

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

## Communication and Behavior

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Department of Public Instruction

**SELF-ASSESSMENT: A Journey of Change**

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

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## Disclaimer

The contents of this presentation were developed under a grant from the US Department of Education, #H326T130010. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Louise Tripoli.

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## Agenda

- 8:30-8:35 Introductions
- 8:35-9:05 Overview of Communication
- 9:05-9:30 Assessments
- 9:30-10:00 Complete the Forms and Functions Observation

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## Overview of Communication

- Communication is the process of exchanging information. It is the way we express our wants and needs, make choices request something and express our likes and dislikes.

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## Overview of Communication

- Individuals with vision and hearing loss may use a variety of communication skills. Communication may take the form of body movement, gestures, facial expressions, vocalizing, use of objects or people, pointing to pictures, or more abstract forms of communication.

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### Overview of Communication

- When a child has both a visual impairment and hearing loss, it may be more difficult to understand what she/he is trying to communicate to you. It may be difficult for you to understand how you can best communicate and interact with a child with a combined hearing and vision loss.

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### Forms of Communication

- Gestures
- Touch Cues
- Object symbols
- Picture symbols

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### Forms of Communication

- Tangible Symbols Cards
- Photographs
- Line Drawings
- Manual Signs

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### Forms of Communication

- Textured Symbols
- Tactile Symbols Sets
- Braille or Print
- Augmentative Communication (AAC)
- Speech

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### Gestures

- Gestures/Movements
- Vocalizations
- Facial Expressions
- Eye Gaze

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### Gestures

- Pointing
- Nodding
- Shaking head
- Looking from person to object

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## Touch Cue

- A touch made in a consistent manner directly on the body to communicate with a child
- A simple means of receptive communication in the early stages of communication
- Not based on a standardized system

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## Touch Cue



[http://4photos.nefen/image:141-2952-hand\\_women\\_touching\\_hand\\_man\\_images](http://4photos.nefen/image:141-2952-hand_women_touching_hand_man_images)

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## Objects

- Provides a concrete way to support communication interactions
- Provides a multisensory approach to language learning
- Can be both receptive and expressive

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## Objects

- Not a lot of demands on memory and vision
- Consider the student's physical ability in order to determine if objects are appropriate
- Make sure the objects have meaning to the student and are of high interest

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## Object Cue



<http://www.bmmposts.com/p/05012.jpg>  
<http://www.jrcs.org/braining/motion/clipman1.html>

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## Object Schedule



[www.msl.ecu.edu](http://www.msl.ecu.edu)

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## Parts of Objects

- Parts of objects can be used for communication but should be based on meaningful tactile information

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## Parts of Objects



<http://0935bce6b7b35168e40c44bc804e4ee58e61d294776c52.d3.rackcdn.com/Bottle-Tips-prodd1.jpg>

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## Miniatures

- Miniature objects hold no meaning to students without functional vision but may be meaningful concrete examples for students who have adequate vision

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### Miniatures



[http://web4.hobbyline.com/gtrdn/tn9076\\_05.pg](http://web4.hobbyline.com/gtrdn/tn9076_05.pg)

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### Tangible Symbol Cards

- Tactile, representations of activities, objects, places, events, or people
- Used for receptive and expressive communication
- Tangible symbols are permanent
- Can be held in the hand or physically transferred from one place to another
- Range in their level of abstraction

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### Tangible Symbol Cards

- Consider the student's interests
- Sensory Needs or limitations
- Receptive and expressive language level
- Student's visual impairment
- Student's fine and gross motor skills
- Pair with Braille or Print

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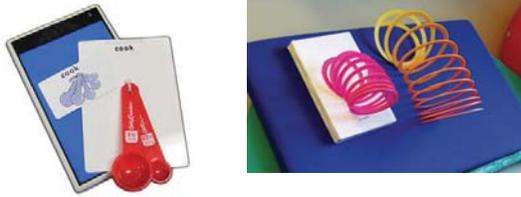
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## Tangible Symbol Cards



Perkins.org ClosingGap.com

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## Tangible Symbols

**Perkins**  
eLEARNING

Home About View All Teaching Resources Professional Development Events Log In

**WHAT DO YOU WANT TO LEARN ABOUT?**

- Assessment
- Assistive Technology
- Classroom
- Communication
- Instruction and Multiple Disabilities
- Intervention
- Instructional Core Curriculum
- Leadership
- Research and Practice
- Special Education

**Tangible Symbols**

**Presenter:**  
Elizabeth Torrey

In this webcast, Elizabeth talks about the use of "tangible symbols," a term originally coined by Charity Rowland, Ph.D. and Schweigert, M.Ed., to support the development of communication in children who experience a variety of severe communication disorders and who are unable to use abstract symbols. The webcast draws from the work of J. Van Dijk as well as the work of Rowland and Schweigert.

Elizabeth Torrey is a Speech and Language Pathologist in the Early Learning Center at Perkins School for the Blind. She has extensive experience working with children with visual impairments who are at the early stages of language development.

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## Photographs

- Vision is required
- Photograph can bridge between use of objects and line drawings
- Photographs can be arranged on Velcro boards, books, cards, or placements
- Photographs can be used for choice making, picture schedules, following a recipe, communication and social opportunities

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## Photographs

- Photographs of single items are concrete in their representation
- Photographs are more abstract when there is multiple information
- Textured can be added to photographs for students with visual impairments
- Must consider the size, color, contrast and clutter

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## Photographs



[http://enrthsystem.com/wp-content/uploads/2012/04/01144\\_KidneyActivity2.jpg](http://enrthsystem.com/wp-content/uploads/2012/04/01144_KidneyActivity2.jpg)

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## Line Drawings (pictures)

- Black and white or color drawings of items, activities, animals or people
- Visually refer to what they represent
- Can be abstract
- Pictures can be concrete if it closely resembles what it represents

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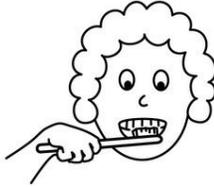
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# Line Drawings (pictures)



<https://is-media-cache.ak0.pinimg.com/238x/0fb/a90ffa631e081ab2657a2874eddb.jpg>

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# Sign on Body

•A standard manual sign that a signer produces directly on the receiver's body instead of on his/her own body

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# Signs on Body



A friend signs SLIDE on a child's arm before playing together

Mother uses sign on body "Want to EAT?"

Child signs EAT in response

[www.projectsolute.net](http://www.projectsolute.net)

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## Coactive Signing

- Physical guidance of the child's hand(s) to facilitate production of a standard manual sign for expressive communication

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## Coactive Signing



[www.projectsalute.net](http://www.projectsalute.net)

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## Tactile Signing

- Communication method based on a standard manual sign system in which the receiver's hand(s) is placed lightly upon the hand(s) of the signer to perceive the signs

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## Tactile Signing



Signs4hope.blogspot.com

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## Textured Symbols

- Abstract communication system using textures such as plastic and cotton
- Represents activities, people and items

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## Textured Symbols



www.projectsalute.net

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## Tactile Symbol Set

- Designed for individuals who are totally blind or have very limited use of their residual vision
- Student should be a purposeful and intentional communicator

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## Tactile Symbol Set

<u>Function</u>	<u>Shape</u>	<u>Texture</u>	<u>Color</u>
Pronouns	Octagon	Laminate	Orange
Verbs	Triangle	Felt	Pink
Adjectives	Heart	Bumpy	Blue
Nouns	Square	Smooth	Yellow

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## Examples of Using Tactile Symbol for Communication



Texas School for the Blind

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## Tactile Symbols

**Texas School for the Blind and Visually Impaired**  
1100 West 45th St., Austin, TX 78756 - (512) 454-8631

Home | About TSBVI | On-the-Go Learning | Curriculum & Publications | Outreach / Technical Assistance

**TSBVI Programs**

- Comprehensive Programs
- Curriculum Development
- EXIT Program
- Outreach / Technical Assistance Programs
- Post-Secondary Programs
- Short-Term Programs
- Student Data Program

**Tactile Symbols**

**Tactile Symbols Directory to Standard Tactile Symbol List**

Texas School for the Blind and Visually Impaired  
Functional Academics and Basic Skills Department

[See 11 Video explaining the Tactile Symbols Directory](#)

**Meaning Category**

- Time
- Events
- Places
- People
- Emotions
- Objects
- Food
- Actions

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## AAC Systems

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## AAC Systems

Julie Brickhouse  
Eastern Elementary School/Geenville, NC

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## Braille or Print

- Abstract Symbol systems
- Made of letters or tactile (dots) characters
- Speech

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## Assessments

- Callier-Azusa-H
- Communication Matrix
- Forms and Functions Observation Form

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## Callier-Azusa-H

- A communication subscale to Callier-Azusa G
- Assesses the domain of communication
- Developed for learners with deaf-blindness
- Targets age range 0-10 years
- Has a strong focus on pre-symbolic communication

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### Callier-Azusa-H

- Is not a standardized test but was field validated on individuals with deaf-blindness
- Gives a month level score, criterion referenced

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### Callier-Azusa-H

Callier-Azusa- H examines the following four areas of communication development

-Representational and Symbolic Development

*"This refers to the child's ability to understand that one thing can stand for something else and the child's ability to use this knowledge in interactions with others"*

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### Callier-Azusa-H

- Receptive Communication

*"refers to the child's ability to respond to the communication of others, the form and content of these communications and the context in which they are understood"*

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### Callier-Azusa-H

- Development of Intentional Communication  
*"refers to the level of intentionality in the child's communicative expressions, the forms of the expressions and the purpose they serve"*

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### Callier-Azusa-H

- Reciprocity  
*"refers to the child's ability to participate in a communicative exchange and to understand the patterns and conventions of social interactions"*

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### Callier-Azusa-H

- The assessment items are followed by many helpful examples to help you determine if the child has the skill or not, for example;
- Anticipates familiar activities when given a specific object or signal associated with the activity (representation #5)

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## Callier-Azusa-H

- When given a bowl child goes to the table
- When given sign for drink child picks up cup
- Takes teacher's hand to walk when teacher holds out hand

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## Communication Matrix



https://www.communicationmatrix.org/inheategates.aspx

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## The Communication Matrix (Charity Rowland)

- Communicative behavior - 0 - 24 months of age
- Paper and electronic version - *SAVE PASSWORD!!!*
- Educator and Family versions (English, Spanish, Chinese, Russian, Korean, Vietnamese)
- Customized Reports

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### Communication Matrix

- Pre-intentional
- Intentional
- Unconventional
- Conventional

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### Communication Matrix

- Concrete Symbols
- Abstract Symbols
- Language

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### Communication Matrix

- Body movements
- Early Sounds
- Facial expressions
- Visual
- Simple gestures

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## Communication Matrix

- Conventional gestures & vocalizations
- Concrete symbols
- Abstract symbols
- Language

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## Communication Matrix

Level	Behavior Category				
I	Body Movements	Early Sounds	Facial Expressions		
II	Body Movements	Early Sounds	Facial Expressions	Visual	
III	Body Movements	Early Sounds	Facial Expressions	Visual	Simple Gestures
IV					Conventional Gestures & Vocalizations
V					Concrete Symbols
VI					Abstract Symbols
VII					Language

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## Forms and Functions Observation Form

Developed by Communications Skill Builders (1992)

-Gives the teacher a quick way to informally analyze a pre verbal learner's communicative behaviors and to determine what communicative intents and functions they are using

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VIDEO

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## Communication and Behavior



Questions & Answer Time

*Please contact us!*

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 Patty Dischinger [patty.dischinger@esdb.dpi.gov](mailto:patty.dischinger@esdb.dpi.gov)

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