



Texas School for the Blind and Visually Impaired Outreach Programs

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Learning Media and Assistive Technology Assessment for Students with Multiple Impairments: Communication

January 23, 2017

3:00-4:00 PM

Presented by

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Developed for

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Outreach Programs

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Outreach Programs Events Update:

- For upcoming webinars: <http://www.tsbvi.edu/2015-10-17-20-13-33/webinar-listings>
- For upcoming workshops and conferences: <http://www.tsbvi.edu/2015-10-17-20-13-33/outreach-workshops-conferences>

Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to sobeckb@tsbvi.edu or fax to 512-206-9320
- Make sure you registered and complete evaluation within 60 days including code for ACVREP/SBEC credit
- View captions in a separate window at <https://tcc.1capapp.com/event/tsbvi/embed>
- The code will be announced during the presentation

Adobe Connect Webinar Tour

- For tips about screen navigation go to http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/
- Location of pods
- Power Point content included in your handout
- Poll participation – enter response in chat if you cannot access the poll

Link to enter room: <http://tsbvi.adobeconnect.com/lma-at-vimi/>

Today's Agenda

- The importance of communication
- The components of communication
- Tools for assessing and creating concrete communication systems

Communication consists of...

- Form: How do we communicate?
- Content: What do we communicate about?
- Use: Why do we communicate?

Communication Assessment and AT

- Communication Matrix
- First Things First
- Tangible Symbol Systems
- Calendars

Communication Matrix



Figure 1: The cover of the Communication Matrix Assessment

- Identifies where child is currently functioning EXPRESSIVELY. At this level of development we don't really know what children understand RECEPTIVELY.
- Observational checklist. No need for assessment session.
- Gives you a baseline; shows you where to start.



Figure 2: Page 3 of the Communication Matrix Assessment featuring a page of instructions on the left and a table of information titled "Ways to Refuse Things That You Don't Want" on the right.



Figure 3: The Communication Matrix Profile.

Seven Levels of Communicative Competence

1. Pre-intentional behaviors
2. Intentional behaviors
3. Unconventional communication
4. Conventional communication
5. Concrete symbols
6. Abstract symbols
7. Language

What to do next

- Levels 1 – 4: First Things First
- Levels 3 – 7: Tangible Symbols or Calendars

Level	Salient Behavior	Intervention Goals
I. Pre-intentional Behavior	Pre-intentional or reflexive behavior that expresses state of subject. State (e.g., hungry, wet) is interpreted by caregiver.	Establish purposeful behavior by creating highly responsive environments.
II. Intentional Behavior	Behavior is intentional, but is not intentionally communicative. Behavior functions to affect caregiver's behavior, since caregiver infers intent.	Respond to potentially communicative behaviors so that child becomes aware of their communicative purpose.
III. Unconventional Communication	Unconventional gestures are used with intent of affecting caregiver's behavior.	Shape unconventional gestures into conventional gestures and/or target symbol use.
IV. Conventional Communication	Conventional gestures are used with intent of affecting caregiver's behavior. Child shows "dual orientation."	Teach 1:1 correspondence between symbols (concrete or abstract) & referents.

Figure 4: Page from the Communication Matrix Assessment showing a table that details the first four levels of the Seven Levels of Communicative Competence

First Things First



Figure 5: The cover of "First Things First" by Rowland and Schweigert.

- Strategies for teaching kids how to make requests, get attention, make choices
- Forms for planning and monitoring instruction: scripts, daily performance data

III. Unconventional Communication	Unconventional gestures are used with intent of affecting caregiver's behavior.	Shape unconventional gestures into conventional gestures and/or begin symbol use.
IV. Conventional Communication	Conventional gestures are used with intent of affecting caregiver's behavior. Child shows "best intention."	Teach 1:1 correspondence between symbol, concrete or abstract & reference.
V. Concrete Symbols	Limited use of concrete symbols to represent specific entities. 1:1 correspondence between symbol & reference.	Teach 1:1 correspondence between abstract symbol & reference.
VI. Abstract Symbols	Limited use of abstract symbols to represent entities. Symbols are used one at a time.	Teach the combination of symbols into two- and three-symbol utterances.
VII. Language	Multi-sound use of symbol systems. Children combinations of two or three symbols according to syntactic conventions.	Expand semantic & syntactic abilities.

Figure 6: Page from the Communication Matrix Assessment insert showing a table that details Levels 3 through 7 of the Seven Levels of Communicative Competence and Generic Intervention Goals

Tangible Symbol Systems

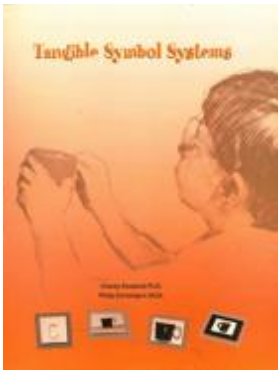


Figure 7: The cover of "Tangible Symbol Systems by Rowland and Schweigert.

- Delves into how to make associations between symbols and what they represent
- Assessment to identify type of symbol (form)

Figure 8: Page 48 of "Tangible Symbol Systems" featuring a worksheet table.

Brandon Case Study One



Figure 9: The cover of the "Tangible Symbol Systems" companion DVD.

Calendars

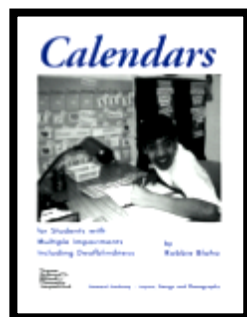


Figure 10: The cover of "Calendars for Students with Multiple Impairments Including Deafblindness" by Robbie Blaha.

- Gives a concrete representation of time that a child can understand
- Determines the format of the calendar

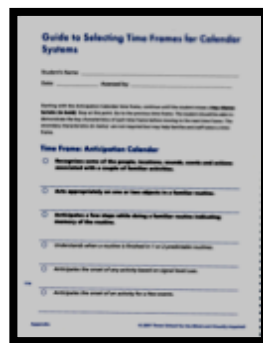


Figure 11: The first page of "Guide to Selecting Time Frames for Calendar Systems."

Where to Obtain

[Design to Learn](#)

- Communication Matrix
- First Things First
- Tangible Symbol Systems

[TSBVI Publications](#)

- Calendars

Next Meeting

- May 15th, 2017
- 3:00-4:00
- Thanks for joining us!



Figure 12: TSBVI logo.



"This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."

Figure 13: IDEAs that Work logo and OSEP disclaimer.