Conquering the Core Classroom
Providing Classroom Staff Education/Support Remotely
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What is the most effective framework for providing support?

A couple models, but many similar steps

Peer Coaching Model for Staff Development in Education- Joyce & Showers (1980)	Eight Stages of Communication Partner Instruction in AAC- Kent-Walsh & Mcnaughton (2005)
• Instruction/Learning of theoretical principles • Modeling • Practice in structured setting • Practice in the classroom • Observation & feedback • Ongoing support	• Pretest & commitment to instructional program • Strategy description • Strategy demonstration • Verbal practice of strategy steps • Controlled practice & feedback • Advanced practice & feedback • Posttest and commitment to long-term strategy use • Generalization of target strategy use

Is this possible within the school setting?

Obstacles to Effective Training and Implementation

Within the school setting there are many demands! Some common barriers in the school setting are:
• Limited time for staff to attend training
• Limited resources for providing coverage for teachers
• Administrative practices that discourage use of class time for teacher training
• Competing staff responsibilities
• Motivation of staff to learn and practice new skills to generalization
• Workload of training staff- limited time for providing thorough support

AAC training is often an additional skill to learn. So, a possible solution could be to provide remote training and support.

Our Support/Training Program

The basic components of our support model:
• Lasted 6 months, from August to January
• One-time in-person training was conducted before school started
• Then monthly access to a Google Drive which contained many materials.

What was in the Google Drive?
• Text-based handout on topic/skill of the month
  • Text Based Explanation of the topic
• List of YouTube Videos
  • Contained 4-5 videos
  • Videos varied in length, but most around 5-7 minutes
  • Prompt questions to get watcher thinking
• Materials Folder
  • Example Lessons/Planners
  • Requested Items

Notes:

- Scripts
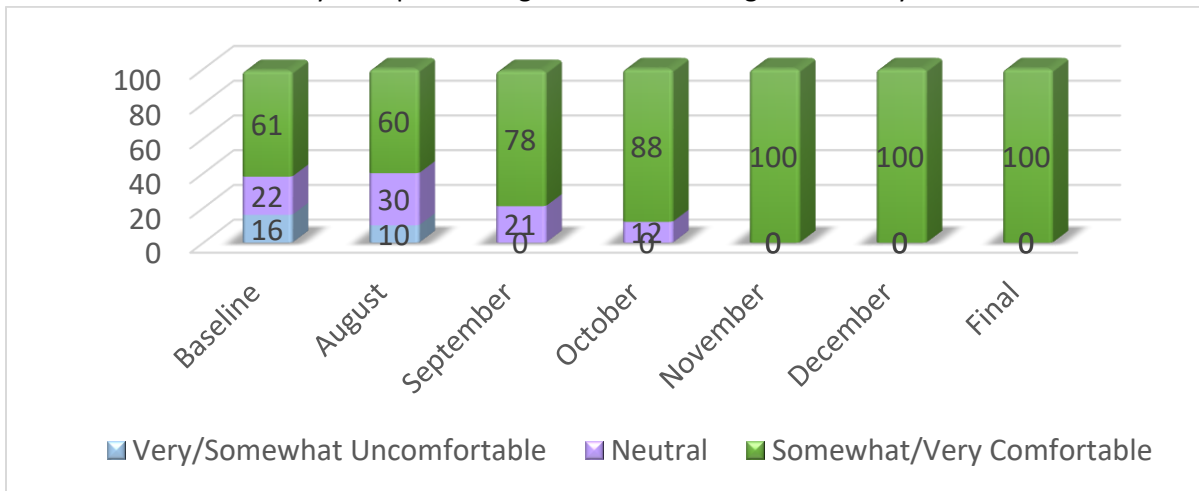- A Year of Core Words by PrAACtical AAC
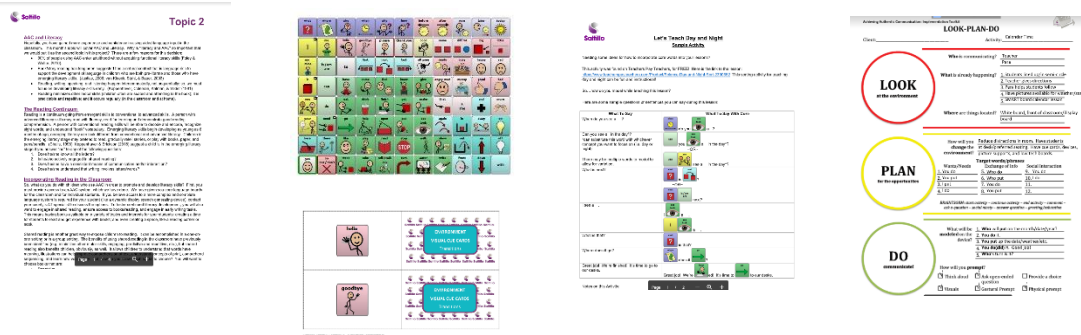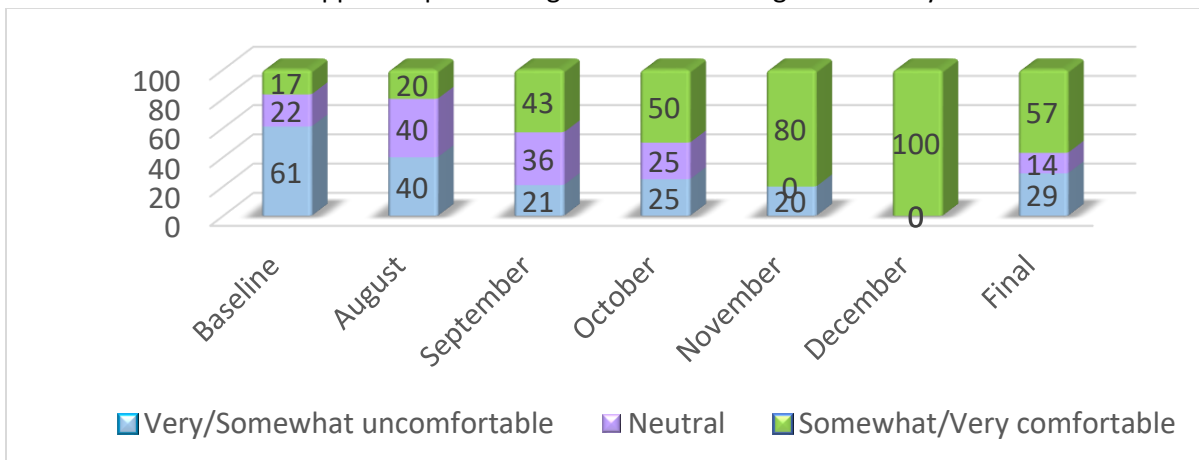

Topics Covered in the Support/Training Program

- AAC and Aided Language Stimulation
- AAC and Literacy
- AAC and Curriculum Content
- AAC and Writing
- AAC and Educating Communication Partners
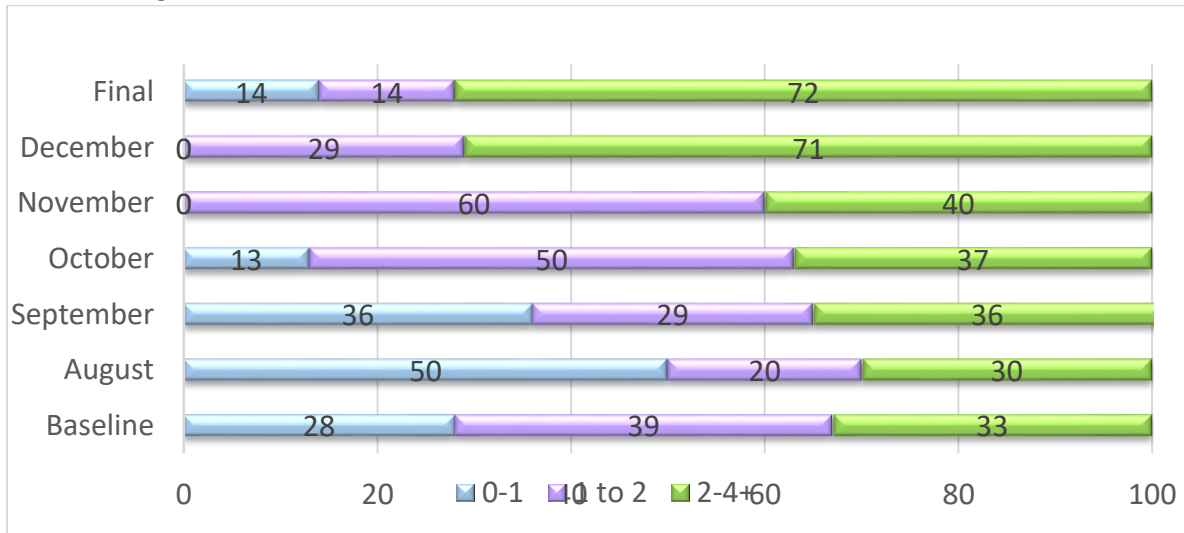
Did it work?...Data

Q2: How comfortable are you implementing core words throughout the day?

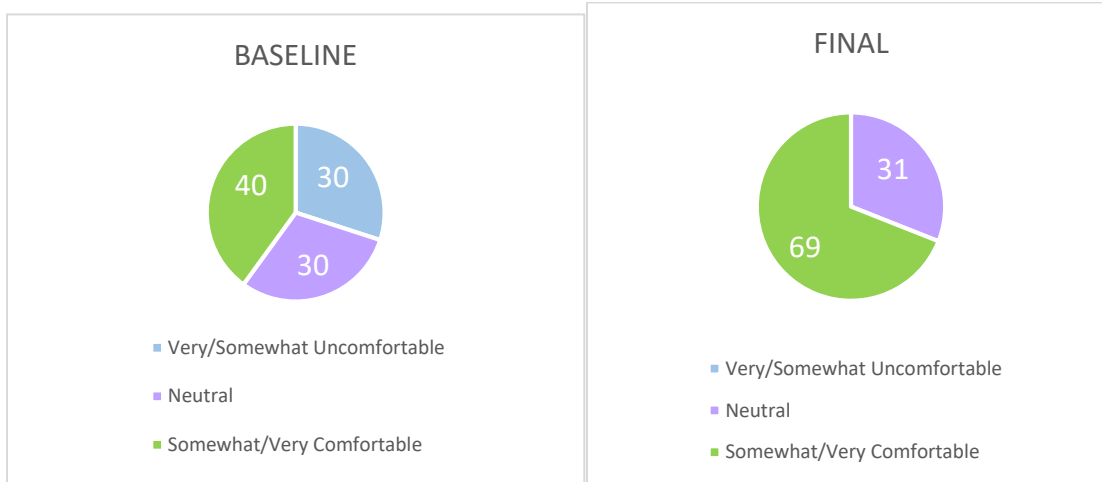Q3: How comfortable is support implementing core words throughout the day?

Question 4: Think about a student who uses an AAC device. On average, how many words is the student using to communicate?
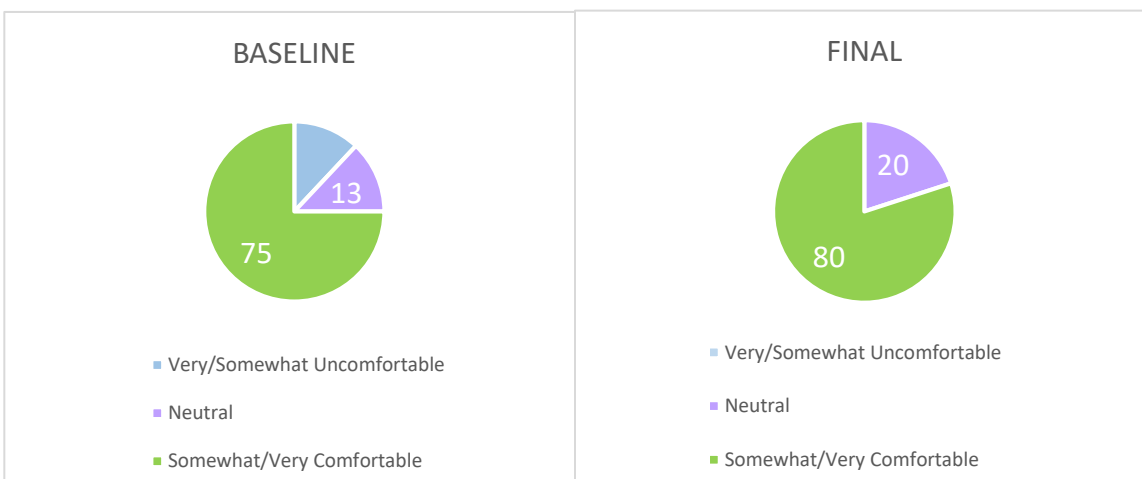
	0-1	1 to 2	2-4+
Final	14	14	72
December	0	29	71
November	0	60	40
October	13	50	37
September	36	29	36
August	50	20	30
Baseline	28	39	33

Topic 1 – Aided Language Stimulation

BASELINE

- Very/Somewhat Uncomfortable: 30
- Neutral: 30
- Somewhat/Very Comfortable: 40

FINAL

- Very/Somewhat Uncomfortable
- Neutral: 31
- Somewhat/Very Comfortable: 69

Topic 3 – AAC and Curriculum Content

BASELINE

- Very/Somewhat Uncomfortable: 13
- Neutral
- Somewhat/Very Comfortable: 75

FINAL

- Very/Somewhat Uncomfortable
- Neutral: 20
- Somewhat/Very Comfortable: 80

Results Overview
All participants demonstrated gains in AAC skills and knowledge. Some skills and topics were "trickier than others. These skills may require more resources and support, following up on knowledge, etc. that we were not able to provide in the structure of this program.

Everyone gained skills and now we are seeing spillover of these skills into other classrooms within the schools. The AAC knowledge is growing organically.

How likely are you to recommend this program (i.e. reading materials, videos, other materials) to others?

Not at All Likely	Not so Likely	Somewhat Likely	Very Likely	Extremely Likely
0	0	0	57	43
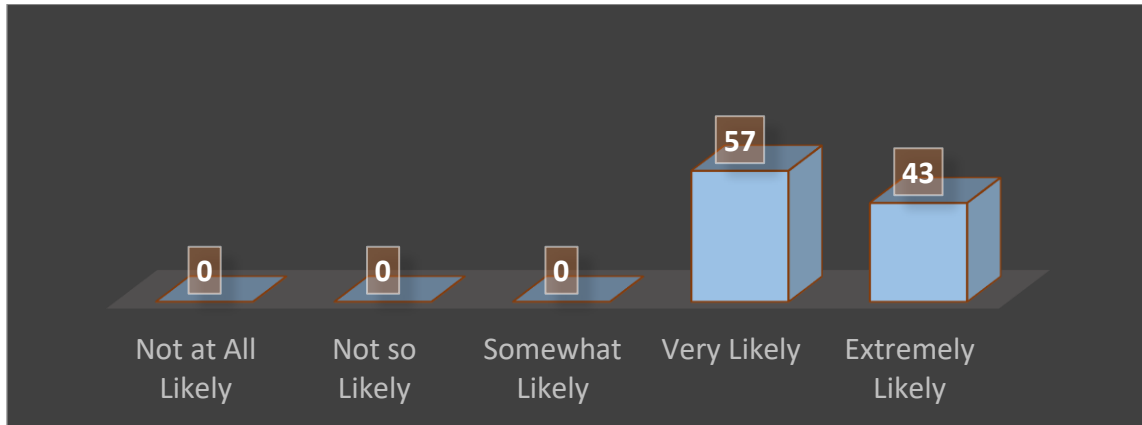
Limitations
- Data was self-reported
- Teachers were not trained to collect MLU or language sampling techniques
  - Also did not ask SLPs to analyze language samples monthly
- Not yet replicated to see if results can be verified through reproduction
- Unable to measure effects of "other" supports in the school system

Reflections and Moving Forward
- Integrate online training with periodic scheduled in-person training
  - Various groups, push-in classroom
- How this project has influenced our practices:
- Use of a monthly newsletter to teach AAC strategies as well as procedural practices
- Use of visuals including samples, pictures and video models
- Providing "starter" resources
- Implementing a material share system
- Increase use of in-class support (e.g., modeling, observation and feedback) by AT specialist but also by pulling in support of instructional coaches
- Increase scheduling of follow up training with targeted teachers as well as all who request support

Questions??
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Notes: