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

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

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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

Where people live

(Collier & Self, 2010)

![Graph showing population changes over time.]

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>100,000</td>
</tr>
<tr>
<td>1980</td>
<td>120,000</td>
</tr>
<tr>
<td>1990</td>
<td>130,000</td>
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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

Directing Care

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

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

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
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.

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

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.

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
- 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
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)

Transition Goals

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2) Participate in Meaningful Activities

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

Importance of Employment

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

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
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.

- 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.

- 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.

Key Components of Employment

1. Developing employee knowledge and 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

AACliteracy.psu.edu

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
- Dyslexia
- Multiple disabilities

Home page
- What is the purpose of the website
- Information on our students
- Student success stories
- AAC about the authors

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

Indiana LIFE and Social Environments
The Pennsylvania State University
Key Components of Employment

1. Developing employee knowledge and skills that are valued in the workplace
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Employment Webcast (with Anthony Arnold)

Employment Webcast (with David Chapple)

- 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.
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)

Benefits of Volunteer Activities

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

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/

Post-Secondary Education

- Organization
- Scheduling
- Support from family

Recreation and Leisure

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

Shared reading
Personalized book about Penn State

Bren reads a book.

Janice says, wow.

Literacy Instruction

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

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

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- Autism spectrum disorders
- Cerebral palsy
- Down syndrome
- Intellectual disabilities
- Multiple disabilities
Medical Services (McNaughton et al., 2013)

<table>
<thead>
<tr>
<th>Children</th>
<th>Adults</th>
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<tbody>
<tr>
<td>Parents coordinate care</td>
<td>Individuals are responsible for managing their own health care, including identifying service providers and advocating for needed services</td>
</tr>
<tr>
<td>Children’s rehabilitation facilities often provide “one-stop” coordinated services</td>
<td>Individuals may need to interact with and coordinate information between • general practitioners, • medical specialists and • habilitation / rehabilitation specialists</td>
</tr>
<tr>
<td>Government guarantees of health and rehabilitation services</td>
<td>Individuals need to be able to advocate for adult services</td>
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What do doctors expect?

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

Needed skills (Ballandin & 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.

Communication Passport
http://www.accpc.ca/pdfs/passport.pdf

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,

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

McNaughton (2013)
Transition Goals

1. Have a safe place to live
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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

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

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

Communication skills

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<tr>
<td>L</td>
<td>Listen and communicate respect</td>
</tr>
<tr>
<td>A</td>
<td>Ask questions</td>
</tr>
<tr>
<td>F</td>
<td>Focus on the problem</td>
</tr>
<tr>
<td>F</td>
<td>Find a first step</td>
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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

AAC Mentor Program Topics

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

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.

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,

aac.psu.edu > Transition

Transition Strategies for Adolescents & Young Adults Who Use AAC