

COCP in the classroom

Teacher strategies to reach full participation



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Overview

- short introduction COCP-program
- introduction DVD with group interactions
- 10 strategies illustrated with video



COCOP

Communicative Development of nonspeaking children and their Communication Partners



Main goal COCP

Learn to communicate in daily social interaction situations

- effectively
- efficiently
- social acceptable



What is needed?

Access to communication

- communication partners recognize communicative signals
- availability of means to communicate (modes, communication aids, vocabulary)

Opportunity to communicate

- communication partners create opportunities for the child to communicate by adapting their style



Basic principle of COCP

if speaking communication partners
use facilitating strategies



nonspeaking children will join in
(take turns and initiatives)



Facilitating strategies

1. structure environment
2. follow student's lead
3. create shared focus
4. create opportunities
5. expect communication
6. pace interaction (pause)
7. provide models
8. proper language input
9. prompt if necessary
10. reward communication



COCP is evidence based

- improved pacing, responding, eliciting and modelling behaviours of communication partners
- more balance in turn taking and topic introductions
- increased frequency and variation of client use of communicative functions
- highly appreciated by communication partners and professionals



COCP strategies in groups

2006 DVD with good practices in
dyadic interactions

2013 DVD with good practices in
group interactions

31 clips

52 children and youngsters 2 – 20
different cognitive levels



1 Structure the environment

- ✓ good positioning students:
everybody can see each other
- ✓ communication aids available with
appropriate vocabulary
- ✓ materials within sight and reach
- ✓ a manageable group size











2 Follow the student's lead

- ✓ attend to the focus of the students and their signals
- ✓ show that you have noticed that a student wants to communicate something
- ✓ make sure that you did understand the student



Frog in puppet theatre

- 4 children, 2 teachers
- toddler group, 2 – 3 years
- teacher attends, follows and reacts
- all children are actively involved



Frog in the puppet theatre



3 Create a shared focus

- ✓ direct the focus of the students
- ✓ check if everyone understands you
- ✓ check if the students understand each other
- ✓ prevent disturbing factors



Flat tie

- 5 children 4 – 6 years, 1 teacher
- interactive reading
- all children are focused on the sound of the deflating tie
- teacher tries to shift attention to next page:
 - ➔ holding up the book
 - ➔ saying "last time"
 - ➔ allowing 1 more time to produce sound



Flat tie



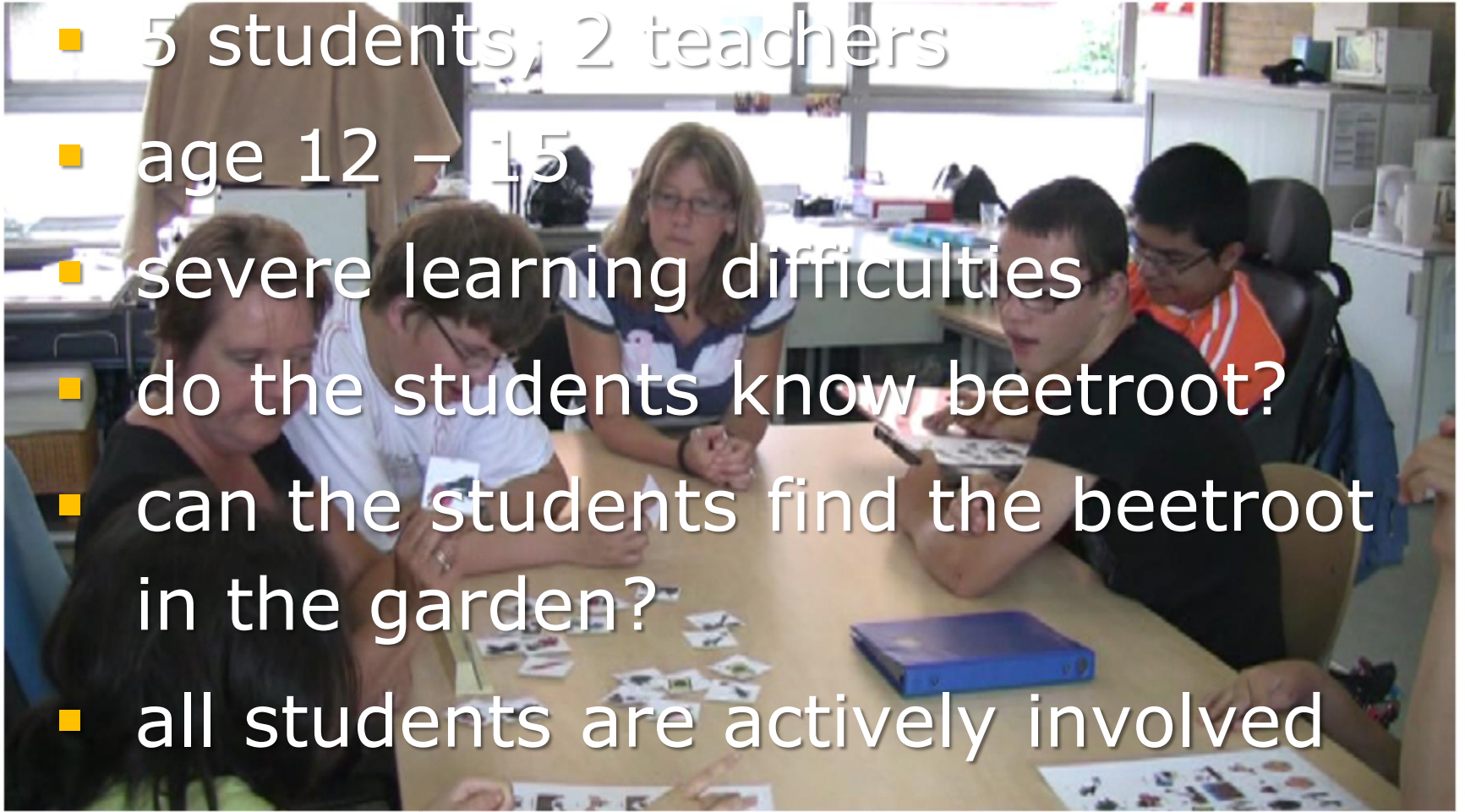
4 Create opportunities

- ✓ recognize moments in which students may take turns
- ✓ elicit initiatives as well as responses
- ✓ create opportunities for communication between students



Beetroot

- 5 students, 2 teachers
- age 12 – 15
- severe learning difficulties
- do the students know beetroot?
- can the students find the beetroot in the garden?
- all students are actively involved



Beetroot



5 Expect communication

- ✓ show the students that you expect communication from each of them
- ✓ expect communication according to the physical and cognitive capacities
- ✓ make sure that you're well aware of the content and organization of the students' communication devices



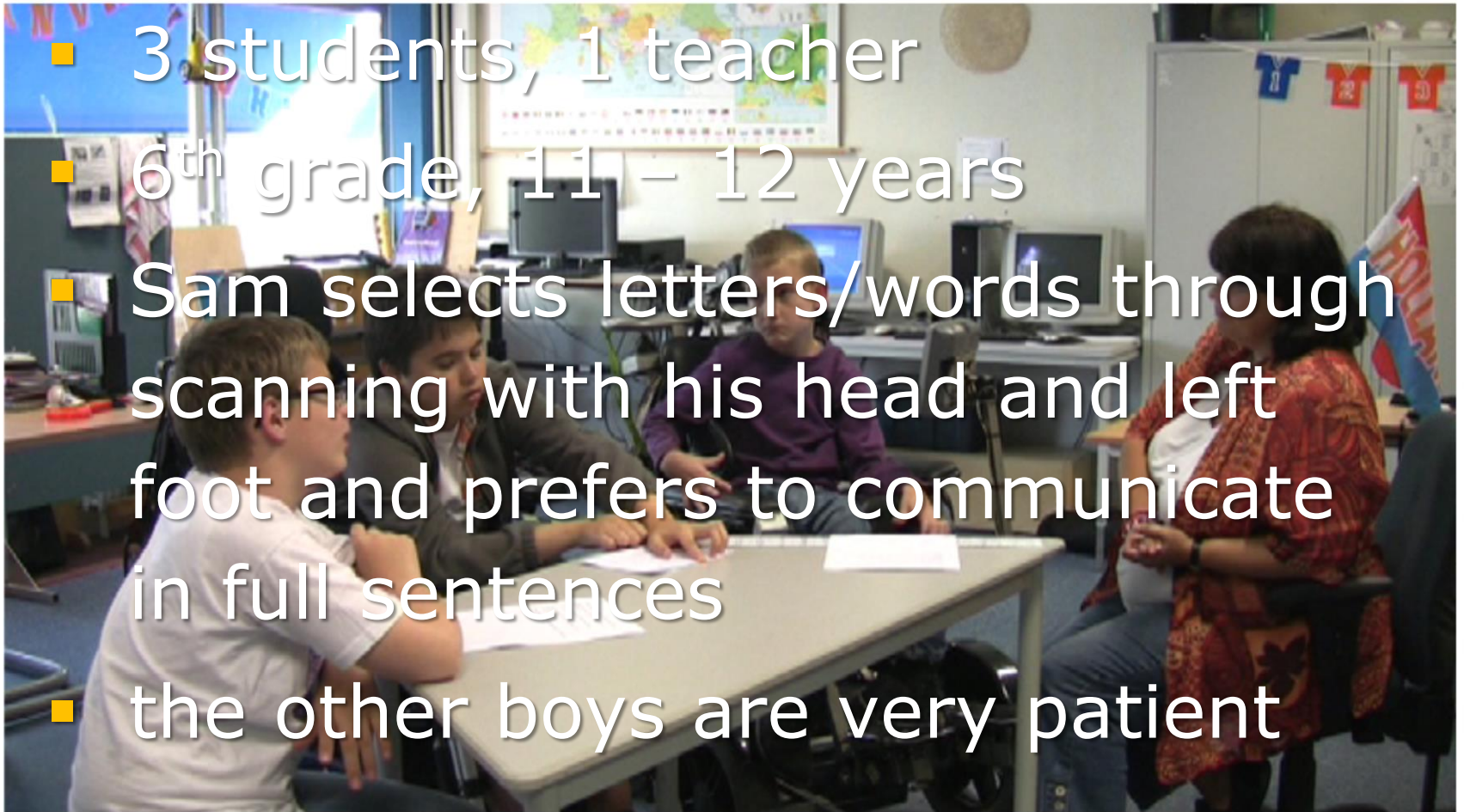
6 Pace the interaction

- ✓ communicate at a pace that gives the students enough time to join in
- ✓ count to ten before you take the next turn or before you try again to elicit a reaction
- ✓ involve the students in adapting the pace of the interaction



National elections

- 3 students, 1 teacher
- 6th grade, 11 – 12 years
- Sam selects letters/words through scanning with his head and left foot and prefers to communicate in full sentences
- the other boys are very patient



National elections



7 Model communication

- ✓ show the students how they can communicate
- ✓ use in your own communication as many gestures, objects, pictures, symbols as possible (modelling)



Welcome

- 4 boys 16 – 20 years, 2 teachers
- vocational preparation lesson
- how to greet the customers?



Welcome



8 Provide appropriate language input

- ✓ use language that is understandable for all students
- ✓ use augmented modes which all students are able to understand and use themselves



9 Prompt

- ✓ prompt the students to take turns
- ✓ do this step by step by
 - looking expectantly
 - touching
 - interrogative gestures
 - explicit cues
 - acting together



10 Reward communication

- ✓ take all signals seriously
- ✓ respond to all communicative signals
- ✓ respond to all attempts to communicate



Banana dessert

- 6 students, 3 teachers
- severe learning difficulties
- cooking lesson
- all students are actively involved



Banana dessert



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