

## Coaching Crosswalk

Assistive Technology (AT) Competencies and Teaching Practices for the Step Up AT Curriculum

### Module 1: Introduction to Assistive Technology and Early Literacy

Competency 1: Teachers work with families and other adults, observe the environment, and assess each child's strengths and needs to consider AT tools and strategies that align with each child's Individual Education Plan (IEP) early literacy goals. (DEC RP E4)

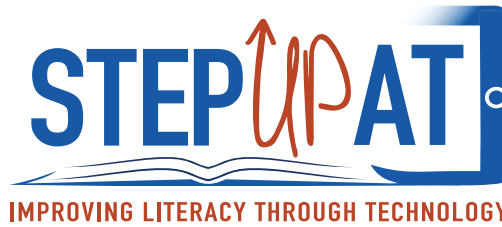
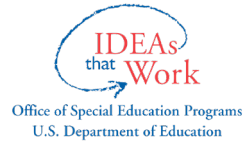
#### AT Teaching Practices

1. The teacher in collaboration with support staff conducts a functional assessment to select AT by recording information about the strengths and needs of individual children in early literacy activities.



#### Resources

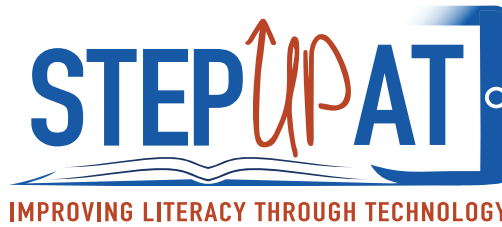
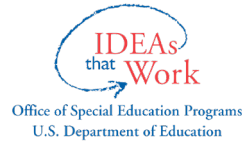
- Assistive Technology and the IEP  
[https://www.ctdinstitute.org/sites/default/files/file\\_attachments/Teacher%26IEP.ig-v1a.pdf](https://www.ctdinstitute.org/sites/default/files/file_attachments/Teacher%26IEP.ig-v1a.pdf)
- The SETT Framework video  
<https://youtu.be/hM6DgeqVNGw>
- Understanding IEPs and 504 Plans:  
ESE MDCPS  
<https://ese2.dadeschools.net/#!/rightColumn/487>
- The Individual with Disabilities Education Act  
<https://sites.ed.gov/idea/>



## Resources (Continued)

- Introduction to Assistive Technology (AT) for Young Learners:  
<https://www.pacer.org/stc/pdf/TIKES-Intro-to-AT-Trainers-Manual.pdf>
- Introduction to Assistive Technology (AT) for Developmental Delay and the Range of AT:  
<https://www.youtube.com/watch?v=0Zosc8dEBf8>
- At a Glance: How the IEP Team Decides on Assistive Technology:  
<https://api.dadeschools.net/WMSFiles/99/pages/AT%20Process%20Guide%202020.pd>
- Role play case studies / SETT  
[https://youtu.be/\\_oc5N1mAd0](https://youtu.be/_oc5N1mAd0)
- The SETT Framework video on  
<https://youtu.be/hM6DgeqVNGw>





## Module 2: Support a Literacy Rich Classroom Environment

Competency 2: Teachers work with families and other members of the instructional team to create environmental adaptations to promote each child's access to and participation in early literacy learning experiences (DEC RP E5)

### AT Teaching Practices

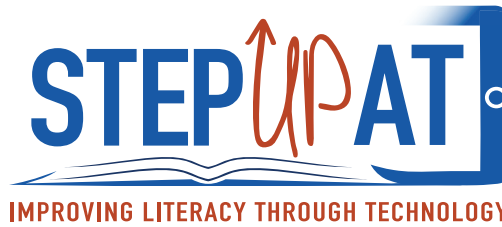
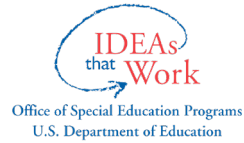
2. Teacher and support staff arrange the environment (e.g., placing materials within reach, positioning child toward AT, using adapted materials) and consistently support each child who has difficulty using materials/equipment while encouraging child participation and independence in early literacy activities and routines.

### Resources

- SETT with “task” to use materials/equipment purposefully
- Wait times / prompt hierarchy videos  
<https://youtu.be/myHhBz45Cic>  
<https://youtu.be/a52CdRMbxWc>

### Resources

- Designing the Environment  
<https://eclkc.ohs.acf.hhs.gov/video/designing-environments>
- 19 Tips on Supporting Positive Behavior and Social Skills:  
<https://blog.brookespublishing.com/19-tips-on-supporting-positive-behavior-social-skills-calendar-giveaway>
- Environmental Adaptations (Minutes 8-24) Material Adaptations (min 11)  
<https://www.youtube.com/watch?app=desktop&v=kiOERIL9sPY&t=6s>
- Tips for Making Your Classroom More Inclusive and Helping All Students be More Successful-Blog  
<https://www.naeyc.org/resources/blog/preparing-young-children-inclusion>
- Adapting Children's Learning opportunities  
<https://www.youtube.com/watch?v=YILJN0upryQ&feature=youtu.be>
- Practices to support individualization: Scaffolding, Modeling, Prompting, Reinforcing, Embedded Intervention (visual supports, voice generated device, timer (minutes 27.10 - 38)  
<https://eclkc.ohs.acf.hhs.gov/video/instructional-practices-support-individualization>



## Module 3: Support a Literacy Rich Classroom Environment

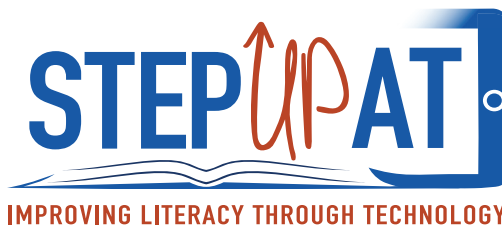
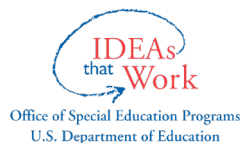
Competency 3: Teachers work with families and other members of the instructional team to create environmental adaptations to promote each child's access to and participation in early literacy learning experiences (DEC RP E5)

### AT Teaching Practices

3. Positive behavior supports (PBS), including visual supports are used to increase desired behaviors and adults monitor children's responses to PBS and adjust the type, level of intensity, and duration of support as needed.

### Resources

- SETT with "task" targeting specific desired behavior or transition
- Social Skills Toolbox (various print and go resources):  
<https://do2learn.com/organizationtools/SocialSkillsToolbox/index.htm>
- Positive strategies to support challenging behaviors:  
<https://www.autismspeaks.org/tool-kit/challenging-behaviors-tool-kit>
- Video on transitions available on <https://www.stepupat.org/coaching-resources/>
- Choiceworks Videos  
<https://www.youtube.com/watch?v=Ga-snuOdTcM>  
<https://youtu.be/QfetvhEe7eY>
- Visual Supports  
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-7-18/>
- AT Visual Supports and Visual schedules  
<https://www.youtube.com/watch?v=FauUZhQXNNNo>

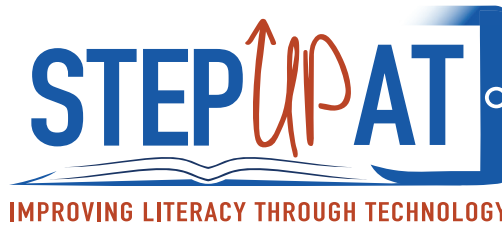
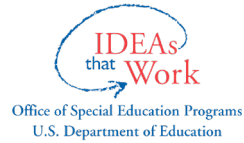


## Resources (Continued)

- Visual Supports (Start minute 16:15)  
<https://www.youtube.com/watch?app=desktop&v=kiOERIL-9sPY&t=6s>
- Creating visual supports:  
<https://connectability.ca/visuals-engine/>
- LessonPlx Software to Create Visuals  
<https://youtu.be/OD7v8M0nQhM>
- Available from Lending Library: Various visual and tactile schedules  
<https://faast.org/stepup/>
- Wait times / Prompt Hierarchy videos  
<https://youtu.be/myHhBz45Cic>  
<https://youtu.be/a52CdRMbxWc>
- AT for Classroom Management and Transition  
<https://youtu.be/UCTsZgMORyI>
- Transition Strategies (minutes 2:24-3:45)  
<https://www.youtube.com/watch?v=euEwVa8i5DY>
- Visual Symbols for Increasing Desired Behaviors  
<https://youtu.be/nqeVKTn8ozo>



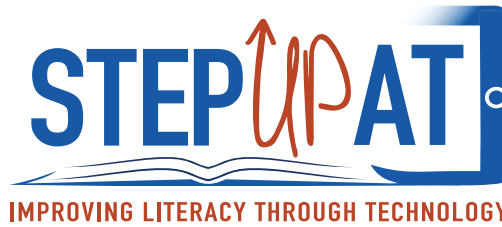
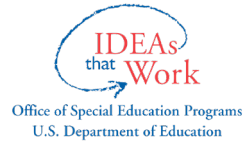




## Resources (Continued)

- Clear Expectations and Consistent Feedback PDF  
<https://www.stepupat.org/wp-content/uploads/2022/06/Clear-Expectations-and-Consistent-Feedback.pdf>
- Using Praise as Positive Reinforcement:  
<https://theautismhelper.com/teaching-tip-positive-reinforcement/>
- How to Use Behavior Specific Praise When Introducing AT  
[https://youtu.be/-jUMG-J2\\_Yg](https://youtu.be/-jUMG-J2_Yg)
- How to Create a Literacy Rich Environment  
<https://youtu.be/wzjU8XjyTBg>
- Lessonpix.com two minute tutorial:  
<https://www.youtube.com/watch?v=8scbKyZaTp4>
- Visual supports:  
<https://do2learn.com/picturecards/VisualSchedules/index.htm>





## Module 4: How to Adapt Books and Promote Shared Reading

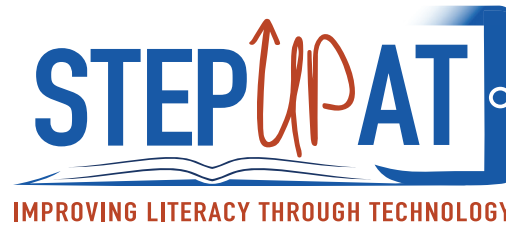
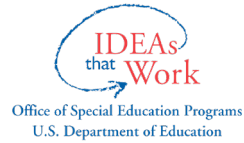
Competency 4: Teachers and support staff plan for and provide the level of communication supports, accommodations, and AT adaptations needed for each child to access, participate, and learn within and across early literacy activities and routines. (DEC RP INS4)

### AT Teaching Practices

4. Teacher and support staff facilitate each child's communication throughout the day by incorporating augmentative and alternative communication (AAC) supports.

### Resources

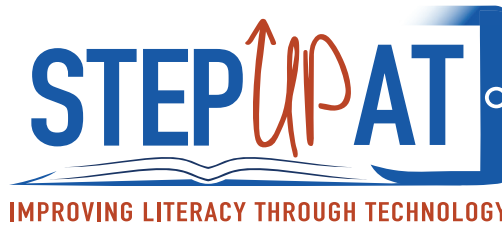
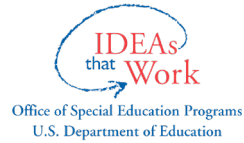
- SETT with “task” targeting specific communication goals from IEP
- Effective AAC Strategies Step Up AT Video  
<https://youtu.be/pmjcOCQ610Y>
- Assistive Technology to Support Speech and Communication  
<https://youtu.be/ApG0ahrgipw>
- AAC (starts on minute 2.40-minute 38)  
[http://www.infanthearing.org/flashplayer/hd\\_videos.htm?file=http://www.infanthearing.org/flashvideos/webinars/ECHO\\_Coffee\\_Break\\_5\\_17\\_2016.mp4](http://www.infanthearing.org/flashplayer/hd_videos.htm?file=http://www.infanthearing.org/flashvideos/webinars/ECHO_Coffee_Break_5_17_2016.mp4)
- AAC Devices and Strategies  
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-8/>
- AAC Devices  
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-20/>



## Resources (Continued)

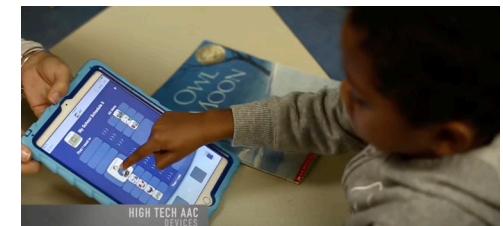
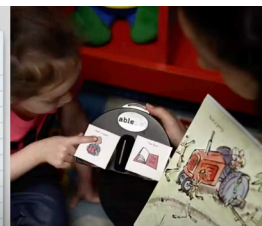
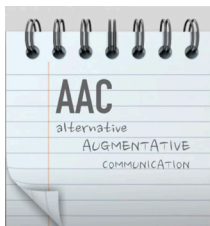
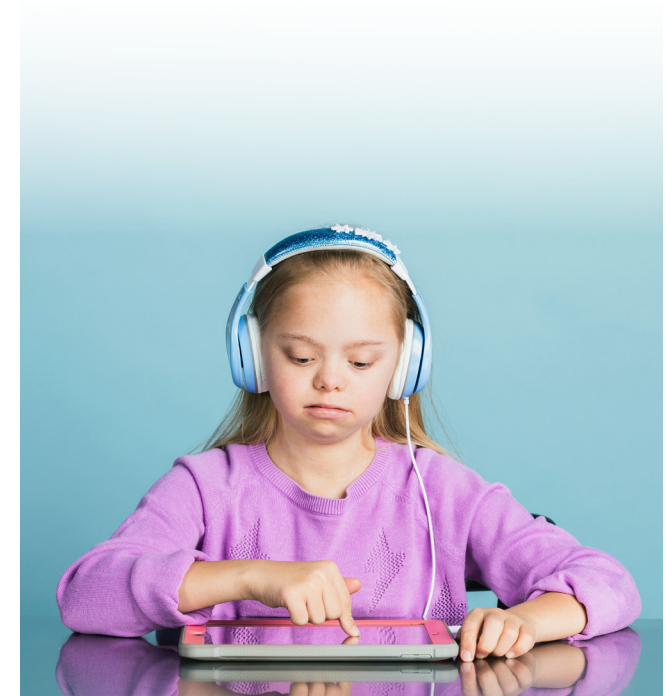
- Wide Range of AAC Tools:  
[https://www.youtube.com/watch?v=\\_3cvvOm-xkQ](https://www.youtube.com/watch?v=_3cvvOm-xkQ)
- Available from lending library: Various communication devices  
<https://faast.org/stepup/>
- Positive Reinforcement through AAC  
<https://praacticalaac.org/strategy/more-thoughts-about-reinforcement-in-aac-therapy/>
- How to Sabotage the Situation to Help Children Communicate:  
<https://theautismhelper.com/how-sabotaging-your-students-creates-independence/>
- How to Start Modeling:  
<https://www.assistiveware.com/learn-aac/start-modeling>
- Aided Language Stimulation handout:  
[https://www.communicationaactualized.com/uploads/9/9/8/5/9985658/aided\\_language\\_stimulation.pdf](https://www.communicationaactualized.com/uploads/9/9/8/5/9985658/aided_language_stimulation.pdf)
- Aided Language video:  
<https://praacticalaac.org/video/aac-teaching-begin-with-aided-language-input/>
- SETT with “task” targeting specific communication goals from IEP

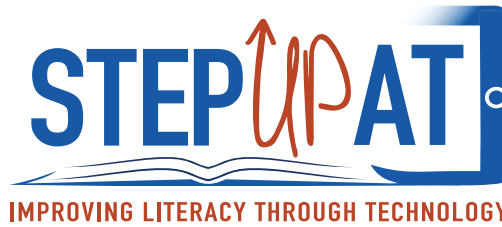
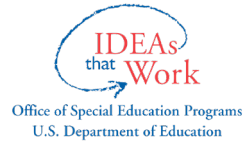




## Resources (Continued)

- Effective AAC Strategies  
<https://youtu.be/pmjcOCQ610Y>
- Core/fringe Vocabulary: Importance of Communication and Early Literacy Development:  
<https://praacticalaac.org/?s=Core+and+Fringe+vocabulary>
- Communication Boards  
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-14/>
- Communication Boards in Dramatic Play Area  
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-5-9/>
- Various Communication Boards resources:  
<https://aacccommunity.net/2018/11/communication-boards/>  
[https://www.youtube.com/watch?v=hJ5\\_D6l\\_6vE](https://www.youtube.com/watch?v=hJ5_D6l_6vE)





## Module 4: How to Adapt Books and Promote Shared Reading

Competency 5: Teachers and support staff acquire or create appropriate AT tools and adaptations for books to promote children's access to and participation in shared reading experiences (DEC RP E5).

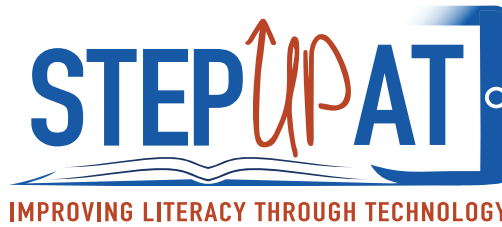
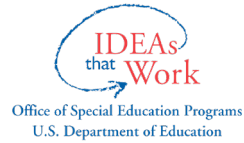
### AT Teaching Practices

5. Props, adapted books, visual supports, eBooks, and other materials are used during shared reading to increase children's participation and comprehension.



### Resources

- SETT with “task” targeting specific literacy goals from IEP
- Adapting Books for Physical Access:  
<http://adaptingcreatively.blogspot.com/2010/12/adapting-books-for-physical-access.html>
- Available from lending library: Adapted books with props  
<https://faast.org/stepup/>
- Making page fluffers  
<https://praacticalaac.org/?s=5+ways+to+make+page+fluffers>
- How AT Can Be Used to Adapt Books  
<https://youtu.be/1KRzMWckZ0o>
- Shared Reading Strategies:  
[https://www.readingrockets.org/strategies/shared\\_reading](https://www.readingrockets.org/strategies/shared_reading)  
<https://youtu.be/1KRzMWckZ0o>  
<https://youtu.be/uRMPLN08pzs>  
<https://youtu.be/6GW90vxxuQQ>



## Module 5: Assistive Technology to Address Hearing and Vision Issues

Competency 6: Teachers and support staff acquire and create appropriate AT tools for hearing and vision issues to promote each child's access to and participation in early literacy activities (DEC RP E5).

### AT Teaching Practices

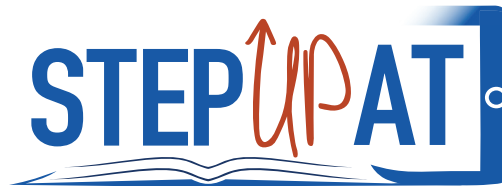
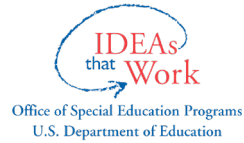
**6.** The teacher and support staff adapt the environment, learning activities, and/or access toys to support the participation of children with vision and/or hearing impairments.



### Resources

- Prompt Hierarchy Levels handout:  
[https://www.stepupat.org/wp-content/uploads/2022/06/Prompt\\_Levels\\_R\\_McKay\\_8-05.pdf](https://www.stepupat.org/wp-content/uploads/2022/06/Prompt_Levels_R_McKay_8-05.pdf)
- How and When to Use the Prompt Hierarchy for Implementing Assistive Technology  
<https://youtu.be/a52CdRMbxWc>
- Reading During Circle Time  
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/>
- Video on small group in the early childhood setting available on [StepUpAT.org](https://www.stepupat.org)
- Shared Reading Strategies WH Questions  
<https://youtu.be/Wo09dszitjA>
- Shared Reading, Dialogic Reading, Interactive Reading in Preschool  
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-6-11/>
- SETT with “task” targeting specific curriculum and instruction goals from IEP
- Recommended Strategies and Adaptations for Children with Visual Impairments  
<https://www.stepupat.org/wp-content/uploads/2022/07/Vision-Resource-ADA.pdf>





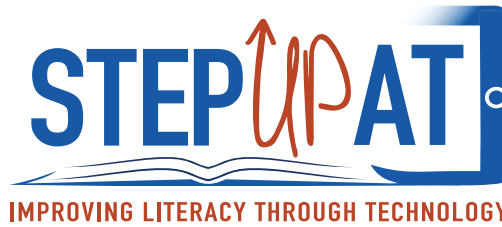
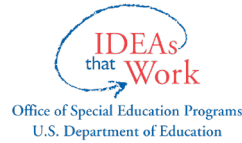
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## Resources (Continued)

- Classroom design for students with vision impairments:  
<https://www.teachingvisuallyimpaired.com/classroom-design-tips.html>
- Adapting story activities for students with vision impairments:  
<https://praacticalaac.org/praactical/praactically-reading-with-karen-natoci-apples/>
- Available from lending library: Various Adapted Sensory Toys  
<https://faast.org/stepup/>
- Prompt Hierarchy Levels handout:  
[https://www.stepupat.org/wp-content/uploads/2022/06/Prompt\\_Levels\\_R\\_McKay\\_8-05.pdf](https://www.stepupat.org/wp-content/uploads/2022/06/Prompt_Levels_R_McKay_8-05.pdf)
- How and When to Use the Prompt Hierarchy for Implementing Assistive Technology  
<https://youtu.be/a52CdRMbxWc>
- Videos on accessibility features for students with vision impairments:  
<https://www.youtube.com/watch?v=Uc9gj9rfhPI>
- AT for children with Vision Impairments:  
<https://www.youtube.com/watch?v=6EMQJvWDYcQ>
- AT for children with Hearing Impairments:  
[https://www.youtube.com/watch?v=8GcfEzwl\\_5k](https://www.youtube.com/watch?v=8GcfEzwl_5k)
- AT for individuals with Hearing Impairments:  
<https://www.nidcd.nih.gov/health/assistive-devices-people-hearing-voice-speech-or-language-disorders>





## Module 6: Assistive Technology to Support Writing and Drawing

Competency 7: Teachers and support staff acquire or create appropriate AT tools to promote children's access to and participation in pre-writing, writing, and drawing activities (DEC RP E5).

### AT Teaching Practices

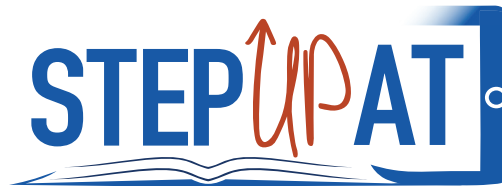
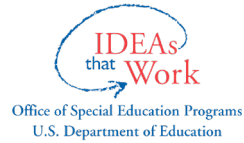
7. Adapted writing tools, switches, writing apps, and other materials are used during pre-writing, writing, and drawing activities to increase participation in large group, small group, and one-to-one instruction.



### Resources

- Further explained in video:  
<https://www.youtube.com/watch?v=LpAHeI4Z0xI>
- SETT with “task” targeting specific IEP writing goals
- Available from lending library: Various adapted writing tools  
<https://faast.org/stepup/>
- Video on Writing and AT:  
<https://www.youtube.com/watch?v=L8CiWXxR5c4>
- Research on combining reading and writing:  
<https://www.readingrockets.org/article/learning-read-and-write-what-research-reveals>
- Assistive Technology for Writing:  
<https://www.readingrockets.org/article/assistive-technology-writing>





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## AT Teaching Practices

8. Adults provide individualized switch access and AT supports to encourage child participation in classroom activities.



## Resources

- Further explained in video:  
[https://www.youtube.com/watch?v=kZg4FerUS\\_A](https://www.youtube.com/watch?v=kZg4FerUS_A)
- Sample goals for using switch access:  
<https://praacticalaac.org/video/video-of-the-week-stepping-stones-to-switch-access-part-1/>  
<https://youtu.be/TeoTXCKVO6k>
- Various Switch Access articles:  
<https://praacticalaac.org/tag/switch-access/>
- Available from lending library: Various switch toys  
<https://faast.org/stepup/>
- Switch Toys  
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-5-4/>
- Switch Access  
[https://www.youtube.com/watch?v=kZg4FerUS\\_A](https://www.youtube.com/watch?v=kZg4FerUS_A)
- Scaffolding Preschoolers' Early Writing Skills:  
<https://www.readingrockets.org/article/how-do-i-write-scaffolding-preschoolers-early-writing-skills>

