# Activity-Based Instruction with Students with Severe Intellectual Disabilities: Breakout Session Gail M. Van Tatenhove, PA, MS, CCC-SLP

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### **Breakout Plan**



- Re-Cap of Key Points from Morning
- Core Vocabulary in Common Types of Interaction with Discussion
- A.M. Follow-up Activities
- Assessment Resources

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Develop and Implement an
Intervention Plan that Promotes
Use of Core Vocabulary in
Activities in Your Classroom

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# Re-Cap of Teaching Philosophy

- With Activity-Based Instruction, you "do the same activity in a different way, using the activity as the means to the end"
  - Script activities to help communication partners
- Goals
  - The PROCESS of communication, not the end PRODUCT of the activity
  - Use of core vocabulary that will last a lifetime
  - Development of communication independence

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# Re-Cap of Teaching Philosophy

- Create a Communication-Friendly Environment
  - Engineer the activity to increase the opportunity and likelihood of language use
    - Arrangement of materials (barriers, sabotage, quick access to symbols, etc.)
    - Scaffolds and Prompts
  - Expect students to communicate and give them multiple opportunities (at least 3) per activity
  - Recognize and respond to their communication attempts

Clarent Principles - Principles

# Re-Cap of Teaching Strategies

- Build LIFE Experiences as the foundation for communication development, language learning, and symbol association
  - Props
  - Hands-on Experiences to associate the concept with the symbol
  - De-contextualization activities to expand the meaning of the word beyond what is seen in the picture
  - Apply the word to something important to ME!

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# Re-Cap of Teaching Principles

- Teach through your BODY and your BRAIN
  - Provide guidance in developing a motor plan to words on a stable, AAC system
    - And see the RESULT of your physical action
  - Old-School language therapy to teach about the concept and the symbols

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# Requesting / Choice Making

- Build requesting for more than "things"
  - Person = partner to work with, someone to sit beside, your helper, who to give it to (him/her/ names)
  - Action = what to do next, what you can skip (read, play, write, go, stop)
  - Location = where to put something (here, there, away, up, down)
  - Time = when to do something (now, later, never)

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### Visual Schedules to Teach Core

- Goal = Manage behavior
- As an "agenda" of the day's activities or the activities to be done in a specific activity







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# Visual Schedules to Teach Core

- As an "agenda" of the day's activities
  - Discuss the activities planned for the day
  - Use to assist in transitions
  - Re-cap and report about the day

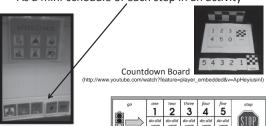




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# Visual Schedules to Teach Core

• As a mini-schedule of each step in an activity



## Visual Schedules to Teach Core

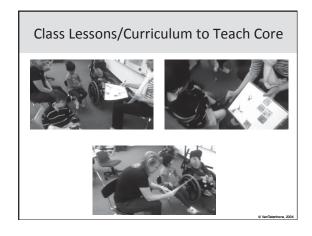
- Do "schedule change" teaching activities
  - Fun first (swimming, not errands today)
  - Less fun (no swimming, coloring inside instead)
- Use core words to communicate about schedule changes or make schedule change requests
  - Teacher initiated changes
  - Student requested changes

# Information Transfer to Teach Core

- Goal = Share information
  - On a variety of topics
  - With a variety of people
- Stimulate discussion on topics (on favorites, then expand interests)
- Discussion stimulators: toys, photos, remnants, magazines, comics

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# Emerging Literacy to Teach Core

- Signs of Emergent Literacy
  - Recognize signs, logos & text in environment
  - Uses the routine of book reading (right side up, turn the pages, etc.)
  - Enjoys repeated reading of a book anticipates what comes next

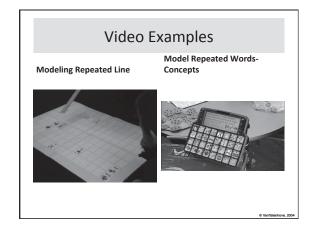
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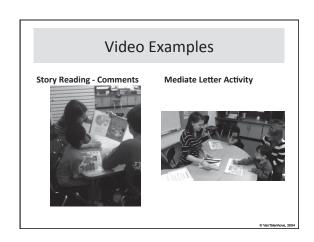
# Emerging Literacy to Teach Core

- Rhyming games core words (new, do, you) using a voice output system
- Use core for repeated lines in stories
  - I eat you (Billy Goats Gruff)
- Mediate literacy activities
  - Turn page, read again
- Discuss and comment on the story

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# Video - Rachel \*\*Partitionrow, 2004\*\* \*\*Partitionro





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# Activity

- Experiencing & Learning
  - Describe the learning activity you will do.
    - What Core Words will you use in the activity?
  - How will the student participate?
- Evaluating
  - What must the student "say" (rather than "do") to meet the state standard?
- Do at least 2 State Standards (see next slide)

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## Meet These Standards with Core

- Make observations about common objects from the natural world.
- Recognize that water in an open container will disappear (evaporate).
- · Identify the effects of wind.
- Identify harmful consequences of being outside in severe weather (e.g., hurricane, lightning storm, blizzard) and alternative choices to being outside.
- Identify the effects of forces (e.g., push/pull) on an object.

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# Activity #3 - Lesson Planning

- Develop a lesson around SEQUENCING with the making of a Smoothie
  - Ordering what happens first/next/last
  - Identify consequences of failing to follow the order
- Develop a lesson around a MONEY/SHOPPING activity to teach about....
  - getting what you want takes money
  - you need enough money to buy what you want
  - you have to save to buy things if you don't have enough money now

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# Assess Assess Assess Assess Teach Teach Teach Teach Teach Assess

# Reference for the Concept of Today vs. Tomorrow Goals

- Beukelman, D. & Mirenda, P. (2005) Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs. Baltimore, MD. Brooks Publishing Co.
- Beukelman, D. & Mirenda, P. (2005) Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults (3rd ed.). Baltimore: Paul H. Brookes Publishing Co.

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# **Today and Tomorrow Goals**

- Today Goals asks: What can we do to support and enhance a person's communication right now!
  - Using a 50-location with masking that exposes only 4 words at a time might be an example of what the student can do today.
- Tomorrow Goals asks: What can we do to prepare a person to be the best communicator he/she can be?
  - Using different masks for different activities would be an example of intervention that grows the vocabulary beyond use of only 4 words at a time.

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