

The Future is Vocal: Publication Outline

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EDLD 5317 : Ressources Digital Environnements

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August 25, 2025

Why Publish

Students with severe communication needs are often marginalized in Gen Ed classrooms.

Publishing my work would give a voice to a population that is frequently overlooked, highlighting both the disparity they face and the solutions Augmentative and Alternative Communication (AAC) that can bridge the gap. I've already invested time in designing and testing an innovation plan centered on AAC integration.

<https://docs.google.com/document/d/1mwphQPtgqkFQWUEhL5AdeC9l8h9Un16A/edit>

Publishing allows me to share my findings, strategies, and lessons learned so that other educators, administrators, and families can benefit without having to “reinvent the wheel.”

What is my title?

The Future is Vocal: Integrating AAC Devices to Bridge the Communication and Learning Gap for Students with Severe Communication Needs in General Education Classrooms

Where do I plan to submit?

- ASHA Leader (American Speech-Language-Hearing Association) – widely read by speech-language pathologists and educators.
- Edutopia – focuses on innovative classroom practices and practical tools for teachers.
- Journal of Special Education Technology (JSET) – strong academic reach with an audience of practitioners and researchers.

What is the connection to your innovation plan or initiative?

The publication builds directly on my action research and innovation plan centered on the integration of AAC devices in classrooms. Through my work I have seen successful

implementation requires more than access to devices. It demands professional development and genuine buy-in from all stakeholders to sustain lasting change. Through the previous courses I can highlight how leadership and innovation can drive true equity in communication. My research can be a transformative resource that empowers students to fully participate in their learning communities.

How can this information help others?

This information can help an array of others. For teachers it can provide practical classroom strategies for AAC integration. For families, it emphasizes the role of the AAC device and bridges the gaps between home and school communications and reduces isolation. For other stakeholders, it highlights systemic challenges and cost benefit justifications for investing in AAC devices.

Lessons learned or hoped to learn?

Students using AAC devices are typically left out by peers and teachers due to a large gap between actual implementation of the device. Students often have no way of voicing their knowledge obtained nor are they able to ask questions due to this. Teacher training and intentional integration are essential for AAC devices. Due to the severe communication needs these marginalized groups often experience exclusion, isolation and reduced participation. Collaborating with General Education peers can reduce stigma as well as promote a sense of community. We hope to learn what some of the long term academic and social outcomes are for students consistently using AAC devices in classrooms but at home, in structured and unstructured environments.

What digital resources will be included in your article? Briefly describe.

One of my main digital resources will be a case example video. I want to show a student in the classroom using their AAC device to participate in a classroom discussion or in a group activity to not only illustrate authentic participation but intentionality with the teacher. Another digital resource I will use is a infographic. A step-by-step visual guide that shows teachers how to successfully and intentionally use AAC devices in their classrooms by breaking down the process into easy simple to follow phases. It can be shared in a printable format that makes it easy for teachers to reference during planning, or a visual reminder for their classrooms.

Think of your audience, digital presence, and the message you hope to communicate.

The audience I want to share my research with is anyone who interacts with a student using an AAC device. I want those willing to grow to have well thought out and intentional research to help support the needs of their unique student, whether its parents, teachers, speech Language Pathologists, principals, siblings, or clergy. My goal is for my future publication to serve as a guide for these students. The message I hope to communicate is that when we intentionally integrate AAC devices and strategies in a more inclusive classroom we can close communication gaps, reduce disparities, and create learning environments where equity is obtainable.

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