

Failure May Be a Step on the Road to Success

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Grant's Diagnosis and AAC History

- Rubenstein-Taybi Syndrome
- Expressive Communication Skills
 - Grunts, pointing, gestures, etc.
- AAC devices used
 - Hawk 2003
 - Tech Talker 2005
 - Vantage Plus 2007

History with Vantage Plus

- Vantage Plus July 2007
 - 2007 - 2008 school year used Unity 84 one-hit everything showing
 - 2008 - 2009 school year full Unity 84 sequencing introduced at school and used more for academics
 - 2009 – 2010 school year device abandoned
 - The use of signs and a ring with pictures introduced
 - No progress so advocate requested that device be reintroduced
 - Julie Chadwick at TAD Center consulted

Vantage Plus Consultation (April 6, 2010)

- Reintroduced the Vantage Plus during a consultation with John Halloran
- Video
 - One hit “eat”, “go”, “stop”, “want please eat”, “drink”
 - Demonstrated ability to sequence 2 icons: “yellow,” “color”, “red”, “goldfish”, “stop”, “go ”
 - Spontaneous and independent use of clear and speak display

Recommendations

- Device should be used with a transition version of Unity 84 sequenced
- Focus should be word based core vocabulary
- Give expressive skills to match receptive skills
- All communication partners should receive training

The goal is **COMMUNICATION**
and **LANGUAGE!**

Our wishes for our children's
communication:

- Communicate anytime
- Communicate anything
- Communicate with anyone

Make it all manageable

- Raise everyone's expectations for the AAC user
- Enable everyone to be good communication partners and facilitators
- Identify target vocabulary
- Create the environment: provide legitimate time periods for stress-free modeling
- Do client-focused therapy

Enabling communication partners

- Primary facilitators attended LAMP training on 4/6/10
- Mother attended Unity and Implementation Trainings on 5/12/10
- Extended School Year Teacher in-serviced on Unity 5/17/10

Mapping the Road to Generative Language

- Conducted language samples and reviewed initial target vocabulary lists
- Developed list of 50 core words as initial target vocabulary; programmed as a sequence list in Vocabulary Builder for instructional purposes
- Looked at vocabulary coded under each icon using vocabulary display options in PASS software to prioritize the order new words would be introduced
- Planned for introducing vocabulary coded under 3 icon sequences

Initial Use of device as of 5/22/10

- Device used at home only immediately after LAMP training without the Vocabulary Builder feature
- “uh” while holding up a cup to request more to drink is replaced with “more milk please”
- Requested to use the bathroom
- Independently got jello from pantry, said “mad” on device then went back to pantry and said “cookie”

Extended School Year

- Device introduced at school on 6/2/10
 - Teacher requested to use Vocabulary Builder
- Grant attended ESY twice a week for 2 hours
- Video 6/12/10
 - Ownership
 - Teacher uses aided language stimulation to ask questions about his lunch, tells him “talk to me” and asks if he wants a drink
 - Grant watches her modeling
 - He uses device to say “juice” and signs “more”

Aided Language Stimulation

- Definition: (AAC Institute)
 - A communication strategy where a communication partner teaches symbol meaning and models language by combining his or her own verbal input with selection of vocabulary on an AAC system
 - Basically it is simultaneously selecting vocabulary on the AAC system and speaking
- Bicycle Analogy:
 - Can't just tell someone how to ride a bike
 - They must visualize/ "see" a competent cyclist

Creating the Environment:

Model the language

- How do I model?
 - YOU do it!
 - Avoid hand-over-hand (less active learning occurs)
- Model one level above where they are communicating
- If the child sees the device can meet your communication needs, it should meet his!

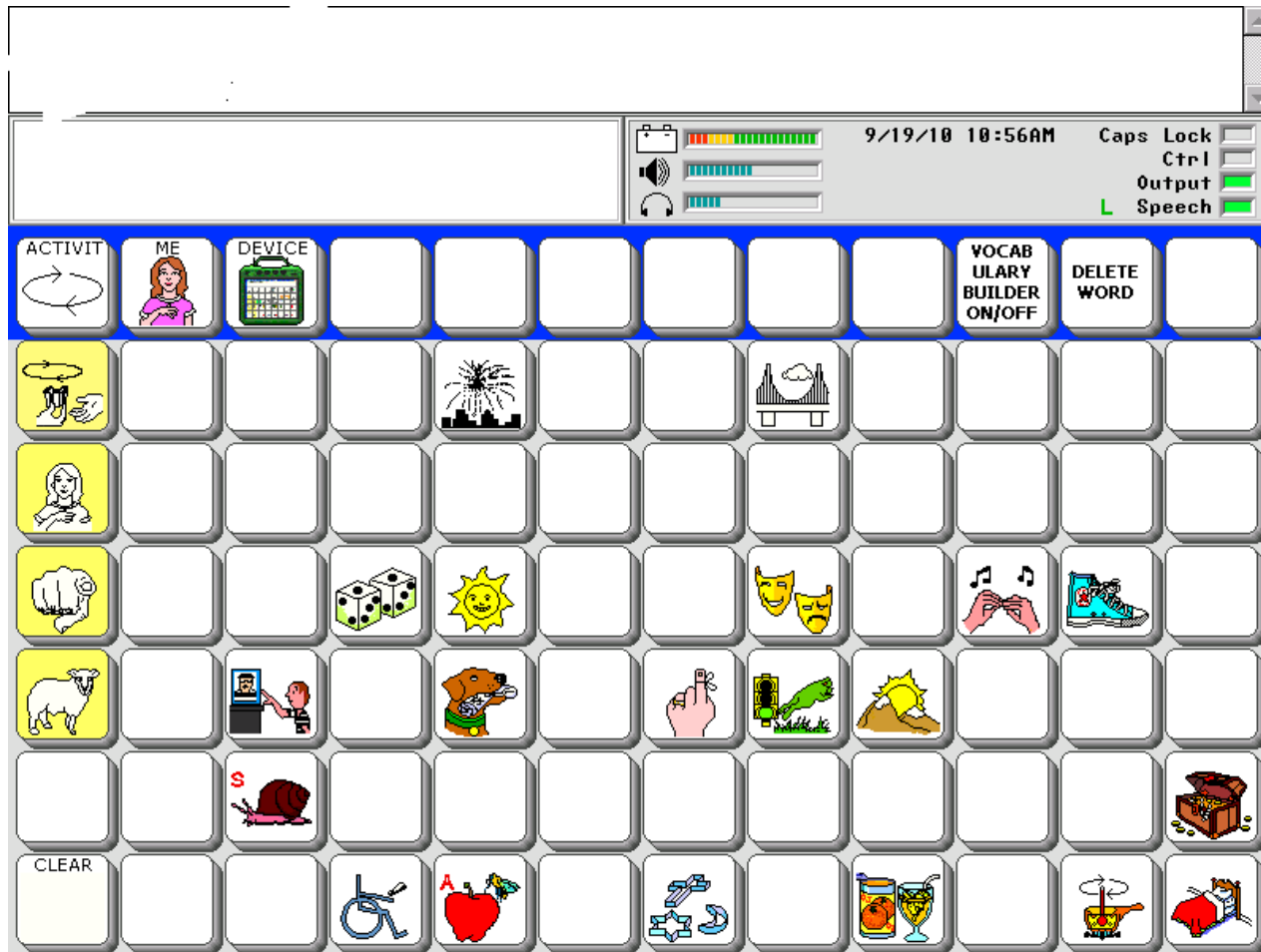
Classroom aid modeling



Outpatient AAC intervention

- Started July 8, 2010 with Vocabulary Builder feature used for structured teaching time
- Client focused therapy
- Examples of initial progress through the end of Sept.:
 - independently turned Vocabulary Builder off when couldn't find a word
 - number of requests per session increased from 3 to 12 and the number of initiations increased from 4 to 34 conveying a variety of communicative intents

Overlay with Vocabulary Builder On



Everyone on Board

- Private SLP contracting with school
- Teachers attended Unity and Implementation trainings on 8/20/10
- Mother primary programmer
- Full Unity 84 sequenced is ultimate language goal

Lunch (8/19/10 Video)

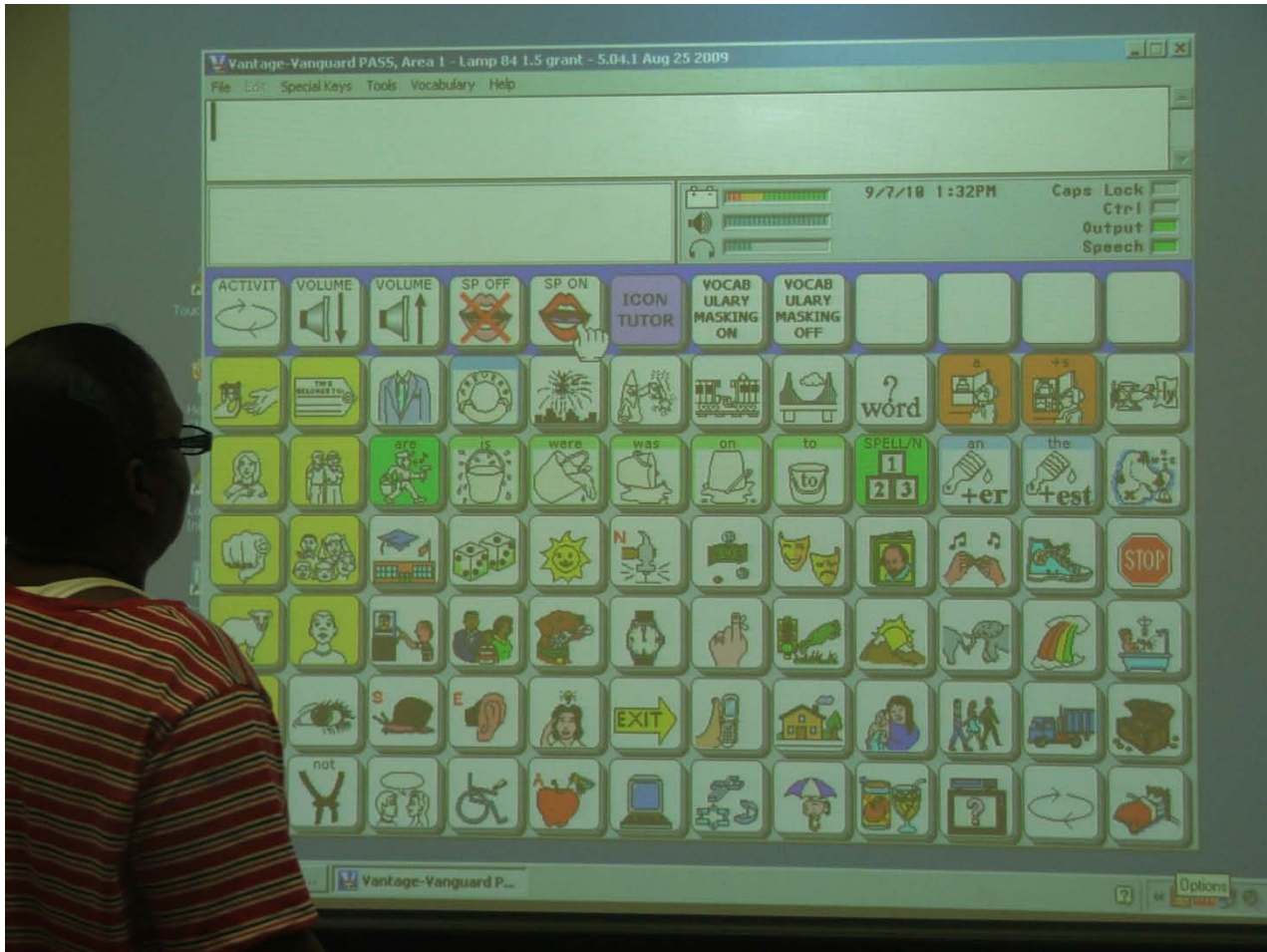
- During his meal he conveyed a variety of communicative intents to include:
 - Request actions and objects
 - “here”
 - “ice cream”
 - “talk”
 - Comments or new topics
 - “hungry”
 - “mom”
 - “kiss”
 - “he bathroom”
 - Protest/Negation
 - “not”
- 6 of 8 utterances are not meal related and are core words

Classroom Participation (8/19/10)

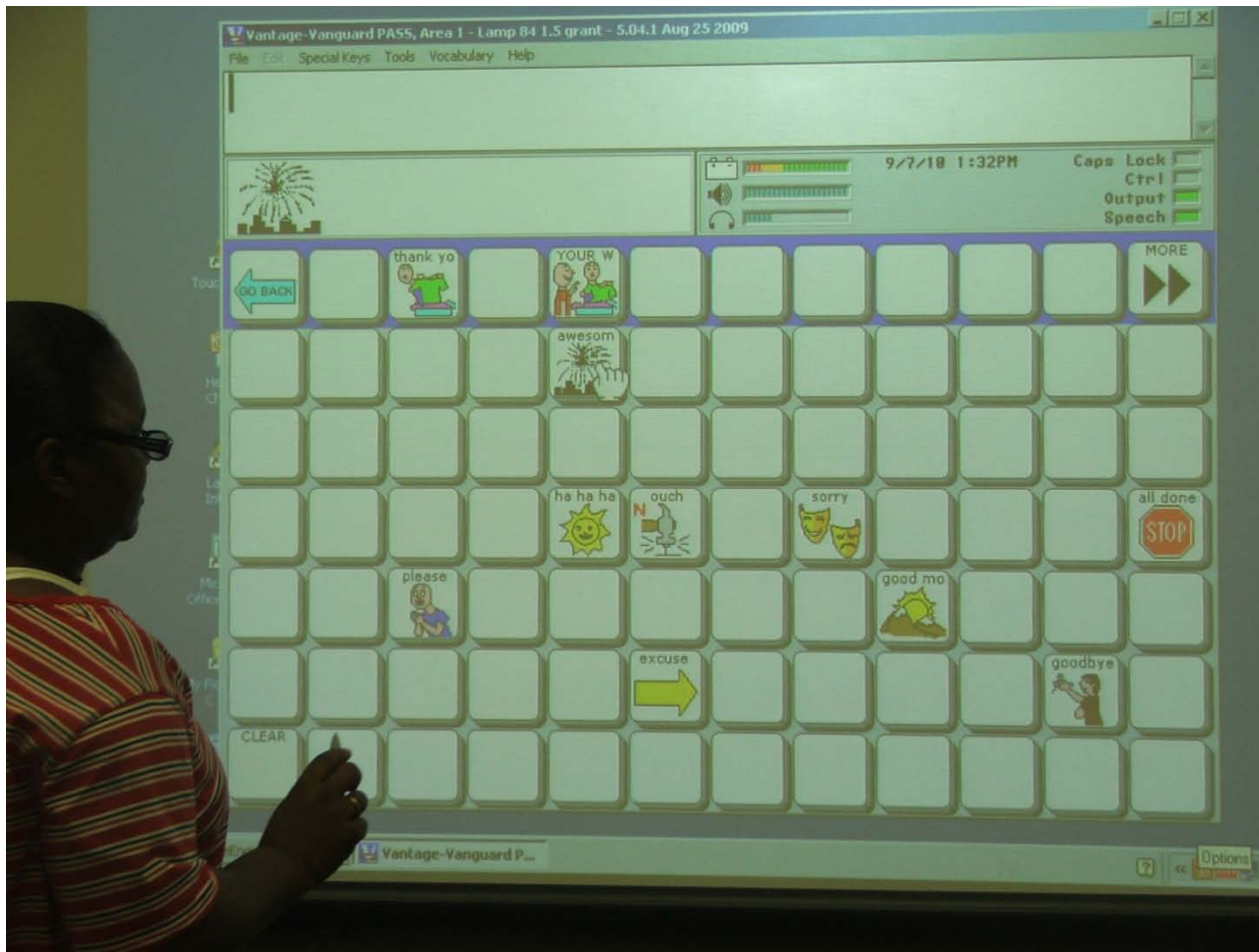
- Classroom discussion on types of food one can purchase at various restaurants
 - Replies to foods one can get at a snack bar
 - “cookie”
 - “candy”
 - Drinks available “iced tea”
 - Initiates “get” after stating “iced tea”
 - Replies “salad” to foods available at a steak house
 - Aid models on device and sometimes selects first icon in a sequence as a prompt – Grant’s response

Engineering the Classroom

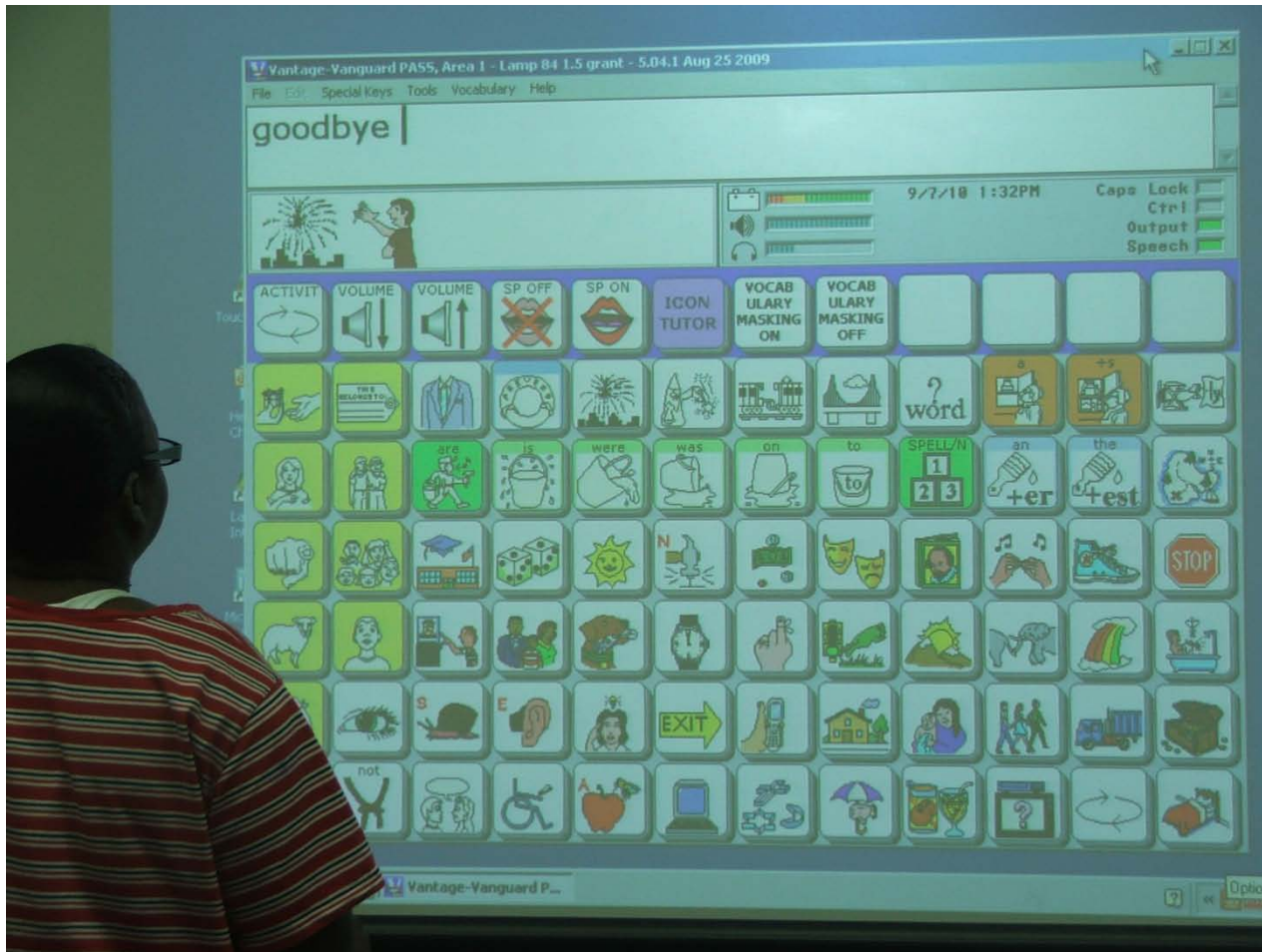
- PASS software updated after every vocabulary change
- Classroom computer with a touch screen so aid can model as needed
- Provision of Smart Charts for the facilitators
- Smart Board with PASS software so teacher can model from front of the room



Overlay after selecting the Interjection/Fireworks icon



“Good-bye”



Vocabulary Additions

- Criteria for adding a word:
 - Stages of language development
 - What's motivating
- Examples for new vocabulary
 - “ing” form of verbs
 - “breakfast”, “lunch”, “supper”
 - “eating lunch” on 8/21/10
 - “snack” added on 9/18/10 and used the next day

Video of meal at home (9/7/10)

- Sabotaging the environment
 - Grant doesn't answer "what do you want to drink?"
 - Mother gets plain milk
 - Grant pushes it away and asks for "chocolate milk" then tells her "make"
- Note progress from 7/15/10 - "stop" when finished
- Answers "what do you want?" to request dessert
- Teaching opportunity for new vocabulary
 - Exploring icon that has been embellished
 - Mom shows Grant the ice cream he is eating is "cold"
- Modeling "kiss"



Training is Ongoing Process

- Reiterate focus and stay on course:
 - word based approach
 - generative language with a rich vocabulary
 - communication anytime, anything, with anyone
- Examine language level of modeling provided and types of prompts
 - Consultant's role
- Keep everyone updated on vocabulary additions
 - Hard copy of additions
 - Demonstration of PASS software and Vocabulary Display Options

Initial Goals

- Increase Mean Length of Utterance
- Increase ability to maintain a topic
- Increase variety of word classes used
- Increase variety of communicative intents conveyed

How That Looked at Home

- Model two and three word phrases during activities like:
 - “good supper”
 - “favorite _____”
 - “I like this”
- Give and model choices of free time activities
 - “watch TV”
 - “go outside”
 - “play ball Bailey”
 - “read magazine”
 - “look at pictures”
- Rephrase questions and comments once engaged in an activity to elicit use of verbs, prepositions, pronouns, etc.

How That Looked at School and Private Therapy

- Model and elicit 2 and 3 word phrases during academic activities like:
 - “red stop” to define safety signs
- Model and elicit 2 and 3 word phrases to choose free time activities like:
 - “do puzzle”, “read magazine”, “hear music”
- Model and elicit use of social language used:
 - in greeting routines (e.g. “goodbye_____”)

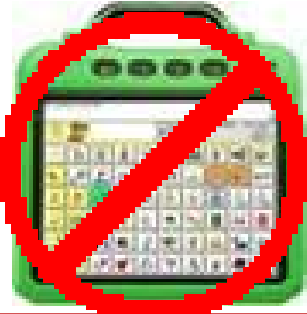
Current Issues

- Goals: (Continuing with the initial goals but also adding)
 - Use 3 different sentence types
 - Use up to 5 different communicative intents
 - Initiate conversation with unfamiliar person
 - Use device in conversation with unfamiliar person
 - Greet familiar and unfamiliar persons
- Training is ongoing
- “the monster” client-focused therapy created
 - the pragmatics of it all
 - solutions being investigated
- Additional vocabulary needs

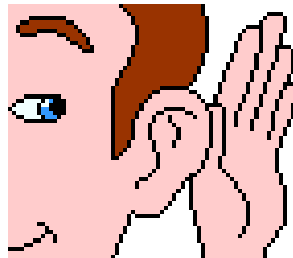
EXPLORE



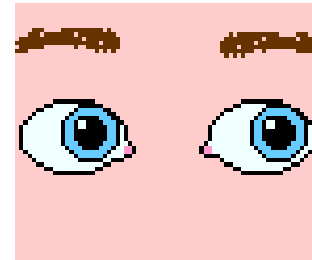
NOT TIME



LISTEN



LOOK



TURN TAKING



Division 12 List Serve:
Michelle Cavallaro

Next Stage of Vocabulary Additions

- More adjectives, interjections, pronouns and pronoun phrases
 - “Be” phrases: focus on “it is + interjections or adjectives to describe objects, pictures, etc.
 - “Feel” phrases and feelings: focus on using a phrase with a descriptor
 - “Like” phrases: focus on “I like + a noun which he chooses from a group of objects, pictures, etc.
- Use the above targets in turn taking games with communication partner

Videos from March 2011

- “dessert, ice cream, all done”
- 1:10 to 1:54

VIDEO0013.3gp

Videos from March 2011

- “cookies”
- whole clip

VIDEO0014.3gp

Videos from March 2011

- “here”
- whole clip

VIDEO0016.3gp

Videos from March 2011

- “eating, okay, ouch, ha ha ha”
- 1:04 to 2:11

VIDEO0018.3gp

Videos from March 2011

- “keyboard please”
- first 15 seconds

VIDEO0021.3gp

Videos from March 2011

- track turn”
- first 30 seconds

VIDEO0022.3gp

Children say the “darndest” things

- 7/17/10 “cat fish”
- 10/10/10 “no wear shoes”
- 1/19/11 “clean now, oops , yuk, thank you”
- 1/22/11 “lunch very good, yum yum”
- 3/3/11 “wear are shoes” – note ‘wear” is the same icon sequence but used as adverb here
- 3/13/11 “sorry, excuse me”
- 3/19/11 “turkey sandwich”
- 3/30/11 “leave lunch”

Children say the “darndest” things

- 7/17/10 “cat fish”, “Bailey sleep”
- 8/28/10 “banana no, hot dog yes”, “thank you”
- 9/5/10 “ouch”
- 9/ 14/10 “funny, ha ha ha”
- 10/10/10 “no wear shoes”
- 1/19/11 “clean now, oops , yuk, thank you”
- 1/22/11 “Lunch very good, yum yum”
- 3/3/11 “Wear are shoes” – note ‘wear’ is the same icon sequence but used as adverb here
- 3/13/11 “sorry, excuse me”
- 3/19/11 “turkey sandwich”
- 3/30/11 “leave lunch”

Progress from a Mother's Perspective

(Considering 3 aspects of his life)

- Dependence
- Inclusion
- Attention or staying on task

Progress from a Mother's Perspective

- **Dependence**-Grant depends on his device to communicate. I also depend on it because I know that if he has it with him that he will always be able to express his needs and wants and participate in conversation.
 - An example of his dependence on the device would be when it was broken and he was without one for a few days, he searched every room in the house looking for it.

Progress from a Mother's Perspective



Progress from a Mother's Perspective

- **Inclusion**-with the device, Grant can feel a part of the conversation with his peers, teachers and anyone else he comes in contact with.
 - He can make comments such as "funny, ha ha ha."
 - He can ask for a drink at the Special Olympics

Will you skate with me?



Houston Nutt and Grant



Ms. Gwen and Grant



Do you want a drink?





Happy Birthday Grant





Do you want a bite?



Progress from a Mother's Perspective

- **Sense of focus**-having the device gives Grant a sense of focus and cuts down on his frustration level

Making ornaments





Inspire and Believe



Oliver Sacks (neurologist and author)

- “Poor dialog and communication defeat.... leads to.... timidity and passivity”
- “creative dialog, a rich communicative interchange in childhood, awakens the imagination and mind and leads to a self-sufficiency, a boldness, a playfulness, a humor, that will be with the person for the rest of his life”

Emily Dickinson

“A word is dead when it is said,
some say.

I say it just begins to live that
day.”

Contact Information

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