

**ATiA 2019**

## Model as a MASTER PAL: Supporting Exemplar Communication Partners!

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## A Brainstorm...that Grew Wings!

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## Learning Objectives

- Participants will identify 5 or more interaction behaviors that foster effective and meaningful implementation of AAC.
- Participants will identify 2 barriers to effective AAC implementation related to training and supporting communication partners.
- Participants will describe 2 factors that improve the effectiveness of communication partner training.

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## Meeting the Needs of Communication Partners

Communication Partners require instruction that is:

- Explicit
- Relevant
- On-going
- Responsive to the beliefs and behaviors of the communication partner
- Reflective of the context in which AAC is implemented

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## Speaker Disclosures

**Tabi Jones-Wohleber** has no Financial or Non-Financial Relationships to disclose.

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## Mindsets and Belief Systems

...they CAN'T be mandated!!!

**BUT...they CAN be shaped!**

- Disspell Myths→ Provide Information
- Personal Experiences
- Relatable Experiences and Examples
- Videos & Success Stories
- Support of Colleagues
- A sense of community when tackling the hard things
- A safe place to ask questions and discuss needs.

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## Model as a MASTER PAL

Supporting Exemplar Communication Partners:

**MODEL** as a ...

- M otivate
- A ccept multiple modalities
- S tate more than questions
- T ime (wait time, and time for growth)
- E ngage naturally
- R esponse not required




- P resume competence
- A ppropriate prompting
- L et the child lead

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## Resources for ALL!!

ALL "Model as a MASTER PAL" resources are available at:  
[bit.ly/ModelasaMASTERPALtrainingmodule](http://bit.ly/ModelasaMASTERPALtrainingmodule)



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## Model as a MASTER PAL

**MASTER:**

(noun) a skilled practitioner of a particular art or activity.

(verb) acquire, complete knowledge or skill in

*synonyms:* expert, adept, genius, maestro, virtuoso, professional, champion, learn, become proficient in, know inside out



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*Facilitator Guidelines:*

- Warm-up Discussion
- Slide-by-slide talking points / rationale / explanation
- Links to Supplemental Handouts
- Video Links
- Interactive Activities
- Extension Resources



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## Model as a MASTER PAL

**PAL:**

(noun) a friend

*synonyms:* buddy, comrade, companion




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## Resources for ALL!!

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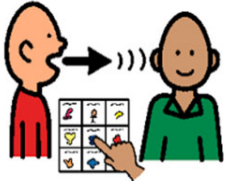
*Bonus Content:*



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# MODEL!



...ALL THE TIME!! WE AREN'T WAITING FOR STUDENTS TO "PROVE" ANYTHING.

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## MODEL

...all the time!! We aren't waiting for those who use AAC to "prove" anything.

Compliance is NOT communication.

The role of the communication partner is to:

- show him how to talk with HIS tool, AND
- provide opportunities for him to do so.

*It is NOT beneficial to "MAKE" a student talk.*

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## MODEL

...all the time!! We aren't waiting for those who use AAC to "prove" anything.

Language is messy!

Modeling teaches a child how to...

- Combine words to create and change meaning
- Fix mistakes
- Think "aloud" how to find words
- Use function tools such as "clear", "back" or "home" buttons

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# MOTIVATE!



...WITH AUTHENTIC AND ENTHUSIASTIC INTERACTIONS.

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## MODEL

...all the time!! We aren't waiting for those who use AAC to "prove" anything.

Language is POWERFUL!

Modeling teaches a child how to...

- Control and influence his environment
- Express individuality
- Demonstrate understanding
- Build and sustain interpersonal relationships

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## MOTIVATE

...with authentic and enthusiastic interactions

Motivation is the KEY to engagement across life's activities:

- Communication
- Learning
- Motor Access
- Attention
- Organization of time, space, tasks and responsibilities
- Seeking of opportunities and experiences

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**MOTIVATE**  
...with authentic and enthusiastic interactions

Lack of motivation results in reduced quality experiences:

- Less learning
- Dis-interest in communicating...use of communication devices becomes a compliance task
- Increased negative behaviors
- Learned helplessness...dependent upon others to do for him.

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**ACCEPT MULTIPLE MODALITIES**  
...Communicative attempts must be honored and validated for an individual to gain an understanding that communication is POWER!!

Unaided Communication:

- Eye-Gaze (in response to the environment)
- Gestures
- Sign Language
- Vocalizations and Verbal Approximations
- Familiar Affirmation/Rejection (aka Yes/No) Response
- Facial Expressions and Body Language

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**MOTIVATE**  
...with authentic and enthusiastic interactions

Communication is about engagement, in all its many forms:  
Be a partner who engages meaningfully,  
*and you will Motivate!!!*

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**ACCEPT MULTIPLE MODALITIES**  
...Communicative attempts must be honored and validated for an individual to gain an understanding that communication is POWER!!

Aided Communication:

- Picture Symbols
- Partner-Assisted Scanning
- Switch Access
- Mobile Devices: Communication Apps
- Communication Books: (PODD, Flip N Talk, Custom)
- Low-Tech Communication Boards
- High-tech Dedicated Devices
- 2-Step Scanning
- High Tech Eye-Gaze
- Lite Tech devices: SBS, TechTalk, Big Macs

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**ACCEPT MULTIPLE MODALITIES!**

...COMMUNICATIVE ATTEMPTS MUST BE HONORED AND VALIDATED FOR INDIVIDUALS TO GAIN AN UNDERSTANDING THAT COMMUNICATION IS POWER!!

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**ACCEPT MULTIPLE MODALITIES**  
...Communicative attempts must be honored and validated for an individual to gain an understanding that communication is POWER!!

Regardless of the child's modality (aided / unaided / verbal / non-verbal), communication partners can / should still model.

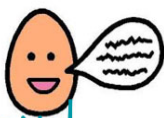
Seize the opportunity to:

- repeat the child's response with a tone appropriate to the interaction (affirmation, question)
- reframe the child's response to shift the interaction
- extend utterances with more complete phrases, more information, or improved sentence structure
- give natural response or comment using communication tool

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# STATEMENTS... MORE THAN QUESTIONS!



TAKE OFF THE PRESSURE & CREATE RECIPROCAL, BALANCED INTERACTIONS.


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## STATEMENTS MORE THAN QUESTIONS

...take off the pressure and create reciprocal interactions



Think of typical language development. Adult interactions with young children are characterized by:

- Some questions
- Many comments (statements)
- Repeating or restating the child's utterances (often statements)
- Extending the child's utterance (statements)


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## STATEMENTS MORE THAN QUESTIONS

...take off the pressure and create reciprocal interactions



When questioned, a student is always "on":


- It can be exhausting and overwhelming, and cause a lot of unnecessary pressure to be constantly questioned.
- Constant expectation of response interferes with processing / comprehension.

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# TIME!



...IS WHAT IT TAKES TO LEARN LANGUAGE.  
THIS INCLUDES WAIT-TIME/ THINK-TIME, AND TIME FOR LANGUAGE TO DEVELOP.


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## STATEMENTS MORE THAN QUESTIONS

...take off the pressure and create reciprocal interactions



Questioning limits the quality of interactions:

- Questioning allows the individual to demonstrate ONLY the communicative intent of responding.
- Responding is only motivating if the context is sufficiently motivating.


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## TIME

...is what it takes to learn language.  
This includes language development and wait time/ think time



Language Development occurs over time:

- Language Development occurs over the course of several years; ages 0-5 explode with language development.
- Language is not "An Activity". It is embedded in every interaction. It is not a "time" in the schedule.

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**TIME**  
 ...is what it takes to learn language.  
 This includes language development and wait time/ think time

Developmental Language Behaviors in typically developing children also occur when a child is learning to use AAC:

- Babbling
- Self-Talk
- Repetitious utterances



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**ENGAGE NATURALLY**  
 ...to foster growth and communicate respect

Communication is reciprocal:

- Speak YOUR words while using the child's device.
- \*Speaking the child's words with the device elicits imitation, not communication.
- To encourage the child's to use language gestural cues or verbal encouragement may be needed to elicit a response.


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**TIME**  
 ...is what it takes to learn language.  
 This includes language development and wait time/ think time

Wait Time as "Think-Time" may be required to support:

- Processing
- Vision
- Motor Planning
- All of the Above



As you wait, observe behaviors.  
 Any change in behavior indicates processing=brain is thinking.

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**ENGAGE NATURALLY**  
 ...to foster growth and communicate respect

Build a positive and respectful relationship!

Let the student feel the "I believe in you and want to hear what you have to say."




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**ENGAGE NATURALLY!**



...TO FOSTER GROWTH & COMMUNICATE RESPECT!



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**RESPONSE NOT REQUIRED!**



...PAUSES WITHOUT PRESSURE FACILITATE COMPREHENSION.




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**RESPONSE NOT REQUIRED**  
 ...pauses without pressure facilitate comprehension

At the end of an important phone call, or meeting:

*"I'm going to need to think about that and get back to you."*




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**PRESUME POTENTIAL**  
 ...to do no harm. We can't know what our kids know if they can't tell us.

"There is nothing in a caterpillar that tells you it's going to be a butterfly."

-Buckminster Fuller




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**RESPONSE NOT REQUIRED**  
 ...pauses without pressure facilitate comprehension

**Pro-Tip:**  
 Don't back yourself into a conversational corner....

- Ask open ended questions
- Use expectant pauses and expectant looks
- Observe and describe body language, situational factors, etc, to give an out.




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**PRESUME POTENTIAL**  
 ...to do no harm. We can't know what our kids know if they can't tell us.

Provide inclusive and accessible opportunities:


- Assume each child will learn, communicate and contribute to the classroom community.
- Use "ability-positive" language (he will, she likes, they can)
- Respect the child: use language and interaction behaviors that foster engagement rather than compliance.



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**PRESUME COMPETENCE!**



...TO DO NO HARM. WE CAN'T KNOW WHAT OUR KIDS KNOW, WHEN THEIR COMMUNICATION SKILLS ARE LIMITED.

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**APPROPRIATE PROMPTING!**




...TO SCAFFOLD SUCCESS.

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## APPROPRIATE PROMPTING

...to scaffold success.



Using a Prompting Hierarchy:

- Most-to-least for a **new** skill, device, vocabulary or content.
- Least-to-most for an **emerging** skill that is inconsistent.

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## LET THE CHILD LEAD!



...WHEN THE MOTIVATION TO COMMUNICATION IS INTRINSIC, ENGAGEMENT WILL HAPPEN.


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## APPROPRIATE PROMPTING

...to scaffold success.



Prompt Hierarchy:



What it is NOT:

- A prompting hierarchy is not meant to be used in a way that produces prompt dependency in students.
- Prompts are also not used to fill in quiet space while a student is processing/responding.


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## LET THE CHILD LEAD

...when the motivation to communicate is intrinsic, engagement will happen



Learning emerges from social / emotional experiences...

...therefore, we must meet a child in this space, and respond to the child's expression of interest, or bids for engagement to:

- Build relationships
- Foster communication
- Support learning


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## APPROPRIATE PROMPTING

...to scaffold success.



Hand Under Hand (HUH), an alternative to Hand Over Hand (HOH): [Video Definition: http://library.tsbvi.edu/Play/53](http://library.tsbvi.edu/Play/53)

- It feels **more respectful**. No one likes to be forced to do anything.
- It **isn't so pushy**. It may feel quite intrusive to the learner to be physically made to do something.
- It **gives control to the learner**. Usually when we use this, we are inviting the learner to participate.
- It **encourages active participation**. This is great for motor learning and decreases passivity
- It **can be reassuring for learners**. Some of our learners are reluctant to touch certain things. Sometimes, this makes our learners more willing to participate.

From: <http://practicalaac.org/practical/from-hoh-to-huh-physically-supporting-aac-learners/>

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## LET THE CHILD LEAD

...when the motivation to communicate is intrinsic, engagement will happen



Engagement releases dopamine →



Good feelings emerge →

more experiences for dopamine release are sought →

Repetition of these positive experiences provides opportunities for learning, skill development, and relationship building.

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## Lessons Learned

1. Modules can be shared in any order.
2. It is meant to be shared OVER TIME as a form of ongoing support.
3. Resist the urge to skip the warm-up discussions...they set the stage and invite participation.
4. Make it your own.
5. Allow time for discussion.



Lessons learned

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## Thank You for Attending AAC-49!

**Session Evaluation**

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**CEUs**

- Search session availability in the mobile app. [Find out about application information and deadlines here](http://www.atia.org/ceus) (www.atia.org/ceus) or at the Information Desk.
- ASHA and ACVREP forms must be submitted before departing the conference. AOTA and IACET forms may be submitted online.

**Handouts**

- Handouts shared by the speakers are available for 3 months after the conference ends. [Find handouts here](http://www.atia.org/orlando2019handouts) (www.atia.org/orlando2019handouts).

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## More Resources:

Talking with Tech podcast (w/ Chris Bugaj):  
<https://itunes.apple.com/us/podcast/talking-with-tech/id1300126888?mt=2&ign-mpt=uo%3D8>

Assistive Technology Updated podcast (w/ Josh Anderson):  
<https://www.eastersealtech.com/2018/12/21/atu395-model-as-a-master-pal-with-tabi-jones-wohleber/>

PrAACticalAAC (12 Weeks of Model as a MASTER PAL):  
<https://practicalaac.org/practical/master-pal-aac-training-series-lessons-learned/>  
 (this last module has links to the previous modules on each topic)

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## Thank You for your Time!!

[bit.ly/ModelasMASTERPALtrainingmodule](http://bit.ly/ModelasMASTERPALtrainingmodule)




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## Questions?????



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