

IMPLEMENTING AAC SYSTEMS IN SCHOOLS: MOVING BEYOND BARRIERS WITH EVIDENCE-BASED PRACTICE

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SPEAKER DISCLOSURES

- Jennifer Schubring has no Financial or Non-Financial Relationships to disclose. The speaker is being contracted by DPI for this presentation.
- About me:
 - Currently employed part-time by the Green Bay Area Public Schools – the 4th largest district in Wisconsin with over 21,000 students.
 - Began a private practice: Building AAC, LLC in May 2018 as there were no local therapy practices within a two-hour distance that filled this niche.
 - I've specialized in AAC since first starting college. Worked at the Communication Aids and Systems Clinic (CASC) at the Waisman Center at UW-Madison as an undergrad. Graduated from Penn State in 2005. Had a graduate assistantship to work with Dr. Janice Light.
 - Have worked in the schools focusing on AAC for over 12 school years.

LEARNING OBJECTIVES

- Learning Objective 1: As a result of attending & participating in this session, the participant will be able to list 2 Evidence-Based Practices widely used in AAC
- Learning Objective 2: As a result of attending & participating in this session, the participant will be able to name at least one implementation driver and one technical resource that they can use in their district to drive change.
- Learning Objective 3: As a result of attending & participating in this session, the participant will be able to name at least one stage of implementation and identify possible team members and training needed to begin implementation of evidence-based practices with an identified student(s) or team(s).

BACKCHANNEL CHAT



It can be intimidating to ask questions. During the presentation you can participate in a “Backchannel Chat” which is an anonymous way of asking your questions.

Go to: <https://padlet.com/BuildingAAC/DPIQuestions>

If you have the same question, just click on the heart next to the question and I will answer the questions with the most hearts first. If we don't have time at the end of presentation, I will go back and answer as many questions as I can, so check back in a few days for answers!

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“

WE HAVE DISCOVERED INCREASINGLY THAT **COMMUNICATION HAS ONLY ONE PREREQUISITE**; IT HAS NOTHING TO DO WITH MENTAL AGE, CHRONOLOGICAL AGE, PREREQUISITE SKILLS, MATHEMATICAL FORMULAE, OR ANY OF THE OTHER MODELS THAT HAVE BEEN DEVELOPED TO DECIDE WHO IS AN AAC CANDIDATE AND WHO IS NOT. **BREATHING** IS THE ONLY PREREQUISITE THAT IS RELEVANT TO COMMUNICATION. **BREATHING EQUALS LIFE, AND LIFE EQUALS COMMUNICATION.** IT IS THAT SIMPLE.

”

--Pat Mirenda, 1993

**TWO EVIDENCE-BASED
PRACTICES WIDELY USED
IN AAC RIGHT NOW!**

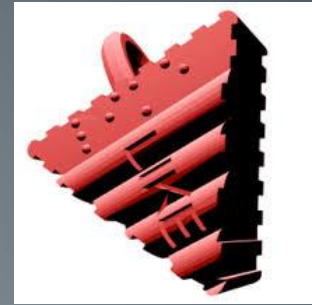
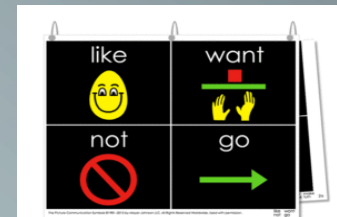
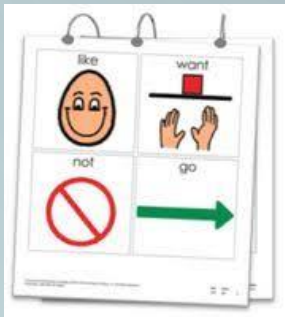
CORE VOCABULARY

What is Core Vocabulary?

A small set of words that are used frequently in communication across contexts and purposes

- 50 words account for 40-50% of what we say
 - 100 words account for 60% of what we say
 - 230-333 words make up 80% of what we say
- (Beukelman, Jones, & Rowan, 1989; Marvin, Beukelman, Togher, 2007)

(pictures of various core vocabulary boards)



Core Word Learning:
I Need Access to:

Words You Will Be Teaching Me Soon

Words I Am Learning Now



Words I Already Know

CORE VOCABULARY VS. FRINGE VOCABULARY

Core words:

- A core vocabulary is comprised of the words that are used most commonly in the expressive communication (Yorkston, et al., 1988).
- Small in size
- Varies little across individuals and environments

Fringe Vocabulary:

- the vocabulary we use to communicate about specific topics in specific environments (e.g. scissors, paper, and marker for art class; fork, drink, and napkin for meal time).
- Purpose: adding personalization to AAC systems
- commonly these words are nouns

CORE

is the
glue
that
holds the

FRINGE

together. - Karen Natoci, MA, CCC-SLP

Rachael Langley, AAC Specialist



WHAT IS CORE VOCABULARY?

- Determined by looking at language samples from typically developing kids.
- Banajee, DiCarlo, and Stricklin (2003) looked at the expressive vocabulary of 50 children between the ages of 24-36 months enrolled in daycare
 - Results: a total of 23 words account for 96% of their words→none of which were nouns
 - Results (in order of frequency of use) : I, no, yes/yea, my, the, want, is, it, that, a, go, mine, you, what, on, in, here, more, out, off, some, help, all done/finished

DETERMINING CORE VOCABULARY

- Unfortunately there was no research looking at academic core vocabulary
 - DLM Core Vocabulary project was initiated to determine the vocabulary that was needed for students with significant cognitive disabilities to demonstrate learned academic knowledge—in response to the Common Core State Standards. (Dennis, Erickson, & Hatch, 2013)



Project Core

<http://www.project-core.com/>

DLM CORE WORDS: CORE VOCABULARY PROJECT

- **Goal:** to determine the vocabulary needed to engage, learn, and demonstrate knowledge in an academic environment.
- **Goal:** identify & prioritize the smallest set of required words
- **Expectations:** students will understand more words than just the DLM Core Vocabulary. This much larger receptive vocabulary will include all of the fringe words they encounter in academic contexts across the school day.
- ***The DLM Assessment will utilize the identified academic core vocabulary when writing questions and responses.***
 - In theory, if we work on teaching these words to students they should do better on DLM assessments and academically.

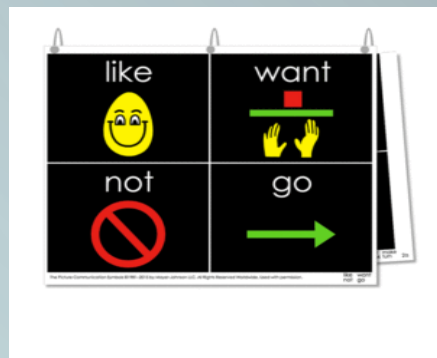
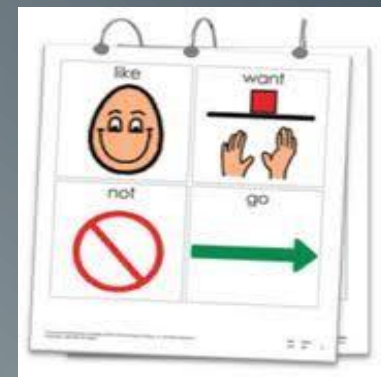
DLM's™ "First 40"

1.	I	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
6.	what	need	are	is
7.	some	put	all	this
8.	don't	that	go	do
9.	when	finished	can	here
10.	open	turn	stop	over



Center for Literacy &
Disability Studies




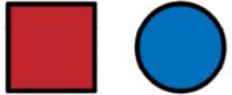
University of North
Carolina at Chapel Hill



COMMON CORE STATE STANDARDS & DLM ESSENTIAL ELEMENTS

First Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration.	
SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 	EE.SL.1.1 Participate in conversations with adults. <ol style="list-style-type: none"> Engage in multiple-turn exchanges with supportive adults. Build on comments or topics initiated by an adult. Uses one or two words to ask questions related to personally relevant topics.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	EE.SL.1.3 Communicate confusion or lack of understanding ("I don't know.").

<p>good</p> 	<p>more</p> 
<p>help</p> 	<p>different</p> 

good more
help different 3a



	Priority Score	AAC Core	Essential Elements that Require Vocabulary Word				CCSS	CCSS	CCSS
			DLME	DLME	DLME	DLME			
more	247	1	EE.SL.K.3	EE.L.K.5.b	EE.RI.1.4	EE.L.4.1.d	L.K.5.b	RL.1.9	L.1.1.h
you	228	1	EE.L.1.1	EE.L.4.1	EE.L.6.1		RF.K.3.c	L.1.1.d	
i	228	1	EE.L.1.1	EE.L.6.1			RF.K.3.c	L.1.1.d	
help	223	1	EE.SL.K.3	EE.L.K.5.d	EE.RI.1.4	EE.SL.1.3	RF.K.3.c	L.K.1.b	
want	216	1	EE.L.K.5.d	EE.L.4.4			RF.K.3.c	L.K.1.b	
go	209	1	EE.L.K.5.b	EE.L.K.5.d	EE.L.4.4		RF.K.3.c	L.K.1.b	L.K.5.b

CORE VOCABULARY & AIDED LANGUAGE INPUT



Project Core

A Stepping-Up Technology Implementation Grant
Directed by the Center for Literacy and Disability Studies,
UNC Chapel Hill

<https://youtu.be/yq9Qelg6ZaQ>

CORE VOCABULARY RESOURCES

- Project Core:
 1. Professional Development Modules
 - a) Self-directed independent learning
 - b) Facilitated group learning (modules for your use when training others)
 2. Universal Core Communication Systems with [selection tool](#)
 - a) 3-D symbols
 - b) 4 square universal core book
 - c) 4 square in-line partner assisted book
 - d) 4 corner eye gaze book
 - e) 9 location universal core book
 - f) 36 location universal core board & classroom poster
 3. Teaching supports & Implementation Resources
 - a) [Program Implementation Guide for Coaches](#)
 - b) [School or Program Administrator Guide](#)
 - c) [Instructional planning guides and reflection tools](#)
 4. Research Support and Publications

HOW DO WE DECIDE WHAT TO TEACH? CORE WORD PLANNERS!

PrAACtical AAC

(search for “A year of core words” or a specific Month such as “December”)

- A Year of Core Words Example -

December








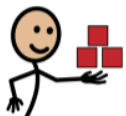



- Book Suggestion: Polar Bear, Polar Bear, What do you Hear?

Another Year of Core Words - December 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Monthly word list: already, clear, doctor, fix, great, grow, her, high, jump, outside, ride, room, side, straight, wake, wash				1 It's ALREADY December!	2 When do you see the DOCTOR?	3 How much did you GROW this year?
4 If you teach high-tech AAC, talk about how to CLEAR the display.	5 Is it cold OUTSIDE?	6 What do we WASH? WASH hands. WASH dishes. WASH your hair.	7 Give a friend a HIGH five!	8 Listen to 'Jump Up, Turn Around' by Jim Gill. Lots of core vocabulary and dancing fun!	9 JUMP!	10 Call a cousin, aunt, or grandma and ask about HER favorite things.
11 Who can FIX it? Felix from Wreck it Ralph. Talk about fixing broken things.	12 Today is National Gingerbread House Day!	13 Gingerbread Core Vocab: Is it STRAIGHT? Can you FIX it? Put it up HIGH. Make a ROOM. GREAT job!	14 The Mittens	15 Read 'The Mittens' and talk about if there is ROOM for all the animals.	16 Play a game in teams. Who's SIDE are you on?	17 Go for a RIDE and look at Christmas lights OUTSIDE.
18 Talk about the lights: pretty, CLEAR, bright, colorful, HIGH, etc.	19 Read 'The Nutcracker' and talk about the characters. What is HER present? Did it	20 Go OUTSIDE and enjoy the first day of winter!	21 Do you see a star HIGH on the tree?	22 Someone is 23 getting ready to RIDE in his sleigh!	23 Happy Hanukkah!	24
25 Merry Christmas!	26 When you WAKE up, do you JUMP right out of bed?	27 Can you RIDE a sled? Pick a HIGH hill and go!	28 Live somewhere 28 snowy? The plow CLEARS the roads.	29 Do you have ROOM for your new things?	30 Are you ready for some football? Which SIDE are you cheering for?	31 New Years Eve: Has it been a GREAT year of learning AAC?

Created by Rachael Langley, MA, CCC-SLP ~ 2016 ~ rlangley@earthlink.net

December Core Words

ask 	bye 	favorite 
hear 	of of	please 
silly 	surprise 	these 
use 	way 	work 

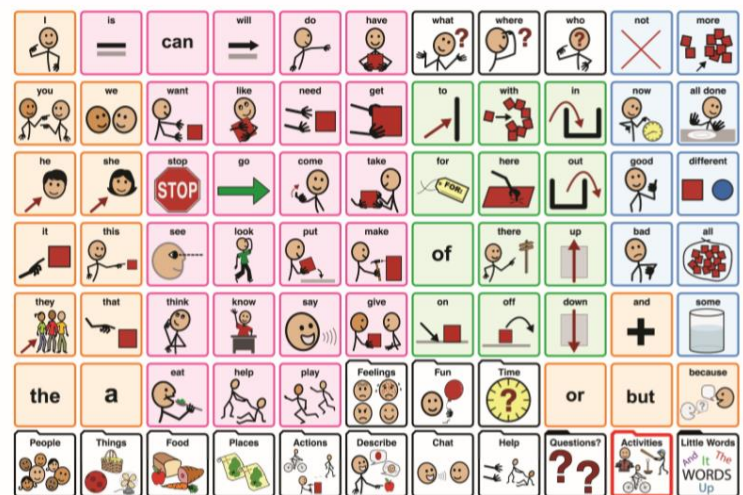
HOW DO WE DECIDE WHAT TO TEACH: CORE WORD PLANNERS?

[Assistiveware Core Word Classroom](#) (will need to create a free account)

Core word Displays: English, Spanish, French, Dutch

Core Word Classroom: [Blog post](#) explaining the core word classroom.

- Not a curriculum
- Resources to adapt existing lesson plans



HOW DO WE DECIDE WHAT TO TEACH: CORE WORD PLANNERS?

BOARDMAKER - CORE FIRST LEARNING


Boardmaker® Instructional Solutions

Core First Learning

Supporting Language, Communication,
and Literacy Development!




What is Core First Learning?
A web-based communication program that supports the language, communication, and literacy development of your students!

- Teach your students to learn the meaning, use, and placement of core words on their AAC system
- Implement interactive, onscreen reading, writing, and language activities that reinforce each other
- Have fun and teach core vocabulary at the same time



FREE with Boardmaker Online Subscription!

Boardmaker Core First Learning is a web-based program delivered through Boardmaker Online that helps your students learn the meaning, use, and placement of high frequency core words on their AAC system. The instructional sequence includes a series of reading, writing, and language activities that complement each other.







**Boardmaker®
Core First® Learning**

What are the details?

Set 1 introduces the first 12 (of 36) words in the order that research indicates that we teach them. Look for Sets 2 and 3, coming soon!


go	is	not	you
live	it	stop	do
want	i	can	more

Who is it for?
Core First Learning is designed for beginning communications across all grade bands. Use this program in your school, clinic, or home setting!


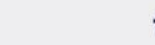

Here's What's Included:

- 1 week (5 days) of lessons for each of the 12 words with a mini-library of 36 books
- Step-by-step Lesson Plans for all 12 weeks of instruction
- Quick Lesson Guides for home and school use
- Suggested supplemental activities for extended practice
- Various overlays for commonly used devices (11 total)



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HOW DO WE TEACH CORE VOCABULARY?

AIDED LANGUAGE STIMULATION

Typically developing children

- Hear 4,000-6,000 words per day for their first year of life before they even communicate a single word.
- Then they hear 4,000-6,000 words per day for their second year before they start putting together two-word combinations.

By 18 months babies have heard 4,380 hours of spoken language and we don't expect them to be fluent speakers, yet.

If AAC learners only see symbols modeled for communication twice weekly for 20-30 minutes, it will take **84 years** for them to have the same exposure to aided language as an 18 month old has to spoken language.

BY 18 MONTHS
babies have heard
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YET

If AAC learners only see symbols modeled for
communication twice weekly for 20-30 minutes, it will take

84 YEARS

for them to have the same exposure to aided language
as an 18 month old has to spoken language.

statistic from Jane Korsten - QIAT Listserv 2011

photo by Rachael Langley - AAC Specialist

Teaching and Modeling Vocabulary

- Teaching and modeling are critical to learning.
 - Teach the **words**.
 - Teach the **symbols**.
- Modeling
 - Model the use of the Universal Core throughout the school day.
 - Focus on building receptive understanding of the words and symbols before expecting students to use them.
 - Create multiple display and take advantage of peers.
 - Model key words
 - Expand by modeling one more word
 - Model a variety of pragmatic functions

AIDED LANGUAGE STIMULATION



<https://youtu.be/fIFNMky22-U>

WHY MODEL?

je	être	vouloir	faire	avoir	pourquoi	quoi	où	qui	pas	encore
tu	nous	pouvoir	aimer	avoir besoin	à	avec	de	maintenant	après	c'est fini
il	elle	arrêter	aller	venir	donner	pour	sur	là	bien	autre
ça	ce	savoir	aider	écouter	prendre	avant	dans	ici	mal	tout
ils	elles	regarder	penser	dire	mettre	parce que	que	ou	et	quelque
le	un	vous	manger	jouer	Émotions	Divertissement	Temps	si	mais	rien
Personnes	Objets	Nourriture	Lieux	Actions	Mots descriptifs	Chat	Aide	Mots interrogatifs	Activités	Petits mots It /a mots en haut

VIDEO EXAMPLES OF MODELING

[Book reading](#)

[Aided Language in play](#)

[Cariboo](#)

[Core Vocabulary Poster in the
Classroom](#)

Natural Everyday Environments for Teaching

- Students DO NOT require continuous prompting and structured practice in order to learn language (Ronski & Sevcik, 2006)
- Students DO require many meaningful opportunities to use in natural settings (i.e., embedded in the events of the day).

Repetition with variety is key!

BUILDING AAC : OUR BELIEFS

Things we believe to be true:

- There are no prerequisites for AAC – NJC supports this!
- Communication is multi-model
- AAC does not hinder the development of verbal speech
- We should be implementing interventions that are evidence-based:
 - Aided language stimulation/input
 - Picture Exchange Communication System (PECS)
 - NOT RPM/FC
- A little bit of core goes a long way!
- Teach a variety of communicative functions –
 - There's more to life than cookies! – Janice Light
- Make learning meaningful
- Goal is always SNUG
- Use a prompting hierarchy
- There's something to be said for motor planning
- Presume competence/presume potential

BUILDING AAC – THE MYTHS!

- We also mostly agree on the common myths of AAC:
 - Practical AAC: <https://practicalaac.org/practical/aac-myth-buster-wrap-up/>
 - Tobii Dynavox: <https://www.tobiidynavox.com/en-us/learn/what-is-aac/common-questions/>
 - Speak for Yourself: <https://www.speakforyourself.org/uncategorized/myth-augmentative-alternative-communication-aac-pre-requisite-skills/>
 - Speech Science: <http://www.speechscience.org/aac/2017/8/25/aac-101-myths-and-misconceptions-part-4>
 - NJC: <https://www.asha.org/uploadedFiles/Debunking-Myths-About-AAC-Adults-With-IDD.pdf>

SO, IF WE AGREE
ON SO MUCH...

WHY DO WE
CONTINUE TO
STRUGGLE TO
GET SCHOOL
TEAMS TO
FOLLOW
THROUGH WITH
IMPLEMENTATION?

DO's and DON'Ts of AAC

- | | |
|---|---|
| ✓ Do use the AAC system to talk yourself | ✗ Don't expect the AAC user to communicate without you modelling how |
| ✓ Do aim high | ✗ Don't demand prerequisite skills |
| ✓ Do use a well designed, comprehensive vocabulary e.g. core vocabulary or PODD | ✗ Don't provide an AAC system with only a handful of choices |
| ✓ Do provide enough wait time | ✗ Don't do all the talking |
| ✓ Do ask open ended questions | ✗ Don't ask questions the AAC user knows you already know the answer to |
| ✓ Do focus on key words when modelling | ✗ Don't think you need to always model grammatically complete sentences |
| ✓ Do respect multi-modal communication | ✗ Don't say "And now say it on your talker" |
| ✓ Do allow exploration and access to the whole vocabulary | ✗ Don't create custom pages for specific activities |
| ✓ Do make sure AAC is available all day, every day | ✗ Don't limit access to the AAC system |
| ✓ Do describe what you want to say using core words | ✗ Don't focus on adding lots of vocabulary |

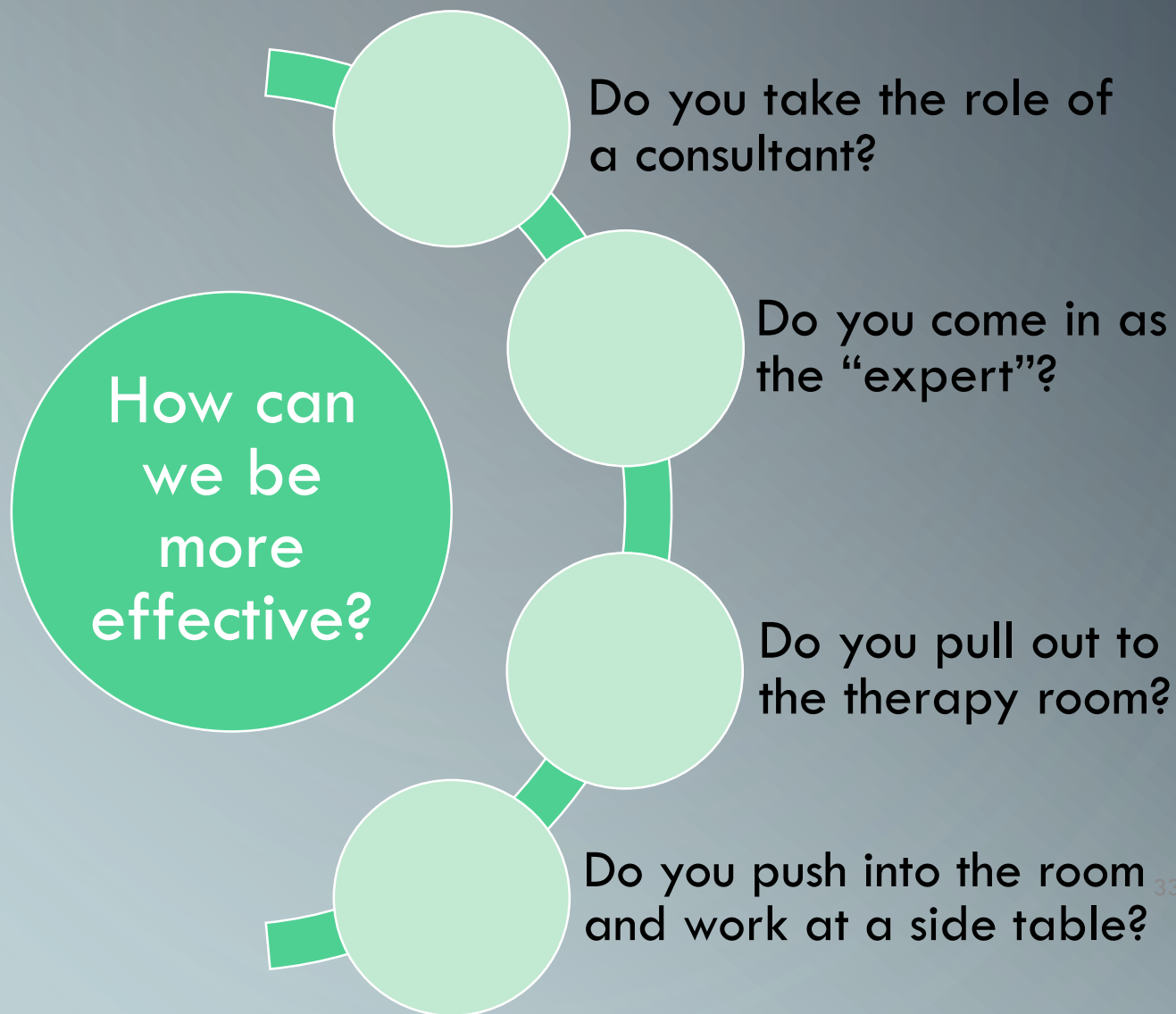
Learn more: www.assistiveware.com/aac-do-dont



AssistiveWare®

Based on a presentation by Jane Farrell and David Nemetz, May 2015

HOW DO YOU PROVIDE SERVICES IN THE SCHOOLS?



IMPLEMENTATION – DRIVERS TO FOSTER SUCCESSFUL USE OF AAC

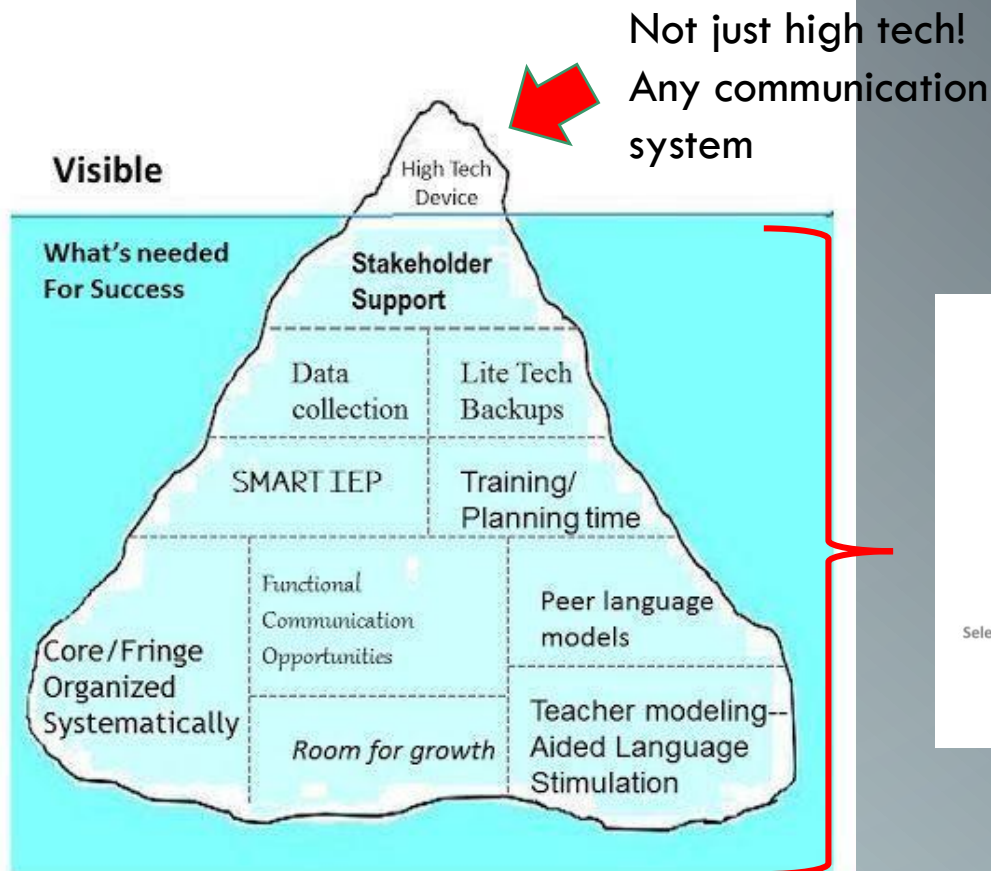
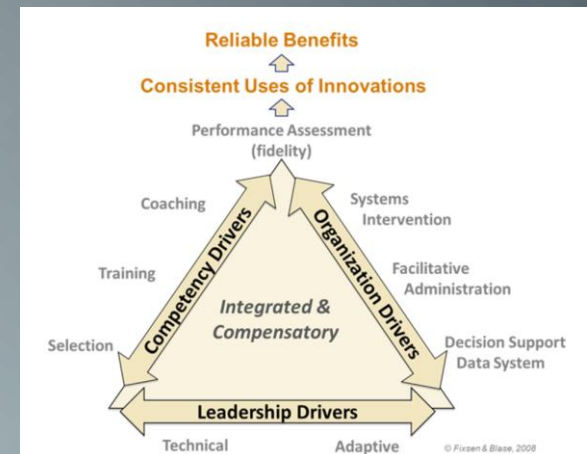
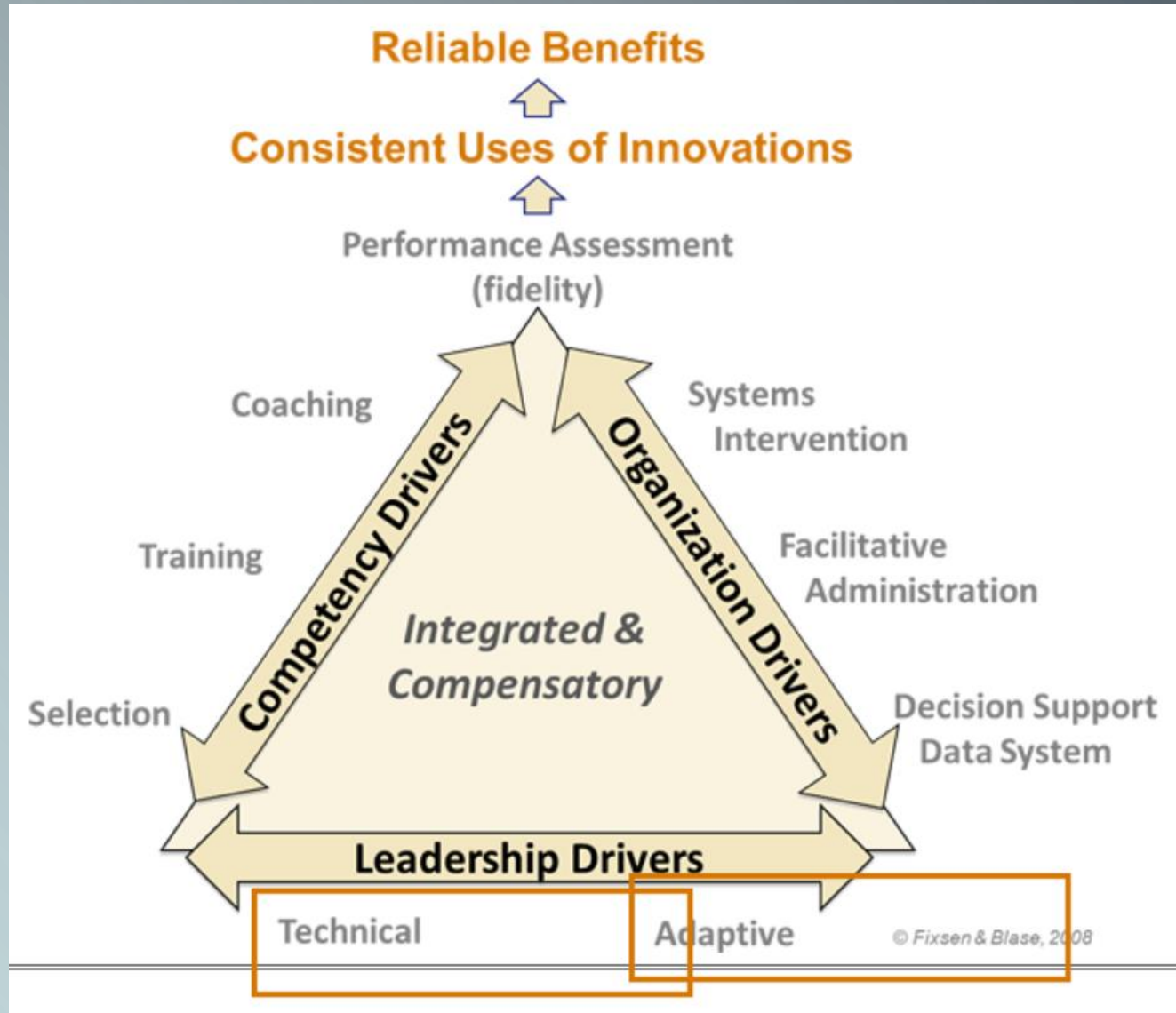


Image by Ruth Morgan; Use but please credit
Modified by Jennifer Schubring MS CCC-SLP



IMPLEMENTATION DRIVERS: TECHNICAL VS. ADAPTIVE CHANGES



TECHNICAL VS. ADAPTIVE CHANGES

• Technical

- Things that we generally have **agreement** on and are NOT controversial.
- Can be a process that is well laid out
- Usually set forth by leadership.
 - What are some examples of technical changes?
 - Set process for qualifying for S/L services outlined by DPI
 - Process for qualifying for Special Education services – new guidelines and any changes come from DPI.
 - We know that access to AAC does not hinder speech development.
 - ASHA outlines Technical guidelines
 - Use of Facilitated Communication (FC)
 - Use of Rapid Prompting Method (RPM)

• Adaptive

- Our beliefs, values, prior knowledge, and current ways of doing things that we may need to revise
- Requires transformative learning and changes in perceptions
 - What are some examples of adaptive changes?
 - Imagine a teacher who has been an ABA line therapist – what kind of prior knowledge and ideas are they bringing with them that may color their opinion when implementing something new?

ASHA'S TECHNICAL DOCUMENTS FOR AAC

- [National Joint Committee for the Communication Needs of Persons with Severe Disabilities \(NJC\)](#)

ASHA'S TECHNICAL DOCUMENTS FOR AAC



- [Access to Services and Support Technical Document](#)
 - What does it tell us?
- In recent years, many state and local education agencies have instituted more restrictive eligibility criteria for speech-language services ([ASHA, 2000](#)). However, narrowing eligibility solely on the basis of categorical factors, such as diagnosis or mental age, violates the Individuals With Disabilities Education Act (IDEA) Amendments of 1997, which explicitly require that **services be based on individual student needs** that affect participation and progress in the general curriculum and extracurricular and other nonacademic activities.
- **We can use these technical documents and policies to influence and inform administration**

ASHA'S TECHNICAL DOCUMENTS FOR AAC

- [Access to Services and Support Technical Document](#)
 - What does it tell us?
 - Eligibility determinations based on a priori criteria violate recommended practice principles by precluding consideration of individual needs. These a priori criteria include, but are not limited to: (a) discrepancies between cognitive and communication functioning; (b) chronological age; (c) diagnosis; (d) absence of cognitive or other skills purported to be prerequisites; (e) failure to benefit from previous communication services and supports;
 - **We can use these technical documents and policies to influence and inform administration**

“
BETWEEN THE SAYING AND THE
DOING IS THE SEA.”

Italian Proverb

ADAPTIVE CHANGES AND THEIR AFFECT ON AAC

BELIEF – A DEFINITION



SINCE 1828

JOIN MWU

GAMES

BROWSE THESAURUS

WORD OF THE DAY

VIDEO

WORDS

belief

DICTIONARY

THESAURUS

belief noun

be·lief | \ bə-'lēf  \

Definition of *belief*

- 1 : a state or habit of mind in which trust or confidence is placed in some person or thing
// her *belief* in God
// a *belief* in democracy
// I bought the table in the *belief* that it was an antique.
// contrary to popular *belief*
- 2 : something that is accepted, considered to be true, or held as an opinion : something believed
// an individual's religious or political *beliefs*
especially : a tenet or body of tenets held by a group
// the *beliefs* of the Catholic Church
- 3 : conviction of the truth of some statement or the reality of some being or phenomenon especially when based on examination of evidence
// *belief* in the validity of scientific statements

A FEW QUOTES ABOUT BELIEFS...

- Have **convictions**. Be friendly. **Stick to your beliefs** as they stick to theirs. Work as hard as they do.

-Eleanor Roosevelt

- I am a **fierce patriot**, and I try to be outspoken about my beliefs

—Martha Plimpton

- Change will come slowly, across generations, because **old beliefs die hard** even when demonstrably false.

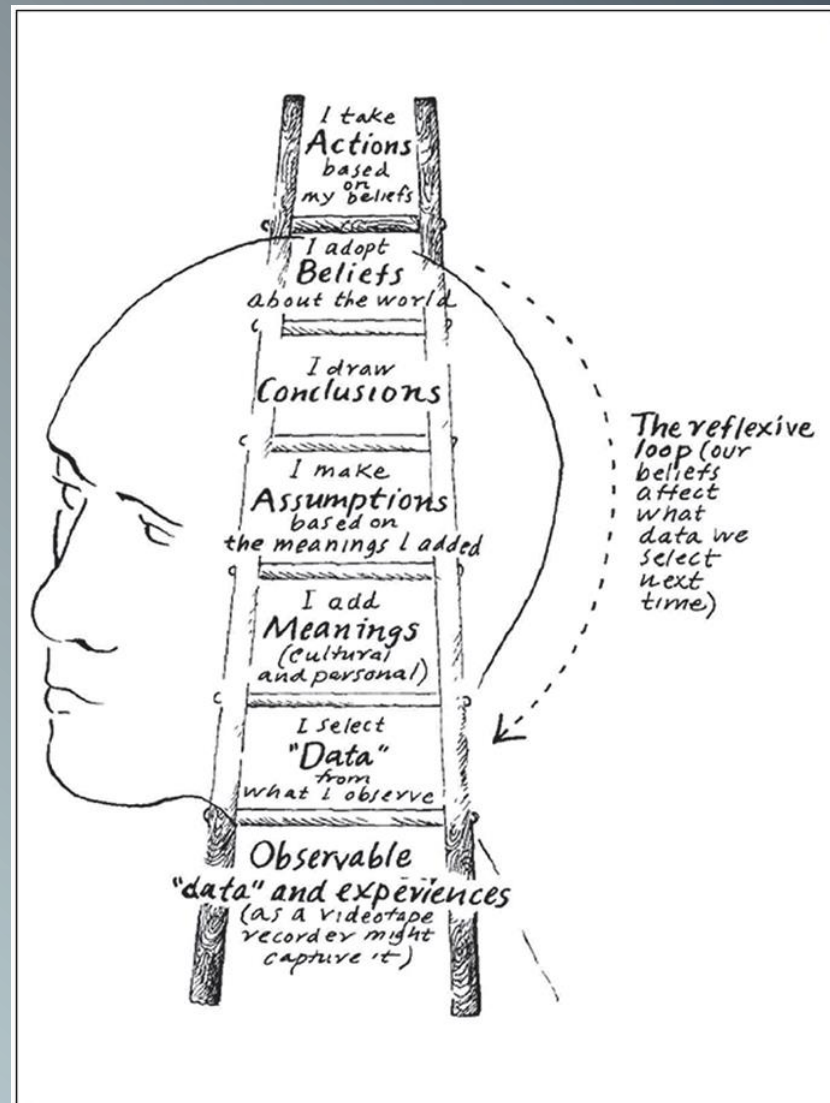
-E.O. Wilson

WHERE DO BELIEFS COME FROM?

The Ladder of Influence

- Actions
- Beliefs
- Conclusions
- Assumptions
- Added Meaning
- Selected data
- Observable data and experiences

Chris Argyris (1990),
Senge, P. (1994)



A FEW MORE QUOTES ABOUT BELIEFS...

- Remember, we see the world **not as it is but as we are**. Most of us see through the eyes or our fears and our limiting beliefs and our false assumptions.

-Robin S. Sharma

- We tend to **accept information that confirms** our prior beliefs and **ignore or discredit information that does not**. This confirmation bias settles over our eyes like distorting spectacles for everything we look at.

-Kyle Hill

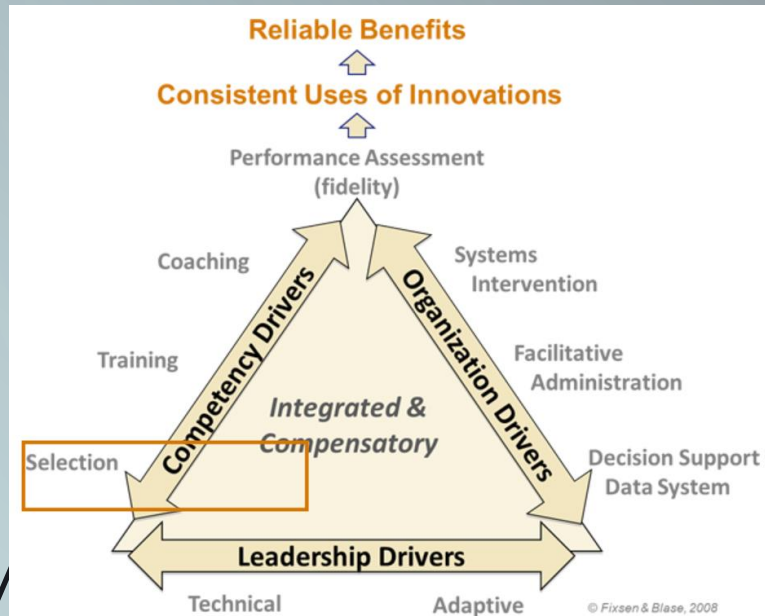
Is this why “presuming competence” is such a hard concept to get people to buy into? When we change it to “presuming potential” does that make it easier for us to fit into our belief system?

IMPLEMENTATION DRIVERS: BUILDING COMPETENCY THROUGH SELECTION

• What does the NJC say about selection?

- Teams must included:
 - At least one individual with expertise in language understanding and use, communication disorders, and AAC strategies.
- May require an interdisciplinary team:
 - An occupational therapist,
 - a physical therapist when issues of positioning, seating, and/or motor skills affect an individual's ability to communicate effectively ([Angelo, 1997](#)).

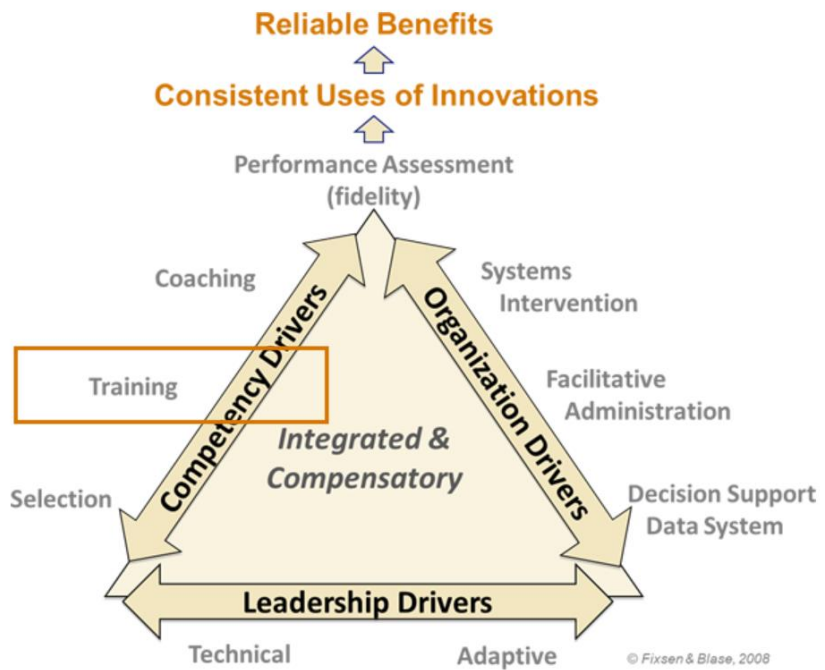
- The specific nature of the individual's physical, sensory, cognitive, and communication needs will determine which other professionals need to be involved in the planning process.
- Involvement does not ensure collaboration
- The provision of communication services and supports is likely to be compromised if input from any single professional is not adequately synthesized and coordinated with input from the individual, the family, and other professionals ([Giangreco, Dennis, Edelman, & Cloninger, 1994](#); [Giangreco, Edelman, & Dennis, 1991](#); [McCarthy et al., 1998](#); [National Joint Committee for the Communication Needs of Persons With Severe Disabilities, 1992](#)).



Staff selection:

- selection of practitioners,
- selection of organization staff (trainers, coaches, evaluators, administrators), and
- selection of staff for Implementation Teams

IMPLEMENTATION DRIVERS: BUILDING COMPETENCY THROUGH TRAINING



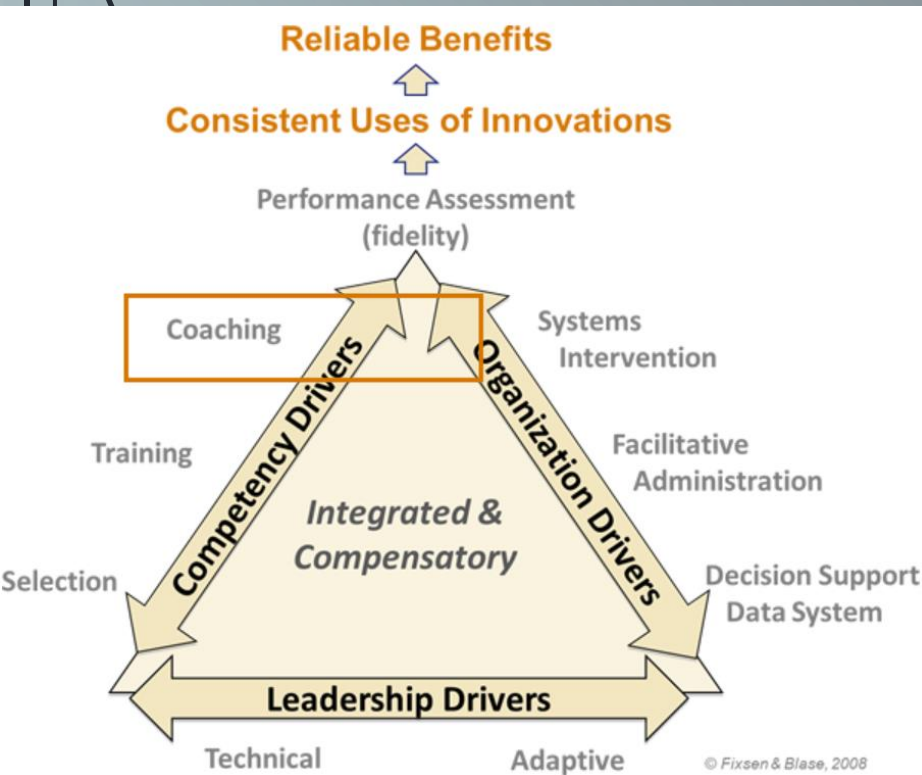
Training:

- Traditionally presented by the “sit and get” method
- The technical or “how-to” information
- Most skills can be taught, but to be used with fidelity the skills need to be applied on the job with help and feedback from a coach.

• What does the NJC say about training?

- Surveys tell us that even experienced professions do not feel qualified to support individuals with severe disabilities ([ASHA, 2000](#); [King, 1998](#); [Ogletree, Sportsman, VanGiesen, & Siegel, 2000](#); [Simpson, Beukelman, & Bird, 1998](#)).
- IDEA and ASHA mandate providers have adequate training to provide services and supports (e.g., [AAMR, 2001](#); [AOTA, 2000](#); [APTA, 1981, 2001](#); [ASHA, 2001](#); [CEC, 1997](#); [TASH, 1999](#)).
- Professionals can only serve persons with severe disabilities if they have knowledge and skills specific to this population ([McCarthy et al., 1998](#)).
- Having a license doesn’t equal expertise. It is the responsibility of the professionals on the team to have the knowledge and skills necessary to serve this population. To provide services without expertise would violate professional codes of ethical conduct.
- If sufficient numbers of qualified personnel are unavailable, the agency has an obligation to secure appropriate training for existing staff or to secure additional staff with the needed expertise ([Timothy W. vs. Rochester, NH School District, 1989](#)).
- The mere lack of trained personnel cannot be used as a reason to deny access to communication services and supports

IMPLEMENTATION DRIVERS: BUILDING COMPETENCY THROUGH COACHING



Coaching is an essential component of an effective professional development program. **Coaching** can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. (Aguilar, 2013, p. 8)

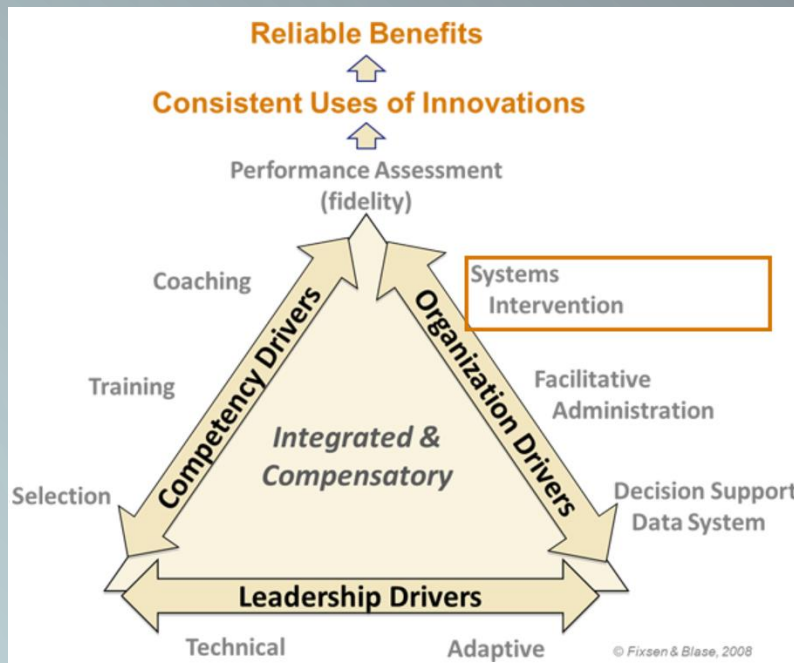
TRANSFORMATIONAL COACHING – WHAT I’M LEARNING...

- There’s a lot of different models, it’s kind of like a robust AAC apps. They’re mostly all good, and have a lot of the same ideas. Pick one, learn it, and practice it so that you get more comfortable implementing it.
- What I’ve been reading...
 - The Art of Coaching: Effective Strategies for School Transformation by Elena Aguilar
 - Educational Coaching: A Partnership for Problem Solving by Cathy A. Toll
- Look for state resources-I’m doing an online book study right now through the [Department of Public Instruction](#)
- Regional trainings on coaching in Wisconsin through the [RTI Center](#).
- Made this my personal practice goal and I’m a part of a professional learning community in my district



<https://youtu.be/jLIM1vNscs>

IMPLEMENTATION DRIVERS: ORGANIZATIONAL DRIVERS



- Systems thinking
- Administrative supports or barriers
- The data to support decisions

What are some potential organizational barriers you may encounter when implementing AAC?

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IMPLEMENTATION STAGES

EXPLORATION

- District-wide and at Sullivan Elementary
 - Year 1:
 - Expert model: provided in-service training to all of SLPs at monthly meetings about best practices in AAC-planted the seed about Core Vocabulary
 - We got more referrals for consultations for specific students
 - Two referrals from Sullivan for SGDs – started both bilingual students out on P2G with a 7 x 11 grid size → moved from PECS books.
 - Students in ID rooms used low-tech PECS books, BIGMacks, GoTalks, and the teacher used her personal iPad mini with an SGD app for circle-time activities to provide voice output.

EXPLORATION & INSTALLATION

- District-wide and at Sullivan Elementary
 - Year 2:
 - Myself and a group of SLPs developed a collaborative learning team (CLT) around core vocabulary
 - Our AT referrals were sky rocketing and we implemented a wait-list 1/2 way through the year.
 - SLP at Sullivan continued to share more about core vocabulary with ID teachers. SLP had already been implementing some low-tech core with the students after hearing more about core year one.
 - SLP wanted me to come in to present more information to the two teachers she worked with. The team, 2 SLPs and 2 ID teachers, decided to move forward with core vocabulary.
 - Got large core boards for their rooms
 - Developed smaller low-tech boards
 - File folder boards that added some fringe
 - The team found the Cool Tools boards and developed their own version-liked having access to some fringe words

INITIAL IMPLEMENTATION

- First time the EBP is being used
- This is the most fragile Stage
- Awkwardness associated with trying new things
- Difficulties associated with changing old ways of work are strong motivations for giving up and going back to comfortable routines (business as usual)
- Establishing and sustaining changes to the point of integration into daily work is not likely unless there is **external support for change at the practice level** (support from coaches; Joyce & Showers, 2002), **organization level** (support from Implementation Teams; Aladjem & Borman, 2006; Nord & Tucker, 1987), and system level (support from Implementation Teams; Schofield, 2004).

Comparison of Intervention Effect With and Without an Implementation Team

		IMPLEMENTATION	
		Impl. Team	NO Impl. Team
INTERVENTION	Effective	80%, 3 Yrs	14%, 17 Yrs
		Effective use of Implementation Science & Practice	Letting it Happen Helping it Happen

Fixsen, Blase,
Timbers, & Wolf, 2001

Balas & Boren, 2000

Substantial Return on Investment

CAMPING – YEAR 2 AT SULLIVAN INITIAL IMPLEMENTATION

CAMPING – YEAR 2 AT SULLIVAN INITIAL IMPLEMENTATION

HOW DOES YOUR S'MORE TASTE?

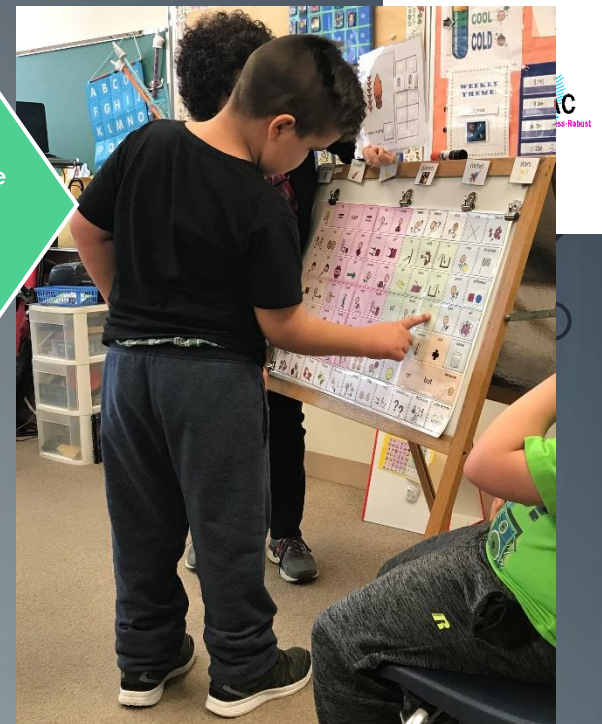
FULL IMPLEMENTATION

- Embedded myself in their team
- District-wide and at Sullivan Elementary
 - Year 3:
 - Joined Sullivan's Collaborative Learning Team (CLT).
 - The CLT meets weekly (I join biweekly). They use this time to plan out their core words of the week.
 - Pick out 2-4 core words and 5-6 fringe vocabulary that relates to their theme or Unique Learning Systems monthly lessons.
 - We developed a “pre test” and “post test” assessment to monitor progress.



Mini Core boards
at the table for
small groups or
individual work

Core Posters in the
classroom for
group instruction



File folder "cool tools"
communication systems &
mini versions to take to
classes



Word wall with core
vocabulary and fringe
vocabulary from the "word
of the week"



FULL IMPLEMENTATION

DATA & FIDELITY CHECKS

- Developed a Rubric/protocol for pre and post testing

Target Skill	1	2	3	4
Use Core Vocabulary Board to increase expressive communication	Identify targeted core word from an array of 3	Find targeted core word on the core board independently	Use the targeted word to fill in the blank to make a complete sentence	Use targeted word with core board during a structured, functional activity (i.e., Where are you going? - I am going home) - generalizing the skill

- Teach two new core words and 4-6 fringe/theme vocabulary every two weeks.
- Necessary when implementing EBP

DATA & FIDELITY CHECKS

- Teach two new core words and 4-6 fringe/theme vocabulary every two weeks.

Pre Test

Post Test

	Baseline - identify from group of 3 (+/-)		Baseline - identify on core board (+/-)		Baseline - Use in a sent - fill in the blank - group of 3 (+/-)			
	Core words:		Core words:		Core words:			
	make	give	make	give	make	give		
	+	+	-	-	-	-	2/6	
	+	-	-	-	+	+	3/6	
	+	+	-	+	+	+	5/6	
	-	+	+	-	-	-	2/6	
	-	-	+	+	+	+	4/6	
	+	+	-	-	-	-	2/6	
	+	+	+	+	+	+	6/6	
	+	+	-	-	+	-	3/6	
	ART							
								improved
								stayed the same
3/18								declined
	Baseline - identify from group of 3 (+/-)		Baseline - identify on core board (+/-)		Baseline - Use in a sent - fill in the blank - group of 3 (+/-)			
	Core words:		Core words:		Core words:			
	make	give	make	give	make	give		
	+	-	+	-	+	-	3/6	
	-	+	-	-	+	-	2/6	
	+	+	+	+	+	+	6/6	
	-	+	+	-	-	+	3/6	
	ABSENT							
	+	+	+	-	-	+	4/6	
	+	+	+	+	+	+	6/6	
	+	+	+	-	-	+	4/6	
	+	+	+	-	-	-	3/6	
	-	-	+	+	-	+	3/6	
				* Most of the students pointed to 'take' instead of 'give'				

DATA & FIDELITY CHECKS



- Did reviews each semester
- Reassessed learning of all targeted words → Not all 25 had been introduced mid year.
- Team even looked at sequencing 3 word utterances and use of core in functional routines.

Date	Total Number of Words correctly identified on the core board	Total Number of Words correctly named when shown the picture	Baseline ID on coreboard to 1/29	Able to sequence 3 pictures in a simple sentence 1/2019	Able to use in a functional activity 2/2019
1/29/19	9/25	7/25	1 to 9 words	Not without model	
2/5/19	1/25	0/25	0 to 1 word	No	HOH
2/5/19	8/25	7/25	6 to 8 words	Yes - some prompts	Yes
1/29/19	6/25	0/25	4 to 6 words	Yes - limited to "I want ____"	Yes
1/29/19	5/25	0/25	4 to 5 words	No	No
1/29/19	15/25	15/25	9 to 15 words	Yes with verbal prompts	Yes
1/29/19	18/25	16/25			
1/29/19	12/25	15/25	8 to 12 words	Yes with verbal prompts	Yes
1/24/19	13/25	18/25	11 to 13 words	No	Yes

COACHING-CHANGE CAN HAPPEN!

	Understanding (Explain main concepts)	Skill Attainment (Can demonstrate)	Application/ Problem Solving (Uses the skill effectively)
Presentation of Theory + Lecture, cooperative learning	85%	15%	5%-10%
Modeling + Modeling, video, simulation	85%	18%	5%-10%
Practice & Feedback + Practice during learning session	85%	80%	10%-15%
Coaching Where work occurs	90%	90%	80%-90%

<https://www.wisconsinrticenter.org/coaches.html>

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SPEAKER INFORMATION

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