- And with that, I will turn it over to our presenter.

- Hey, everybody.
 Looks like Madeline wins surprise for being here from Hawaii, the farthest away.
 Congratulations.
 I just put a link in the chat.
 I'll put it in again to my slides via Google Doc.
 I apologize if you have the PDF.
 The videos will actually play in there an entirety, which some of the video clips are 20 minutes long.
 And that was not my intention.
 So if you use the link I just put in, it'll bring you just to the snippet that illustrates what I'm trying to point out in that slide.
 And also, I wanted to give you the link to the silent prompting hierarchy in a nice handout form so that you can take that back and use that in your practice.
 Okay, let's go ahead and get started.
 So this is "Reverse the Curse: Device Abandonment & Prompt Dependency in AAC".
 I'm Anne Bedard.
 I'm an Ann Bedard.
 I'm an SLP and assistive technology specialist at EASTCONN.
 And I have my email there because I know some people might be too shy to ask a question, or you might think of a question when you're driving home today.
 So feel free to email me if you want.
 Oh, I'm gonna turn on closed captioning as well.
 Okay.
 So my financial disclosures are that I'm a salaried employee at EASTCONN, which is a regional education service center in Hampton, Connecticut, which is right near Yukon.
 Go, Huskies! Woo-hoo! Our work is partially funded by the Connecticut Tech Act project, which is a federal grant.
 And I'm a member of ASHA.
 And I help facilitate a statewide AT/AAC community of practice.
 And at this point, I wanted to do a poll to find out who you are, which is something that I need to report to our grant.
 So I'm gonna go ahead and launch the poll.
 Oh, this is the second poll, Jim.
 Oh no, this is the first poll, sorry.
 Okay, last chance for anybody to do the poll who didn't do it.
 Alrighty, we have 85% completion.
 That's mastery criteria to me.
 So I'm gonna go ahead and end that poll.
 And then, let's see.
 Okay, so I just have one more.

Just out of curiosity, if you chose rep of education, please specify what your role is on that educational team.

Yay, lots of SOPs.

We have an administrator.

I love that we have a paraprofessional.

And if you are choosing other in this poll, do you mind just putting in the chat what your role is on the educational team?

I'm just curious.

Okay.

Last chance to put in your role on the educational team.

Then I'm gonna end this poll.

All right.

Thank you so much.

Okay, AT consultant.

I did have that as an option, but they only allowed Penn options, so I had to take something else.

I apologize I assumed if you're an AP specialist, you might also be an OT or an SLP.

So thank you so much for being here, everybody.

Let's go ahead and jump into content 'cause I know I get annoyed when people don't just start giving me content right away.

So you're gonna be able to identify and describe modeling versus prompting, which is placing demands from at least one video.

You're gonna be able to identify and describe prompt dependency from at least one video and identify and describe device abandonment in at least one video.

And I just wanna give the shout out to the Instagram person who creates clip art that demonstrates AAC in the clip art.

Something really great that we'll talk about later to use in resources.

So what does device abandonment look like? Some examples are rejecting their talker, protesting when other people are using their talker, which is modeling, refusing to carry the talker, protesting when it's even brought out from their backpack.

And lastly, hiding their talker.

So I'll tell you a story later about a student who was doing that with me this year.

But in this picture for our visually impaired participants, there is a cartoon of a broken window, and we can assume that the AC learner sitting at the desk who looks very, very frustrated has thrown his talker out the window.

And the woman looking at the window is shocked and horrified.

But you might have seen a student throw a talker.

I know I have.

Just barely missed hitting a fluorescent light.

So this is not uncommon.

And don't feel bad if you have this experience because we can help solve this problem.

So let's first look at a video of what device abandonment might look like.

- [Speaker 1] Do you want me to put it real good?

Would Miller help you put that there? Oh!

- I need to take a break.

- No, no!

- [Talker] I need to take a break.

- Is it what you're telling me?

- No.

- Yeah.
 Look.

- I need to take a break.

- So as you can see, this young adult is using body language turning away.
 He's using sign language, the sign for all done.
 He's using his limited verbal speech, no, done.
 So he is really clearly expressing that he has abandoned his talker.
 He does not want to use it.
 He doesn't even wanna see me use it.
 And all I'm doing is modeling his thoughts, which is I need to take a break 'cause that's why he's coming over to this area.
 This is where he takes his breaks.
 So this is classic device abandonment.
 And what did we do to reverse the curse? In this case, we added highly preferred and visually familiar vocabulary.
 This is known in the field as personal core.
 So we know core words are the most frequently used words that everybody uses in a certain language.
 But personal core are the most frequently used words to a particular individual.
 So this particular individual loves to talk about Goku.
 I don't know who Goku is, but that doesn't matter 'cause it's important to him.
 So we added a button for Goku into his talker.

He also is very social and loves to talk about certain people, like his PE teacher from high school who he doesn't even have anymore because now he's in a transition program-Mr.
Marshall.
He loves to tell stories about Mr.
Marshall.
So it's really important for you to think from the learner's perspective what's important to them and put that vocabulary into their talker as well, not just the kind of boring core that are kind of like ambiguous, hard for a lot of learners to understand exactly what you mean because they're very general terms.
They might need to see a picture on a button that makes sense to them because it's the picture from YouTube where it's the picture from the sign at the restaurant.
So it's immediately catching their attention, it's immediately familiar.
And that's what's gonna get them to have joint attention with you as you're modeling and using their talker.
So we think about characters.
A lot of people don't think about adding characters from favorite videos or favorite books.
We think about pets if there's certain individuals who are really into animals.
Food seems like an obvious one.
That's usually the first one that people think of adding favorite foods, toys.
Something else people don't think about is sensory objects.
If there's certain fidgets that they love, even like a chewy tube, that should be in their vocabulary.
Places that they love to go.
So restaurants is usually a pretty obvious one, but even certain places in the house.
You can take a photo or have a parent take a photo of that particular corner or whatever, and put that into a button in the talker so that they can talk about that place that they love to go in their house, or in the community, or at school.
And then books.
We can put dozens and dozens of videos and apps from the iPad, but let's also put some books in there because, hopefully, we are doing some literacy activities and we're getting that individual exposed to more text through book reading together.
So if that is a motivating activity, basically anything that's motivating to the learner, that's what we should think of as their personal core.
And we should make sure that it's in the talker so that they see that this talker is personalized to them.
It's drawing their attention.
And we can start modeling those things that they like.
And then my note at the bottom of this slide is that we wanna start modeling all of these new buttons while the learner is doing a hands-on activity, like eating or coloring, something where their hands are busy, so that they don't feel pressured to have to use the talker just because you are using it.
And this was definitely the case with this young adult from the video I just showed.
He would not even tolerate other people using it.
And so our first step was really just like a toleration of modeling.

And he was actually even like grabbing the talker and throwing it.
So we clamped it down to a table just so that he couldn't remove it from the situation.
But once he saw that the things he loved were in the talker like Mr.
Marshall, and Ben 10, and Dunkin' Donuts, he was now willing to at least let somebody else use it, which was a really big step in his life.
And a year later, this is a picture of him getting a new talker 'cause he was using a loaner from our library.
And this is his own now because he had gotten to the point where he was spontaneously using it, he was initiating, and he was showing us that he was ready now to have his own be purchased.
And so this is the day that I was giving him the new one and taking back my loaner.
And he's clapping and he's so excited to be getting it.
So it did take a year, but we did see a complete 180 of him from device abandonment to buy-in.
So it is possible.
And I think adding that personal core was really a huge piece of that.
So what is modeling? So the research-based strategy of modeling is called aided language input in some research, aided language stimulation, and partner augmented input.
So if you wanna find good videos of people doing this in AAC, don't just search modeling because you'll get the wrong kind of videos.
If you search one of these research terms, you'll get high quality videos that you are expecting.
But when I talk about it with people in school teams, and parents, and other educators, I always just call it modeling because I don't like to use a lot of jargon, and everybody can imagine what modeling is 'cause it's just demonstrating.
So just like a model shows you what the watch would look like on your wrist, your are showing using a talker would look like.
So it's not giving a direction.
So when you are modeling, you're not placing any demands on the learner.
You're just demonstrating, purely demonstrating.
So you can show the learner how to use the talker, and they can imitate if they want to.
And that's the big important word there is if.
So here's an example of modeling.

- Logan.
Thank you.
Nice looking.

- I.

- I.

- Eat.
 I eat.

- I eat.

- I sit.
 I sit.

- You're sitting.
 Good job.
 So notice I did not force her to use the talker after me.
 She definitely kind of looked like she wasn't sure what she was being expected to do.
 This is a friend who is definitely prompt dependent.
 You could tell she was thinking, like, does she want me to do something? But I didn't put any demands on her, I just went ahead and modeled something else.
 And that's really the key is if you think that the learner is wondering if you're prompting them, just keep modeling 'cause that shows them that you're not expecting them to do anything.
 You're just trying to demonstrate different language, different navigation paths, different buttons, different uses of the talker.
 And so in this video, I'm using the app called LAMP Words for Life.
 And I'm just putting subject-verb together.
 I eat, I sit.
 And it's related to what she is doing to hopefully provide some context and some meaning.
 And you'll notice that the first one I eat, she actually was spontaneously verbally imitating, which should be the goal for everyone.
 The goal should never be that they have to demonstrate that they can use their AC tool proficiently.
 They should have to be able to communicate or express themselves effectively.
 And so if she's gonna do that with speech, that's even better 'cause that's more efficient than using a talker.
 So I think one thing that people need to think about is that we're modeling to try to promote expression.
 We're not modeling to try to measure progress in their ability to navigate a talker, or their ability to sequence two words to make a sentence.
 It's really about expression.
 And so if they choose to imitate using their speech, that should be acceptable.
 That should even be more highly praised because speech is more efficient than using a talker.
 And so in this particular case, this student didn't spontaneously speak.
 And so for her to be imitating the talker was a huge thing for the team to be celebrating.

So to have this on video and show them like the use of the talker, the use of the modeling is actually gonna foster her speech development because it's gonna encourage her to speak.

That was a really big selling point for everybody to buy into modeling 'cause it is a lot of work for the adults around the learner.

Because, yes, you use the talker more than the learner, that's really hard for some people to swallow.

They're the ones doing all the work, all the demands around them.

And we're not necessarily gonna see a lot of data pouring out for us to take and collect about what the learner is doing.

It's almost more about what everybody else is doing with the talker.

But it makes sense because the only way the learner can imitate appropriate use of the talker is to see someone else use it appropriately.

So if you just put a screen with buttons that make noise in front of any child, typically developing or not, they're gonna experiment with it.

They're gonna push the same button three times 'cause it sounds funny.

They're gonna do silly things with it because they're a child.

It's just in their nature.

So we should never just be putting a talker in front of a learner and letting them experiment with it.

We should always be demonstrating how to use it appropriately to say something about what's happening in the environment, or to make a request, or make a protest.

It should always have meaning.

It should always be between two people.

So if a student is just playing with it on their own and nobody is reacting to what they're saying, then they're definitely not using it as a talker.

It has just become an iPad at that point, which is why I always encourage teams to call it a talker and not call it an iPad because it's not for entertainment, it's for communication.

So when you call it a talker, it already clarifies to everyone in the class or everyone in the family, that's the purpose of it.

And if you think about if you're learning a second language, you would expect your teacher to speak it more than you.

You would not show up on your first day of your lesson and expect to just be speaking the new language.

And if you think of a talker as a brand new language, then you would also not expect the learner to just be self-taught.

They should get immersed in it.

They should learn by seeing everybody else do it around them.

So lastly, you wanna model without expecting imitation.

If you force the learner to imitate your model, you're actually prompting even if it's just a pause and an expectant look.

So we'll go through all of the types of prompting and my prompting hierarchy later, and you'll see that the first step in the hierarchy is to just pause and expect the learner to do something.

And you'll be surprised how many learners pick up on that, even if you you think that they're not social, or they don't have good attention to those around them.

If you do something and then you just stare at them, they do feel like there's a demand being put on them.

And we don't wanna do that with modeling.

We just want to demonstrate.

We don't wanna put any demands on the learner.

So when good modeling goes bad, it's that somebody has provided a model to the learner, and now they're forcing the learner to imitate what they just did on the talker.

And remember that forcing imitation is considered prompting.

So an individual who's prompted to imitate models can easily become prompt-dependent.

And these are some telltale signs.

I go as a consultant into a lot of different classrooms and just do an observation to start to kind of get a baseline of what's going on with the student with the talker.

And these are some telltale signs that they're prompt-dependent.

So number one, they don't initiate, or there's very little spontaneous use of the talker.

And a lot of times, I'll just ask the team and people will say things like, "Well, he doesn't initiate," or, "Well, she's not spontaneously using it.

" So that is definitely a telltale sign.

Number two, if you remove the prompts, the learner will actually just wait because they're waiting for that prompt to come.

And number three, after waiting for that prompt, they'll interpret any sound or movement from the adult as a prompt.

So an example of this is how I once waited out a young man for close to five full minutes and then I sneezed.

And when I sneezed, he used his talker.

It was like we were waiting each other out, and he finally got a signal from me that he was hoping to get that he should use the talker.

And it's really because he had become prompt-dependent.

So he really thought the routine was I don't touch this device until an adult says I should because that was the routine that was established for years.

So he was in high school.

And when I sneezed, he finally got that signal that he was waiting for.

So then he quickly jumped and pushed the button on the talker.

I have a video of a different example.

In this one, the support person leans behind the learner and makes a comment to the SLP who's off camera about him being left-hand.

And that is interpreted as a prompt.

So you'll see.

- Yeah, left hand, yeah.

- To put.

- There we go, boom.
 Yeah.
 Yeah, you got it.

- And notice, once that support person is done saying something about him being left-handed and he's quiet again, the learner just sits and waits again because that routine has been established.
 I sit and wait until my person tells me to do something.
 That is the definition of prompt dependency.
 So the strategy I found to reverse this curse is to only use third-party prompting.
 And what that means is that the prompter is outside the conversation.
 So if someone comes up to the learner and asks the question like, what did you do out at recess? The support person is now able to do some prompting outside of the conversation.
 And I always recommend they stand behind the learner, so they're out of sight, and they use the silent prompting hierarchy, which we're gonna go over in the next few slides.
 And all the communication partner does is wait, or they ask the question again.
 So they're not going through the silent prompting hierarchy at all.
 They're really just committed to waiting until the support person helps the learner answer their question.
 So you've obviously got to set up some expectations for the communication partner that they have time to wait.
 This cannot be happening as you're walking down the hallway.
 This has to be a planned thing.
 It works really well with specials teachers, like an art teacher.
 If they know ahead of time that when they come around and they ask the learner something, they need to just sit and wait for the answer.
 If they don't have time to do that, then it's not a good opportunity.
 But sometimes, this works really well with visiting the nurse or visiting the secretary in the main office because they do have time to wait.
 And this style of third-party prompting also makes it much more natural to fade the prompting because the prompter is completely silent and they're out of sight.
 So it's very easy for them to just fade away and leave the learner talking to the communication partner because that's the end goal.
 The end goal is that they're independent, and they're not needing any help from a third-party.
 So having the third-party prompter be out of sight already and silent makes it much more natural to get there.
 So the silent least to most hierarchy of prompting is what I recommend people use while they're doing third-party prompting.
 And it starts with the least.
 So the least amount of support is to just wait and expect communication.
 And this is often forgotten in the moment because everybody's really busy and there isn't time to take a breath and count to 10, or whatever that wait time needs to be.

Some learners need more wait time than others.

But once you get to the 10 seconds or the five seconds and you think you're ready to move on to the next level of prompting, the next one would be a general gesture cue.

Gesturing in general towards the AAC tool, such as pointing to it or pushing it closer to the student.

It's like a reminder that the AAC tool exists.

A lot of people don't even realize they're doing this one.

So anytime you pick up the talker and move it again, you're bringing the learner's attention to it, and you're actually prompting them to think about it.

So if you wanna be able to check off that you didn't use any prompting, you need to make sure you don't touch the talker, you don't slide it, you don't tap on it because those should all count as a prompted use of the talker.

And then number three, if they still need more support, then you can actually point to the specific folder that they should be navigating into, or the specific button.

Let's say you've already modeled the steps to get to the vocabulary button and now you're hoping that they'll push the button so you can just point to that button.

If it's using a low tech system like a textbook, it would be pointing to the specific card.

I like to move my point 'cause I think it gets their attention better.

Like I'm about to do it, are you gonna beat me to it kind of thing? A lot of kids are motivated by that.

Once they see that I'm about to do it, then they jump in and do it for me.

And this is considered that more specific gesture cue.

And note at the bottom, no verbal prompts should be used.

Although they are the least intrusive, they're the hardest for us to fade.

So it's the hardest for the adult, the support person to stop doing.

And remember, we're never gonna get to the independence part if we continue to provide these prompts.

So everybody's always quick to say things and it's really hard to bite your tongue.

So it's better to just get in the habit of, okay, I'm about to start the prompting hierarchy.

I'm not gonna say anything through the whole process.

And then the next four steps are the physical prompts.

So I caution people to not go here until you've gone through the first three.

But if you've gone through the first three and you're not seeing the learner jump in to use the talker, then you could use a partial physical prompt, which is moving the student's arm.

I usually go at the elbow so that their hand moves towards that target that you were just pointing at.

I've only had a couple individuals who once I got their hand that close, they just froze.

But then what I would do is I would tap their hand to cue them that they should be pushing down.

And lastly is the full physical prompt, which we call hand-over-hand or hand-under-hand to actually make the student touch the right part of the screen or pick up the right text card.

And why I never jumped to this is because we're not teaching in an errorless manner, like discreet trial intervention, which is frequently used with a lot of learners that I work with.

When they're in their workstation, they're cubby, and they're doing a lesson, and they go through 10 trials.
If they're about to make a mistake, they get interrupted so that they never make a mistake.
It's called errorless learning.
We don't wanna do that with the talker because we want to see if they were gonna make a mistake or not 'cause that's how we measure progress.
And we also wanna see what they do when they make a mistake.
A lot of learners surprise you if they push the wrong button and they hear the voice come out and they realize it wasn't the right button, they will look again and push the right button.
So you'll never know if they were gonna do that, which is called self-correction unless you waited to see what would happen.
Also, they might go into the wrong folder and then they realize, oh, I need to use the back button to get back to that page because I made a mistake, or I need to use the delete button in the upper right corner to erase the word that I just pushed.
All of those are skills that we want them to learn.
And we won't be able to assess whether they've learned it if we don't let them make mistakes.
And the note at the bottom again is no verbal prompt should be used, although they're the least intrusive, they're the hardest to fade, and they really are hard to fade.
Educators have a really hard time not saying something.
So that's why I wanted to put this note again at the bottom as a reminder.
So we're gonna go through some videos of each step.
So step number one is the wait and expect communication.

- Stop.

- Good, good.
Good girl.

- Go.
So as you can see, it took her a little bit, but you saw the wheels turning in her head like, oh, she wants me to do something.
So just you waiting silently is definitely putting a demand on the student.
This is somebody who doesn't mind demands being put on her.
But if you imagine the first young man from the very first video, if I were to put even just a weight demand on him, he would be behavioral and it would be escalating.
So that's why it's really important to be aware of when you're putting a demand on a student and when you're not.
Oops.
Okay.
step number two is the general gesture.
So this one in particular is that the support person is pointing to the talker.

- Hmm, go.

- Who's gonna go?

- Hmm.

- Airplane.

- Woo-hoo! Airplane, go, ready, set, go.

- [Speaker 2] Nice job, Chris.
 Give me five.

- So it's really subtle.
 And again, a lot of people don't even realize that they're doing this one.
 So this one is a good one for you to highlight when people are doing it and give them a reminder that that's a prompt.
 And we don't know if the learner could have done it independently because you jumped in and you pointed, Here's the same category, the general gesture, but it's just moving the talker closer to the learner.

- To play.

- And notice I'm the communication partner, so I actually shouldn't be the one doing this prompt.
 It should have been the man behind the learner.
 But this was during a dynamic assessment and so we were kind of just experimenting with some things.
 Okay, step number three is the more specific gesture, which, again, I think I'm gonna deliver the prompt.
 And I want you to remember that it would be better if the third-party person delivered the prompt.
 Okay, so you saw how I was already moving closer to him, step two.
 And now, he's still not responding.
 So now, I'm pointing to the button.

Okay.
Now, we're getting into the physical prompt.
So number four is that partial physical, which is moving their arm.
I like to use the elbow.

- We're gonna get it.

- Who?

- Hmm.

- And you saw it's really subtle.
I'm kind of just giving them a light tap in the direction that the arm should be moving.
I'm not grabbing them in any kind of restrictive way.
So they still have the freedom to resist the prompt if they want to.
I think that's really important because a lot of individuals don't have that autonomy to be able to say no to prompting.
And so I always like to be as open and allowing them to resist the prompt if they want to.
Okay, I skipped over step number five, which was tapping the hand if somebody's just hovering over a button because I didn't have somebody on video doing that.
But this is the last full hand-over-hand.
I personally have not used hand-over-hand in a really, really long time.
So you'll see this hand-over-hand prompt comes from the support person because that's their routine.
They've been doing it with this individual for a long time.
But if you could get to the point where you could say I haven't done hand-over-hand in a really long time, that would be your goal.

- Thank you.

- And just another piece about hand-over-hand is the learner could literally be looking the other direction and not even understanding what their finger is doing 'cause you're basically just like kind of using them like a puppet.
So you don't get a lot of learning through hand-over-hand.
What you do end up getting is the routine is we always use the talker together.
And so I see a lot of times, especially with students who are very social or very young, and they love their support person, that they even go and get the adult's finger and they do hand-over-hand with the adult because they think the expectation or the fun routine is that we always grab each other's hands when we use the talker.

I've seen this at least four times.
And so if you've seen that too, then you definitely need to back off of the hand-over-hand.
Start at the least restrictive.
Start at the wait time and work your way down 'cause I think you'll find, you don't even need to get to hand-over-hand.
If you really start at step one, you will not get to step six.
And that's what you really need to know in order to measure progress.
Okay, so just to recap.
When we model which is demonstrating use of the talker, it's really natural to expect the learner to show us they learn something by imitating our model.
I'm not shaming anybody, I still fall into this with my own children.
I want to see progress, I wanna see that they're doing something.
But just remember when you force that imitation, you are prompting.
And so the two scenarios are, number one, an individual who learns the routine of being prompted can easily become prompt-dependent, waiting for the prompt, and therefore never initiating spontaneously.
Or number two, an individual who seeks to escape demands, which prompts are, can easily reject their talker, which is known as device abandonment.
So either way, prompting has created a problem that we need to now reverse.
So that's why it would be much, much better if we just stuck to modeling.
So the biggest strategy you could ever use to reverse either of these curses is modeling.
So you model what you interpret the learner is trying to say.
And the language should be from their perspective.
So if they just grab the toy and now they're playing with it, you're modeling my turn 'cause what they're saying is it's my turn.
You could model as often as you understand what the learner's trying to say.
If you don't understand what they're trying to say, so they're upset about something and you don't know what it is, you can't really model in that situation because you're just gonna be guessing.
And if you guess wrong, you might frustrate them even more.
So if you don't know what they're trying to say, you could model your own thoughts.
You could highlight key phrases from what you say verbally.
A lot of people do this with American sign language.
Okay, stand up, we're all done with work.
They pick out like one or two words from what they said and they do a sign with it.
So I would just tell you to replace the signs with the talker.
So highlight one or two key words from these sentences you're saying and use the talker to say them instead.
You could do it regardless of understanding what the individual wants because it's more exposing them to different kinds of language that you are saying.
But if you happen to be saying fun, positive words, silly words, those are the ones that are probably gonna be more interesting to the learner.
They're probably gonna pay attention to what you're doing on the talker better.

They're gonna be laughing, smiling, and they're probably gonna want to do it too, which is that imitation piece that you want.
And you have to kind of entice them to do it instead of forcing them to do it, which is where that whole mantra of inspire don't require came from.
You wanna inspire the learner to use their talker because you are making it look so fun and so awesome, that why wouldn't they wanna imitate me? You're not requiring them to imitate as a demand.
So I hope that makes sense to everybody 'cause that's a huge difference.
And I see this strategy working for people all the time.
So here's a video of me modeling my thoughts.

- Boy.
Boy.
Boy.

- It's a boy.
And.
.
.

- It's.
.
.

- Dad.

- Dad.

- That is dad.

- It does.
.
.

- And I just love how much spontaneous verbal is coming out.
She's verbally imitating the talker and me while I'm modeling.

So we're seeing progress, we're seeing data that we need to collect, but it's not necessarily about her using the talker.

It's about her expressing communication, language.

Nouns, labels, whatever your objectives are in your IEP, you can get the data that you need without forcing it to come out of a talker.

So that's what I want people to also remember.

It's not about taking data on their use of the talker, it should be taking data on their use of language.

So instead of going under the desk or instead of grabbing 'cause those are all behavior, we wanna replace those with language.

But the language could be verbal, it could be on the talker, and that's not up to us to choose.

Okay.

And the last type of modeling is to model use of the talker to socialize with peers.

It's really, really important to show, to demonstrate how the talker initiates an interaction with a peer because that's something that the research shows AAC users are lacking.

They're using it mostly to talk to their support person or to their parent.

And they're not using it to socialize with people their age.

So it's really important that we remember that that's an important piece to model.

So in this example appears nearby saying, look, how big that airplane is.

She might not even be talking to your learner, but you are modeling the word big because you heard that as a key word from what she said.

And so now that peer is like, wait, are you guys talking about what I'm talking about? And now, you're in an interaction.

It's all about learning how to initiate interactions.

And the peer should be encouraged to use the talker, too.

Once you've got that peer in an interaction with your learner, you can encourage them to push the button, or to say something new, or to even like request a high five from your learner so that they're connecting genuinely because kids are more likely to imitate kids.

So your learner is probably more likely to hit the high five button if she sees the girl hit the high five button.

And you're just promoting these relationships that they're gonna have through their years at school.

Their para might change, teachers change every year, LSPs change when they switch buildings, but the peers are the ones that are gonna be with your learner all through.

So it's really important to help them see how to make relationships.

And it's hard for the typical peers, too.

They don't know how to approach somebody who's using a talker unless you show them that it's not that big of a deal.

We all communicate in different ways, and this is just another way to communicate.

So speaking of peers, this is the hiding story that I was alluding to in the beginning.

One of the students I consult on was retained in kindergarten this year.

He has had a talker since he was four because he has childhood apraxia of speech.

But this year, his talker wasn't showing up at school every day.

When I contacted his mom, she said they'd pack it up in his backpack every morning, but then they would find it hidden in random places around the house later in the day.

And so I met with the six-year-old, and he expressed he didn't need his talker anymore.

But when I offered to loan a second talker from our library that his whole class could use, he said yes.

So I think what was happening was, because he had a new peer group, because of the grade retention, he became anxious about looking different to these new peers.

So the classroom talker was actually huge success.

He was using the classroom one to show the other kids.

He felt like he was the expert.

All the other kids thought it was fun because it's an iPad.

We called it a talker, but they all started calling it a computer.

But basically, they bought into it, they made it seem cool.

And then all of a sudden, the learner stopped hiding his talker.

It started coming to school every day.

So this was a really good example of how normalizing use of a talker can be really powerful for those kids who are very socially aware.

Maybe they just have apraxia of speech and they're embarrassed or anxious about what their friends think of them having a talker.

So like in my example, you could find out if there is a lending library in your state that you can access another talker with the same app and then you can load the student, the learner's customized file onto, or you could just use the default file, whatever you think is appropriate.

Us in particular, we only cover less than half of the state of Connecticut, and we have over 20 talkers in our library because there's such a high demand for people borrowing talkers.

So I wouldn't be surprised if you had a similar situation in your region.

So just search online and see if you can find that.

If not, you could print out and laminate specific pages from the learners talker as a low tech AAC option for the peers to use because, again, it's still gonna normalize the use of AAC.

I would encourage the general education teachers and parents to read with siblings, cousins, friends, peers in the classroom books about what a talker is or that just feature a talker.

The two that I really like 'cause they really introduced what the concept of why a student might need a talker is "Lucas the Lion Loves the Tiny Talker" by Ryan Rollen.

That one's a board book, and it's short, it's very concrete so it would be great for pre-K.

Something to say about my communication device is I would say more like first grade enough or even second grade enough.

But it has a page that talks about how like my friends can use it too.

So you're already helping the general education teacher understand what the implementation strategies are just through her reading the book to the class, or it's a reminder because you already had a training that maybe she just needs a reminder.

And I have this book read at the beginning of every year because it's always a new teacher every year and possibly new peers because they all mixed around.

So it's just a nice thing to do at the beginning of the year 'cause they all have a story time every day.

And then "AAC Rhyme Time" by Amanda Hartmann isn't explaining what AAC is, but there is a different kind of AAC tool used on every page.

And every page just has a different kind of rhyme, poem about AAC.

On YouTube, you can go.

If you search the title and the author, it's a video of Amanda herself reading the book and she's super animated.

Definitely, the audience is children, young children.

And she's actually using all different types of AAC in the video to comment on what the page was about.

So it's a really cool video to help people understand and again to normalize the use of a talker.

And then lastly, I encourage people to include pictures and videos of individuals using talkers in all of their instructional materials.

All of the teachers use Google Classroom now or something similar.

They're creating slides.

And how hard would it be to just have some clip art that has a talker, a student using a talker, or an adult using a talker? So one example again is the illustrator who is on Instagram as drawntoaac.

You could even commission her to create custom drawings.

So the clipper of the third-party prompting, I actually told her exactly what I needed to illustrate what third-party prompting was.

And she created from scratch.

So that's a really great resource.

And I think there's probably even more ways to normalize the use of a talker to try to help those students who maybe have device abandonment because of them feeling different and not wanting to look different.

So I would love to hear some input from you guys as well about ideas of other ways to normalize talker use or any questions about anything that we went through.

Okay, Elaine asked, "Do you make a separate book page for personal core, or weave it into other pages?" Excellent question.

I like to weave it into other pages so that the categories were initially set up by the research-based design stay intact.

So if it's a person, it's going in the people folder, if it's a character, it could go in like I want to watch, or it could go in the people folder.

Again, it could be like a subcategory called favorite characters.

But I do try to weave it in as much as possible because I don't want the navigation to be hard for people to follow.

I want it to be as logical as possible.

Laurie asks, "Is personal core the same as what is sometimes referred to as fringe vocabulary?" Good question as well.

Fringe vocabulary is just the opposite of core.

So when you think of core as most frequently used, fringe is not as frequently used but still like standard vocabulary.

So fringe would be like iceberg, and it might not be specific to the student.

So personal core is always gonna be very specific to one individual learner, whereas fringe is just all the words we use in English that are not frequently used.

Kara asks, "Alternative to implement third-party prompting in one-on-one environments.
" That is tricky.

I know what you mean.

Like it's just a parent and a student, or it's just the occupational therapist and the student.

You would have to prompt from the front, which means you would be the communication partner asking the question and you would be the one leading them through the prompting hierarchy.

But I've found that's very hard to wear both those hats for the adult.

It's a lot to think about.

So I might just model during my OT session or during that time when I'm alone with the student.

I might just focus on modeling.

Alicia, "Did you post a handout for silent prompting hierarchy like you mentioned in the beginning?" I put it in the chat, but I don't know if you joined late, if it wasn't there because you joined late.

So let me get that and put it in again.

There it is again.

Randy says, "The personal core page is my fave on my son's soccer.

I can see though that we need to expand these.
" Awesome.

Yeah, that's way to think of it as my favorite.

Perfect.

Carol says, "Ask prompting for eye gaze or step scanning.
" Yes, I didn't get into that because it's like a whole another world.

So I'm not the expert on that, I apologize.

I do just wanna briefly say that you can model eye gaze by touching.

So I know some people might think like they have to like get in and like use their eyes to model but no.

You can model through touch for eye gaze, but the prompting hierarchy would definitely look a lot different and you'd have to think through it differently.

So I apologize I don't have like a resource ready to go for that.

Madeline asked, "I've seen mixed information as to whether or not hand-over-hand interferes with motor planning.

What is your take on this?" Interferes with motor planning? I'd probably need a little more information 'cause I'm thinking what you mean is that, doing hand-over-hand makes the motor plan be perfect every time.

So I could see why people think hand-over-hand is good 'cause there's a perfect motor planning 'cause the adult is not letting them make a mistake.

But it almost sounds like you're saying it as the opposite that it would interfere with motor planning.

So I just need a little more information on what you were asking.

Catherine says, "Just curious.

How do you teach new ways, slash, moving away from of requesting I want or can I without them being prompt-dependent?" So it sounds like you're stuck in requesting and you're feeling like they're prompt-dependent.

I would work next on protesting because it's all about motivation, right? So it's easy to start with requesting because you know the student is motivated to receive a concrete item, but maybe they're also motivated to get a break from demands.

So maybe they could work on saying stop, or I don't want.

And then you reward them by removing all demands.

It could even be 10 seconds.

That's very reinforcing for all the demands to be removed.

It doesn't have to be this huge interruption to their schedule, but that might be a good next step.

Another thing that's very motivating that people forget about teaching is directing others.

So like if they're in special or the general education classroom, and the teacher's about to start the GoNoodle video, and the AAC learner gets to be the one to tell the teacher go, and that's when the video starts.

That's very powerful.

To be in control of an entire group is very motivating for a lot of students and sometimes we forget that.

So maybe think about how to get into other things besides requesting that are still so motivating that you don't need to prompt the student, that once they see, once they catch on to, "Oh, you modeled it and it worked," and they got this big reaction, I'm gonna do that too 'cause I want the same big reaction.

Mary asked, "Why do you use two devices with the little girl?" So her pecs book was in the background, I think that's what you're referring to.

Her pecs book is what she was currently using.

And there were so many cards that they were having to make them so small to fit them all, and they were getting lost.

That's why they were having me come to do an assessment to figure out what high tech app she could transition to.

So I think that's what you meant.

Caitlin, "Where should we put the personal course? Should it be on the first page to entice them in? And in that case, when that requires to remove more core activity?" So it kind of goes along with the other question.

I would not change the integrity of the research-based design.

I would weave it into the subfolders that it makes logical sense to be in, whether it's a person, place or a thing.

And you could just model the navigation to get to the subfolder so that they see the button that's visually familiar to them.

So I would do some modeling and then wait and see if it entices them to activate the familiar personal core.

And then how long would you suggest you waiting before moving onto step two? That's a good question.

It really depends on the learner, but probably longer than you think.

So if you think three seconds, try 5 to 10.
If you think he needs 10 seconds, try 20 because honestly, I think a lot of times, they need more than we assume.
So I would always add a little bit more.
Can you give us some more examples of support people? Yeah, so in my experience, 'cause I work in the school setting, it's the paraprofessional is really the number one person because they're with them the most hours of the day.
But then, obviously, outside of school, it's probably gonna be mom or dad.
There might be home services, so it might be like another paraprofessional essentially that's outside of school.
And then, obviously, all the therapists when they're working one-on-one, OT/PT speech.
It could really be anybody.
Whoever is the adult who is caring for the learner at the time would be the support person.
So yes, it could be family members.
I'm trying to think of who could be a third support person during school sessions when the students don't have a one-on-one or an eye available.
Implementation is really tricky when they don't have a one-on-one.
I know a lot of pre-K classrooms don't have one-on-ones.
They have paraprofessionals who are responsible for supporting the teacher with all the students in the classroom.
And that does become very tricky in order to do some really good implementation strategies in order to clean up some problematic things that are going on.
I also see that it is after one o'clock, so I apologize that we did not get to all these questions.
You guys have really great questions.
And what do you think we should do at this point?

- That's completely up to you.
If you have time to continue to answer questions, that's fine.
But if you do have to go, I understand that as well.

- No, I would love to continue to answer questions.
So for everybody else, if you don't mind, I'm gonna continue to answer questions.
So I was thinking about pre-K classrooms or like outside of school when there isn't anybody else to do third-party prompting, there might need to be a change made about how the staff is utilized.
Maybe like you could schedule in specific times when there is another adult there so that you can be more intentional about doing some third-party prompting, or unfortunately, I would say, you would have to, like I said before, wear both hats, be the communication partner and the prompter, which is very tricky to manage, or it never hurts to just model.
I know that isn't always what people wanna hear because they're not seeing the results that they wanna see from modeling.
But remember, typically developing babies, they have a language model to them for a year before they start producing that language.

So if you think about that, you can't expect to see amazing results if you only model for a little while.

So there's no harm in modeling.

There is harm in you prompting from the front because, again, you create that prompt dependency.

So when in doubt, just model and model those personal core that are super enticing so that the student is at least attending to what you're doing and not becoming prompt-dependent.

Okay.

Renee asks, "Using the modeling method, how do you determine the best AAC tool, app language tool for a student?" This gets back to the need for an assessment, whether it's a formal assessment or a dynamic assessment, but there definitely needs to be someone involved who has experience with multiple options, and knows how to model multiple options, and knows how to do an observation of the student, and file review, and talking to the team, collecting all the information.

Putting all of that together in order to make one specific recommendation.

And that can't be done just by me telling you a certain product.

So I would encourage you to find a way to get that assessment done.

The information provide very helpful.

Awesome.

Do you have any suggestions for modeling for a student who uses auditory-only scanning? That is gonna take a lot of narration 'cause it sounds like that learner is an auditory learner.

So you're gonna almost be like narrating instead of the things you're doing visually with your finger for modeling.

You need to narrate what you're doing so that they can listen to what they could do to imitate you, right? But it kind of gets back to the question about eye gaze and switch access that you're gonna have to definitely modify things.

It's gonna be a lot more problem solving.

Just think of yourself as a professional problem solver.

There's no experts in any of this.

It's really just people who have taken the time to problem solve and try things and tell other people about what worked.

So don't be afraid to try things.

Lorraine asked, "Are your chat links going to everyone because we aren't seeing them?"

- I have reposted those in the chat.

- Okay, thank you, Dylan.

- Seen them? Just comment in the chat.

I'll post it again.

- Thank you.

Judy says the silent prompting link is not showing in the chat.

Okay, so same issue there.

I'm not seeing the document link.

I've read that hand-over-hand impedes with students learning the motor plans that serve for their device as in navigating where buttons are.

I've also read that it helps.

It was trivia and more info.

Yeah, so I could see it go either way.

You can make an argument either way, but I would just think about it for your specific learner.

Are they aversive to tact prompts? X Are they gonna feel like you're invading their personal space? Or are they gonna be one of those students who's like, "Oh, this is fun.

Now, I only use my talker when we do it together, and let me go grab you when I wanna use it"? So it kind of depends on the learner.

As far as learning motor patterns, it's better if you never make a mistake because then your brain learns the pattern faster.

But like I told you, I wanna know if the student noticed they made a mistake.

How did they problem solve through fixing the mistake? So I think you could make an argument either way.

I have a student who grabs my hand when using his talker, but I think there are some motor issues.

When he grabs my hand, he just seems to need something to tell him where his hand is in space.

I'm not directing his hand, he is.

However, after hearing this talk, do you think it is him just being prompt-dependent? That's interesting.

I would wanna know what his occupational therapist thinks about his fine motor skills.

What makes you think that he needs something to tell him where his hand is in space? Is he doing this behavior when he is using an iPad to watch a YouTube video? Is he doing this behavior when he is using his hands to eat? Like I would wanna collect more information from the professionals who focus on buy-in motor skills and also do observation to try to figure out if it's across the board, or it's only with the talker.

So again, you'd need to collect more information for that one.

Elaine, "How do you decide when it is appropriate to start prompting and expecting the student to communicate versus aided language input?" I always start with aided language input.

I don't prompt unless they need it.

So when I meet a student for the very first time, like during an assessment, I just start by modeling as I'm talking, as we're doing an activity.

And if they seem like they understand, but they're hesitant to use the talker, I might use some prompting to kind of show them that it's okay for you to use it, too.

Like it's my talker, but I wanna see you use it.

So I just encourage them that way.

If it's that they need some kind of support physically because of their fine motor skills, or their tremors, or anything like that, then I would add a support that isn't me.

I would add a key guard, which is like a plastic frame so that they can rest their hand on it and then just move their finger into the hole that they want.

But basically, I always start with aided language input.

And I use prompting as needed depending on what I'm seeing when I'm doing the aided language input.

So I hope that answers your question.

And then Mary, "A student only wants to access favorite videos and songs on his device using Aggie.

He's recently gotten the device.

How do we handle this?" Okay, this is kind of different because since he is a complex motor person, you're trying to do everything on one device, right? Like he can go watch a video for entertainment on the same device.

That's also his talker.

That makes it really tricky because you're not dedicating it to communication.

So if I were him, I just wanna watch videos on it, too.

Like it makes perfect sense.

But I guess depending on their age, depending on their behavior, I would try to talk to them about the importance of using the communication app 'cause, basically, you'd have to shut down the video to get into the communication app.

And I would wanna see how upset he gets when I shut down the video, how quickly he recovers to me modeling and the communication app.

And I would model something that gets him back into the video.

So he sees the connection that like, okay, using this app isn't terrible, it gets me back to what I want.

That might be a way to start that buy-in of using the communication app, as well as using the entertainment parts of his eye gaze device, but that is very tricky.

What would be your suggestion from understanding to action? Most people in schools will agree with everything that is being said, but will not translate into action.

How would you explain it in terms of barriers? I like to meet with the team together so that we can all be honest and contribute to the discussion.

And I go through slides that teach all of this stuff and then I have a slide that's blank that just says, "How does everybody feel right now?" Because I want people to be honest, like if they feel overwhelmed, they think that if they try to do this stuff, it's not gonna go well.

So we just list out on that slide.

What are the concerns? What are your takeaways? And sometimes, somebody will summarize what they learned and it's the complete opposite of what I taught them.

So that's an opportunity then for me to clarify.

Oh remember, that's a prompt.

We don't wanna do that.

So I think building that rapport as a team, and helping everybody feel like they're all on the same team, and we can be honest with each other, and we can help each other, and remind each other, and work through those things together really makes a difference.

Do you have any goal ideas for targeting extinguishing prompt dependence? So the way I recommend people write goals and objectives is that student will do X using language in 8 out of 10 opportunities so that it leaves it open for them to use speech or use their AAC.

So I might say like student will protest when presented with non-preferred activity using language in 8 out of 10 opportunities.

I don't recommend people make goals specific to the AAC tool 'cause I think that is very limiting.

And I wouldn't think to make a goal that's specific to extinguishing a behavior, I would rather make a goal for the replacement behavior, if that makes any sense.

And then any ideas for third party silent prompter when none is available, staffing is an issue.

So we've had this come up twice already, this is the third time.

So clearly, you're not alone.

And again, I would just do modeling because having to be prompting from the front is not good for the adult and not good for the learner.

Thank you.

And thank you.

Great.

You're welcome.

I think, Jim, you're gonna do the outro.

- Yep.

It looks like no more questions are coming in.

I just wanna say thank you very much for this presentation.

It was fantastic.

For those of you still with us, you should receive an email tomorrow.

And that will give you a link to access the certificate of attendance.

Thank you for attending and have a great day.

- Thank you, everybody.