

Wisconsin Assistive Technology Regional Network (WATRN)

In partnership with the Wisconsin AAC Network

Mission

To provide a platform where AT/AAC specialist around the state of Wisconsin are able to meet in regional groups to provide each other support, share knowledge and raise awareness around current issues facing school based AT/AAC professionals.

Vision:

Foster a grassroots effort to fill a gap left behind by the defunding of WATI. Bring Wisconsin back to a place where AT/AAC professionals are created, developed and supported in order to provide a high quality of AT/AAC services to all students with disabilities.

Who are we?

Wisconsin AAC Network - Schools committee

The mission of the Wisconsin AAC Network's school committee is to support school districts, outside agencies, DPI, and families to work together on AAC topics. We hold monthly virtual meetings. The school committee gives a report to the AAC Network's leadership team at their quarterly conference call. The network's mission is to bring Wisconsin AAC stakeholders together to have one voice on state AAC issues, we work on raising AAC awareness in the state and helping families on their AAC journey.

Wisconsin AAC Network is a volunteer, grassroots effort. We do not receive any funding from state agencies.

Mike Hipple – mikehipple4@gmail.com

I live in Appleton, Wisconsin. I'm on the council of special education and I am the [membership](#) director of [USSAAC \(United States Society for Augmentative and Alternative Communication\)](#) . I have been using a communication device for fifteen years. I love the AAC community, because it is for everyone. I started learning about AAC eight years ago and I will keep learning about it because it will always be changing. When I'm not learning, teaching, or working with families, you will find me watching baseball or sports or Law and Order SVU, classic Law and Order.



Sharon Redmon ~shredmon@gmail.com

For over 20 years I have worked in classrooms evaluating, teaching, and providing AT and AAC services to children with significant complex communication needs. I graduated with my Masters in Adaptive Education: Assistive Technology from St. Norbert College in DePere, WI. I have worked in overseas schools where I was able to teach my host countries' Special Educators AT/AAC strategies. I also worked in WA state as an Assistive Technology Specialist and participated in Washington State's Regional AT groups. I am excited to be able to bring this great project of Regional Networking to Wisconsin's AT/ACC professionals. Let's Connect!



Jennifer Schubring – jennifer@buildingaac.com

I am a speech/language pathologist who works for the Green Bay Area Public Schools. I provide Assistive Technology Program Support to all students in the district. I also own my own private practice, Building AAC, offering evaluations, therapy, consultations, and professional development in the area of AAC. I graduated from UW-Madison, and got my start in AAC at the Communication Aids and Systems Clinic (CASC). I attended graduate school at Penn State. While working on my Master's degree I had a graduate assistantship to work with Dr. Janice Light doing research in the areas of literacy and providing AAC systems to young kids. I have worked in various settings: schools, outpatient clinic, Birth-to-Three, and in a local hospital.



Kelsey Osten – ostenkelsey@hudsonraiders.org

I am a Speech-Language Pathologist who works for the Hudson School District with an interest in AAC. I work at the elementary level but have previously worked at the secondary level. I have multiple students on my caseload who are AAC users and I'm a part of our districts Assistive technology team. I received my Bachelors and Masters Degrees in Communication Sciences and Disorders from UW-Madison.



Beth Splitberger – nomatterhow2017@gmail.com

My background includes a bachelor's degree from Wisconsin Lutheran College in Elementary Education. With over 10 years' experience in school and home settings, I have served and continue to serve individuals with significant needs across the life span, alongside their families, ensuring an environment of success for everyone. I pursue a developmental approach in all interventions, focusing on the whole individual, and what the individual can do in the moment. My objective is to meet any person where they are, so that they may continue to grow and learn. My passion is support for individuals with complex communication needs and sensory issues. Additionally, I have traditional classroom experience, including ESL. I am currently working with schools and families across southeastern Wisconsin to create learning environments for children with neurodiverse needs.

Anna Cliff – annabethcliff@gmail.com

I am an occupational therapist and assistive technology specialist for the Madison Metropolitan School District. I graduated from UW-Madison with a degree in special education, Colorado State University with a master's degree in occupational therapy, and UW-Milwaukee with a certificate in Assistive Technology and Accessible Design. I provide consultations and training to other rural districts around the Madison area. I believe in the power of integrating universal design strategies and assistive technology tools, including AAC, into the lives of individuals across multiple environments. I enjoy learning and collaborating with others to find assistive technology that matches the needs and preferences of the user!



Andrea Bertone – Andrea.Bertone@dpi.wi.gov

Education Consultant, Special Education

Andrea started work at the Wisconsin Department of Public Instruction after working in a large urban school district for 18 years. After completing her education at the University of Wisconsin - Madison, she worked in the public school setting at all school levels as a speech and language pathologist and also as a program support teacher. She has a particular interest in working with students who have a diverse range of racial, ethnic and socio-economic backgrounds, as well as with students with autism and students with significant disabilities. She has prioritized supporting students in developing functional communication and in considering the least restrictive environment in provision of service. Her goals at the state level include assisting in the development of an evaluation system for SLPs as well as providing support and technical assistance to the state's 433 districts and their SLPs.



Other key people to the Wisconsin AAC Network and Wisconsin community

We have some others people who are on the Network Leadership Team and we would like to tell you who they are. Julie Gamradt is an amazing speech therapist that work at the Waisman center. Shelly Lund is an amazing teacher and speech therapist at UW Milwaukee . Kelly Fonner is an amazing trainer in assistive technology and AAC. Sue Hipple is a great parent to an AAC communicator. Jennifer and Kelsey are SLPs and head the school committee.

What day/time works best
for future regional
meetings?

(weekend, weekdays,
evenings)

November Regional Network Meetings – Agenda

1. Introductions (10 min)
 - a. Name, District/Employer, Position
 - b. One thing you would like to learn more about.
2. Introduction to Assistive Technology (1 hour)
 - a. Communication Bill of Rights, Best practices, Do's/Don'ts of AAC
 - a. <https://atinternetmodules.org/>
3. Tobii Dynavox representatives (1 hour) Kellie Bews or Bob Penshorn
 - a. Devices
 - b. Trials
 - c. Funding process
 - d. Resources
4. Roundtable discussion/Case Study

My Communication Bill of Rights



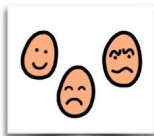
I have the right to my own friends and social life.



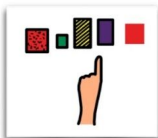
I have the right to ask for what and who I want and where to go.



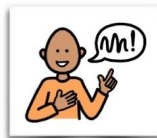
I ALWAYS have the right to say, "no!"



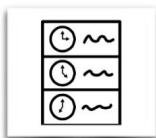
I have the right to say what I feel.



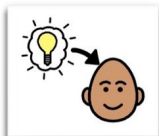
I have the right to make my own, real, choices.



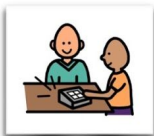
I have the right to say what think.



I have the right to ask for, get and give information.



I have the right to know about the people in my life and everything happening to me.



I have the right to be taught to communicate and have what I need.



I have the right to have my communication system (and other tools), to have them working and to be with people who know how to set up, use and fix my communication system.



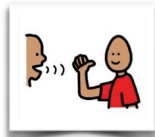
I have the right to be heard and answered, even if I can't have what I want.



I have the right to be part of my community



I have the right to be treated with respect.



I have the right to be talked to and not about.



I have the right with be talked with in a way I understand.

Communication Bill of Rights:

I am a person with a communication disability. I communicate using a communication system or device. This can be called my book, my talker or my AAC. These are my rights:

1. I have the right to my own friends and social life.
2. I have the right to ask for what I want, who I want or where I want to go.
3. I ALWAYS have the right to say, "no"!
4. I have the right to say what I feel.
5. I have the right to make my own, real, choices.
6. I have the right to say what I think, how I want to say it.
7. I have the right to ask for, get and give information about myself, my life, my schedule or anything that changes.
8. I have the right to know about the people in my life and everything happening to me.
9. I have the right to have EVERYTHING I need to be able to communicate and to be taught how to communicate.
10. I have the right to be heard and answered, even if I can't have what I want.
11. I have the right to have my communication system (and other tools), to have them working and to be with people who know how to set up, use and fix my communication system.
12. I have the right to be part of my community, in the way that works best for me, and for my communication to be as important as everyone else's.
13. I have the right to be treated with respect.
14. I have the right to be talked with and not about.
15. I have the right to be talked with in a way I understand.

Best Practices in AAC:

- Always research based interventions

1. Presume Competence
2. Robust Communication System
3. Communication is Multimodal
4. Build Communicative Competence
5. SNUG
6. No prerequisite skills for starting AAC
7. Core Vocabulary
8. Aided Language Stimulation
9. Motor Planning

DO's and DON'Ts of AAC

- | | |
|---|---|
| ✓ Do use the AAC system to talk yourself | ✗ Don't expect the AAC user to communicate without you modelling how |
| ✓ Do aim high | ✗ Don't demand prerequisite skills |
| ✓ Do use a well designed, comprehensive vocabulary e.g. core vocabulary or PODD | ✗ Don't provide an AAC system with only a handful of choices |
| ✓ Do provide enough wait time | ✗ Don't do all the talking |
| ✓ Do ask open ended questions | ✗ Don't ask questions the AAC user knows you already know the answer to |
| ✓ Do focus on key words when modelling | ✗ Don't think you need to always model grammatically complete sentences |
| ✓ Do respect multi-modal communication | ✗ Don't say "And now say it on your talker" |
| ✓ Do allow exploration and access to the whole vocabulary | ✗ Don't create custom pages for specific activities |
| ✓ Do make sure AAC is available all day, every day | ✗ Don't limit access to the AAC system |
| ✓ Do describe what you want to say using core words | ✗ Don't focus on adding lots of vocabulary |

Learn more: www.assistiveware.com/aac-do-dont

AT Internet Modules:

<https://atinternetmodules.org/>

Description from their website:


Welcome to the Assistive Technology Internet Modules (ATIM)! ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. **ATIM modules are available at no cost.** Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on ATIM, professional development certificates and graduate credits hours are available for a fee. Continuing education credits are coming soon.

AT Internet Modules: <https://atinternetmodules.org/>

Module Navigator

 Print Assessment Results

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-  AT for School Age
-  AT Problem Solving Across the Lifespan
-  AT for Early Childhood
-  AT for Adult Life
-  **Using the WATI Assessment Process**
-  Browse Alphabetically

Using the WATI Assessment Process

ADL: Independent Living - WATI



An Overview of Using the WATI AT Assessment Process



Communication - WATI - Part I



Communication - WATI - Part II



Communication - WATI - Part III



Computer Access - WATI - Part I



Computer Access - WATI - Part II



Funding Assistive Technology



If you have any questions and/or need support you are welcome to contact any of the WI AAC Network's school committee members. If you would like to host a meeting in your area, please contact Mike Hipple.

Mike Hipple: mikehipple4@gmail.com

Kelsey Osten: ostenkelsey@hudsonraiders.org

Sharon Redmon: shredmon@gmail.com

Jennifer Schubring: jennifer@buildingaac.com

Beth Splitberger: esplitberger@gmail.com

Anna Cliff: annabethcliff@gmail.com

Thank you for attending the WATRN meeting!