

Bethany Wilson

Comparison Table

Overall Concept
Types of Augmentative + Alternative Communication

Concept
Unaided Communication

Concept
Aided Communication

Characteristics	Characteristics
<ul style="list-style-type: none"> - user's body to convey - can be informal / formal - can be used in addition to or in place of speech - Takes practice to learn 	<ul style="list-style-type: none"> - user's body plus equipment to convey - can be informal or formal - can be used in addition to or in place of speech - takes practice to learn

Extensions

Read a case study and make an argument for use of aided or unaided AAC.

Like Characteristics

- ~~user's body only~~
- can be augmentative or alternative
- formality options
- need training

Like Categories

Options

Training

Unlike Characteristics

- ~~piece of equipment needed~~
- access to know its used

Unlike Categories

usage

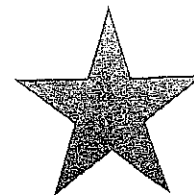
Summary

AAC can be unaided or aided. Both will require training + learning time. There are options for the formality of each type + whether it will augment or replace speech.

Concept Comparison Device Checklist

Teacher Bethany Wilson
School: RIMB
Date 1/23/19

Observer _____
Subject: AAC



Directions: Place a 2 if evidence and technically sound, a 1 if evidence, but not technically sound, and a 0 if no evidence next to each item.

Concepts*

p. 6 in Concept Comparison guidebook

- represent distinct categories or classes of persons, things, events, or objects;
- represent critical concepts required for foundational understandings in the course;
- represents abstract or complex concepts;
- are likely to be assessed in unit, course, or state assessments.

*NOTE: Some have found the Concept Comparison Table useful for comparing complex examples as well as concepts. In this case, the concept class to which the examples belong is the Overall Concept.

Overall Concept

p. 6 in Concept Comparison guidebook

- represents the name of a larger group that contains the targeted concept in a word or short phrase;
- provides a meaningful description of the overall category rather than a repetition of the concept name or a characteristic;
- provides students with one component of a good definition, that is, "Democracies and autocracies (targeted concepts) are *forms of government* (overall concept) that ... "

Characteristics of Each Concept

pp. 6-7 & 10 in Concept Comparison guidebook

- are distinguishing traits or attributes that are always present in each concept;
- are listed in an order so that the characteristics of the other concept(s) are parallel;
- pairs or groups of characteristics are clearly related, allowing efficient naming the categories of alike and different.

Like Characteristics

pp. 7-8 & 10 in Concept Comparison guidebook

- are the qualities or attributes that all the concepts have in common;
- include the most important likenesses that are always present in each concept.

Like Categories

pp. 8 & 10 in Concept Comparison guidebook

- are the larger groups or classes to which the Like Characteristics belong;
- summarize how the concepts are similar and how they belong to the larger category;
- are named with a clear word or short phrase.

Unlike Characteristics

pp. 8 & 11 in Concept Comparison guidebook

- are the important qualities or attributes that the concepts do not share;
- include those that are different between or among concepts, but are always present in each individual concept.

Unlike Categories

pp. 8 & 11 in Concept Comparison guidebook

- are the larger groups or classes to which the Unlike Characteristics belong;
- summarize how the concepts are different, but still belong to the same category;
- are named with a clear word or short phrase.

Summary

pp. 8 & 11 in Concept Comparison guidebook



_____ is a sentence show allowing students to show their understanding of the similarities and differences between the concepts with the a) names of targeted concepts, (b) name of the overall concept, and (c) any of the following that the teacher assigns:

- (c1) how the concepts are alike or different in terms of *categories* OR
- (c2) how the concepts are alike or different in terms of *characteristics*; OR
- (c3) how the concepts are alike or different in terms of *both characteristics and categories*.

Comments

Comparison Table

Overall Concept
Brain Injury

Concept
Traumatic Injury

Concept
Non Traumatic

Characteristics

- skull compromised
- external force
- bleeding in the brain possible
- can occur at all ages + genders

Characteristics

- skull intact
- no force
- bleeding in brain possible
- all ages + genders

Extensions

Research Statistics of TBI vs NonTBI for various ages
✓ create a graph.

Like Characteristics

- bleeding possible
- ages

Like Categories

causes
demographics

Unlike Characteristics

- skull effects
- force/no force causes

Unlike Categories

effects
causes

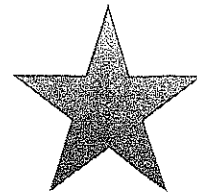
Summary

Brain Injury has two types, traumatic + non traumatic. There are various causes of each type. The effects can be similar regardless with each type of injury.

Concept Comparison Device Checklist

Teacher Bethany Wilson Noren Sharrow
School: RMLU
Date 1/23/19

Observer _____
Subject: Brain Injury



Directions: Place a 2 if evidence and technically sound, a 1 if evidence, but not technically sound, and a 0 if no evidence next to each item.

Concepts*

p. 6 in Concept Comparison guidebook

- represent distinct categories or classes of persons, things, events, or objects;
- represent critical concepts required for foundational understandings in the course;
- represents abstract or complex concepts;
- are likely to be assessed in unit, course, or state assessments.

*NOTE: Some have found the Concept Comparison Table useful for comparing complex examples as well as concepts. In this case, the concept class to which the examples belong is the Overall Concept.

Overall Concept

p. 6 in Concept Comparison guidebook

- represents the name of a larger group that contains the targeted concept in a word or short phrase;
- provides a meaningful description of the overall category rather than a repetition of the concept name of a characteristic;
- provides students with one component of a good definition, that is, "Democracies and autocracies (targeted concepts) are *forms of government* (overall concept) that ... "

Characteristics of Each Concept

pp. 6-7 & 10 in Concept Comparison guidebook

- are distinguishing traits or attributes that are always present in each concept;
- are listed in an order so that the characteristics of the other concept(s) are parallel;
- pairs or groups of characteristics are clearly related, allowing efficient naming the categories of alike and different.

Like Characteristics

pp. 7-8 & 10 in Concept Comparison guidebook

- are the qualities or attributes that all the concepts have in common;
- include the most important likenesses that are always present in each concept.

Like Categories

pp. 8 & 10 in Concept Comparison guidebook

- are the larger groups or classes to which the Like Characteristics belong;
- summarize how the concepts are similar and how they belong to the larger category;
- are named with a clear word or short phrase.

Unlike Characteristics

pp. 8 & 11 in Concept Comparison guidebook

- are the important qualities or attributes that the concepts do not share;
- include those that are different between or among concepts, but are always present in each individual concept.

Unlike Categories


pp. 8 & 11 in Concept Comparison guidebook

- are the larger groups or classes to which the Unlike Characteristics belong;
- summarize how the concepts are different, but still belong to the same category;
- are named with a clear word or short phrase.



Summary

pp. 8 & 11 in Concept Comparison guidebook

 is a sentence show allowing students to show their understanding of the similarities and differences between the concepts with the a) names of targeted concepts, (b) name of the overall concept, and (c) any of the following that the teacher assigns:

- (c1) how the concepts are alike or different in terms of *categories* OR
- (c2) how the concepts are alike or different in terms of *characteristics*; OR
- (c3) how the concepts are alike or different in terms of **both** *characteristics and categories*.

Comments

Sharrow/Wilson

Comparison Table

Overall Concept
Harrisburg Restaurants

Concept
Gabriella's

Concept
Fabio's

Characteristics
 ***** Service
 Reservations
 Accommodates large groups
 Limited menu
 \$\$ cost
 Smaller
 more formal
 Excellent Quality

Characteristics
 ***** Service
 Reservations
 Accommodates large groups
 Expanded menu
 \$\$ cost
 larger
 more casual
 Excellent Quality

Extensions
 • budgeting
 • work habits
 • consumer spending

Like Characteristics
 Reservations
 Italian food
 \$\$ cost

Like Categories
 • Explore ethnic foods.
 • How accommodations influence spending

Unlike Characteristics
 Limited menu
 smaller / formal | Expanded menu
 larger / informal

Unlike Categories
 • Environmental factors

Summary
 Gabriella's and Fabio's are both Italian restaurants with excellent service and quality that influences repeat customers. They are unlike in menu selections and environmental factors.

Concept Comparison Device Checklist

Teacher J. Snarrow / B. Wilson
School: _____
Date 12-5-18

Observer _____
Subject: Restaurants



Directions: Place a 2 if evidence and technically sound, a 1 if evidence, but not technically sound, and a 0 if no evidence next to each item.

Concepts*

p. 6 in Concept Comparison guidebook

- 2 represent distinct categories or classes of persons, things, events, or objects;
- 2 represent critical concepts required for foundational understandings in the course;
- 2 represents abstract or complex concepts;
- 2 are likely to be assessed in unit, course, or state assessments.

*NOTE: Some have found the Concept Comparison Table useful for comparing complex examples as well as concepts. In this case, the concept class to which the examples belong is the Overall Concept.

Overall Concept

p. 6 in Concept Comparison guidebook

- 2 represents the name of a larger group that contains the targeted concept in a word or short phrase;
- 2 provides a meaningful description of the overall category rather than a repetition of the concept name or a characteristic;
- 2 provides students with one component of a good definition, that is, "Democracies and autocracies (targeted concepts) are **forms of government** (overall concept) that ..."

Characteristics of Each Concept

pp. 6-7 & 10 in Concept Comparison guidebook

- 2 are distinguishing traits or attributes that are always present in each concept;
- 2 are listed in an order so that the characteristics of the other concept(s) are parallel;
- 2 pairs or groups of characteristics are clearly related, allowing efficient naming the categories of alike and different.

Like Characteristics

pp. 7-8 & 10 in Concept Comparison guidebook

- 2 are the qualities or attributes that all the concepts have in common;
- 2 include the most important likenesses that are always present in each concept.

Like Categories

pp. 8 & 10 in Concept Comparison guidebook

- 2 are the larger groups or classes to which the Like Characteristics belong;
- 2 summarize how the concepts are similar and how they belong to the larger category;
- 2 are named with a clear word or short phrase.

Unlike Characteristics

pp. 8 & 11 in Concept Comparison guidebook

- 2 are the important qualities or attributes that the concepts do not share;
- 2 include those that are different between or among concepts, but are always present in each individual concept.

Unlike Categories

pp. 8 & 11 in Concept Comparison guidebook

- 2 are the larger groups or classes to which the Unlike Characteristics belong;
- 2 summarize how the concepts are different, but still belong to the same category;
- 2 are named with a clear word or short phrase.

Summary

pp. 8 & 11 in Concept Comparison guidebook

2

is a sentence show allowing students to show their understanding of the similarities and differences between the concepts with the a) names of targeted concepts, (b) name of the overall concept, and (c) any of the following that the teacher assigns:

- (c1) how the concepts are alike or different in terms of *categories* OR
- (c2) how the concepts are alike or different in terms of *characteristics*; OR
- (c3) how the concepts are alike or different in terms of **both** *characteristics and categories*.

Comments