

Creating Opportunities to Communicate in Everyday Activities

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Agenda



- ❖ 10:15 – Building Routines for Participation, Interaction, and Communication
- ❖ 11:30 - Scaffolding Strategies
- ❖ 12:00 – Break for Lunch

Building a Routine/Activity



The Beginning of the Activity



INTRODUCE THE ACTIVITY

- It's time to read a book; sing; eat our snack, etc. (Taylor, can you come move our clip from snack time to story time?)

OFFER CHOICES

- Do you want to play with the blocks or the train?
- Do you want to sing The Itsy Bitsy Spider or the Wheels on the Bus?
- Which book would you like to read?
- Do you want water or milk?

The Middle of the Activity



INTERESTING/FUN/ENGAGING

PREDICTABLE SEQUENCE – Repetitive

OPPORTUNITIES FOR PARTICIPATION – Learn by doing – props/materials, take turns, point to pictures, etc.

OPPORTUNITIES FOR COMMUNICATION – Arrange the environment

Strategies to Promote Communication

Adapted from Original ECT, Hodgdon, 1999

- **Engage (get at their level, eye contact)**
- **Establish attention**
 - Proximity to child
 - Be in their line of vision
 - Watch for student to orient to you (attention shift)
 - Use visuals (present visual first)
- **Use meaningful gestures**
 - Exaggerate movements to attract attention
 - Hold gestures (point long enough to mutual referent)
- **Less adult talking!**
 - Match student's verbal output
 - Expand by one

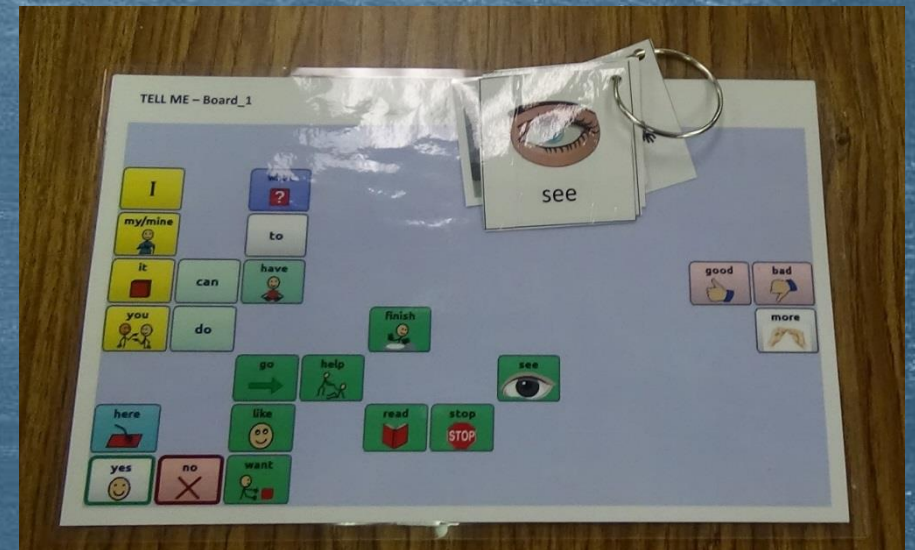
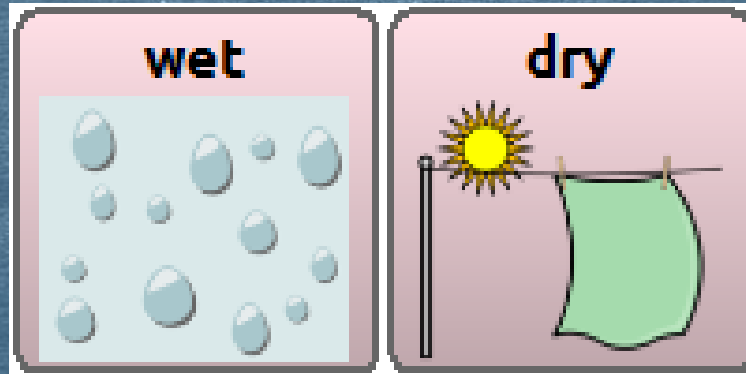
Strategies to Promote Communication

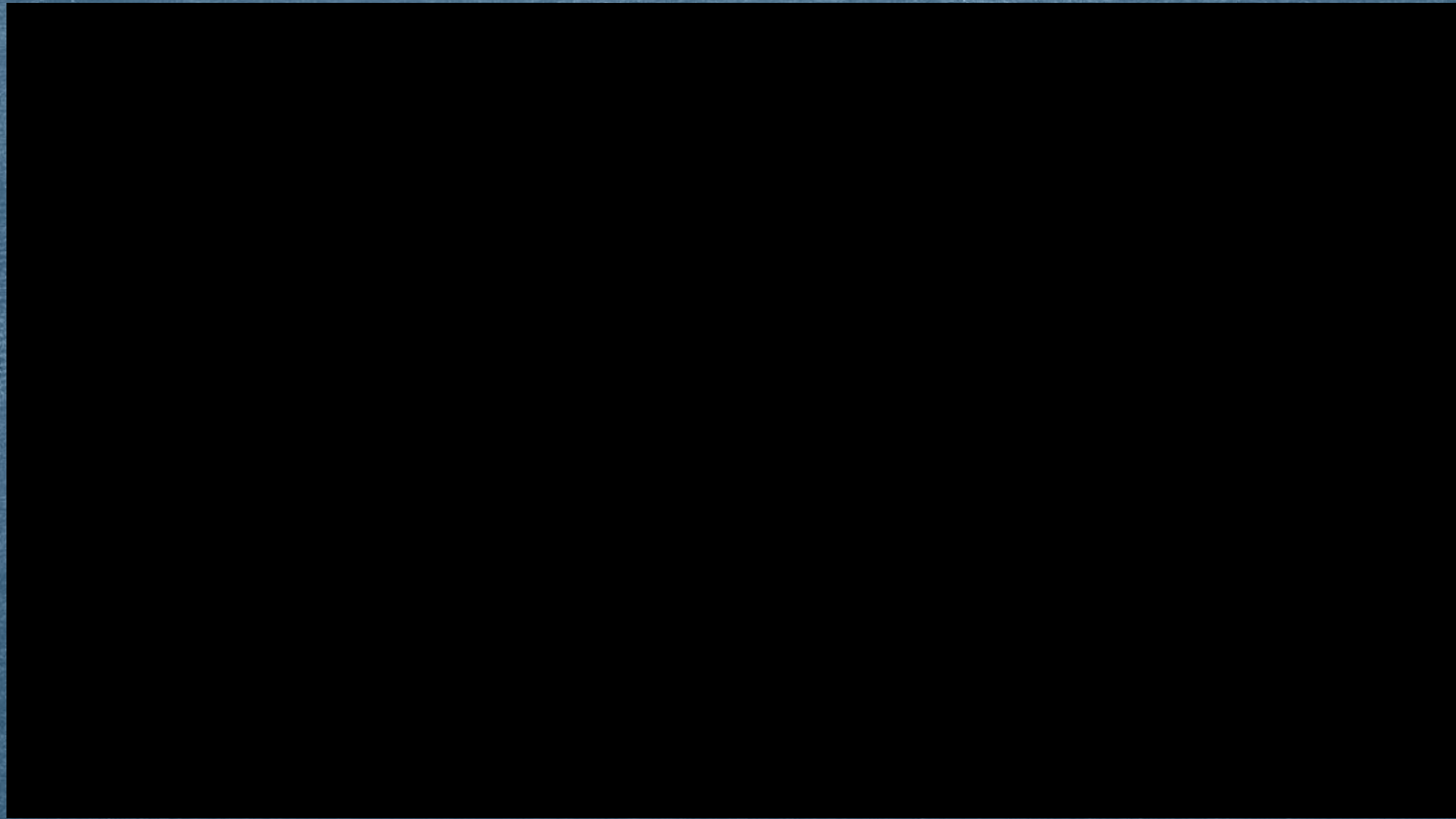
Adapted from Original ECT, Hodgdon, 1999

- **Wait for responses**
 - Count to 5, 10 after a command/question
 - Stay engaged
- **Modify the environment to create active participation, communication**
- **Make sure the student has access to communication at ALL TIMES!**

The best way to increase communication is to accept/ interpret all communication attempts.

Communication supports throughout the environment

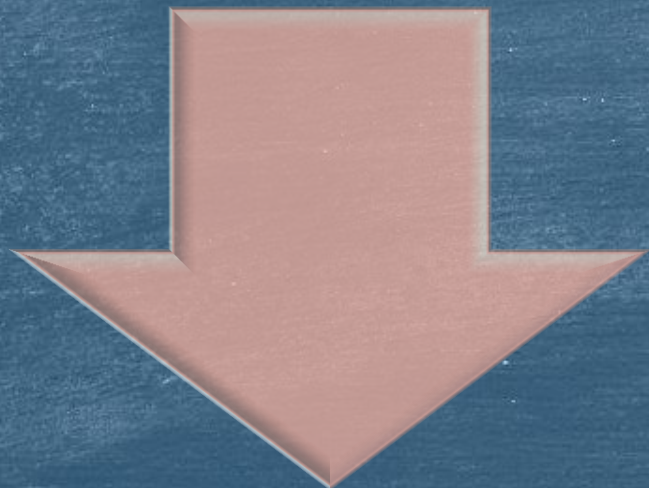




What is the Goal of the Activity or Routine?

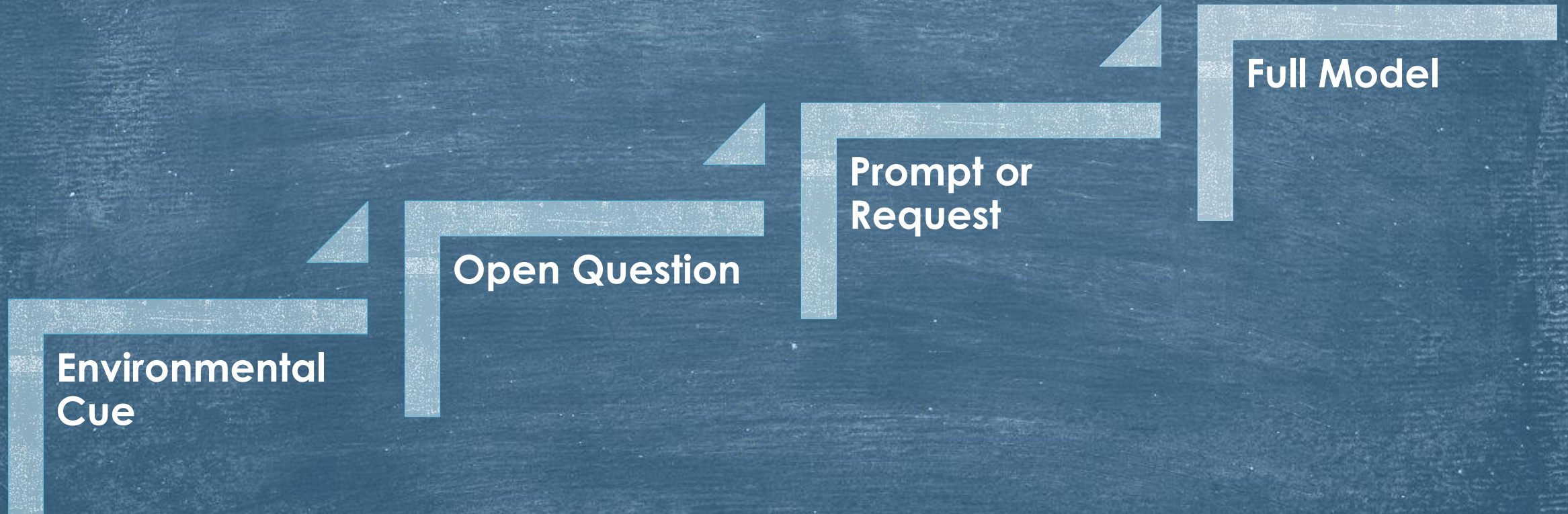


**Create opportunities for
participation, interaction,
and communication!**



Complete the activity

Prompt Hierarchy



- *PAUSE* after each step
- *Incorporate DESCRIPTIVE FEEDBACK* into each step

Descriptive Feedback

- ▶ **Your NATURAL response to the student's MESSAGE.**
Use after the student has produced a communicative response (at any point within the hierarchy).
- ▶ Descriptive feedback is specific to the student's communication – **WHAT they say not how they say it!**
 - ❖ *“Oh, you asked for more juice, here's your juice.”*
 - ❖ *“You looked at the paint. Here's some blue paint.”*
 - ❖ *“You asked to be all done. We need to do just one more, then we're all done.”*

Descriptive Feedback

SERVES 3 FUNCTIONS

1. Acknowledges

- Immediately acknowledges that you “heard” the student’s communication attempt

2. Confirms

- Confirms that the message sent by the student is the same as the message understood by the partner.

3. Models

- Can be used to model an expanded version of the communication message.

Prompt Hierarchy –Step # 1

Environmental Cue

Set up the environment to signal to the student that an activity is about to begin then **look expectantly**:

- Get everything ready for an activity & then wait...
- Art materials prepared but out of reach
- Snack visible but inaccessible
- Stand at the toilet and wait...



Environmental
Cue

If student responds, provide...

DESCRIPTIVE FEEDBACK

Arrange the Environment....WAIT!



Fresh Promotions

Prompt Hierarchy – Step # 2

Environmental Cue

ASK QUESTION – 1 TIME

- What do you want?
- Whose turn is it?
- Where does that go?



Open
Question

PAUSE

Provide DESCRIPTIVE FEEDBACK

Prompt Hierarchy –Step # 3

Environmental Cue

Prompt or
Request

PROVIDE A PROMPT TO STUDENTS (ONE time)

- Choices, carrier phrase, initial sound, visual cue
(Do you want milk or water? I want _____,
mmmmmm, sign or point to milk)

OR

REQUEST COMMUNICATION (ONE time)

- “Tell me what you need.”
- “Tell me what goes next.”

PAUSE

Provide DESCRIPTIVE FEEDBACK

Prompt Hierarchy –Step # 4

Environmental Cue



Full Model

PROVIDE A FULL MODEL FOR STUDENT

- Use student's AAC device or
- Use developmentally appropriate model

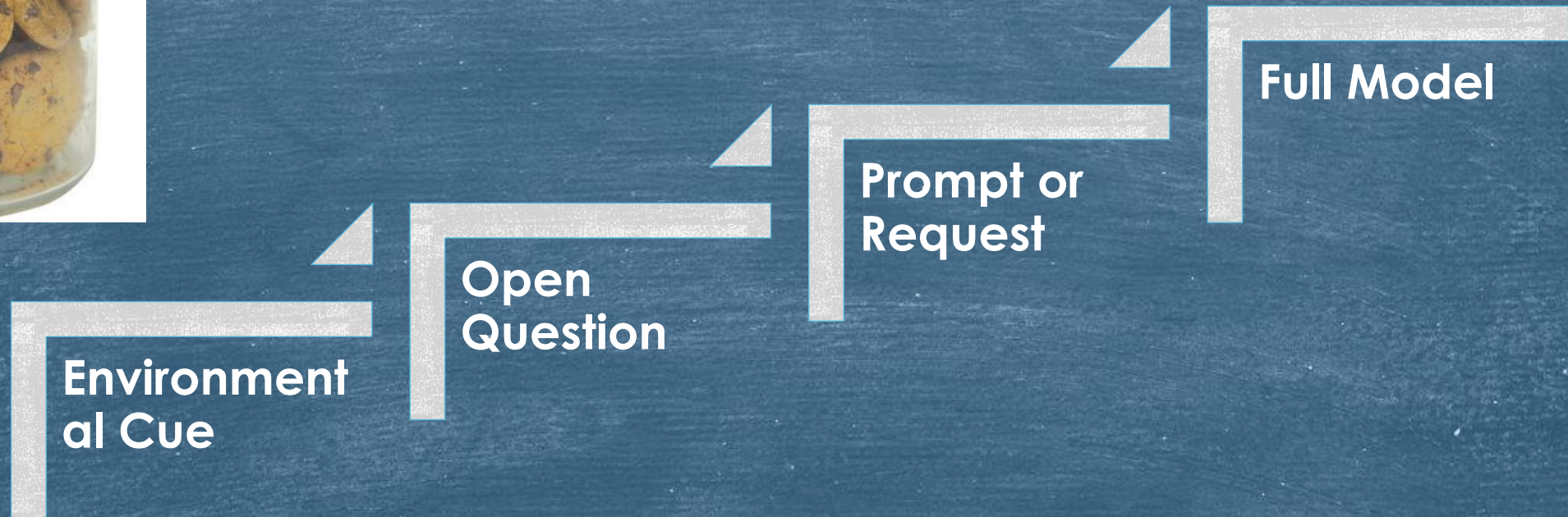
PAUSE

Provide DESCRIPTIVE FEEDBACK

Start Over – with least intrusive prompt

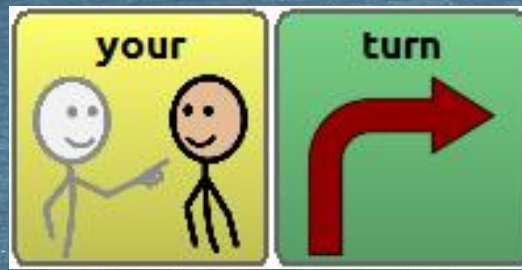


Fresh Promotions





Questions



- ▶ Work with a partner to practice
 - Think about a particular routine/activity and a child in your classroom
 - Plan how you might create an opportunity for him/her to:
 - Indicate what he/she wants for snack OR
 - Tell you he/she wants to play with bubbles OR
 - Tell you he/she wants a dry diaper
- ▶ Work through all 4 levels of prompts
 - Setting up the environment
 - Open question
 - Verbal prompt
 - Full model

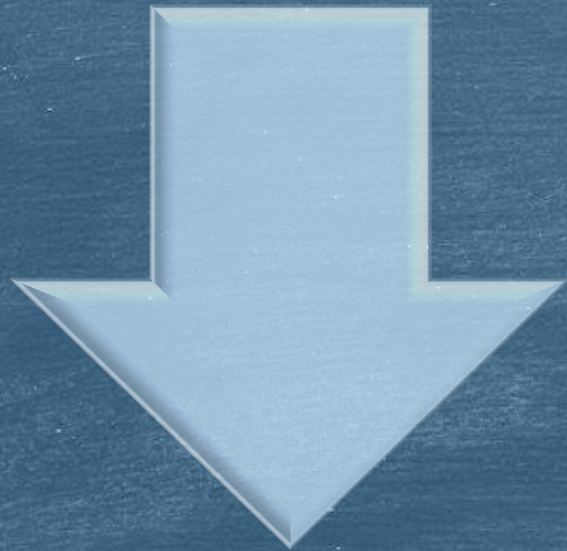
The End of the Activity



- ▶ **CUE THE TRANSITION** Give warning that activity is almost over (one more minute, one more time)
- ▶ **PARTICIPATION BY ALL** Create opportunities to participate (time to clean up; put your instrument in the box; say "One more time")
- ▶ **SIGNAL THE END** Give clear and repeated cue to signal the closure (all done, finished, clean up, no more, the end, bye-bye)
- ▶ **SMOOTH TRANSITION TO NEXT ACTIVITY** Use visual support to create smooth transition to next activity – no waiting! (Time to ...)



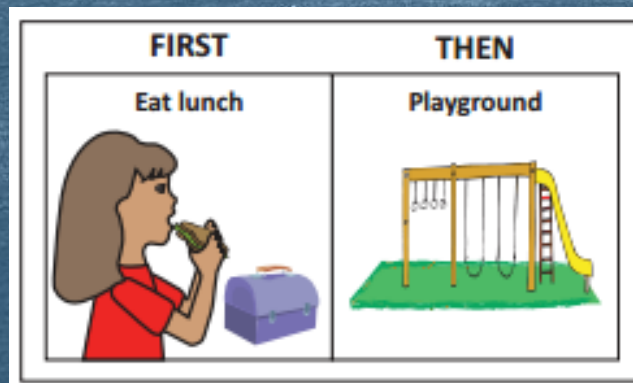
Communication



Compliance

Review: Using Visual Supports in Routines

- ▶ Facilitate routine communication and improve comprehension
- ▶ Make expectations clear, facilitate transitions, and let children know what comes next
- ▶ Increase compliance and independence and decrease challenging behaviors

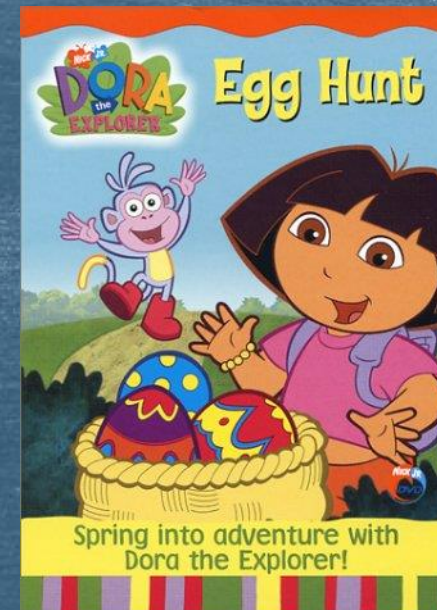
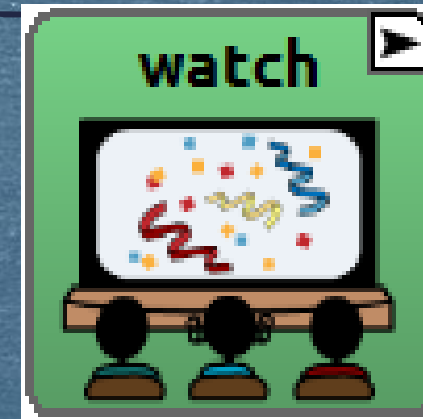


Building a Routine: Watching a Video

Beginning

Introduce – what to expect (*It's time to watch a video*)

Engagement - Offer choice of 2 – show boxes (*Michael, Do you want Dora or Mickey Mouse?*)



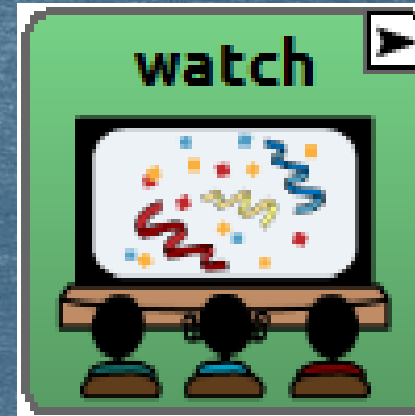
Building a Routine: Watching a Video

Middle

Create routine –(Let's watch the video. Turn it on! Say it with me – Turn it ON)

Participation - After a few minutes, pause the video “Uh –oh the video is off. Should I turn it on! OK – Turn it ON!

Repetition - Repeat sequence several times



Watching a Video

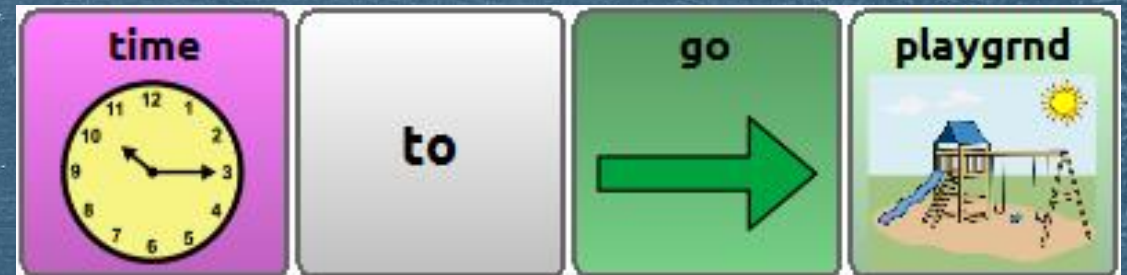


End

Cue transition (*1 more time. Turn it _____!*)

Signal end (*All done, The video is finished. Time to go to the playground.*)

Smooth transition to next activity
(*Jacob, pick a partner and line up.
Rosa, pick a partner and line up.*)



Building a Routine: Circle

Beginning

Introduce – what to expect (*It's time to for circle time*)

Engagement - Offer choice of activities (*Luis, do you want to read a book or choose a song? A song – Ok- and which song would you like to sing?*)



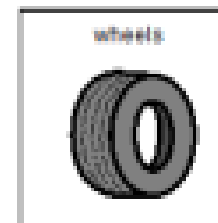
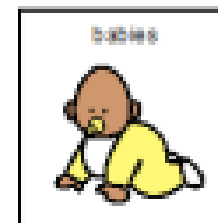
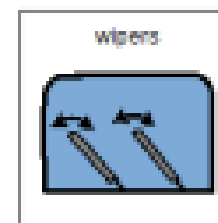
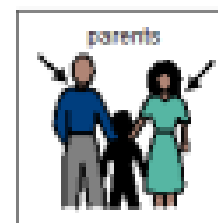
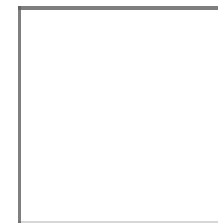
Example: Circle

Middle

Create routine – *(Ellie, come up and choose a picture for us to sing about.)*

Participation – *(Ethan, it's your turn. What would you like to sing about? Ethan wants the horn on the bus.)*

Repetition – repeat for all children.



Example: Circle

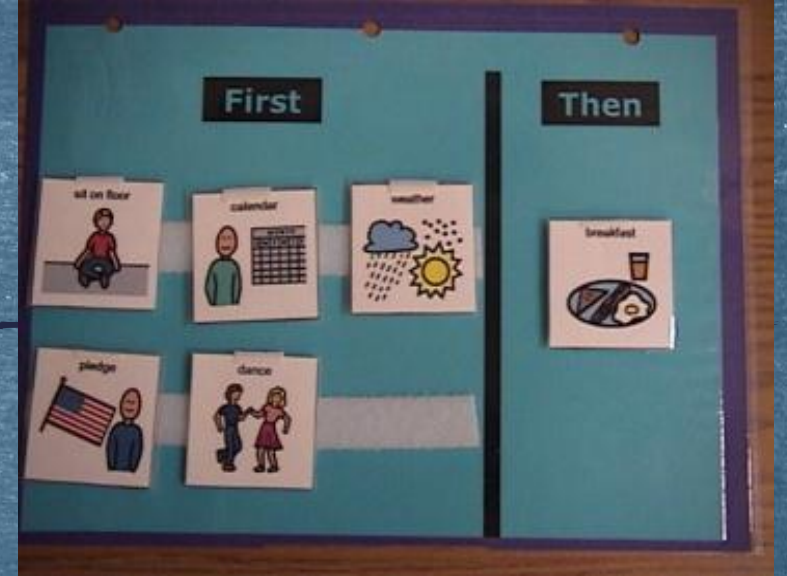
End

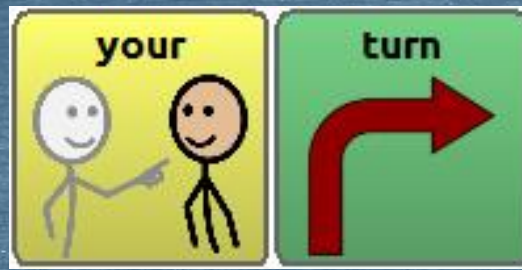
Cue transition (1 more activity in circle time)

Participation (We're going to clean up. Put your scarf back in the bag then pass it to your friend.)

Signal end (Circle is finished. Now, It's time to go to the centers.)

Smooth transition to next activity (Marshall, which center would you like to go to?)





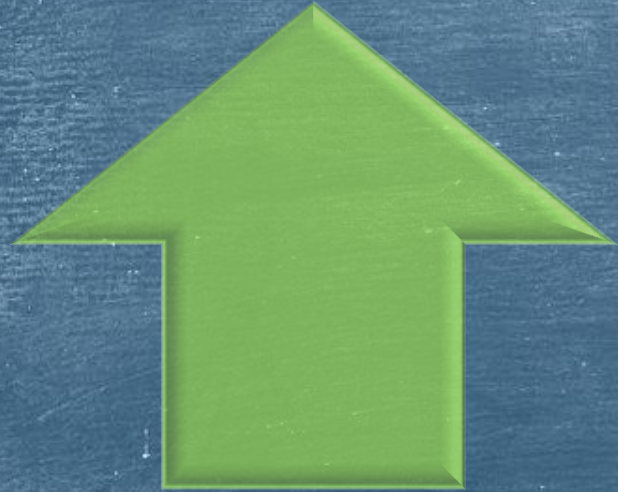
- ▶ Choose an activity you do every day
 - Reading a book
 - Doing an art project
 - Changing a diaper
 - Playing with blocks

- ▶ Think about creating a beginning, middle, and end that is predictable, invites participation, is repetitive, has opportunities for communication

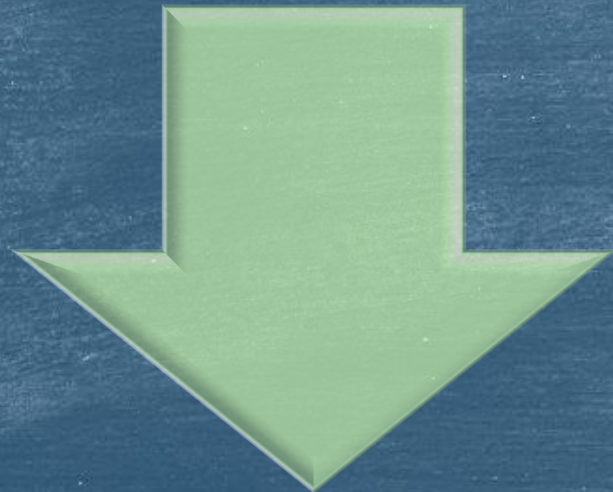


Questions

ASKING QUESTIONS



Teaching



Testing

Scaffolding Strategies – When ?s are Too Hard

- ▶ Purpose of questions is to teach – not to test.
- ▶ 3 Strategies:
 - ▶ Provide exact model
 - ▶ Co-participation – with adult or peers
 - ▶ Provide 2 choices

Major Messages from Today

- ▶ Plan for participation and authentic communication
- ▶ Build routines with a beginning, middle, and end
- ▶ Use prompt hierarchy – start with least intrusive prompt
- ▶ Accept ALL communication
- ▶ Provide descriptive feedback
- ▶ Use questions to teach rather than test
- ▶ When questions are too hard: provide model, provide choices, use co-participation
- ▶ **What you do matters!**