



Autism and Tertiary Behavior Supports
www.ksdetasn.org

Supporting Students Who Have Limited Verbal Communication Skills

Early Childhood Case Study Snap Shot 5

The contents of this webinar was developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government.

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:
Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, 785-876-2214.



TASN Autism and Tertiary Behavior Supports

www.ksdetasn.org



Autism and Tertiary Behavior Supports
www.ksdetasn.org



After completing this study. . .

- Participants will be able to implement at least one new strategy to support students in communicating their wants, needs, opinions and desires in a functionally appropriate way.



Communication is a priority.
Communication is the essence of life!
-ASHA, 1991



Typically developing children have multiple ways to communicate a message.

*Children with autism and other delays may have *only one way* to communicate multiple messages.



Meet the Student

- Lilly began attending preschool in the ECSE classroom after her third birthday.
- At that time, she lived with her mother and brother.
- Academically, she was starting to put things in upon request and match like items.
- Socially, she was just beginning to navigate her world.



Lilly During Center Play-Week One



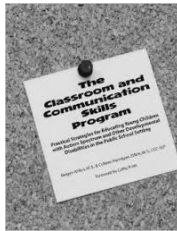
What was missing?
What skills does Lilly need?
How can we teach her those
skills in a systematic and
functional way?



Engagement

Active Engagement is an all-important goal. If the child is not engaged, you need to question whether he or she is learning. Our students seem to be experts in task-avoidance behavior.

Children who prefer to be alone or who perseverate on objects and routines rather than joining others in classroom activities are a challenge. The key is to determine, on a moment-by-moment basis what are motivating reinforcers for the child.



-Zillrich and Ahlers, 2008



Play Skills

As children develop, play becomes the avenue through which they learn social, language, and developmental skills.

Within play, a child learns to imitate, attend to others, take turns, communicate their ideas, initiate and problem solving.



-Greenspan, 2006



Communication

Communication is a necessity when individuals attempt to transfer information, have wants and needs met, create social bonds, understand the environment, control their circumstances and realize their self-worth.



-Spears and Turner, 2011



Lilly's IEP Goals

- In 36 instructional weeks, when presented with a situation in which Lilly needs to express her needs, wants or desires, Lilly will use functional communication (sign, gesture, visual supports, or meaningful vocalizations) to get her needs met on 8 out of 10 opportunities.
- In 36 instructional weeks, during small group play and learn opportunities, Lilly will engage for 8 minutes on 4 out of 5 opportunities through purposeful interactions, turn taking and following directions.



What is Lilly 'Communicating'?



What is Lilly's Behavior Communicating?



What is Function of Behavior?

Escape or Avoid

Person I want to get away or avoid a person!

Task I want to get out of something!

Access

Attention I want to be noticed for something!

Tangibles I want something!

Automatic or Sensory I want to feel something!

-Peggy Lawrence, M.A. BCBA



Shaping Behavior

Identification of the function of the behavior will assist you in determining the strategies necessary to shape behavior. Viewing behavior as a communication tool for the child and understanding the purpose of that behavior allows us to teach the child other more appropriate ways to communicate.



-Zillrich and Ahlers, 2008





What that looked like for Lilly?



Note: The visual support did NOT stand alone! We had to teach and model it's usage both during times of upset and times of playfulness and contentment.



Modeling and Teaching the Communication System during Preferred and Non-preferred Activities



Communication should be addressed by all of those working with a student throughout his/her day. This approach should far exceed the time when the speech language therapist is physically in the classroom.

-Zillrich and Ahlers, 2008



A Closer Look Inside Lilly's Communication Journey

Why did this work FOR LILLY?

- It was reinforcing to her and served her behavioral, sensory and social needs.



What is Function of Behavior?

Escape or Avoid

Person I want to get away or avoid a person!

Task I want to get out of something!

Access

Attention I want to be noticed for something!

Tangibles I want something!

Automatic or Sensory I want to feel something!

-Peggy Lawrence, M.A. BCBA

When incorporating a communication system the student should be the focal point. There are four primary areas of student participation. . .

- Social interaction
- Curricular interaction
- Communication Personality
- Communication Technique

-Spears and Turner, 2011





Every Child
Deserves a Voice...

It is a Journey!



How many months do we talk to typical children before we expect anything back?

PODD



-Based on the work of Linda Burkhardt and Gayle Porter

Communication is the foundation of education. The development of effective communication skills determines social interaction, precedes acquisition of academic skills, and affects student's self-management and behavior. Communication competence cannot be assumed. The student's participation and progress in the educational environment needs to be evaluated within a communication framework. When communication needs are identified, new skills can be taught!



-Hodgdon, 1995



Interventions work
because they speak
to the student they
are designed for!





How Does this Case Study Apply to You, Your Classroom, Your Students and Your Setting?



Supporting Communication in the Classroom

Student: _____ Activity: _____

Which forms of communication am I supporting in this activity?

- Picture
- Sign Language
- Verbal
- Technology _____
- Gestures/movement
- PECS
- Written
- Other (describe): _____

<p>Will this form be understood by potential communication partners? Yes/ No/ Some</p>	<p>Does the activity encourage the student to direct their communication to a person? Yes/ No/ Sometimes</p>	<p>Is the student currently able to initiate communication using this form? Yes/ No/ Sometimes</p>
<p>Do I need to preteach skills needed for this activity? Yes/No</p>	<p>What supports do I need to bring to this activity?</p>	



Are there opportunities and supports in place that allow the student to:

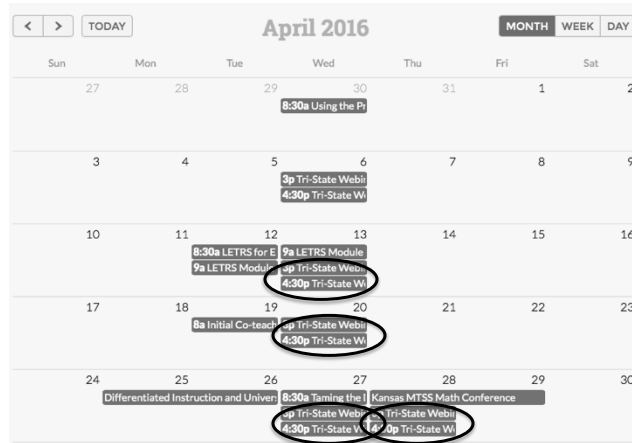
- Request wants? Y/N
- Ask for help? Y/N
- Ask for a break? Y/N
- Comment or express opinions? Y/N
- Reject or Refuse? Y/N
- Appropriately gain attention? Y/N

If your answer is no, expect the student to use alternate behaviors in the place of appropriate communication.



-Created by Lori Chambers

Join Us for the Tri-State Webinar Series on Play in Early Childhood



-ksdetasn.org



Resources

- Ahlers, M. & Zillich, C.H. (2008) The classroom and communication skills program. AAPC: Shawnee Mission, KS.
- Burkhardt, L. (2013). Simplified technology www.lburkhart.com
- Cardon, T. (2007). Initiations and interactions: early intervention techniques for children with autism spectrum disorder. AAPC: Shawnee Mission, KS.
- Griffon, S. and Sandler, D. (2009). Motivated to Communicate. Jessica Kingsley Publishing: Philadelphia, PA.
- Hodgson, L. (1995). Visual strategies for improving communication. Quick Roberts Publishing: Troy, MI.
- Porter, G. (2009). Pragmatic organizational dynamic display. Mayer Johnson.
- Spears, C. L. & Turner V. L. (2006) Rising to new heights of communication and learning for children with autism. Jessica Kingsley Publishing: Philadelphia, PA.

