

**Paraeducator Teletraining to Offer Opportunities to Communicate Choices to Students with Complex Communication Needs (CCN) and Cortical Visual Impairment (CVI)**

Session #: 5515V

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Questions of Interest:	Study Specifics:
What	<p>Teletraining to instruct adult communication partners how to structure opportunities to communicate a choice to students with CCN + CVI (see page 2 for strategy taught)</p> <p>Why Choices?</p> <ul style="list-style-type: none"> <li>Communicating choices is a potentially powerful way for beginning communicators to exercise control and self-determination in their day (Beukelman &amp; Light, 2020)</li> <li>Adult communication partner training has proven effective in helping to identify opportunities for children to communicate a choice in an inpatient medical setting (Gormley &amp; Light, 2022)</li> </ul>
Why	<ul style="list-style-type: none"> <li>For students with CCN who are presymbolic or early symbolic communicators → social engagement and participation may be challenging due to subtle or idiosyncratic communicative behaviors (Carter &amp; Iacono, 2002)</li> <li>CVI may impact a student's ability to use vision to look at novel items, to participate in complex sensory environments, or to look at the faces of other people (Roman-Lantzy, 2018)</li> <li>Interacting with a student with CCN, CVI, and additional impairments, such as motor, may be challenging for communication partners</li> <li>Multiple studies suggest that training communication partners can result in increased communication opportunities for students with CCN (e.g., Binger et al., 2010; Brock &amp; Anderson, 2020; Douglas et al., 2013)</li> <li>Parents of children with CVI and CCN report that their children continue to rely on unaided, body-based methods of communication (Blackstone et al., 2021)</li> <li>Parents of children with CVI and CCN report that professional practice does not align with parent priorities such as quality of life experiences (e.g., social interaction, participation; McCarty &amp; Light, 2022)</li> </ul>
Who	<p>Successful recruitment of 4 adult-student dyads</p> <ul style="list-style-type: none"> <li>Students (n=4) with CVI, CCN(presymbolic or early symbolic communicators), and multiple disabilities (including motor impairments)</li> <li>Adult educational communication partners (n=4) <ul style="list-style-type: none"> <li>1 speech-language pathologist, 2 paraeducators, 1 mother</li> </ul> </li> </ul>
When/ Where	<p>All phases of study conducted via Zoom during Spring and Summer 2022</p> <ul style="list-style-type: none"> <li>Participants attended school in 4 different states and connected on Zoom while in educational setting</li> </ul>
How	<p>Nonconcurrent multiple probe across participant design</p> <ul style="list-style-type: none"> <li>Participants randomized to 5, 6, or 7 baseline probes (5-minute recordings over Zoom of typical adult-student interaction)</li> <li>Two teletraining sessions over Zoom <ul style="list-style-type: none"> <li>1<sup>st</sup> session: Average of 54 minutes; Shared screen to show presentation with checklist steps, video models, and discussion questions; Role play with researcher acting as student</li> <li>2<sup>nd</sup> session: Average of 21 minutes; Adult practiced strategy with student in real time and received feedback from researcher</li> </ul> </li> <li>Participants completed 5 intervention/maintenance probes (5-minute recordings over Zoom of typical adult-student interactions)</li> </ul>
Results	<ul style="list-style-type: none"> <li>Increase from baseline → intervention for percentage of sub steps accurately implemented by all 4 adult partners</li> <li>No overlap from baseline → intervention for percentage of sub steps accurately implemented by all 4 dyads</li> <li>Students responded in 100% of opportunities presented once partner received the teletraining and if partner correctly used the strategy when student did not respond or rejected original offer</li> </ul>

**Communicating Choices Strategy Checklist-** taught to adult educational communication partners in study

<b>STEP 1- SET UP</b>
○ 1. Check student positioning
○ 2. Gather meaningful and motivating materials
○ 3. Tell child it is time to make a choice e.g., <i>"What do you want to do next?"</i>
<b>STEP 2- OFFER CHOICE</b>
○ 4. Show first object, label object, and pause
○ 5. Show second object, label object, and pause
○ 6. Ask "Do you want the (object 1 name) or the (object 2 name)?" e.g., <i>"Do you want the ball or the truck?"</i>
<b>STEP 3- WAIT FOR RESPONSE</b>
○ 7. Remain silent and watch child expectantly for 5 seconds or until child responds
<b>STEP 4- RESPOND TO CHILD</b>
A. <i>If child picks object:</i>
○ 8. Describe child behavior that indicated choice.
○ 9. Say "You want the _____"
○ 10. Hand object to child e.g., <i>"You turned towards the ball. You want the ball."</i>
B. <i>If child rejects:</i>
○ 8. Describe child behavior that indicated rejection.
○ 9. Say "You don't want the _____"
○ 10. Present 2 different objects (start at step 2) e.g., <i>"You pushed the truck and ball away. You don't want the truck or ball."</i>
C. <i>If no response:</i>
○ 8. Describe child behavior that indicated no response.
○ 9. Say "I don't know what you want"
○ 10. Repeat offer with same 2 objects (start at step 2) e.g., <i>"You didn't show me your choice. I don't know what you want."</i>

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