



Where disabilities become possibilities

EAST TENNESSEE TECHNOLOGY ACCESS CENTER, INC.

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Free Communication Symbols
Alice Wershing, M.Ed., A.T.P. updated 3/10

Do 2 Learn http://www.dotolearn.com/	Dynavox Page Exchange http://www.dynavoxtech.com/mydynavox/register.aspx
FreeDVD PECS http://www.grocerypecs.com/dvd%20pecs.htm	Speaking of Speech www.speakingofspeech.com
Widgit Symbols http://www.widgit.com/resources/	Imagine Symbols http://www.imaginesymbols.com/
Linda Burkhart http://www.lburkhart.com/pics.html	Google Images www.google.com
Through the Maze http://www.through-the-maze.org.uk/pages/Symbols	Free Foto http://www.freefoto.com/index.jsp
Mayer Johnson http://sharing.mayerjohnson.com/MainPage/SharingMaterials/tabid/57/view/topics/forumid/22/Default.aspx	AMDI Tech Syms http://www.amdi.net/utility-software/ http://www.amdi.net/downloads
Miami-Dade County Public Schools. http://prekese.dadeschools.net/BMD/activityspecific.html	Internet Picture Dictionary http://www.pdictionary.com/
Pics4Learning http://pics.tech4learning.com/	Prentke Romich Icons http://www.prentrom.com/downloads
PhotoSyms http://Photosyms.org	Adapted Learning www.adaptedlearning.com
Axistive http://www.axistive.com/thousands-of-free-symbols-on-the-web.html	

ETTAC is a designated 501(c)(3) organization by the IRS.

Member of
The Alliance for Technology Access
The Community Technology Center Network
The Tennessee Technology Access Project
The Tennessee Disability Coalition



The East Tennessee Technology Access Center

AAC Vendor List- East Tennessee Representatives

4/10

Danita Luzadber, Dynavox/Mayer-Johnson/Toby Churchill Representative (Eye Gaze for Dynavox), Blink-Twice (Tango), **ERICA**

1-800-344-1778 ext. 6536

Danita.Luzadber@dynavoxtech.com

(865) 314-2170

www.dynavoxtech.com

Renee Anderson, Prentke Romich Representative

931-588-7061

(800) 848-8008

www.prentrom.com

Mel Ellison, AMDI, FRS ComLinkLT and Quick Glance TM3 Representative (Eye Gaze)

(800) 868-2796 appridge@aol.com

www.frs-solutions.com

www.amdi.net

Ken Whitley, Words+, Zygo, Other Vendors

Requires SLP be present for demonstration

(888) 433-5303

www.gokeytech.com

www.words-plus.com

Jeri Hoffman, TOBII/Assistive Technology, Inc (Mercury, TOBII line, LEO, MyTOBII Eye Gaze)

800-793-9227 (main office number) www.tobiiati.com

JeriLynn.Hoffman@tobiiati.com

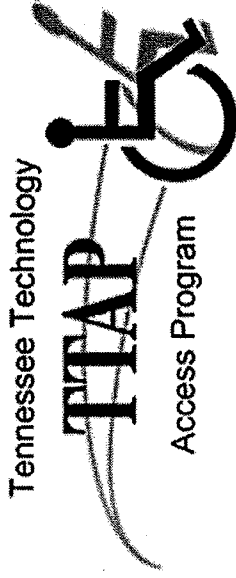
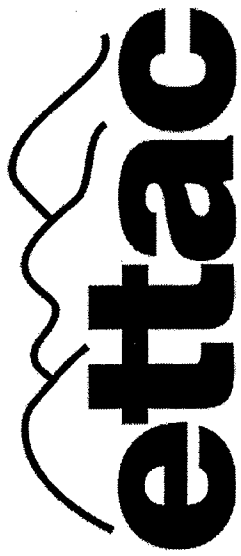
Steve Smith, EZComm

800-457-2318

<http://www.atsaac.com/> info@atsaac.com

Overview to Other Vendors (no representatives for our area)

http://www.augcominc.com/index.cfm/aci_links.htm



Tennessee Technology Access Program Centers

East Tennessee Technology Access Center
www.ettac.org

Mid-South Access Center for Technology, Memphis
<http://www.memphis.edu/act/index.php>

The Star Center, Jackson
<http://www.starcenter.tn.org/>

Technology Access Center, Nashville
<http://tacnashville.org>

Signal Centers Assistive Technology Center, Chattanooga
<http://www.signalatcenter.org/>

Augmentative Communication Goals:

___ will use his/her communication device to identify his/her a) name b) address c) phone number with 70% accuracy.

Given 3 out of 4 opportunities in the classroom, ___ will spontaneously use his/her communication device to: a) request objects and/or activities b) greet adults/peers

Using his/her communication device during unit studies, ___ will activate the target symbol given a verbal prompt (i.e., "show me the ___.", "point to the ___.", "where is the ___.") with 2 or fewer cues/redirections.

Given his/her communication device, ___ will point to the following survival signs with 70% accuracy: a) exit b) boy's restroom c) girl's restroom d) stop sign e) red traffic light (stop) f) green traffic light (go) g) yellow traffic light (slow down/caution) h) crosswalk i) poison j) no (universal sign for "no")

Goal: Student will use spoken words, low tech picture symbols or a voice output communication aid to communicate in classroom activities in 3 out of 4 opportunities.

1. Student will request a toy or activity by taking the single picture off her communication notebook and give it to her communication partner.

2. Student will choose a preferred toy or activity by choosing a picture from an array of 2 to 4 symbols on her communication notebook and give it to her communication partner

3. Student will respond to teacher directed questions by touching an appropriate symbol on the display of her voice output communication aid when a visual cue or gesture prompt is provided.

Goal: Student will improve his/her communication and language skills by using a voice output communication device, sign/gesture, or word approximations to complete the following objects in his educational environment 70% of the time.

1. Student will participate in small group and language group with and without prompts.

2. Student will participate in non-structured school activities with and without adult prompts, (library, lunch, recess)

3. Student will make choices for preferred activity (toys, songs, etc.) with and without prompts.

4. Student will identify/match an object from choice of two with and without prompts.

1-Student will carry device to various school locations with minimal prompting with 90% accuracy.

2-Student will independently navigate to "home" page using augmentative communication device with 90% accuracy.

3-Student will use device to participate in specials/mainstreamed activities at least 3 times per session with minimal prompting.

4-Student will use device to participate in calendar time when asked a question with 90% accuracy.

5-During times of outward frustration, student will use augmentative communication device to indicate "need a break" or "I don't like/no/I don't want" for undesired items of activities with minimal prompting with 80% accuracy.

6-Student will comment "my turn, your turn, finished" during social group time with prompting with 80% accuracy.

7-Student will independently request food/bathroom/help using augmentative communication device in classroom setting with 90% accuracy.

Goal I. "Student" will communicate effectively with all those in the family, school and community.

Goal II. "Student" will use a communication device to communicate during classroom routines.

Goal III. "Student" will use a communication device to request, label, and comment and answer questions throughout the day and across environments.

Benchmarks AAC1. "Student" will use a communication device to communicate a message to a peer and the teacher during circle time

AAC2. "Student" will use a communication device to indicate a choice.

AAC3. "Student" will use gaze to make choices between two objects.

AAC4. The student will use facial expressions, vocalizations, gestures and body language to communicate.

AAC5. "Student" will use an augmentative communication device to communicate with others.

AAC6. "Student" will use an augmentative communication device to communicate cessation of activity.

AAC7. "Student" will use utilize a mode of AAC to answer questions during large group language activities in 4 out of 5 opportunities.

AAC8. "Student" will use utilize a mode of AAC to inform others regarding past events in 4 out of 5 opportunities.

AAC9. When presented with an item, a visual of a carrier phrase and a direction, "Student" will describe items using an augmentative communication device in 4 out of 5 opportunities.

AAC10. "Student" will engage up to 3 conversational turns including conversation starters with adults and peers using an augmentative communication device in 4 out of 5 opportunities.

AAC11. "Student" will respond to social greetings from adults and peers within 5 seconds in 4/5 opportunities.

AAC12. "Student" will respond to questions regarding personal information using an augmentative communication device in 3 out of 4 opportunities.

AAC13. "Student" will use an augmentative communication device to repair a communication breakdown with teacher cueing

AAC14. "Student" will use an augmentative communication device to repair a communication breakdown without teacher cueing at least one time during the school day.

Given picture support and verbal cues, X will make requests and comments during a structured activity.

Given picture support and verbal cues, X will initiate interactions with peers X will use a communication device to enhance expressive language X will use his device to produce 5- and 6-word novel utterances