Communication Tool Box

What is a Communication Tool Box? A collection of strategies that when used consistently really boost communication for students who need communication options in addition to oral speech. We will highlight one strategy each month in the Multi-modal Communication graphic below.

Multi-modal Communication

What is it?

The use of a wide array of strategies used to communicate a wide range of messages. These include body language, gestures, vocalizations, pictures, core vocabulary boards, voice output devices.

What it is NOT?

It is NOT limited to using a single mode – picture exchange or voice output device – although both will be necessary in a multi-modal approach.

How does it work?

We all use a variety of strategies to communicate including our facial expressions, gestures, vocalizations even typing. So, students should also use a variety of communication strategies in addition to using AAC.

The goal IS communication, the strategy is the means to accomplish the goal.
To earn ASHA CEUs you must:

- Pre-register for the course through your LIC
- Bring your ASHA number the day of the course
- Complete ASHA CEU form the day of the course
- Be present for the entire course. No partial credit will be provided.

**TAALC TUESDAY DATES**

- October 18
- November 15
- December 13
- January 17
- February 14
- March 14
- April 18

Join from PC, Mac, Linux, or mobile device:
https://uky.zoom.us/j/3025007355

**CORE Vocabulary Board**

Communication can’t wait for the device to arrive. Practice with the core board on the next page. Then replicate the array on the new device. Use sticky notes to cover un-needed words.

**This Month’s Teaching Strategy – RESPOND AS IF MEANINGFUL**

Not sure what that body language is saying? Acknowledge as if you understand. Tell the student what you are seeing and what you think they are trying to tell you.

**TAALC TUESDAY WEBINAR SERIES!**

**TAALC Tuesday** will start in Mid-October late afternoons 3:00 Eastern/2:00 Central. Join the live conversation and get your questions answered or listen later to the posted recording.

Topics will include:

- October 18 - Beyond Single Words: Pokemon go!
- November 15 - It’s MY turn! Aided Language Modeling
- December 13 - Read my Smile! Multi-modal Communication
- January 17 - Touch it! Tactile symbols and device enhancements for vision support
- February 14 - Finding the hours in the day: Integrated Related Services
- March 14 - District Communication Teams: Lessons Learned
- April 18 - Peer Supports: Communication Super Heroes

Need help with an individual student’s communication or want to start a district team?

Apply for Tier 2 or 3 Technical Assistance & Coaching

Contact: Jacqui Kearns for an application packet
Jacqueline.kearns@uky.edu

**Need CEUS?**

**NCSC Communication Tool Kit**
for 3 hours of ASHA Certified CEUs
https://learn.hdi.uky.edu/index.php/product/ncsc-communication-toolkit/

**Listen Up Series**
https://msd1stop.hdi.uk.org/index.php/Teaching_Age-Appropriate_Academic_Learning_via_Communication_(TAALC)
<table>
<thead>
<tr>
<th>Increase/Decrease</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>