

PODD

Pragmatic Organization Dynamic Display

- or -

A Communication Tool for Children with Complex
Communication Needs



Introduction



MICHIGAN'S INTEGRATED
MATHEMATICS INITIATIVE

Michigan's Integrated Technology Supports (MITS) is an IDEA Mandated Activities Project offered through the Michigan Department of Education, Office of Special Education and Early Intervention Services.



+ Goals



- Review typical communication development
- Introduce participants to AAC strategy
PODD
- Link the use of PODD to typical communication development

+ What is Communication?

greet manipulate **relate information**
agree / disagree answer ask questions

instruct others ask for things **joke**

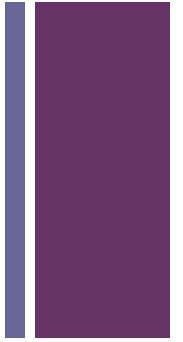
express an opinion *share information*

express feelings **protest** **describe**

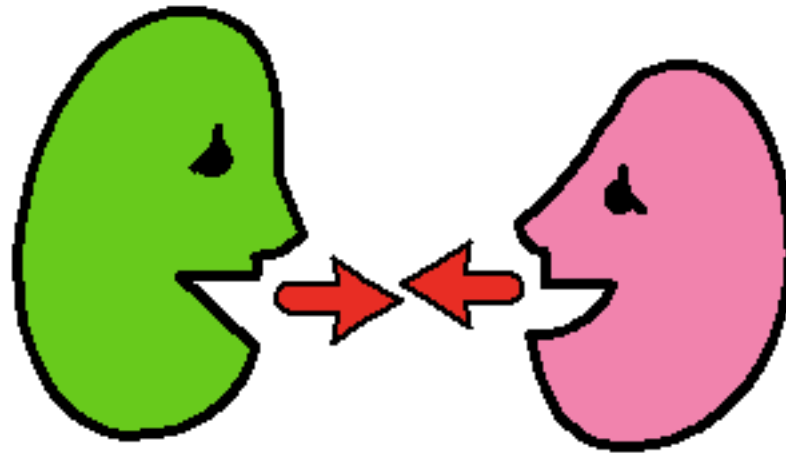
discuss interest "MAKE SOCIAL CONTACT" *bargain*

comment request / attract attention complain

+ Communication

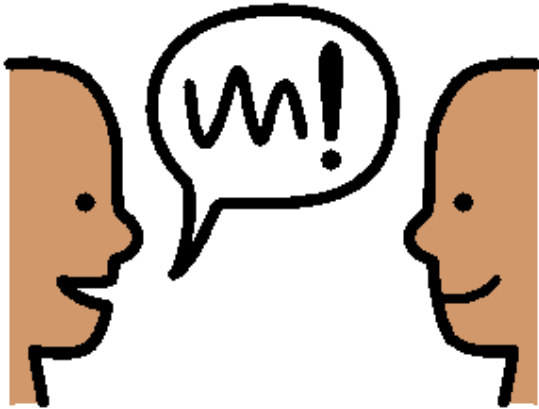


Understanding others

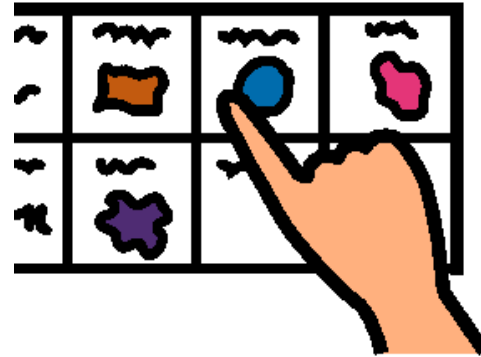


Being understood

+ Multi-Modal



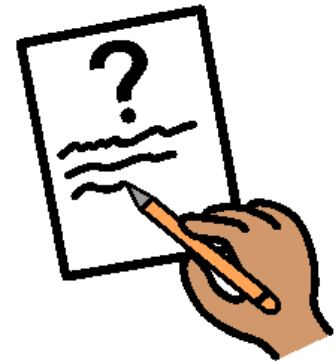
Spoken



Pictures



Gestures

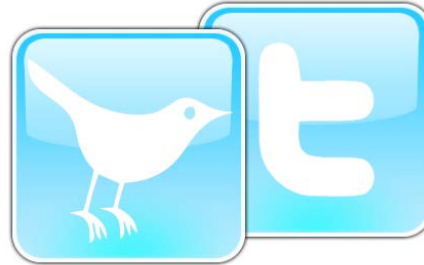


Written

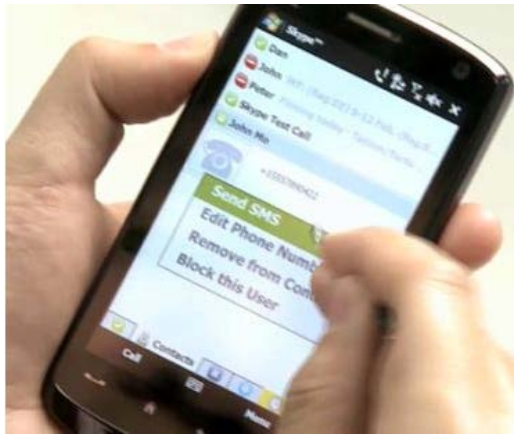
+ Efficient



Lengthy



Brief



Integrated



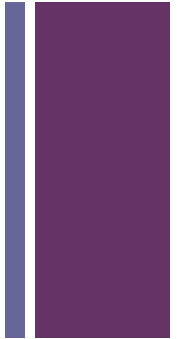
Dedicated

+ Typical Language Development

- People speak to infants from birth
- People interpret infant movements and vocalizations
- Infant coos or smiles in response to people's speech



+ Typical Language Development



- Early communication
 - Infants make more purposeful movements
 - Adults respond to those movements, creating a “map” of the interpreted meaning
 - Shared attention is developed
 - Gestures with words



+ Typical Language Development



- Spoken language is developed
 - Approximations understood by familiar partners
 - Sufficient experiences of language used in context to determine meaning
 - Natural feedback from adults help child clarify meaning



+ In a nutshell...



- Language happens in real life situations



+ Adult role in Communication



- Model communication all day
- Expect that children's behavior is meaningful
- Respond in meaningful ways
- Shape behavior
- Expand communication to adult form

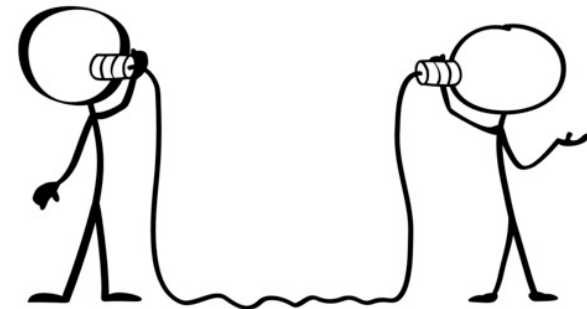




Child role in Communication



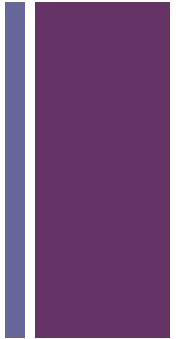
- Ample opportunity to practice
- Receive meaningful feedback to their attempts
- Gradually work out what language is all about and how to use it
- Integrate all the skills they require



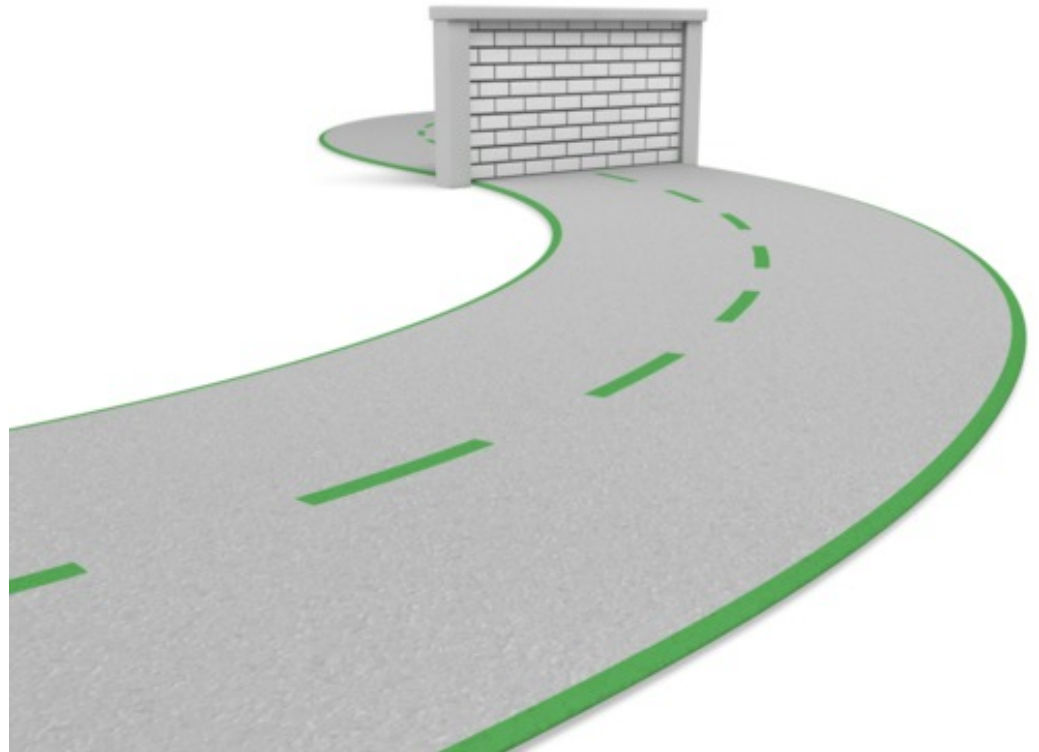
+ Learning language
is
a
process
and
it
doesn't
happen
overnight.



+ What if?



- The process of learning spoken language is interrupted?
 - Motor
 - Vision
 - Hearing
 - Cognition



+ Receptive Input

■ Typically Developing Child

- 18 months

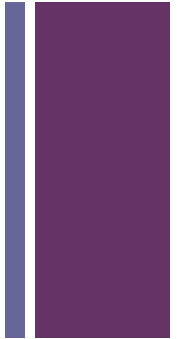
- Exposed to oral language: **4,380 waking hours**

■ Language Competency

- 9-12 years

- Immersed in and practicing oral language: **36,500 waking hours**

+ In contrast...



- Child using different symbol set (symbols)
 - Exposed two times a week for 20-30 minutes:
84 years to have same experience
- Language Competency
 - 2x week/20-30 minutes exposure to symbols
 - **701 years** to reach competency

+ **We *all* use AAC**
**Augmentative/Alternative
Communication**



- Overcome external constraints
 - Noisy environments
 - Over distance
 - Bridge language barrier
- Overcome internal constraints
 - Laryngitis
 - Complex communication needs

+ We *all* use Multi-Modal Communication

- Point, gesture, draw, write...

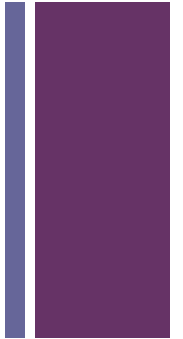
In essence, we choose the most efficient method for the time or environment

Different types may be more or less effective given the situation, message or partner



+ AAC is introduced when...

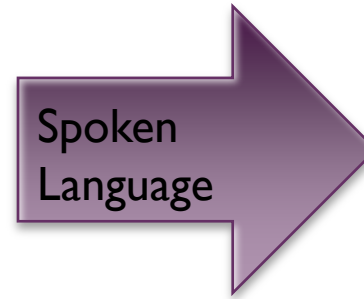
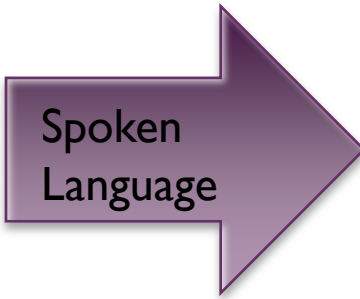
- Speech is likely to be significantly delayed
- Adding AAC to assist in understanding (clarification)
- Speech is difficult to understand (back-up)
- Limited speech (main system of communication)



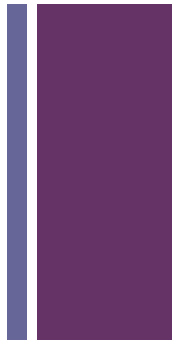
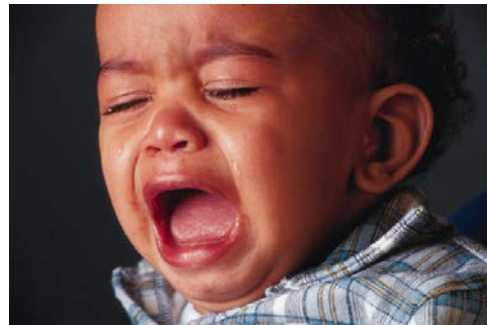
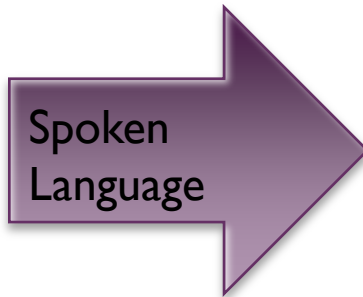
+ Input

Output

Spoken language development



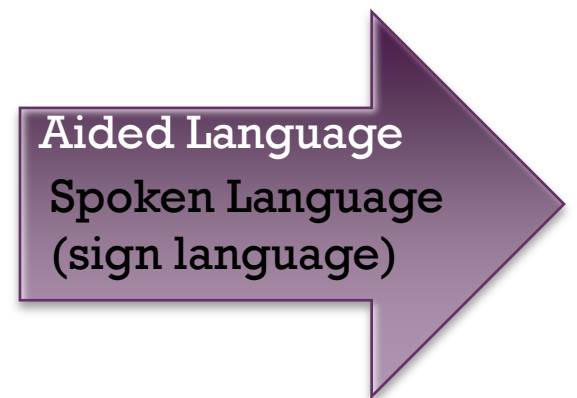
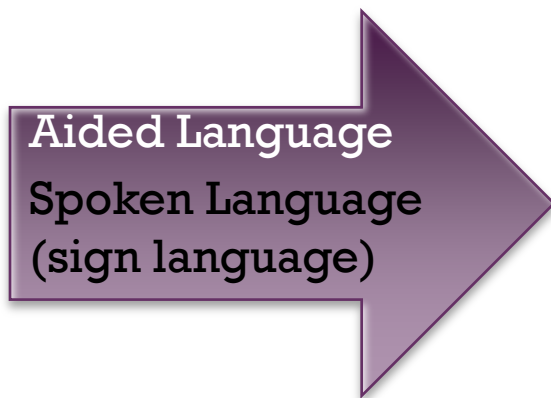
Child learning aided symbols



+ The goal?



“The aim is to create a language learning environment with more balance in the modes of communication used for receptive input and those the child is learning to expressively use.”





“Children learning their first spoken language are immersed, from birth, in a rich environment of language users, modeling the pragmatics, semantics and syntax of their language...”



...The importance of participation in an environment with experiences of a language used interactively is also reflected in immersion approaches to second language teaching.”

+ Aided Language Learning Environments

■ Three important tasks required to create an aided language learning environment:

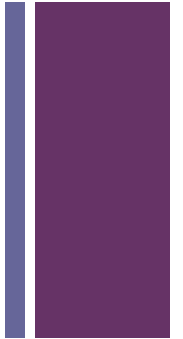
1. ensuring the required aided symbol vocabulary is available at all times.
2. using the aided symbols to interact for genuine communicative purposes throughout the day.
3. training partners to use the AAC systems.





Communication at any time habit

- Putting a communication system away:
 - Implies to the child that you are not expecting them to have anything to say
 - May imply that communication only happens at certain times, as directed by someone else when they make the AAC system available
 - Increases the effort and motivation required to communicate, as the child or the partners have to take time to retrieve the system as well as communicate the message



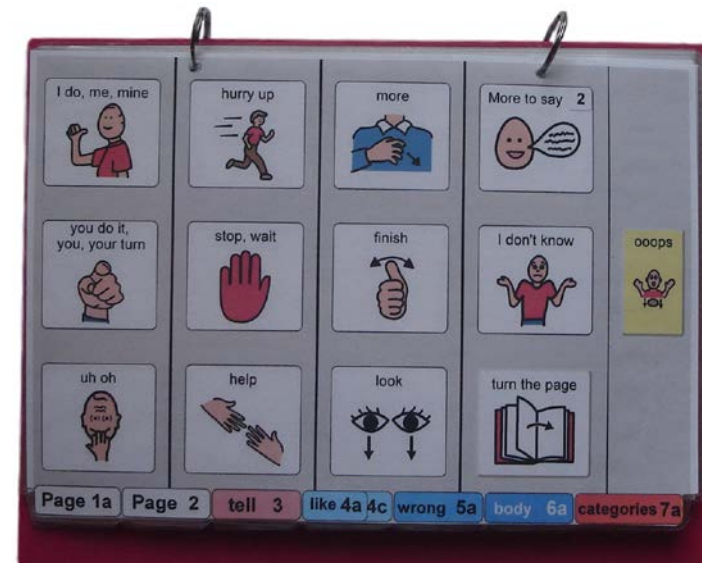
+ Genuine communication opportunity

■ PODD

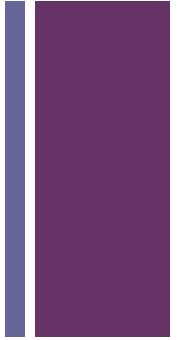
- Pragmatic – functional use of language
- Organization – the way it's designed
- Dynamic Display – changing pages

Developed by Gayle Porter

US trainer Linda Burkhart



+ Design



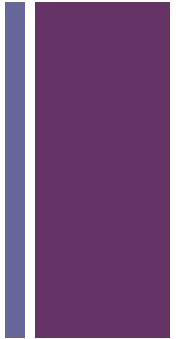
- Graded developmental progression across page sets
- Increasing complexity of pragmatics, semantics, morphology and syntax

+ Design



- One page opening books
 - Early Functions (9, 12)
 - Language age below 18 months
 - “here and now” language
 - Expanded Functions (9, 12, 16, 20)
 - Language age 18 months and above
 - 2-4 word phrases/sentences

+ Design

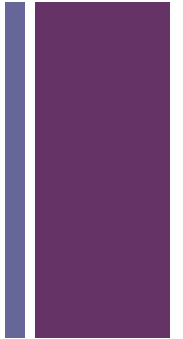


- Two page opening
 - Key Word (36, 40)
 - English word order
 - Not all words
 - Expanded Key Word (48, 70)
 - English word order
 - Not all words
 - Complex Syntax (90+, 100+)
 - English word order
 - All words in sentence

+ How does it “work”?

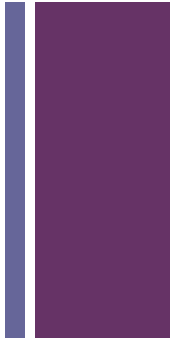
■ Adult-modeled

- Provide receptive input (just like we do with children developing language typically)
- Model initiation (“I have something to say”)
- Say a little bit, every day, all day long



+ How does it “work”?

- “Talk” to the child in normal, everyday contexts, whenever possible
 - Model initiating, self-talk, range of communicative functions)
- Word not found? Add it to the “list”
 - Model mistakes (“OOPS”)
- Practice, practice, practice

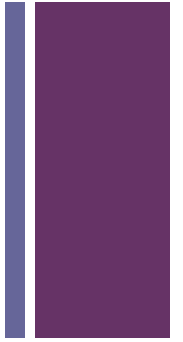


+ Why Use This?

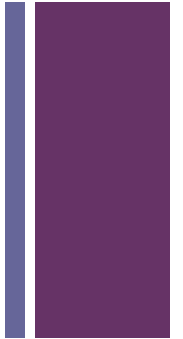


- Communication allows us to
 - Make contact with others
 - Establish relationships
 - Express our personality
 - Demonstrate and share our knowledge
 - Ensure that our needs are met and our desires are considered

+ Questions? Comments?



+ Contact Information



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