



Gesture Dictionary

A gesture dictionary facilitates common interpretations of behaviors among caregivers, helps caregivers become familiar with the child's behaviors, and helps identify areas for further instruction. Using the example below, record the child's gestures, their meanings and the expected consequences. Share these observations among all caregivers so that the child's gestures are interpreted with some consistency.

Sample Gesture Dictionary

| Gesture | What it Means | What you should do |
|---|----------------------|---|
|  | More | Model the sign while saying "Oh, you want more," and grant request if possible. |
|  | Mother | Model the sign for "mother" while using the word "mother" in the context in which the child used the sign. For example you might say "That's right, your mother will be here soon." |
|  | Cookie | Model the sign while responding with "Would you like a cookie?" |



Co-Active Movement

Goals:

- Establish communication between you and the child
- Develop anticipatory responses
- Develop curiosity about the environment, movements, and routines (i.e., what's happening next)
- Expand the child's movement repertoire
- Develop the child's body awareness and understanding of how it feels for his or her body to move in space

Teaching Method:

1. Observe the child and record his or her independent movements (e.g., rocking, bouncing, jumping, etc.).
2. After deciding what movements to use, begin with the child in very close physical contact (e.g., in your lap, your arms around him or her, etc.).
3. Use simple, rhythmic movements (e.g., rocking or swinging). Your voice should also reflect rhythm, as when singing a song or reciting a nursery rhyme. Simple songs can be created in conjunction with the words used to describe any type of movement (e.g., "Rocking, rocking, -- rocking, rocking, -- rock, rock, rock..." to the tune of "Are you sleeping?").
4. After you and the child have completed several sequences of the same activity, begin the sequence again then make a sudden stop. This will make the child aware that there has been a change and it will arouse his/her curiosity.
5. Wait for some type of movement from the child. It is important to reinforce small reactions and accept any movement the child gives you. Continuation of movement is reinforcement, because you are using a movement the child enjoys. As you continue the movement, say "More. You want more _____ (e.g., "rocking.")" This is a way of helping the child assign a meaning to his or her movement.

When the child learns he or she can control your reaction by producing a specific movement, he or she has learned "purposeful" or "intentional" communication.



Vocalization Dictionary

A Vocalization Dictionary is useful when a child is vocalizing (making sounds) in attempt to communicate, but his or her vocalizations are not easily recognized or interpreted as communicative in nature. Caregivers, who know the child well, can create a Vocalization Dictionary so that the child receives consistent responses to his or her vocalizations. Reacting in the same way to specific sounds reinforces the child's notion that sounds have meaning. Use the following steps and examples to develop a vocalization dictionary.

1. List the child's vocalizations
2. Record the meaning of each vocalization
3. Record what you should do in response to the vocalization

Share these observations with all caregivers so that the child's vocalizations are interpreted the same way across environments.

Sample Vocalization Dictionary

| Vocalization | What it Means | What You Should Do |
|--------------|-----------------------|---|
| "A ee" | I need to go potty. | Say, "Oh, you need to go potty?" then take the child to the bathroom. |
| "Ma" | I want more. | Say, "Oh, you want more?" "Here you go." |
| "A wa" | I want what you have. | Say, "Oh you want this toy?" "Here you go." |



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**Using AT/AAC with
Students with Sensory
and Multiple Disabilities**



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Presenters

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UNC
CAROLINA INSTITUTE FOR
DEVELOPMENTAL DISABILITIES

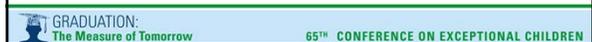


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Objectives

- Enhance skills for working with children who have complex disabilities
- Gain an appreciation for the ease and effectiveness of utilizing AAC/AT in all classrooms
- Share practical ideas for implementing AAC/AT strategies across academic areas



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Your Thoughts:

- What do you think about when you hear that a child has 'severe and complex' disabilities?

Emphasis On AAC/AT with Students who have:

- Sensory and Multiple Disabilities
 - Visual Impairment
 - Visual Impairment and Autism
 - Hearing Impairment and Deaf-Blind
 - The Intersection between Cognition and Communication Impairment
 - Physical Impairment

Communication Bill of Rights

- Each person has the right to
- request
 - refuse
 - express personal preferences and feelings
 - be offered/reject choices and alternatives
 - request and receive another person's attention and interaction

Communication Bill of Rights

- ask for and receive information about changes in routine and environment
- receive intervention to improve communication skills
- receive a response to any communication, whether or not the responder can fulfill the request
- have access to AAC and other AT services and devices at all times
- have AAC and other AT devices that function properly at all times

Communication Bill of Rights

- be in environments that promote one's communication as a full partner with other people, including peers
- be spoken to with respect and courtesy
- be spoken to directly and not be spoken for or talked about in the third person while present
- have clear, meaningful and culturally and linguistically appropriate communications

National Joint Committee for the Communication Needs of Persons with Severe Disabilities

AT Definition

In a broad sense, assistive technology (AT) is any device, piece of equipment or system that helps a person with a disability work around his/her challenges so s/he can learn, communicate or simply function better.



AAC Definition

Augmentative and alternative communication (AAC) includes all forms of **communication** (other than oral speech) that are used to express thoughts, needs, wants, and ideas. We all use AAC when we make facial expressions or gestures, use symbols or pictures, or write (ASHA def).



Inherent Challenges for Students with Complex Disabilities



Deaf or Hard of Hearing

- Attention/activity
- Transition to symbolic play
- More solitary & parallel play
- Decreased social interactions
- Difficulty expressing emotions



Visual Impairment

- Less exploration, incidental learning
- Need to rely on other senses
- Stereotypies, repetitive play
- Decreased observation and imitation
- Increased solitary play
- Delayed imaginative play



Deaf-Blind

- Limited or no:
- Social Interactions
 - Movement beyond body space
 - Understanding of communication
 - Oral communication
 - Independence



Physical Limitations

- Poor head control
- Inability to move easily
- Poor motor control of limbs
- Difficulty accomplishing simple tasks
- Inability to seek social interaction with others
- Fatigue*



It Takes a Team!



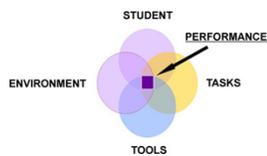
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Dynamic Assessment



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Transition to Assistive Technology: Introducing the WATI



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Early Cause and Effect

- Something just happened?
- I moved and something happened
- I moved THIS and something happened
- I moved THIS and THAT happened



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First Things First...

Establishing Positioning and Access are Essential

Functional Movement

- Postural orientation
- Stability
- Muscle tone
- Reflexes



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Positioning for Success

- Look for optimal positions
- Brainstorm environmental supports for positioning tools and materials
- Remember vision



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Adapting for Optimal Position

| | | |
|--|--|--|
|  |  |  |
| Pillows and rolls | Easels/slanted surfaces | Books stacked for foot support |

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Slant Board



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If the Child Is Using Books This Way...

- You're in the wrong workshop!



Access



- Determine access *points*
- Look at access in relation to position
- Consider adaptations to help with access

Behavioral and Physical Considerations

- Remember the role of volition in access
- Consider the physical fatigue level of the child
 - Look at effort of repeated movements on the child's performance
 - Look at the quality of movement over time
 - Think about medication and sleep

Switches

- Vibrating (pillow, tube)
- Beads
- Fan
- Bells
- Music, light, action
- Other



Motivators/Reinforcers*

- Toys/Objects
- Auditory and/or Visual Stimuli
- Movement
- Tactile Stimuli
- Taste/Smell
- Food
- Other

Every Move Counts (EMC3)

by Jane Korsten

- Severely involved children (≤ 18 mos. developmental age)
 - Sensory, motor and communication
- Sensory-based assessment approach (vestibular, proprioceptive, tactile, visual, auditory, olfactory and gustatory)

Sensory Impairments - VI



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Epidemiology of Visual Impairment in Young Children

- Prevalence: 2 to 10 per 10,000
- Approximately 50% have genetic basis
- 2/3 – 3/4 of “legally blind” children have some functional vision
- ~8% are totally blind

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Epidemiology of Visual Impairment in Children

- Approximately 75% have additional disabilities:
 - Intellectual Deficit
 - Autism
 - Cerebral Palsy
 - Deaf/Hard of Hearing
 - Epilepsy
- Reverse also true: ~ 40-70% of children with other neurological syndromes also have some visual impairment

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Students with Visual Impairment



- Important to know what type of VI
- Get input from VI consultant
- Gather information from parents, teachers, and therapists
- Observe in variety of activities
- Familiarize child with you and materials

Visual Behaviors to Observe

- Preferred viewing distance
- Visual field preference
- Fixation and Tracking
- Scanning
- Color and Size preference
- Eye contact, recognition of adults and objects, avoidance of obstacles, finding door, etc.



Characteristics of CVI

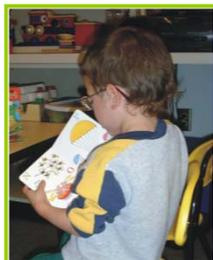
- Tires easily during visual learning
- Scans tactually rather than visually; may turn head away when reaching
- May not recognize faces or stationary objects; little visual interest in surroundings
- Visually inattentive except to movement
- Depth perception poor, yet generally good at avoiding stationary obstacles

Characteristics of CVI

- Needs wide spacing between visual stimuli
- Visual “self-stimulation” is rare (except light gazing)
- Visual function quite inconsistent; sees better in familiar environments

Strategies – Positioning and Placement

- Positioning of child
- Positioning of materials
 - Distance and field
 - Horizontal v. vertical
 - Spacing*
 - Slanting*
- Containment of materials

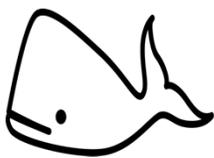


Strategies - Contrast

- Backgrounds / Materials
- Preferred colors
- Plastic colored strips
- Uncluttered



Strategies – Outlines & Boundaries



- Framing
- Textured boundaries
- Colored boundaries

Strategies – Lighting

- Individualized
- Setting and task dependent
- Natural vs. artificial
- Avoid glare
- Diffused
- Spotlight and lightboxes
- Placement of lighting



Strategies – Multisensory



- Verbal input/Sound
- Touch/Texture
- Movement
- Scents/Tastes
- *INDIVIDUALIZED!*

Literacy Activities



- Adaptations
- Books
 - Writing materials



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Discovering the Magic of Reading - video

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Understanding VI and ASD

- Comparison of Blind/ASD with Blind/Non-ASD
- Social interaction and Communication
 - Restricted interests, repetitive and stereotypical behavior

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Development of Visually Impaired Young Children

- Social/Emotional and Behavioral
 - Delayed or muted smiling
 - Different social cues
 - Directed affect, vocalizations
 - Identity of self and others
 - Self-stimulatory mannerisms
- Language
 - Prolonged reversal of pronouns
 - Prolonged phase of echolalia
 - "Verbalism"
 - Concrete- importance of "real world" examples/experiences

Sensory Impairments (Deaf/Hard of Hearing)



- Tips Sheet
 - Sequential vs. Simultaneous
 - Bracketing
- Books



Personal books

www.signingtime.com



Other Strategies

- Use of WATI – Hearing section
- May rely on print, pictures, gestures, and movements to support or give instruction
- Personal FM / Classroom Sound Field Systems
- Must consider preferred modality

Definition of Deaf-Blindness (DPI website)

- Deaf-Blindness means "those students between the ages of birth and 22 years old who have both an auditory and visual impairment, the combination of which causes such severe communication and other developmental and educational difficulties that he/she cannot properly be accommodated in special education programs solely for the deaf or blind child."

Definition of Deaf-Blind - 2

- This does not mean that the child must be legally blind or have a specific decibel loss. It may also include those students who have difficulty with central auditory and/or visual processing. However, they must have a deficit in both vision and hearing. In many cases these children may be reported as severely intellectually disabled or multidisabled.

Deaf-Blind: Impact on Learning

- Of the five senses, vision and hearing are the primary senses through which we collect information:
 - As much as 80% of what we learn is learned visually
 - Hearing is the basis of the communication/language system that most people use
- When these two major channels for receiving information are impaired, it can effect:
 - Communication/language development
 - Movement and motor development
 - Cognitive development and the ability to learn
 - Emotional/social development
 - Body image and self-concept

Sensory Impairments (Deaf-Blind)

- Use residual vision, hearing
- TOUCH may be key input
- Establish relationships
- Provide immediate feedback
- Hand under hand
- Palm spelling
- Limit group instruction
- Very individualized



NC DPI Deaf-Blind Project

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Deaf-Blind Resources

<http://www.nationaldb.org/documents/products/AuthAssessment.pdf>

http://www.ohsu.edu/oidd/d2l/com_pro/DeafBlindAssessmentGuide.pdf

Easy Makes

- Velfoam board
- Slant board
- Adapted writing tool
- Car w/marker
- Song board
- Aided language boards (take)
- Adapted books





Barn Picture



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Communication, Cognition and Behavior...

...Are
Inextricably
Intertwined



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Because learning, interacting with peers and active participation in environments throughout the day require **effective communication**, it is virtually impossible to separate the essence of cognition from a child's communication abilities.

(Rowland, 2009)



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● ● ● | **So...Functional Communication is Essential!**

What Does Communication Mean to You?

- An individual sends a message to another
- The message is received
- The message is understood

(Butterfield & Arthur, 1995)

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- To convey information allows us to influence others and their actions
- To receive and interpret information allows us to learn from others, who offer meaning to the always changing events in our environment.



Rowland 2009

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What Can this Newborn “Tell” Us?



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What Do We Know about Students with Complex Disabilities?

- Limited physical control over their environment
- Decreased or lack of language expression
- Visual limitations that inhibit the acquisition and expression of language

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Students with Complex Disabilities Often:

- Are highly controlled by others
- Adopt a passive attitude to learning
- Need highly preferred activities to motivate
- Rely on us to understand their temperament
 - Excited vs. fatigued
 - Attentive vs. loss of interest
 - Comfortable vs. uncomfortable
 - Adjustments to new places and people

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Let's Start with The Basics...

Each **Message** Consists of Three Critical Components:

Form

- A way to send/receive the message

Content

- *Something* to talk about

Function

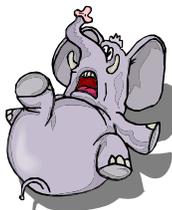
- A *reason or purpose* to communicate

When a Student's...

System of communication is not effective or efficient



Behavior problems are likely to occur!



So... How do These Communication Problems Affect Behavior?

If a student's attempts to express his wants and needs are inadequate



It is likely that his attempts will not be interpreted correctly (if at all)

His wants and needs will not be met



He resorts to (1) a less desirable, more effective behavior for getting attention (e.g., screaming, kicking, biting, SIB, spitting) or (2) learned helplessness

The least dangerous assumption to make is that children are trying to communicate!

(Downing, 1999)

Ok... So How Do We Begin Building Communication Skills of Students with Complex Disabilities?

- Receptive Abilities
- Expressive Abilities
- Social Interaction



● ● ●

Ok... So How Do We Begin Building Communication Skills of Students with Complex Disabilities?

- Receptive Abilities
- Expressive Abilities
- Social Interaction

Remember that Receptive Abilities

- Include:
 - The sensory modality through which communication is received...
 - Visual (e.g., facial expressions, gestures, signs, objects, pictures, written words)

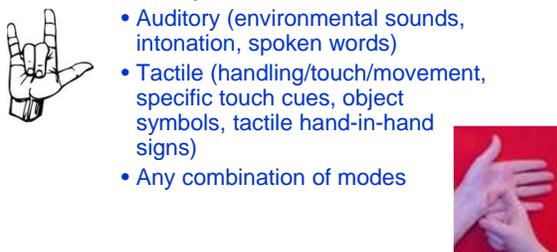


Remember that Receptive Abilities

- Include:
 - The sensory modality through which communication is received...
 - Visual (e.g., facial expressions, gestures, signs, objects, pictures, written words)

–Sensory Modalities (continued)

- Auditory (environmental sounds, intonation, spoken words)
- Tactile (handling/touch/movement, specific touch cues, object symbols, tactile hand-in-hand signs)
- Any combination of modes



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–AND... The ability to comprehend the content of the message



Ask the caregiver about the student's favorite:

- objects
- activities
- events

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Students with Complex Disabilities...

- Are challenging because we **have to rely on the student's response** to know if he received and understood the message
- And... we need to be aware that the student might be:
 - Responding to **contextual cues** (e.g., toy) when you ask him if he wants to play with it
 - **Anticipating** what comes next in a familiar routine when you request an action

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Expressive Abilities

- Students with complex disabilities do not always use conventional forms of communication so we need to look for other ways a child might try to communicate



Oral/Motor Output

- Vocalizations (cry, coo, babble, gurgle, laugh, whine, scream)
- Vowel sounds, consonant-vowel pairs, word-like jargon
- Spoken words



Motor/Gestural Output



Eye Contact and Facial Expressions



Body Movements/ Postural Changes

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Gestures

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Signs

- Idiosyncratic
- Formal



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Augmentative and Alternative Communication Output



Tactile Symbols



Tangible Symbols

Object Symbols



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Picture Symbols

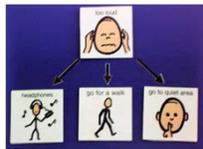


Photographs



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Black and White Line Drawings



High Contrast Symbols

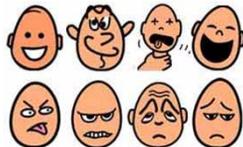
Color Line Drawings



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| | | |
|---|---|--|
| I want  | book  | help  |
|  | eat  | sleep  |
| OK  | more  | no  |
|  |  |  |

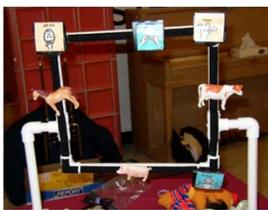
Boardmaker® Symbols, Clipart,
Do2Learn Symbols, etc.



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Eye Gaze Communication Systems

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Eye-gaze



"Self talk" cues

1. "I look around"
2. "I look at (partner)"
3. "I look at the one I want"

"Ready! LOOK NOW."

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Low to High-tech
Communication Systems



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Written Words

| | |
|------|------|
| she | then |
| this | the |



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Once You Have Established the Child's Mode of Communication, Ask Yourself Whether These Behaviors Are:

- Pre-symbolic
 - Gestures
 - Vocalizations
- Symbolic
 - Objects
 - Pictures
 - Signs
 - Words

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How are These Behaviors Used or Interpreted by Others?

- Greeting
- Requesting
- Protesting
- Asking for more
- Indicating yes/no
- Commenting
- Expressing emotions
 - Happiness, fear, distress, excitement, discomfort

One Way to Organize Your Observations...

- ...Is to take a “head-to-toe” inventory of the child’s movements and reactions
 - Which movements might be voluntary?
 - Which movements might have communicative intent?

(Rowland, 2009)

● ● ● | If you are uncertain, here are some **Pre-Symbolic** activities you might try....

Co-Active Movement



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Gesture Dictionary

- ❑ **Goal:** Solve communication breakdowns by sharing any distinctive gestures with your child's caregivers.
- ❑ **How:** Provide a Gesture Dictionary to the different caregivers who are working with your child.

| Gesture | Meaning | What to do |
|---|---------------|---|
| Hand touching lips  | Wants a drink | If between meals, provide small amount of drink |

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Vocalization Dictionary

- ❑ **Goal:** Solve communication breakdowns by sharing any distinctive vocalizations with your child's caregivers.
- ❑ **How:** Provide a Vocalization Dictionary to all caregivers who are working with your child.

| Vocalization | Meaning | What to do |
|---|-----------------|---|
| "Ee"  | I need to "pee" | Say, "Oh, you need to pee?" then take the child to the bathroom |

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Supplemental Activity - Songboard

- *Used to look at functional/purposeful communication
 - Can the child anticipate a familiar routine by activating a switch?
 - Can the child make choices?
 - Can the child initiate?

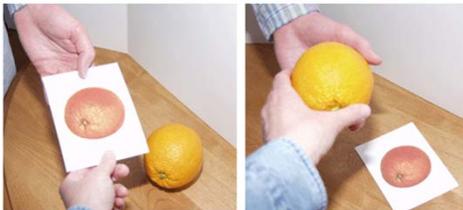
Suggested Symbolic Representation Activities



Object Exchange



Picture Exchange



Request an item

Receive the item

Social Interaction



In Children with Complex Disabilities...

- Social interaction can range from just tolerating the proximity of another person to actively communicating back and forth
- Observe whether the child
 - Enjoys interacting with adults
 - Enjoys interacting with peers
 - If yes for either, under what circumstances?

Aided Language Stimulation: What Is It and Why Should We Use It?

| | | | |
|------|-------|--------|-------------|
| blow | give | messy | bubbles |
| pop | open | round | bubble wand |
| try | point | up | table |
| look | wet | happen | bottle |

Simply Put...

“ Aided Language Stimulation is a teaching strategy in which the facilitator highlights symbols on the user’s communication display as s/he interacts and communicates verbally with the user.”

(Goosens’, Crain & Elder, 1988)

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Aided Language Stimulation...

- “Based on the premise that by watching symbols being used extensively by others in natural interactions, the user will begin to *establish a mental template* of how symbols can be combined and recombined generatively to mediate communication during the activity” (Goosens’ et al., 1992, p. 101)

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Aided Language Stimulation...

- Conducted on a routine basis in the classroom so no need to set aside time specifically to teach symbol comprehension
- Provides students with rich models for combining symbols in a flexible way
- Provides good verbal language stimulation with visual support



Did You Know That...

“The average 18-month-old child has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth...and that a child who has a communication system and receives speech/language therapy two times per week for 20-30 minute sessions will reach this same amount of language exposure in 84 years?”

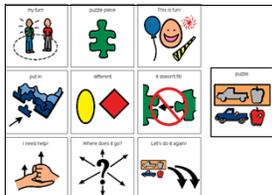
(Jane Korsten, recorded at <http://buffalo.edu/registered/ATBasics/Populations/aac/consider.php>)



Interactive Board Activity (want)

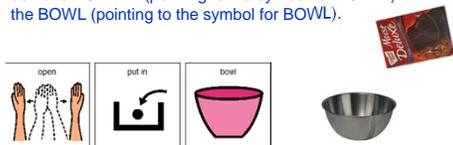
We've Learned That...

- If a student is taught in an interactive format, the greater the chance s/he will use the system in a generative and interactive manner...

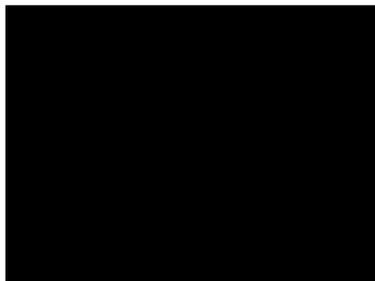


Aided Language Stimulation...

- Symbol selection always accompanied by its spoken representation (what the symbol stands for)
 - “We have to OPEN (pointing to the symbol for open) the box and PUT it IN (pointing to the symbol for PUT IN) the BOWL (pointing to the symbol for BOWL).



Child with Trisomy 22

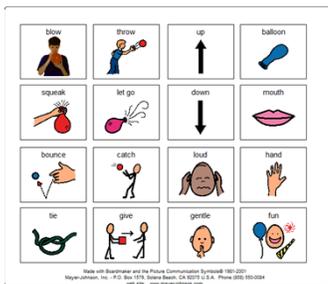


Children Cognitively Younger Than Two Years of Age

- Modifying verbal language stimulation is critical
 - Use primarily single words (symbols) and short grammatically correct phrases to talk about what the child is hearing, seeing, doing and feeling
 - Speak slowly, inserting pauses into the conversational flow
 - Use a lot of repetition

- If child indicates something nonverbally, provide him with the single symbol needed to communicate the exact same intent (e.g., reaches for bubble jar, point to symbol for BUBBLES).
- If child indicates something with a single-word symbol, expand that message into a semantically equivalent 2-word combination (e.g., child points to BLOW, expand to BLOW BUBBLES)

Balloon Activity (pairs)



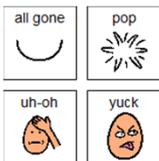
Nonverbal Juncture Cues

- Used for children **developmentally younger than two years**
- Are defined as: "nonverbal signals (achieved via facial expression, gesture, body posture) performed by the facilitator that precedes the highlighting of a symbol on the communication display" (Goossens' et al., 1992)



Example:

- Points to bubble container; extends hands and visually searches for wand (GONE)
- Points to bubble on wand and makes a lip popping sound (POP)
- Feigns surprise, eyes wide open; touches hand to open mouth (UH OH)
- (YUCK)
- Drags fingers in spilled fluid; makes a "yuck" face (YUCK)



● ● ●

Core Vocabulary

What is Core Vocabulary?

- A relatively small set of highly useful words that apply across contexts.
- Students can use them across their entire day, not just in one activity or setting.
- Allows a lot of practice locating the words and using them to communicate in life situations.

» Dynamic Learning Maps, CLDS



85% of spoken language is comprised of 250-350 words

DLM™ First Forty Core Words

| | | | |
|-------|----------|------|-----------|
| I | like | not | want |
| help | it | more | different |
| who | she | you | he |
| where | up | on | in |
| me | make | get | look |
| what | need | are | is |
| some | put | all | this |
| don't | that | go | do |
| when | finished | can | here |
| open | turn | stop | over |





For more information:
www.dynamiclearningmaps.org

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65TH CONFERENCE ON EXCEPTIONAL CHILDREN

What is a PODD?

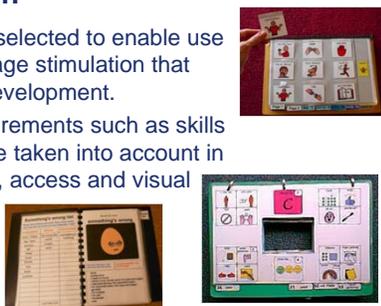
Pragmatic Organization Dynamic Display
(PODD)

A Way of Organizing Vocabulary for Communication AT ANY TIME



Organization

- Page sets are selected to enable use of aided language stimulation that leads child's development.
- Individual requirements such as skills and lifestyle are taken into account in the design (i.e., access and visual presentation)



Graded Progression for Communication and Language Development

- Early functions
- Expanded functions
- Key word
- Expanded key word
- Complex syntax

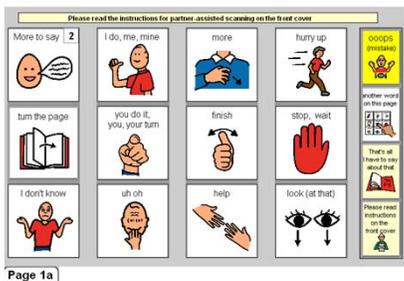


Varied Communication Requirements

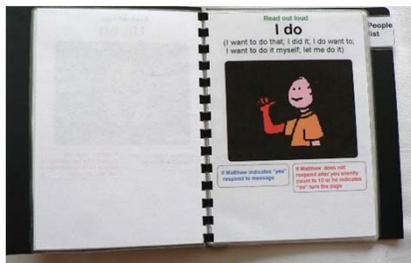
Communication Functions

- greet manipulate relate information
- agree / disagree answer ask questions
- instruct others ask for things joke
- express an opinion share information
- express feelings **protest** **describe**
- discuss interest** "MAKE SOCIAL CONTACT" bargain
- comment request / attract attention complain

Partner Assisted Scanning



Auditory Plus Visual Scanning



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Auditory Plus Visual Scanning



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Visual and/ or Auditory Scanning Requires a Yes/ No Response



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Emma Using Her PODD

<https://youtu.be/TOvC9OoygaA>

Standardized assessment may not be appropriate...

*"...the strange behavior of children in strange situations with strange adults for the briefest possible period of time."
(Bronfenbrenner, 1979) **

New Quote

- *"...the _____ behavior of children in _____ situations with _____ adults for the _____ possible period of time."*

“difficult to test”

DPI policy: if a measure is given to a child, the assessment must accurately reflect the child’s aptitude or achievement rather than reflect the child’s impairment

Informal Assessment

- Observations across multiple settings
- Caregiver Interview(s)
 - Parent
 - Teacher
 - Therapists
 - Other?
- Checklists
- Routine- or Play-based activities
 - TPBA2 Daily Routines Rating Form

Use of Play Assessment – TPBA2

- “Authentic” Assessment
 - convergent assessment
 - social and consensus validity
 - treatment utility
- Team involvement
- Linking Assessment to Intervention



Supplemental Assessment Tools

- Handout adapted from Rowland
- PLS-4 (adapted)
- Communication Matrix (website)
- Functional Communication Profile-Revised
- Augmentative & Alternative Communication Profile
- WATI forms (www.wati.org)
- TASP
- Others

Now What Do We Do?

- Traditional formal testing places emphasis on child's shortcomings
 - Focuses on degree of delay or deviation from the norm
- For a child with complex disabilities:
 - Highlight and qualitatively describe strengths
 - Use strengths as building blocks for further development and acquisition of skills

(Rowland 2009)

Challenges for an Assessment Team

What limitations do you have, if any, in using play assessment (TPBA2) to assess children who are multiply involved?*



JCKW1 (p04) © www.shutterstock.com

Tools that can Supplement TPBA2

- Formal measures (Age Equivalents)*
 - Carolina Curriculum
 - Hawaii Early Learning Profile
 - DASH-2
 - Other?

<http://www5.esc13.net/lowincidence/docs/Assessmatrix.pdf>
- Informal estimates
 - Use of developmental information (e.g., cognitive foundations*)
 - Home Inventory of Problem-Solving Skills

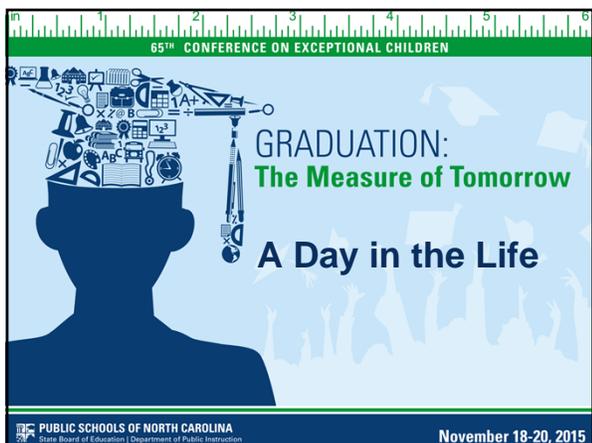
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Potential Assessment Tools



- Oregon Project
- Scales of Independent Behavior – Revised for VI
- Reynell-Zinkin Scales

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A Day in the Life

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

November 18-20, 2015

The Story of Daryl

- www.kidsot.com/kidsotweb_files/MyBrotherDaryl.pdf

A Day in The Life.....

- Video clip (1 min 22 sec)
- <https://vimeo.com/17442782>

What Did You See ?

- What was the purpose of the hat?
- What was different about the interactive white board?
- What peer support did you notice?
- What would you change about this environment?

Key Points Re: Learning



- Exposure
- Generalization
- Teacher to student engagement level
- Student to student engagement

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Getting to School

- O & M
- Powered by....
- Navigating the route



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The Tasks - Backpacks, Cubbies and Sign-in (oh my!)

- Access to student materials
- Student management of school related ADLs
- Engineering the environment for independence
- Sign in for all

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For Example ...



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Sign -in Strategies



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Circle Time/ Morning Meeting

- Story bags
- Tactile symbols
- Audio
- News -2- You – Online symbol newspapers with audio
- Symbol World – www.symbolworld.org

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Daily schedule

- Discuss daily schedule
 - Expandable calendar boxes
 - AAC devices
 - Tactile Connections Kit
 - Aided language boards
 - Prox Pad
- Weather

Morning meeting / Circle Time



Tactile calendar



APA calendar box



Homemade calendar box

Morning meeting / Circle time



Weather



Video – Calendar – Kris

Snacks, Lunch, Mealtime Routines

- Lunch choices
- Learning the routine
- Snack time for all – the Smoothies Stand

The Snow Cone Stand



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IEP Time and Functional Academics

- Engagement: The Why of learning
- Representation: The What of learning
- Action and Expression: Ways students express what they know

(from UDL on CAST website – www.cast.org)

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Engagement

- Motivation
- Design for Access
- Learning Medium

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Representation

- Materials
- Positioning
- Low tech supports
- Higher tech additions

Representation



Video – Kaitlyn – Apple

Prox Pad –Making choices

- Video – student user

Action and Expression

- Vocalization
- Object manipulation
- Gestures/ Facial features
- AT for expression
 - Aided language boards
 - Partner assisted scanning
 - Low and high tech voice output
 - Keyboard devices
 - Speech text

Leisure Skills/ Free Time

- Longitudinal leisure skills
(Using commercially available toys with adaptations)
- Community resources and access
- Adapted sports equipment
- Library access
- Computer activities

On the Job

- Greeter at local store – voice output button
- Local Hospital- AAC use
- School Lunch “Banker” - Coinulator use
- Project SEARCH



Project Search

- Video

High School Vocational Training

- Matt- video

Deaf Blind Project

- FAQ at DPI
- <http://ec.ncpublicschools.gov/disability-resources/deaf-blind/census/questions-answers.pdf>

Technologies for Deaf/Blindness

- Apple Watch
 - Haptic taps
 - Article
 - Video
- Refreshable Braille display
- Accessibility features on laptops, Chrome, tablets, iPad

Victor

- Video

Progressive Conditions

- CHARGE
- Ushers Syndrome
- Leber's Syndrome
- Norrie's Disease
- Down Syndrome

Molly – video

Favorite Classroom Activities to Engage All Learners

- Artist Trading Cards
- Pix Writer on the Interactive Whiteboard



Teaching Object Exchange

A child can learn to communicate with you in many different ways. One of those ways is by using an object exchange system. (OES). The following describes how to set up an OES either at home or at school.

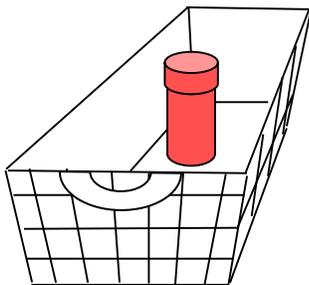
Some Definitions

- Object Exchange: Exchanging a representative object to communicate a desire to receive an actual object, activity, or event.
- Representative Object: Any object that represents a real object, activity, or event.

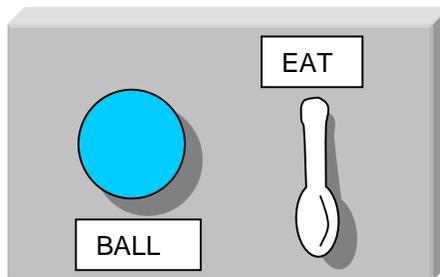
| Types of Representative Objects | Representative Object | What the Object Might Represent |
|---------------------------------|-----------------------|---------------------------------|
| <i>Actual</i> | <i>Bubble bottle</i> | "I want you to blow bubbles." |
| <i>Miniature</i> | <i>Tiny book</i> | "Read me a story." |
| <i>Partial</i> | Cookie wrapper | "I'd like a cookie!" |
| <i>Associated</i> | Hat | "Let's go outside." |
| <i>Textured</i> | Piece of flannel | "I want my blanket?" |

Ideas for Displaying Representative Objects:

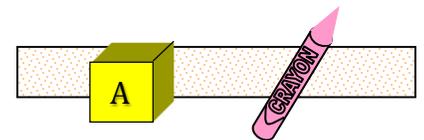
- Basket(s)
- Velfoam board
- Velcro
- Compartmentalized box (wine carton, drinking glass carton)



Basket with bubbles inside



Velfoam board constructed by hot-gluing a piece of Velfoam to a small chalkboard or clipboard.



Velcro strips attached to wall, cabinet, door, or shelf, etc.



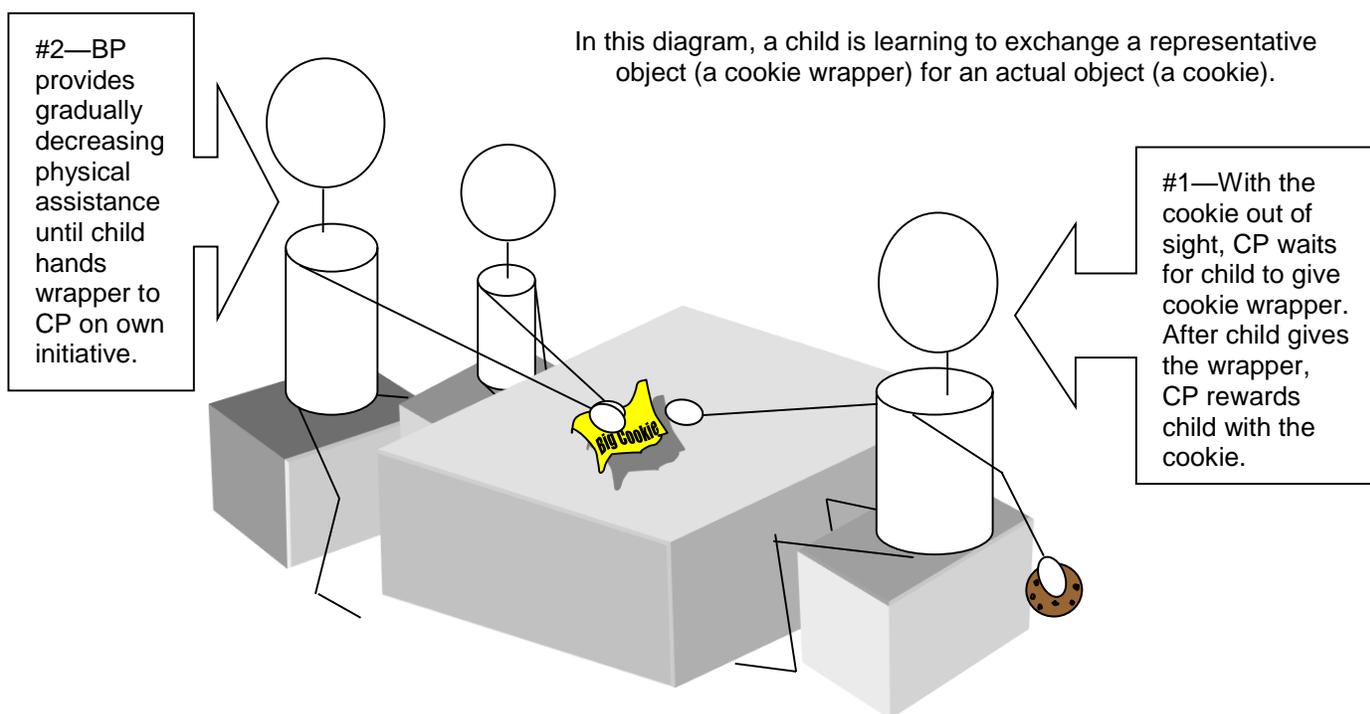
Steps for Teaching Object Exchange

Step 1

Make a list of things the child likes, wants, or enjoys doing (this is called a “preference list”). Then, make a list of things the child dislikes.

Step 2

Identify two adults who will work with the child to help him or her learn the OES. One adult will act as the “back-up prompter (BP)” and will physically help the child hand a representative object chosen from the preference list to the other adult, who is known as the “communication partner (CP).” The CP will then accept the representative object and provide the child with the actual object, action, or event. This process works best when the child and BP sit across a table from the CP, with the BP beside and slightly behind the child, as shown in the following diagram.



Goal #1 is to gradually decrease the amount of assistance provided by the BP until the child is capable of initiating and completing the object exchange by his/herself. For example, as described above, the BP begins by guiding the child’s hand to the CP. Eventually, the BP will guide the child’s hand only halfway to the CP, allowing the child to complete the action on his/her own. Then, the BP might only use a tap on the elbow to provide the child with a cue to complete the action of handing the representative object to the CP. Eventually, the BP will provide no physical assistance and will no longer be part of the process.

Step 3.



Once the BP is no longer required, goal # 2 is to increase the amount of distance between the CP and the child. By making the child go to the CP, it is ensured that the child both understands the process and is capable of initiating the object exchange independently. For example, to achieve this goal, the CP might gradually move his/her chair farther away from the table, requiring the child to expend more effort to make the object exchange.

Step 4

When the child demonstrates understanding of the object exchange process, practice using different items from the preference list.

Step 5

Goal # 3 is to present two representative objects from the preference list and require the child to choose one of them before initiating the object exchange.

Step 6

Once the child is choosing between two representative objects from the preference list, introduce a third object, which has been chosen from the list of things the child dislikes. This will help determine if the child is actually making a purposeful choice between representative objects, not just randomly selecting them.

References:

Frost, L.A. & Bondy, A.S. (1994). The picture exchange communication system: Training manual.
Cherry Hill, N.J., Pyramid Educational Consultants, Inc.