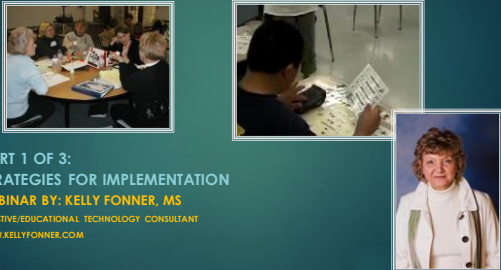


ECT: Environmental Communication Teaching

ECT: Environmental Communication Teaching



PART 1 OF 3:
STRATEGIES FOR IMPLEMENTATION
WEBINAR BY: KELLY FONNER, MS
ASSISTIVE/EDUCATIONAL TECHNOLOGY CONSULTANT
WWW.KELLYFONNER.COM

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?

POLL: How Many of You are...

- ▶ Administrator
- ▶ Assistive Technology Specialist
- ▶ Consumer of A.T.
- ▶ Family Member / Care Giver
- ▶ Occupational Therapist
- ▶ Physical Therapist
- ▶ Sales Representative
- ▶ Speech/ Language Pathologist
- ▶ Teacher
- ▶ Other

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ECT Components

- ▶ Activity-Based Objectives
- ▶ Environmental Arrangements
- ▶ Prompt Hierarchy

A Venn diagram consisting of three overlapping circles. The top-left circle is labeled 'Activity', the top-right circle is labeled 'Environment', and the bottom circle is labeled 'Partner'. The intersection of all three circles contains the letters 'E', 'C', and 'T' stacked vertically.

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

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

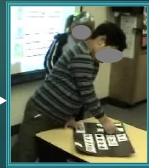
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Remember...



Theory
never
becomes
reality
without
practice.

[Emma Pre](#)
[Emma Post](#)



Team Composition



Core Team

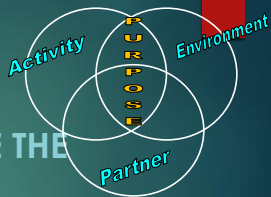
- ▶ Classroom Teacher
- ▶ Instructional Assistant
- ▶ Speech Language Pathologist

Additional Members

- ▶ OT's, PT's, Vision, Psychologists
- ▶ Parent
- ▶ Administrator

STEP 1

ACTIVITIES ARE THE FOUNDATION



THE TASK ITSELF MUST PROVIDE A SOLID
FOUNDATION FOR THE COMMUNICATIVE
INTERACTION THAT OCCURS WITHIN IT.

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Activities have a Social Communicative Context



- ▶ 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



Communication Context: Joint Action Routines

- ▶ Activities that are common
 - ▶ to home activities
 - ▶ to school routines
 - ▶ to job activities
 - ▶ to community activities
- ▶ Scriptable
- ▶ Context Specific Vocabulary



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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



Devrin

Communication Context: Instructional Language

- ▶ Participating by Presenting, Answering & Asking questions...
 - ▶ in class
 - ▶ in a meeting
 - ▶ in an interview



picture from www.ablnetinc.com

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



picture from Prentiss & Smith

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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?



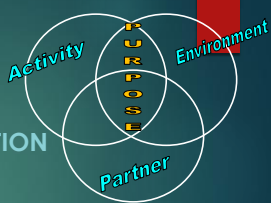
Target Activities with these characteristics

- ▶ "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



STEP 2

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?

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Activities can Target...

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



COMMUNICATIVE MODEL

- ▶ Activities Occur within
 - ▶ A Social Context.. governed by
 - ▶ Social Regulation Functions.. understood by
 - ▶ Communicative Functions.. performed by
 - ▶ Communicative Behaviors

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



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Communicative Behaviors

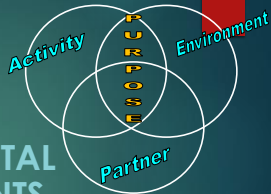
▶ Modalities

- ▶ Spoken
- ▶ Gestural
- ▶ Manual sign (unaided symbols)
- ▶ Visual-graphic (aided symbols)
- ▶ Multiple modality usage



STEP 3

ENVIRONMENTAL ARRANGEMENTS



Use the natural environment to initiate communication

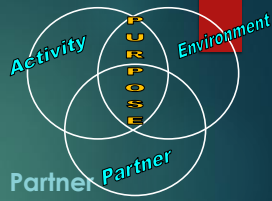
Environmental Arrangements

- ▶ interesting materials & activities
- ▶ materials in view, out of reach
- ▶ materials with which need assistance
- ▶ novel elements
- ▶ small amounts
- ▶ inadequate portions
- ▶ sabotage of familiar routine
- ▶ provide choices
- ▶ schedule systems
- ▶ picture-based prompt cues for talking



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STEP 4



You,
The Communication Partner

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

Spoken Prompt Hierarchy

- ▶ 1. Set the Environment -----Pause
- ▶ 2. Ask Open Question -----Pause
- ▶ 3. Suggest/Give Partial Prompt -----Pause
- ▶ 4. Model/Request for Communication----Pause
- ▶ 5. Provide Full Model -----Pause

Descriptive Feedback Follows
Communication

Non-Spoken Prompt Hierarchy

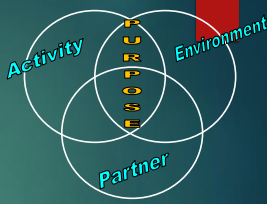
- ▶ 1. Set the Environment -----Pause
- ▶ 2. Raised arms, Gesture,
Or Light Shadow -----Pause
- ▶ 3. Point or Light to Choices -----Pause
- ▶ 4. Model/Point or Light to Response ----- Pause
- ▶ 5. Provide Full Physical Model -----Pause

Descriptive Feedback Follows
Communication

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STEP 5

PLANNING WITH ACTIVITY BASED OBJECTIVES



PLANNING THE ROUTINE & THE ENVIRONMENT; WHAT'S TO BE DONE & WHAT COULD BE SAID. IT'S ABOUT GETTING EVERYONE ON THE "SAME PAGE".

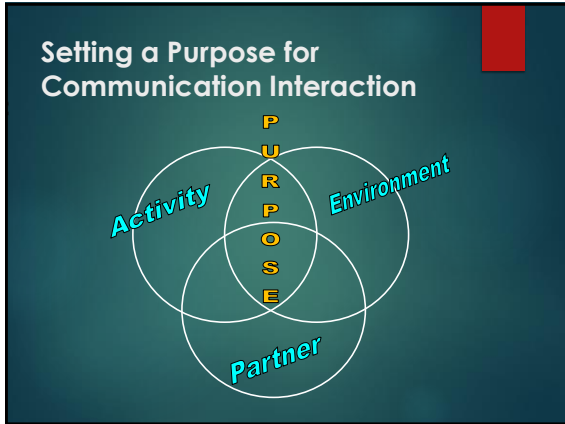
Scripting : because Not everyone has experience with AAC

- ▶ Sometimes not everyone has experience with AAC
- ▶ Scripting can be a good starting point, a "cheat sheet" for the adults
- ▶ Make sure that they understand that it's not for all the time & you don't only do scripts
- ▶ You don't have to "stick to" the script, if the student communicates off script, follow the student's communication
- ▶ Scripts can be a source of data collection

Using the ABO (Activity Based Objectives) Format

Team Name:	Student FIRST Name:	Activity Name:	(Activity# 2-3)			
Activity Based Objectives for the Student	STEP 1: Environmental Cue	STEP 2: Open Question	STEP 3: Partial Prompt	STEP 4: Command	STEP 5: Full Model	Descriptive Feedback (commented on after some communication)
1)						
2)						
3)						
4)						
5)						
6)						
7)						

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ECT Training Sequence

- ▶ Introductory Training
 - ▶ Presentation - foundation material
 - ▶ Selection - target students & activities
 - ▶ Development of Scripts
- ▶ In school Application
 - ▶ Video pre-intervention sample
 - ▶ Complete scripts

An illustration of a calendar page for the month of September, hanging from a red ribbon.

ECT Training Sequence

- ▶ Autumn
 - ▶ Begin ECT strategies/scripts/prompts
 - ▶ Develop AAC displays/messages
 - ▶ View & cover issues related to video samples
- ▶ In School Application
 - ▶ Implement scripts, revise as needed
 - ▶ Begin collecting data based on scripts
 - ▶ Video interventions of activity weekly

An illustration of a calendar page for the month of October, hanging from a red ribbon.

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ECT Training Sequence

- ▶ Beginning of Winter
 - ▶ View/cover issues related to video samples
 - ▶ Provide feedback on AAC
- ▶ In School Application
 - ▶ Revise & Expand activities
 - ▶ Continue to Video activities weekly
 - ▶ Seek generalization



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



Creating Action Plans for the Work of ECT

ECCT: Environmental Communication Teaching
Working with Student and Staff with Communication

Objectives:
1. Students will be able to identify and describe the environmental communication needs of their community.
2. Students will be able to identify and describe the environmental communication needs of their school.
3. Students will be able to identify and describe the environmental communication needs of their region.

Materials:
- Environmental Communication Teaching (ECT) Manual
- Environmental Communication Teaching (ECT) Manual
- Environmental Communication Teaching (ECT) Manual

Time: 45 minutes

Item	Responsible Person	Due Date

- ▶ List of Responsibility Items
- ▶ List of team members
 - ▶ Assign main responsibility
 - ▶ Assign a back-up

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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

*humorist, writer,
television host and journalist*

Additional Training

- ▶ Look for Webinars on your AAC systems
 - ▶ Boardmaker or Specific AAC Device or App Training
- ▶ On-site Visits or Virtual Consultation from local sources
- ▶ Email or Skype sessions with Kelly on as needed basis



Thanks for Joining Us!!

Contact information:
Kelly Fonner
ksfonner@gmail.com



Don't Forget
Part 2 on
Steps 4, 5 &
Data Collection
15 December

Assistive/Educational Technology Consultant
www.kellyfonner.com
