Multi-modality strategies for students who are Deaf Plus within the classroom

March 18-20, 2018
EHDI Conference
Denver, CO

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Presenter

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CEID Services Available

- Home Visits
- Parent/Child Playgroups
  - *Sign Language*
  - *Deafblind*
  - *Listening and Spoken Language*
  - *Down Syndrome*

- Toddler and Preschool Classes
- Speech Therapy
- Occupational Therapy
- Family Support Activities
- Parent SEE Sign Classes
- Audiology
- Itinerant Support in Mainstream K-12

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Objectives

- Identify different communication modality choices for a student

- How to develop an individualized communication plan

- Learn strategies to support a students unique multi-modal communication needs within the classroom

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What is Deaf Plus

- Children who have a hearing loss and an additional condition
  - Cognitive (Intellectual Disability)
  - Health (physical disability)
  - Sensory dysfunction
  - Vision (deaf/blind)
  - Syndrome
  - Communication disorder
  - Additional diagnosis (autism, ADHD)
- Approximately 40% of students identified with hearing loss also have other issues

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Interdisciplinary Team for a child who is Deaf Plus

- Student Parents/Guardians
- Speech Language Pathologist
- Physical Therapist
- Occupational Therapist
- AAC/AT Specialist
- Visional Specialist
- Behaviorist
- ABA Team
- Nurse
- Audiologist
- Medical Team
- District representative or Regional Center case worker

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In the Classroom

EQUALITY

EQUITY

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An educational setting for a child who is deaf plus may include:

- Multi-modal Communication
- Visual Supports
- Communication Aids (low tech)&/or Assistive Technology (high tech)
- Sensory Motor Program
- Health Plans (consult with a nurse)
- Behavior plan and strategies &
          Applied Behavior Analysis provider (ABA)
- Positioning/Equipment
- Social Skill Building Opportunities

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Multi–Modal Communication

- A child may require a variety of tools and strategies which allow them to communicate as efficiently as possible across environments that may include the following:
  - Verbal communication
  - Sign language
  - Gestures
  - Eye Gaze
  - PEC's – Picture Exchange Communication
  - Augmentative Alternative Communication (AAC)aids (low tech)
    - Personal communication book
    - Communication Boards
  - AAC Communication device (high tech)

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Multi–Modal Communication in action

- Expressive and receptive communication is often delivered through different modes
- Communication delivery often looks different depending on activity and expectations
- Its not a one size fits all although there are similarities
- Integrate multiple systems however know the purpose and when to integrate them – constant consultation with team members and adjustments and tweaks until figure it out
- Be consistent once the communication plan is decided (and be flexible) (see handout)

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What does multi-modal communication look like in the classroom?

- Let's watch a video of a 1:1 aide with her student during snack…

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Video Observations

- Wait time & Prompt – [1:1 aides can support](#)

- Expressive communication:
  - Use of pictures and switch
  - Behavior

- Receptive communication:
  - Sign language
  - Spoken English
  - Pictures and switch

- Self-Help
  - Feeding self with adaptive equipment

- Social-Emotional
  - Making personal choices

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Assessment

- https://www.communicationmatrix.org/

The Basics

What is the Communication Matrix?

The Communication Matrix is an assessment tool designed to pinpoint exactly how an individual is communicating and to provide a framework for determining logical communication goals. It was first published in 1990 and was revised in 1996 and 2004 by Dr. Charity Rowland of Oregon Health & Science University. It was designed primarily for speech-language pathologists and educators to use to document the expressive communication skills of children who have severe or multiple disabilities, including children with sensory, motor and cognitive impairments. The original version for professionals is still available in print for purchase at www.designtolearn.com. It uses a concise format that is designed for rapid administration by persons familiar with the assessment.

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Levels of Communication

In all children, communication development occurs in stages. One way to categorize these stages is by the following 7 levels:

1. Pre-Intentional Behavior (0-3 months)

2. Intentional Behavior (3-8 months)

3. Unconventional Communication (pre-symbolic) (6-12 months)

4. Conventional Communication (12-18 months) e.g. pointing, nodding, waving, hugging

5. Concrete Symbols (**symbolic communication starts here**) (12-24 months)

6. Abstract Symbols (12-24 months)

7. Language (starts around 24 months)

These levels of communication are used in the *Communication Matrix*, the assessment tool

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Source: Rowland, 2013

Communication and Participation Plan

- Activity Matrix
  - What is activity e.g. arrival, circle time
  - What are the goal areas?
    - Communication – target language
    - Motor
    - Academic
    - Social skills
- What support will be needed and from which professional/Plan
- May not be able to target all goals in one activity however can within one day

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How child can participate in circle time

- Control a song
  - Pick the song (pictures)
  - Ask for more when song is stopped (switch)
- Ask a question – Sign and Spoken English
  - Use pictures to tell answer
- Communication devices accessible
- Reduce number of activities for that child to focus on
- Object cues – 1-2 important things to emphasize for that lesson
- Aide support with wait time
- Participate for short periods of time

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Motivation

- What is in it for me?
  - Social interactions
  - Active involvement with the student – sharing experiences
  - Rituals or routines (student and/or teacher lead)
  - anticipation/mismatch (surprise)
  - Rewards or preferred items

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Take-Away Strategies for Deaf Plus

- Collaborate with providers
- System of cohesive communication with team
- Slower Pace
- Explicit teaching of skills
- Small group
- Extra practice
- Keep Learning!!!

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Questions?

The Classroom

- Choose and observe typical peers within activity

- Determine steps in activity

- Write a script for activity

- Highlight key words

- Prioritize key words

- Check for pragmatics (initiate, request, comment, reoccur, and determination)

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Influences on the Development of Symbolic Language

- Highly responsive adults

- Experiences that involve action & movement

- The emotional impact of experiences and objects

- Activities and objects that are meaningful to the child

- Interactions with objects or during play

- Regular routines

- Exploration using all the senses

National Consortium of Deaf-Blindness August 2008 (Dr. Susan Bruce)

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Model in everyday activities

- Aided Language Stimulation- ALS – modeling
  - Can Start with a communication board/book
    - Slightly above child's level
    - Model target vocabulary
    - Model at rate slow enough
    - Pair with speech and signs
    - Model when make mistakes
    - Think out loud

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Vocabulary

- Request needs: more food, object, toys, help, favorite activity, all done
- Responds to others: refuses activity, object, greetings, accepts, comments and questions
- Comments: naming people, objects, activities, attributes, past-future events
- Questions: request information, "wh" questions
- Express feelings
- We work with student, family, and other providers to decide what words to start with that are meaningful to the chld

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How to prepare your self

- Plan ahead – less spontaneity as a teacher – have material ready and different ways of communicating

- Be prepared to go at a slower pace and focus on 1-2 activities a week rather than the whole week

- Be willing to try new things that feel awkward

- Flexibility to adjust and tweak when necessary

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Ideas to Prepare Ahead

- Label classroom with two pictures for each area (child directed)
  - One for location of the toy – non-movable
  - One on top of the other picture to use for making a request – removable (PEC's friendly)
- Have pictures for your daily schedule and personal copies for each student (teacher directed)
  - Have those pictures accessible in their designated area too
  - Option: Transition object for each activity

SHOW PICTURES

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What is AAC?

- Augmentative and alternative communication (AAC) refers to other methods of communication people may use when they have difficulty speaking. These methods may supplement what speech (or sign language) they do use or may become the primary form of communication in the absence of speech (and signs). (Rocky Bay 2010 **Positive AACtion** *Information Kit for AAC Teams*)

- There are many different types of AAC. (Rocky Bay 2010 **Positive AACtion** *Information Kit for AAC Teams*)

- Lots to learn about AAC

- Not used in classroom – high failure rate

- What is barrier?
  - Training
 - Lack of support to integrate in classroom

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Visual Supports

- Help child remember what has been asked
- Child can anticipate what is to come throughout the day
- Provide structure
- Increase language and literacy and vocabulary
- Encourage independence and decrease the need for prompts
- Encourage child's participation and cooperation

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Visual Representation System Low Tech

- Real Object/Miniature objects

- True Object Based icons (T.O.B.I's)

- Photographs

- Real Drawings

- Line Drawings

- Picture Communication symbols

- Written Word
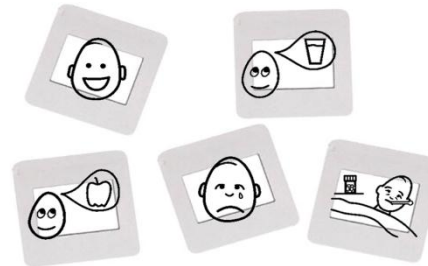
Picture Consult

- Real object vs. Real pictures vs. Board Maker
  - What object to use or to take a picture of?
  - Keep it simple and child focused
  - Student will learn that picture represents that activity
- Clear image (not blurry)
- Good size – depends on student
- All pictures same size (if possible)
- Contrast
- Color picture
  - Label with one word – pre-literacy (square around word)
- Rough Velcro on back / Laminate for durability
- Keep organized (A system that works for you)
  - Storage –(categorize by activity)
  - And during the day – apron for aides…
  - Color code to student and/or dry erase label

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Devices

- Switches or Communication Aids

- IPads

- NOVAchat
  - Proloquo2go
  - Touchchat

Communication with a device

- It takes time to get good at using aided language input (modeling)

- You speak pidgin AAC until you get fluent

- Make language visible

- Communication temptations – make the child want to communicate

- Start Small – use main pages/screen first and then move on to other pages

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clown

vtech

Rhyme & Discover Book
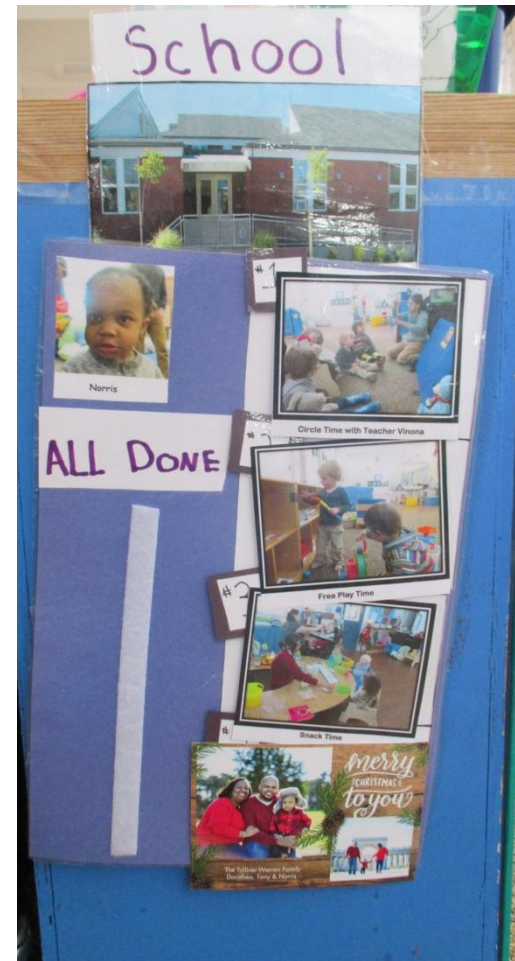
Musical   Musical Book

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Personal Communication Book

- A personal communication book (created) containing functional, meaningful vocabulary for use at home, at school, and in the community
  - Divide pages into specific categories
    - If have a device you can print from the student pages to practice and get a student familiar
    - Icons or photos for more abstract items
    - Collaborate with family and team to decide on which vocabulary
    - Use for requesting, choice making, answering questions, sharing information, clarifying wants/needs, enhancing vocabulary
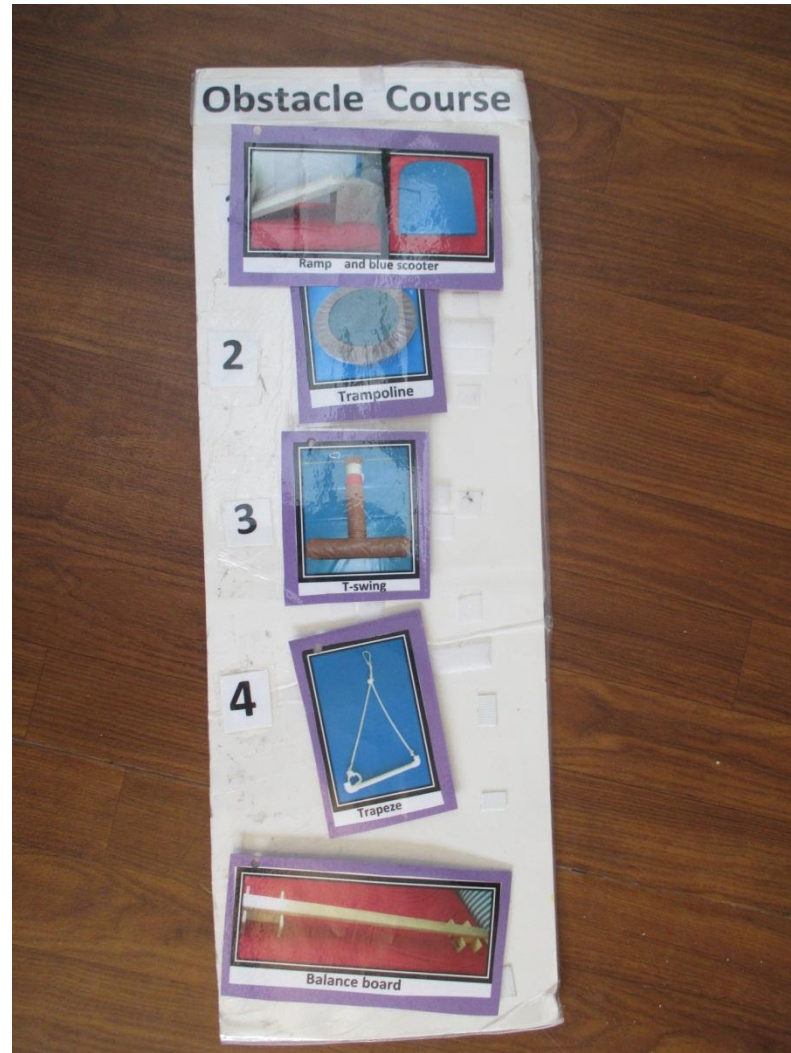
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Daily Schedule

- Assess your student needs

- Color pictures representing each activity of child's school day

- Mobile or Stationary schedule

- When each activity is completed child can remove it from the schedule at put it in the all done basket

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Family Sing Along

Clean Up

Free Play

Book Time

Clean-Up

Potty

Wash Hands

Outside Play

Snack Time

Good-Bye Circle

School

Norris

ALL DONE

Circle Time with Teacher Vinona

Free Play Time

Snack Time

merry CHRISTMAS to you

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Task Schedules

- Activity schedule or mini-task schedules are small schedules that list each step child needs to complete for a specific activity
- Sequence of a routine
- Begin with just 2-3 at a time
- Show pictures as child moves through the routine
- Examples:
  - Arrival routine
  - Setting up snack

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1 puzzles

2 Packets Numbers

3 Writing Time

4 Doll Buttons

5 i pad

Obstacle Course

Ramp and blue scooter

2 Trampoline

3 T-swing

4 Trapeze

Balance board

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First/Then Schedules

- For more structured work tasks
- For transitions
- Help feel self and secure and control
- Build self-esteem
- Show a picture of what child will do first (low preference) and what child will do second (high preference)
- Allow child to choose the reinforcing activity the student will earn after completing the work task
  - Pending on the child is how many choices to provide
- Refer to the schedule as necessary to remind child what they will do next and provide positive feedback when child is focused on the work task

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Choices

- Provide opportunities throughout the day for child to make choices

- This will allow them to express their interests, likes, and dislikes

- It will also give the child a sense of control over their surrounding and activities

- During work activities allow the child to choose between two work activities that they need to complete

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Thank you

Thank you to my CEID family team for all the great work that I have observed on a day to day basis and for all the support and ideas that you gave me that contribute to this presentation.

Thank you to all the professionals I have worked with over the years as they have been my teachers and also have contributed to my presentation.

Thank you to my family big and small who always give me the support I need to continue to do the important work that I do.

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The Prompt Hierarchy
(see handout)

- Full physical prompt
- Partial physical prompt
- Model prompt
- Gesture prompt
- Verbal prompt
- Position prompt
- Indirect prompt
- Independent prompt

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More Ideas to Prepare Ahead

- 10 pictures of up to 10 things you know your student enjoys (child directed)
- 10 laminated pictures of up to 10 activities you are going to have your student work on (teacher directed)
- Plan for switches/devices and when they will be used, where they live (no more than 3 spots in the classroom)
- Pair 1-2 word direction with visual
  - Not overwhelm child with language
  - Can pick up on key phrases

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Short Attention Span

- Keep instructional sessions short
- Variety of activities available
- Move onto the next one before they lose interest
  - Learn through trial and error and informal or formal data collection
- Children need repetition and practice learning new things
  - However do not expect child to engage in same activities everyday