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		Ask, Do T		
	Octo	ber 29, 2015		
	Maureen N	levers, M.S. CCC	-SLP	
angelr	man engelsam	COMMUNICATIONT	RAINING SERIES	
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Today	's Topic Location	
in	the 5 STEPS	
Targets		٦
Teaching/Tasks	☆	
Tools		
Testing		
Team		

Creating a Rich Language Learning Environment Know - difference belween dractive and nondractive Find - questions, dractives in language environment Replace - questions and directives with nondractives Add - modeling, scaffolding and engineering interactions

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We aren't great partners.

Research shows that the pertners of people with complex communication needs tend to ask predomantly yes/no questions, interrupt, take the majority of conversational turns, provide few opportunities for communication, and focus on the technology rather than the individual?

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Directive Language • Stow mer." • That her." • that to" • Tall me" • Say"	Directive Language Show reprint Polymer Tel moly Say*	Questions Vaid question – question where you don't already know the snower Tel question – question where you already know the snower Ouestions also direct, by expecting a specific response Puts the student into the responder role
		3
Test Questions • What do you verif? (when the arrower is known) • What is if time (or? (eg schedule) • Where are we gong?? (when you aready know) • Where a (ligragil word conn on disvole)? • Can you find? • Can you list me with your falkerbook?	Test Questions • "what do warp?" (all the arover is known) • "what of the (or?" (ag softense) • "what of the very know?" • "what is (larged low-stroon or disecse)?" • "what is (larged low-stroon or disecse)?" • "Can you have with your "kno?"	Reasons We Use Directives and Ask Questions • to engage stateful in interaction • to git the stateful in interaction • getter mode or use their AAC speter mode • so that both pacifies the turn to contribute to a conversation • class of the stateful interaction of what they should do without actually fating them • to get information from the student, for four all about an experience or event • and what they may not yet understand

Actual Outcomes of Directives and Questions In retain I reduce geuine parceletion I reduce convessables in reduce I reduce convessables in reduce I der team convessables in gruppe models I generate recounted day Coccupy the space enterded for teaching and learning	Non-Directive Langu Nnow - diference between drective and	Provides langue student to see of without the exp without the exp	rective Language ge rout hat dose not drect or something the suburain's communication system, ectication of student performance under questione (ones you don't or to)
			5
Non-Directive Language	Non Directive League	Ange	10/27/15
Input and Model Examples - observators, comments, statements - "think about" - discorptions - "typt frow" events and experiences - part event-fregorences - words that seven to match the student's experience in the moment - social conversators	Non-Directive Langua 1 wonder 1 hink 1 an gong to 1 see you are donghootingfacing That involud make me feel	Vidid quastion— the arover Mala surver Mala surver are also to use if it is meant to will record.	guestion where you don't already know fulfact has a way to active that they considered, relative sense trookeding, altermine how you a the data before you called it guestions to a mineral, teaching!

Genuine Qu	8110118
Academic test questions Waff at the setting of the story? Oncises -when you triply on not Wafe do you want to at witter Social interaction and information Waff are you going to be for heat Open, thought provoking questio Tobooth Waff a you think with you Feeling or state of being question Thou do you failed. Feeling or state of being question Thou do you failed.	eeking questions



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	Language Environment
	Changing behavior first requires awareness We are not accurate judges of our own language perception is not really Important to have an accurate poliure of student's experience

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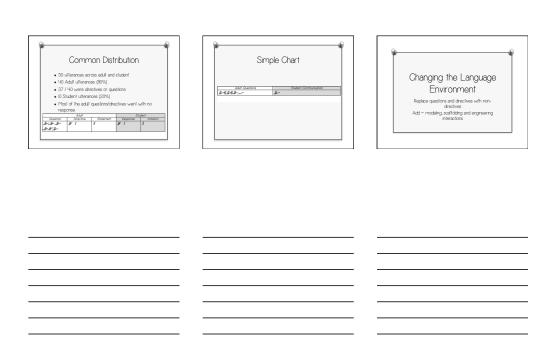


Observa	ition Chart Categorie
Adult	Description
"Question"	asking for information, expecting an answer
"Directive"	telling student what to do/not to do
"Statement"	comment, give information; no student reply expected
Student	Description
"Response"	action or message in reply to adu question or directive
	spontaneous communication

Adult: Student:	"What is next?" responds by pointing to "lunch" on their
	schedule Stydent
Quastion /	Directive Statement Response Initiation

Example 2 Table Project Section Secti	Example 2 Total white part of the part of	Common Distribution

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Change is purposeful Beng an effective communication periner or AAC facilistics is not intuitive it often requires one to change long-established, unconscious ways of communicating.	Monitoring Our Language Observation with immediate feedback Vidao Pers support Creat sheet of options	Modeling is key intervention Desple their dversity, the research reports surrivarized in the article of howe a common threat-real studies investigate the use of edited AAC modeling as a two component of AAC.
Augmentative Communication News: September 2006 Valume 18. No 3		Pelrucitori Drager, 2010
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Modeling • Partner use of communication modes/ meterals 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 and ref 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	Scaffolded Response Strategies • Intide • Intriner repeats message that were expressed by the communitarian • Ingramer repeats message that were expressed in monther form lieig person standing all the charry pathers are for and but with Carely • expand • Pathers actic to message (sey person says "want", partner expands to "want the")

Engineered interactions This occurage he noted the communication of the second of the

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Possible Next Steps • Record directive/non-directives for one 67 period • Court how many opportunities student has to mittel (FO_selective, promite, or deficient produced) in a 67 • Ware 3 has bands on one wate — each time you also yourself from using a developleation and male it is non-directive, move aband to the other wate is required.	thank tout The ASE Communication Training Series is made evaleble by The Angelman Syndrome Foundation and a generous grant from The Foster Family Charitable Brundation, a family Charitable Angelman Celfornia	angelman SYNDROME FOUNDATION
Try bang non-drective for a week, or a month, and sees what changes you observe	angelman CodeLasCotOst TRANSIS SEES	angelman syndrome COMMUNICATION TRAINING SERIES COMMUNICATION TRAINING SERIES
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