\>\> Let me go ahead and get us started this afternoon.

Welcome to Conquering the Core Classroom:

Providing your Classrooms Staff Education, and Support Remotely.

I am Cortney Maholtz.

I have Brandy Harris with me and we're going to go right into our disclosures.

Just quick disclosures and a little bit of background about myself.

Financially, I am an employee-owner of PRC-Saltillo,

and I do receive salary compensation from PRC-Saltillo.

Non-financially, I'm a member of ASHA in the Special Interest Group 12,

which is of course the group for augmentative and alternative communication.

A little bit of background about me,

obviously, I'm a speech-language pathologist.

I have been with PRC-Saltillo now for almost four years.

But I started my career in rehab and acute care.

I ping-pong ball all over the place,

working in the school systems, private clinics,

adult rehab, and for many of those years, about nine now,

I have been working with AAC and clients,

getting them devices and finding solutions for them,

which is what led me to my job here at PRC-Saltillo.

With that, I'm going to hand it over to Brandy.

\>\> Hi, I'm Brandy Harris.

I will be co-presenting with Cortney today

and I am an employee of Gwinnett County Public Schools.

They send me a check every month, so I keep showing up.

Our school system is one of the largest school systems in Georgia.

We have about 180,000 students and about 130 schools.

I'm one of two AT specialist.

I'm also specialist biologists but specifically I work as one of

the AT specialist for the county that supports communication in our county.

That's my role within the school.

Also, I do have some non-financial disclosures.

I am a member of ASHA also and SIG 12,

our AAC Special Interest Group.

I guess we can go ahead and just jump right in.

Cortney, if you would go to the next slide.

I want to just review some of our objectives today.

We are going to go off the camera so that you can see the full screen of our slides.

I'm still reconnected the disclosures slide.

What we're hoping that you'll get out of this today is that,

you'll be able to, by the end of this,

identify at least two current barriers to

successful implementation of core language in the classroom.

You'll be able to identify at least three research-based skills

for implementing those core language strategies in the classroom.

Also that you'll be able to identify

at least three potential components of a remote learning module per staff training.

If you're one of the people who's responsible where you are for training other staff,

hopefully you'll come away with some tools for how to train that staff and

particularly if you are in

a situation where that training has to be provided remotely or virtually.

In order to accomplish that,

we are going to discuss some of

the effective frameworks for providing

staff development and support that are already out there.

Then we're going to discuss what are some obstacles that we're

seeing to use of those in the classroom.

We're going to cover an overview of the program that we implemented

in our districts in partnership with PRC-Saltillo and Cortney.

Also to review the data that we collected,

the results of that and finally,

to discuss some of the limitations that we did

recognize in our reflections after having completed that.

What is the most effective framework for providing support?

There are very well accepted in the field

and well referenced research staff support models that are already out there.

Joyce and Showers back in 1980, so what are we talking about?

Forty years ago.

This is not a new concept.

Joyce and Showers developed the model for a peer coaching in staff development.

This is over on the field of education,

not specific to AAC but it certainly applies to what we're talking about here.

In their model, they recommend that a training will start with

some instruction on a theoretical principles of

whatever skill is that you're trying to teach the staff to implement.

You just want to provide the theoretical knowledge about those skills.

But then beyond that,

there has to be some modeling of how to teach that skill,

how to implement it,

in our case, in a classroom setting.

Then opportunities, once they've gone and gotten this HIT knowledge,

they've seen someone do it,

opportunities to practice that in a structured setting where we can set up

the scenes so that it's a safe place.

They can anticipate what's going to happen and

practice almost a role-play of using that skill.

There has to be a portion of time where they

actually receive some practice in a real life setting in that classroom.

During this practice, they really stress

the importance of the coach being available to observe and to

provide feedback and for there to be discussion back and forth so that the staff

or it could be a parent that your training

is able to make progress and improve their skills.

At the conclusion of whatever a staff development program that would be implemented,

they stress the importance of providing

ongoing support after that formal training is over to

ensure generalization on the skills that they're carrying on

with using those strategies after the training is completed.

What about specific to AAC or poor vocabulary?

As we see on augmentative communication,

does involve quite a bit of partner training.

That communication partner could be the teacher,

it could be a parent, the SLP.

But certainly, it can be a daunting for

a communication partner who is facilitating

communication with a new AAC user or with any student who's,

let's say, using even a low-tech core vocabulary board,

how to implement this into their classroom.

That can be a daunting task for a lot of people.

Kent-Walsh and McNaughton, they have a model of framework for partner instruction.

They've listed out in eight stages.

It's very similar from what we see from Joyce and Showers,

with a few additions and a little bit more detailed in terms

of breaking down some of the steps more discretely.

Let's look at theirs. You'll see that they start

with a pretest so that we can get an idea

of what the participants already know

about whatever the skill is that we're teaching at that time,

whether it be aided language or using AAC in writing or whatever.

The skill is that we're working on at that time.

We want to assess what the participants already know about that skill.

We want to make sure that they are committed

to learning this new skill that we're going to teach.

It's kind of that's an added component.

I say specifically why that would be included in

as it relates to AAC because like we discussed previously,

this is not going to be a one-stop shop where

you can show a student how to do something one time and then they've got it.

It does require some ongoing implementation of the strategies

and even ongoing learning for

the communication partner in terms of how to implement that.

It does require a certain level of commitment.

They include that in their stages of communication partner instruction,

that there has to be that pretests, assess the knowledge.

Then we want them to be aware of and committed to participating in the program.

The next stage is strategy description.

In that, it's similar to what we see in the Joyce and Showers model,

in terms of some actual instruction

on whatever skill that is we are going to be teaching.

Then, like we saw in Joyce and Showers, there's modeling.

Kent-Walsh and McNaughton talk about the importance of demonstrating this strategy;

so providing the modeling for how to use this new tool.

An additional step that we see that we didn't see in

the Joyce and Showers model is the element of verbal practice.

Not just practice, actually doing it.

But before you practice doing it,

kind of talking it through verbally.

They encourage that there's a step in the coaching hierarchy there that there would

be a stage where we do verbally

practice using that strategy and then practicing it in a controlled environment.

Then similarly, like we saw in the other model,

practicing it in more of a real life setting like in

the classroom or if this was a communication partner who happened to be a parent,

maybe it would be just in some activity throughout

the day that was a more of a real life activity that would occur at home.

After that training has been conducted,

like they recommend the pre-test,

they also included a post-test.

A comprehension check and making sure that the knowledge was obtained and

that the participants really understood what to do,

how to do it and then they were committed to continuing to implement this long-term.

Just like we see in Joyce and Showers where they talk about ongoing support,

Kent-Walsh and McNaughton also stress the importance of when you're providing

that coaching to new communication partners and to new teachers,

SOPs, whoever it will be,

that is really important that there are some ongoing training,

ongoing feedback to make sure that the skills are being

generalized after that formal project or the formal training is over.

At the beginning of our presentation on that very first slide,

there was a link.

Cortney, can you go to that next slide?

There was a link for the Mentimeter poll.

We'd like to get your feedback about what are you seeing in terms of the application,

these are both very well established and research-based frameworks

for how we provide support to staff in an education setting.

Are we seeing that this is being used?

What are you seeing in your setting?

If you can, if you will go to Mentimeter.com,

Menti, M-E-N-T-I.com and you can use the code 3115601.

I'm interested to get some feedback and to discuss what

you're seeing either as the person who's giving the training,

doing some self-reflection or as a person who's received

training in your local school or whatever setting you work in.

This first question looks at that first stage of providing theoretical knowledge.

Is there effective in-service training on the theoretical knowledge,

that base knowledge that we need?

This is very interesting.

We're seeing a lot of people that feel like they're not getting a good base knowledge

of maybe the research

behind why we're doing a certain strategy or how it's supposed to be implemented.

We do see some places are doing it very effectively, somewhat effective.

We have just under 50 percent but it looks like

the majority are saying they don't feel like

their current in-service models very effective at providing that theoretical knowledge.

Let's look at the next question.

How effective is your current in-service model?

I'll say this, I think most people, most trainings,

normally, what we're seeing is that people are

just given a theoretical knowledge and may be weaker in the other area.

It's very interesting to me that a lot of people are

feeling like they didn't get that theoretical knowledge.

What about modeling of target skills?

In the in-services and trainings that you've participated in or that you've given,

how effective where you are modeling the skills that we wanted

our communication partners to learn and then to go and use in their classroom?

This is great, we're seeing a lot more modeling that's happening

out there more so than even teaching the theoretical knowledge.

Possibly, a connection that I could see

there is that maybe there's some modeling going on,

they're showing you what they want you to do.

But possibly, if they don't have that base knowledge of why we're doing this,

maybe that could affect the carryover and ongoing use of that if they don't get the

why or maybe they just want the model and that's sufficient enough to keep going.

I don't know, I guess we'll see that in a moment.

Let's look at the next skill in a stage of staff development.

How effective is your current in-service training model

at providing opportunity for practice of skills?

If it's a one-day training or if it's something that's happening over time,

is there a portion of that training where we are practicing the skills,

the participants are practicing.

I'm seeing a lot of people who are finding that they're having

some effective opportunities to practice either very effective or

somewhat effective but then we have some where they're not practicing at all.

Maybe you just come and get the knowledge and then

go and use it and there's no stage where you

actually practice that skill or it may be very minimal.

I see a few people with that not very effective at all.

Let's look at one more,

actually we have two more.

Providing feedback.

Is there someone who's observing you or even if it's not an observation when you've

had a chance to practice that there's some check back in to provide feedback?

Looks like our earlier results are showing that either

there's not a lot of feedback or not very effective at that.

We do see some areas for growth.

This is not to point the finger at other programs,

I think this is something that is similar across programs and across the country.

Finally, let's look at providing ongoing support.

After this training has been completed,

that you've given or that you've participated in,

was there someone checking back in and providing support

or providing

maybe ongoing materials to continue implementation?

We're seeing not a lot of ongoing support and then in

some places that we are somewhat effective,

there's some effort to provide some ongoing support.

Even though we have a good number of attendees today

and just a small section of that who were able to reply to this survey,

I could imagine that the numbers are probably pretty representative of the larger group.

We can definitely see that there are some areas where we're

struggling in terms of providing effective support.

The models had been not there for 40 years.

Kent-Walsh, McNaughton, when we're talking about specifically AAC support, that's 2005.

So we're talking about 15,16 years

and we're not all quite there yet with providing that level of support.

We're going to look at one more question.

What are some reasons why?

Do they need to put in a different code for this, Cortney?

>> No, they do not.

>> Okay. As you understand it in your environment,

what happens some of the barriers to effective training?

That's a big e. [LAUGHTER] I'm

expecting time to jump out of our computer screen and it really is.

Access, opportunity, coaching.

We're getting some resistance.

Wow, yeah, we're really seeing some things here,

distracted staff, buy-in, yes.

Wow, I am very encouraged.

I'm not encouraged because these are things

that have kept us from doing what we know is best.

But it's very interesting to me that

your responses are exactly the same types of responses that I was

experiencing in my district and just with

colleagues in the Metro Atlanta area in our discussions,

seeing those same types of things.

Thank you guys so much for replying to the survey.

Cortney if you can go back to the PowerPoint.

Let's continue this discussion of what are the obstacles to effective training.

You all already hit the nail on the head.

There's limited time for staff to attend training.

We also know sometimes there's limited resources for providing coverage for teachers.

We can't get subs in that room so

the teachers aren't able to be out of the classroom to attend a training.

There's also the challenge of balancing teacher training during the school day,

even if you had a sub with the interruption of the instructional day.

We all know that as great as some of our subs are,

they aren't the same as the teacher in the classroom.

Sometimes that can be a challenge to have the teacher out of

the classroom for any period of time.

Also competing staff responsibilities.

I've had those times when I'm meeting with staff and I could

see on their face that they're just overwhelmed.

Before I got there the behavior specialists was there and

they had all of these things that they wanted them to do.

Then before that the OT was there and they want them to practice this with the student.

Then the PT their AP was there and they

have a new bus duty or there's just so many responsibilities that our staff has.

Also, the motivation of the staff to learn.

I think I saw some other folks sharing that also.

I hope most people got into education or

into speech pathology or whatever their field is because they do

have a love for students in helping

them to learn and also especially our special populations.

But sometimes when you have all of those responsibilities weighing on you,

it can reduce their motivation,

which is going to reduce their willingness to implement and generalize this new skill.

Then finally, related to the staff responsibilities, is the workload.

Here what I meant was the workload of the training staff.

In my district we're getting really creative and I have no major complaints.

But if we're talking about things that could be possibly obstacles,

we have two AT specialists who support

communication and we're the largest system in Georgia.

We only can get around as much as we can get around.

We've gotten creative with that.

But that can be a challenge if there's not a lot

of staff out there to provide the coaching.

That seems heavy.

How can we turn this around?

What's the solution?

Well, in our county,

we were working on ramping up our core language initiative and around the same time,

Cortney approached me and she was developing materials as it

relates to core language and interested in if we would like to try those materials,

and she was interested in getting feedback about that.

We worked together to incorporate what we know is already

a well researched and effective framework for providing that training and

how we could incorporate some of those to provide support for core language,

which was the initiative that we had going and also an area of interest for her as

a Saltillo rep. We looked first at

that element of providing a pretest and commitment to an instructional program.

We did do one in-person training where we did want to lay it all out.

This is what this training is going to involve,

this program is going to involve and making sure that

everyone was committed to participating in that.

Also, we didn't do a pre-test,

but we did a formal pretest,

but just checking the knowledge and talking about where people already felt comfortable.

Actually, we did do a pre-test,

but we'll get to that in a second,

not on that same day as the in-person training.

We also looked at making sure that we were providing

some strategy descriptions and

demonstrating and also some opportunity for control practice,

but as this was a remote training,

those materials were all given via our Google Drive.

Cortney is going to talk more in-depth about

each of these areas and exactly what we did.

When we look at providing advanced practice,

that post-test generalization of skills,

we had ongoing communication with them through monthly emails,

through monthly surveys where they had

an opportunity to give us feedback on how things were going and

what was difficult and we could then provide more support in those areas.

I'm going to pass it on to Cortney now so she can go ahead and go more in-depth with

how we did implement our core language program.

>> Thank you Brandy. Our structured remote framework

or support training model was a six-month time frame.

This was very intentional on our part in terms of planning for several reasons.

>> Cortney?

>> Yes.

>> I apologize.

I just realized that I did want to pause

there before we went into detail and make sure if there were any questions.

>> Good idea. Yeah, feel free to type questions into the question window.

>> Just if you happen to notice if there were any.

It looks like all the questions that were asked so far have been more

related to technical assistance and they've been answered.

Thank you, Becky. My apologies.

Please, go ahead.

>> Yes. I didn't see anything come in so far.

Yeah. Please feel free to type in those questions and we're going

to monitor that and make sure we get all of those answered.

Talking about the framework,

we did intentionally try to be aware of our participants' time,

and this was for several reasons.

But as you can see, our participation was completely voluntary in this program.

All of the participants were identified as being

enthusiastic or having more interest in AAC and implementation.

Because of this, we wanted to make sure that we were not asking

these attendees to do anything additional to their responsibilities.

We've already identified that that's

an obstacle to successful implementation and training,

is the workload and the responsibilities.

Here in Georgia, the way the school year runs,

most of the IEPs tend to fall in between that January and March deadline,

have a deadline somewhere between those months.

We wanted to end our program before things started ramping up and

getting a little bit hectic trying to have all those IEP meetings and such.

You do also see that our participants, as I mentioned,

were completely voluntary when it came to participating.

We were intentional in terms of who we included in this project.

The participants were teachers and SLPs.

But they were teachers and SLPs that worked

together in the same school and in the same class.

The idea behind that was that we were going to give everybody

the same materials so that they all have the same information.

They were all getting the same foundation.

But they could use that information and work together,

bounce ideas off of each other,

and support one another throughout this process.

There was one in-person training as we mentioned.

Again, this is going back to that time obstacle.

We didn't want people to have to commit time to meeting with us,

so we scheduled just one in-person introductory

training that was conducted prior to the start of the school year.

It was approximately two hours,

may have gone a little bit over because Brandy and I love talking about AAC.

[LAUGHTER] But in that introductory training,

we did cover just the foundational knowledge and skills about what is core,

core versus fringe vocabulary,

the benefits of core and how that correlates to

using and participating in the academic curriculum.

As well, we talked about some basic tips and strategies to model and grow language.

We talked about things like wait time,

how uncomfortable that can be,

but how it's really the one of the most important tools in your toolbox

when it comes to getting your AAC users to participate with you.

That was the foundation of our training,

were the basis of our training.

At that in-person training,

they also received a set of classroom materials,

and I'm going to show you what they all were and talk about them.

But you can see they've got some visual cue cards,

a large core board,

this large academic or what I call a functional fringe board,

I have both, and you'll see then what that was.

They also had single page core board and functional boards as well as mealtime placemat.

>> Cortney, do they still have time to answer question?

>> Yes, I saw the questions.

We've got a question asking if whether or not the paraprofessionals were trained.

At this time, the paraprofessionals were not trained and we're actually going to

talk about that in some of our slides later on.

When we set out and embarked on this journey,

we had hopes to maybe get some of

the paraprofessionals involved in the training and involved in the project.

It just never worked out for a lot of reasons.

The paraprofessionals were not directly trained by us. No.

>> We'll cover that in a moment.

But by training the teacher and the SLP that they would then go

and train the other staff that also interacts with the students in the classroom,

such as the pairs, and even the PTs and OTs and other people who would be

implementing core as they supported students in the classroom.

>> Thank you, Brandy. These the slippers looking at now are

the large core boards and functional fringe boards that both teams received.

These boards were placed on phone board,

and we talked about ways to make them portable and carry them around easily.

All of the boards,

the words were velcroed to the board so that you can physically,

if you needed to or desired,

take that icon off or that symbol off and

have a picture exchange moment if that was more appropriate for your classroom.

But you didn't have to, if you didn't want to.

The core board that we used was based on

the Saltillo WordPower 60 basic files that were available on the website.

This is based on the 96 vocation core board.

At the time, Brandy and I made some adjustments to the core,

to the 96 location boards.

We added some of the question words you see in the top,

some of those time words and some social phrases that were not there initially.

We recreated that.

Now this board has been updated,

it's much more friendly and you probably wouldn't have to do

the work if you chose to use a core board like this.

We did also give teams this functional fringe board.

You can see the different categories that we

placed we decided would be relevant to the school setting,

so people would include your teachers or family words,

possibly even your classmates.

In the places section,

there were school-related places and different classes you might go.

Time included the days of the week,

months of the year, some art words.

In the describing section,

you had some of the early learned concepts that were not included on the core

board,

like would you have same and different on the core board, and big and little.

But over here on that functional fringe,

we gave the teachers just some ideas for what other describing words they might want,

and gave them instructions on how to add any words that they would want.

You could see they also had colors and numbers.

They had numbers up through 1-25,

and then down here, this row at the bottom was intentionally left blank.

That was a space for teachers and SLPs to

add any specific curriculum related words that they wanted,

and you have those fringe words related to

the curriculum that they were teaching that week or day.

They've got these in a large,

like I said, poster size board,

as well as the individual boards for individual students.

This is just some of the suggested words we

gave the teachers for that functional fringe board.

Talking about the people,

the places, the time words,

the art words, and then some of those suggested description words or adjectives.

We also gave them a placemat for use during lunchtimes or snack times.

They're just a really nice way to have

some core vocabulary out and about for all of the students.

Each teacher and SLP they got multiple versions of this placemat or multiple copies,

I should say not versions,

multiple copies of this placement,

so they could use it with multiple students and you had

some core just easily out and about.

There were many different sets of cue cards and they serve many purposes.

Initially, the thought behind them was really just to help the communication partner,

that teacher or that SLP to remember

and think of some things that they could say in these different periods in the classroom.

There were many sets of these cue cards.

The set we're looking at on the screen is the set

that the teachers could use for transition times,

and some of the words that they might want to remember.

They could be as a cue to the communication partner,

or they can also serve as a visual aid to the students using devices,

and even those students not using devices.

You can use that as a visual queue to support even the verbal students.

>> Typically, the idea behind this is like if where engineering

the environments so that when the opportunities present themselves,

that they have the symbols ready and available to model and to prompt for communication.

>> Because of that, we're trying to engineer that environment.

We did come up with many different topics and possible sets of cue cards.

There were ones for transition periods so you could leave those by the door.

There was a set for doing task boxes or individual work at desks,

a set for reading, playtime.

There was a miscellaneous set,

and I'll talk a little bit about that at the end of the list.

There was a set for mealtimes, cabby's,

cooking, computer, community, and calendar time.

All of those were designed to, as we said,

place around the room at various locations for easy access,

for queuing whoever: students, self, whatnot.

The miscellaneous set was designed to be carried it with on a lanyard around the neck.

When we were coming up with the words and

the phrases that we wanted to put on this set of cue cards,

we did crowd-source these ideas.

They participated in Google,

there was a survey, with things that they would say during these specific times,

or what were their most commonly used phrases.

They had that input in terms of the creation of these cards.

We did also teach them just as we did to show them how

to add words to their functional fringe board.

We showed them how they can create more of

these cue cards throughout their environment if they want.

Here we go.

What was in the Google Drive?

In the Google Drive,

there was always a text-based handout on a specified topic or skill,

and each month the skill or that topic varied.

The text-based handout was a variety of just information.

There was research articles, different resources,

and different information in the handout,

as well as suggestions for how to get started and how to

really focus in all those communication opportunities.

We wanted to give the teachers the foundational knowledge,

but then also give them the information about how to apply this in their classroom.

This worked out really well because right at the same time that we were doing this,

there was an article coming out with DeCarlo et al.

in 2019 that really found that what our research or what our training needs to focus on

most these days is [NOISE] teaching people how to create the communication opportunities.

We can talk about the strategies.

We can talk about wait time and asking WH questions,

but what people really need is,

but how do I do that?

How do I create these opportunities?

That's what this text-based information was designed to do,

to give you the research and the strategies and then show you how to do it.

There was a question coming in about whether we targeted

a particular age or grade with this training program.

It just so happened that,

and Brandy, correct me if I'm wrong,

all of our participants were elementary-aged,

but there was never any content that we

provided that was targeted at a specific age or grade.

It could have been used in any grade because we didn't.

>> Yeah.

>> Thank you. We did sometimes [OVERLAPPING]. Go ahead.

>> Sorry. I was going to say our original group was elementary,

and then probably half and half between

elementary and pre-K so even prior to elementary age.

But as it grew and what we found,

which we'll talk about later,

was that other people were picking up who weren't part of Matt's study, our program.

They were sharing the materials and other people started using them.

We've had all the way to high school classrooms that began using the materials.

>> Great. Thanks. The way you had just a couple of other people,

it seems like [LAUGHTER] great minds think of why people asking whether or

not these text-based handouts are available on

this Saltillo website or whether they're available somewhere.

They are not available on the Saltillo website.

Our intent and our purpose in sharing this information with you all is,

there is a certain amount of individualizing and customizing

that you need to do for your districts based on how they run so they're not for,

unfortunately, available just for download as a stock anywhere.

But you'll see when we talk later on what has happened as we've moved

forward in Brandy's county how they have

moved forward and capitalized on some of these ideas.

You would have to do the work if you were trying to implement something similar,

do the work that first initial time.

We did also include a list of YouTube videos.

Again, trying to, in this remote style of framework,

show people what these strategies look like,

what they are, what they should be doing.

The video was varied in length.

They were anywhere from 5-7 minutes long and they included a list of prompt questions,

just some critical thinking questions.

What did this person do well or what went well in the video?

How could they improve?

What could they do differently?

We have no way of knowing whether or not people actually answered

those questions [LAUGHTER] or used to them because we didn't require the responses.

We did not ask for them to send responses back to us on those questions.

They were just intended to help guide them as

they went through the materials and gained this information and knowledge.

Then there was the materials folder.

Now, we tried to be conservative with

the materials folder and I'm going to talk about some of

the materials we did create on the next slide.

But one of the materials we always gave was

that A Year of Core Words that's available from

PrAACtical AAC and unavailable on the Saltillo website.

We did have a question about the YouTube videos.

Are they available publicly or are they only for private viewing?

No, they are public videos,

so we did not make any videos specifically.

We had [LAUGHTER] talked about that,

but we did not make any videos.

We searched YouTube for the videos and the topics and we gave a short description

and talked about what [NOISE] skill they might be looking

for in that video and provided them the link.

In the materials section,

there were some example lessons and planners.

Really these were designed to be just more

informational on how you could structure a lesson and how you

adapt a lesson that you already have to include core and to include your AAC users.

That was one of the things that we really hit

home on time and time again with our materials.

The information we provided was

that the things that we're doing when it comes to our AAC users,

we're not creating any specific activities for them.

They should be doing the same thing all of our other students are doing.

They don't need individual activities and we don't just have to

make visual supports and teach those core words for our AAC users,

even our verbal students in the class are going to benefit

from these visual supports that you are creating.

This is just a sample lesson that we happen to make early

on that this is from Teachers Pay Teachers free lesson.

I downloaded about teaching day and night to a classroom.

Then over on the right-hand side,

you can see that we gave them [NOISE] the sample script or activity.

What did you want to target,

or what words would you want to teach?

What would you want to say during that activity?

We simulated it.

We put the core vocabulary in there so that

the teachers and SLPs felt more comfortable modeling that language.

[NOISE] We did also get requests for specific materials,

and we're going to talk about this a little bit more later on.

But this was a huge request at first.

I need more materials,

I need this, I need a specific lesson for this.

I had to say multiple times throughout the course of

the program that I could sit here in my office and make

materials all day long and they would never

be suitable for use in

your classroom because they wouldn't fit the needs of your students,

they wouldn't fit the specific intent of your lesson, etc.

When we could, we tried to make materials that we thought would be generalizable.

We did make our fun with Counting and Colors book because that's

a pretty generalizable skill or topic.

We did also include some scripts to show how well they can amass lesson.

You can still model and use natural language.

[NOISE] Then as we mentioned,

the Year of Core Words for those teachers who were

trying to take that core word approach and SLPs.

We gave them the PrAACtical AAC suggestions of A Year of

Core Words so that they had a good variety of core words to focus on in their classroom.

>> If I can jump in about the materials.

You alluded to this already,

but what we really wanted our participants to understand is

that to get that theoretical knowledge behind

why we are simulating in providing core along with

our regular instructional materials and then how they can go

about doing that themselves versus us making everything for them.

We did want to make a certain amount just to help get them

started and for them to have those examples and models that they can work from,

but we didn't want it to be a situation where we made everything that they use and then

after this program was over and there was no one making the materials for them,

that they wouldn't be able to continue on with creating their own materials.

Thank you for adding that and clarifying.

But there were some things that we could give them like these every book labels.

These were created by

another Saltillo consultant then I thought they were just so great that

I included them in the materials for

teachers that one had to just use these with any book,

they were able to do so and have that reminder.

Same thing with this example of a core word homework.

We gave them this example and then a template for helping the parents at home,

you select the core vocabulary words and then you give them some ideas.

We did give them links to other materials that are readily available on the website.

These Let's Teach Core handouts,

these are on the Saltillo website and there are think it's

over 50 core vocabulary words that teach you how to find the core word,

how to introduce it,

how to model it, encourage it,

and what to expect as you progress through the stages and using it.

We emphasized and we told them core vocabulary is core vocabulary,

you can still use this handout with kids that are not using the Saltillo device, right.

The only thing that's going to be different is this find,

find where the word make is,

it's not going to look like this on their device may be,

but you can still introduce it and model it the same way.

Some of the other materials readily available from Saltillo

were these choosing 'Activity First' approach is.

Again trying to highlight this idea that we're not changing the activities,

we're not building specific AAC activities,

we're just focusing on the core.

This one is Look, Plan,

Do throughout the day.

We did have for some reason calendar time seem to

be tough for everyone to wrap their head around.

How do I use core in a calendar time activity?

We did give an example of something like this so that they could

see what would be some ways that you could do it.

Again you're looking at what's already happening in

your environment and then you're going to plan for

what you're going to say and do to model on that device.

We had a lot of resources between the text-based handouts,

the actual materials and handouts and the videos and that also was very intentional.

We did want to prepare for the different learning styles and research,

suggesting that we all absorb information in

different ways so that's why we had such a wide variety of information.

We did also want to include all of this text and videos so

that we could accommodate the self-paced learning, right.

We know that one of those obstacles was time.

We wanted this to be self-paced,

where if you had time to just watch one video,

you could sit down and watch one video,

if you had time to read one page,

you could sit down and read one page.

We kept the organization in our Google Drive, so every month,

we have the exact same folders so you can easily find that information.

Then you can potentially share it with other information which we talked about,

Brandy mentioned earlier that we did do that carry over.

Finally, we wanted to eliminate,

and Brandy spoke to this a little bit too,

this paralysis by analysis effect.

If you're not super familiar with the term,

it is the online Oxford Dictionary defines this

as the state of over-analyzing or overthinking the situation so that

a decision or action is never taken in effect parallelizing

the outcome and I think this describes so many SOPs

and so many teachers that we want to do what's best for our students and our clients

that we end up over-analyzing "Oh do I do this first or before I can do this,

I have to do all of these things and get all this stuff ready?"

What ends up happening is we never do anything.

We wanted to get rid of that.

One of the ways we did that was through all of

those materials and then giving those materials,

some of those materials as we said can be generic and we're

eliminating that paralysis by analysis effect.

We are also taking away researching and trying to find all that information.

It takes a lot of time to find this information if you don't know it.

What topics were recovered?

We had five different areas of AAC implementation that were

addressed and again intentionally Brandy and I have only planned for three of them.

We planned them in a way that we thought were going to be

hierarchical and each skill would build on the next one.

Then the last two skills and topics that we covered were

suggested by the participants and we did anticipate this,

we thought if we give them these few skills,

they're going to tell us what they still need to know.

You can see the topics here and we'll go through

each one and we have some videos and things to share with you.

Topic one was aided language stimulation.

We just told them we gave them

all those materials where we met with them in person and we said just go out and do it,

just start trying to model.

It's going to feel weird,

it's going to feel awkward but you just got to start doing it.

These are just again some of those examples that we gave them.

I'll let Brandy explain the videos or introduce them.

>> Both of these videos happen to be from our pre-K program at

various schools and what you'll see in them is just like Cortney said,

they're focusing on aided language, on modeling.

In one video, there's not even as much of an expectation

for the student to respond back or to say anything but just providing that input.

In the second video,

there are more verbal students that

are also in the classroom so they are naturally responding.

But even in something we all know the addition of that core symbol

prompted even the verbal students to be more likely to

participate than they would have without having

that symbol cue there and so you'll see

the kind of benefit that they were getting from aided language in these videos.

[BACKGROUND]

>> Masef wearing a hat.

Oh, there it goes.

Masef, what did you get?

Did you get a hat or a truck?

What did you get,

a hat or a truck?

[BACKGROUND]

That's right, Masef.

You got a hat.

>> In the second video.

>> Let's count the apples. You ready? Count with me.

[OVERLAPPING] 1, 2, 3, 4, 5.

Who can tell me what this is?

>> [inaudible 00:57:03]

>> Are you guys ready?

[MUSIC]

>> So cute. The next topic,

once teachers had a month to just focus on modeling and in the handles we talked about,

what level they would want to be at,

how many words they would want to model,

and we gave them guidance on that.

The next topic was AAC and Literacy.

Now, this topic initially,

it did include both information on reading and writing.

So here we can see our text handout and then our list of YouTube videos.

We did find out in

the first few texts documents they were initially

4-5 pages long because they were giving lots of

research in brief descriptions of that and supports and

explanations but what we very

quickly got some feedback on was that that was maybe too well,

that in this self-paced program they wanted

the research and they wanted to be able to know that it was research-based,

but they really just needed

the bullet points in order to be able to absorb the information and start using it.

They didn't need all of the details and the theoretical back and forth.

We still ended up giving them and telling them that if you want to learn more about it,

here's where you can go but we really tried to pair that down as

we moved through the project so that they were getting the information,

the research-based information but they didn't necessarily need all of the background.

>> What you'll see here is they are working on reading and using,

incorporating the core into reading.

This particular student is focusing on one word, go.

You'll see, he was initially using a [inaudible 00:59:33] eight grid core board,

and we could see that he was quickly picking it up and I

encouraged the team to move to that full 96 location and he was able to do that.

Then also, verbally, he's one that will communicate verbally at times,

but not always so they did see when he had that

visual he was starting to participate more verbally.

>> Yes. Put your finger on green.

>> On green.

>> Yes. Go. Where is go?

>> Go.

>> I don't think this video has sound.

We apologize there's some difficulty.

>> One thing I want to point out that since we don't have sound,

we won't hear is that they're reading this book,

and it's lots of things that go and it just really showed.

The team really started to get it because,

while he needed a verbal prompt for each of

the different transportation modes that we're going in this book,

when he got to the word "go",

every time, just with that visual,

he knew what that symbol meant and he was starting to

use that to be able to participate in the reading activity.

So we really got buy-in from this team,

which was not a team that was originally part of our project

because they got their hands on the materials and they

started to see the students making progress with it.

>> [inaudible 01:01:32] topic was AAC and Curriculum Content.

Again, building each month,

each skill building on the last.

So they were just modeling,

then they were starting to incorporate core words more into their literacy activities,

and then we gave them some information on how they could go about incorporating

a core vocabulary into their curriculum

content and getting kids to answer questions using core vocabulary,

and giving them those types of strategies.

You can see in this one,

we gave them some other Saltillo handouts and just gave them examples about how

you could program this throughout the day

and you don't have to change anything else that you wanted to teach.

If you want to do your calendar time,

and then you're going to read from head to toe,

then you're going to do Simon Says because you're focusing on body parts.

Here you just use all of that information to plan it out.

Then we did give them another example of doing Simon Says,

here's how I get even more vocabulary words.

[OVERLAPPING]

>> If I can interject on that curriculum one.

The big challenge that we had is teachers and not just teachers but school staff,

we are there to teach the curriculum,

so they have a really hard time with,

"How am I going to work on

the curriculum when the student doesn't have those specific words on their device?"

So those handouts that Cortney just showed that we shared with them,

we're really trying to help them to see how they could use more of

that descriptive teaching model or how they could use

some core words to talk about what they're doing without having to

have the specific fringe vocabulary that's in the curriculum.

We're still exposing them to it and it's still there,

it's still part of the lesson,

but how they can still incorporate

the core for modeling language and also for the kids who had core boards or

devices for them to be able to respond without

necessarily having all of those specific curriculum vocabulary words.

>> Thank you for adding that.

Topic 4 was AAC and Writing.

This was one of the suggested topics from the teachers in the SOPs,

all of our participants.

As I mentioned, topic 2 was AAC and Literacy and that

included information on both reading and writing but we

got back around to writing because we got a lot of

input that teachers needed more information on writing,

more information on alternative pencils,

and

predictive chart [OVERLAPPING]

>> Thank you for coming up with that because I was like,

"I don't know." [LAUGHTER]

>> Predictive chart writing [OVERLAPPING]

>> Thank you also, Debra.

>> We went back around to that on topic 4 with AAC and writing.

I'll let you introduce these videos too.

Oh, yes. Thank you, Debra I see the chat now.

[LAUGHTER] Thank you. In these videos,

I'm not sure if brings in some audio issues but [LAUGHTER]

>> I've been talking away and I didn't unmute my mic [LAUGHTER] Sorry about that.

You're seeing in this activity,

it is a predictive chart writing activity.

They're introducing that carrier phrase,

that structured sentence that's going to be used by reading

a story with that sentence in it so that the students are very

familiar with the sentence that they're going to be writing and

not word for word because they will have an opportunity to make it their own,

although they don't choose to make it their own,

they all copy each other.

But by the time they get to writing the sentence,

you can see that they were very comfortable with formulating that sentence.

These were students that, previously,

I had been in the classroom and it just happened to be during a writing activity and they

sat for an extensive amount of time with blank pages or with one-word responses,

and the teacher verbally prompting to write more.

So I introduced this concept of

using the symbols to help the students to formulate their writing,

and they really took off with that. Cortney.

>> I read books about history with my dad.

Who likes to read books? Very good.

We're going to read this sentence together. Are you ready?

[OVERLAPPING]

Very good.

By yourself Jose.

>> I like to read books.

>> Good. Christina?

>> I like to read books.

>> Good. Sierra.

>> I like to read books.

>> [inaudible 01:07:35] ?

>> I like to read books.

>> Very good.

>> They're just trying to get some verbal practice of that sentence.

They're going to be writing.

I'd like to read lots of different things.

Let's look at the next one.

>> Now it's your turn to answer the journal topic,

what do you like to read?

Stand on this side where I am.

Watch that [inaudible 01:08:11] Your first word is?

Good, and just point it.

[BACKGROUND] Next.

Good job. Now which one?

>>Then our last topic was educating the communication partners.

We think if they've had many months of establishing these skills and

we had focused so much on using them in the classroom,

and we needed to focus on teaching them how to

educate people beyond that classroom and start generalizing those skills.

We included a lot of handouts that are readily available on the website.

There's prompt hierarchy from [inaudible 01:09:10] ,

some Saltillo website handouts that were available in addition to providing them again,

some generalized materials that they could go and teach,

or take and use in their perspectives rooms.

[OVERLAPPING]

>> I just happened to come upon

some staff member using something that we talked about and that was part of our program.

It wasn't like, "Okay,

I need you to do this on this day."

They weren't assigned to do these things.

It just really happened organically so with this particular SLP,

she already was doing that training here.

She's training some of the self-contained teachers and

pair pros at this particular school in terms of

using symbols and core to facilitate reading, to support reading.

This is just one example,

but it really just happened organically that they were picking it up and using it.

>> You see what she does.

>> Benito, world though so forth.

You can work on one word productions, two words productions.

You'd work on sentence,

little sentences, short sentences.

You're really working on vocabulary and [NOISE] sentence structure.

This would be one way to do it.

If they have a divisor,

or if they have a communication book they can also use it with guests.

You've been putting them at that vocabulary on there so that they

can produce with their survives or their communication system.

You will use this,

whether they're using verbal productions,

if they're using signs or gestures,

because you could use when,

you could use a sign like that.

>> I like this. She was giving them that theoretical knowledge but

also they were having this work session where

they were actually going to have something that they can take with them,

and begin using it, and doing it.

>> The use of time,

since that was one of those main barriers.

We did have one more poll planned,

since we're running short on time,

we definitely want to get to the results and let you know,

I did this work or isn't an effective method.

This question was going to be,

what topics did we miss?

If you have a topic that you think we missed,

and we should have covered and we can add it to the list and the program.

I'm going ahead to check in that in now,

and we'll go through that a little bit later as I talk about the results and the data.

Just quickly how the data was collected,

we used Survey Monkey.

We sent out a baseline survey in August to identify baseline skills and comfort levels.

There was a monthly survey sent out and

within our final survey again was sent out in January.

Each month, there was,

we call this the crux questions,

and just because they were the same six questions that were asked every month.

Question 1, we asked who was answering the question?

Teachers, SLPs.

Again, we had hopes of the teachers forwarding this information or inviting

their support staff to participate but it did not ever end up happening that way.

We asked who they were,

so we had an idea of who was participating.

Questions 2 and 3, we're targeting to

add their comfort level with core word implementations,

so we asked how comfortable are you personally?

Sorry about that, and how comfortable is the support staff?

Somewhat of a subjective answer but we did want to know how they

felt and then how comfortable they felt their staff was.

Point 5, questions 4 and 5,

tracked student progress informally, very informally.

For these questions, we asked the teacher and

the SLP to think about the same student every month,

and we did tell them up front that we were going to be asking for

this data and we wanted them to identify one student.

We wanted a student that used an AAC device,

that was question 4, and then we wanted

to know about a student that communicated verbally.

Then we asked them, on average how many words do

they use in their communication attempts,

and gave them some ideas of what kind of things we're thinking about, all communications,

not just asking and in that testing, quizzing session.

Question 9, we always asked about what they wanted to know more about?

This is where they started telling us that the materials were too long,

that they wanted more materials for books or they wanted specific type of book.

Each survey also had a topic related questions.

We gathered baseline data and at the beginning of the month,

when all the materials were sent out initially,

there was a survey asking how comfortable are you with this topic?

Then at the end of the month and the next month when we sent that next topic,

we said, now you've been working on literacy for a whole month,

how comfortable are you with it now?

Then we would introduce the next topic and get that baseline level.

We got baseline levels and post instruction comfort levels.

The data, did it work?

That's the big question.

This is question 2.

Question 2 was measuring how comfortable are you?

The person answering the survey with implementing core throughout the day.

You can see baseline over here,

we had about 60 percent of our participants

saying that they were somewhat or very comfortable,

and by the end 100 percent said that they were somewhat or very comfortable.

We thought because this was a high number to begin with 60 percent,

we wanted to look more specifically at that.

We did break it down a little bit for you further.

Taking a closer look,

we're looking just at the months of October,

November, December, and the final,

we can see that by the end of our programs,

71 percent of the participants said that they were very

comfortable implementing core vocabulary throughout the school day.

We think that's a win for everyone.

Question 3 was looking at the support staff.

Again, a bit of a subjective question because

we're just asking how do you think the support staff is doing?

We can see that in the beginning,

the majority of the support staff was very uncomfortable or somewhat uncomfortable,

with only 17 percent being somewhat comfortable with implementing core.

As we go through the program,

by the end of it we see that 60 percent of our participants of the support staff,

they think are somewhat comfortable.

Yes, we got a question that just

clarifying that this was all set up as

a self study that the teachers could access on the Google site.

If they wanted to, they would access it on Google Drive and they just got

monthly reminders that these materials and information was available.

Now let's look at the student data and this look at the baseline.

The baseline is down here at the bottom.

This is the baseline and then this is the final.

Now question 4 was talking about our AAC users.

We can see down here that about a third of our AAC users were at the 0-1 word level.

The 1-2 word level was about 40 percent.

Then another third was maybe using two or more words.

By the end of the trial or the program in six months,

we have 72 percent of our users speaking in multi-word phrases on their AAC systems.

We just think that's really great.

We can see the progression as they go through the months.

Question 5, looked at the students communicating verbally.

There's a little bit more variability here,

as we would probably expect.

At the start of the program,

50 percent were using multiple word phrases.

By the end that didn't really change too much for our verbal communicators.

But what I do think is important is when we look at how

many of the kids progressed from using

zero or one word on average to using at least 1-2 words or even multiple word phrases.

I think that's really great too.

Just really shows that

these visual support they really did support all of the kids in the classroom.

Just a note about this data.

We asked the teachers and the SOPs to provide this average number of words.

Now the teachers were not trained in MLU collection or language sampling techniques,

nor did we ask the SOPs to formally analyze samples and things to give us this data.

This was just a gut check.

On average, how many words are they using when they're talking to you?

There could be some variation there.

Then let's look at the topic data.

With aided language stimulation,

we were pretty well split.

Again the green is being somewhat or very comfortable.

But by the end, 70 percent said that they were somewhat or very comfortable.

When we look specifically at AAC in literacy,

people felt pretty comfortable going into this.

By the end, everybody was extremely comfortable with using AAC in literacy tasks.

Same thing with our curriculum content.

We see that by that third month,

people were feeling pretty confident.

They just got more confident as they got

more information with only 20 percent feeling neutral about it.

AAC and writing this one is just a little,

it's a bit of an anomaly we did have during this month,

excuse me, some variation in the number of participants that responded to us.

This was beyond our control.

By the time we got to month 4 and 5,

we were getting into the holidays with Thanksgiving and the winter break.

It just always seems you only have two weeks of class during those times.

We didn't have as many people participating,

so that could be factored into our data collection.

Same thing with the topic 5.

Everybody felt pretty confident.

But then at the end,

there was a little bit of a slip. Part of it is.

>> Then maybe, I think you're probably going to say what I was thinking.

>> Part of it we're going to say is,

I think we were both having the same thought is that,

they didn't even know what they didn't know until we gave them the information.

Then they said, "Oh! Maybe I wasn't doing that as best as I could."

Was that what you were going to say, Brandy?

>> Absolutely.

>> Great. [LAUGHTER] Let's just do a quick overview.

It's clear that all participants are especially our teachers and our SOPs,

they gained a ton of knowledge and skills within this program.

Some topics were trickier than others and required a little

bit more flushing out and a little bit of more support.

But we did also see this spillover into these other classrooms.

That was the great thing.

Those reading videos that Brandy was talking about,

those materials and hence,

the information was popping up in classrooms that were

not original participants in the program.

But because the teachers had those access to those materials,

they were giving them into their classrooms and they were giving them

the information so that it was spreading throughout the school.

We did ask just one final survey question about how

likely participants were to recommend this type of program to others.

With 100 percent saying they were either very likely or extremely likely.

We think part of the success of this is because we really provided

this scaffolding in this hierarchy of skills where we focused on one thing at a time,

but then each skill was building on the last.

A couple of the limitations we do want to address.

We do know that the data was self-reported.

There could be some inconsistency of reporting.

As I mentioned, two of those questions asked for the same reference,

but we have no way of knowing

whether or not that they were referring to the same student.

There was, as we said,

a varying number of participants each month since this was a voluntary program.

There were some timing impacts.

We've already talked about how the teachers were not trained on

collecting MLUs or language sampling.

I don't think we need to repeat that.

But then we did also just want to

acknowledge that we had not yet replicated this in another school year.

I know Brandy is using some of

the information and some of the strategies in different ways,

but we have not replicated this specific program.

I'm going to let Brandy talk about this slide.

>> Oh yes. We also want to acknowledge that we did

have participants who volunteered to participate.

We already have people who have a high interest in learning about

core vocabulary and may be more motivated than the general population.

We can't totally make a connection to those same results in the general population.

Also, we are unable to measure the effects of

other supports that were happening at the same time in the school system.

Besides bits supports, they were provided

specifically to the participants in this program.

The AT specialists and SLP instructional coaches,

the program instructional coaches,

just other supports that are available in the classroom.

We're also providing just general support that's provided throughout the county.

Also, people may have individually gone out and done further research.

We can't attribute it all to our program in isolation.

But if nothing else,

I think it may have spurred them on to seek out

other sources of knowledge on these topics.

It's just some final reflections and moving forward thinking about our program here.

We briefly discussed how in many ways

our remote program attempted to hit on all of

those well-established areas of skill development.

We did have that one area of verbal practice where

we really weren't able to replicate that in a remote setting.

We thought about maybe in

future iterations of this program that the majority could be online,

but maybe each quarter there was a one-time in-person training or possibly there could be

some various group discussions or

push into classrooms or even now just thinking about it,

the videos got me prompted about that.

People could submit videos or video practice, that kind of thing.

We could have some of that back and forth to further that training.

One of the reflection that I would like to talk about is,

did we go too big?

We had high hopes.

We wanted to, as we said,

include those pair of professionals.

We thought that we were going to get

a lot more consistent involvement

just within the classroom so we really did think that teachers,

once the paraprofessionals got on board,

that they were going to jump on and start participating,

and that just didn't happen.

We don't know if that's because we didn't,

we never explicitly talked about that with participants.

It could have been a lot of things.

I think initially, we aimed big, we aimed high,

and we did achieve a lot of great success,

but we learned a lot of lessons along the way.

We had to pair backs some of our information and we had to really adjust as we went.

They taught us as much as hopefully we taught them.

>> Certainly, I know this project has

definitely influence some of our practices within the county.

It's happening simultaneously with just growing professionally,

but definitely those experiences that we

have throughout this project were part of that influence.

But we will start using a monthly newsletter in that same way as in the project,

we were sending out this information on the Google Drive,

now we're sending out information through a monthly newsletter about AAC strategies.

We're trying to do more,

including a more use of visuals.

Instead of just sending this theoretical knowledge in a newsletter,

we're sending samples of materials,

pictures of people doing it

like if they have their core [inaudible 01:28:26] or sit in a picture of how they sit,

there's a videos of people

implementing the strategies in their classrooms where people are doing it successfully.

Really trying to provide more in terms of actual visual models.

Providing, we also developed within the county Google Drive

and where we have starter materials to prevent

that paralysis by analysis where people never get started with it

because of that wall of having to even create materials.

At least they have starter materials that they can pull from.

Implementing a materials share system so that people who are making

great things can share it with others in the county.

But also I'd like to see us we were doing increased in class support.

So that observation and feedback element.

But I like to see us doing that more.

Also, we were pulling in all the support when you have limited staff,

it doesn't all have to come from us.

You want to build capacity outside of or

maybe the main people who are charged in doing the training.

You have people who are skilled and who have experienced throughout

the county who can also begin to start sharing their

[inaudible 01:29:53] which we definitely tapping more into that.

Also just being more aware of scheduling follow-ups with our targeted teachers.

Sometimes you have a teacher who needs help,

but also even those who we don't know needs support.

Just being out there in following up with others to make

sure that things are going well and to make sure that they

know that we're available to bounce ideas off.

If I were to repeat this program again,

definitely, now that we're all virtual,

we're all more heightened awareness of the ability to do

more virtually in terms of meeting online in some type of platform,

I think that's something I would like to see incorporated in that type of model.

It's getting everybody.

It's hard to get everybody in a building,

but maybe if everyone can get online on Zoom

or it's some type of virtual meeting and have that back and forth discussion,

feedback, and question, and asking.

We had a lot of reflection [LAUGHTER].

>> Yes, but that's the thing.

I mean, at this time we're just a couple minutes over.

I mean, I'm happy to stay on and answer any questions if there are anymore,

but I know that we certainly appreciate you spending

the last hour and a half of your time with us.

There's our contact information and the references are on the next slide.

Thank you, everyone.

>> I would like to thank you all for attending this presentation.

I do want to say and I don't know, Cortney,

if you're able to do this to provide,

we have a number of questions about where people could find the materials.

Go ahead and provide that guidance in terms

of how they can go on this website and find the materials.

Is that something you can do?

>> A lot of the website materials that I mentioned

are available on the Saltillo Chat Corner.

If you were to go to saltillo.com,

under the implementation section in the chat corner,

there are a whole host of supports.

Here's those, Let's Teach Core pages I mentioned,.

That Activity First planner is on there as well,

this is the Year of Core words over here.

So [inaudible 01:32:37] mentioned the descriptives teaching method when we were talking

about the ACM curriculum content,

there's a handout in here,

I believe it's in this Hands-On Tools section.

There's a whole handout on the descriptive teaching model.

There are lots and lots of supports readily available on the Saltillo website.

I did see the question about sharing the YouTube videos.

I'll have to follow up on that,

but I think that we would be okay to send out just the list of

the videos that I found because they're readily available on YouTube.

But if anything changes and then I could just send that I guess

to Becky to send out to everybody. But, yeah.

>> I'm not seeing any other questions.

I want to thank Brandy and Cortney again,

this was a great presentation.

Thank you, guys.