

Engineered Environments

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Erin Sheldon M.Ed



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COMMUNICATION TRAINING SERIES

Today's Topic Location in the 5 STEPS

Targets	
Teaching/ Tasks	★
Tools	
Testing	
Team	

Creating Communication Environments

An Overview

Developed by
Judi Cumley and Mary Wirkus
Wisconsin Assistive Technology Initiative

Creating a communication environment

Requires changes in the...

- ☒ **Partner**
- ☒ **Environment**
- ☒ **Activities**

Judi Cumley and Mary Wirkus
Wisconsin Assistive Technology Initiative

Engineering the Partner for Modeling

- * Creating or designing ways for us to be most effective
- * Setting YOU up for success using AAC
- * Problem-solving how the AAC will always be within arm's length



Modeling

- * Partner use of communication modes/materials to represent:
 - * own words
 - * communicator's words
 - * instructor's words
 - * others' words
 - * words related to the current situation....

Don't just tell, show...

"We just can't *tell* beginning communicators how to interact ... using AAC ... We need to show them how to use the modes of communication ... and demonstrate that using AAC works and can work for them."

*Augmentative Communication News: September 2006
Volume 18, No 3*

Benefits of Modeling

- * Provides opportunities to observe the functional uses of the AAC system
- * Helps identify strengths and limitations of the system
- * Sensitizes facilitators to difficulties in using the AAC approach
- * Requires facilitators to become competent users of AAC
- * Makes communicative interactions naturally slower, allowing more time for processing the language
- * Ensures language input will be relevant to the context and needs of communicator





Instructions vs communication

- * Beware modeling the system solely to boss the student
- * AAC is not a visual schedule
- * AAC is not classroom management



Creating a communication environment

Requires changes in the...

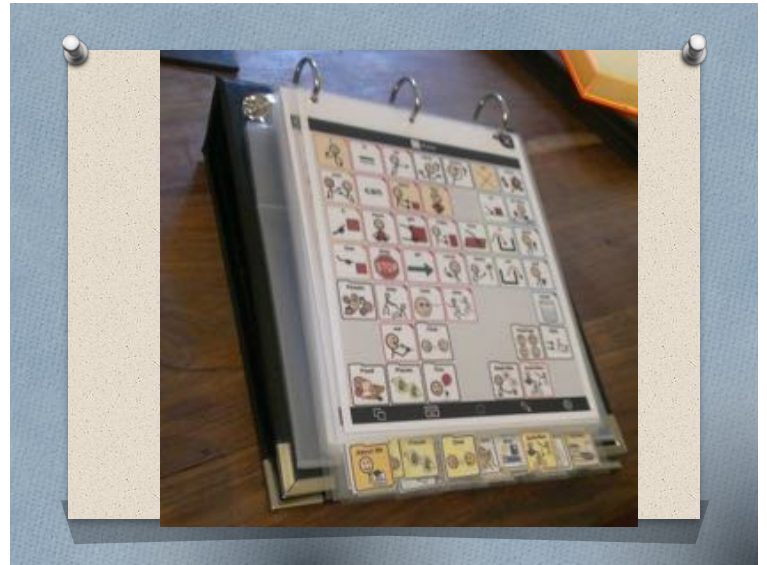
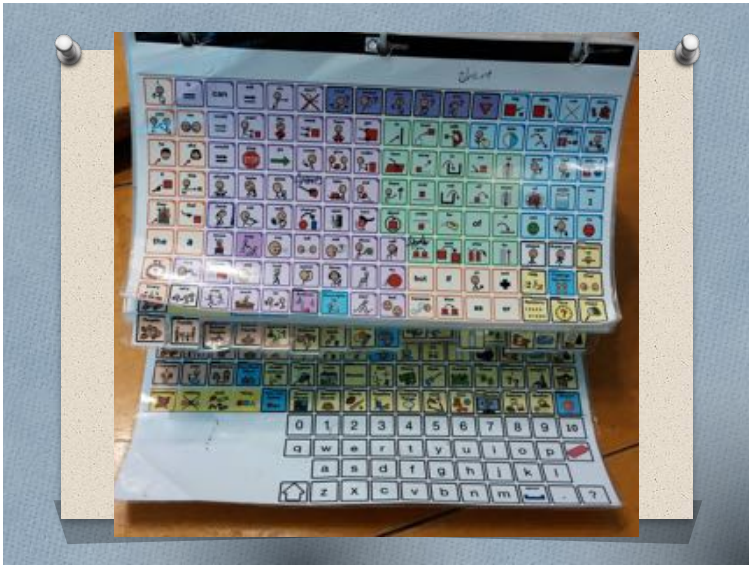
- ☒ Partner
- ☒ **Environment**
- ☒ Activities

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Engineering the Environment for Modeling

- * Setting YOUR SPACE up for success using AAC
- * AAC always within arm's length
- * Predicting the words you need where you need them



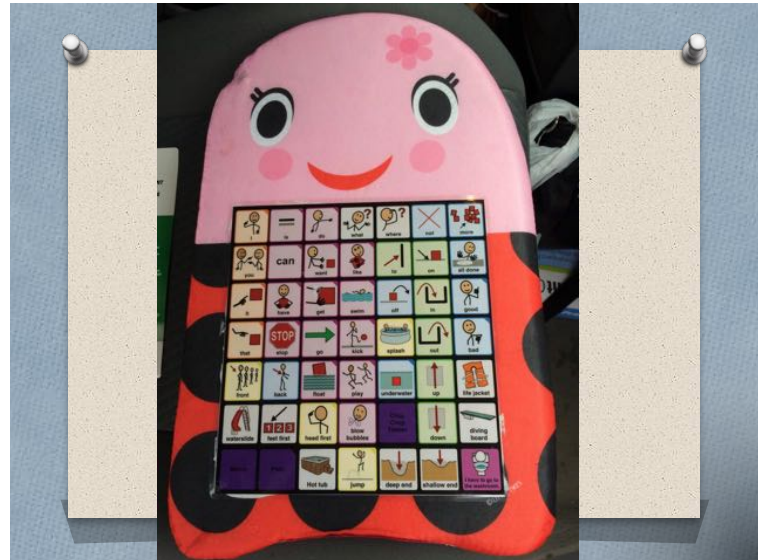
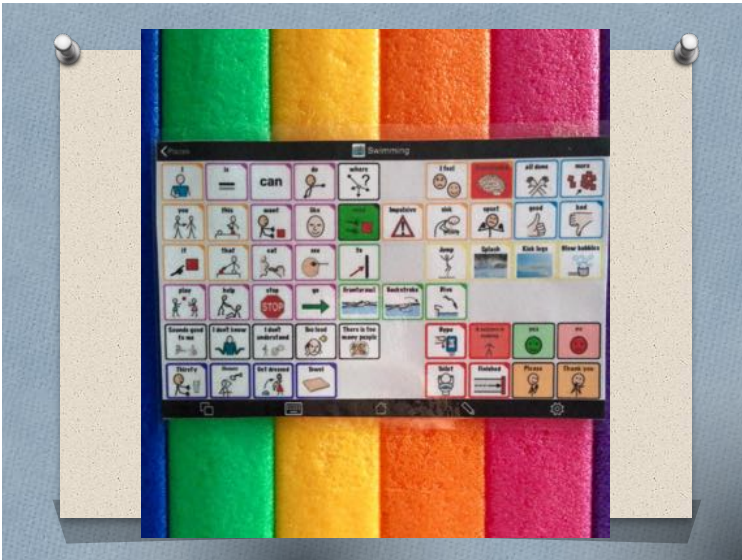




Context-specific

- * Preparing to have the words you need when and where you need them.
- * Whenever possible, use the full system!
- * Better to model symbols separate from the full system than to not model at all.





Creating a communication environment

Requires changes in the...

- ☒ Partner
- ☒ Environment
- ☒ Activities

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Engineered Partner Interactions

- * Purposefully created
- * Motivating
- * Familiar, often predictable
- * Model, model, model
- * Wait time: provide LOTS
- * Non-directive language
- * Open-ended comments

Engineering Interactions

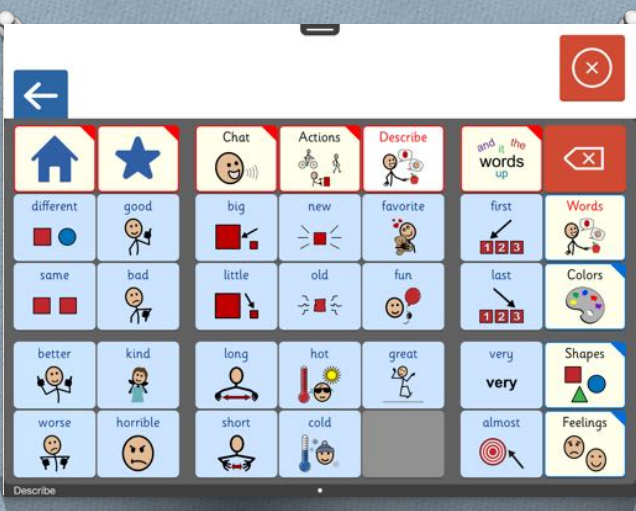
- * pause – place an item where it is visible but don't give it immediately
- * missing item – item needed for activity is missing
- * interruption – remove an item that is part of a routine
- * partial presentation – give only some of the parts of the activity
- * wrong item – give an item that doesn't match what they requested
- * inaccessible item – place item in visible but inaccessible location

Engineering Activities

- * Identify your conceptual focus
- * Blend your conceptual focus with the language you need to explain your concepts

Compare/Contrast

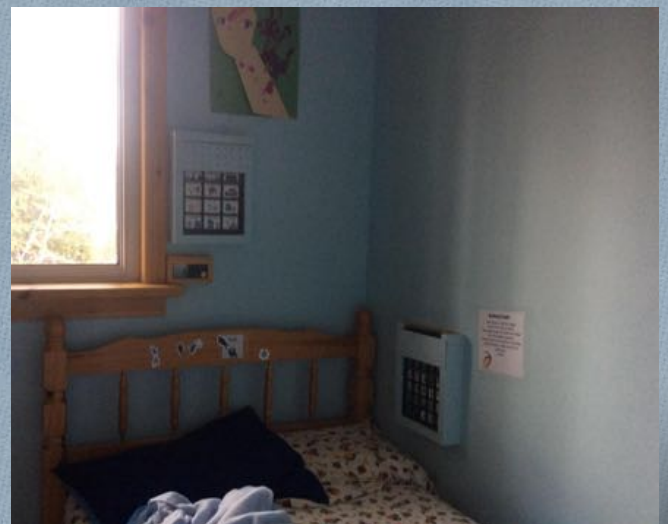
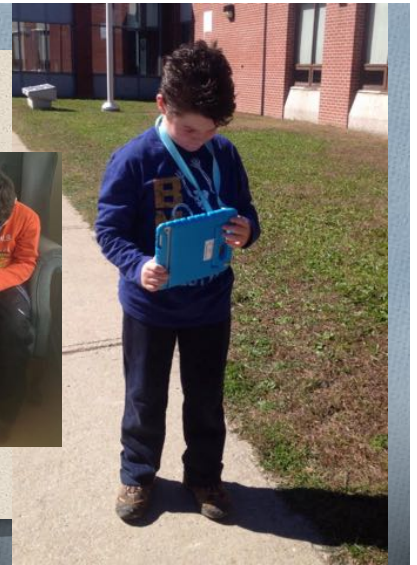
- * Same vs different
- * LIKE this, NOT LIKE or DIFFERENT from that
- * Describing words:
this is LIKE this because...
this is DIFFERENT because...
- * Opposites
- * Same concept across all subjects across the entire day

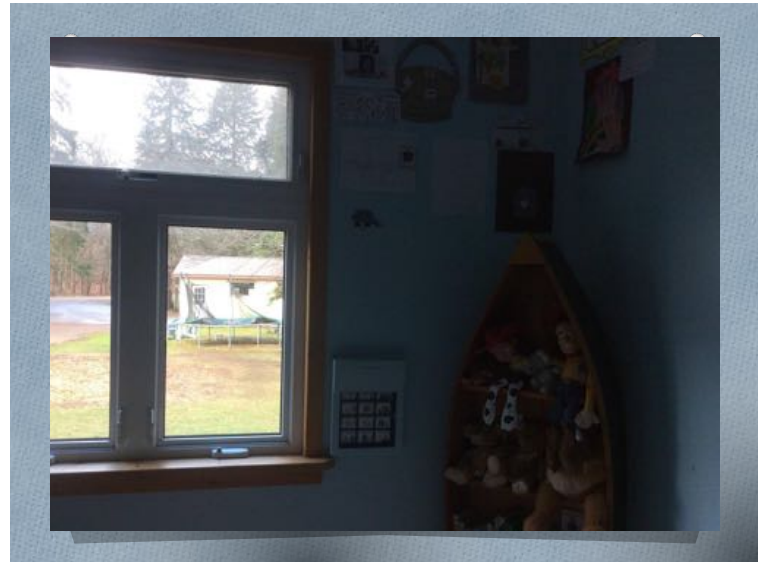
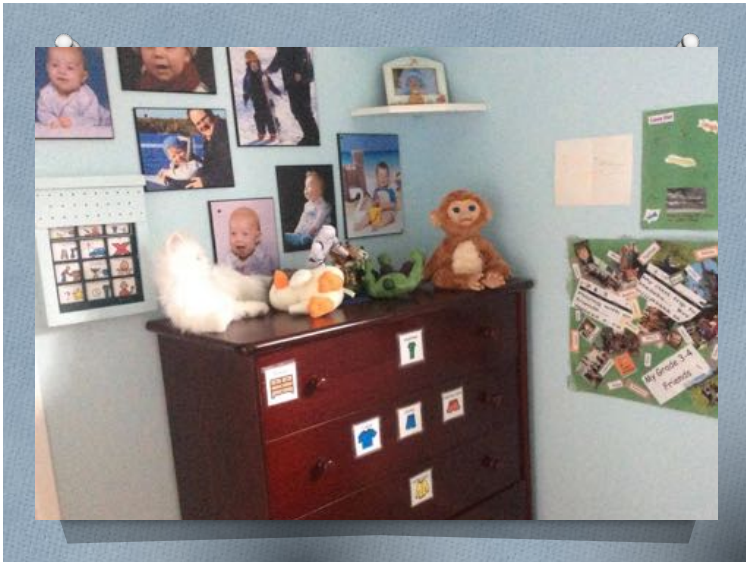
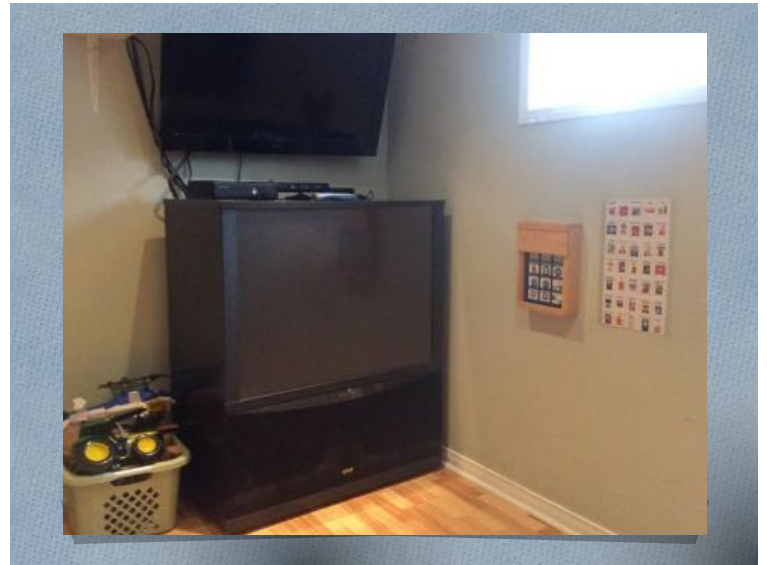


Time and Sequencing

- * FIRST, THEN
- * FIRST, NEXT, LAST
- * FIRST, then CHANGE, now DIFFERENT

Tathan, 10
Tecwyn, 12





Possible Next Steps

- * Ask: How is your environment supporting you to model? Which activities are easiest for you to use AAC? Which ones are hardest?
- * Share: your strategies in the Facebook group
- * Create an extra copy of the AAC

Thank You!

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