Using “The Little Room” to Foster Communication Development

Presented By:

Wanda Pendergrass
Teacher of the Hearing Impaired

Melissa Brown
Parent

El Program for Children Who Are Deaf or Hard of Hearing
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!

Typical Learning
- Direct: Hands-on experiences
- Secondary: Listening to a person, teach or present information
- Incidental: Occurs without much effort; how most learning happens.

Deaf-Blind Learning
- Incidental: Usually does not occur; not effective
- Secondary: Very difficult
- Direct: Essential and most effective method of learning

Also, L., 2009
AHA!!! MOMENT
Participate

Communication

Vary vocal tone

Use of body language

Anticipate
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?
Acknowledgements

Melissa Brown

Kathryn Bennight & Patty Dischinger
EI Prog. for Children Who are Deaf/Hard of Hearing

Joy Fleming
Gov. Morehead

Dr. Sandra Warren & Dr. Susan Bashinski
ECU Special Education Dept.
REFERENCES

http://support.perkins.org
www.lilliworks.org
www.nationaldb.org
www.communicationmatrix.org