



CourseID	Class 5853
Course Name	Boardmaker Plus: Interactive Communication for Students with Special Needs
Description	<p>This class is designed for those participants who have access to <i>Boardmaker Plus</i> v.6 at their school.</p> <p>Participants will learn to use the features of <i>Boardmaker Plus</i> v.6 to develop visual supports, modified instruction, accommodations and targeted interactive learning activities.</p>
Overview	<p>Participants will learn the basics of <i>Boardmaker Plus</i> v.6 and the interactive features that are new to <i>Plus</i> v.6. They will create a static and interactive board design for classroom or individual use.</p>
Competencies	
Target Audience	General Education Teacher, Special Education Teacher, Early Childhood, Paraprofessional, Consultant, Speech-Language Pathologist, and Technology
Credits and Fees	<p>Morningside College Graduate Credit (i) 1.0 \$110.00</p> <p>Licensure Renewal (i) 1.0 \$60.00</p> <p>Drake University Graduate Credit (i) 1.0 \$135.00</p> <p>Paraeducator Renewal (i) 1.0 \$25.00</p>
Course Type	Instructor-led
Prerequisite Notes	
In District?	No - Available to anyone
Location	
Meeting Dates	
Facilitator/Presenter	
Contact	
Contact e-Mail	
Contact Phone	
Approver	Janet Ryan
Research	<p>The Use of Visual Supports in Teaching Young Children With Autism Spectrum Disorder to Initiate Interactions. <i>Augmentative and Alternative Communication</i>. 2/04. pp 86-103.</p> <p>Miranda, P. (November 2003). Using AAC to reduce problem behavior. IN <i>Augmentative Communication News</i>, Volume 15, #4(issue on Autism Spectrum Disorders).</p> <p>Rowland, Charity, Schweigert, Philip (1989) <i>Tangible Symbols: Symbolic Communication for Individuals with Multisensory Impairments</i>. <i>AAC Augmentative and Alternative Communications</i>, 5, 226-234.</p> <p>The agency provides services for students who are non-verbal, autistic and have learning disabilities.</p>
School Improvement Rationale	This class will help instructors, paraprofessionals, SLP's and consultants to use Boardmaker Plus to create instructional materials that targets the learning styles of students with specific needs.
Grade Range	Early Childhood, Elementary, Middle School, and High School

Impact on Teaching and Learning	By using Boardmaker for learning and communication, students can better develop effective visual supports for learning, AAC, attention and other disabilities that are supported by visual material.
Theory	Reference to specific research and best practice papers will be made throughout specific sections of class.
Demonstrations	Demonstration of theory will be through instructor modeling, hands on practice, and video clips of actual use of Boardmaker
Opportunities for Practice and Feedback Options	Each participant will use a laptop computer to explore Boardmaker. Regular hands-on coached experiences in developing visual supports, modified instruction, accommodations and targeted interactive learning activities are part of each session. Participants have the opportunity to receive and provide feedback during times in which their initial products are displayed to the class. Participants' products will be modified through feedback from instructors and class members. Participants are required to complete a follow-up plan that is supported by another member of the class. This ungraded follow-up plan extends into the following school year (2009-10) and participants are encouraged to establish a long-term follow-up contact to support continued use of new information. This follow-up plan includes applicability of information acquired during this class to the participant's environment.
Collaboration	Participants are expected within the first 6 weeks of the school year one of the board designs that are created in class and reflect on the impact of student learning.
Plan for Implementation	Formative assessment of adult learners will occur through observation, class discussion, and the level of progress compared to other participants in the class
Formative Assessment of Adult Learners	Daily
Schedule of Implementation Checkpoint	
System Support (In District Only)	Laptop computer is necessary to practice with Boardmaker. Handouts will be provided by the instructor.
Class Materials	
Evaluation of Learning	No
Evaluation of Learning (Refer to Rubric)	Fully attend all classes. Actively participate. Create a student or classroom specific symbol support system.
Class Requirements	Use the features of interactive programming to create one classroom or student specific application. Use the features of the board design to create one classroom or student specific application.
Assignments	
Iowa Teaching Standards	ITS 1 - Academic Performance ITS 2 - Content Knowledge ITS 3 - Content Planning Instruction ITS 4 - Delivery of Instruction ITS 5 - Monitor/Assess Learning ITS 6 - Classroom Management ITS 7 - Professional Growth
Iowa Leadership Standards	

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