

Training Communication Partners in the Classroom

A Realistic Look

Presenters' Information

- Erin's Disclosures:
 - Relevant Financial Disclosure: Erin is receiving travel support for this presentation. She is a paid employee of Marana Unified School District and will be referencing her place of employment along with actual students.
 - Relevant Nonfinancial Relationships: ASHA member, SIG 12 member
- Jane's Disclosures:
 - Relevant Financial Disclosure: Jane is an employee-owner of Saltlito Corporation.
 - Relevant Non-Financial: USSAAC member

Handouts



Who are we?



Why did we do this to ourselves?

- Wanted to make a difference
- Previous training attempts weren't working
- Needed a different approach



What was our focus?

- Communication partners
- Real-life activities
- Real-time
- Hands-on
- In the trenches

Observation

School A

- Calendar time
 - Led by Lead teacher
- Small group activity
 - Led by Aides

School B

- Rotating centers (4)
 - Led by Aides

Observation – School A – Calendar time



Observation – School A – Small group activity

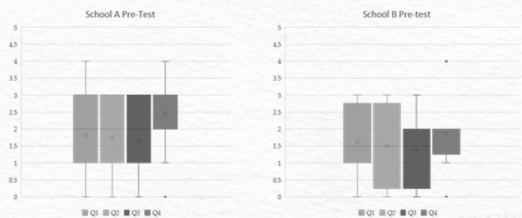


Observation – School B - Centers



School A & B Pre-test Results

- Q1 = Rate your comfort level with AAC use and implementation.
- Q2 = Rate your knowledge of core vocabulary.
- Q3 = Rate your use of core vocabulary in the classroom.
- Q4 = Rate your team's ability to target and use various reasons for communication.



Strategies to support

- Introduced resources for implementation of aided language input/modeling
- Added visual cues to reading materials
- Offered resources for lesson planning across learning styles
- Adapted materials to be more accessible
- Demonstrated the practice of dialogic reading
- Worked with staff outside of school hours to prepare lessons

Phase 1 –
Watch Me

School A

- Erin led Calendar time, Group reading, and small group activity
- Staff observed Calendar time/Group reading and then rotated during small group activity to get opportunity to observe – active participation through tallying

School B

- Erin led Language Arts and Math centers
- Staff rotated to get opportunity to observe – active participation through tallying

Watch Me – School A



Watch Me – School B



Phase 2 –
Watch Us

School A

- Part 1
 - Erin and Lead teacher tag-teamed Calendar time and Group reading
 - Other staff actively modeled on LT boards
- Part 2
 - Lead teacher led Calendar time and Group reading with modeling support from Erin
 - Other staff actively modeled on LT boards

School B

- Part 1
 - Erin led activities at all four centers
 - Staff supported by modeling on students' devices or LT boards
- Part 2
 - Staff led activity
 - Erin and Jane provide active feedback and modeling support

Watch Us – School A – Part 1



Watch Us – School B – Part 1



Watch Us – School A – Part 2



Watch Us – School B – Part 2



Phase 3 – Now, Look at You!

School A* & School B

- Staff led all activities
- Erin and Jane played a cheerleading role – only there to observe progress



*Lead teacher received lesson planning/material support for "Part 1" of the NLAY Phase

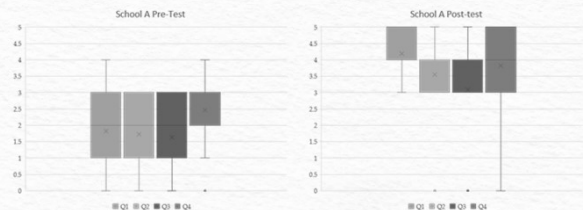
Now, Look at You – School A



Now, Look at You – School B

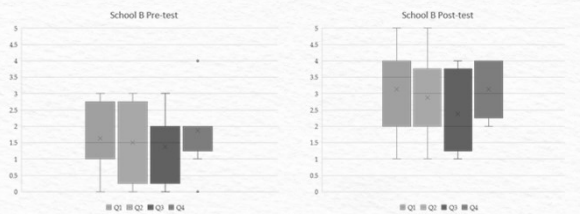


School A Pre-test & Post-test



- Q1 = Rate your comfort level with AAC use and implementation.
- Q2 = Rate your knowledge of core vocabulary.
- Q3 = Rate your use of core vocabulary in the classroom.
- Q4 = Rate your team's ability to target and use various reasons for communication.

School B Pre-test & Post-test



Q1 = Rate your comfort level with AAC use and implementation.
 Q2 = Rate your knowledge of core vocabulary.
 Q3 = Rate your use of core vocabulary in the classroom.
 Q4 = Rate your team's ability to target and use various reasons for communication.

Reflections

Us

- Too much time in between visits
- Modeled incorrect modeling
- Coddled instead of empowering
- Better prioritize your time and effort

Staff

- Visuals were helpful
- Stands too bulky – better if it's used on the tabletop, table stand
- More page sized LT boards
- Bring in more activity ideas
- More frequent, and more focused support

Where do we go from here?

- School B invited us back in August when we...
 - Worked over a 4 week period
 - Met with 2 aides/1 center at a time to discuss benefits of scripting
 - Created "I Can Model" script for general use at centers
 - Came back during center rotations and facilitated modeling/core word use

Quick Look at Another Approach



I Can Model Script



	A	B
1. What do I say?	time	work
2. What are we doing today?	what	today
3. What are we doing today?	today	go
4. What is my name?	who	is
5. How are you?	I	am
6. I need something to learn to do.	I	need
7. I want to do this.	I	want
8. Show me how to do it.	your	turn

Beyond requesting...

- Introduced other reasoning for communicating in scripts
 - Commenting
 - Asking questions
 - Think aloud

1. I am _____	I	am	good	work
2. How did you do?	good	work		
3. How are you?	I	like	that	
4. Show me how to do it.	show	me	how	to
5. What are you doing?	what	are	you	doing
6. I need something to learn to do.	do	more	please	
7. I want to do this.	show	me	how	to
8. Show me how to do it.	your	turn	do	it
9. Show me how to do it.	all	right	thank	you

In the End...



Things to consider when considering...

Training Communication Partners

Our Takeaways

- Lead by example Lead teacher
- Communication partners who are:
 - Comfortable with being uncomfortable
 - Responsive to suggestion/feedback
 - Self-reflective
 - Openminded
 - Inquisitive
 - Persistent

Thank you for joining us!

