



STAR Survey for Issue 1.4: Now **YOU** are a **STAR** at the Coffee House

Watch the STAR video at www.ctecaac.org/star and then answer these questions:

Krystal and her support person, Beth, go to coffee house where Beth follows the strategies of Supportive Training with Active Respect! This video includes a demonstration of how a light tech communication board can utilize core and fringe vocabulary.

Answer the questions below to see what you remember from the video. Please be sure to share your feedback with us.

* 1. How did the support person show **respect** to the AAC learner?

(hint: there are 5 correct answers.)

- | | |
|--|---|
| <input type="checkbox"/> She yielded conversation control to Krystal by waiting to offer help only when it was needed. | <input type="checkbox"/> Beth allowed Krystal to use multiple means of communication including gestures, a head nod, and her communication board. |
| <input type="checkbox"/> She took the time to have a genuine conversation with crystal rather than "testing" on her board. | <input type="checkbox"/> Beth positioned herself to the side so the Barista was able to see and communicate directly with Krystal. |
| <input type="checkbox"/> She modeled use of the communication system during an authentic conversation. | <input type="checkbox"/> She did not help at all. |

2. How did the support person **prompt** the AAC learner's communication and use of her communication board?

- She used hand over hand prompting exclusively.
- She said "touch this one." and pointed to each correct answer.
- She asked her, "find the word yes" and gave her a food reward for each correct answer.
- She was observant of the environment and waited for Krystal to initiate any communication. Then she modeled a little bit more on the communication board. Then waited again to see what Krystal would do.

3. How was **modeling** used to support the AAC learner's communication?

(hint: there are 2 correct answers)

- Beth spoke words as she touched the communication board.
- Beth told Krystal which icons to touch on the communication board.
- Beth added a few words verbally to make the message grammatically correct.
- Beth required Krystal to repeat what she had modeled on the communication device.

4. How do you think the other patrons perceived the AAC learner based on the support staff's interactions and comments?

5. I feel this video was... (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Helpful! I learned something new! | <input type="checkbox"/> Bad. This information was NOT helpful. |
| <input type="checkbox"/> Awesome! I will use this information right away. | <input type="checkbox"/> Disappointing. I do not agree with the information in this video. |
| <input type="checkbox"/> Insightful. This information was applicable to someone I know | <input type="checkbox"/> Interesting. The video contained information that was interesting but not applicable to anyone I know. |

6. Here is a place to provide feedback on this STAR video.