

Autism: Rising Above the Fear Factor

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Autism: Rising Above the Fear Factor

- Introduction
- Definitions and Discussion
 - Alternative/Augmentative Communication
 - Autism
 - Symbolic Language Systems
 - Visual Strategies
 - Picture Exchange Communication System
 - Structuring the Environment
 - Social Stories
 - Speech Generating Devices
 - Team Approach
- Summary

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AAC AS ASSISTIVE TECHNOLOGY

Devices

Services

Assistive Technology:

“ Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities,” (P.L. 105-394)

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ALTERNATIVE/AUGMENTATIVE COMMUNICATION

“An area of clinical practice that attempts to compensate (either temporarily or permanently) for the impairment and disability patterns of individuals with severe and expressive communications disorders,” (ASHA, 1993).

“AAC is the use of other means to communicate in support of or as an alternative to speech,” (VanTatenhove, 1993).

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EXAMPLES OF AAC

- Picture Exchange Communication System
- Sign Language
- Object-based Communication System
- Picture-based System
 - Communication Binder, Boards
- Speech Generating Device
- Vocalizations

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AUTISM

A developmental disability significantly affecting verbal and nonverbal communication and social interactions, generally evident before age 3, that adversely affects a child's educational performance.

Other characteristics that are associated with autism:

- engagement in repetitive activities and stereotyped movements
- resistance to environmental change or change in daily routines (IDEA Section 300.7 (6) (1))

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SPECIAL ISSUES REGARDING STUDENTS WITH AUTISM

If You've Seen
One Student With Autism,
You've Seen One Student
With Autism

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SYMBOLIC LANGUAGE

"Any method of communication that utilizes an action or material, assigns specific messages to it, uses it consistently for desired messages and effectively and consistently relays meaning to the listener can be defined as a symbolic language system," (Spears, 2008).

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SYMBOLIC LANGUAGE SYSTEMS

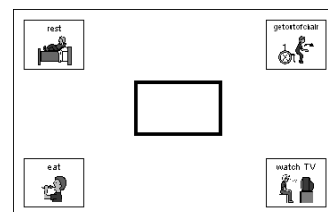
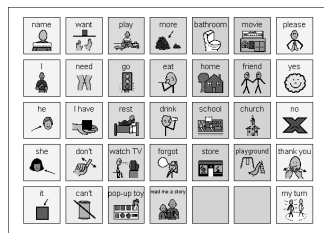
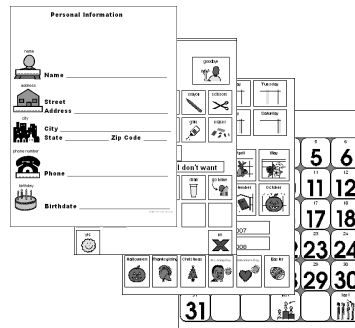
Used as primary or secondary communication method

- Pictures
- Objects
- Product labels
- Sign language
- Gestures
- Vocal approximations

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Symbolic Language Systems

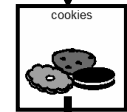
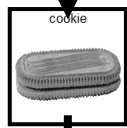
Examples using pictures



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VISUAL REPRESENTATION HIERARCHY

Listed in hierarchical order, from concrete to more abstract.



*Physical Communication

Takes communication partners by hand to lead to item, use their hand to do task

Real objects:

The child uses various real objects to communicate (e.g., gives his parent shoes to indicate that he wants to go outside).

Miniature real objects:

The child understands that a miniature object represents the full-sized object (e.g., a miniature cup is representative of a real cup).

True Object Based Icons (T.O.B.I.s):

May be a line drawing, scanned photograph, etc., which is cut out in the actual shape or outline of the item it represents. Symbol shape, which the child can both see and feel, appears to assist the child in more readily understanding a 2-dimensional representation system.

Photos:

The child understands that a photograph of an action or object is representative of the real object, action or event.

Real drawings:

The child understands that a real drawing of an action or object is representative of the real object, action or event.

Line drawings:

The child understands that a simple line drawing of an action or object is representative of the real object, action or event.

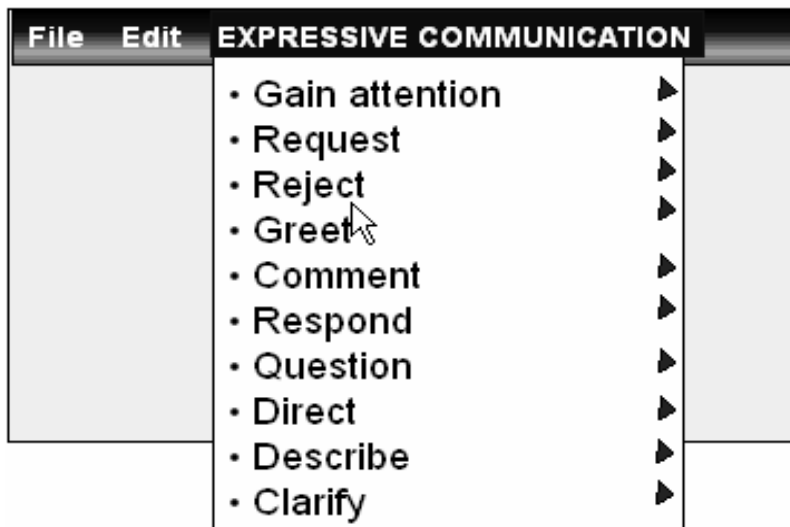
Written word:

The child understands that the written word is representative of the real object, action or event.

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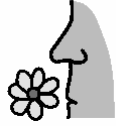






Source: Wisconsin Assistive Technology Initiative 2000

SELECT FROM THE MENU OF EXPRESSIVE COMMUNICATION



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FORMS OF EXPRESSIVE COMMUNICATION

- Greet
 - good morning 
 - What's UP? 
- Describe
 - smelly 
 - smells good 
- Clarify
 - big 
 - pretzel 
- Respond
 - where 
 - what 
- Direct
 - stir 
 - clap hands 

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VISUAL STRATEGIES

- Supports or cues a child may *view*
- May be naturally occurring cues
 - Facial expressions, gestures, body language
 - Items in environment
- Enhance comprehension, learning, behavior

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WHO BENEFITS FROM VISUAL STRATEGIES?

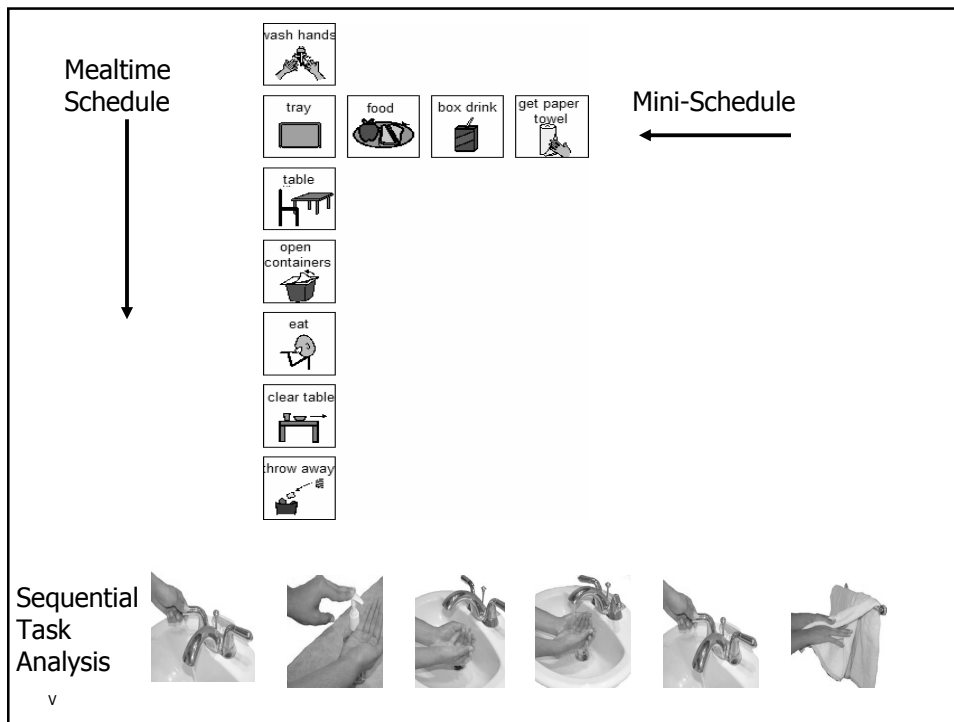
- A world of words may be overwhelming for some
- Those with seemingly non-compliant behavior, confusion, anxiety from lack of understanding
- Pervasive developmental disorder (PDD) such as autism, MD, developmental disability
- Also, orthopedic handicaps, emotional disturbances, pre-schoolers
- Individuals who may gain from enhancement of comprehension, expression, behavior, learning

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VISUAL STRATEGIES

- Schedules (home, classroom, mini-schedules)
- Calendars
- Work Systems
- Choice Boards
- Task Organizers
- Checklists
- Photos
- Symbols

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Checklist Schedule

Time	Activity	Completed
9:00	Arrive/Breakfast	✓
9:30	O.T.	✓
10:00	Reading	✓
10:30	Art	
11:00	Speech Therapy	
11:30	Work Station	
12:00	Lunch	

FIRST

computer

IF

dinner

THEN

workshop

THEN

play

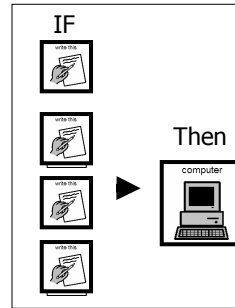
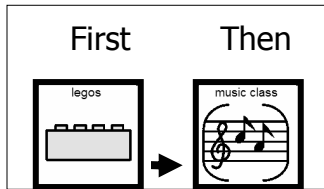
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 School, Doctor	2 School Return books	3 School	4 No school, Visit Nana
5 Church	6 School Gym clothes	7 No school, Conferences	8 School Zoo trip, \$\$	9 School Return books	10 School Sissy home	11 No school

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Home Calendar

TEACCH WHAT CHILDREN NEED TO KNOW MOST

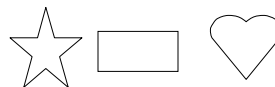
- WHERE they need to be
- WHAT they need to do
- HOW MUCH they need to do
- WHAT comes next



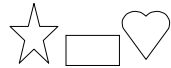
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EACH ONE, TEACCH ONE!

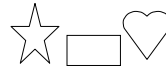
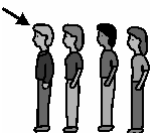
WHERE they need to be



DESK



LINE UP AT DOOR



CIRCLETIME



locker

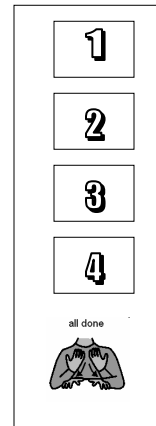
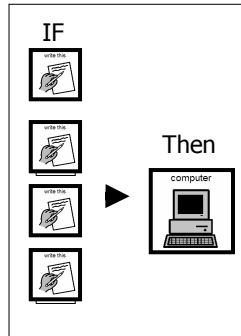


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HOW MUCH they need to do



<http://www.timetimer.com>



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PICTURE EXCHANGE COMMUNICATION SYSTEM (PECS)

“**PECS**: the dynamic alternative/augmentative system that focuses on initiation of communication rather than teacher controlled responses.”

(<http://www.pecs.com/page2.html>)

“**PECS** begins with teaching a student to exchange a picture of a desired item with a teacher, who immediately honors the request. Verbal prompts are not used, thus building immediate initiation and avoiding prompt dependency.”

(<http://www.pecs.com/page5.html>)

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STAGES OF PECS

1. Physical Exchange
 2. Expand Spontaneity
 3. Picture Discrimination
 4. Sentence Structure
 5. Respond to "What do you want?"
 6. Respond to Commenting
- ~Additional Language Concepts~

Disclaimer: Official PECS Manual should be followed.
Official PECS training should be taken!

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WHAT IS A STRUCTURED ENVIRONMENT?

- Organized physical arrangement and use of developmentally appropriate practices, activities, materials
- Affords optimal interaction, social climate
- Uses visual supports and routines
- Designated areas, boundaries, accessible materials
- Accounts for individual needs/differences

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WHO BENEFITS FROM A STRUCTURED ENVIRONMENT?

- Individuals with condition that adversely affects ability to learn
 - Preschoolers, young children, developmental disabilities, autism spectrum disorder, behavior disorder

- Characteristics:

- | | |
|----------------------------------------------|----------------------------------------------------------------|
| –Organizational and directionality problems, | –Memory problems (for locations, sequential order, schedules), |
| –Auditory processing or sensitivity problem, | –Rigidity in routines & rituals, |
| –Other sensory impairment, | –Receptive language deficits (directions, expectations, rules) |
| –Easily distracted, | |

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CAROL GRAY'S SOCIAL STORIES

- First person perspective
- Introduction, story, & conclusion
- Positive tone
- Vocabulary and text at ability level
- Calm, patient and reassuring message
- Simple and clear illustrations
- Give reinforcers and replacement behaviors

D <http://www.thegraycenter.org>

SAMPLE SOCIAL STORY SCRIPT

• It is nice to be able to do things myself!

vShelly



1.

• Sometimes I see a classmate going home early.

Shelly



2.

• I will wait to get my coat when the school day is over.

wait



3.

• I will look at my schedule and listen to my teacher.



4.

• When my schedule and my teacher say it is time to leave, then I will get my coat.



5.

• It is good to do things on my own!

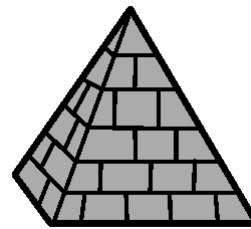
Shelly



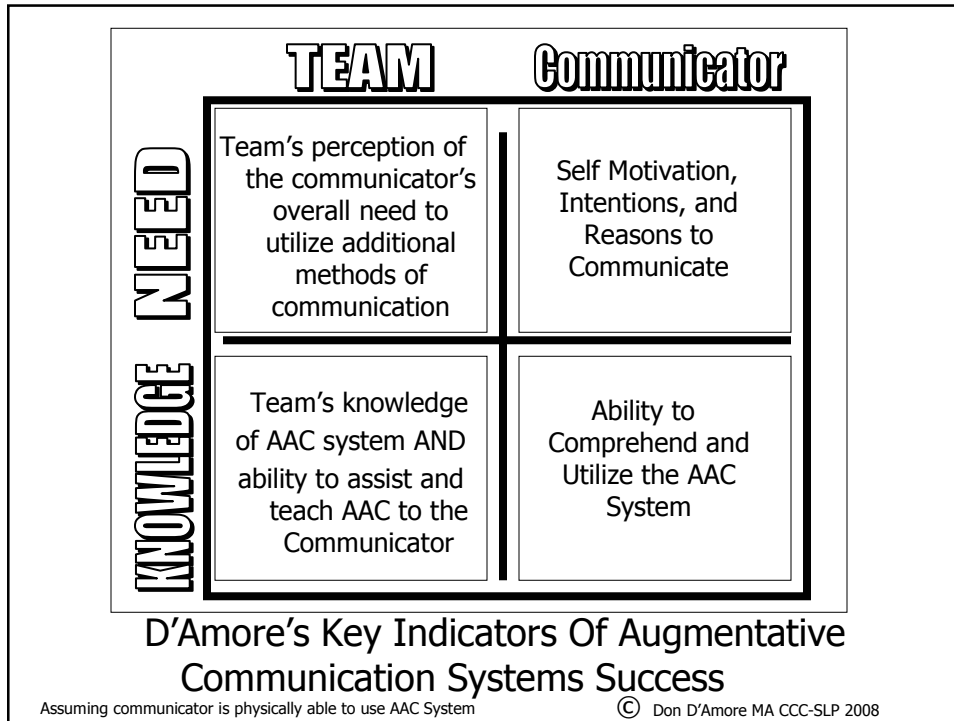
6.

ALWAYS USE A TEAM APPROACH

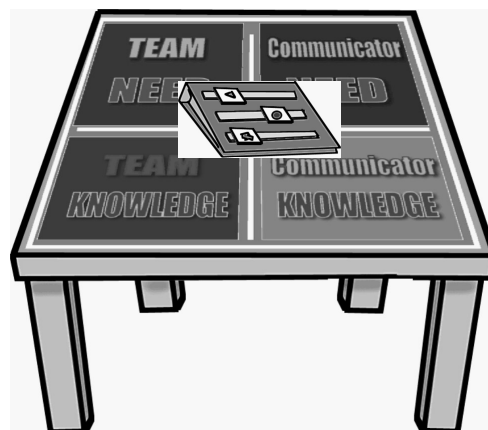
- Teacher
- Parent
- Assistant
- SLP
- OT
- PT
- Other staff, professionals, partners
- Student



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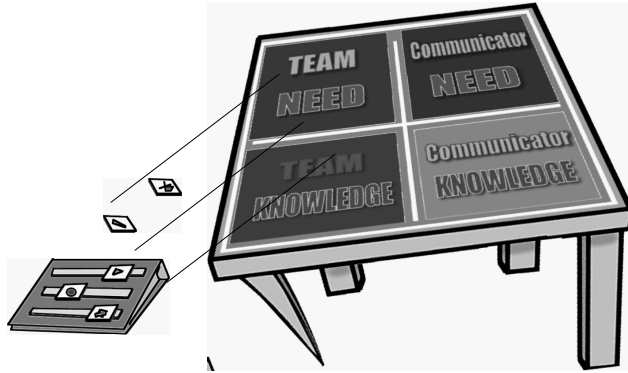


The AAC System is supported by these four factor like a table supported by four legs!



D'Amore's Key Indicators Of Augmentative Communication Systems Success Table
© Don D'Amore MA CCC-SLP 2008

Without FOUR strong legs, the table may not be successful in supporting the AAC System!



D'Amore's Key Indicators Of Augmentative Communication Systems Success Table

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Identify and Strengthen the Problem Areas

	TEAM	Communicator
NEED	Help Team Value and Seek Characteristics of Independence and Communication!	Begin with Pre-Set Highly Motivating Outcomes that the Communicator WANTS!
KNOWLEDGE	Training ALL Team on Communication And Specific AAC Systems	Start with Concrete. Work at Ability Level. Seek Independent (NON PROMPTED) communication

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SUMMARY

- Information is key to *Rising Above the Fear Factor*
- Answers to questions regarding intervention/treatment at home & school
- AAC, Symbolic Language Systems, SGDs
- Visual Strategies to improve communication, behavior, learning
- Coping through Social Stories
- Structuring the environment

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INTERNET RESOURCES

- <http://www.do2learn.com>
This site has lots of free picture symbols
- <http://images.google.com/>
Online Image Search
- <http://www.speakingofspeech.com/>
Choose Material Exchange for downloads of pre-made materials
- **Other Web Resources**
<http://www.nimh.nih.gov/publicat/autism.cfm>
The National Institute of Mental Health --A printable (pdf) version of their publication booklet
- <http://www.icontalk.com>
Icon Talk (From Icon to Ican)
Barbara Bloomfield's use of visual strategies to improve communication and behavior for autism/PDD
- <http://www.pecs.com/>
- www.thegraycenter.org
Carol Gray's Social stories
- <http://www.teacch.com/>
Internationally recognized program- structured approach to education of students with Autism

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