

## Supporting Communication and Participation for Learners with Severe Disabilities

Jess Caron, Salena Babb, David McNaughton  
Penn State University



## Who is receiving special education services in SCASD?

**538** learners with

- Multiple disabilities: **16** (2.2%)
- Autism: **122** (17%)
- Intellectual disability: **39** (5.4%)
- Emotional disturbance: **33** (4.6%)
- Other health impaired: **239** (33.3%)
- Speech and language impaired: **89** (12.4%)

## Challenges and questions

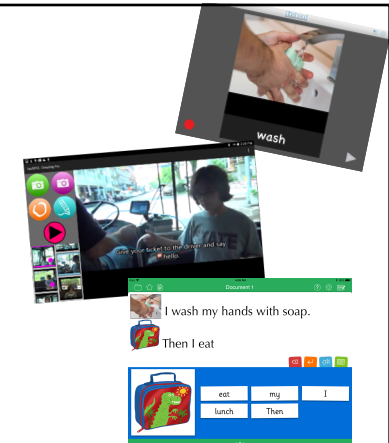
- *We're stuck on where to go after conquering "I want" + the icon for the desired item.*
- *Parent would like him to use ipad to initiate communication with peers. He wants nothing to do with this. How do we start and what activities can be used?*

What do we want for our students now? And as adults?

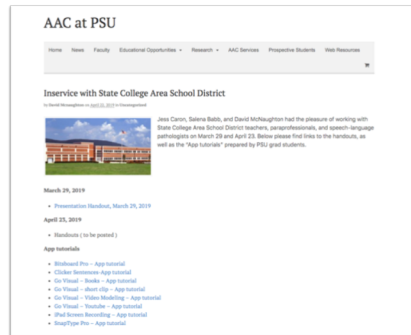
3

## Day 2

- School and adult life
  - GoVisual
    - Video Visual Scene Displays (Video VSDs)
  - Clicker
  - Snap Type Pro
  - Bitsboard



## AAC.PSU.EDU Webpage



## Supporting Communication and Participation for Learners with Severe Disabilities across Transitions

Jess Caron, Salena Babb, David McNaughton  
Penn State University

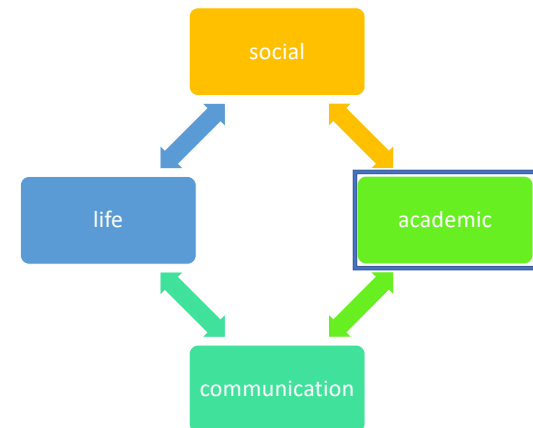


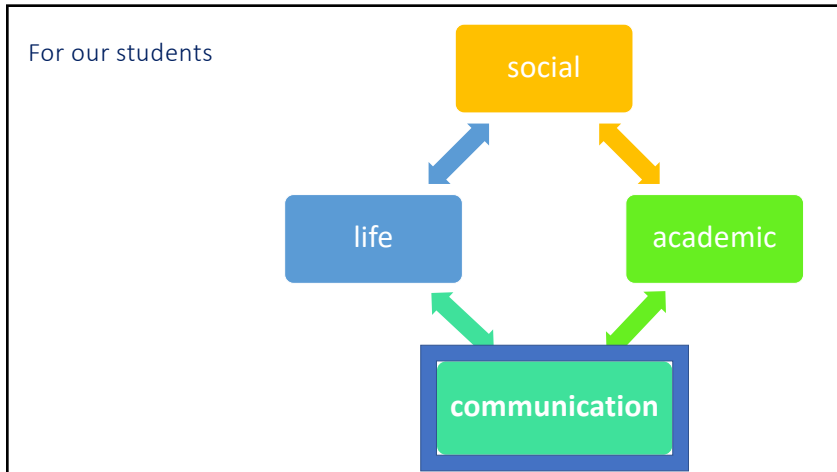
## Transition Goals

1. Participate in meaningful activities
2. Have a safe place to live
3. Access to services
4. Develop friendships and intimate relationships



For all people





### Transition Goals

1. Participate in meaningful activities
  - work/volunteer/recreation/life skills
2. Have a safe place to live
3. Advocate for services
4. Develop friendships and intimate relationships

```
graph TD; social[social] --> life[life]; social --> academic[academic]; life --> communication[communication]; academic --> communication[communication];
```

What do you do to learn something new?:  
YouTube

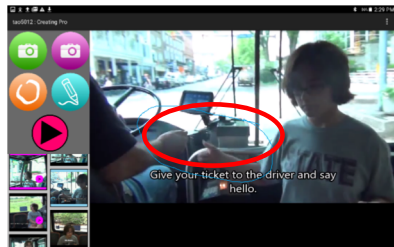
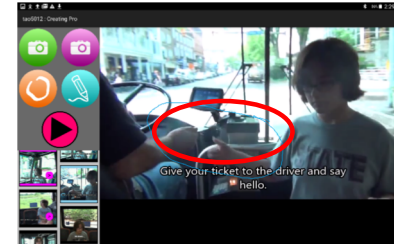
3 cups (400g) Flour

What if we do the same thing for AAC?

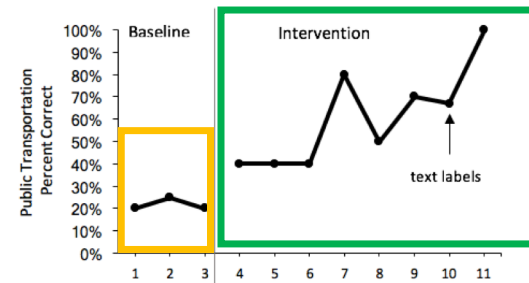
### Video support for

- Participation (learning a new skill) and
- Communication

## Video Visual Scene Displays

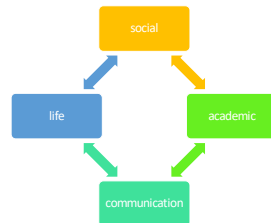


## % Steps correct in public transportation



## Participate in meaningful activities

- work/volunteer/recreation/life skills



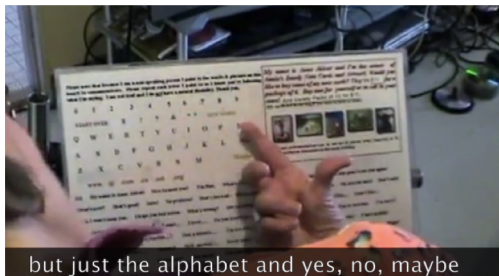
## GoVisual app

- video visual scene displays

## Transition Goals



1. Participate in meaningful activities
2. Have a safe place to live
3. Advocate for services
4. Develop friendships and intimate relationships



## Safe Place to Live: Personal Care Attendants

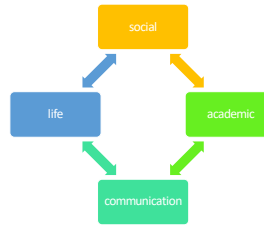
- No matter where someone lives, their quality of life depends to a great extent on the degree to which they can direct the services of the person who provides attendant care
  1. Direct care
  2. Give positive and constructive feedback
  3. Deal with conflicts and dangerous situations



## Safe Place to Live: Documenting Service Routines

As an adult

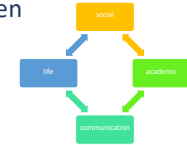
- Identify important contexts
  - Transfers, mealtimes, toileting
- Document Service Routine
  - Step-by-step description
  - Binders, pages on wall, programmed into devices
    - Photos
- Practice use in role-playing situations



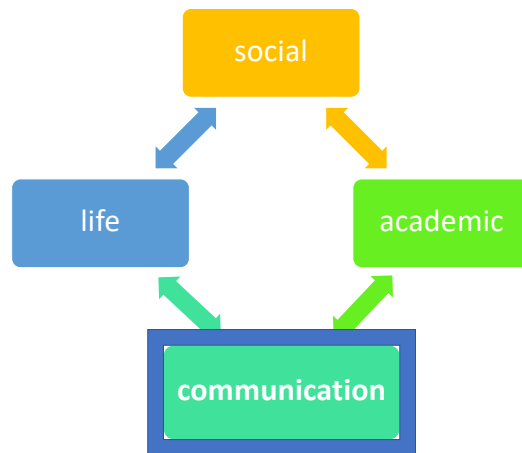
## Service Routine for Nail Care

(Collier et al., 2006)

- When cutting or cleaning my nails, it is important to know that my hand may clench. This is due to my spasticity. It does not help to ask me to relax or open my hand. I cannot control it.
- The best thing to do is
  - Gently pry open each finger
  - Hold each nail firmly when cut or clean the nail
  - Cut my nails short
  - File any jagged nails because I might scratch myself



For our students



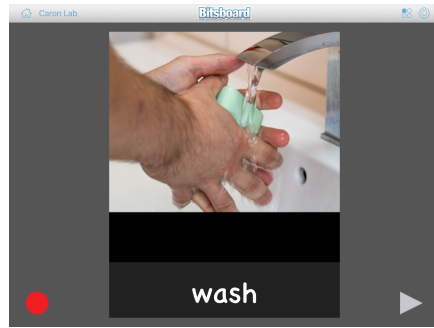
## My schedule

- I do my work
- I ride my bike
- I wash my hands
  - I turn on the tap
  - I pump soap on my hands
  - I wash my hands
  - Ms M gives me a towel
  - I say "Thank you"
- I eat my lunch



### Bitsboard

- Sight word vocabulary



### My Day

Snap TypePro

hands    Thank you    soap

- I do my work
- I ride my bike
- I wash my \_\_\_\_\_
  - I turn on the tap
  - I pump \_\_\_\_\_ on my hands
  - I wash my hands
  - Ms M gives me a towel
  - I say "\_\_\_\_\_"
- I eat my lunch



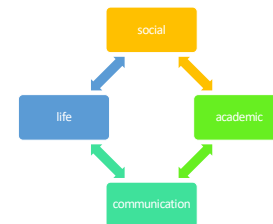
### Clicker



### Safe place to live

Encourage children and young adults to

- Communicate what they want and how they want it done (**requires specific vocabulary**)
  - Give polite feedback
  - Problem solve
- Develop a sense of personal privacy
  - Say "no" when appropriate



## Transition Goals

1. Participate in meaningful activities
2. Have a safe place to live
- 3. Advocate for services**
4. Develop friendships and intimate relationships



## Needed skills



- **Children**
  - How AAC equipment should be set up and why it is important
    - Ask for AAC device
    - Make sure it is charged
- **Adolescents**
  - Be familiar with schedule for medication, names
  - Develop leadership role in school meetings, medical appointments,

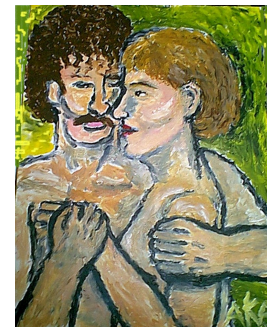
## Transition Goals



1. Participate in meaningful activities
2. Have a safe place to live
3. Maintain a reliable source of income and access to services
- 4. Develop friendships and intimate relationships**
  - Communication should allow us to talk about what makes us interesting!

## Communication should be fun!

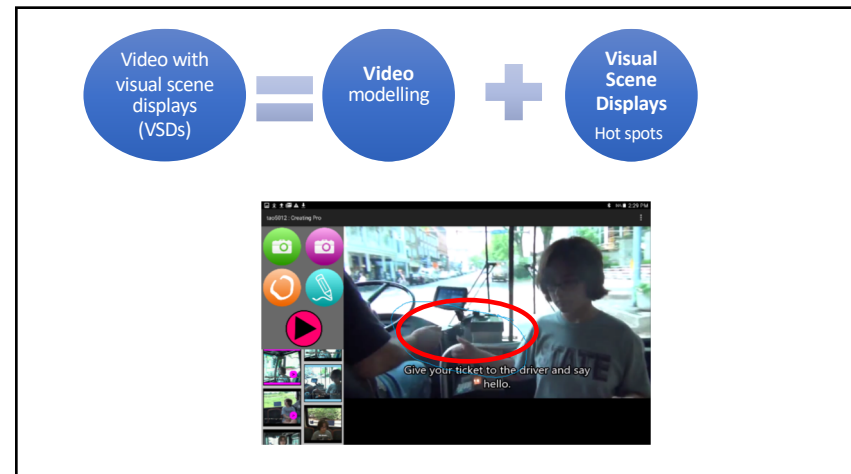
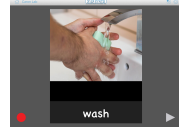
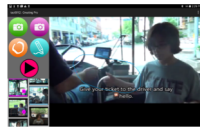
- It should allow use to easily talk about what makes us interesting!





## What are we going to do today

- GoVisual
  - Video Visual Scene Displays (Video VSDs)
- Clicker Sentences
- Snap Type Pro
- Bitsboard Pro



## Supporting Communication and Participation for Learners with Severe Disabilities

Jess Caron, Salena Babb, David McNaughton  
Penn State University

