SUPPORTING LANGUAGE AND COMMUNICATION THROUGH CLASSROOM ENGINEERING

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LANGUAGE SUPPORT

• Supporting language in the classroom can be implemented through different modalities.
  • Visual schedules
  • Adapted Books
  • Sign Language
  • Picture Exchange Communication Systems
  • PODD Books

* These programs can be used by all atypical and typical children to increase their functional language skills.
VISUAL SCHEDULES

• Classroom Visual Schedule- Helps all students know what is coming next and decreases behaviors.

• Individual Schedules

• Small Group Schedule
ADAPTED BOOKS

• Adapted books are any book that has been modified in some way to make it more accessible for a student who has trouble with regular books.

• Some ways to adapt a book include:
  • modify the text by enlarging it or simplifying
  • add pictures symbols to match in book
  • create an electronic version of the book
  • add sponge between pages for easier turning

Get creative!! There are many ways you can adapt your books.
A few examples.....
SIGN LANGUAGE

• Signing can be a good alternative for children with poor vocal communication, but adequate fine motor skills. (Tabor, 1988).

• It allows for children to communicate with peers and adults while still working on increasing their vocal communication.

• Sign Language can be used in conjunction with other communication modalities.
PECS

- PECS-Picture Exchange Communication System
- Developed by Andrew S. Bondy, Ph.D. & Lori Frost, M.S., CCC-SLP
- Developed in 1985 as a augmentative/alternative communication system for individuals with autism spectrum disorder and related developmental disabilities.

[PECS-Image]

Phases to PECS

- There are six phases to PECS
  - Phase I- How to communicate
    - Students learn to exchange single picture for item
  - Phase II- Distance and persistence
    - Students learn to generalize using single pictures in new places
  - Phase III- Picture discrimination
    - Students learn to select a picture from 2 or more choices
Phases to PECS (continued)

- Phase IV-Sentence structure
  - Students learn to construct simple sentences using sentence strip “I want” or “I see”
- Phase V-Answering questions
  - Students learn to answer questions using PECS “What do you want?”
- Phase VI-Commenting
  - Students learn to comment in response to questions “What do you see”….“I see a..”
### Limits/Challenges to Current AAC Systems

- Words/vocabulary are chosen for the students
- Activity specific (i.e. snack)
- Task specific (i.e. requesting)
- Scattered pages/symbols...Good at moment, but then what???
- Once a child ready to move on to a more complex system, they have to learn a new system
- Aided Language does not naturally Occur in the Environment

<table>
<thead>
<tr>
<th>INPUT</th>
<th>OUTPUT</th>
</tr>
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<tbody>
<tr>
<td>Spoken Language</td>
<td>Spoken Language = 😊</td>
</tr>
<tr>
<td>Spoken Language</td>
<td>Aided Language = ?? 😊 ??</td>
</tr>
<tr>
<td>Aided Language</td>
<td>Aided Language = 😊</td>
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</tbody>
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WHAT IS PODD?

- Developed by Gayle Porter (Melbourne, Australia)
- P-Pragmatic
- O- Organization
- D- Dynamic
- D- Display
- Generic templates for multi-page “light tech” communication books that have been carefully designed to support communication for a variety of functions throughout the day.
PODD is a way of organizing whole word and symbol vocabulary in a communication book to provide immersion and modeling for learning. Basically, a book with lots of pictures used to assist communication.
Benefits of PODD

- Enables “automatic” level changes
- Built in pragmatic organization of dynamic displays:
  - Builds vocabulary
  - Build in communication expansion
  - Increases efficient location of vocabulary in the organization of dynamic display—(you don’t have to search through the pages, because there is a system to find the page)
  - Hard to lose
  - You can always add customized or activity specific pages
  - List in PODD books allow for personalizing and addition of missing vocabulary words/pictures
Goal for PODD

- The aim of a PODD is to provide vocabulary:
  - for continuous communication all the time
  - for a range of messages
  - across a range topics
  - in multiple environments
- Say WHAT they want to say, When they want to say it!!!!
• PODD books are one part of a multi-modal communication learning environment. You will still use other visual supports.
• PODD books allow a child to always have a way to communicate when other devices are unavailable or not working.
Partnered powered level changes

1. Go to page (number) instructions.
2. Colored page tabs.
3. Operational commands.
Calendar Time

Make Comments on the Weather

- I have something to say
- More to say
- Categories
- Descriptions
- Weather

How could you comment about tomorrow’s weather forecast of snow???

- I have something to say
- More to say
- Categories or I want to tell you something
- Days and Time
- Tomorrow
- Categories
- Descriptions
- Weather
- Snow
Restroom Time

- If you have a child doing the potty dance or maybe it is their scheduled time to go to the bathroom, use PODD.
  - I have something to say
  - I or You
  - Turn the page
  - I have to go to the bathroom... or...it’s time for the bathroom
  - OR... You can add a step by saying.

1. More to say
2. It’s time for
3. Go back to page
4. Turn the page
5. Bathroom

From there you can use the appropriate board or personalize it to the students needs....
REMEMBER THIS...

• Teach kids PODD is their VOICE ---NOT Work!!!
• Expose/model language - don’t force them to repeat you (no hand-over-hand); model repeatedly as you talk/converse with them
• Modeling is NOT just asking questions
  • Have a conversation; give strategic feedback instead of prompting
  • Give response to what he/she touches, instead of correcting
• Use PODD book receptively and expressively in natural daily contexts.
• Children will learn to use the system in the way their partner models it.
• Our brains build communication by patterns
  - can be visual, verbal, symbols, etc.
  - speech is abstract
    - students will learn/understand when presented in consistent, meaningful pattern
Language pattern

When working with your students always….

- use appropriate modality
- emphasize and clarify patterns
- model patterns in context
- engineer ways child can actively engage and experiment
- provide strategic, clear feedback
Key Points

Key points to remember when using the PODD system

- **Patience** is important! It may take months to a year for the child to learn/use.
- Continue to use other communication modalities.
- **Never** say “show me” or “point to”.
- **Never** take student’s finger when they are communicating.
- Pick a branch and work on it for a couple of weeks to familiarize.
- Start with “Quick” words
  - then ‘opinions’
  - then ‘something wrong’
  - any order, but work on for **2 weeks each**

Communication happens “at any time”-NOT just during an activity.
To order PODD Software

- Currently available-3 CD set (one page opening, 2 page opening, 2 page plus side panel)
  - PODD communication books designed for children who use direct pointing with a whole hand, finger or pointer. Some of these page sets can also be modified to accommodate pick up and give/show or partner-assisted scanning access methodologies.
  - Templates for 14 different PODD communication books from simple early functions to complex syntax. These templates can be viewed and customized using Boardmaker version 5 or later (not included).
- Cost: $300.95
- www.mayer-johnson.com/PODD