

Build Capacity in AAC Implementation Across Environments by Shifting Mindsets

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Hello!



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Outline/Learner Outcomes

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❖ Mindset	Describe 3 aspects of capacity building
❖ Capacity Building	List 3 ways to build capacity
❖ Expert/Collaborative	Identify 3 benefits of a collaborative model
❖ Dynamic Professional Learning	

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Mindset Matters

Change your mind - Change your Perspective

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Mindset:

- The established set of attitudes held by someone.
- A collection of beliefs that shape your thought habits

“A mindset is strengthened and forged by thoughts and information which you believe to be true.”

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“Our **beliefs** become our **thoughts**,
 Our **thoughts** become our **feelings**,
 Our **feelings** become our **actions**,
 Our **actions** are what others **see**.”

- Marlene Cummings

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“Failure is an opportunity to grow”

GROWTH MINDSET

“I can learn to do anything I want”

“Challenges help me to grow”

“My effort and attitude determine my abilities”

“Feedback is constructive”

“I am inspired by the success of others”

“I like to try new things”

“Failure is the limit of my abilities”

FIXED MINDSET

“I’m either good at it or I’m not”

“My abilities are unchanging”

“I don’t like to be challenged”

“I can either do it, or I can’t”

“My potential is predetermined”

“When I’m frustrated, I give up”

“Feedback and criticism are personal”

“I stick to what I know”

Mindset by Carol Dweck, PhD

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Embracing a Collaborative Model
 Only Influencers Here - No experts


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Expert Status

Person dependent vs system dependent

- 10,000 hours
- Risk of gatekeeping
- Logistical strain



10,000 Hours: You Become What You Practice (Lane, 2012)
Outliers: The Story of Success (Gladwell, 2011)

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It is not all or nothing.

We **do** want knowledgeable people on our team.
People can have **expertise** in different areas.
The focus is on **collaboration**.

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Communication Happens Everywhere




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Your Sphere of Influence

Things to Consider



- What do I know?
- Who can I influence?
- What do I need to learn?
- How can I make the biggest impact?

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Partnership - Let's do this together

- Leverage everyone's skills – let the village be the village (Who is everyone? Teachers, communication partners, peers)
- Look for similarities in student needs, the power of universal strategies/supports and the impact of group instruction
- Determine student specific needs and solutions through a capacity building lens

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Strength-Based Collaboration

Ask yourself or your team:

- Are there aspects of the work only you can do?
- What can you share?
- What can you support others in doing?

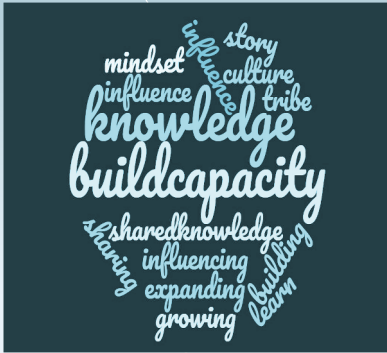
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<input type="checkbox"/> Goals	<input type="checkbox"/> Instructional Strategies
<input type="checkbox"/> Progress monitoring	<input type="checkbox"/> Device updating and maintenance
<input type="checkbox"/> Lesson planning	<input type="checkbox"/> Page set updating and modification

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Become an Influencer Instead of an Expert

- Build capacity
- Share their story
- Change mindsets
- Expand shared knowledge
- Deepen implementation
- Create a communicative environment
- Shift a culture



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Building Capacity
Creating Sustainable Impact

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Capacity Building = Collaborative & Multi- Tiered

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Key Features of Building Capacity

“Why should my school or program consider to move away from relying on an expert model?”

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The Process

“Capacity Building is a **process** for *developing & strengthening* the:
skills, instincts, abilities,
processes and resources
 that organizations need to survive, adapt
 & thrive in the fast-changing world”

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The Key

The **key** to a capacity building approach:

- Develop a *common* (shared) knowledge
- Focus on a *few goals*
- **Sustain** an intense effort over *multiple years*



Coherence: The Right Drivers in Action for Schools, Districts and Systems
 (Fullan and Quinn, 2016)

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The People

As this approach is **embraced** by the “**people**” you will see:

- ❖ Deeper learner (*Implementation Science*)
- ❖ Reflection
- ❖ Problem solving across the organization

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The Impact

The **impact** of capacity building on an organization:

- ❖ Develops a *culture*
- ❖ *Accelerates* the speed of *change*
- ❖ Fosters *sustainability*
- ❖ *Reinforces* the *strategy/skill implementation*

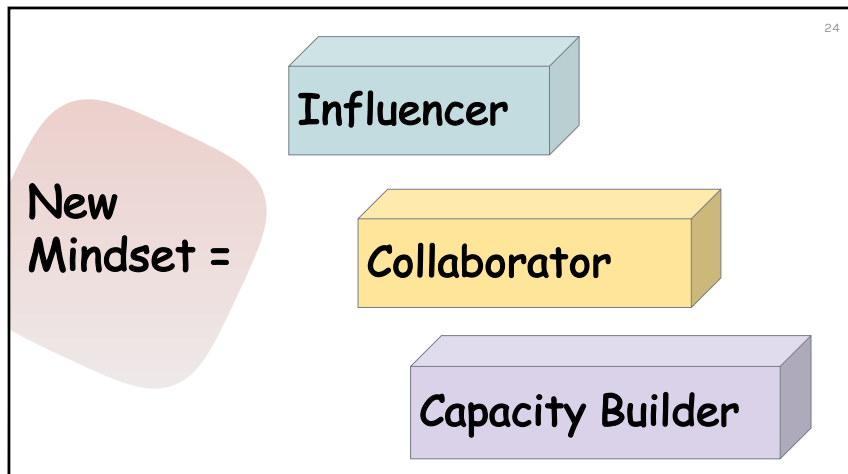
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The Learners

Teacher **training** is accomplished through:

- ❖ *Understanding* the theory & research underlying the skill
- ❖ The opportunity to *observe* multiple demonstrations,
- ❖ *Practice* and *feedback* either under simulated conditions or in the classroom.

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To Do:

- Embrace a **collaborative** model recognizing the **skills** of the classroom team
- Strategically insert the expertise of the “expert - clarify what **can** be done by others and **when, why** and for **what** we need the “expert”
- Connect the dots between AAC and language for SLP’s
- Shift the focus of implementation to the **classroom**
- Fill in the serious “**AAC shared knowledge**” gap for teams
- Consider **classroom based** strategies & AAC systems to support receptive/expressive language during explicit instruction
- Determine and apply specific student supports with **long term** solutions in mind

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Dynamic Professional Learning
A training model shift to consider

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A Framework for Success in AAC: Building Competent Communicators²⁷

Developed by Oakland Schools AAC Team - Oakland County, Michigan

Eight years ago - Let’s Start

- Expert model to secure AAC systems & supports
- Lack of “shared knowledge”
- Language not on radar for AAC
- Little to no access to symbolic language prior to AAC referral

Step one:

- Set overarching vision/outcome: **competent communicators**

Step two:

- Build capacity - create a framework based on a tiered collaborative model of support

Step three:

- Address the barriers

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A Framework for Success in AAC: Building Competent Communicators²⁸

Developed by Oakland Schools AAC Team - Oakland County, Michigan

Outcome:

Provide AAC systems and implementation supports for users of AAC to become Competent Communicators - built on a 5 year plan

Communicate a variety of communicative functions while novelly generating language

Communication Bill of Rights as a target document

Create a capacity building model by empowering teams to influence those in their sphere of influence

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Creating Competent Communicators Across the County 29

Phase 1 Design, development and delivery of a foundational learning “toolkit” to establish shared knowledge of foundational content and strategically chosen implementation strategies in AAC and language.

Phase 2 Development and systematic provision of a set of universal AAC supports to visibly represent language in order to support typical language development and language intervention while creating a culture of “communicative expectation” in classroom environments.

Phase 3 Onsite learning through a job embedded professional learning model. Learning over time with your classroom/district-based team, supported by onsite coaching and mentoring, with access to on-demand resources and collaborative opportunities with the broader AAC learning community.

Phase 4 Expansion through a collaborative partnership with the individuals/teams/systems you influence to build capacity at various levels. See chart below for examples that will be shared.

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Model of Service Delivery and Implementation 30

Foundational Series

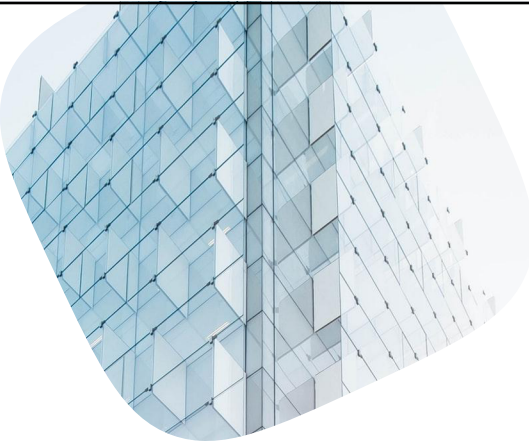
Job Embedded Professional Learning Phase 1

Job Embedded Professional Learning Phase 2

Develop Shared Knowledge	Implementation Support	Building Capacity
<ul style="list-style-type: none"> - Six 2-hour sessions over year - Implementation topics: Mindset, Core Vocabulary, Aided Language Input, Universal Core & Beyond, Vocabulary, AAC in the Classroom - PL series model: content delivery, interactive workbook, continual learning action plan - Virtual training, onsite option for customized trainings 	<ul style="list-style-type: none"> - Onsite team-training - Team sets own goals from implementation topics - Mentoring & coaching in classroom - Designed for collaborative, active learning over time - Multiple sessions throughout the school year 	<ul style="list-style-type: none"> - Determine sphere of influence - Explore current status - Determine focus of influence people and environment - Design LEA projects & initiatives

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IMPACT



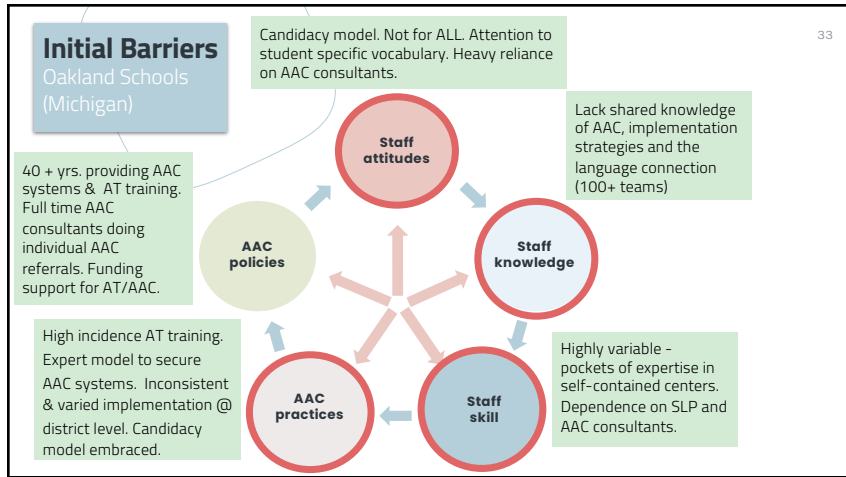
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Marlene

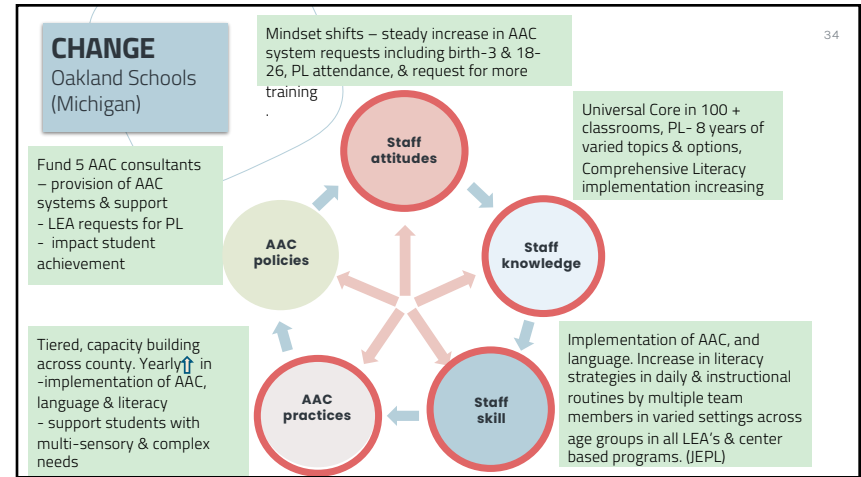
Suburban County
 Large Intermediate School District
 28 School Districts (181,031 students - 20,603 with IEP's)
 4 full time AAC consultants
 1200 + students w/AAC systems
 SLP-AAC-Early Childhood (35+ years); AAC Consultant (10 years)
 Students aged birth-26 years



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The Influencers


- Build capacity
- Share our story
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Impact on the Students

- Increased opportunities
- Greater consistency
- Quicker access to tools, strategies, and supportive learning environments

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Impact on the Staff

- Multiple opportunities to observe strategies and skills applied
- Practice and feedback from peers and in multiple conditions
- Understanding the theory underlying the skill

Joyce, B.R., & Showers, B. (1981). Transfer of training: The contribution of "coaching." *The Journal of Education*, 163(2), 163-172.

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Impact on the Organization

- Develops culture
- Accelerates the pace of change
- Fosters sustainability
- Reinforces implementation of skills/strategies from within

Coherence: The Right Drivers in Action for Schools, Districts and Systems (Fullan and Quinn, 2016)

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Impact

Instructional staff, support staff, and families can develop shared knowledge and skills to implement strategies that support AAC and language daily

Team members become **influencers** & continue to **impact** other students, families, staff, and programs

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Thank you, ableU

Questions? Email me -
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