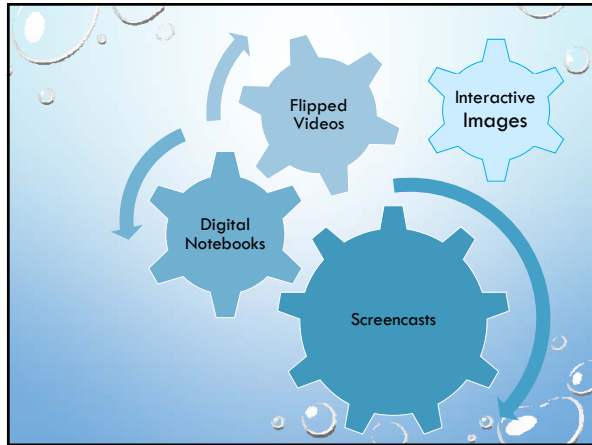


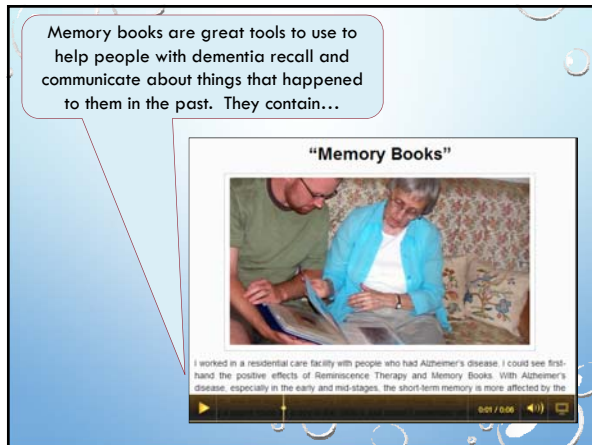
Using Digital Media in Preservice AAC Education

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Center for Autism and Related Disabilities
Nova Southeastern University
www.PrAACticalAAC.org



SCREENCASTS







Jing

- Download & install the program
- 1. Start it from a tool bar or the 'Sun' icon
- 2. Select area of the screen to capture
 - Choose video or image
- 3. Begin recording at the prompt
- 4. When finished, save or upload to Screencast.com
 - Generates a unique URL that you can use to view the video





View of the Screencast.com website where video is shown.

Can send the link by email or embed in PPT, website, etc.

Can also save it using digital curation

Image captured with Jing

Jing

- Brief screencasts that can be:
 - Edited in video editing programs, like Camtasia Studio.
 - Saved in various formats with the Pro version
- Several tutorials, (e.g., How to Make a Screencast , [link](#))
- Can also capture still images

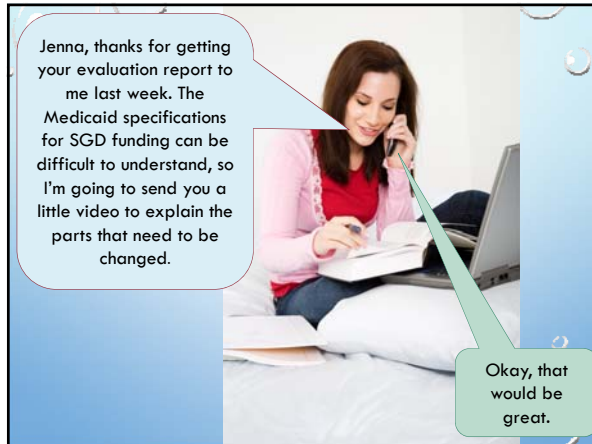
Capturing Images

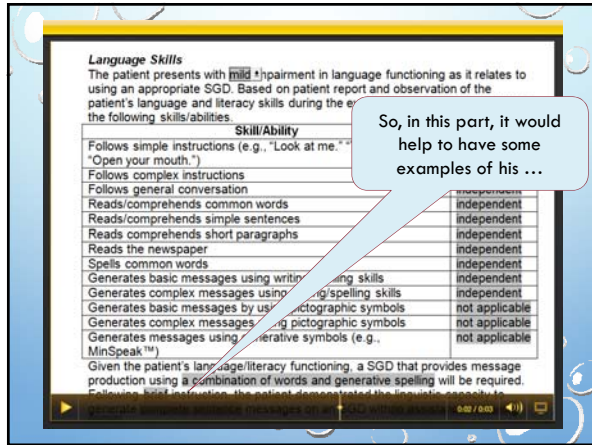
Compensation For Difficulties Related to Attention, Motivation, & Cooperation

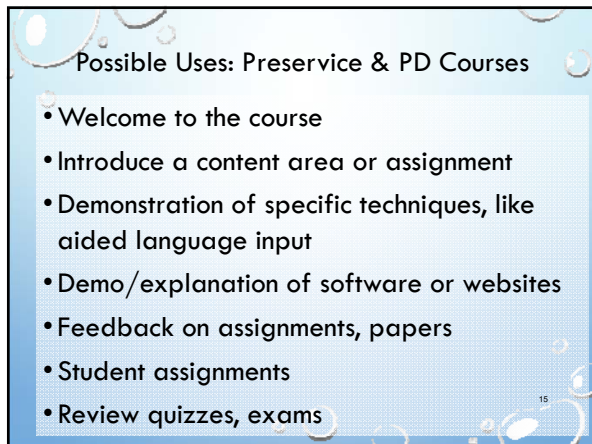
- Prepare the child in advance
 - Use social stories to help the child understand your expectations.
 - Practice several times.
 - Rehearse test-taking behaviors, such as sitting, looking at test plates, keeping hands still, listening, pointing, & receiving reinforcement.

You can do a *little bit* of editing.

You can combine this with the "Wanda More" strategy for impulsive communicators.





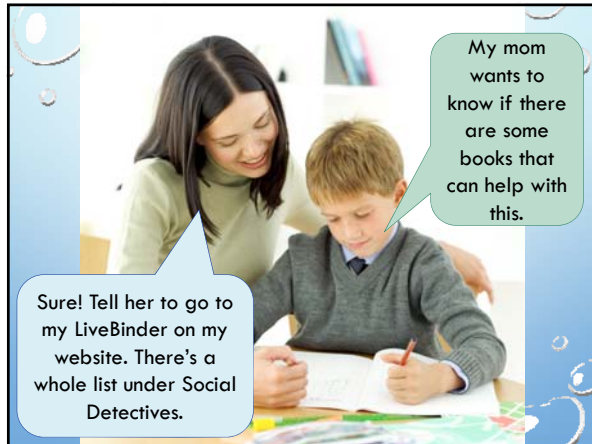


Uses in Clinical/Educational Settings

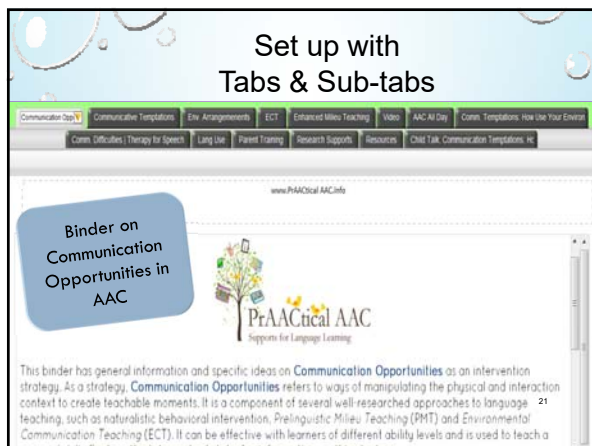
- Demonstration of strategies or tools
- As a context for therapy
- Show something to teacher, therapist or parent
- Weekly home practice activities
- Co-creation with clients as part of their therapy (e.g., Video note that they can send to family)

The image shows two overlapping presentation slides. The top slide is titled 'AAC WELL, HELLO' and features a cartoon character. A blue callout bubble points to the slide with the text 'Intro & Welcome'. The bottom slide is titled 'PART 2 Why Introduce Picture-based Communication?' and features an illustration of several small plants. A blue callout bubble points to the slide with the text 'New Content'. The website 'www.PRACTICALAAC.org' is visible at the bottom of the second slide.

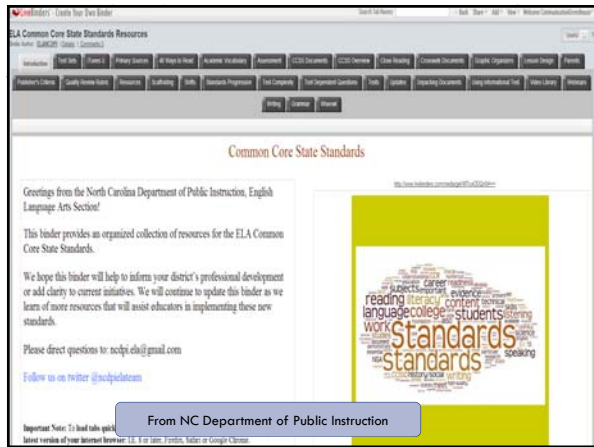
DIGITAL NOTEBOOKS







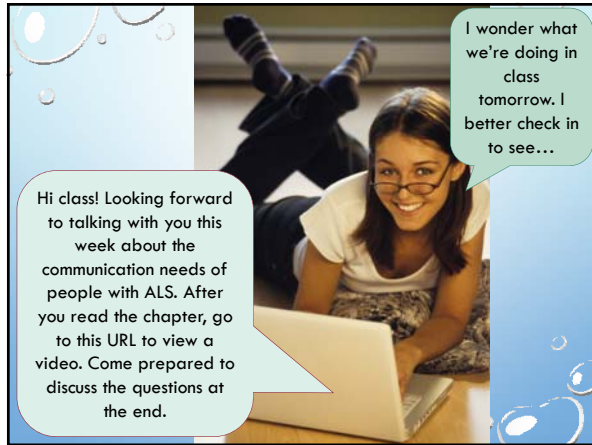






Why use flipped videos?

- Expand the learning environment
 - Cover more content in the course
- Deepen their understanding
 - Focus more on the application of content in face-to-face time
- Use content from around the world
- Model the use of digital tools that they can use in their careers post-graduation




Harvey & Silva Demonstrate Partner Assisted Scanning

LESSON CREATED BY CAROLE ZANGARI USING TED Ed
CEO PRO | ecommunication | COURSE ONLINE

Let's Begin...

Harvey's ALS has severely restricted his motor abilities. At this point, his only reliable movement is blinking his eyes. Watch how he and his assistant, Silva, use that movement to communicate important messages without any technology at all.



Watch

Think

Flip This Lesson

Customize and share your lesson

TedEd <http://ed.ted.com>

Let's Begin...
 Harvey's ALS has severely limited his motor abilities. At this point, his only reliable movement is blinking his eyes. Watch how he and his assistant, Sika, use that one single movement to communicate important messages without any other help at all.

What demands does this put on the partner? What can we do to make it easier on the partner?

Save My Answer

Watch
Think

TedEd <http://ed.ted.com>

TedEd <http://ed.ted.com>

Using Ted Ed to Create Flipped Videos

- Select a YouTube video
- Add title and some introductory information
- Add your reflection points and/or questions
- Upload to Screencast.com
- Share the URL with your students for them to watch before class
- Build class activities based on the video

<http://bit.ly/TedEdFlippedVideo>

Using Prestored Messages

LESSON CREATED BY CAROLE ZANGARI USTWICK TED-ED
 VIDEO FROM AAC Checka YOUTUBE CHANNEL


Let's Begin...
 Prestored messages are one way of allowing variability in an AAC device. In this clip, Sika and Harvey are creating videos together. Sika is still supporting her on using a prestored message screen designed for the purpose. Can you identify some of the functional objectives she is using?

Watch
Think
...And Finally

TedEd
<http://ed.ted.com>

Bryn & His Mom
 LESSON CREATED BY CAROLE ZANGARI USING TEDEd
(VIDEO FROM shareagle YOUTUBE CHANNEL)

Let's Begin...
 Beginning communicators face many challenges. In this video, you will see a mother trying to support her young son with autism. Although she uses some helpful tools and strategies, he struggles to make his preferences clear. As you watch, think about the interaction in terms of what improvements could be made to make communication more successful for both partners.




Watch
Think
 Dig Deeper

Customize This Lesson 1
 Create and share a new lesson based on this one
31

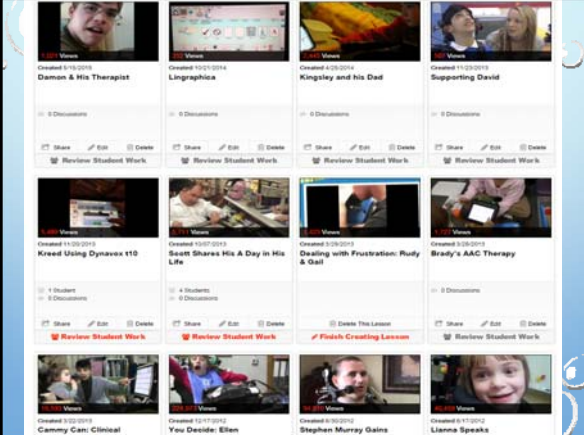
Let's Begin...
 Beginning communicators face many challenges. In this video, you will see a mother trying to support her young son with autism. Although she uses some helpful tools and strategies, he struggles to make his preferences clear. As you watch, think about the interaction in terms of what improvements could be made to make communication more successful for both partners.

Bryn is communicating in several different ways. If you were using this clip to create a communication profile for him, you would need to identify the different strategies or forms he uses for communication. Using AAC terminology, create a list of the different ways in which Bryn communicated to his mother.



Watch
Think
 Dig Deeper

Save My Answer



14,844 Views
Created 5/16/2012
Objects as Symbols: Schedules
17 Students
0 Discussions
Share Edit Delete
Review Student Work

Objects as Symbols: Schedules
Created on May 16, 2012
Lesson Stats: 17 Students

Active Students
Sort By: Name Last date of activity

Last Activity	Multiple Choice	Open Answer	Discussions	Student Responses
June 22, 2016 9:28	0 / 0 Completed 0 Correct First Attempts 0 Total Attempts	3 / 3 Completed	0 Replies	0 Replies
May 18, 2016 22:02	0 / 0 Completed 0 Correct First Attempts 0 Total Attempts	2 / 3 Completed	0 Replies	0 Replies

View Answers for [Lesson Title] [Feedback]

Objects as Symbols: Schedules

LESSON CREATED BY CAROLE ZANGARI USING TED Ed
VIDEO FROM: ocalvideos YOUTUBE CHANNEL

Let's Begin...

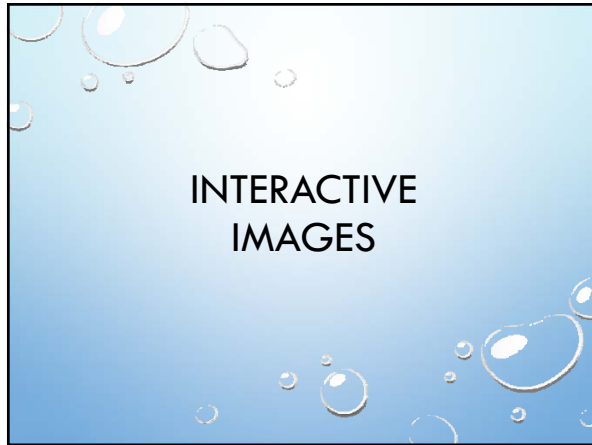
How would you go about selecting an object to represent activities throughout the day?

In order to select an object to represent activities throughout the day, one should select an associated item that is small enough to be manipulated when utilizing an object schedule. This differs from a miniature schedule where either a miniature version of the target item or area or even a miniature associated item can be used.

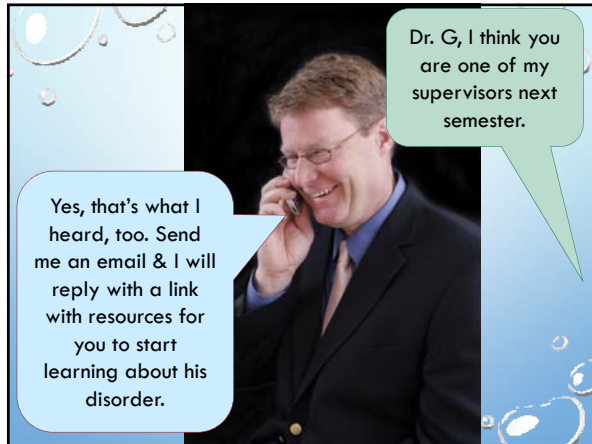
Watch Think

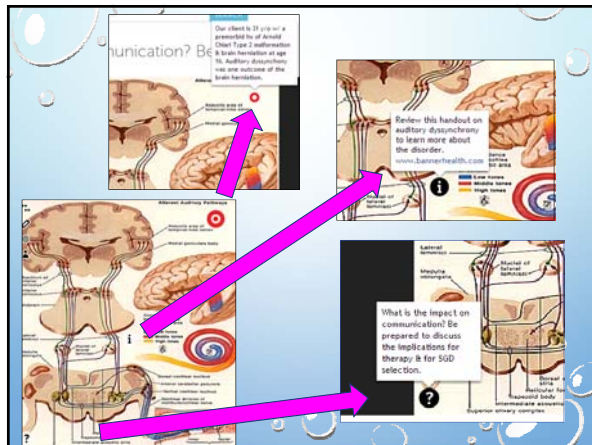
Give Feedback













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 - Find images on the web
 - Upload your own
- Create and send link
- Public or unlisted

www.thinglink.com



Digital tools can help us:

- Work smart
 - Save time
 - Be more thorough & consistent
- Engage our students
- Model technologies that we want them to use in their own clinical/educational work

AAG Practitioners in the 21st Century

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- Visit: <http://bit.ly/21stCenturyAAC>
- Click the 'Join' button
- Share ideas, post resources, ask/answer questions



Thank You!

zangaric@gmail.com

www.PrAACticalAAC.org
