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
Texas School for the Blind and Visually Impaired Outreach Programs
Learning Media and Assistive Technology Assessments for Students with Multiple Impairments: Communication
Presented by Scott Baltisberger, TSBVI Outreach Consultant and Sara Kitchen, TSBVI Outreach Consultant
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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.
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
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.

Figure 13: IDEAs that Work logo and OSEP disclaimer.