WHOLE CLASS APPROACH TO TEACHING COMMUNICATION USING LAMP AND MINSPEAK

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aspect
practice
autism practice that works
Overview

• Background & Terminology
• What is LAMP?
• Barriers to and predictors of success in high tech AAC
• Incorporating high tech AAC into Aspect’s comprehensive approach to education
• Future directions
Background

• Estimated that 30-50 % of people with an Autism Spectrum disorder (ASD) do not use functional speech (*National Research Council, 2001*);

• Alternative and Augmentative Communication (AAC) refers to communication modes that are used to improve or as an alternative to oral language for communication.

• While there is evidence that shows AAC to be effective in improving the communication skills for individuals with ASD (*Trembath, Roberts, Sutherland, 2009*) there is no consensus on what form of AAC or treatment method is most beneficial.

• Current AAC practice, service delivery and funding for speech generating devices in Australia varies greatly across services and professional skills, as well as across the states of Australia (*Independent Living Centre WA, 2008*)
LAMP Therapy approach

Auditory Signals

Natural Consequences

Consistent and Unique Motor Patterns

Readiness to Learn

Joint Engagement

‘Guidelines for meeting the communication needs of persons with severe disabilities’.

ASHA, 34 (Suppl. 7), 2–3

www.asha.org
Barriers to positive outcomes in AAC

- Significant differences exist in the language learning experiences of people who have limited communication skills versus those who do not (Myers, 2007).

- The average 18 month old child has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system and receives speech/language therapy two times per week for 20-30 minutes sessions will reach this same amount of language exposure in 84 years (Korsten; atto.buffalo.edu; 24.5.14)

- ‘Equality Without Words?’ Michael Brian Reed
  [http://www.youtube.com/watch?v=-CdzvMGsiyY](http://www.youtube.com/watch?v=-CdzvMGsiyY)
Barriers to positive outcomes in AAC (cont)

There are no cognitive or linguistic prerequisites for the use of AAC (American Speech and Language Association, 2003) http://www.asha.org/NJC/faqs-eligibility.htm#23a

Perception drives expectation
Expectation drives opportunity
Opportunity drives achievement
Achievement drives perception

Everyone has the right to be given the opportunity to meet their potential
Supports to Positive Outcomes in AAC

• Normal language development is the foundation for building generative language with a child using AAC strategies. Starting with the simplest Speech Generating Device (SGD) a child can be learning about:

  o reasons to communicate (pragmatics),
  o the communication dance (discourse),
  o word meanings (semantics),
  o word building (morphology); and
  o sentence building (syntax).

-(Van Tatenhove, 2005)
# Core vocabulary

<table>
<thead>
<tr>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>9.5</td>
</tr>
<tr>
<td>No</td>
<td>8.5</td>
</tr>
<tr>
<td>Yes/yea</td>
<td>7.6</td>
</tr>
<tr>
<td>my</td>
<td>5.8</td>
</tr>
<tr>
<td>the</td>
<td>5.2</td>
</tr>
<tr>
<td>want</td>
<td>5.0</td>
</tr>
<tr>
<td>is</td>
<td>4.9</td>
</tr>
<tr>
<td>it</td>
<td>4.9</td>
</tr>
<tr>
<td>that</td>
<td>4.9</td>
</tr>
<tr>
<td>a</td>
<td>4.6</td>
</tr>
<tr>
<td>go</td>
<td>4.4</td>
</tr>
<tr>
<td>mine</td>
<td>3.8</td>
</tr>
<tr>
<td>you</td>
<td>3.2</td>
</tr>
<tr>
<td>what</td>
<td>3.1</td>
</tr>
<tr>
<td>on</td>
<td>2.8</td>
</tr>
<tr>
<td>in</td>
<td>2.7</td>
</tr>
<tr>
<td>here</td>
<td>2.7</td>
</tr>
<tr>
<td>more</td>
<td>2.6</td>
</tr>
<tr>
<td>out</td>
<td>2.4</td>
</tr>
<tr>
<td>off</td>
<td>2.3</td>
</tr>
<tr>
<td>some</td>
<td>2.3</td>
</tr>
<tr>
<td>help</td>
<td>2.1</td>
</tr>
<tr>
<td>all done/finished</td>
<td>1.0</td>
</tr>
</tbody>
</table>

26 core words shown at left comprise 96.3 percent of the total words used by toddlers in this study.

Banajee et al. (1967)

www.minspeak.com

Slides taken from ‘MINspeak- minimal effort to speak’ Liberator 2013
Supports to positive outcomes in AAC
Lund, Light (2007)

Social Support

Personal Characteristics

Services
Aspect Comprehensive Approach for Education
Individualised Planning

- Families identify goals
- Families work with teachers and the learning support team to develop goals
- Goals cover all areas of the core competencies (Social, sensory, communication, learning & behaviour)
- Expressive communication is a goal for all students in the class
- Lessons focus on core word vocabulary
- Students’ LAMP goals are all very different
- Non-communication goals may take precedence (however communication remains a part of every activity)
Curriculum

Aspect’s Core Competencies Curriculum:

“Curriculum planning, development and implementation across Aspect schools demonstrates this use of a comprehensive approach to the education of students with an ASD, by combining the core competencies that characterise autism—social skills, communication, sensory, and learning and behaviour—within the Board of Studies NSW curriculums.”

—Autism spectrum Australia, ACADE Manual 2012
Curriculum and Core Vocabulary

• Core words are easily generalised and therefore can easily be incorporated into all areas of learning

• Teaching core words across contexts allows the communicator to learn the power and usefulness of a word or phrase

• Core words allow the communicator to participate in a range of settings without having to learn specific vocabulary for that setting

• Core words give the communicator the best (and natural) base for expanding communication in specific settings.

Science

“turn,” “go,” “stop”

Social Skills
“Environmental Supports

1. ACAE’s approach to physical environment and organisational supports provide a foundation for student learning.

2. LAMP is an addition to, not a replacement of ACAE structures

3. Students still need a range of visual supports and structured learning
Environmental Supports

“Physical Environment
1. Individual work stations
2. Sanctuary spaces
3. Group work areas
4. Veranda—outdoor stations

Organisational Supports
1. Daily and weekly timetables
2. Information charts
3. Classroom rules
4. ‘first this, then…’ boards
5. Transition timers
6. Work sequence boards
7. Sensory supports

Communication devices organised for participation
Timetable clearly visible
Sensory supports within reach
Physical Environment

- The class began the year in a room with a physical structure that appeared to be more convenient for our intentions of how we would teach with the LAMP therapy method.
- This room proved inadequate early in the school year due to the impact that features of the room’s location were having on overall student learning.
- The class was moved to a room where the layout and organisation of the environment could be better focused on the students.
- We are working on more communication now that the class is in a more settled environment.
Family Involvement & Support

Family support
- Applications for Vantage Lite or Accent devices
- Involvement with therapy team
- Regular meetings with the teacher
- LAMP training – general in nature
- Internal and external practitioners have provided training
- Aiming for regular training

Family involvement
- Goal setting through IEP process
- Goal implementation at home
- LAMP training – specific to families resulting from parent feedback
- Intention to do research around family involvement
Positive Behaviour Support

- Supporting communication is positive behaviour support through skill development and meeting needs.

- Supporting communication in the classroom through SGDs has resulted in a reduction in challenging behaviours’

- Student learning is focused on core vocabulary supporting long term communication needs.

- A student may use non core language if appropriate for individual’s goals and development.
High-Tech AAC at South Coast School

- Comprehensive Approach
- Predictors of long term device use
- LAMP
- Planning for the future
Future directions

• More effective social support
• Better documentation of baseline ability
• Ongoing assessment that continues to inform our practice
• Training…training…training!
Research & References

[www.prentrom.com/research/research_reports](http://www.prentrom.com/research/research_reports)

Sheela Stuart and Christopher Ritthaler, *Children’s National Medical Center, Washington, DC, Case Studies of Intermediate Steps/Between AAC Evaluations and Implementation.*  
[http://journals.asha.org](http://journals.asha.org)

National Joint Committee for the Communication Needs of Persons with Severe Disabilities, 2003, *Position statement on access to communication services and supports: Concerns regarding the application of restrictive ‘eligibility’ policies [Position Statement].*  
[www.asha.org/njc](http://www.asha.org/njc)


Research & References


Light & Drager (2010), A comparison of the performance of typically developing 5 year old children using iconic encoding in AAC systems with and without a fixed display, Augmentative and Alternative Communication, 26 (1) 12-20

Mirenda (2001), Autism, Augmentative Communication and Assistive Technology, Focus on Autism and Other Developmental Disabilities, 16 (3)


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Moore, K (2008) AAC Project: Mapping Best Practice, Independent Living Center WA (Inc), Disability Industry Plan Seed Grant

Lund, Light (2007) Long term Outcomes for individuals who use augmentative and alternative communication Part 3- Contributing factors, Augmentative and Alternative Communication, 23 (4) 323-335

Blackstone, Williams, Wilkins (2007) Key Principles underlying research and practice in AAC, Augmentative and Alternative Communication, 23 (3) 191-203
Thank you!