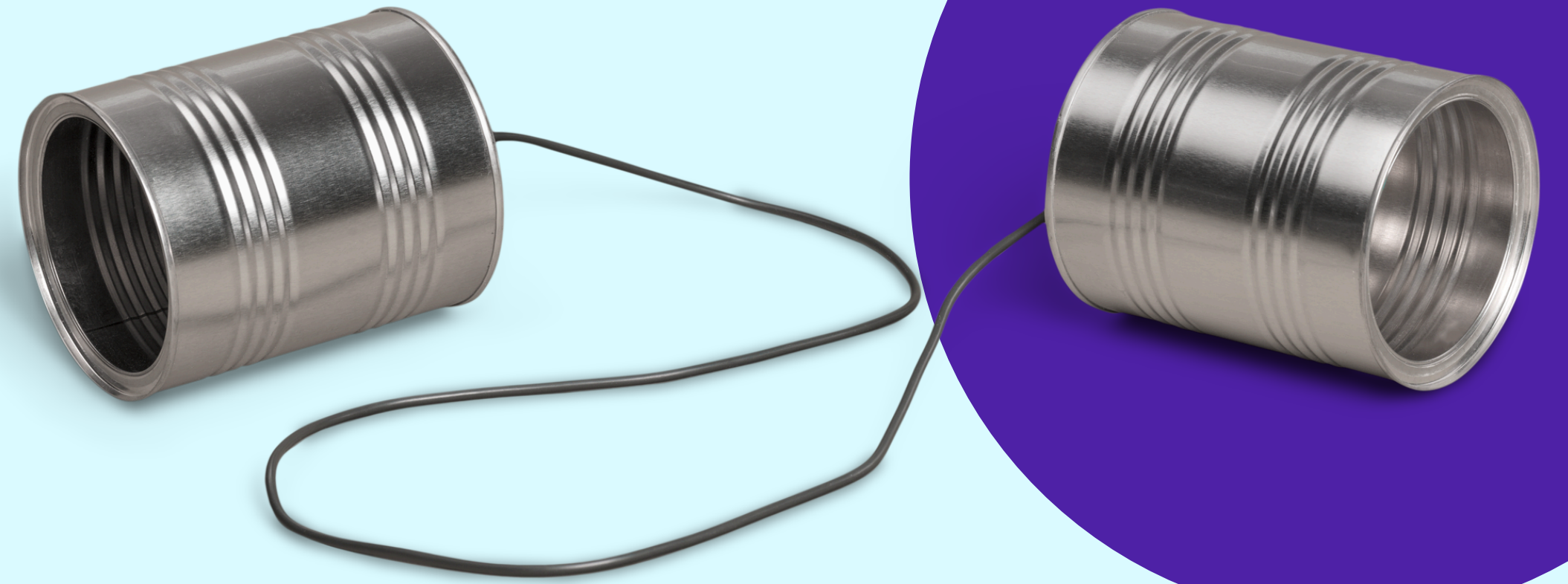




I Have Time for that!

Key Communication Strategies

Anna Sanchez-Newby

Agenda

Introduction

I have time for that

¿Se Habla Español?

Data

Tools

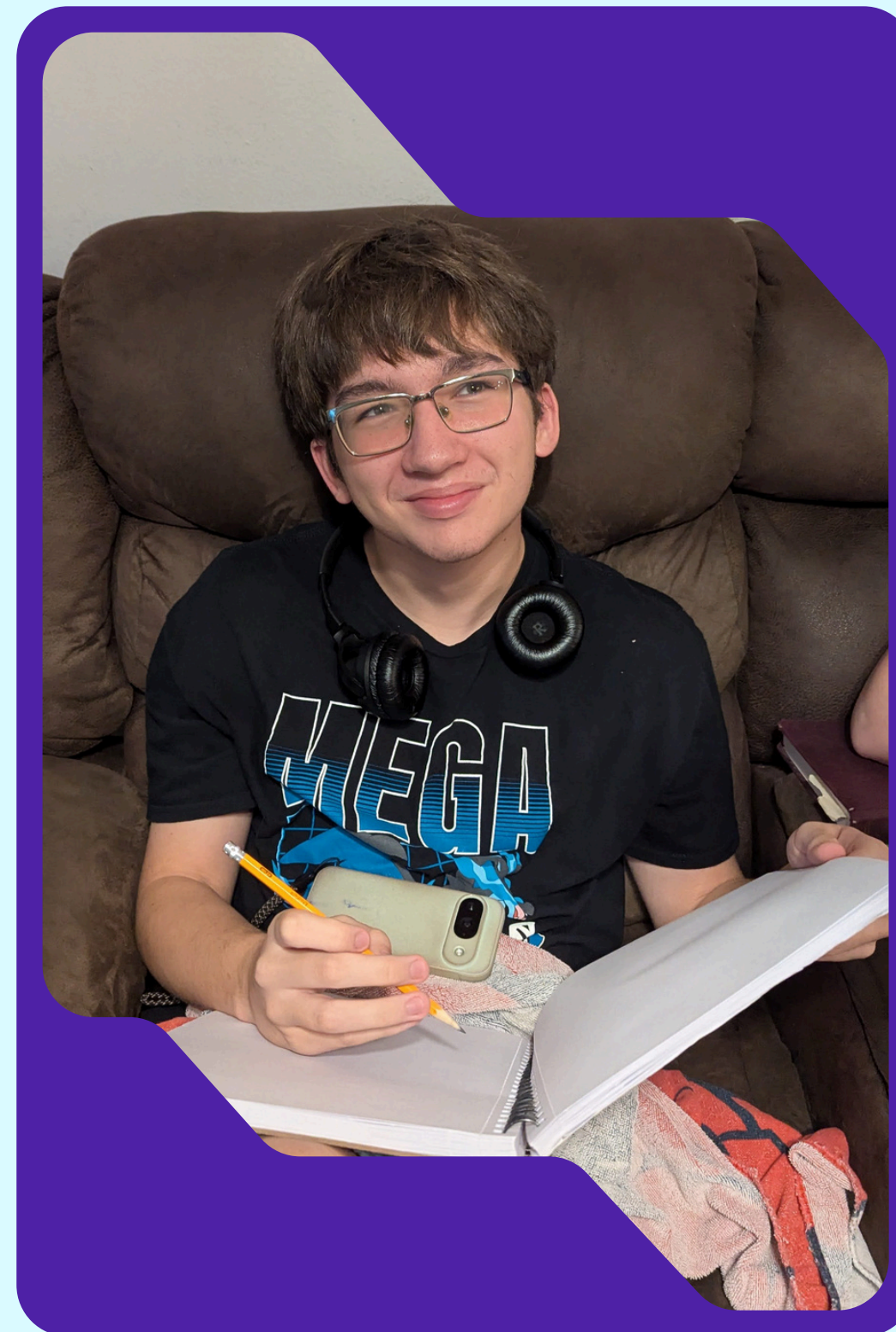
Practice



Anna Sanchez-Newby

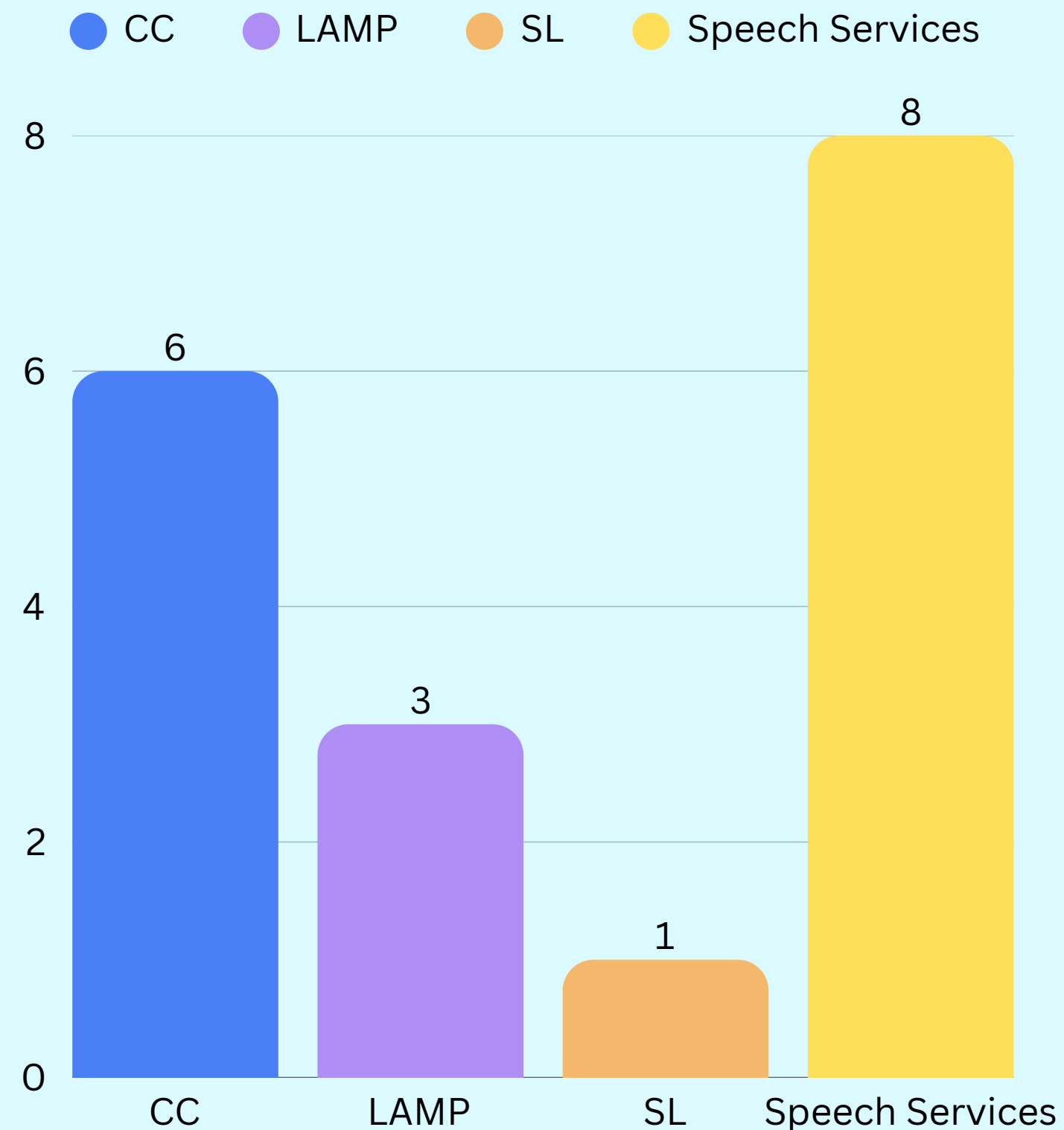
Special Education Teacher
MGR Classroom teaching K-6th grade students
Keonepoko Elementary School

My investment:





My current students:



(9) K-6th students

- *6 Complex Communicators (CC)*
- *3 Dedicated LAMP users*
- *1 Utilizing American Sign Language*
- *8 Receiving Speech Language Services.*

Your Thoughts?



I have time for that...

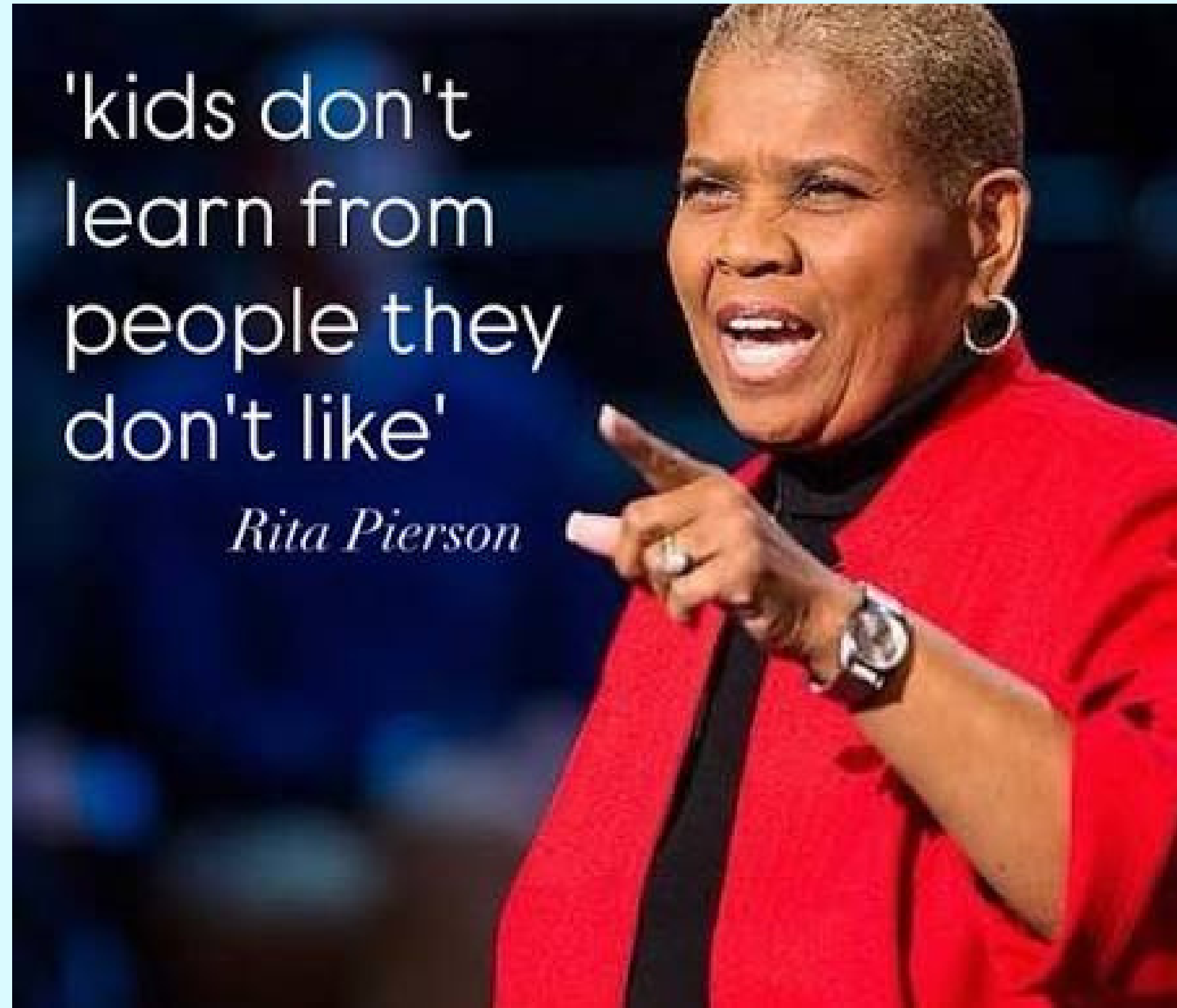
“[T]eachers who establish warm, empathetic, and respectful connections with their students foster a conducive learning environment. These positive relationships positively impact students' academic engagement, motivation, and overall academic achievement.”

Exploring the Role of Teacher-Student Relationships in Academic Achievement
Zainulla et al.

How do you prioritize your students' communication in your classroom?

'kids don't learn from people they don't like'

Rita Pierson



If you don't take time to teach communication skills and develop trusting relationships, you will spend all your time battling behaviors. Either way, it's your time.



Why Communication Skills Matter

¿Se Habla Español?





Without data, you're just
another person with an opinion.

W. Edwards Deming

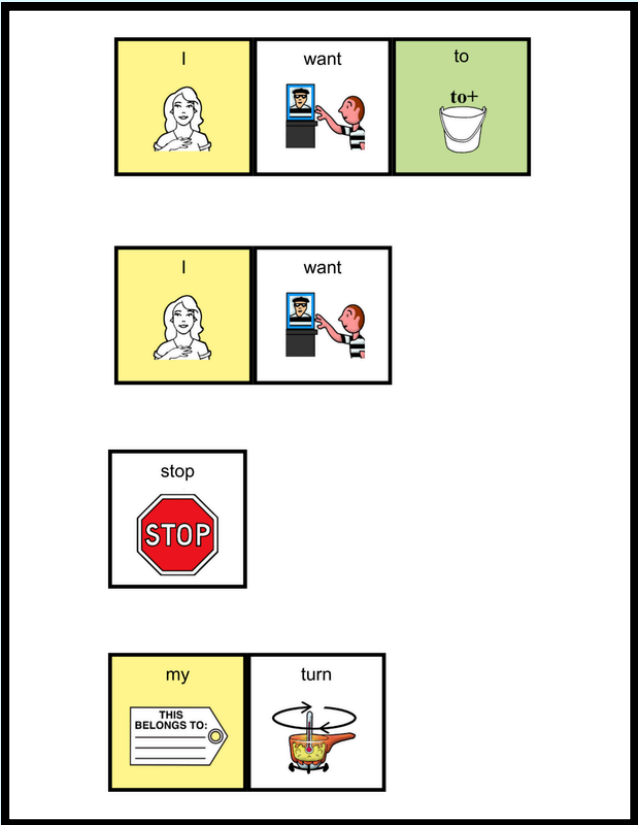
Data

A brief
summary



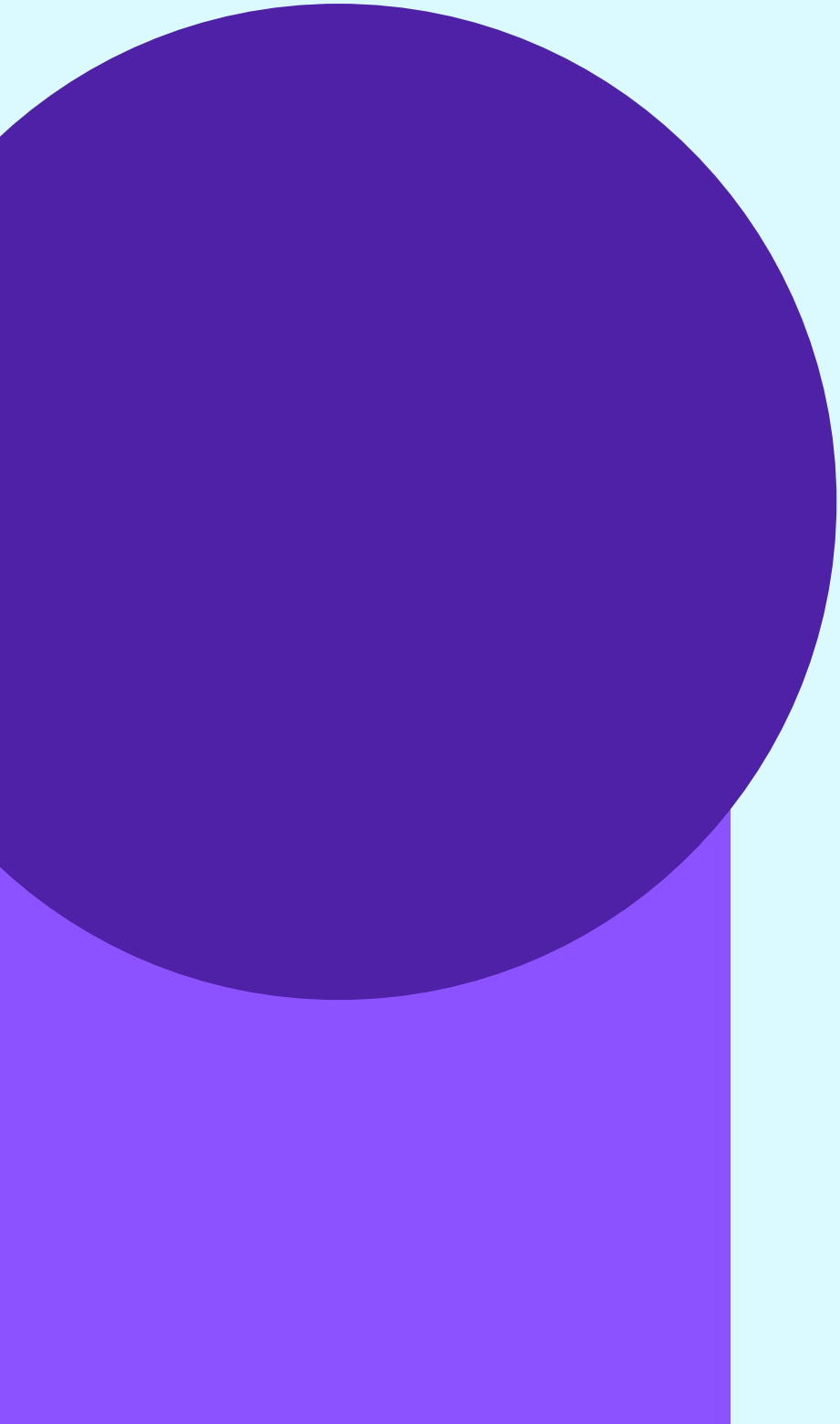
Click the image above to find my
Google Drive file containing two
screeners and three helpful
docs/samples of data collection
sheets.

The Toolbox



But which tool is the best?





Identifying and Describing Best Clinical Practices for Children and Adolescents With Complex Communication Needs: A Scoping Review of Healthcare-Based Interventions

Review of Research from 2013-2024

Resina et al.

- *multimodal interventions combining AAC, naturalistic interventions, and parent-mediated strategies led to greater communication gains than single-method interventions; and*
- *speech-focused interventions were **not associated with improved speech or spoken language** in autistic individuals who use a minimal amount of verbal language.*

All of them!



I

want

to

I

want

stop

my

turn

I am working for

Snack

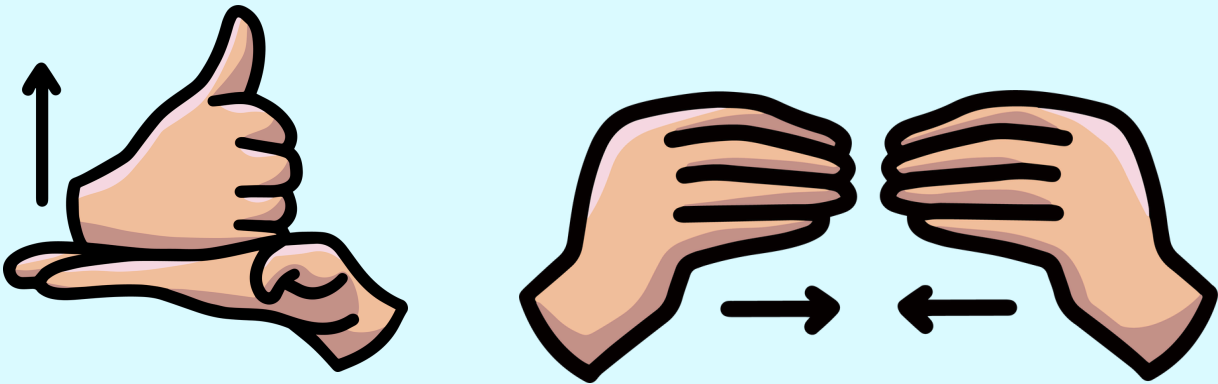
Swing

Computer

Puzzle

Walk

finished	mine	little	up	yes	good	some	no	down	out	off	bad
me	my	wear	am	please	that	and	in	what	?	word	there
I	we	are	is	were	was	on	to	SPELL/NUM	an	the	end
you	they	new	play	like	work	have	feel	read	more	fast	stop
it	he	want	all	come	time	do	go	get	big	color	help
she	look	slow	hear	think	right	said	live	love	follow	ride	put
CLEAR	not	talk	sit	eat	find	make	need	drink	watch	turn	sleep



finished	mine	little	up	yes	good	some	no	down	out	off	bad
me	my	wear	am	please	that	and	in	what	?	word	there
I	we	are	is	were	was	on	to	SPELL/NUM	an	the	end
you	they	new	play	like	work	have	feel	read	more	fast	stop
it	he	want	all	come	time	do	go	get	big	color	help
she	look	slow	hear	think	right	said	live	love	follow	ride	put
CLEAR	not	talk	sit	eat	find	make	need	drink	watch	turn	sleep

Everything is communication, and every moment is a learning opportunity.

- *Classroom setup*
- *Visuals*
- *Meals*
- *Toileting time*
- *Student choice*
- *Make connections- Pursue their interests*

Differentiation on a sliding scale.

Emergent
Communicator

Context-Depenent
Communicator

Independent
Communicator



Practice!

What are some challenges you have? What scenarios are you presented with?



LAMP Trick for
stimming students



Additional Resources Comments/Questions?



Speech with Joe Website



Communication Bill of
Rights



References

1. Mahfud, M., & Riniati, W. O. (2023). Exploring the role of teacher-student relationships in academic achievement: a qualitative study in primary schools. *The Eastasouth Journal of Learning and Educations*, 1(02), 76-83.
2. Resina, P., Mezzatesta, M., Elias, N., Aparici, M., and Mairena, Maria A. (2025) Identifying and Describing Best Clinical Practices for Children and Adolescents With Complex Communication Needs: A Scoping Review of Healthcare-Based Interventions. *Journal of Intellectual Disability Research*, 69: 1081–1096. <https://doi.org/10.1111/jir.70022>.

Mahalo

