



**Communication,  
Self-Determination,  
and Community:  
AAC Strategies to  
Support Transition**

David McNaughton, Janice Light, & Pam Kennedy  
Penn State University

1

Looking forward



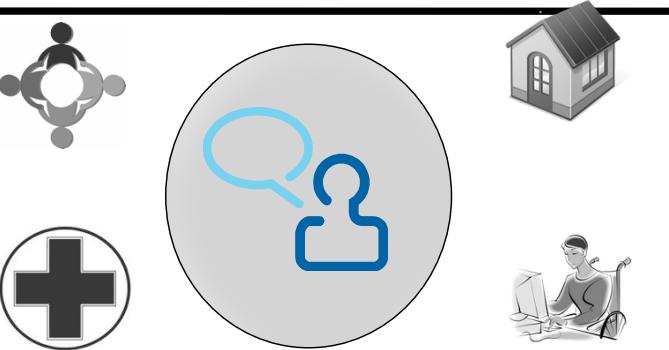
2

**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

3

**Communication  
& Self-determination**



4

## aac-rerc.psu.edu > ISAAC

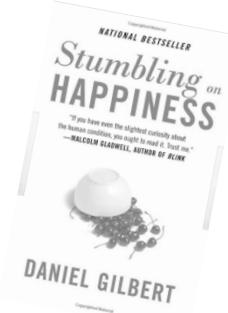


Support for some of the research described here provided under grant #H133E080011 from the [National Institute on Disability and Rehabilitation Research \(NIDRR\)](#) in the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS).

5

## 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?



6

## Average American

- Moves more than 6 times
- Changes jobs more than 10 times
- Students change their college major an average of 3 times

7

## 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**

8

## Transition Goals

1. Have a safe and supportive place to live
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9

## 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



10

## Where people live

(Collier &amp; Self, 2010)

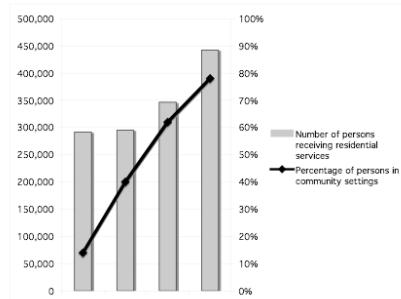


Figure 9.1. People with intellectual and/or developmental disabilities receiving residential services in community settings in the United States in 1977, 1987, 1995, and 2005. (Data from Lakin & Stancil, 2003)

11

## 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



12

## Directing Care



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



13

## 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

14

## 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

15

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.

16

## 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*

17

## 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.

18

## Having a Safe Place to Live

- Access to effective, efficient and appropriate communication
- Ability to exercise self-determination
  - Make decisions
  - Effect change
- (Wehmeyer, 2005)

19

## Communication & Self-determination



20

**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

21

- 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

22



**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)

23

**Visit future** 

**Sample future living environments**

- LifeLink (State College, PA)
  - High school program
  - Students plan all week for a weekend "visit" to an apartment
    - Plan menu
      - Nutrition, math, meal preparation, transportation
    - Laundry
    - Recreation
    - Community living and problem solving

24



**My Student: What do they need to learn?**



- Student:
- Goal:
- Teaching Opportunity:
- *Introducing communication system, documenting and teaching service routines to others, giving feedback to staff, reporting inappropriate behavior by staff,*

25

**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 rules
  - Practice with student teachers

26

**Transition Goals**



1. Have a safe and supportive place to live
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27

**Participate in Meaningful Activities**



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

28

## Benefits of Employment



## Employment Research

Study	# of Participants	Disability
Isakson et al (2006)	1	Cerebral palsy
Light et al (1996)	25	CP, autism, TBI
McNaughton et al (2001)	5	ALS
McNaughton et al (2002)	8	CP
McNaughton et al (2006)	7	CP
McNeill, et al (2008)	5	CP
Odom & Upthegrove (1997)	1	CP
Storey & Provost (1996)	2	DD
Wolf-Heller et al., (1996)	3	Deaf-blind

31

## 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)



30

## Importance of Employment



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

32

## Barriers to Employment



- Attitudinal barriers
- Inadequate educational preparation
- Lack of appropriate community supports
  - Transportation
  - Supports for Activities-of-Daily-Living

33

## 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**

34

## Key Components of Employment



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35

## 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.

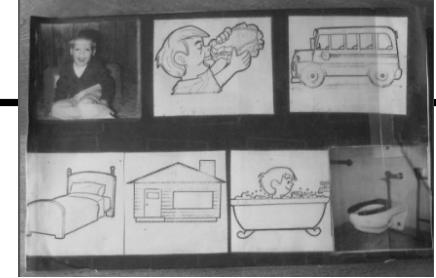


36



**Working for companies such as the Prentke Romich company is a great goal to have in mind, but it did take years of preparation to get to this point. I'd like to believe my transition to adulthood, independent living, and employment started to happen on the day my parents learned of my diagnosis of cerebral palsy, because the longer you put off the educational and rehabilitation, the less likely it is that you will achieve the goals you want.**

37





- 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.

39

## Communication device



- I was fortunate to have had a communication device in second grade, and I must say it really allowed my teachers and my parents to not only educate me but to prepare me for independent living and employment someday. When I first received my *Touch Talker*, I remember that was the happiest day of my childhood. I finally had a way of communicating without having somebody always there reading my board.

40



## Key Components of Employment



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41

## Key Components of Employment



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42

## Identifying and Developing a Good Match: "Haylie"



- Takes orders & delivers lunches once a week to clients who work in local businesses
- PRC Vantage Plus with direct selection, speech approximations, & gestures
- Reads 200 sight words, spells 10-20 words

43

- 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.



## “Haylie”



- Mother & vocational rehabilitation staff act as support persons, assisting in transportation, money management, placing orders, delivery, & recruiting clients
- Business started while in high school, has now been in operation for over 5 years

45

- *Hayley thrives on interaction with people. She likes what she does has a sense of purpose [helping others]. She also likes to be "on the go ". She would be miserable idling her time away at home, or "killing time " in a segregated setting.*

● McNeill et al., 2008



46

## Micro-Enterprise



- A form of self-employment, requiring the support of others for success.
- The interests and talents of the individual with a disability drive the vision of the business.
- Priorities include participation in the community, interaction with others, and gaining a sense of contribution and self-worth.
- Making a profit is not always a priority

47

## Key Components of Employment



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48

## Key Components of Employment



1. Developing employee knowledge and skills that are valued in the workplace
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49

## Key Components of Employment



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50

## Employment Webcast (with Anthony Arnold)



### Employment and AAC



**AAC and Employment**  
David McNaughton  
Penn State University

Outline Notes

David McNaughton discusses the importance of AAC in the workplace. He emphasizes that employment is a key issue for many individuals with communication disorders, and that AAC can be a valuable tool for them. He also highlights the need for job placement and support services to help individuals with AAC succeed in the workplace.

59 Minutes 44 Seconds Remaining

51

## Employment Webcast (with David Chapple)



### 1.1) Areas of Expertise: Preparation

Preparation and "On the Job" Training

- David Chapple
  - College degree in computer programming
  - Life experience in using AAC
- Anthony Arnold
  - Life long ambition to work for an AT manufacturer
  - Summer job at computer repair shop



52

## 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)



53

## Benefits of Volunteer Activities



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

54

## 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/>



55

## Beayni video



56

## Post-Secondary Education



### College Life and AAC: Just Do It



Beth Anne Luciani  
Sam Horochak  
David McNaughton

57



58

## Post-Secondary Education



- Organization
- Scheduling
- Support from family



59

## Recreation and Leisure



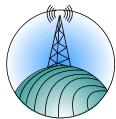
- Experience enjoyment
- Build friendships
- Improve self-confidence
- Engage in self-expression

60

## 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

62

## Building Reading and Writing Skills



- Start with student's interests
  - Build motivation /interest
- Build positive rapport
  - Ensure success /provide positive feedback
- Apply skills in the context of meaningful reading activities early on
  - Utilize highly motivating reading materials
- Focus on personal experiences
  - Enhance motivation
  - Provide context to support understanding

63

## Instruction in sight word recognition



- Incorporate instruction in sight word recognition early on
  - Introduce highly motivating words
  - Build success reading motivating texts

youtube	rainbow
sing	high five

64

## Literacy Instruction



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

65

## Shared reading Personalized book about Penn State



cookie	rudolph
spoon	computer



Bren reads words. Bren types words.

66

## Shared reading Personalized book about Penn State



Bren reads a book.

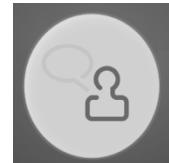


Janice says, wow.

67

## Literacy

- Communication
- Self-Determination
  - Making choices and decisions
- What others think of him?
- What he thinks of himself?



68

**AACliteracy.psu.edu**



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

Janice Light & David McNaughton  
The Pennsylvania State University

**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
- Developmental apraxia
- Multiple disabilities.

**Home page**

- What is the purpose of this website
- Meet one of our students

**Student success stories**

**FAQ about the curriculum**

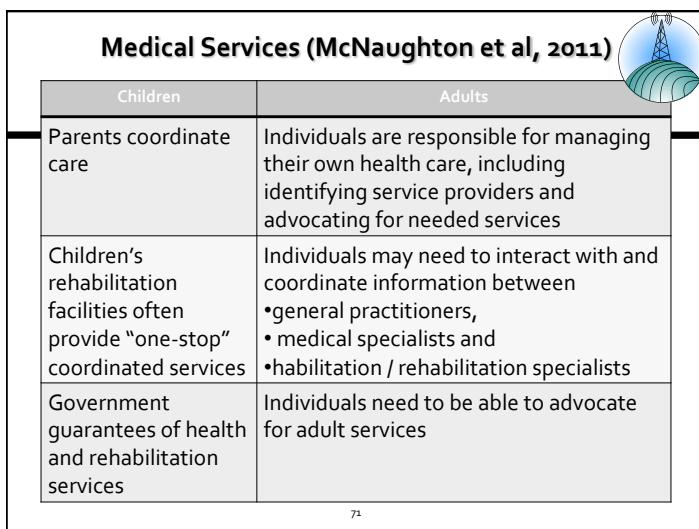
## Transition Goals

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70

**Medical Services (McNaughton et al, 2011)**



Children	Adults
Parents coordinate care	Individuals are responsible for managing their own health care, including identifying service providers and advocating for needed services
Children's rehabilitation facilities often provide "one-stop" coordinated services	Individuals may need to interact with and coordinate information between <ul style="list-style-type: none"> <li>• general practitioners,</li> <li>• medical specialists and</li> <li>• habilitation / rehabilitation specialists</li> </ul>
Government guarantees of health and rehabilitation services	Individuals need to be able to advocate for adult services

71

## What do doctors expect?

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



72

**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.

73

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



**HOW I COMMUNICATE**

My name is:  
I have difficulty speaking but I can hear and understand what you say.  
This is how I communicate:  
Yes:  
No:  
I want to communicate something:  
How I use my communication display:  
How I use my device:

**THINGS TO KNOW WHEN COMMUNICATING WITH ME**

- Talk to me like an adult
- Speak directly to me, not to the person who may be accompanying me
- Do not speak loudly, slowly or in a condescending manner
- Ask me if I want someone to help me communicate messages to you - see list of facilitators
- Give me time to communicate

**REMEMBER**

- I can make my own decisions
- I need you to respect my privacy at all times. Please do not discuss issues regarding me with other people unless I give you permission.
- I need you to keep me informed of everything that is going on.
-

74

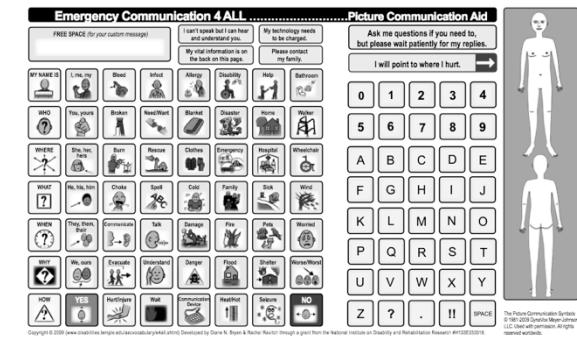
**Health Passport** 

- <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,

75

**Vocabulary** 

- <http://disabilities.temple.edu/aacvocabulary/e4all.shtml>



Emergency Communication 4 ALL

Picture Communication Aid

Ask me questions if you need to, but please wait patiently for my replies.

I will point to where I hurt.

0 1 2 3 4  
5 6 7 8 9  
A B C D E  
F G H I J  
K L M N O  
P Q R S T  
U V W X Y  
Z ? . !! SPICE

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76

## 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

77

## Communication Access to Goods and Services



Augmentative Communication  
Community Partnerships  
CANADA  
Communicating Matters

Many people have difficulties to understand their speech and / or their ability to understand what someone else is saying.

People with communication disabilities have a right to equal access to your goods and services.

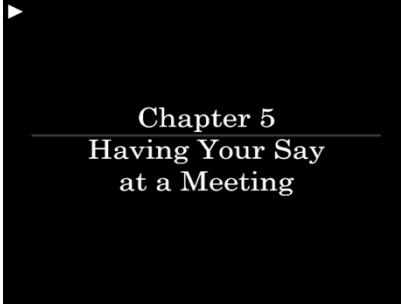
This means, you should know

- How to show respect to people who have communication disabilities
- How to understand what people are




78

## Leadership role in meetings



Chapter 5  
Having Your Say  
at a Meeting

79

## Communication & Self-determination




80

## 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
  - Social networks (Blackstone)
  - Circle of Friends
  - Support Networks
  - Intimate Relationships
  - Informed consent

81

## Friendships and Intimate Relationships



- Meaningful activities lead to friendship opportunities
- Friendships lead to opportunities for meaningful activities

82



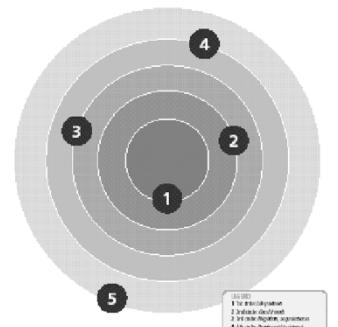


## Who is in your circles?

Blackstone & Hunt-Berg, Adapted from Marsha Forest, Judith Snow, et. al.



- 1. Family
- 2. Friends
- 3. Acquaintances
- 4. Paid workers
- 5. Unfamiliar partners



83

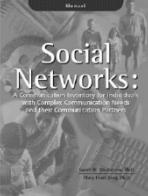
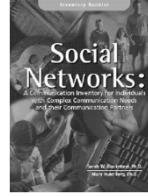


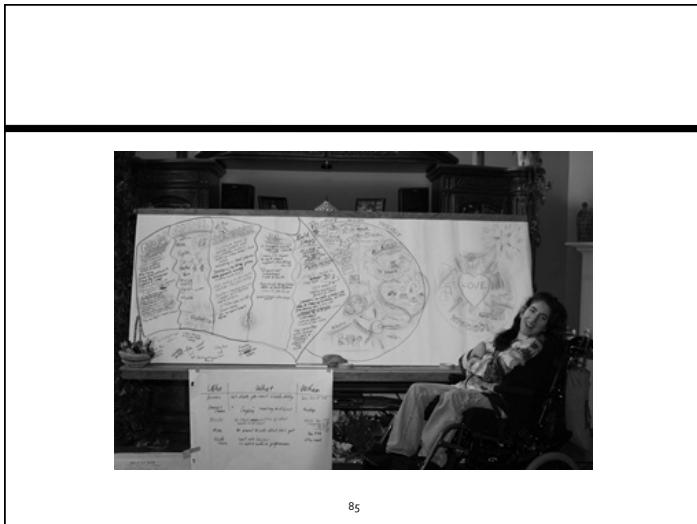
## Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners



**Sarah Blackstone and Mary Hunt Berg,  
Augmentative Communication News**

84

## 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

87

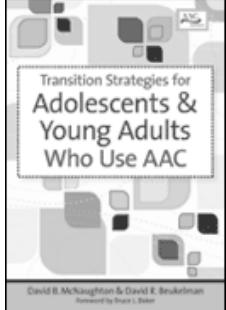
## Learn from the future

88

**Brookes text**

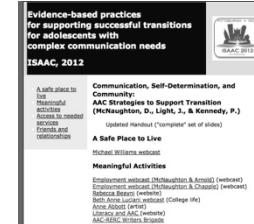


- Michael Wehmeyer, Beth Foley, Erik Carter, Christy Horn, Dave Hingsburger, Barbara Collier, Sue Balandin, Laura Ball
- Pamela Kennedy, Tracy Rackensperger, John Draper, Anthony Arnold, Lateef McLeod,



89

[http://mcn.educ.psu.edu/dbm/2012/ISAAC\\_transition\\_2012.html](http://mcn.educ.psu.edu/dbm/2012/ISAAC_transition_2012.html)



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90