



Saturday, August 3, 2019

Breakout Session D20 • 4:00-5:00 pm • Grand Ballroom C

Creating Communication Opportunities and Diversifying Choice-Making

Dr. Susan M. Bashinski, Missouri Western State University

Presenter Information

Dr. Susan M. Bashinski is a Professor of Special Education at Missouri Western State University; she has 40+ years experience working with learners who experience multiple disabilities, including deaf-blindness. Dr. Bashinski has extensive experience in providing professional development and technical assistance nationally and internationally, particularly in the areas of augmentative and nonsymbolic communication for learners who have low-incidence disabilities, particularly deaf-blindness. She has presented a variety of national webinars for both the CHARGE Syndrome Foundation and the National Center on Deaf-Blindness—particularly dealing with communication development. Dr. Bashinski has directed numerous federal and state grants in low-incidence disabilities and deaf-blindness, including: personnel preparation, research, in-service training, and assistive technology. Dr. Bashinski's research interests and areas of expertise include early communication and language development, communication programming for children and young adults with CHARGE syndrome, augmentative communication, and cochlear implants, with numerous publications and presentations related to these topics.

Presentation Abstract

This session extends the content Dr. Bashinski presented in her two-webinar series for the CHARGE Syndrome Foundation during Spring 2019: *Laying the Foundation for Communication Exchange: Critical Points of Understanding and Practical Strategies*. It is important to note, however, that information included in this session will stand alone, for potential attendees who did not participate in either of the two webinars.

The presenter will provide potential communication partners with *specific strategies* they might implement to: (a) increase the number of communication opportunities with which a learner is provided, and (b) facilitate a learner's growth in making authentic, meaningful choices. Participants in the session will learn how to structure a diversity of choice-making by embedding opportunities in the family's / learner's daily routines (e.g., with whom to complete an activity, how the task is to be completed, what the learner is to do after her choice is made). The presenter will, also, provide participants with structures for tracking a learner's preferences and choice she may/ may not make independently. The primary take-away from this session should be that communication partners should *not* make choices *for* the learner which she can learn to make for herself!



WELCOME!

***CREATING COMMUNICATION
OPPORTUNITIES and
DIVERSIFYING CHOICE-MAKING***

Presented for:

14th International CHARGE Syndrome Conference
Dallas, Texas

By:

Susan M. Bashinski

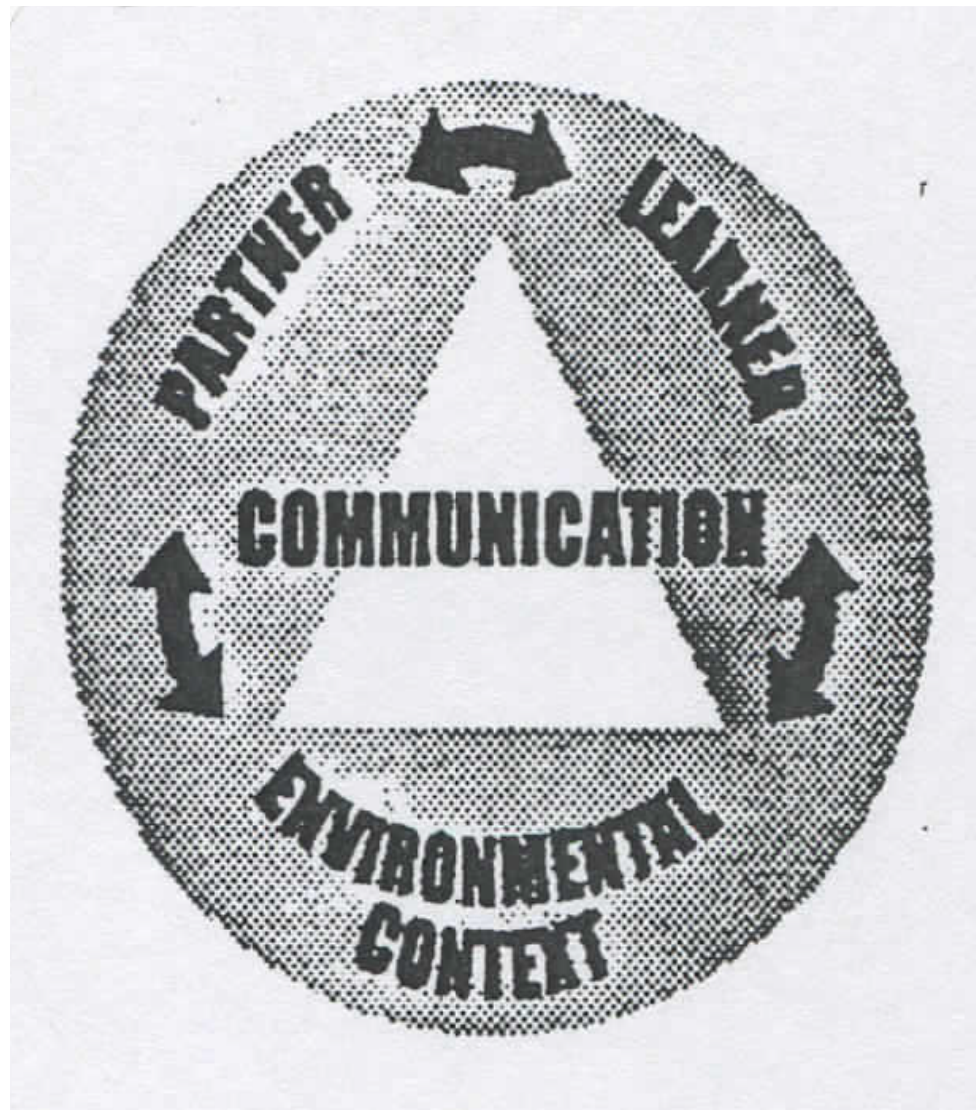
August 3, 2019

AGENDA

- **Tri-Focus Strategies:** INCREASE OPPORTUNITIES FOR COMMUNICATION and Facilitate Growth in Making Authentic, Meaningful Choices
 - Choice Making
 - Choice Diversity
- **Creating Opportunities** through Interprofessional Collaborative Practice (IPCP)

TRI-FOCUS FRAMEWORK

(for Teaching Nonsymbolic Communication)



Siegel-Causey &
Bashinski, 1997

TRI-FOCUS STRATEGY*: INCREASING OPPORTUNITIES FOR COMMUNICATION

- * Although this strategy is incorporated in the instruction model for teaching nonsymbolic communication, it is applicable for facilitating communication development at ALL levels.

TRI-FOCUS STRATEGIES

INCREASE OPPORTUNITIES:

- Providing responsive communication partners is critical
- Facilitating a favorable situation for communication participation
- Engineering the environment supports increased participation
- Incorporating wait time helps to ensure communication success

INCREASING OPPORTUNITIES

A learner's opportunities to communicate can be dramatically enhanced by incorporating the "Principle of Partial Participation" in all her activities.

What is the principle of partial participation? (Baumgart et al., 1982)

INCREASING OPPORTUNITIES

- Routine Involved (Location / Setting)
- Choice #1 – HOW to do the activity
- Choice #2 – WHO (for / with whom)
- Choice #3 – WHAT occurs at the END of the activity

INCREASING OPPORTUNITIES

Routine	Choice: HOW TO DO	Choice: WHO (for/with)	Choice: WHAT at End of Activity

INCREASING OPPORTUNITIES

Routine	Choice: HOW TO DO	Choice: WHOM (for/with)	Choice: End of Activity
Pass out papers in general ed class	(A) Side of room on which to begin (B) Way in which to carry papers	Choose any peer to assist with reading names	<ul style="list-style-type: none">• Finished• Return to seat
Complete shopping on a trip in community	(A) Stop / Go at cross-walk to enter store (B) Determine order in which to locate items	Choose door in which to enter Choose hand basket or cart	Make a different choice Do more / choose next

PROCESS STEPS – INCREASING COMMUNICATION OPPORTUNITIES

Process steps for creating communication opportunities for a learner:

1. ID the activities a partner routinely completes with the learner every day, or several times each day.
2. Engineer the environmental context to allow the learner to choose HOW TO go about completing each activity (i.e., procedure, materials, location)
3. Engineer the environmental context to allow the learner to choose WITH and / or FOR WHOM each activity will be completed.

PROCESS STEPS – INCREASING COMMUNICATION OPPORTUNITIES

Process steps for creating communication opportunities for a learner: (con't.)

4. Engineer the environmental context to allow the learner to determine each activity's termination (END OF ACTIVITY) [e.g., “I’m finished,” “I want to do more,” “I want to make another choice.”]
5. Determine WHEN and WHERE a partner will offer communication opportunities to the learner for each targeted activity.



CRAFTING MEANINGFUL, *AUTHENTIC* OPPORTUNITIES FOR COMMUNICATION by:

1. Increasing Choice-Making
2. Enhancing Choice Diversity



OFFERING MEANINGFUL And *DIVERSE* CHOICES

INCREASING OPPORTUNITIES THROUGH CHOICE-MAKING

A learner deserves the right to make
authentic / meaningful choices!

The learner must have:

- Experiences to ground her selection of options
- An understanding of the level of representation (e.g., signs, pictures, line drawings)
- An understanding of what the representations mean
- Preference for one option over the other

INCREASING OPPORTUNITIES THROUGH CHOICE-MAKING

A learner deserves the right to make
authentic / meaningful choices!

The partner must consider :

- Accessibility—how long options are offered
- Size of field,
- Number of selections
- Contrast
- Color

MEANINGFUL CHOICE-MAKING

- Yes, learning how to choose between two (or more objects, activities, foods, etc.) IS a very important skill!
- A very *different* aspect of learning about making choices, though, is learning *which* choices the child / young adult MAY make, and *which* choices are only made by others!

MEANINGFUL CHOICE-MAKING

Partners need to determine:

- Choices which safely, and practically, may be left to the learner's discretion and those which, for whatever reason, must be made by someone else (i.e., **CHOICE MAP**)
- All sorts of sensory stimuli which have been observed to be reinforcing / calming to the learner, or have been associated with a positive outcome—OR had the opposite effect (i.e., **PREFERENCES MAP**)
- Listings need to remain dynamic

MEANINGFUL CHOICE-MAKING

One effective way to teach this latter skill is to create with and for the learner is a

CHOICE MAP

To do this:

1. List all choices which safely, and practically, may be left to the learner's discretion
2. List all choices which, for whatever reason, must be made by someone else
3. **Keep the listings dynamic!!!**

MEANINGFUL CHOICE-MAKING

CHOICE MAP

Preferences Map for Austin

Date: 6/25/2019

CHOICES MADE BY

- when to get up in the morning
- when *and* what to eat for snacks
- when he wants to play outside, in the backyard at his house
- when he needs to use the bathroom
- the *order* in which he will complete required activities (BOTH school and home)
- where he will sit in the classroom to complete his work
- when others may touch him or give him a hug

CHOICES MADE BY OTHERS

- when he goes to bed at night
- what time he participates in family meals
- where and when he will go, in the community, with his family
- what he wears to school
- what activities he will be required to complete in classes
- when he is required to participate in group activities at school
- who communicates with him

Related to Choice-Making, but also to LEARNING IN GENERAL...

Create with and for the learner a

PREFERENCES MAP

(very similar to creating a “choice map”:

1. List all stimuli which have been observed to be reinforcing to the learner, to have a calming effect, or have been associated with a positive outcome
2. List all stimuli observed to have opposite effects
3. **Consider ALL sensory inputs!**
4. **Keep the listings dynamic!!!**

MEANINGFUL CHOICE-MAKING

PREFERENCES MAP

Preferences Map for _____

Date: _____

WHAT WORKS

- vibrating materials / toys
- sitting in front of a fan or activities that create moving air
- gross motor activities
- temperate and hot weather
- taking a shower / swimming
- object cues, to help him anticipate
- deep pressure
- highly structured routines
- being provided as much time as he wants to complete an activity
- limited variety of tasks and materials

WHAT DOESN'T WORK

- materials that produce light
- extreme textures
- desk / seated activities
- cold or wet weather
- keeping on his socks and esp. shoes
- taking a bath
- feeling constipated (i.e., stomach ache)
- touch cues
- light or fleeing touches
- new people, esp. those who do not allow him time to finish what he started
- not being told when people are leaving

CHOICE-MAKING

Expanding the variety of a learner's choices is yet another way to contribute to the creation of Opportunities to Communicate for a learner:

Choice Diversity Model

(Brown, Belz, Corsi, & Wenig, 1993)

CHOICE-MAKING

The Choice Diversity Model analyzes steps or components of a task to identify instances in which options for choice can be inserted into the activity

CHOICE-MAKING

Choice-making opportunities may be embedded throughout a learner's day:

- Within routine changes
- Between routines
- Refusal to participate
- Provider of necessary assistance (WHO)
- Activity location (WHERE)
- Order of activities (WHEN)
- Termination determination

CONSIDERATIONS FOR CHOICES

- It is critically important to offer choices to not participate in, or to terminate, an activity
- Always respond to spontaneous choices whenever possible!
- Present choice options a child can meaningfully process, based on her skills
- Accept the child's method of making a choice—*as well as the choice itself!*

EXAMPLES OF EMBEDDED CHOICES

- **Whom** to sit beside (have high chair / wheelchair positioned beside) during a family meal, or with whom to play / work
- Decisions about **when** to do something (i.e., decision-making within daily schedule set up)
- Decisions to be **“all done”** with activity
- In which **position** (i.e., sidelying, using prone stander, sitting in wheelchair) to watch favorite video
- **What** to eat / what to wear

CHOICE DIVERSITY

Routine	Within (Rout.)	B/twn (Rout.)	Refusal	Who?	Where?	When?	Termin -ate

CHOICE DIVERSITY

Routine	Within (Rout.)	B/twn (Rout.)	Refusal	Who?	Where ?	When?	Termin -ate
Social Studies OR Science	What mats. will I use? (iPad, marker, pen)	Go to science lab OR on- campus job?	“NO! Don’t want to touch that dead frog!”	“May I pick who my partner will be for the activity?	To see the video, where should I park my W/C?	Do I talk to the teacher before or after activity?	“I’m not finished with my work!”
Lunch	What item first— eat or drink?	Go out- side to break area or return to class?	“That food is too hot for me!”	Beside whom do I get to sit today?	Do I get to choose at which table to sit?	“I’m hungry! May I go and eat now?”	“I don’t want any more; I don’t feel well.

INCREASING COMMUNICATION OPPORTUNITIES— APPLYING IPCP

- Each communication partner has the responsibility to increase opportunities & invite communication
- SLP can lead the team's incorporation of communication “temptations” in everyday activities
- TVI will contribute key info re: representation options, size, and arrangement
- Identify how to create opportunities for each learner—use of pause / cues, multiple forms, and how to create authentic/meaningful choice-making



TRI-FOCUS STRATEGIES APPLIED TO INTER-PROFESSIONAL COLLABORATIVE TEAM PRACTICE

New, informal assessment checklist is available to allow your team to evaluate how well YOU are collaborating for the implementation of each of the five Tri-Focus Framework strategies

(Bruce & Bashinski, 2018)

INCREASE OPPORTUNITIES

KEY: Communication partners should not make choices *for* the learner which she can learn to make for herself!

(...and use Preferences *OR* Choice Maps to guide your work)



QUESTIONS?



THANK YOU!

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