

This document contains excerpts of the Telepractice presentation by Rachel Madel. Reference to the entire presentation is cited below.

Supporting Children with Complex Communication Needs Through Telepractice

— Rachel Madel M.A., CCC-SLP —

Download the slides: bit.ly/AACtelepractice

Core Word Resources To Check Out

[PrAACtical AAC Blog](#)

[Project Core](#)

[PRC Language Lab](#)

[Assistiveware Core Word Classroom](#)



Technical Telepractice Considerations

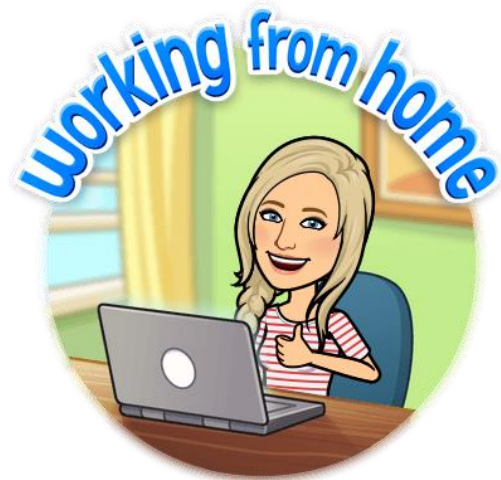
Models of AAC Telepractice Service Delivery:

Direct: looks similar to an in-person session you might have with a child

Consultative: talking with parents, brainstorming, troubleshooting, planning targets

Coaching: giving parents specific feedback (in real time or after-the-fact with video)

Hybrid: combinations of the above



Modeling

- Make it interesting, useful, meaningful
- Don't be afraid to activate the icons
- Expand or reiterate a message
- Attribute meaning to everything
- Model without expectation



Decrease Demands



“Where’s *cake*?”

“Show me *cake*”

“Find *cake*”

“Tell me on your device”



Increase Invitations



“Mmm *cake!*”

“Let’s *eat cake*”

“It looks like you want *cake*”

“You could tell me if you want *cake*”

Gauging Parent Overwhelm

Knowing how overwhelmed parents are feeling can help dictate the types of services we recommend, the kinds of activities we give for at-home practice and allows us to set parents up for success.

QUESTIONS TO ASK:

How has it been going?

How has your child been using his/her device?

What words have you heard? During what activities?

Have you found anything tool/resource really useful?

Here are some ideas, which one makes the most sense?



Selecting Communication Partners

This does not have to be just parents or the same week to week! Working with many different communication partners ensures that the entire team feels confident using the AAC system. You also can invite them virtually to join your session.

Parents

Caregivers

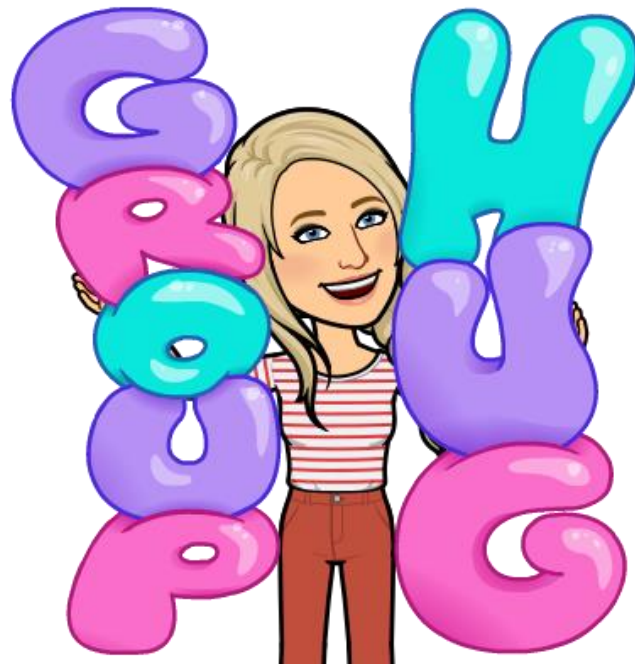
Siblings

Family members

Friends

ABA therapists

Teachers



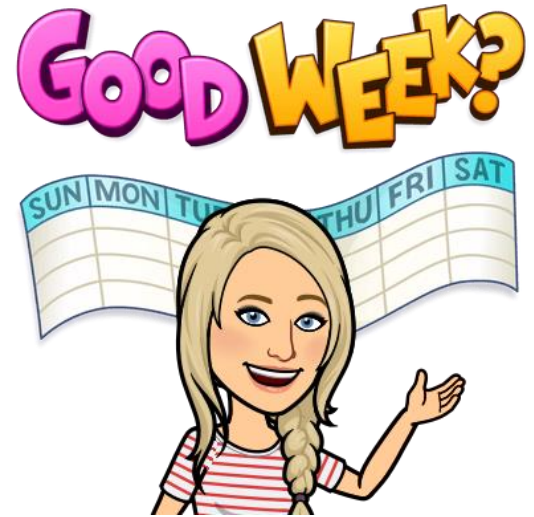
Session Length/Frequency?

- Dependent on factors:
 - Service delivery model (direct/consultative)
 - Child's attention
 - Time of day
 - Family schedule
- Scheduling a "trial session" to get buy-in
- Offer flexibility week-to-week



Planning Ahead/Tracking Progress

- Planning ahead sets everyone up for success
- Create a shared google document, spreadsheet or folders
- Clinician can plan out materials (links to books etc.) prior to the session
- Shared folders allow for families to share photos/videos more easily
- Families can refer back to feedback + at-home practice easily





Share



fx

	A	B	C	D	E	F	G	H
1	SESSION DATE	ROUTINE	ENVIRONMENT	MATERIALS NEEDED	TECHNOLOGY	VOCABULARY	FEEDBACK	AT HOME PRACTICE
2	03.01.2020	Snack	Kitchen	veggie sticks + jar	device/core board	OPEN, EAT	Great job helping her say "OPEN" and modeling "GIVE" --- remember to pause a little bit longer before giving cues/prompts so we can see why she is able to do on her own!	This week I'd like you to continue practicing "OPEN" while opening the refrigerator, pantry, food containers, toy box, cabinets, car door. Try to use the device for 5-10 minutes/day.
3								
4								
5								
6								
7								
8								

Sample Telepractice Form

Communication Partner Coaching

Strengths-Based Coaching

Positive change starts with the relationship you build

Create a collaboration, be an active listener, ask open-ended questions, create a judgment-free zone, inspire hope

Start with what communication partners are already doing well

"I love how engaged he was during the puzzle..."

Providing Performance Feedback

"Next time you could pause before giving him the next puzzle piece to see if he will communicate with us "

Encourage self-reflection

"How do you think that went? What would you change for next time? What might have happened if <insert strategy to practice>? Why do you think that happened?"

Setting Expectations

Be clear with parents + communication partners what your session will look like. This is dependent on the type(s) of service delivery models you choose. Tell parents when they will **need their child present** (e.g. first we will talk for 15 minutes and then we will read a book.”)

LISTEN: Ask for updates since last session, review at-home practice, troubleshoot problems, answer questions that came up.

TEACH: Choose a mini-lesson, specific strategy or concept to teach or review. Prepare communication partner for session’s activity(s).

COACH: Start an activity and help communication partner model on the device or practice facilitating language.

RECAP: Ask: How did that go for you? Allow for self-reflection, discussion and planning of at-home practice. Give insight into next session targets.

Finding Motivation

- Preference assessments
- Communication temptations
- Don't forget about protests!



CREATING MOTIVATING EXPERIENCES

FIND THE FUN: What are the top 3 favorite toys/activities that my child likes?

CREATE POSITIVE EXPERIENCES: When is the last time my child and I laughed together? What were we doing?

SET CLEAR EXPECTATIONS: What are my child's favorite routines? How can I incorporate communication into these routines?

CELEBRATE THE SMALL WINS: What are 3 small wins that have happened in the last month that I can celebrate?



For more information, click here to watch
5 Guiding Principles to Child Learning

Teach Communication Strategies

- Asking open-ended questions
- Following a child's lead
- Wait time
- Sabotage by keeping some things out of reach
- Giving choices
- Accepting all forms of communication

At-Home Practice

- Establish a baseline of what's already happening at home
- Make goals specific + achievable
- Core Word of the Week
- Integrate into already existing routines (make sure they are motivating and fun!)

The Power of Video

- Can take a video (in real time) by screen recording a short activity
 - Review the video together afterwards to discuss how it went
- Can have parents send you a video prior to your session
 - This takes the pressure off parents with performance anxiety
- Use videos of your past sessions to share
 - Ask clients permissions to share videos for “educational purposes only”
 - Show videos of yourself and what NOT to do.
- If you have kids of your own-- use them to model strategies
 - Can model specific strategies you’re working on

What Should Parents Record?

Anything that gets a child laughing and engaged! Give parents a specific task (e.g. modeling the word ON, asking WHO questions, turn-taking). The idea is to make it fun and not have it feel like extra work! Focus on giving specific core words to model on the device.

- Send a link to an online book
- Play an app
- Create a story
- Watch a video clip
- Create a work of art
- Record family down time
- Meal times
- Morning/bed time routine

Our Ultimate Goal = Fostering Connection

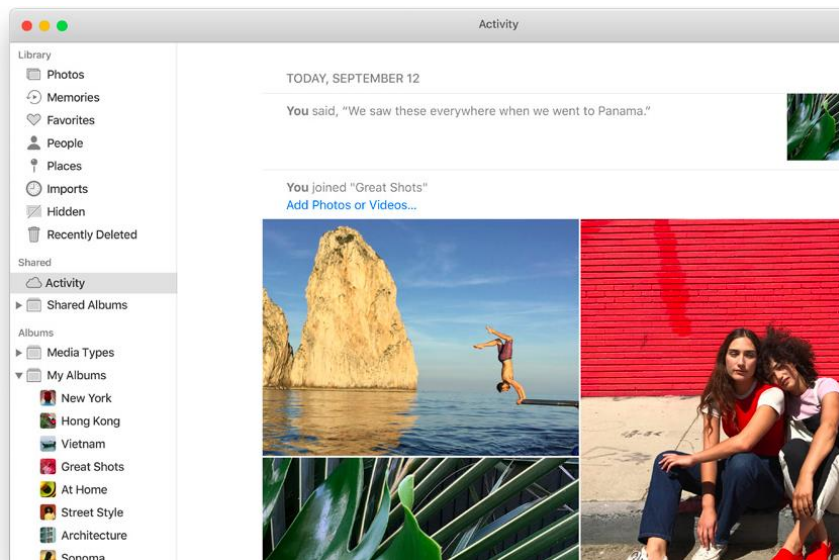


Ideas for Tele-AAC Sessions



Photo Albums and Screen shots

- Team members can upload photos/videos of therapy activities
- Team members can comment + provide ideas/implementation strategies
- Parents can upload photos prior to your therapy session



Tarheel Reader

Find or create digital books which can be downloaded and adapted to teach literacy. Symbols can be added to support communication partners.

Tarheel Reader

Can read books or create books

Shared Tarheel Reader

Can help communication partners read a story and tells them what core words to model.

Going to the Park



Ideas for Telepractice AAC

- Coach a communication partner in real time
- Teach a communication strategy
- Teach an AAC-specific skill
- Practice traveling to the device
- Have parents send a short video for review
- Help parent adapt homeschool activities
- Create an online book together
- Collaborate with a team member (teacher, OT, behavior etc.)
- Watch animated short and give words to model
- Teach a sibling how they can model on the device
- Watch a video lesson and give core words to model
- Collaborate and coach teachers
- Play an app (model core words)
- Create silly photos with AR filters

Progress, not Perfection.



All Children

are good candidates
for telepractice

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Let's Start with This Belief...