**AAC Virtual Camp Lesson Plan**

Meeting schedule and feedback for students:

* Everyone was involved in the planning process to work collaboratively via reoccurring virtual planning sessions.
* Tasks for all involved, which included the students, were divided with established due dates.
* The students developed and posted draft lessons.
* Faculty reviewed and provided written and verbal (via video conference) feedback throughout the planning process to the students. Feedback was provided in both group and individual formats, depending on the feedback.
* Thirty minutes prior to each camp session, the team met (virtually) to review the plan, ensure all was ready, and test out all technology for the day. For example:
  + testing screen sharing, split screens, spotlighting, or using extra cameras in front of devices for modeling the different AAC devices used by the campers.
  + clarifying who was modeling when.
* After each session, in a group discussion, each team member highlighted what they felt went well, what might need to be adjusted for a future visit (i.e., cues/support, strategies, access, technology set up, activity directions, etc.) and/or what was learned.
* Individual feedback was also given to each student by a faculty member.

It was decided the directions/lesson should:

* describe a literacy activity (with an emphasis on emergent literacy activities yet flexible enough for a possible wide range of literacy skills and AAC experience - to meet all needs),
* provide considerations for telepractice participation such as sharing the screen, using breakout rooms, annotation tools, etc. (Gregory, 2020).
* describe opportunities planned for communication interactions,
* include possible communication goals that can be individualized (planning for emergent, context-dependent, and independent AAC skill levels (Dowden, 2004) to prepare when skill levels may be varied or unknown) and align with the evidence-based literacy activity (Erickson & Koppenhaver, 2020),
* include strategies present to support AT needs (i.e., SMORRES (Senner & Baud, 2015) with specific detail such as - when modeling suggested describe exactly what is being modeled),
* describe vocabulary focus including vocabulary to regulate the activity,
* apply AT options/adaptations discussed in readings and meetings to provide access and engagement for the targeted literacy activities.
* include the directions the caregivers need to know in order to participate/support their camper during the session and ideas for extra practice at home.

**Clinician:**

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| **Name**: Campers | **Subject Area:** Literacy |

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| **Lesson Focus:** |

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| **Materials Needed:** | **Learning Objectives For Literacy Activity:**  **Emergent**  **Conventional**  **Possible communication Goal Options:**  **Emergent**  **Context-Dependent**  **Independent** |

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| **Adaptations and assistive technology (AT) - state how ALL can communication/participate and actively engage in the activity:**  \*\*Note: this may be a repeat of some information in materials and strategies, but highlights considerations specific to AT here so at a glance can see AT considered. |

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| **Procedure (description of the activity and indicate opportunities for individual’s participation/interaction and telepractice components):** | **Strategies to support learning (i.e., modeling, pausing, etc.) and showing those for emergent (pre-symbolic or symbolic), context-dependent, and independent:**    **Emergent**  **Context-dependent**  **Independent** |

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| **How will you evaluate learning?** | |
| **Vocabulary Focus:** | **Vocabulary for Needed for Regulating the Activity** (i.e., I don’t understand, having a great time, stop)**:** |
| Sample of any visual supports for the activity (put links here to separate documents). Put the separate documents in the folder so they can also be attached to the Google site. | |
| On a separate document:  Parent directions during the activity  Parent home companion activity | |

**References**

Dowden, P. (2004). *Continuum of communication independence.* Augmentative and Alternative Communication At the University of Washington, Seattle. <http://depts.washington.edu/augcomm/03_cimodel/commind1_intro.htm>

Erickson, K. A., & Koppenhaver, D. A. (2020) *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write.* Paul H. Brookes Publishing Co., Inc. ISBN-13: 978-1598576573/ or ISBN-10: 1598576577

Gregory, S. (2020, May 20). *TeleTips From My Side of the Screen\*PRC-Saltillo Presents [video]. Youtube. https://www.youtube.com/watch?v=SgsEUfYVhIc

Senner, J. & Baud, M. (2015, April 9). *How we do it: S’MORRES and partner augmented input with Dr. Jill Senner & Matthew Baud*. PraAACtical AAC.<https://praacticalaac.org/praactical/how-we-do-it-smorres-and-partner-augmented-input-with-dr-jill-senner-matthew-baud/>