ECT: Environmental Communication Teaching

Part 1 of 2:
Strategies for Implementation
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AAC in the Classroom

➢ Are there students in your classroom that have complex communication needs?

➢ Do students have communication systems (including tablets with apps) that go unused?

➢ Are devices assessed for & purchased without implementation plans?

➢ When you offer suggestions for use, are they met with doubts?
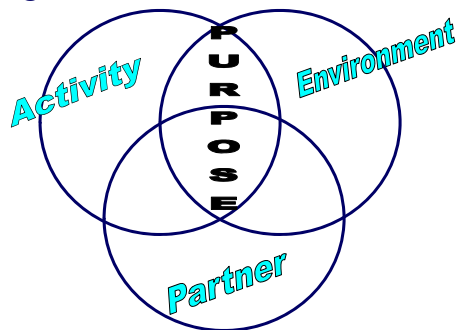
Teaching
Communication
Skills

POLL:
How Many of You are...

1. Administrator
2. Assistive Technology Specialist
3. Consumer of A.T.
4. Family Member / Care Giver
5. Occupational Therapist
6. Physical Therapist
7. Sales Representative
8. Speech/ Language Pathologist
9. Teacher
10. Other

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ECT Components

➢ Activity-Based Objectives
➢ Environmental Arrangements
➢ Prompt Hierarchy

Activity — PURPOSE — Environment

Partner

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ECT Foundation

➢ **Grant**
  ➢ George Karlan & Irene McEwen, Purdue University
➢ **Timeline**
  ➢ Research years 1988-1992; continues US Nationwide
  ➢ States involved: IN, PA, FL, TX, WI, OH, GA, IL, OK, CA, Canada
➢ **Goals of Grant**
  1. Increase communication in augmented speakers
  2. Impact classroom staff implementation strategies through adult learning strategies

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ECT Steps to Implementation

Step 1 – Activities are the Foundation

Step 2- Prepare for Communication Interaction

Step 3- Arrange the Environment to Promote Communication

Step 4- Communication Partner Strategies in a least to most Prompt Hierarchy

Step 5- Plan with Activity Based Objectives

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Remember...

Theory never becomes reality without practice.

Emma Pre
Emma Post

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Team Composition

Core Team
- Classroom Teacher
- Instructional Assistant
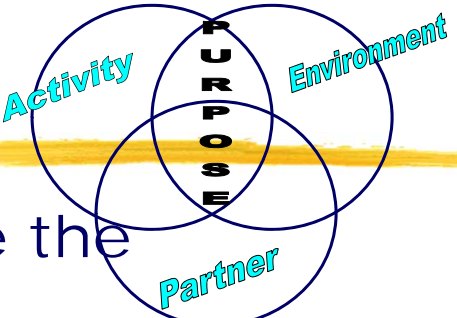- Speech Language Pathologist

Additional Members
- OT's, PT's, Vision, Psychologists
- Parent
- Administrator

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STEP 1

Activity · **PURPOSE** · **Environment** · **Partner**

Activities are the Foundation

The task itself must provide a solid foundation for the communicative interaction that occurs within it.

Activities have a Social Communicative Context

Image from Dynavox Systems

Image from Prentke Romich

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➢ **Dyadic Interaction**
➢ **Joint Action Routines**
➢ **Behavior Regulation**
➢ **Instructional Activities**

Communication Context: Dyadic

➢ **Social Interaction**
  ➢ arriving
  ➢ departing
  ➢ breaks or transitions between classes or work or community activities

picture from www.dynavoxsystems.com

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Communication Context: Joint Action Routines

Angel

➢ **Activities that are common**
  ➢ to home activities
  ➢ to school routines
  ➢ to job activities
  ➢ to community activities
➢ **Scriptable**
➢ **Context Specific Vocabulary**

picture from www.ablenetinc.com

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Communication Context: Behavior Regulation

➤ **What the AAC user says to…**
  ➤ **direct the actions of another**
  ➤ **have basic daily needs met for**
    ➤ **hygiene**
    ➤ **getting around**
    ➤ **physical care**
    ➤ **dressing**

picture from www.prentrom.com

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Devrin

Communication Context: Instructional Language

➤ **Participating by Presenting, Answering & Asking questions…**
  ➤ **in class**
  ➤ **in a meeting**
  ➤ **in an interview**

picture from www.ablenetinc.com

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Bryan

Activity Structuring

Identify:

➢ **Natural Environments**
➢ **Routines within those environments**
➢ **Specific skills required throughout the activity**
➢ **Discrepancies between current and desired performance**
➢ **Existing or new communication requirements**
➢ **Communication messages**

Image from Prentke Romich

Requirements for an Activity

➢ **How is it Initiated?**
 ➢ **What is the transition from the previous activity?**

➢ **How is it Maintained?**
 ➢ **What are the operations that must be carried out?**
 ➢ **What must be said to carry them out?**

➢ **How is it Terminated?**
 ➢ **What actions end the activity?**
 ➢ **Who ends the activity?**

Target Activities with these characteristics

- "Process" rather than "product" oriented
- Represents class of activities (examples: cooking, art, reading, exercise, games)
- More than one "selection" for activity type can be offered at any given time
- Activity occurs 3-4 times each week

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STEP 2

Activity · PURPOSE · Environment · Partner

Build Communication Interaction skills
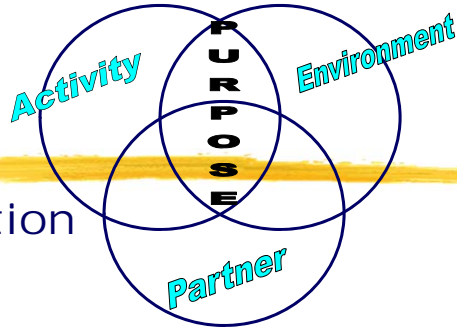
Isn't that what it's all about? If we can't demonstrate our knowledge, what's the use of learning?

Activities can Target...

- ➢ **Vocabulary Expansion**
- ➢ **Language Development**
- ➢ **Multi-modal Communication**
- ➢ **Replacing "Bad Behaviors" with Communicative Behaviors**

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COMMUNICATIVE MODEL

- ➢ **Social Contexts**

- ➢ **Social Regulation Functions**

- ➢ **Communicative Functions**

- ➢ **Communicative Behaviors**

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Skills

Categories of Communicative Function

➢ Requesting an Action, Object, Person, Information

➢ Directing Attention to Self, Object, Person, Action

➢ Rejecting/Refusing

➢ Commenting

➢ Giving Information

➢ Seeking Information

➢ Expressing Feelings

➢ Greeting

➢ Reinforcing

➢ Comply

➢ Answer

➢ Social Niceties

Image from Dynavox Systems

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Communicative Behaviors

➢ Modality

  ➢ Spoken

  ➢ Gestural

  ➢ Manual sign (unaided symbols)

  ➢ Visual-graphic (aided symbols)

  ➢ Multiple modality usage

Image from RJCooper

eat

yum
good

M-M

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STEP 3

Activity · PURPOSE · Environment

Partner

Environmental Arrangements

Use the Natural Environment to Initiate Communication

Environmental Arrangements

- ➤ interesting materials & activities
- ➤ materials in view, out of reach
- ➤ materials with which need assistance
- ➤ novel elements
- ➤ small amounts
- ➤ inadequate portions
- ➤ sabotage of familiar routine

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- ➤ provide choices
- ➤ schedule systems
- ➤ picture-based prompt cues for talking

Consideration in Arranging Displays

- ➢ Position of communication board/display for access as well as interaction with task
- ➢ Communication display as mnemonic device for task performance
- ➢ Adult involved in activity may benefit from having their own display
- ➢ Include critical sequences in activity
- ➢ Sufficient symbols for choice-making throughout the activity
- ➢ Messages that have potential to be generalized and grow

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STEP 4

Don't Forget
Part 2 on
Steps 4, 5 &
Data Collection
Dec 18

You,

the Communication Partner

Communication is a 2-Way Street. We want to practice adult behaviors that elicit (not inhibit) communication

STEP 5

Planning with Activity Based Objectives

Don't Forget Part 2 on Steps 4, 5 & Data Collection Dec 18

Planning the routine & the environment; what's to be done & what's to be said. It's about getting everyone on the "same page".

Data Collection on Specific message

Don't Forget Part 2 on Steps 4, 5 & Data Collection Dec 18

1 = Environmental cue
2 = Open Question
3 = Partial prompt
4 = Full model

Mitchell Calendar

Date

- "Time for Calendar"
- "What is the day?"
- "What is the date"
- "What is the month?"
- "What is the year?"
- "Today is ..."
- Say the days of the week
- Say the months of the year
- Say the seasons
- What is for lunch
- Call on student
- Time for Writing

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11/9/04 Baseline, 11/22/04 Voice, 11/23/04, 11/30/04, 12/2/04, 12/6/04, 12/7/04, 12/9/04, 12/10/04, 1/3/05, 1/6/05, 1/13/05, 1/20/2005 Day 2 HRV, 2/1/05 Day 2 Chat PC, 4/29/05

Setting a Purpose for Communication Interaction

P
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Activity

Environment

Partner
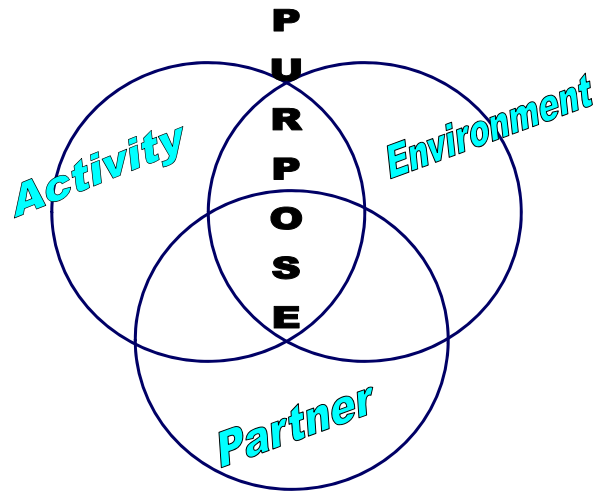
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Quote

" You must learn from the mistakes of others. You can't possibly live long enough to make them all yourself."

Sam Levenson

American humorist, writer,

television host and journalist

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ECT Training Sequence

September

➢ **Introductory Training**
- ➢ **Presentation - foundation material**
- ➢ **Selection - target students & activities**
- ➢ **Development of Scripts**

➢ **In school Application**
- ➢ **Video pre-intervention sample**
- ➢ **Complete & revise scripts**
- ➢ **Implement revised activity**
- ➢ **Video sample of revise activity**

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ECT Training Sequence

November

➢ **Beginning of Winter**
- ➢ **Review ECT strategies/scripts/prompt**
- ➢ **Issues with AAC displays/messages**
- ➢ **View & cover issues related to video samples**

➢ **In School Application**
- ➢ **Implement revisions**
- ➢ **Begin collecting data based on scripts**
- ➢ **Video post intervention of first/second activity**
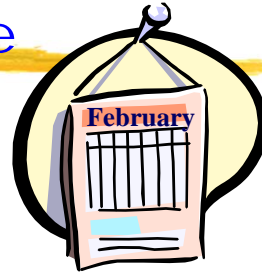
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ECT Training Sequence

➢**End of Winter**
  ➢ View/cover issues related to tape samples
  ➢ Provide feedback on AAC displays

➢**In School Application**
  ➢ Final revisions to activities
  ➢ Video final clip of activities

February

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ECT Training Sequence

➢**End of Year**
  ➢ Teams present to group
  ➢ Share changes in team behaviors
  ➢ Share changes in targeted students
  ➢ Next year staff involved

➢**Next Steps**
  ➢ carry over/plan next year

April/May

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Creating Action Plans for the Work of ECT

Action Planning for Teams
Working with Student who Struggle with Communication

➤ **List of Responsibility Items**

➤ **List of team members**

  ➤ **Assign main responsibility**

  ➤ **Assign a back-up**

Additional Training

➤ **Boardmaker or Specific AAC Device or App Training**

➤ **On-site Visits or Virtual Consultation**

Thanks for Joining Us!!

Don't Forget Part 2 on Steps 4, 5 & Data Collection Dec 18

For more information about ECT training & virtual consultation

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