE



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Teaching Communication During Academics

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Module Notes

This guide describes the preparation, flow, video segments, and learning activities for this module.

The guide is set up with the following formatting:

Script for the facilitator to SAY is written like this.

Instructions for the facilitator to DO are written like this.

Possible answers are written like this.

Icon Glossary



VIDEO: This icon indicates when a video segment should be played.



ACTIVITY: This icon indicates when a learning activity should occur.



FACILITATOR NOTES AND IDEAS: This icon indicates an open space where facilitators can add their own reflections, examples, points of emphasis, etc.

Facilitator Introduction

What Does a Facilitator Do?

A facilitator manages the flow and discussion of the professional development (PD) by

- keeping the PD and discussions on track,
- encouraging all members to participate,
- recognizing and utilizing the unique contributions of each member, and
- playing an active and critical role in all aspects of the PD session.

What Makes a Good Facilitator?

Good facilitators

- prepare prior to the PD session,
- value people and their ideas,
- communicate clearly,
- keep discussions on topic, and
- manage time to respect announced beginning and ending times.

What Are the Facilitator's Basic Responsibilities?

1. Establish the Purpose
 - a. Communicate the objectives of the module in a way that is meaningful to the participants.
 - i. Motivation to participate and learn are increased when the benefit is clear.
 - b. Help the participants connect the content to their own learning needs.
2. Support Learning
 - a. Respect participants' knowledge and experience and use it as a resource in the learning process.
 - b. Pause the video and encourage discussion when information needs to be emphasized or it relates directly to something the staff has experienced.
 - c. Avoid reading the script verbatim. Instead, familiarize yourself with the information prior to delivering the module and use it as a guide to support your interaction with participants.
3. Support Participation
 - a. Use the activities to help participants integrate the information in the module with their personal experiences.

- b. Encourage participants to interact while completing activities to help them retain information.
 - c. Encourage various participants to share with the group. Hearing other participants' ideas may help individuals retain the information better.
 - d. Think aloud and reflect on the ways this new information does and does not relate to what you already know. Encourage participants to do the same.
 - e. Seek questions from participants. When appropriate, bring individual questions back to the group to discuss. Work together to construct answers based on what has been presented in the module and incorporate your own responses.
4. Focus on Application and Use
- a. Work in teams to plan or solve problems regarding the application of the module content with students.

The facilitator guide provides support to help you be a good facilitator, but there are also open sections in the guide for you to use when planning and during the session to make notes about relevant examples from your own experience, observations, and knowledge of the participants.

Trouble Shooting Tips

As a facilitator, you may be required to intervene to keep the workshop on track. Listed below are some tips for intervening in particular circumstances.

1. Staying on-task and on-time.
 - a. Your participants likely have a specified amount of time to complete each module. With groups of passionate and knowledgeable people, it is easy to veer off onto other topics or get side-tracked by details of a conversation. In order to help the group stay focused, you may want to:
 - i. Remind the group of the "keep focused" expectation.
 - ii. Explicitly re-focus the group back to the topic.
 - iii. Close the item and set it aside in a "parking lot."
 - iv. Ask participants to help you decide how to proceed.
2. Dealing with unproductive behavior.
 - a. Difficult behavior is often unintentional or occurs as the result of emotionally charged situations. You might be dealing with inattentive members who are engaging in side-bar conversations, taking calls or indiscreetly dealing with e-mail. You might also be dealing with personal agendas or other forms of disrespectful behavior. A mild intervention will most often assist you in dealing with the behavior. For example
 - i. Use gentle and appropriate humor to redirect.
 - ii. Directly restate the ground rules.

- iii. Direct your questions to the individual for clarification.
 - iv. Ask participants to shift and work with different groups for the next activity.
 - v. Seek help from the group.
 - vi. Address the issue at a break.
3. Stimulating Active Participation.
- a. While passionate people often have a lot to say and suggestions for action, it is not uncommon for PD sessions to experience lulls. You might want to use the following techniques to keep the conversation going.
 - i. Use probing questions.
 - ii. Give an example to see if it sparks ideas.
 - iii. Call on individuals in the group.
 - iv. Invite debate.

Module Overview

About This Module

The goal of this module is to discuss how to support interaction and teach communication as students engage in academic instruction across the school day.

Learning Outcomes

- Participants will be able to describe how to use Universal Core vocabulary to communicate across academic instruction.
- Participants will recall the four instructional strategies embedded in the approach to teaching Universal Core vocabulary.
- Participants will recall the academic supports that can be accessed on the Project-Core.com website.



Facilitator Notes

Materials and Equipment

MATERIALS	EQUIPMENT
For the Facilitator: <ul style="list-style-type: none"> • Video of <i>Teaching Communication During Academics</i> • Handout: <i>Project Core General Self-Reflection & Observation</i> • Course Evaluation Form • Agenda 	For the Facilitator: <ul style="list-style-type: none"> • Chart paper or Whiteboard • Extra Pens and Pencils • Laptop • LCD Projector • Speakers appropriate for the room size • Computer connected to the internet

Module Preparation Checklist

Task	✓
Obtain and test LCD projector and personal computer	
Obtain chart paper or confirm there is a whiteboard in the presentation space.	
Obtain markers for chart paper or whiteboard	
Copy participant materials.	
<ul style="list-style-type: none"> • Participant Handouts 	
<ul style="list-style-type: none"> • Workshop evaluation form 	
<ul style="list-style-type: none"> • Agenda 	
<ul style="list-style-type: none"> • Obtain and test Video of <i>Teaching Communication During Academics</i> (found on project-core.com) 	
Set up chart paper	

Workshop Schedule

		Content	Activity
Section 1	<i>Introduction</i> 7 min	Review of Learning Outcomes and handouts.	
Section 2	<i>Academic Instruction</i> 15 Min	Discuss how to support interaction and teach communication as students engage in academic instruction across the school day.	View the project-core.com website to find instructional support materials
Section 3	<i>How do We Support Communication During Academics?</i> 10 min	Discuss communication supports that are embedded in all academic lessons.	Review the <i>Project Core General Self-Reflection & Observation</i> form
Section 4	<i>Wrap-up</i> 5 min	Assessment and closing information. Request facilitator(s) and participants complete a 2-minute survey at: project-core.com/PDsurvey	

Module Instructions

SECTION 1—Introduction

Expected Time: 7 minutes

Greet participants and discuss any housekeeping information they may need.



Facilitator Notes

State the title of the module and briefly review the learning objectives.

Welcome everyone. We have been applying the information we have learned about supporting and teaching communication in our classrooms. There are four strategies we have been using. Can we name them really quickly?

Pause and allow participants to call out their responses: *1) giving students consistent access to their own communication system, 2) having the adults demonstrate the use of the symbols, 3) attributing meaning to all student communication efforts, and 4) repeating and expanding upon student efforts to use the universal Core Vocabulary to communicate.*

Today's module is *Teaching Communication During Academics*. It is the first of a series of modules that will help us think about how to apply the strategies we just talked about during our academic instruction.

Introductions: See who is in your audience. If the participants are well known to you, skip introductions.

As we get started, I would like to know a bit about who is here today.
Raise your hand if you are a classroom teacher.

How many of you are speech-language pathologists?

Are there any occupational therapists here today?

Physical therapists?

Teaching assistants?

How about school psychologists?

School administrators?

Did I miss anyone?

Ask anyone who raises a hand to say what job he/she does.

Review list of handouts.

I'm glad all of you could be here today. We will begin the recorded presentation in a few minutes, but before that, please take a moment to review the handout packet you received. You should have a copy of

Today's agenda and the handout titled, *Project Core General Self-Reflection & Observation*

Make sure everyone has all of the handouts.

Does everyone have a copy? The handout will be used during our closing activity. Does anyone have any questions?

Pause to see if there are questions and respond as appropriate.

If there are no (more) questions, let's go ahead and get started.

SECTION 2—Academic Instruction

Expected Time: 15 minutes



Facilitator Notes

We're going to start our session by watching a video segment and then pause the video to do an activity together. If you have questions during the segment, please write them down so we can discuss them when we pause the video. If your questions or comments can't wait, let me know so we can pause the video and address them.



Start the video.

At the 4:37-minute mark you will see "Activity 1", pause the movie to complete the activity.

We're going to pause the module now so we can do an Activity.



Learning Activity 1

Where Do I Find Academic Supports?

Expected Time: 10 minutes

Materials

- Computer connected to the internet



Facilitator Notes

(consider putting the links to the different pages you want participants to view during the activity here)

Open your computer to www.project-core.com. Show participants how to find the lesson plans and self-reflection forms they will be learning about in the upcoming modules (you do not need to go into details about each individual form at this time because all the forms will be reviewed later).

Here is the list of forms:

Daily Routines Planning Form

Weekly Literacy Academic Routines Planning Form

Project Core General Self-Reflection & Observation

Alphabet & Phonological Awareness: Self-Reflection & Observation

Independent Reading: Self-Reflection & Observation

Independent Writing: Self-Reflection & Observation

Predictable Chart Writing: Self-Reflection & Observation

Shared Reading: Self-Reflection & Observation

Wrap up the discussion and bring participants' attention back to the movie.

SECTION 3—How do We Support Communication During Academics?

Expected Time: 10 minutes

Materials:

- Handout: Project Core General Self-Reflection & Observation



Facilitator Notes

Now let's watch the next segment of our video. Listen for the instructional strategies we should utilize in all our lessons.



Start the movie and complete the video.

Ask participants to find the handout *Project Core General Self-Reflection & Observation*.

Please find your handout titled *Project Core General Self-Reflection & Observation*. Earlier you saw where you can find this form. Now I want us to spend a few minutes looking over and talking about it. This is something you can go back to your classrooms and start using tomorrow. Take a couple of minutes to review the form.

Pause and allow participants to read through the form.

Draw participants' attention back to the larger group.

This form is intended to help us start thinking about how we currently support communication so that we can plan for what we want to work on as we move forward. This is new so none of us will remember to do all of these things all the time but as we practice, self-reflect and support one another, we will find ourselves doing more and more of these things in a natural way. This form can be used several ways. First and foremost, it can be used to help you reflect on your own practice. It can also be used by classroom staff to help each other reflect on the positive things that are happening. Then as a group you can decide what you will help each other think about and remember. Finally, coaches may use the form to support discussions about instructional practice based on observations. The bottom line is that it is intended to help us look for the positive changes in our own instructional behavior. Given the importance of self-reflection on changing our instructional behavior, I would like everyone to use this form at least one time this week after a lesson or interaction with your students. Literally, write this into your lesson plans as a follow-up activity for yourself. You don't have to share it with anyone, but use it to help you establish what goal or goals you will have for yourself. I will ask you to share your goals with your coach. Are there any questions about what you will be doing or about the module?

Answer any questions they may have.

SECTION 4—Wrap-up

Expected Time: 5 minutes



Facilitator Notes

Handout the Assessment

I am going to hand out the assessment at this point. When you finish you can turn this in as well as your evaluation as your exit tickets. Your coach(es) will be in touch concerning your goals after this week.

Wrap up the session. Have participants complete any final paperwork that is needed (e.g., an evaluation, sign out to document attendance, etc.).

That completes the Teaching Communication During Academics module. Please complete a brief survey about this PD session at: project-core.com/PDsurvey. Take your handouts with you so that you may refer back to them as we continue to learn about teaching communication during academics. Thanks for your attention and participation.

CEUs

Project Core does not provide CEUs for the completion of modules. However, states and/or local education agencies (LEAs) are encouraged to use the information provided in **Appendix C** to help facilitate the application process required by your state or LEA to secure CEUs for the completion of this module

Appendix A

Agenda

Teaching Communication During Academics

		Content	Activity
Section 1	<i>Introduction</i> 7 min	Review of Learning Outcomes and handouts.	
Section 2	<i>Academic Instruction</i> 15 Min	Discuss how to support interaction and teach communication as students engage in academic instruction across the school day.	View the project-core.com website to find instructional support materials
Section 3	<i>How do We Support Communication During Academics?</i> 10 min	Discuss communication supports that are embedded in all academic lessons.	Review the <i>Project Core General Self-Reflection & Observation</i> form
Section 4	<i>Wrap-up</i> 5 min	Assessment and closing information. Request facilitator(s) and participants complete a 2-minute survey at: project-core.com/PDSurvey	

Assessment

Teaching Communication During Academics

Name: _____

Date: _____

1. True False A key to teaching communication is demonstrating the use of the Universal Core vocabulary as often as possible, and academic instruction provides another opportunity.
2. True False State Standards typically do not include standards that address communication.
3. Which one of the following word pairs cannot be used to teach students to understand a content word while also providing a Universal Core word to communicate about the content word?
 - a. Earth it
 - b. Add all
 - c. Dog Roscoe
 - d. Photosynthesis make
4. What are the emergent literacy routines that are supported with Project Core resources?
 - a. Shared Reading; Guided Reading; Comprehension; Writing; Phonics
 - b. Shared Reading; Independent Reading; Independent Writing; Alphabet & Phonological Awareness; Predictable Chart Writing
 - c. Phonics; Word Study; Writing; Comprehension; Guided Reading
 - d. Independent Reading; Independent Writing; Shared Writing; Comprehension; Guided Reading
5. Demonstrating and supporting communication involves all of the following EXCEPT:
 - a. Maximizing communication throughout a lesson.
 - b. Giving students consistent access to their own communication system.
 - c. Using hand-over-hand to help students learn to find the symbols.
 - d. Adults demonstrating the use of symbols.
 - e. Attributing meaning to all student communication efforts.

General Self-Reflection and Observation Form

Teacher: _____ Other Adults: _____ # of Students: _____

Brief Description of Activity: _____ Activity: Academic Non-Academic

Date: _____ Time: _____ Observer: _____

Types of Core Vocabulary Systems Used: Printed Core Board 3D Symbols Communication App or device Other:

Directions: Observe or reflect on practice with **all** students for whom AAC is appropriate.

Evidence	Consistently	Occasionally	Never	Comments & Examples
ALL students have access to their own personal communication system with core vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adults recognize and respond to student's efforts to communicate. <i>Example: Adult sees a student reaching for something and provides access to it.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adults tell students very clearly what they did to communicate. <i>Example: Adult says, "I see you reaching. You want that."</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adults show students how to communicate using symbols. <i>Example: Adult points to the symbol for want while saying, "You could tell me, want."</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adults show students how to use core vocabulary using each student's personal communication system (or a system that is very similar).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adults encourage students to communicate in any way they can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adults invite students to use their core vocabulary system, without requiring use. <i>Example: Adult says, "tell me" and gestures to the student's communication system.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adults provide wait time for students to initiate and respond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adults use strategies other than physical support (e.g., hand-over-hand) to encourage student communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summary and Additional Comments (continue on back as needed):

Appendix B

Assessment Answers

Teaching Communication During Academics

Name: _____

Date: _____

1. **True** False A key to teaching communication is demonstrating the use of the Universal Core vocabulary as often as possible, and academic instruction provides another opportunity.
2. True **False** State Standards typically do not include standards that address communication.
3. Which one of the following word pairs cannot be used to teach students to understand a content word while also providing a Universal Core word to communicate about the content word?
 - a. Earth it
 - b. Add all
 - c. **Dog** **Roscoe**
 - d. Photosynthesis make
4. What are the emergent literacy routines that are supported with Project Core resources?
 - a. Shared Reading; Guided Reading; Comprehension; Writing; Phonics
 - b. **Shared Reading; Independent Reading; Independent Writing; Alphabet & Phonological Awareness; Predictable Chart Writing**
 - c. Phonics; Word Study; Writing; Comprehension; Guided Reading
 - d. Independent Reading; Independent Writing; Shared Writing; Comprehension; Guided Reading
5. Demonstrating and supporting communication involves all of the following EXCEPT:
 - a. Maximizing communication throughout a lesson.
 - b. Giving students consistent access to their own communication system.
 - c. **Using hand-over-hand to help students learn to find the symbols.**
 - d. Adults demonstrating the use of symbols.
 - e. Attributing meaning to all student communication efforts.

Appendix C

Information for CEUs

Teaching Communication During Academics

Project Core does not provide CEUs for the completion of modules. However, states and/or local education agencies (LEAs) are encouraged to use the information provided below to help facilitate the application process required by your state or LEA.

Module Objectives

1. Participants will be able to describe how to use Universal Core vocabulary to communicate across academic instruction.
2. Participants will recall the four instructional strategies embedded in the approach to teaching Universal Core vocabulary.
3. Participants will recall the academic supports that can be accessed on the Project-Core.com website.

Author Bios

Karen Erickson, Ph.D., Director of the Center for Literacy and Disability Studies, is a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research addresses literacy assessment and instruction for struggling readers of all ages including those with significant cognitive disabilities. Karen is co-developer of the Tar Heel Reader online library of accessible books for beginning readers, as well as several other assistive and learning technologies. She is a former teacher of children with significant disabilities.

Lori Geist, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies (CLDS) at the University of North Carolina at Chapel Hill. She is a certified speech-language pathologist with an emphasis in assistive technology and augmentative communication. Dr. Geist's PhD is in Computing Technology in Education from the School of Computer and Information Sciences at Nova Southeastern University. Prior to joining the CLDS team, Dr. Geist led a clinical research and development team for DynaVox Technologies.

Claire Greer, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. She has worked for the North Carolina Department of Public Instruction as Consultant for Autism, Severe Intellectual Disabilities and Multiple Disabilities and was the Director of the North Carolina Deaf-Blind Project. She has worked for the States of North Carolina, Kentucky and Wyoming as a Classroom Teacher, Program Specialist, Educational Director, and Exceptional Children Consultant.

Penny Hatch, Ph.D., is a Research Assistant Professor at the Center for Literacy and Disability Studies, in the Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill. Her research includes language and literacy development for students with significant cognitive disabilities and complex communication needs. Prior to earning her Ph.D., Dr. Hatch worked as a school-based speech-language pathologist, specializing in augmentative and alternative communication and assistive technology.

Agenda

		Content	Activity
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