



SYSTEMATIC PROCESSES for ENHANCING and ASSESSING COMMUNICATION SUPPORTS

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Systematic Processes for Enhancing and Assessing Communication Supports (SPEACS) is a State Personnel Development Grant (SPDG) that was awarded to the ACCESS Project at the University of Delaware. SPEACS is a low-incidence initiative designed to improve communication and educational services to students with the most significant disabilities in Delaware public schools. It is built on the premise that all students communicate.

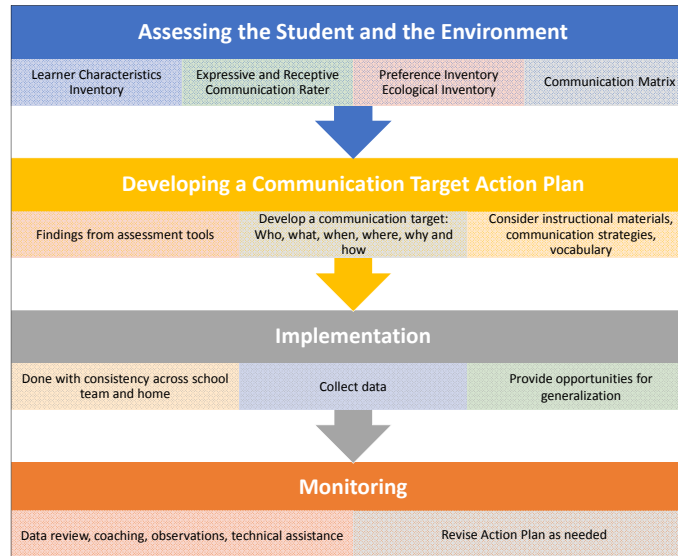
GOAL

- To improve communication and outcomes for students with complex communication needs in Delaware public schools
- Progress students from pre-symbolic to symbolic communication
- All students must have a viable communication system in order to access and participate in assessments, academic curriculum, social interactions, and decision-making

STUDENTS

- **Cohort 1, 2013-2014**
 - Special programs
 - 9 students
 - Grades 1 – 12
 - 5 programs
 - 4 districts
- **Cohort 2, 2014-2015**
 - Special programs
 - 11 students (3 continued from Cohort 1)
 - Grades Pre-K – 21
 - 6 programs
 - 6 districts
- **Cohort 3, 2015-2016**
 - Open to all schools
 - 16 students (6 continued from Cohort 2)
 - Grades Pre-K – 12
 - 3 special programs
 - 7 schools
 - 6 districts
- **Cohort 4, 2016-2017**
 - Open to all schools
 - 17 students (9 continued from Cohort 3)
 - Grades Kindergarten – 18-21
 - 3 special programs
 - 12 schools
 - 5 districts

SPEACS FRAMEWORK



SPEACS TEAM-BASED APPROACH

All team members involved in:

- Programming and use of the AAC system
- Professional development and technical assistance
- Routine collaborative team meetings and coaching sessions

Allows for:

- Pooling of resources and provides a wealth of ideas and energy
- Shared responsibilities
- Common planning time
- Joint development of lessons between teacher and SLP that incorporate AAC strategies
- Communication embedded across the day
- Access to AAC resources
 - District resources
 - SPEACS and DATI lending library

