

Supporting Students with Multiple Challenges: You and the DHH Plus Student

Andrea Blackwood & Julie Brickhouse, East Carolina University

“Not being able to speak is not the same as not having anything to say” Rosemary Crossley, Australian educator

Communication - Everyone MUST have it! Everyone MUST have access to a standards-based education

Communication Bill of Rights: Each person has the right to

- request desired objects, actions, events, and people
- refuse undesired objects, actions, or events
- express personal preferences and feelings
- be offered choices and alternatives
- reject offered choices

From the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities. (1992). Guidelines for meeting the communication needs of persons with severe disabilities. Asha, 34(Suppl. 7), 2–3.

What to Consider when Choosing a Communication Strategy

- Educational team and family should collaborate and agree on the communication strategy
- Create a communication dictionary
- Consider the language level of the student
- Students with no vision do not learn incidentally but must be taught through direct instruction
- Teach targeted behaviors using systematic shaping procedure
- Students with multiple disabilities to include deaf-blindness will need extensive and consistent input to attach meaning
- Determine what is working, what needs to be changed, and what needs to be added to communication system

Processing is Important! What’s Going In?

- Auditory Input: Sound Awareness, Spoken Language, Listening, Auditory Processing
- Visual Input: Pictures, Objects, Sign language
- Tactile Input: Textures, Objects, Sign language, Touch Cues
- 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. Example: Touching one side of a child’s mouth to indicate time to eat.

How is it Getting Out?

- Expressive Communication: Visual, Tactile
- Assessment via 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
 - Communication Matrix - Seven levels of Communication
 - Pre-intentional, Intentional, Unconventional, Conventional, Communication Matrix, Concrete Symbols, Abstract Symbols, Language
 - Communication Matrix - Nine categories of Communicative Behavior
 - Body movements, Early Sounds, Facial expressions, Visual, Simple gestures, Conventional gestures & vocalizations, Concrete symbols, Abstract symbols, Language

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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Pre- Intentional Behavior Level I

- Facial Expressions, Body Movements, Sounds

Intentional Behavior Level II

- Facial Expressions, Vocalizations, Eye Gaze

Unconventional Communication Level III

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

Conventional Communication Level IV

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

Concrete Symbols Level V

- Object Cue, Parts of Objects, Miniatures,

Object Cue

- Objects like spoon or bowl to indicate time to eat
- Provides a concrete way to support communication interactions
- Provides a multisensory approach to language learning
- Can be both receptive and expressive
- 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
- Object Schedule – i.e., a bin with a fork and a bin with a CD. First we will have snack then listen to music.
- Object Choice Board – i.e., pictures or parts of objects to indicate choices
- Parts of Objects can be used for communication but should be based on meaningful tactile information
- Miniature objects hold no meaning to students without functional vision but may be meaningful concrete examples for students who have adequate vision

Abstract Symbols Level VI

- Tangible Symbols Cards, Photographs, Line Drawings, Manual Signs, Textured Symbols, Tactile Symbols Sets, Braille or Print, Augmentative Communication (AAC), Speech

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
- In choosing tangible symbol cards consider the student's interests, Sensory needs or limitations, Receptive and expressive language level, visual impairment, fine and gross motor skills. Pair with Braille or print.

Photographs

- Vision is required. Photographs 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
- Photographs of single items are concrete in their representation
- Photographs are more abstract when there is multiple information in the picture
- Texture can be added to photographs for students with visual impairments
- Must consider the size, color, contrast, and clutter
- Line Drawings (pictures) - Black and white or color drawings of items, activities, animals, or people. Visually refer to what they represent. Can be abstract. Can be concrete if it closely resembles what it represents

Sign on Body

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

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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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

Textured Symbols

- Abstract communication system using textures such as plastic and cotton (ex: blue dots on white paper = swim)
- Represents activities, people and items
- 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. Example:

<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

AAC Systems

- Augmentative communication systems

Braille or Print

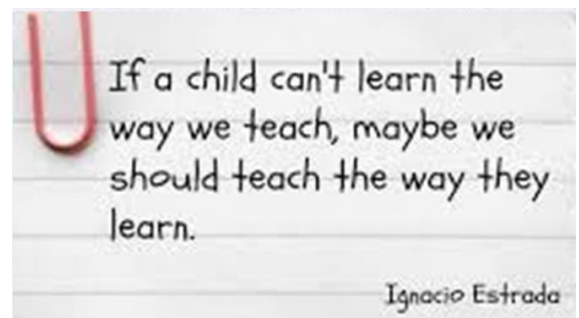
- Abstract symbol systems made of letters or tactile (dots) characters. Speech.

Symbols Concrete or Abstract Level VII

- Combine two-three symbols ("want juice" "me go")

Embedded Instruction

- Infuse content areas of NCSCOS Extended Essential Standards together into interactive lessons
- Address time efficiency to manage learning, behaviors, on-task time
- Create framework to allow integration of areas of need



Literacy

Shared Reading: "The interaction that occurs when a child and adult look at or read a book together." Ezell & Justice 2005

During shared reading the reader: Encourages communication, Follows student's interests, Encourages the student to touch and interact with the book.

- Attribute meaning to all attempts
- During Shared Reading make connections between book and student's experiences.
- Thinks aloud to model thought processes
- Models using student's communication systems

Universal Design for Learning

- Focuses on differentiation instruction
- Provides cognitive clarity
- Specifically design instruction for students
- Provides a way for the curriculum to fit our students
- Principles of Universal Design for Learning = providing multiple, flexible means of: Representation, Expression, Engagement

Experience Book

A book that:

- Relates to the experiences of a specific individual.
- Uses the communication methods and materials most easily understood by the individual.
- Presents content at a level that is most relevant and best understood by the individual.
- Experience Book

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Adapted Books

- Powerpoint books
- Printed powerpoint books
- Textualized books
- Store bought books (scanned, laminated and textualized)
- Multiple Means of Engagement
- Multiple Means of Expression
- Lesson Plans

Resources

- MAST Modules <http://mast.ecu.edu>
- Tar Heel Reader <http://tarheelreader.org/find>
- National DB Equipment Distribution Program <http://www.icanconnect.org/north-carolina>
Enables low-income individuals with DB to access 21st Century communication and information services
 - Braille Devices, Computers, Mobile Devices, Phones, Signalers, Software
 - Installation, training, and tech support
 - Income eligibility: Single person – up to \$44,680, Family of four – up to \$92,200
 - 1-800-825-4595 for additional info
- NCDB Literacy Site <http://www.nationaldb.org/literacy>
- ECU TSP Technical Assistance <http://www.coe3.ecu.edu/ncdbsupport>

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