



Practically Speaking Language, Literacy, and Academic Development for Students with AAC Needs

By -

Brookes Publishing. Paperback. Book Condition: New. Paperback. 360 pages. Dimensions: 9.9in. x 7.0in. x 0.8in. When K-12 students use augmentative and alternative communication (AAC), what can SLPs and educators do to ensure the best academic and social outcomes Theyll find out in this accessible guidebookevery professionals key to helping students develop the language and literacy skills that lead to higher academic achievement and positive peer relationships. A must-have guide for educators and SLPs who provide communication support, this book answers pressing questions about working with students who use AAC and helps teachers skillfully meet student needs while satisfying the demands of their curriculum. Pre-service and in-service educators and the SLPs who work with them will learn tocollaborate effectively to improve outcomes for students who use AACdetermine student needs through effective, ongoing reading, writing, and language assessmentsdevelop IEPs based on each childs language, communication, and literacy goalshelp students move beyond emergent literacy and develop the skills research identifies as the keys to reading successmeet IDEA requirements by adapting the general curriculum so all students participate and achievesupport students successful use of various AAC technologies, such as communication boards, word prediction software, and speech generating devices supplement classroom instruction with visual and oral...

Reviews

This written publication is wonderful. It really is loaded with knowledge and wisdom You will not really feel monotony at at any time of your time (that's what catalogues are for relating to if you ask me).

-- **Desmond Becker**

Absolutely essential go through publication. I am quite late in start reading this one, but better then never. You will not feel monotony at at any time of the time (that's what catalogues are for regarding if you ask me).

-- **Ambrose Thompson II**

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