

TIPS

Communicative Support TIES Inclusive Practice Series



The TIES Center is the national technical assistance center on inclusive policies and practices. Its purpose is to create sustainable changes in K-8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same activities as their general education peers while being instructed in a way that meets individual learning needs.



What are the Communicative Support TIPS?

The CS TIPS provide framework for supporting all students, including those with significant cognitive disabilities, to actively interact with others, engage with classmates, learn grade-level general education curriculum and other essential skills, and participate in routines and transitions.



Who are the Communicative Support TIPS for?

The CS TIPS are geared towards general and special educators, including specialized support personnel.



The Communicative Support TIPS include:

1. How Peers Can Support AAC Use by Students with Significant Communication Needs
2. Using Collaborative Teams to Support Students with Significant Communication Needs in Inclusive Classrooms
3. Getting to Know Students who use AAC
4. Successfully Using Communication Practices in the Inclusive Class
5. Connecting Core Words, Aided Language Modeling, and Literacy
6. Using the Least Dangerous Assumption in Educational Decision

CS TIPS Breakdown

- TIP #1:** Encouraging peers to use Augmentative and Alternative Communication (AAC) with students with significant cognitive disabilities increases language opportunities while promoting inclusion and friendship.
- TIP #2:** Implementing regular team meetings that include related service providers improves classroom effectiveness.
- TIP #3:** Developing and using students' profiles, communication plans, and daily plans helps guide successful involvement of students with significant communication needs in inclusive classroom activities.
- TIP #4:** Providing background on the use of AAC devices in inclusive classrooms ensures access to AAC and encourages voluntary AAC use for all students in the classroom.
- TIP #5:** Modeling the use of AAC devices and identifying core vocabulary for communication and interaction increases receptive and expressive language skills for students with significant cognitive disabilities.
- TIP #6:** Making sound educational decisions for students with significant cognitive disabilities holds that in the absence of conclusive data, educational decisions based on assumptions, if incorrect, will have the least dangerous effect on the student outcomes and learning.

Communicative Support TIPS

The TIES Center is supported through a cooperative agreement between the University of Minnesota and the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education (# H326Y170004). The Center is affiliated with the National Center on Educational Outcomes (NCEO) which is affiliated with the Institute on Community Integration (ICI) at the College of Education and Human Development, University of Minnesota. The contents of this report were developed under the Cooperative Agreement from the U.S. Department of Education, but do not necessarily represent the policy or opinions of the U.S. Department of Education or Offices within it. Readers should not assume endorsement by the federal government. Project Officer: Susan Weigert

