

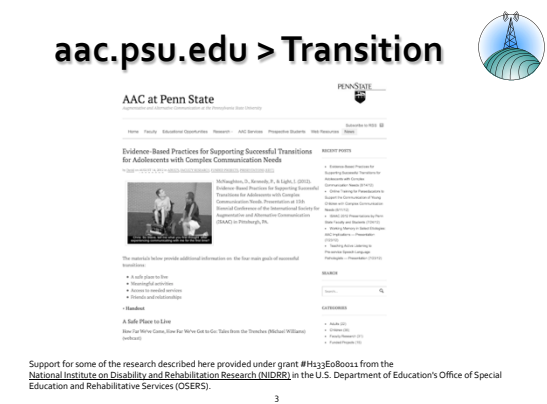
## AAC Strategies to Support Transition

David McNaughton,  
Penn State University

## Community Transition Goals (McNaughton & Kennedy, 2010)

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

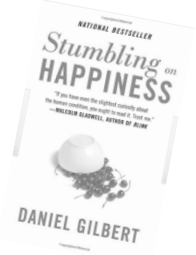
## aac.psu.edu > Transition



Support for some of the research described here provided under grant #H133E080011 from the National Institute on Disability and Rehabilitation Research (NIDRR) in the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS).

## Daniel Gilbert (2006)

- We try to act in ways that prepare us for the future
- Save, diet, exercise,
- We are very bad at predicting the future
- Age 15? Age 25?



## Plan for the future

- *The future is already here, it is just unevenly distributed*
- Be aware of the research
- Visit the future
- **Talk to someone who is already there**

## Transition Goals



1. Have a safe and supportive place to live
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## Have a Safe and Supportive Place to Live



- It was the best of highs. It was the worst of terrors. I was elated. I was depressed. I smiled with joy. I cried with sorrow. I knew everything. I knew nothing. What caused these swings of emotion? Moving out on my own.

- M. Williams, 2001



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## Where people live

(Collier & Self, 2010)

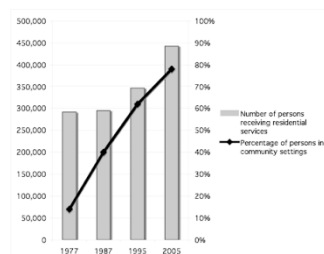


Figure 8.1. People with intellectual and/or developmental disabilities receiving residential services in community settings in the United States in 1977, 1987, 1995, and 2005. (Data from Lakin & Stancliffe, 2002)

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## 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
  - Direct care
  - Give positive and constructive feedback
  - Deal with conflicts and dangerous situations
- Barbara Collier, 2005

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## Directing Care



- The three things you need to have a good relationship with your workers are communication, communication, and communication
- Feucht, 2001



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## Documenting Service Routines



- 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

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## 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

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I spent a year writing up my service plans for different situations. I put them in a binder. I have instructions on how I want people to talk to me; how I can communicate with them; what I want done every morning; how to assist me when I am eating; how to lift me out of my wheelchair; etc. This is one of the best things I have ever done. It has made a major difference when I went to camp where people didn't know me. I wish I had done it when I was younger.

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### Teach Needed Strategies

(Collier, 2007)

Use role plays to teach needed strategies

- Describe problem
  - *I have a problem with my nails*
- State significance
  - *It hurts when they have jagged edges*
- Communicate what needs to happen
  - *Please follow the service routine in my book*

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### Self-determination (Horton, 1996)

- I tell the driver politely, at first, what needs to be done. If the driver does not heed my directions, I say, "Company rules say that is your responsibility."
- Then if there is still no compliance, I say, "You need to call your supervisor", followed by "All right I will call him myself". And "Please send a supervisor" if the driver refused to tie my chair down.

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### My Student

- Student: Michael
- Goal: Giving praise and constructive feedback to classroom aides about how he is fed
- Teaching Opportunity:
  - Discussion,
  - Role-play developing positive rule
  - Practice with inexperienced partners
- Partner Support

### Crime and Abuse


(Bryen, Carey & Frantz, 2003)

Survey of 40 adults who use AAC

- 45% have experienced crime or abuse
- 97% knew the perpetrators
- 71% victimized multiple times
- 28% reported abuse to police

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- Sometimes even when we want to speak out, we don't have the right words to do so. Most communication aids don't come with the vocabulary necessary to end the silence about crime and abuse...we need adequate vocabulary to talk about crime and abuse, and we need to know how to use that vocabulary
- Lever, 2003



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## Communication and Self-determination

Encourage children and young adults to

- Communicate what they want and how they want it done
  - Give polite feedback
  - Problem solve
- Develop a sense of personal privacy
  - Say "no" when appropriate
- Develop a network of trusted adults (beyond their family)

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## Transition Goals

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

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## 2) Participate in Meaningful Activities

- Work
- Volunteering
- Post-Secondary Education
- Recreation and Leisure

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## Importance of Employment

- Financial support
- Opportunity to interact socially
- Enhanced self-esteem
  - Contributing to society



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## Key Components of Employment

1. Developing employee knowledge and social skills that are valued in the workplace
2. Identifying and developing jobs that are a good match for the skills and interests of the AAC user
3. Ensuring that needed supports are available to maintain employment success


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## Developing Employee Knowledge and Skills: Anthony



- I'm Anthony Arnold an augmentative and alternative communicator from Grand Forks, North Dakota. I'm a remote troubleshooter for the Prentke Romich company and I also do a lot of the beta testing on their newer communication device such as the new ECO-2.

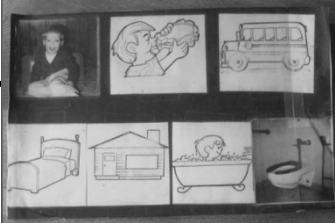






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Working for companies such as the Prentke Romich company is a great goal to have in mind, but it did take years of preparation to get to this point. I'd like to believe my transition to adulthood, independent living, and employment started to happen on the day my parents learned of my diagnosis of cerebral palsy, because the longer you put off the educational and rehabilitation, the less likely it is that you will achieve the goals you want.

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- After my parents first learned about my cerebral palsy, they started taking me to therapies and a preschool program. One of the first developments was the creation of a communication board with six symbols. Communication is a very important element for employment and independent living, so you want to start laying the groundwork as early as possible, or again you will witness fewer results and the result will not be the one that you want.


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- In elementary school, I was fortunate to have a resource room teacher who was determined to teach me how to read come hell or high water. I must say that reading is a necessary skill to attain if you're hoping to obtain employment some day - I can't name a job where they don't require basic reading skills. During elementary school good they also taught me how to spell and write, which is a skill I have to use everyday at the Prentke Romich company.

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## Key Components of Employment




- Developing employee knowledge and skills that are valued in the workplace
- Identifying and developing jobs that are a good match for the skills and interests of the AAC user
- Ensuring that needed supports are available to maintain employment success

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## AACliteracy.psu.edu





**Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome and Other Disabilities**

Janice Light & David McNaughton  
The Pennsylvania State University

**What is the purpose of this website?**

This website provides guidelines for teaching literacy skills to learners with special needs, especially learners with complex communication needs

- Autism spectrum disorders
- Cerebral palsy
- Down syndrome
- Developmental apraxia
- Multiple disabilities.

**Home page**

- What is the purpose of this website
- Meet one of our students

**Student success stories**

**FAQ about the curriculum**

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### Key Components of Employment

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- Haylie: Hello
- Secretary: Hello
- Haylie: I helped at the food pantry at church on Monday
- Secretary: Nice!
- Haylie: Would you like to order lunch from Heppelman's House of Pizza?
- Secretary: No thank you, I'm all set today.
- Haylie: What are you having for lunch today?
- Secretary: Leftovers from home!
- Haylie: Have a nice day!
- Vocational Rehab Support: OK, let's go ask someone else .
- Secretary: Bye, thanks.

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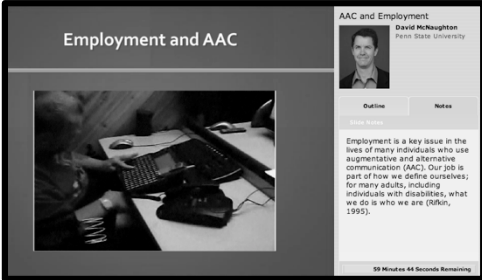
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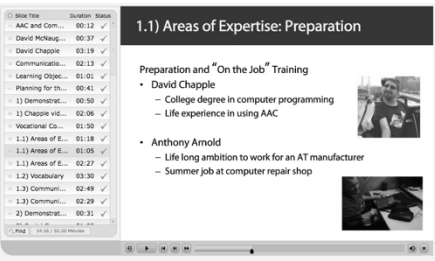
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### Employment Webcast (with Anthony Arnold)



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### Employment Webcast (with David Chapple)




Slide Title	Duration	Status
AAC and Com...	00:12	✓
David Hockup...	00:37	✓
David Chapple	03:19	✓
Communicatio...	02:13	✓
Learning Objec...	01:01	✓
Planning for th...	00:41	✓
1) Demonst...	00:50	✓
1) Chapple vid...	02:06	✓
Vocational Co...	01:50	✓
1.1) Areas of E...	01:18	✓
1.1.1) Areas of E...	01:05	✓
1.1.1) Areas of E...	02:27	✓
1.1.2) Vocabulary	03:30	✓
1.1.3) Commun...	02:49	✓
1.1.3) Commun...	02:29	✓
1.1) Demonst...	00:31	✓
1.1.1) Areas of E...	01:44	✓
1.1.2) Areas of E...	02:27	✓

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### For individuals who use AAC ...

*Having a job may mean you can determine where you live, what you eat, how you spend your leisure time, how you feel about yourself, and how your neighbors and community see you as a person. In short, having a job may mean more control over what you do with your life.*

(M. Williams, 1994, p. 1)



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### Benefits of Volunteer Activities


- Financial support
- Opportunity to interact socially
- Enhanced self-esteem
  - Contributing to society

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### Volunteering: Rebecca

- Is a member of a dance troupe that has performed internationally
- Volunteers as a "listener" in an elementary school classroom
- Helps as a guide at a local museum


<http://www.rebeccabeayni.com/>




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### Post-Secondary Education

College Life and AAC:  
Just Do It




Beth Anne Luciani  
Sam Horochak  
David McNaughton



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### Post-Secondary Education

- Organization
- Scheduling
- Support from family



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### Recreation and Leisure



- Experience enjoyment
- Build friendships
- Improve self-confidence
- Engage in self-expression

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## Recreation and Leisure

- Anne Abbot





## "Ben" and literacy


- 13 years old
- Seizure disorder
- Visual impairment
- Attending a special school for students with autism
  - Participating in life skills class
- Communicates telegraphically using
  - Sign approximations /gestures
  - Facial expressions
  - Speech Generating Device

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## Shared reading Personalized book about Penn State



Bren reads a book.



Janice says, wow.

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## Literacy Instruction

- Independently finds preferred videos on YouTube
- Spells short stories on preferred topics
  - *lo mom*
- Texting and emailing are very realistic goals

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Medical Services (McNaughton et al, 2011)	
Children	Adults
Parents coordinate care	Individuals are responsible for managing their own health care, including identifying service providers and advocating for needed services
Children's rehabilitation facilities often provide "one-stop" coordinated services	Individuals may need to interact with and coordinate information between <ul style="list-style-type: none"> <li>• general practitioners,</li> <li>• medical specialists and</li> <li>• habilitation / rehabilitation specialists</li> </ul>
Government guarantees of health and rehabilitation services	Individuals need to be able to advocate for adult services

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## What do doctors expect?



- Typical medical appointment : \_\_\_ minutes
- Time for patient to talk before being interrupted?
  - \_\_\_ seconds

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## Needed skills

(Ballandin &amp; Waller, 2010)



1. Introduce yourself and your communication system;
2. Use appropriate vocabulary and language to communicate concerns and needs;
3. Use appropriate communication strategies to ensure that previous health care and current health concerns are understood by the health professional.

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## Communication Passport

<http://www.accpc.ca/pdfs/passport.pdf>


**HOW I COMMUNICATE**

My name is:

I have difficulty speaking but I can hear and understand what you say.

This is how I communicate:

Yes:

No:

I want to communicate something

How I use my communication device:

How I use my device:

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**THINGS TO KNOW WHEN COMMUNICATING WITH ME**

- Talk to me like an adult
- Speak directly to me, not to the person who may be accompanying me
- Do not speak loudly, slowly or in a condescending manner
- Ask me if I want someone to help me communicate my messages to you - see list of facilitators
- Give me time to communicate

**REMEMBER**

- I can make my own decisions
- I need you to respect my privacy at all times. Please do not discuss issues regarding me with other people unless I give you permission.
- I need you to keep me informed of everything that is going on.



## Health Passport



- <http://www.healthpassport.co.uk/index.asp>
  - Name
  - Address
  - Emergency and case manager contact information
  - Insurance information
  - Primary physician
  - Current medical info and medications, allergies, diet restrictions,



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## 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 names of medication, schedule
  - Take leadership role in medical appointments

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## Transition Goals

1. Have a safe place to live
2. Participate in meaningful activities
3. Maintain a reliable source of income and access to services
4. Develop friendships and intimate relationships
  - Social networks (Blackstone)
    - Circle of Friends
    - Support Networks
    - Intimate Relationships
    - Informed consent



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## Friendships and Intimate Relationships




- Meaningful activities lead to friendship opportunities
- Friendships lead to opportunities for meaningful activities






### *Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners*




*Sarah Blackstone and Mary Hunt Berg, Augmentative Communication News*





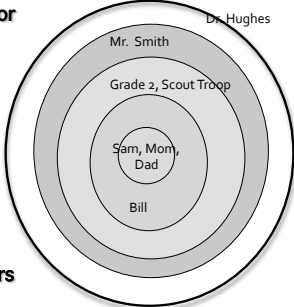

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## Circle of Friends: Social Map



A social "map" is prepared for the child with the child's help.

- In the center is the child and their family.
- Circle 2: Child's friends.
- Circle 3: Acquaintances (classmates).
- Circle 4: Paid Workers
- Circle 5: Unfamiliar partners



## The Mentor Project

### Sharing the Knowledge of AAC Users

Janice Light, David McNaughton,  
Carole Krezman, Michael Williams  
Maija Gulens, Jessica Currall, Alix Galskoy,  
Marleah Herman, & Kevin Cohen

Miniseminar presented at the ISAAC conference  
Washington-DC, August 2000

## Mentor Project: Leadership Training



- 30 adults
- Cerebral palsy
- Use AAC
- Demonstrate functional literacy skills
- Achieved significant goals
- Demonstrated leadership potential



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## Communication skills



L	<b>L</b> isten and communicate respect
A	<b>A</b> sk questions
F	<b>F</b> ocus on the problem
F	<b>F</b> ind a first step

## AAC Mentor Program



- Correspond with mentors via E-mail on a regular basis
  - Social interaction & support
  - Problem solving
  - Goal setting
- Interaction for a period of one year

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## AAC Mentor Program Topics



- Social conversation
- College – accessibility issues
- Friendships
- Loneliness
- Talking to unfamiliar partners
- Coping with disability

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## Barriers to Relationships: Protege




- *I cannot get any friends.*
- *The other kids at school are rude. ... I mean I don't have any friends in school. They just freak out about my chair. ... I'm too tired with everyone's reactions. ... I gave up with my peers.*

## Barriers to Relationships: Mentor




- Why are people scared of people in wheelchairs? GOOD QUESTION Pal. I have always thought it was because those other people just don't understand that we (disabled people with CP and other alike disabilities) are as smart, caring, funny, and loving as THEY are underneath these bodies of ours which don't walk, talk, or work for US as well as their bodies do, you know?



● To me the people who are scared of folks in wheelchairs are just DUMB about what [we] (disabled folks) can do, you know? At least that's what I have thought always about that! I know what you're going through. When I was in high school I was called names and made fun of. And all I had was a letter board to communicate with.

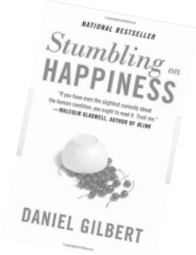
### Strategies to promote friendships: Mentor



● So you think you don't have any friends in school... Do you ask other students questions about themselves, about the homework assignments, and school activities?? Sometimes you need to focus on them first before they will focus on you.


## Daniel Gilbert

● When looking back on their past, people are more likely to regret things they **did not try**, then to regret things they **did try** and that did not turn out as hoped



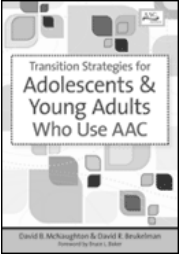
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## Brookes text




● Michael Wehmeyer, Beth Foley, Erik Carter, Christy Horn, Dave Hingsburger, Barbara Collier, Sue Balandin, Laura Ball

● Pamela Kennedy, Tracy Rackensperger, John Draper, Anthony Arnold, Lateef McLeod,



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AAC at Penn State

Evidence-Based Practices for Supporting Successful Transitions for Adolescents with Complex Communication Needs

Support for some of the research described here provided under grant #H133E08001 from the National Institute on Disability and Rehabilitation Research (NIDRR) in the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS).

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