



# Early On Center for Higher Education

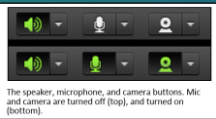


WEB EVENT - Early Intervention Faculty Community of Practice  
January 26, 2017

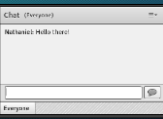
## Logistics

QUESTIONS COMMENTS CHAT



The speaker, microphone, and camera buttons. Mic and camera are turned off (top), and turned on (bottom).



## Michigan DEC Conference



Plan On Attending.....  
April 28<sup>th</sup>, 2017 at Central Michigan University - Mt. Pleasant, MI

Keynote Speakers:  
Janice Fialka and Micah Fialka-Feldman





MICHIGAN STATE UNIVERSITY

## Strategies to support the communication of young children with complex communication needs

Sarah Douglas, PhD  
Assistant Professor  
Michigan State University  
January 26, 2017



MICHIGAN STATE UNIVERSITY


## Introduction and Overview

- Families raising children with CCN
- POWR – A Communication Strategy
- Research backing the POWR strategy
- POWR: Step by step
- Q&A

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## Complex communication needs: Defined

- Lack verbal skills
- Need support to communicate
- Need responsive environments



Challenges parents face raising children with CCN

- Higher levels of stress
- Feelings of isolation and exhaustion
- Difficulty attaching and bonding
- Increased parental responsibilities and demands
- May limit communication development unintentionally
- Impact on whole family system

(Parette & Angelo, 1996; Marshall & Goldbart, 2008; van Iizendoorn et al., 2007; Kent-Walsh, Binger, & Hasham, 2010; Sigafos, 1999; Angelo, 2000; Parette, Brotherson, & Huer, 2000)

What is POWR?

POWR

- P– Prepare the activity and AAC
- O– Offer opportunity for communication
- W– Wait for child's communication
- R– Respond to child's communication

Past Research

- Effective when taught to communication partners
  - in person
  - hybrid version (online and face to face)
- Previously tested with
  - paraeducators
  - parents
  - siblings
- Overall increases in
  - partner communication opportunities
  - communication of child with CCN
  - partner responses

Douglas, Light, & McNaughton, 2013; Douglas, McNaughton, & Light, 2014; Douglas, Kammes, & Nordquist, 2016; Douglas, Nordquist, & Kammes, 2016 ; Douglas, Kammes, Nordquist, D'Agostino, 2016

POWR

- P– Prepare the activity and AAC
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VIDEO 1



POWR

- P– Prepare the activity and AAC
- O– Offer opportunity for communication
- W– Wait for child's communication
- R– Respond to child's communication



**POWER**

Prepare the Activity AND AAC

- Prepare an activity
  - Motivating
  - Developmentally appropriate
  - Allows lots of opportunities for communication



**POWER**

Prepare the Activity AND AAC

- Prepare an activity
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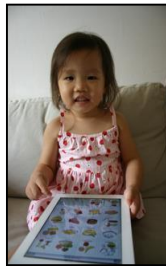
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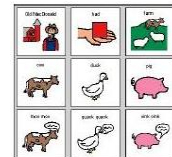
**POWER**

Prepare the Activity and AAC

- Prepare AAC for the child
  - Provide appropriate system(s)
  - Select vocabulary that is fun, functional, and fits the child.



Augmentative and Alternative Communication (AAC)



AAC

- Speech approximations



AAC

- Gestures/Sign language



AAC

- Objects



AAC

- Picture symbols



AAC

- Computers



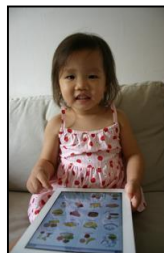
AAC

- Speech approximations
- Gestures/Sign language
- Pictures
- Objects
- Computers



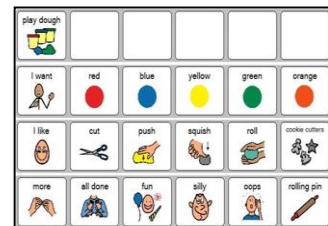
Prepare the Activity and AAC

- Prepare AAC for the child
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  - Select vocabulary that is fun, functional, and fits the child.



Prepare the Activity and AAC

- Select vocabulary that is fun, functional, and fits the child.



Prepare the Activity and AAC



Video 2



PREPARE THE ACTIVITY AND AAC



P**QWR**

- Offer opportunities for communication
  - Ask questions
  - Offer choices
  - Comment on what is happening



Offer opportunities for communication



Video 3





Offer opportunities for communication



**POWR**

- **Wait for child's communication**
  - Pause for 5 seconds
  - If they don't communicate offer another opportunity



**POWR**

- **Wait for child's communication**

**1 2 3 4 5**



Wait for child's communication



Video 4



Wait for child's communication



### POWR

- **Respond to child's communication**
  - Respond when the child communicates
  - Respond even when communication is unclear
  - Provide another opportunity for communication



### Respond to child's communication



### Video 5



### Respond to child's communication



### POWR



- P- Prepare the activity and AAC
- O- Offer opportunity for communication
- W- Wait for child's communication
- R- Respond to child's communication



### Questions and Answers




**NEXT EVENT**  
**MARCH 2017**

**2017 MI-IMH Biennial Conference**  
**Integrating Mindfulness & Diversity in Practice**  
 Nurturing Authentic Relationships with Infants, Young Children & Families

Save the Date! May 7-9, 2017, Kalamazoo, MI. "Integrating Mindfulness and Diversity in Practice: Nurturing Authentic Relationships with Infants, Young Children, and Families."

**Save the Date**  
 April 28, 2017  
 Mt. Pleasant, MI

**Save the Date**  
 Nov. 14-16, 2017  
 Kalamazoo, MI



**Early On<sup>®</sup> Center for Higher Education**  
 A dynamic resource for faculty teaching birth to three.

**Instructional Resources**  
 Early Intervention  
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