

Humanity Anchors in the IEP

Creating the IEP as a document of connection, not just a compliance checklist for our most vulnerable learners

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The Ohio School Speech Pathology Educational Audiology Coalition

Disclosures

Affiliations & Speaking

- I work for **Cincinnati Public Schools** in Cincinnati, Ohio as an SLP
- I work for **KTL Therapy** in Northern Kentucky
- I received a stipend to speak about this topic for the **2026 OSSPEAC Conference**
- I work and volunteer for **Starfire of Greater Cincinnati** as a Family Mentor
- I am a **parent** of a child with a disability.



Agenda

Why?

Exploring the importance of humanity anchors for students with complex accessibility needs.

How?

Actionable and practical methods for meaningful implementation of humanity anchors in the PLAAFPs

Connect!

The CCC's

- Communication
- Conditions
- Connections

Humanity Anchor

Core Definition

An intentional practice involving words, actions, and/or strategies to anchor a person in their **Humanity**, not just their label

— which is often entrenched in disability/services/institutions.



Humanity Anchor

Respectful Guessing

Core Definition

An intentional strategy based on using what we know about the person to better understand their thoughts, feelings, and communication.



Humanity Anchor

Hi Neighbor:)

Quick Humanity Anchor
Exercise



**Humanity
Anchors
can be....**



Why?

Exploring the need for a
humanity-centered approach in
education



A System of Compliance

The Individualized Education Plan has increasingly focused on ticking boxes and meeting bureaucratic requirements. It's become a system of compliance.

Humanity Anchors

They remind everyone involved that students are always more than their disability. We should be anchored by humanity.



Artwork by Dr. Seuss, from "Did I Ever Tell You How Lucky You Are?" (1973) [cite: 7].

Intersectionality

When it comes to humans, it's **NEVER** just one thing.

Key Video Explainer

[Introduction to Intersectionality](#)

Further Resources

- [Kimberlé Crenshaw: What is Intersectionality?](#)
- [Confronting Ableism on the way to Social Justice](#)

Intersecting Axes of Privilege, Domination, and Oppression



Adapted from Kathryn Peuly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In-)Equity." *The Gender Question in Education: Theory, Pedagogy & Politics*, Ann Diller et al., Boulder, CO: Westview 1996.



The more complex often means the more isolated...

◆ Prevalence & Trends

Prevalence: Multiple developmental disabilities (MDDs) among children aged 3-17 increased from **9.8% in 2016** to **11.5% in 2022**.

Trend: The number of students with multiple disabilities saw a significant **27% year-over-year increase**, growing from 122,765 in 2022 to over 157,000 in 2024.

Educational Environment: Students are far less likely to be in general classrooms, with **only 15%** spending 80% or more of their time in a regular classroom, compared to over 70% for some other disability types.

◆ Outcomes & Demographics

Graduation Outcomes: Students with multiple disabilities had one of the lowest regular high school diploma graduation rates (**44%**) and among the highest rates of receiving alternative certificates (**33%**) in 2020-21.

Demographic Factors: Higher prevalence of multiple developmental disabilities is found among boys, Black children, and families with lower household incomes or education levels.

- Lin, J et al. 2024

Why the Call for Humanity Anchors in our work?

◆ The Inclusion Landscape

Key Insight: Over 66% of school-age students with disabilities (ages 5-21) spend the majority of their school day in regular classrooms.

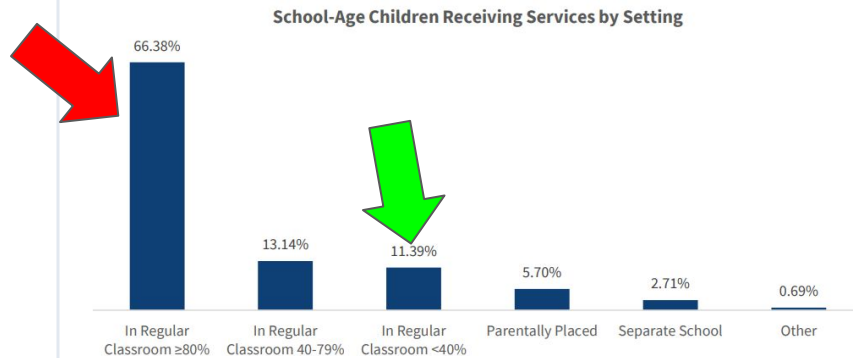
Setting Distribution:

- **>=80% Time:** 66.38% of students in regular classrooms.
- **40-79% Time:** 13.14% of students.
- **<40% Time:** 11.39% of students.
- **Restrictive Settings:** Remaining students are in parentally placed, separate, or hospital environments.

◆ Ohio Services by Setting

Over 66% of school-age students with disabilities ages 5 in kindergarten through 21 were reported as spending at least 80% of the school day in regular classrooms (see Figure 3). The remaining students either spent 40-79% of the school day in regular classrooms; spent less than 40% of the school day in regular classrooms; were parentally placed in nonpublic schools with service plans; were served in separate schools; or were placed in residential facilities, at home, in hospitals, or in correctional facilities (collectively shown as “Other” in the graph below).

Figure 3. Percentage of school-age children in Ohio receiving services by setting.





Work and Thinking Systems

Our mind operates using two distinct operating systems (Daniel Kahneman):



System 1

FAST & INTUITIVE

Represents fast, intuitive, and effortless choices made automatically with little or no conscious control.

- **Speed:** Instantaneous & automatic
- **Effort:** Minimal mental energy required
- **Nature:** Driven by emotions & habits



System 2

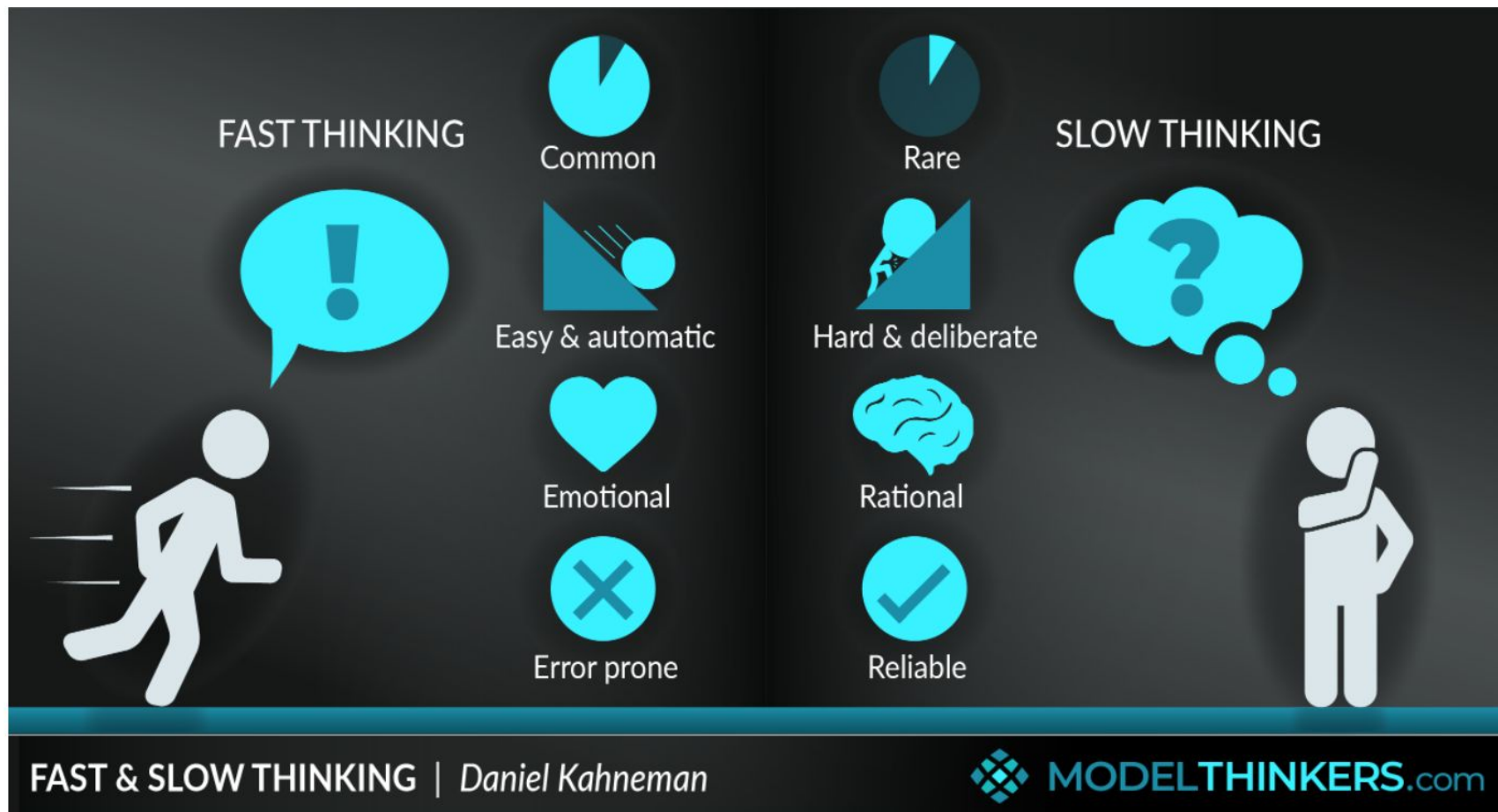
DELIBERATE & LOGICAL

Represents deliberate, analytical, and difficult choices that demand focus, conscious thought, and effort.

- **Speed:** Slow, sequential & methodical
- **Effort:** High mental focus & concentration
- **Nature:** Governed by logic & analysis

Fast and Slow Thinking

Save to My Latticework 



A Humanity Anchor- what anchors our time?

In our work environments — What is pushing our thinking systems?



System Drivers

CURRENT FOCUS

Are we prioritized by:

- Efficiency?
- Productivity?

These automatic drivers shape daily workplace routines.

01

Is your work environment being driven by efficiency?

02

Is that drive eliminating possible roles our students could hold?

03

Is it a barrier to supporting their humanity?

A Humanity Anchor Brain Approach: For SLPs

Key Mechanism: Striatal DA and 5HT signals shape learning by exerting opponent control of reinforcement. (*Cardoze et al., 2024*)

DA Dopamine (Task & Execution Driven)

- Checklists completed
- IEPs Completed
- Minutes met
- Creative lesson planning
- Completing the prep

5HT Serotonin (Relational & Human Centered)

- Finding the humanity anchor in your student-connecting with your student beyond the minutes met
- Meaningful ways to integrate your student into rhythm and pattern of school
- [Reframing what progress and growth looks like](#) for students with complex accessibility needs and AAC
- Conditions for Connections are in our scope [Treatment Principles \(ASHA\)](#)

A Humanity Anchor Brain Approach: Our Students

Key Mechanism: Striatal DA and 5HT signals shape learning by exerting opponent control of reinforcement. (*Cardozo et al., 2024*)

DA Dopamine (Task & Execution Driven)

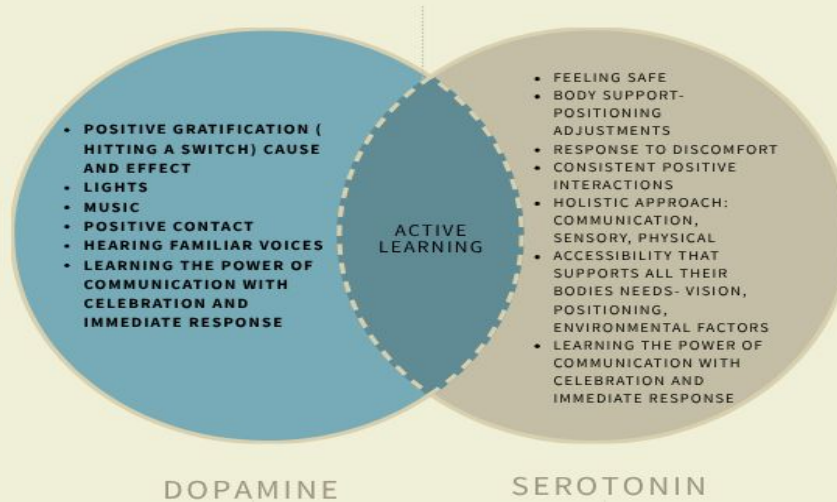
- **Positive gratification (hitting a switch) Cause and effect**
- **Lights**
- **Music**
- **Positive contact**
- **Hearing familiar voices**
- **Learning the power of communication with celebration and immediate response**

5HT Serotonin (Relational & Human Centered)

- **Feeling safe**
- **Body support- positioning adjustments**
- **Response to discomfort**
- **Consistent positive interactions**
- **Holistic approach: communication, sensory, physical**
- **Accessibility that supports all their bodies needs- vision, positioning, environmental factors**
- **Learning the power of communication with celebration and immediate response**

ACTIVE LEARNING

STUDENT ENGAGEMENT



Why the call for Humanity Anchors in our society?

Consequences of Exclusion: The absence of human-centered framing spans a severe spectrum of harm.



Baseline Severity (At the Least)

It can be hurtful at the least

- Everyday micro-exclusions and social disconnection
- Unseen emotional strain on students and families
- Erosion of trust in educational and support systems



Maximum Severity (At the Most)

And devastatingly harmful at the most

- Systemic erasure and institutional neglect
- Complete loss of dignity, voice, and visibility
- Historical patterns of dehumanization and harm

District Apologizes After 12 Students with Disabilities Left Out of Chapel Hill High School Yearbook

May 2026

"They've both been excluded from yearbooks in prior years. So, it's not a one-off thing."



"...they don't matter, and they don't exist, quite frankly," Caraway said regarding the message she thinks the incident sends to students with disabilities. "This is a historical record. These stay in schools. For some of these students, **it may be their only record of existence.** It's very important that they're in there."

How do we use Humanity Anchors?



A Humanity framework into concrete daily practices.

Character Strengths — Beyond “What Can They Do”

RESEARCH STUDY OVERVIEW

Examined differences in character strengths using an international dataset from the VIA Institute on Character (sample size: **11,699 people with disabilities**). The study explored top/bottom strengths and group differences to understand identity beyond basic skills. (Umucu et al., 2022)

TOP 5 CHARACTER STRENGTHS

1. Love of Learning
2. Honesty
3. Appreciation of Beauty & Excellence
4. Kindness
5. Fairness

BOTTOM 5 CHARACTER STRENGTHS

1. Self-Regulation
2. Perseverance
3. Zest
4. Spirituality
5. Prudence

More about Character Strengths at the **VIA Institute** (www.viacharacter.org) and [Positive Psychology](#)

Strength-Based: What students can do AND who are they?

RESEARCH PERSPECTIVE

"The disability field has become more 'strengths-based' over the previous decade, however, the vast majority of strengths-based programs, schools, and organizations are addressing strengths as **external resources, interests/passions, talents/abilities, and/or skills**, rather than all important features of identity/personality, namely **character strengths**."

— Niemiec, Shogren, & Wehmeyer (2017)

IEP Profile vs. IEP Portrait



Standard IEP Profile

Focus on external
demonstrations/ data &
compliance



Authentic IEP Portrait

Capturing humanity &
identity as well as data

Statements in Profiles... just a couple more sentences

A STATEMENT

Sara enjoys books and being around preferred adults and familiar peers. Sara uses low to mid tech AAC.

A HUMANITY ANCHOR- Love of Learning

Sara will start to move her arms and smile with preferred adults and peers. Her smile gets bigger when she hears playful banter with her name and happy tones. She enjoys positive feedback in the form of cheers including her name and clapping. She especially enjoys silliness as demonstrated by her laughing and attending to teacher for over 30 seconds when being told a story in a silly voice with a delayed pause to allow her time to communicate "more" with use of her switch or expectant facial expression.

A STATEMENT

Sara is considered nonverbal and will communicate with a reach and eye contact.

A HUMANITY ANCHOR- Honesty

Sara is non speaking with a robust variety of facial expressions. She clearly uses her facial expressions to communicate what she enjoys (ex. Gabby's Playhouse videos, Encanto Soundtrack) and what she doesn't enjoy-ex. yogurt. Sara typically will get bored with yes and no questions, questions with no visual or tactile context and no direct relevance to activity at hand. She will often demonstrate boredom with turning her head away, batting her tray, or pretending to fall asleep. Sara will often communicate by directly looking to the preferred adult and her peers and will often smile and reach at the same time.

Adjectives and Descriptions can be Humanity Anchors

Usually used

- Multiple Disabilities
- Profound, Severe, Significantly impacted
- Nonverbal
- Low tone
- Tactile adverse
- Likes music and lights
- Complex medical needs
- Fragile

Could we add...

- **Playful** (describe the behavior)
- **Patient** (describe the situation)
- **Popular** (describe the interactions)
- Clearly communicates (how does this look ex. Turns head away and will not turn back....)
- Does not like as demonstrated by...
- Likes music and lights and **LOVES**... name the music, the type of lights
- **Resilient**- describe how they deal with fatigue

What does the report say?

On Paper

Have we captured their Humanity?

- Add a couple more SPECIFIC details about what made them laugh/smile, how do you know they are bored?
- Details on what would be comforting for the child if they had to move tomorrow - what could the next team do immediately?

In the IEPs and Evaluations

Using specific details when sharing successes and challenges-

- Music? What type of music?
- Lights? What type of lights?
- Is there a preference that relates to other's interests Ex. The Bengals, boxing

Add a section *"Communication with Sara often looks like this...."*

Create Goals that elevate their inherent strengths AND Characteristics

What does the report say?

Communication Strengths:

- SLP notes that Student will primarily use head nods, facial expressions, some core words, short scripts, and ASL signs to request help or say no/yes.
- Student accesses his device with single digit selection but, at times, can drag or have imprecise motor movement. Verbal cues help support him to slow down and make his selections.
- Student smiles, waves goodbye, and will make sounds of distress when unhappy.

ADD: Communication with Sam often looks like this:

- Sam will use scripts (memorized phrases- **ex. I love McDonalds!**) and some one word core words (Ex. up, down, more) as well as basic ASL for yes, no, help. With partner support and prompts will use his device (details of device)
- Sam uses a robust variety of facial expressions. He recently used a side eye expression with his teacher when he grew bored with a Civics lesson activity.
- Sam will use all his AAC supports when presented with device, sometimes when his finger slides and hits the wrong icon he will smile and look up
- Sam will smile and laugh immediately when he sees his favorite people (teachers and student from next door) but will return smiles and waves with unfamiliar people

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

STANDARD PLAAFP

Compliance-Focused

"Michael is a 5-year-old kindergarten student with an autism spectrum disorder who uses non-verbal communication and vocalizations. Based on speech-language pathology data and classroom observation notes, Michael uses single-word approximations and gestures (pointing, pulling a teacher's hand) to express basic wants and needs like requesting preferred items or snacks to familiar adults. He does not yet initiate communication with unfamiliar peers or adults, and becomes visibly dysregulated (covering his ears, rocking) when transitions occur without visual warnings. Typically developing same-grade peers are expected to participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. The communication barriers experienced by Michael limits his ability to participate fully in group discussions, express complex needs, and interact socially with classmates."

HUMANIZED PLAAFP

Strength-Based & Person-Centered

"**Michael is a very curious learner who likes to explore his environments.** He is a 5-year-old kindergarten student with an autism spectrum disorder who **uses multimodal communication supports like gestures, facial expressions, vocal play and vocalizations.** While minimally speaking, **Michael is effective with requesting his favorite things.** Based on speech-language pathology data and classroom observation notes, Michael uses single-word approximations and gestures (pointing, pulling a teacher's hand) to express basic wants and needs like requesting preferred items (**e.g., dinosaurs/his mom's Stanley cup**) or snacks to familiar adults. He does **not yet** initiate communication with unfamiliar peers or adults, and becomes visibly dysregulated (covering his ears, rocking) when transitions occur without visual warnings. These communication barriers limit Michael's ability to participate fully in group discussions, express complex needs, and interact socially with others **and make friends when compared to grade level peers in conventional learning environments.**"

Standards and the “Comparison”

COMPLIANCE REQUIREMENTS

PLOPS / PLAAFP / Standards

Present Levels of Performance must include the following for each goal:

- **Summary of Performance:** Current daily academic/functional performance **compared** to expected grade-level standards or age-appropriate expectations.
- **Baseline Data:** Current baseline data provided in direct alignment with the skill and measurement of the annual goal.

Reference Resource:

[2026-Record-Review-Guide.pdf.aspx](#)

HUMANITY-ANCHORED STANDARDS

- Ohio's Learning Extended Standards (ELA, SEL, Early Learning)
- **Speaking & Listening:** Requires reciprocity, supports student preferences, and elevates student voice.
- **Social & Emotional Learning (SEL)**

OCALI Progressions: Break down standards by highlighting preferred student materials.

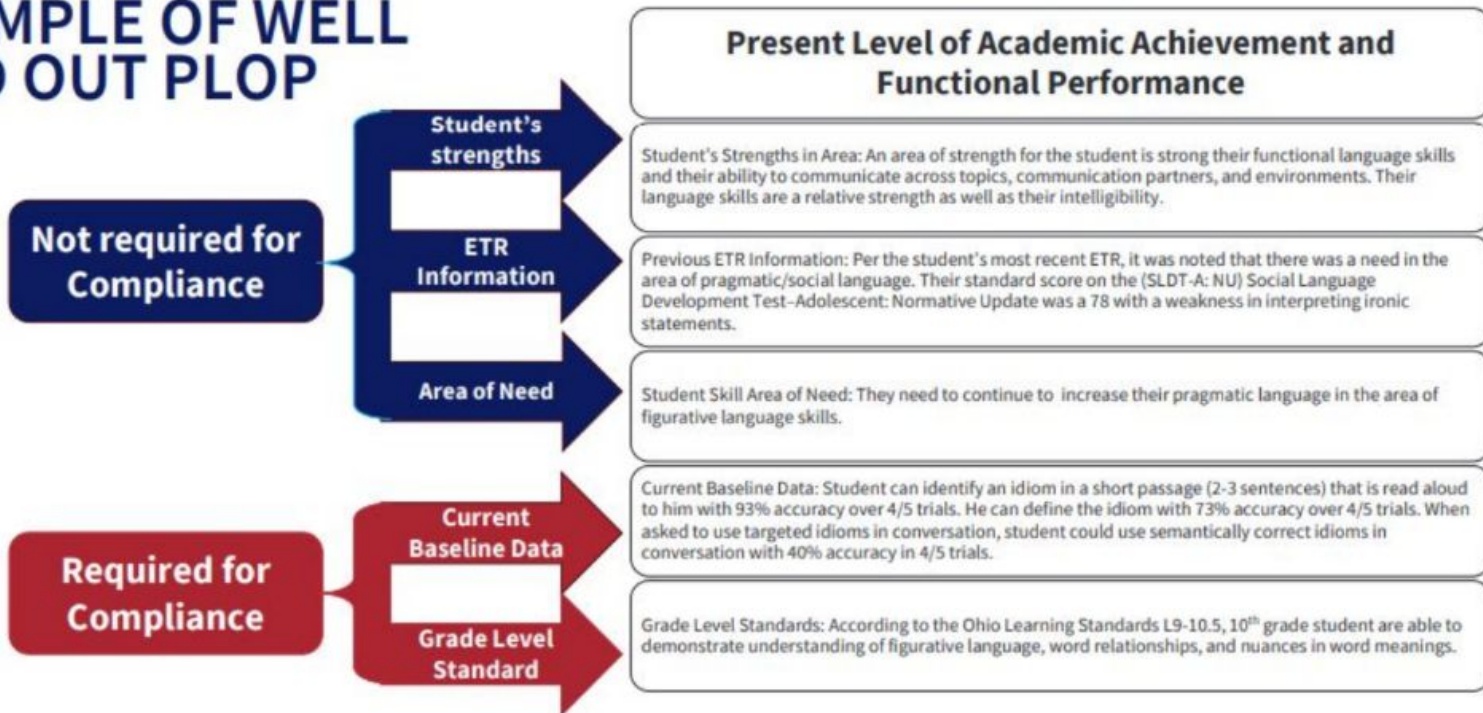
- *Ex. RL.K.2: With prompting & support, retell familiar stories.*
 - Engage during sharing of familiar stories
 - Engage when familiar book is shown visually
 - Engage with book using one or more senses

* Communication and Life Skills examples

PLAAFS focus on what students CAN DO. By leveraging Extended Standards, we intentionally build ENGAGEMENT around humanity anchors.

NOTE- Our students typically use the Extended Standards

EXAMPLE OF WELL LAID OUT PLOP



Present Levels of Performance/Present Levels of Academic Achievement and Functional Performance

PLOPS/PLAAFP- Required and can be humanized. An example for complex- green indicates humanity based as well as giving the needed information

“Dolly is a popular Kindergarten student who will greet peers and adults with a big smile when **she transitions throughout the school in her wheelchair.** Dolly is diagnosed with cerebral palsy, a seizure disorder, Joubert Syndrome, and cortical visual impairment. Dolly is dependent on others for her daily hygiene needs. **Dolly has a robust array of facial expressions but is not yet using verbal speech and has access to mid- high tech AAC.** She is in a medically fragile classroom and **visibly enjoys her time in her music special, art special and lunch in the main cafeteria.** Dolly uses a total communication approach with her AAC system that includes her facial expressions, sounds of delight and distress, gestures, mid-high tech AAC (step by step switch and 4 cell grid on IPAD etc.). **Dolly enjoys listening to stories read to her by staff who use an animated voice and asks her opinion on what is happening in the story.** While she is not yet able to accurately answer questions about the story (40% with a 2 cell switch), **Dolly is able to attend to a full story, when her body is not fatigued.** Typically developing same-grade peers **in conventional learning environments** are expected to demonstrate and follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Can you shift and expand focus of your goals and therapy?

STRENGTH-BASED

Core Requirement

Demonstrated skill or worth

Opportunities for Connection?

Requires the person to "perform" or prove value. Strengths are critical to highlight and share, but what's next?

PERSON-CENTERED

Core Requirement

Individual needs and choices

Opportunities for Connection?

Can become siloed; focuses on the "me" instead of the "we."

HUMANITY ANCHOR

Core Requirement

Shared joy and preference

Opportunities for Connection?

Unconditional inclusion.

Anchors the person to the school community regardless of output. Reciprocity is key.

Transactional Worth vs. Inherent Worth

CURRENT CLINICAL CHALLENGE

"Strength-Based" and "Person-Centered" approaches are essential foundations but often get "stuck" in academic loops. When supporting students with complex accessibility needs, goals overwhelmingly focus on only 2 communicative functions: **Request and Refuse**, while **Social and Information** are frequently missed.

TRANSACTIONAL GOAL EXAMPLE

Ex. "Given a spoken question, STUDENT will select the desired activity using augmentative symbols or devices with 80% accuracy in 4 out of 5 opportunities..."

Focus: Standard functional compliance (Request/Refuse)

HUMANITY ANCHORED GOAL EXAMPLE

Ex. "Given a spoken question, STUDENT will use their AAC system to select the desired task **for a peer activity** with

Expanded Focus: Includes Social connection & Information

THE POWER OF HUMANITY ANCHORS

"Humanity Anchors" serve as **active, social bridges** that ensure students feel fully recognized and integrated rather than "othered". They affirm that each student is an unrepeatable person with intrinsic worth beyond transactional capability.

BEGIN AT STRENGTHS & PERSON-CENTERED AND KEEP GOING!!

Can we extend to include humanity anchors which require reciprocity?

IEP Goal Criteria that promote reciprocal interactions:

Communication Partners

Explicitly state the partner context (e.g., familiar peers, unfamiliar peers, adult facilitators) to reflect real-world interactions. Initiation & Response Balance: Measure both the ability to initiate a exchange and the ability to maintain or respond to a partner's contribution.

Multimodal Freedom

Specify that communication can occur using any combination of total communication modes—facial expressions, spoken words, gesture, sign, or Augmentative and Alternative Communication (AAC) systems.

Naturalistic Settings

Write conditions into everyday routine, high-motivation contexts (e.g., small-group play, structured play and/or partner work, snack time etc..).

Sessions Across Multiple Settings

Ensure therapy sessions span multiple real-world environments (e.g., classroom, resource room, playground, cafeteria, gym).

Humanity Anchored Goal with characteristics

Primary Goal Statement

By the end of the IEP, given a high- or low-tech Augmentative and Alternative Communication (AAC) system, the student will independently initiate or respond to a communication partner to share a personal preference, a moment of enjoyment, or a shared interest in 4 out of 5 opportunities across 3 consecutive data sessions as measured by running records.

Objective 1 (Sharing Joy/Preferences/Appreciation of beauty)

The student will use their AAC system to comment on an activity they are enjoying (e.g., saying "Boo!" *"fun," "look," "love this,"* or directing attention to a preferred item) during a shared routine in 4 out of 5 opportunities.

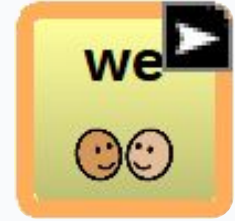
Objective 2 (Discovering Commonality/Honesty)

The student will use their AAC system to participate in a peer interaction by expressing a like/dislike or choosing an activity to share with a friend (e.g., *"play cars," "me too," "no like"*) in 4 out of 5 opportunities.

Objective 3 (Initiating Connection/Kindness)

The student will independently use their AAC system to initiate a social interaction with a peer or adult (e.g., greeting, calling for attention, or showing something they made/found) in 3 out of 5 opportunities.

Humanity Anchors and Conditions to Connect



"Interpersonal identification means recognizing traits, feelings, or experiences in another person that you also see and identify in yourself."

—Dr. W. Wolfensberger

Speech-Generating Switches & 2 or more People

Ways to Include Choice

- **Lollipop Tasting:** Share your favorite flavor too! (tip-save the wrapper)
- **Curriculum:** A for Apple, B for Bubblegum, G for gross
- Swabs with different juice flavors
- [Phonetic Keyboards](#)



Ways to Include Others & Create Fun

- Up/Down and stop/go Games- up down/stop go
- Who's Here Today
- Freeze Tag- go stop, slow fast
- **Walk & Talks:** Go/Stop (Curriculum: Left/Right)
- [Add and explore new social sounds to AAC](#)

Interpersonal Interaction and Interests



Interpersonal Interaction

Key Word: Reciprocal

Interpersonal interaction is when two or more people share a reciprocal experience and identify humanity similarities.

- **Compliance & Connection:** CCSS paperwork guides both compliance and real connection.
- **Requires 2+ People:** Standards like speaking and listening inherently require at least 2 people.

Interests & Engagement

Shared Opportunities

Finding 2+ people with similar interests creates an opportunity for shared learning.

- **Brain Activation:** To engage active learning systems in the brain, we must engage student interests.
- **Social Connection:** Shared passions spark organic communication and active participation.

Shared Interests & Shared Spaces

Building connection through common interests in a school setting



01

Find the Interests

Identify shared passions, hobbies, and activities among students to establish authentic common ground.

Ex. Favorite Song Votes

02

Create Interpersonal Interaction

Facilitate reciprocal experiences and social connections centered around those common interests.

Ex. Remote control cars

03

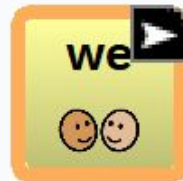
Establish a Rhythm

Create a rhythm/pattern of meaningful interactions over time to nurture ongoing relationship building.

Ex. Monthly/Seasonal sports brackets

Shared Interests & Shared Spaces

Recess activities, clubs, and creative outlets in a school setting



01

Art Lessons & Activities

Flexible creative activities designed to engage students across all skill levels:

- Adapts easily to any experience level
- Reflects diverse student interests

02

Sports & Athletics

School-wide athletic initiatives and sports engagement:

- NFL Draft events
- March Madness brackets
- Tracking High School teams & updating the school

03

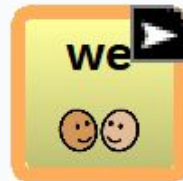
Science & Civic Clubs

Interactive student organizations and community building:

- Keep it Slimey: Club to make slime and explore science & textures (sand, baby powder, etc.)
- Kindness Ambassadors

Shared Interests & Shared Spaces

Play activities, music, and peer engagement in a school setting



01

Play & Peer Games

Interactive play opportunities designed to foster authentic social connections:

- Invite peers based on shared interests (e.g. send interest surveys to other classes as mutual incentive)
- Utilize and make accessible games & toys (Pokémon, RC cars, Pop a Pig, IceBreakers, Pass the Pig)

02

Music & Sensory Experience

Accessible musical tools and auditory activities for classroom celebrations:

- Switch-adapted lights & music players (reserving room DJs for special celebrations)
- Tactile instruments: Tambourines, scarves, music eggs
- [Resource on how to make switch adapted electronics](#)

Shared Interests & Shared Spaces

Cooking, meal ordering, and multimedia projects in a school setting



01

Cooking & Kitchen Skills

Hands-on culinary activities and social food service clubs:

- Microwave snacks – daily, weekly, monthly
- Coffee Service Club
- Snack Care Packages

02

Ordering Food

Real-world application for incentives and group orders:

- Food ordering for classrooms or a school's PBIS incentive plan

03

TikToks & Videos

Digital media production and structured communication practice:

- Cover "Wh" questions and "Like / Don't Like" questions

Call to Action, Questions and Thank You!



Call To Action

- Model the Humanity Anchor approach with your colleagues and team in your conversations.
- Add at least one more sentence, detail, description
- Build the rapport and help the regulation

Questions

- Don't want to ask now?
- vank.sara@gmail.com

Thank You
Thank You
Thank You
Thank You
Thank You
Thank You
Thank You
Thank You

“I would like to mention some of those “hidden exiles” who are treated as foreign bodies in society. [76] Many persons with disabilities “feel that they exist without belonging and without participating”. Much still prevents them from being fully enfranchised. Our concern should be not only to care for them but to ensure their “*active participation* in the civil and ecclesial community. That is a demanding and even tiring process, *yet one that will gradually contribute to the formation of consciences capable of **acknowledging each individual as a unique and unrepeatable person***”.

-Pope Francis

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Resources

[Communicative Functions Checklist](https://aacgirls.blogspot.com/2015/09/communicative-functions-checklist-by.html):-<https://aacgirls.blogspot.com/2015/09/communicative-functions-checklist-by.html>

[Head to Toe Communication Checklist](#):- by Mary Katherine Dally/ AACforAll

[Literacy Organizer Template](#):- by Mary Katherine Dally/ AACforAll

[Ohio's Learning Standards \(ELA, SEL, Early Learning](#)

OCALI: [Progressions](#) and [Extended Standards](#):- starting points for creating goals that tie into standards and meet the child where they are at in the curriculum

Ohio Social and Emotional Learning: SEL <https://education.ohio.gov/Topics/Learning-in-Ohio/Social-and-Emotional-Learning>

[VIA- Institute on Character](#)

[What Progress Can look Like](#):- by Mary Katherine Dally/ AACforAll

Books:

The Holy See- [Francis. Fratelli Tutti: On Fraternity and Social Friendship](#). Oct 3, 2020

[Waddie Welcome and the Beloved Community](#):- Tom Kohler and Susan Earl, 2004

[Who's In Your Life?](#) Rethinking the Social Story of Disability- Tim Vogt, 2024