

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



USING "THE LITTLE ROOM" TO FOSTER COMMUNICATION DEVELOPMENT

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OBJECTIVES

- Demonstrate the EI philosophy of parents as co-teachers/therapists
- Demonstrate the use of data for practical, family friendly programming in addressing audition, communication, and visual skills development



Parents as Co-Therapists

- I **listen** to parents.
- I work from parent's goals **and** developmental guides.
- Parents are **involved** in assessments.
- I **educate** parents about the acquisition of audition, speech, and language as it pertains to their child.
- Parents are the **primary child therapist** in the child's natural environments.
- Parents are **included in the implementation** of strategies and techniques that foster listening and language development.
- Parents are the **primary advocate** for the child's developmental needs.



INTRODUCTION TO RYDER

- Family background and medical history
- Parental insight
- What the family needed from EI services
- Video clip



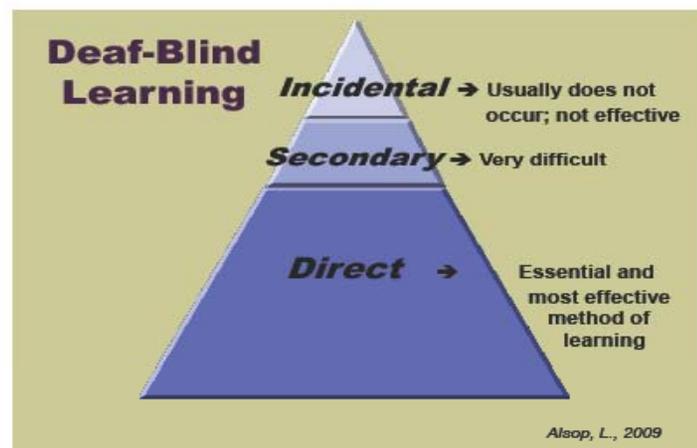
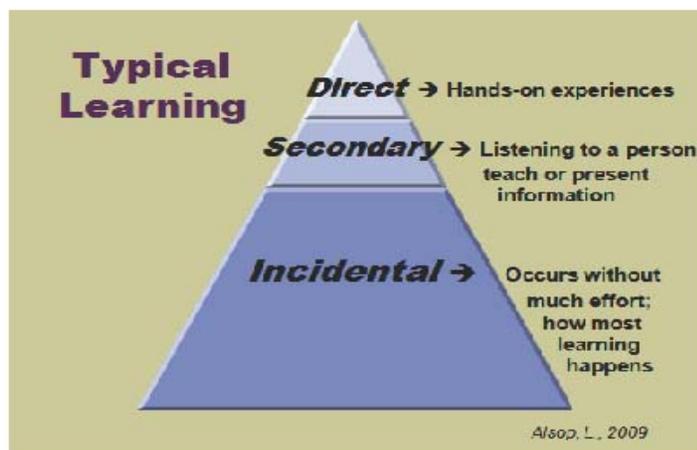
HEARING AND VISION ARE OUR PRIMARY SENSES

When they are significantly impaired...

- World is unpredictable
- World can be scary
- Interaction attachment is at risk
- Self regulation is at risk
- Incidental learning is not the “norm”
- Concept development is at risk



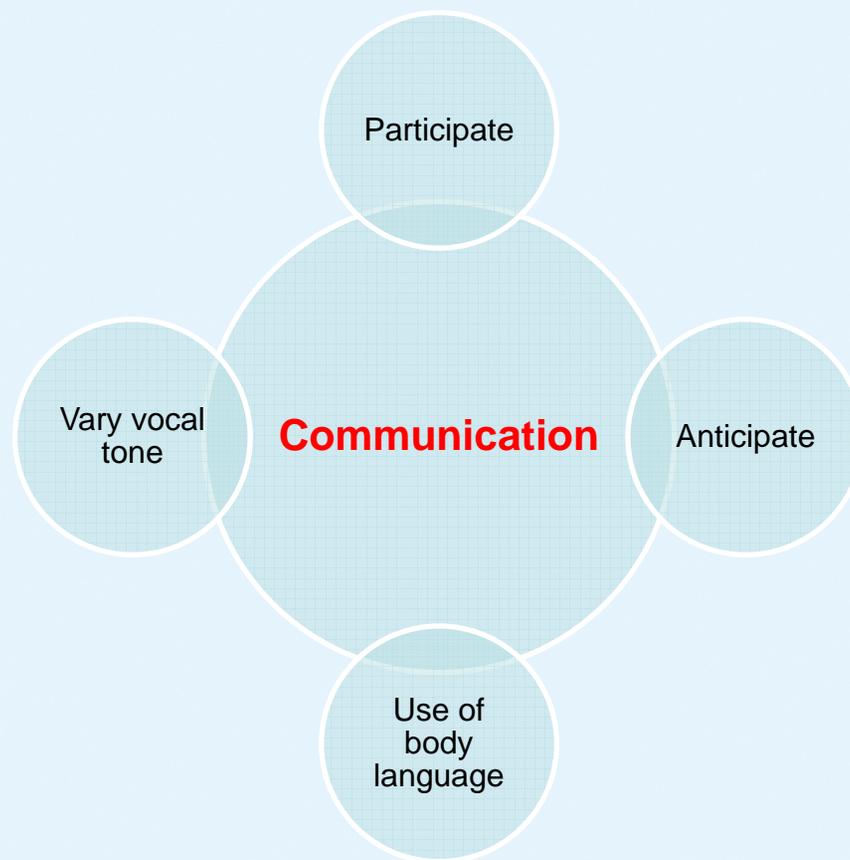
Sensory Challenges turn our world upside down!





AHA!!! MOMENT







ASSESSMENT

Changed from Rossetti to Communication Matrix in September 2011 because:

1. "it is designed to **pinpoint** exactly how an individual communicates"
2. "it measures **all possible** communicative intents/behaviors in non-speaking individuals and accommodates any kind of communicative behavior"
3. **it helps to determine logical communication goals**



Communication Matrix – 7 Levels of Competence

- Pre-Intentional Behavior: birth - 3 mo.
- Intentional Behavior: 3 - 8 mo.
- Unconventional Communication: 6 – 12 mo.
- Conventional Communication: 12- 18 mo.
- Concrete Symbols: 12 – 24 mo.
- Abstract Symbols: 18 – 24 mo.
- Language: 24 mo.>



WHAT WOULD BE THE NEXT STEP?

Strengthen Intentional Behavior

We needed Ryder to do things on purpose and to realize that he could use those behaviors to get other people to do things.



**“KNOWLEDGE ABOUT THE
WORLD PRECEDES LANGUAGE
ABOUT THE WORLD”**



OBJECTIVE: INTENTIONAL COMMUNICATION

- Ryder had to explore
- Ryder had to actively participate
- Ryder had to **learn** that he could use his behaviors to communicate intentionally
- **Adults had to design purposeful experiences for developing reasons for him to interact**



OBJECTIVE: AUDITION SKILLS

- Attend to sounds
- Perceive differences in sounds
- Show excitement about familiar sounds
- Localize to sounds



“Invite the learner out of
his/her own body to



join us in the world.”

- Dr. Jan Van Dyke

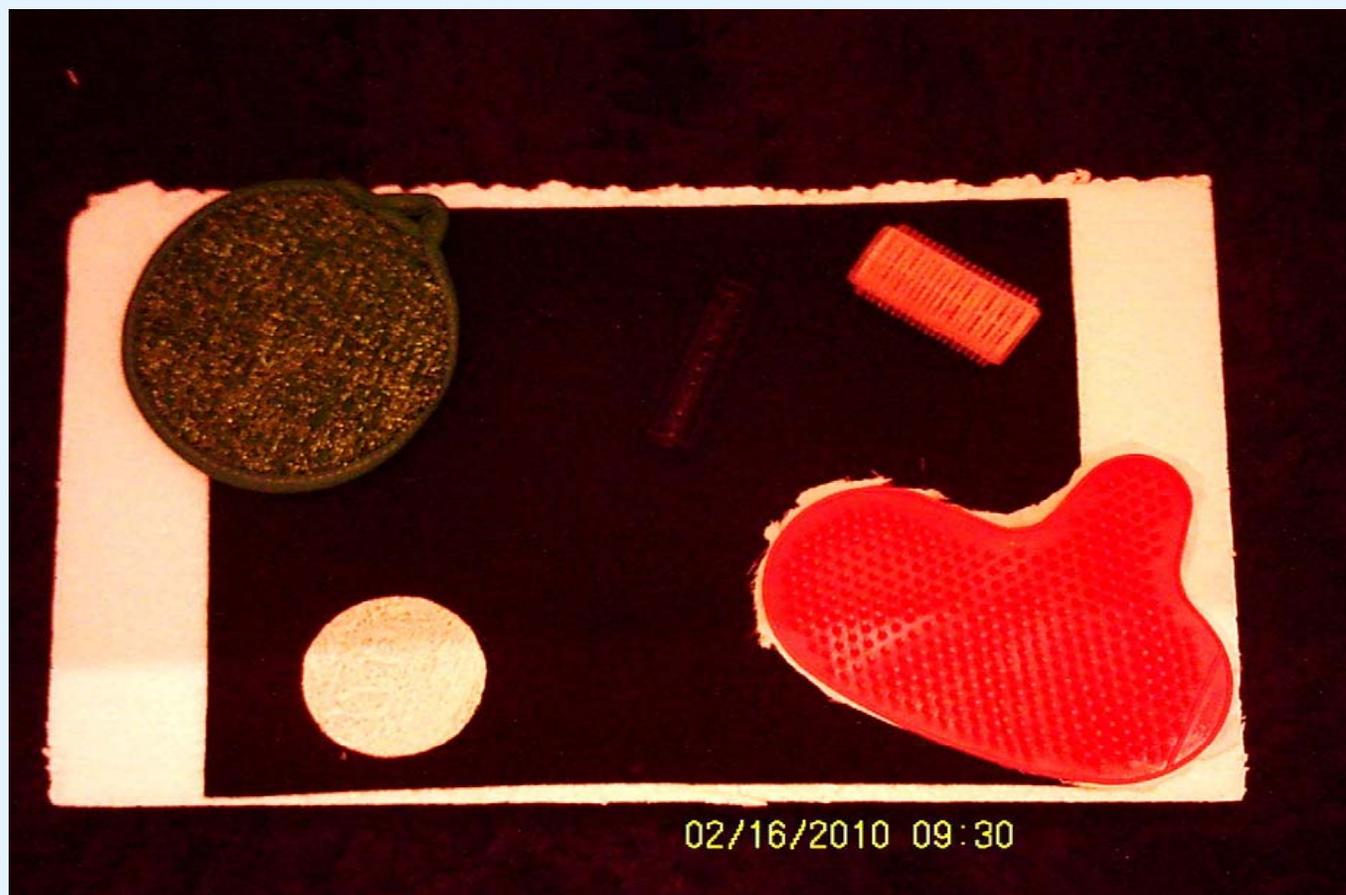


TOUCH \ TACTILE BIBS













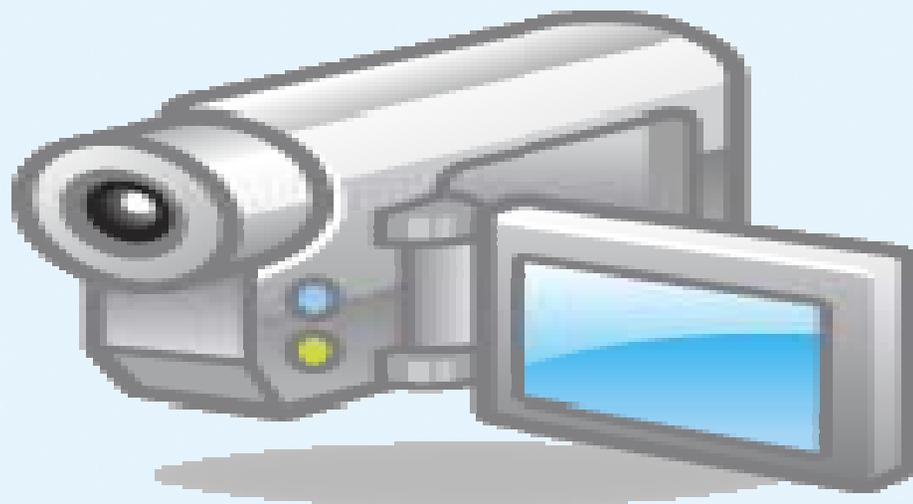
"THE LITTLE ROOM/ACTIVE LEARNING"

PURPOSE:

- "Create optimal environments for learners to **actively learn on their own**, during their own time, and in their own space"
- "Learner needs to explore safely and securely in order to stimulate their sensory system"
- **Motivate the child to move and explore**



RYDER'S LITTLE ROOM VIDEO





**Touch and Object Cues
used for receptive communication to: give him
information/direct him**

What they did for Ryder:

- Alert him
- Focus his attention
- Anticipate
- Relax



Watch band – name object

Baby lotion – scent

“Teacher pants” – soft velour which meant floor play

Froggy legs – my greeting; rub his legs from thighs to toes a couple times – time to play w/me

Ear touch – time to listen, You heard that!

Music – sign on his left arm; objects for songs

Literacy – book w/ clothes red pin

Bye-bye – 2 pats on the object/ myself

Play – plastic bag that held toys

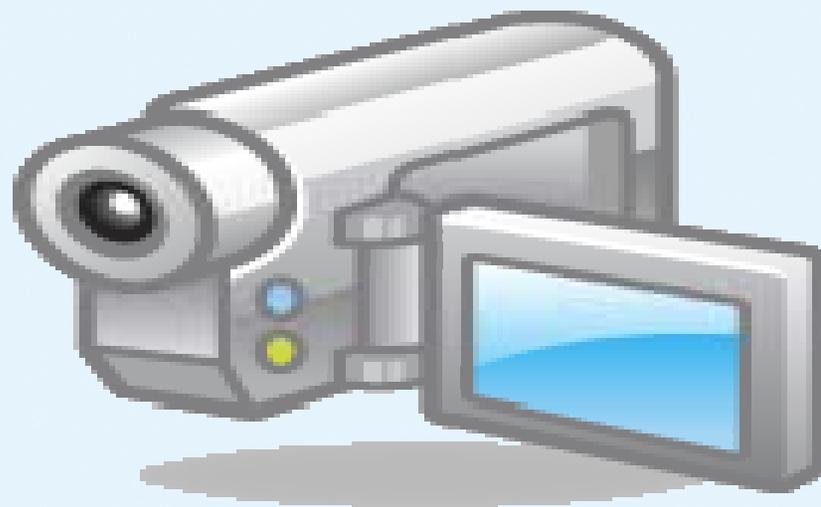
Clean up - Clean up container

Up and out – my hands under his arms

Floor for tickle – cloth house



UPDATED LITTLE ROOM VIDEO



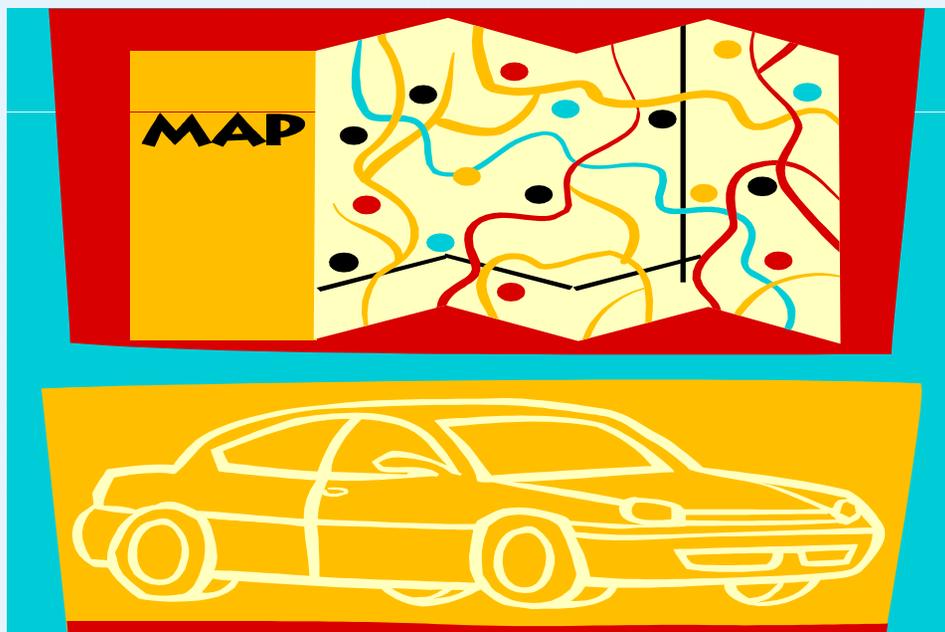


Transition Communication Matrix November 2012

Mastery in unconventional communication (6-12 mo.)
Emerges in conventional communication (12-18 mo)
Emerges/some mastery in use of concrete symbols
(12-24 mo)



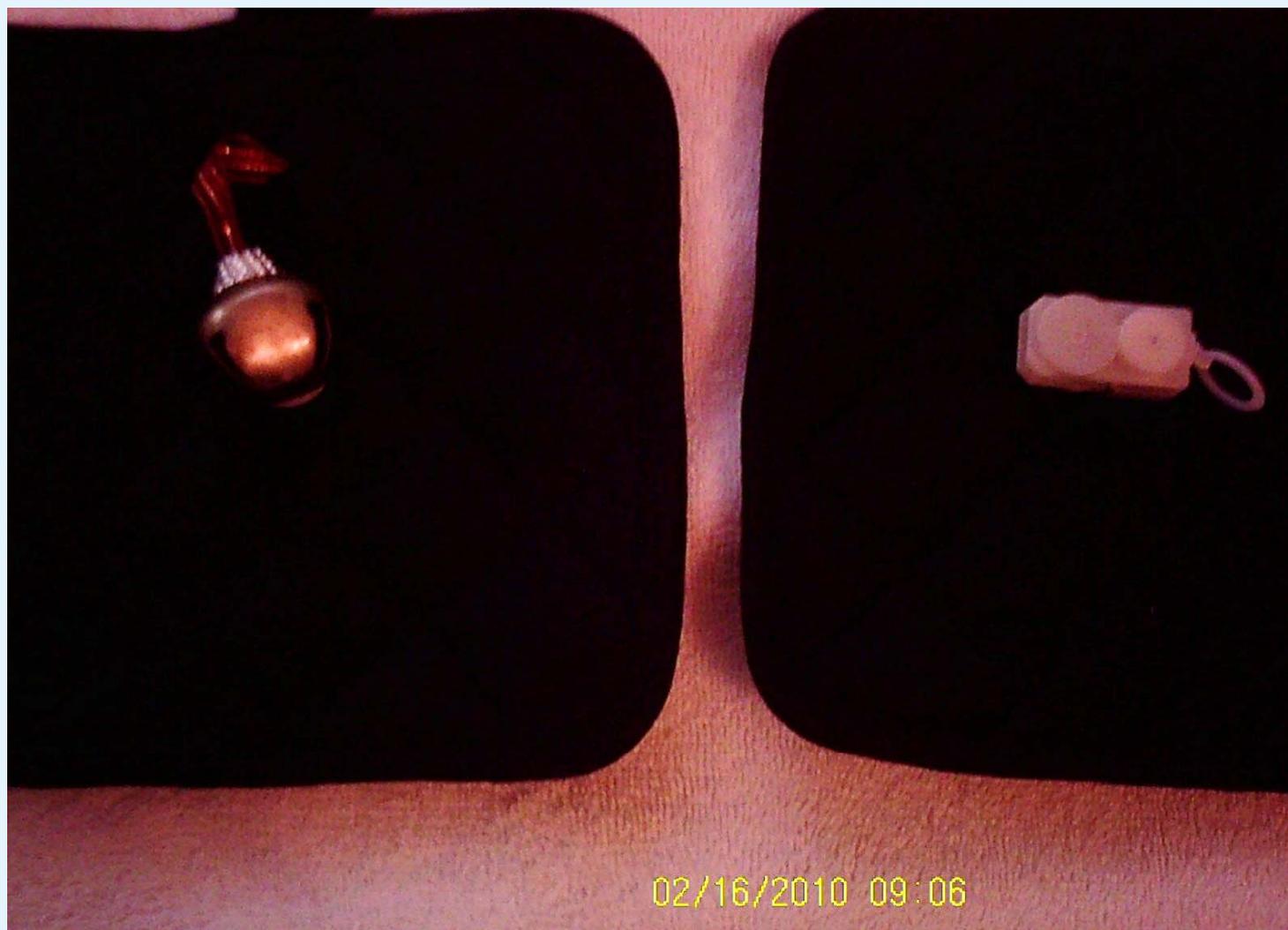
WHERE DO WE GO FROM HERE?







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REFERENCES

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