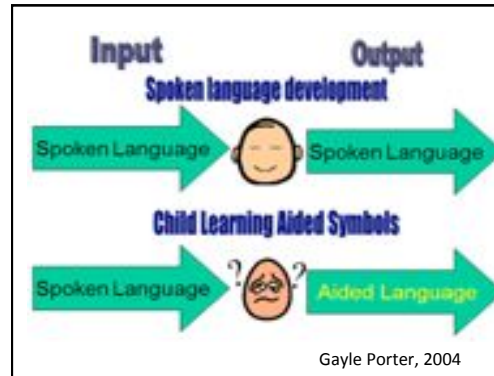


# Scaffolding Conversations Through Communication Circles & Social Scripts

Closing the Gap Preconference, October 14, 2014, Minnesota

## Grice's Cooperative Principles (1975)

**Quantity** - put as much information into the dialogue as is needed, no less and no more.  
 -What needs to be included depends on what your interlocutor already knows.  
 -My translation: Don't share old information!!!



## Some Key Findings from Hart & Risley Study, 1995

- The variation in children's IQs and language abilities is relative to the amount parents speak to their children.
- Children's academic successes at ages 9 and 10 are attributable to the amount of talk they hear from birth-age 3.
- Parents of advanced children talk significantly more to their children than parents of children who are not as advanced.

Hart & Risley Study, 1995

"The data revealed that the most important aspect of children's language experience is its **amount**."

*Meaningful Differences in the Everyday Experience Of Young American Children, 1995*

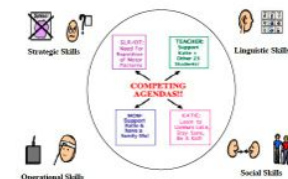
## Modeling: Aided Language Stimulation

Goossens' et al, *Engineering the Environment*, 1992

- Use the student's system to communicate
- Supports receptive and expressive communication
- Called 'natural aided language' by Joanne Cafiero

## Communication Circles:

*With a Little Help From My Friends!*



Dr. Caroline Ramsey Musselwhite  
[www.aacintervention.com](http://www.aacintervention.com)

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## WHAT is a Communication Circle??

### Definition

CC-1

Communication Circles have been developed to promote follow-through in use of assistive technology. They are an extension of the peer tutors model, with peers working as a team with the AAC user and professionals to plan and carry out activities.

### Peer Support vs Peer Helpers

- Is the support reciprocal?
- Are authentic friendships forming?
- Are peers learning respect for the support their friend needs to participate?
- Are we reinforcing any stereotypes about disability?

### Peer Helper

- Charity: we help because it's the right thing to do
- The peer IS the work, not reciprocated
- Learning lessons about charity and kindness
- Supporters are praised
- Only one person is learning

### Peer Support

- We help because support enables contribution: solidarity
- Support is reciprocated, tools are shared
- Enhances learning for all students
- Teaches problem-solving, addresses the fear of help and vulnerability
- Support needs perceived as an opportunity

## WHO needs a Communication Circle??

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Belonging, friendships, and student success

Friendships are the biggest predictor of student's liking of and enjoyment of school and their achievement over the school year, regardless of whether the student believed school is important.

Ryan, 2003

## Circle of Friends

- Nine Lessons to promote social acceptance and friendship for an AAC device user and their peers

- **Try This:**
- **Tell which skills are addressed in each lesson**



## Conversation The Ultimate Goal!!

## Conversation: Putting It All Together

- **Linguistic** - about the language
- **Social** - about the interaction
- **Operational** - about access
- **Strategic** - about being fast

## Linguistic Competence



- The development of receptive and expressive language skills used in the home and community, the knowledge and use of the language "code" of the AAC system, and the ability to attend to both during a communicative interaction. Examples include: teaching vocabulary, icon sequences, navigating dictionaries, past tense, SVO, etc.

## Social Competence



Knowledge and skill in the social rules of communication, for example making appropriate eye contact, sharing the balance of talking and listening, and using communication for a range of different purposes - social chat, requesting items, responding to others, contradicting people, etc..

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Social Agendas of Communication

Light (1988) has identified four agenda that are fulfilled within communicative interactions:

- 1) **Expression of needs/wants**
- 2) **Information Transfer**
- 3) **Social Closeness**
  - Sense of belonging
  - Aspects of personality
  - Change perceptions
- 4) **Social Etiquette**

## Operational Competence



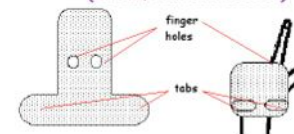
Development of the technical skills used to operate the AAC system, including the ability to access the system to transmit information (physical and cognitive skills).

- Visual discrimination (look or listen)
- Motor planning
- Finds pre-stored vocabulary (categorization)

Source: Janice Light, 1989 and Kovach, 2009 (AAC Profile)

## Rachel

**Index Finger Pointer Glove**  
(Idea from Goossens')

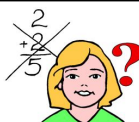


**Why?** isolate index finger for pointing

**Where?**

[www.aacintervention.com](http://www.aacintervention.com) Tip of the Month: January, 2002

## Strategic Competence



Using knowledge of what can be communicated and how best to communicate it (within the individual's limitations), as well as developing compensatory strategies for effective communication.

Print on blue paper in portrait mode.

Alphabet 36

A	B	C	D		
E	F	G	H		
I	J	K	L	M	N
O	P	Q	R	S	T
U	V	W	X	Y	Z

It's on the CDI!

**Initial Letter Cueing**

See Tips:

- Initial Letter Cueing
- AlphaBoard

Below the alphabet grid are icons for: I'll spell, guess, help, wait, let's better, and more.

## Pragmatics Profile

- The Pragmatics Profile of Everyday Communication Skills, Dewart and Summers
- Inventory of how the student currently communicates a range of functions across many contexts
- Great tool to describe all the things a student currently expresses and identify greatest needs.

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Vocabulary Approaches

### Single Message Devices Are **NOT** A System!!!



### High Tech SGD



### Light Tech Sets



### PODD Organising vocabulary for autonomous communication AT ANY TIME



### Communication & Core Vocabulary Module: DLM



Also see  
Module on  
Symbols!!

<http://dynamiclearningmaps.org/unc/modules.html>



# Scaffolding Conversations Through Communication Circles & Social Scripts

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## VOCABULARY SETS

- Core & Content Vocabulary
- Closed, Activity Specific Vocabulary
- The Alphabet

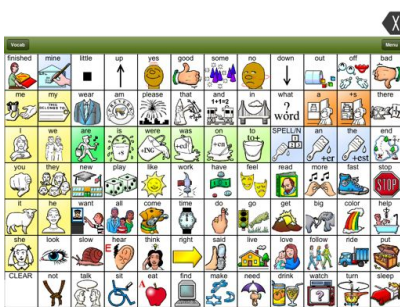
## Core + Content Vocabulary

- ♦ CORE vocabulary
  - Most common words
  - Permits talking about any topic
  - Stored together rather than by theme
- ♦ CONTENT vocabulary
  - Other words that fit into broad themes

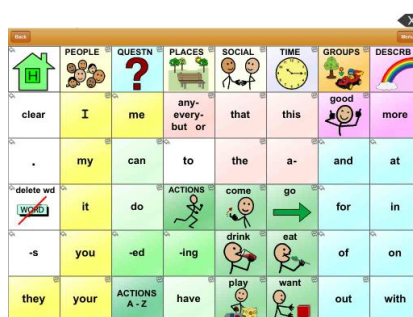
## Why Model? Aided Language Stimulation!

- For decades, communication partners have been urged to model AAC use interactively (Musselwhite & St. Louis, 1982; Beukelman & Garrett, 1988; Goossens', Crain, & Elder, 1992)
- Research shows that modeling AAC use is helpful (Ronski & Sevcik, 1996)
- Light (1997) cites several studies indicating that partners use AAC modeling in less than 10% of their messages, even when specifically instructed to do so
- Model vocabulary not yet in student's expressive lexicons and sentence structures that are "... just beyond the current productions of the child, although within the child's receptive capabilities" (Light, 97, p. 168)

## LAMP: Words for Life



## Touch Chat w Word Power

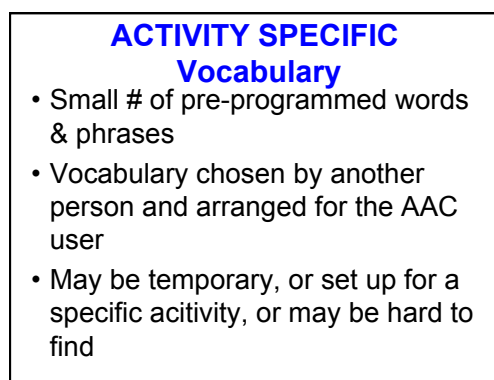
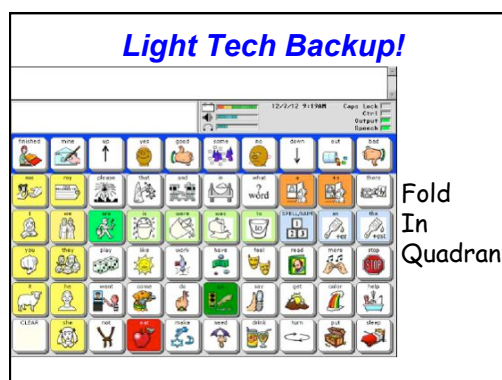
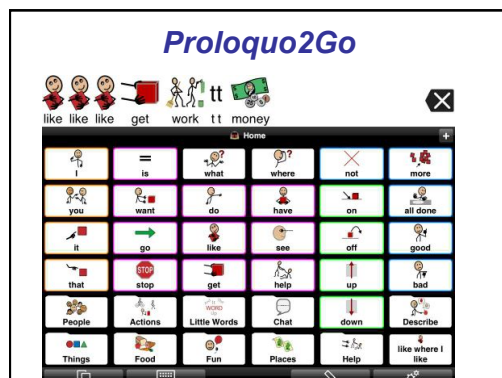


## Dynavox Compass Picture Word Power



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# Scaffolding Conversations Through Communication Circles & Social Scripts

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## DLM Sample Activity-Specific Page

An Activity Specific Communication Overlay

turtle	shell	hide	green
pond	head	move	hard
food	legs	swim	rough
water	tail	sleep	slow



Self-Directed Communication Module

## Be Careful NOT To Strand Students in 'NounTown!'



## The Power of 26 !

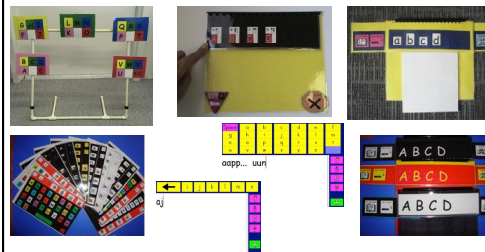
*Using the **FULL** alphabet  
is the one way that  
students can express  
ANYTHING they want!*

## Find the WRITE Tool!!!!



## Write with An Alternative Pencil!!!

Writing With Alternative Pencils CD, \$35  
Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill

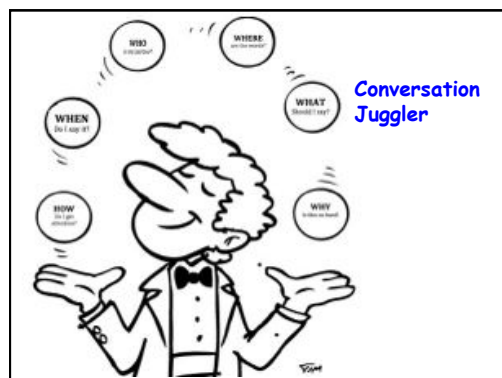


**SCAFFOLDING  
CONVERSATIONS**



# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Build In Generalization: RPM – GO!

**R** = Rehearse

**P** = Practice

**M** = Model

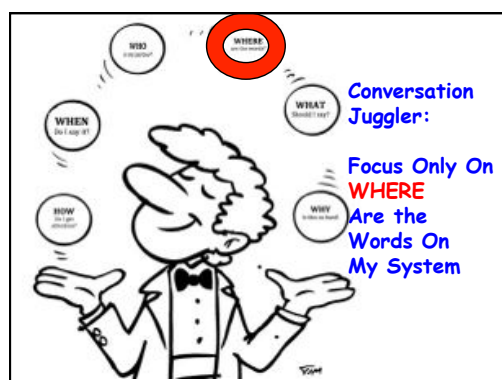
**GO!** = Use it with others



## Rehearse

### Compliments 1 - Tic Tac Talk

You look great!	Nice _____	Cool _____
You look pretty.	FREE _____	Great _____
So pretty!	Like that!	Love that!



## Rehearse

### Compliments 2 - Tic Tac Talk

That is so cool!	I love that _____	I really like that!
That is very cool.	FREE _____	Your _____ is cool.
Your _____ is so nice.	Your _____ is pretty.	Your _____ is great.

Tic Tac Talk Alexa

Grade 3

Dr. Caroline Ramsey Musselwhite ©2013 www.aacintervention.com

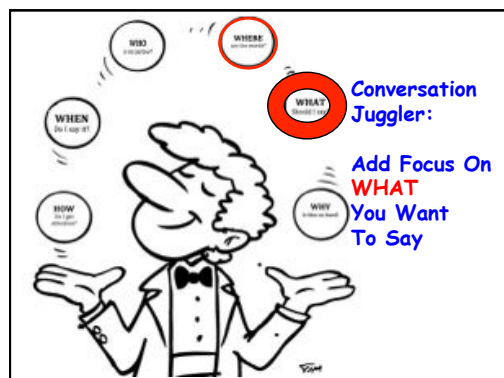
Practice Makes Perfect!

\* \* \* \* \*

(But, could we make it a little less BORING??)

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Model

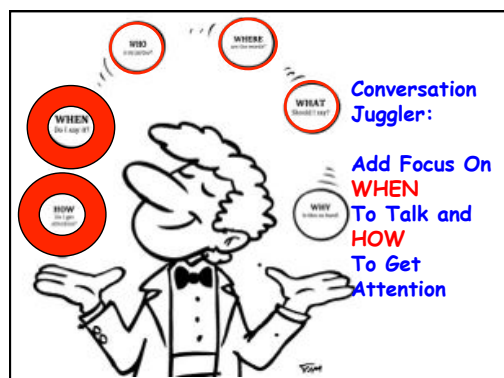
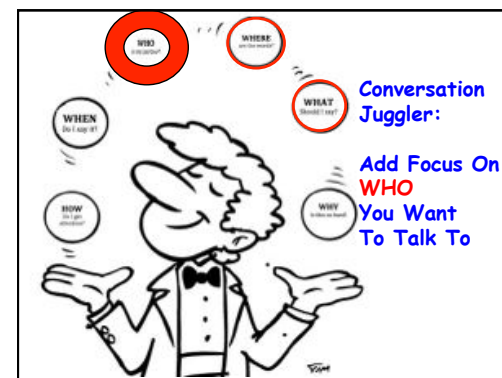
### Around The Table

Me: Leila, you look nice. I like your scarf

Leila: Alexa, that is a pretty hat.

Alexa: Kennedy, your shirt is cool.

NOTE: After 2 - 3 models, target student gets EVERY OTHER TURN!!!



### Build In Generalization: RPM – GO!

**R** = Rehearse

**P** = Practice

**M** = Model

**GO!** = Use it with others

**REHEARSE:**  
All About **WHERE**

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Key Features

- KISS!! (Keep It Simple, Silly)
- Motivating (apps help!)
- Goal = Beginning motor automaticity

## Rehearse

Compliments:  
Harder

That is so cool!	This is funny.	I really like that!
That is very bad.	FREE	So sorry.
Oh no! That is bad.	Very funny!	I don't like that.

## Rehearse

Compliments:  
Easy

Comments 1 - Tic Tac Talk

Great!	Cool!	Yeah!
Crazy!	FREE	Sorry!
Oops!	Fun.	Okay.

## Rehearse

Mother's Day  
Stage 1

Mother's Day 1 - Tic Tac Talk

Wow!	Awesomel	<u>fine</u>
Silly	FREE	Happy
Play	Pretty	<u>like</u>

## Rehearse

Bubbles:  
Stage 1

yuck	open	more
get	FREE	wet
do	oops	me

## Rehearse

Bubbles:  
Stage 2

That yuck!	Open it.	Want more.
Get it.	FREE	That wet.
I do	Oops. Gone.	You do.

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Rehearse: Making Tic-Tac-Talk FUN!

### Light Tech Ideas

- Use fun markers (bugs, cowboys from \$ store)

- Play Musselwhite Bingo:

**Bingo** = 1 bingo  
**Tingo** = 2 bingos  
**Thringo** = 3 bingos  
**Fingo** = 4 bingos  
**Pingo** = 5 bingos (p from pentagon!)

## Rehearse

Keep kicking it up across sessions  
 (5 - 10 min max)

- Goal 1 - Show it
- Goal 2 - Prompts (verbal - show category)
- Goal 3 - No prompting
- Goal 4 - Speed

*Note: Rehearse must ALWAYS be followed with practice & modeling in the same session*

## Rehearse



### Question Cube

Roll a Question!

*Note: For Rehearsal, Student Just Finds Question Word*

## Rehearse



Tic Tac Talk on Doodle Buddy

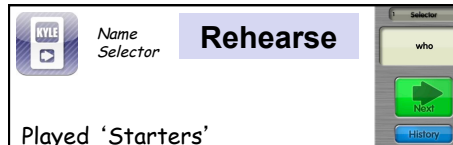
## Try This: Tic Tac Talk

- Pick a topic
- Use Stage 2 (below)
- Make a 6-location TicTacTalk
- Erin: bring blank Tic Tac Talk

### Language Objectives: STAGE 2

- Combine two and three words to make phrases
- Increase the number of words he or she uses meaningfully
- Increase the number of phrases he or she uses meaningfully
- Speak two and three word phrases to direct another person's actions
- Speak two and three word phrases to express negatives
- Speak two and three word phrases to express requests

## Rehearse




### Played 'Starters'

- I pulled up a word on the iPad from the set of target question words  
*(Note - you could just pull the words out of a hat!)*

# Scaffolding Conversations Through Communication Circles & Social Scripts


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Random  
Name  
Selector

**Rehearse**

My turn  
Do it  
Get that  
Get more  
Your go

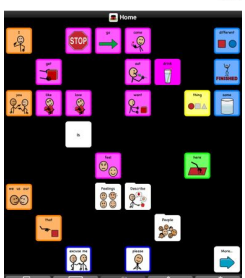


Played 'Starters'

- I pulled up a word on the iPad from the set of target question words

*(Note - you could just pull the words out of a hat!)*

## Starting Out: Limited Symbols



## Ideas & Discussions!!

- Why not just video directly?**
  - Sometimes when we video, we obscure the location of symbols - remember, we are helping students juggle the WHERE ball!
- How can we support meaning?**
  - Student videos linked to the 'where' video, showing student acting it out (ex: 'I like that!')
- What about light tech such as PODDs?**
  - Would video models help YOUR students?

## Build In Generalization: RPM - GO!

**R** = Rehearse

**P** = **Practice**  
(All about the **WHERE!**)

**M** = Model


**GO!** = Use it with others

## Key Features

- Student gets to **use** words from rehearsal
- BUT**, they aren't talking to a real person
- Reduces stress
- Goal = Growing motor automaticity while thinking about what to say

## Question Everything!

Sounding Board



- Great way to support 'text to world'
- Student asks Q and partner supplies answer
- Works well with many types of genre

<http://aacgirls.blogspot.com/2013/10/question-everything.html>



# Scaffolding Conversations Through Communication Circles & Social Scripts

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Name  
Selector

## Practice

Played 'Starters'

- I pulled up a word on the iPad for the set of target question words

*(Note - you could just pull the words out of a hat!)*

- Students had to think of REAL Qs with the starter words
- Note: After 3 models, Alexa took every other turn

## Practice

Meet Heckerty app

Questions Re: Narrative

Today I am the angriest witch in the whole world! Everything's gone wrong again!

I'm so annoyed, I tripped over Zanzibar's tail!

Om Books  
Little Critter

## Practice

- Start reading and pause for questions
- Evelyn can go to question page and ask a question that I have to try to answer (using her device!)

## Instructional Shift – From Narratives to Informational Texts

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

### Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

- Multiple options
- Realistic photos


- Record on page
- Tap to see large captions

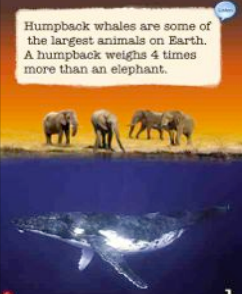
**Father Penguin**

# Scaffolding Conversations Through Communication Circles & Social Scripts

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**Practice**





Humpback whales are some of the largest animals on Earth. A humpback weighs 4 times more than an elephant.

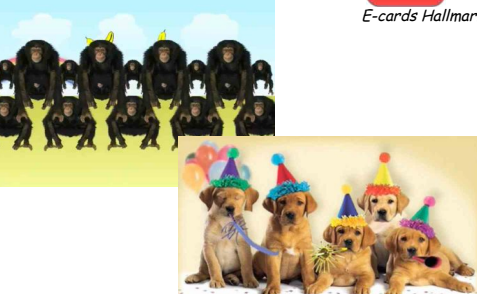
What questions could you ask?

Remember to expand

Student says where:  
You model WHERE  
DO THEY LIVE?

**Practice**





**Build In Generalization: RPM – GO!**

**R** = Rehearse

**P** = Practice

**M** = **MODEL**  
(All about the **WHO!**)

**M** = Model

**Modeling: Key Features**


- Real conversations, but in 'safe' settings (therapy, classroom, with Communication Circle, with family, etc.)
- Can include Role Play
- Partners should model their parts
- Goal = Growing motor automaticity while thinking about what to say and WHO to say it to

**Model**

**Ask About It**

Took turns going around the table to ask real questions (Note, can use spinner, cube, Name Selector, etc for Q words)

Adina: WHO DO YOU LIKE?  
Caroline: WHY DID YOU DO THAT?  
Layla: WHERE WILL THEY GO?  
**Alexa:** WHAT DO YOU WANT?  
Kennedy: WHEN WILL WE GO?  
**Alexa:** WHY DO I GO?



*Image Spinner*

**Model**

**Samples**

**Bubbles:** Play bubbles with a friend

**Snack:** Have a real snack with other students

**Interview:** Interview classmates with supports

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Build In Generalization: RPM – GO!

**R** = Rehearse

**P** = Practice

**M** = Model

**G** = **GO** (Adding  
**WHEN** and **HOW**!)

## Key Features

- Real conversations, real world
- Facilitators should be mostly out of sight
- Partners should speak naturally to person who uses AAC
- Goal = Putting it all together, and with less familiar partners

## GO!



## Scavenger Hunt Cabela's

"Where is this?"

Same Q

Many people!

## Homework: Make A Data Page

- Pick an app (e.g., DoodleBuddy; Glow)
- Make a data page
- What will be in all columns?
- How will students keep data??
- Let's talk: Would this be helpful or just make more work?

**RPM-GO: Results**

do something read more need more easy no  
what that yes good

Ev - (Now age 10)

Me: Let me know when you want to DO SOMETHING

Ev: READ MORE <request>

(pause while I show new app to aide - tell her it's really easy)

Ev: EASY <repeat? Affirmation?>

T: 'Kendra, was that you?'

Ev: NO <negation>

Me: 'I was showing T the new app that you like!'

Ev: THAT YES GOOD <comment>

## The Musselwhite 30-Second Rule



If you can't set it up  
in 30 seconds . . .

# Scaffolding Conversations Through Communication Circles & Social Scripts

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**Hanging Together Playing Switch Games At Snack Time**  
www.helpkidzlearn.com



Working on FM skills too!  
Thumb switch from Enabling Devices




Target vocab:  
I go, you go, I like, good, do more  
Word Power on T10 Dynavox



**Supporting Linguistic Skills: Bookreading**

**MeeGenious**



Her name was Rapunzel and along with her beauty she had grown long, long hair. When the enchantress yelled out her name so loud, she would also call for her hair.  
"Rapunzel! Rapunzel! Let down your hair, so I may climb to you way up there!"

**Summarize!**  
Use core vocab

**Book Buddy**

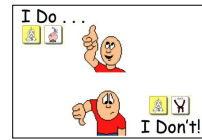
- help choose a book
- help locate key text (*Rehearse*)
- practice (*Practice*)
- perform (*Model*)

**Where to Find Books?**  
Language Lab Library!  
• Pick a stage / Pick a book!




<http://www.aaclanguage.com/library/current/1>

**Sample Books**



**Stage 2**  
-2 word sentences  
-Simple negation



**Stage 5**  
- Past tense verbs

[www.aaclanguage.com](http://www.aaclanguage.com)

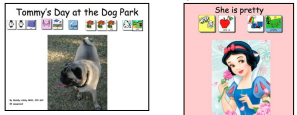
# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Where to Find Books?

**Do It Yourself!!**

**For your students**

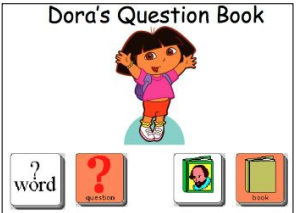


- Pick a linguistic target
- Write the text
- Find the graphics

## What's the Stage / Goal?

**Patty's Picks**


**For your students**




**Tarheel Reader,**  
[www.tarheelreader.org](http://www.tarheelreader.org)  
 From the Center for Literacy & Disability Studies, NC

- 30,000 books written expressly for students with significant disabilities
- Books can be read online
  - Silently
  - Or with child, woman, or man's voice
  - Using switches or IntelliKeys with custom overlay
- Books can also be downloaded into:
  - PowerPoint, Flash or Impress
- Background & text colors can be changed to support vision needs

## Book reading displays



## Book reading displays



## Rehearse

Reading Requests/ Directives Stage 1 -2

my turn	do it	get more
get that	FREE	go
get it	look	your turn



# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Rehearse

Requests/ Directives Stage 3 - Tic Tac Talk

my turn	I want to do it	Put it in
I want that	FREE	Need to get more
Make it go	Look at that	Your go

## Active Listening a.k.a. Nonobligatory Responses

AAC user as listener

## WHY??

Research by Janice Light et al.:

If an AAC user responds **VERBALLY** (not just smiling and nodding), he / she is thought to be:

- 1) Smarter
- 2) A better communicator
- 3) Someone the person would like to talk to again

## Negative Comments:

Oh no!      Bummer!  
Chill out !      Rats !

## Positive Comments:

Right on!      Awesome!  
Cool!      Wow!

## Neutral Comments:

Really?      Okay!  
Uh-huh.      No kidding.

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Rehearse

That is so cool!	This is funny.	I really like that!
That is very bad.	FREE	So sorry.
Oh no! That is bad.	Very funny!	I don't like that.

## Rehearse

Comments 1 - Tic Tac Talk

Great!	Cool!	Yeah!
Crazy!	FREE	Sorry!
Oops!	Fun.	Okay.

## Model

Good News



"Once I got a puppy."

Bad News



"But then she got lost."

# Cognitive Clarity



## What Is Cognitive Clarity?

Clear Explanation of:

- WHY** they are doing what they are doing
- AND** what it will help them accomplish!

# Logistics of a Communication Circle

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## **PLANNING ACTIVITIES** for a Communication Circle

**WHO** organizes it? Typically SLP / SpEd teacher

**WHO** runs circle meetings? SLP / SpEd teacher / aide

**HOW OFTEN** do they meet? Typically 1x a week at first, then weekly or bi-weekly; 30 minutes – 1 hr

**WHEN** do circles meet? Before school, lunch, recess, whenever it works!

## Choosing **PEERS** for a Communication Circle

Teacher develops a list of approved students, and target student picks 4 - 6

## **Conversation The Ultimate Goal!!**

## Co-Planned Sequenced Social Scripts

# Scaffolding Conversations Through Communication Circles & Social Scripts

Closing the Gap Preconference, October 14, 2014, Minnesota

## What Are Social Scripts?

CC 4

- **Interactions**  
(joke-telling, life stories, chit chat)
- **Beyond Wants and Needs**  
( 'real conversations')
- **Support AAC users**
  - claim a turn
  - start & maintain a conversation

## Anatomy of a Conversation

- Attention Getters
- Maintainers
- Starters/Context setters
- Repairs
- Transfer/Questions
- Closers

## Try This!

### Gestures (Nice, Not Naughty!)

- **Attention Getter** = Wave hello (open hand)
- **Starter** = Fire start gun
- **Maintainer** = Rolling motion (yeah, yeah, yeah)
- **Turn Transfer** = Point to other person
- **Closing** = Wave goodbye (closed hand)

## Sequenced Scripts

- Pre-planned steps
- Co-constructed by user and partner
- Goal of social interaction

CC 4

## Goal - Make communication:

- Frequent
- Motivating
- Self-initiated
- Varied, to maintain interest
- Ongoing, with multiple turns
- With a range of partners, including peers
- A way to model a range of pragmatics
- Easy (do 'on the fly')

## Beginning Communicators

Students just learning to use devices or having trouble accessing. Use 'step-listing' devices.



Sequencer  
[www.adaptation.com](http://www.adaptation.com)



Step by Step  
[www.ablenetinc.com](http://www.ablenetinc.com)



Hip Step Talker  
[www.enablingdevices.com](http://www.enablingdevices.com)

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**Tap Sequence App**

Functions like a step-listing communication device

- Unlimited # of sequences
- Unlimited sentence length and recording length
- Can use built-in icons (shapes, colors) for quick recording
- Can also add photos
- Many settings for tap & touch duration, extra movements allowed, and feedback

Note: Program in landscape mode, and use in portrait mode!

**TapSpeak Sequence**

\$29.99

**Sample: Interview**

Sequences Interview

- Greeting
- Starter
- Question
- Write that down
- Thanks
- Closing

**Go Talk NOW**

Not an elephant!

**Context-Dependent Communicators**

Students use devices with multiple cells to give interviews. Need partner to insert overlay & record messages.

**Tech Talk (& Tech Speak)**  
www.mayerjohnson.com

**Cheap Talk 8**  
www.enablingdevices.com

**Go Talk Now Interview**

Conv Parts:

- Greetings
- Starters
- Maintainers
- Turn transf
- Closing

**Go Talk Now Interview**

Who is the coolest guy?

Who do you like?

Who is the coolest guy?

Who do you like?

Later, Dude

Gotta go

Bye

See you



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## Generative Communicators

- Using light or high tech systems with extensive core + context language
- Still difficult to engage in extensive conversations or story-telling
- Strategic skills support conversation

CC 6

## Social Agendas

Janice Light, 1988, 1998

CC 6

## Social Closeness

- Sense of Belonging
- Aspects of Personality

## Information Transfer

- Story Scripts
- Directions

## Content Area Scripts

- study
- spelling test
- directions



## Categories Of Social scripts

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Action Scripts

### Bubbles

#### Communicative Function

Attention Getter(s)

Starter(s)

Maintainers/  
Turn Transfers

Closer(s)

#### Sample Messages

Hey, are you ready?  
Let's blow bubbles  
Open the bottle....  
Get the wand....  
Blow!  
Yeah!  
Can I pop one?  
Pop, pop, pop!  
Blow some more!  
Blow them up high!  
Wow!  
Blow them down low!  
They'll pop on the floor!  
Now blow them in the middle!  
You are pretty good at that!  
I like bubbles!  
All done now.  
(Close bottle of bubbles and see if child starts routine over.)

## Intermediate Action Scripts

### Symbols: Action Scripts

\*Not in landscape mode on tablet, use paper.



## Pretend Play Action Scripts

### Pretend Play Cooking Script



Hey everybody  
Who wants to cook with me?  
Let's make some soup  
What should we put in it?  
Mmm that smells good  
stir it up really well  
how about adding some  
potatoes?  
Be careful its hot!  
Do you think its ready yet?  
How about a taste?  
We sure can cook!

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Try This! Scavenger Hunt

- 1) Think of a scavenger hunt idea
  - Sizes, colors, shapes, etc.
- 2) How would your students help pick the clues to look for
- 3) How would they give the clues?

## Class / Work Participation Scripts


## INTERVIEWS: Why & How?

### INTERVIEW PURPOSES:

- **what people know**  
(capitals of states; parts of cell)
- **frequency of behavior**  
(how often do you \_\_\_\_\_?)
- **opinions** (what do you think about \_\_\_\_\_?)
- **preferences** (do you like \_\_\_\_\_?)



### Why Interviews for AAC Users / Struggling Writers??

- **practice language**  
(ask same Qs to many people)
- **modified curriculum goal**  
(alternate to 3 page report)
- **social interaction**  
(attention getter / starter / topic maintenance / closings)



**DoodleBuddy**  
**FREE**

**Data on iDevice**




Desert Critters Interview		
(Names)	Do you like this? 	Do you like this? 
Carol	X	✓
Roger	X	✓
Ellie	X	X


- Screenshot of interview
- Send to iPad
- Open in DoodleBuddy
- Can write on blocks using various colors!


# Scaffolding Conversations Through Communication Circles & Social Scripts


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## Communication Circles CD: Social / Charts


Pets Interview			
(Names)	Do you like lions?	Do you want dogs?	Do you have mouse?
			

Greet your friend  



Starter  





Question  
?

Write It Please  


SlideShark Coaching

Thanks  


Closing  


## More Class Participation

- Line Up Scripts
- Phonics (ex: name chant)
- Spelling
- Classroom Rules
- CUPS
- Reading Comprehension Strategies (tell more; summarize; how do you think that made the char feel)

## Conversation Scripts

### Conversation Scripts

- General Scripts (weather, movies, sports, etc.)
- Prank Scripts (bugs, etc.)
- Story Scripts (went to the fair, saw a friend, etc.)

### Story Scripts

- Information transfer
- Showing personality

# Scaffolding Conversations Through Communication Circles & Social Scripts

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## Prank Scripts

### WHY??

- motivating
- engages partners
- fun!

### Must Haves For Your Practical Joke Bag!

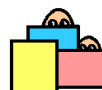
- Remote Control Fart Machine
- Whoopee Cushion
- Fake Throw up
- Dribble Glass
- Rubber Pencil
- Fake Nail Through Finger
- Rubber Slug
- Plastic Bugs
- Rubber Snake
- Bug in the Cube
- Snake in the Can
- Snappy Gum
- Invisible Ink
- Two Pencils & Rubber Band
- Harry Potter Jelly Beans

### Partner TIPS!

- \* Look at the AAC user  
NOT the facilitator
- \* PAUSE!
- \* Take turns
- \* Don't ask for 'show speech'

### Facilitator Role=

Be seen  
(just barely)



Not Heard!



### Don't Forget Your DOGGIE BAGS!!!



- CD
  - Handout
  - Language Lab
  - AAC Intervention
  - AAC Girls Blog
  - SpedApps2 wiki
  - TeachersPayTeachers.com
- [carolinemusselwhite1@me.com](mailto:carolinemusselwhite1@me.com)