

SETX COOPERATIVE · LIBERTY, TX

Every student gets to tell their story.

How Kendra Caswell, a speech pathologist and assistive-tech lead at the Southeast Texas Cooperative for Special Services, uses Storytime AI to put a fully illustrated book in the hands of every student with complex communication and language needs — and on the walls of every hallway.



<p>ORGANIZATION SETX Cooperative 4 member ISDs · ages 3–22</p>	<p>EDUCATOR Ms. Caswell Speech Path. · AAC Lead</p>	<p>USE CASE Creative writing Grades 1–5 · 1:1 / small group</p>	<p>PAIRED WITH TouchChat · NovaChat AAC + Storytime AI</p>
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01 BACKGROUND

A cooperative built on *equal access.*

SETX Cooperative serves **Devers, Hull-Daisetta, Liberty, and Tarkington ISDs** — a continuum of special education that spans inclusion, resource, content mastery, life skills, vision, homebound, and adaptive transportation.

Ms. Caswell leads assistive technology across all four districts with a clear mission: ensure every student has access to the same rich learning experiences as their peers — not simplified substitutes.

02 CHALLENGE

Stories that could use *a helping hand.*

Ms. Caswell's students with autism and language-based communication needs struggled to **develop the characters, settings, and detail** that bring creative writing to life. She also needed something specific: illustrations on every page.

Other classrooms posted fully illustrated student books in the hallway. Her students' work rarely made it onto those walls — and the absence was visible.

03 SOLUTION

AAC in, illustrated book out — in *under a minute.*

Ms. Caswell picks a theme — "Going on a Bear Hunt" — and works with one or two students at a time. Using AAC systems such as TouchChat or NovaChat, students independently select icons to choose characters, descriptors, locations, and story details. Every idea in the story comes directly from the student, giving them **full ownership** of the creative process. Ms. Caswell then drops their choices into Storytime AI's Story Builder, and within a minute, the student's words are transformed into a fully illustrated book. While it generates, she reads another student's story aloud — building anticipation and sneaking in extra reading practice.

04 RESULTS

Pride in the hallway. Confidence on the page.

<1m
BOOK → READY
 From AAC selections to fully illustrated read-along.

5×
STORIES / SESSION
 One reluctant student kept going until time ran out.

↑
HALLWAY PRINTS
 Students request printed copies to take home and share.

Students edit text and illustrations to put their final touch on the book — fostering vocabulary practice and giving them agency over the outcome. Reading and writing have become a joyful, inclusive exercise that fosters whole-child development.

A **The boy in the *hallway.***
 A young boy was so proud of his book that he showed it to everyone he passed on the way to the library — then asked the librarian to project it for the whole class. He proudly took it home that night to share with his parents.

B **Five stories *in a row.***
 A student afraid of doing it "wrong" finished one book — then made four more. The lesson ended because the period did, not because she ran out of ideas.