

Developing a Communication Book for Eye Pointing Children

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Theoretical Considerations

Coupe O’Kane J Goldbart J (1998)

“Communication before Speech”

Behaviourist Theory

Language is learnt as a result of a stimulus that is responded to and rewarded

Psycho linguistic Theory

Language is built in part on child's cognition their knowledge of actions objects events and people -
**COMMUNICATION
NEEDS TO BE
FUNCTIONAL**

Grammatical theory

We inherit a capacity for the grammar of language LAD

Syntax is taught

Sociolinguistic Theory

Children are `ACTIVE participants in their learning

Motivated to communicate to control their world

**NEED REAL OPPORTUNITIES TO
COMMUNICATE WITH MORE
MATURE LANGUAGE USERS**

Behaviourist Methods

Stimulate

Prompt

Reward

Reinforce

Fade

TEACHER CONTROLLED

Psycho / Socio Methods

Re structure interactions

Respond

Act on communication

Engineer opportunities

Comment and add words to their actions

Enable children to affect and control their environment

CHILD CENTRED

Background

- Theoretical foundations
- Grew out of the experience of developing functional communication for eye pointing children
- The issues and skills involved in using your eyes are significantly more complex
- A recognition of the key role of the individual's regular communication partners

Issues

- How to get the learner started?
- What vocabulary do we choose?
- How many pictures or symbols should we use?
- Where and when should it be used?
- How do we develop it?
- What is reasonable to expect of the learner when they are using it?
- Why is the learner not using it?

Vocabulary Selection

Beukleman & McGinnis 1991, Morrow & Blackstone 1988, Beukleman & Mirenda 1989

Functional

- *Link with cognition being that children talk about what they know*
- *Underlining principle that the use of language and communication is to affect the behavior of others:*
- **Developmental**
- **Interests and Needs**

Communicative Partner

Vygotsky 1962 & 1978

“Children acquire language and other cultural tools with those who are more competent. These people guide assist and scaffold at the right developmental level”

Structure

- Functional core vocabulary that expands through developmental stages.
- Core vocabulary available for every page
- Structured Fringe vocabulary that relates to child's interests and needs
- Systematic introduction of encoding

At Each Stage

- Learning aims for the Communication Partner to both model & scaffold effective use of symbols in communication
- Learning readiness
- Learning aims for the learner
- Reference to P Levels

Getting Started

Getting started carries a health warning!



Getting Started

- Enabling a communication partner – respond and make eyes communicative
- Bring photos into the child's world
- Gradually introduce an ETRAN frame
- More than just choices - empowering play
- Communication Partner models a core vocabulary

help



more



CORE CHART

no



stop



Stage Two - Here comes the book!

Language functions at 9 - 18 mths (CoupeO'Kane J and Goldbart J1998) P4

Readiness –

- makes choices / watches use of core words

Partner –

- act on communication
- create opportunities for core words
- scaffold interaction

Learner –

- make use of core / fringe vocabulary
- begin to link ideas

Language Functions

Recurrence, Rejection, Action, Object

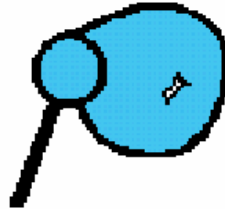
Core Vocabulary

Fringe Vocabulary

more



bubble



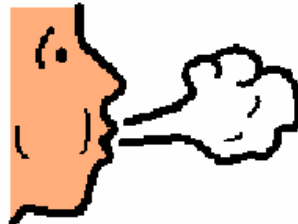
pop



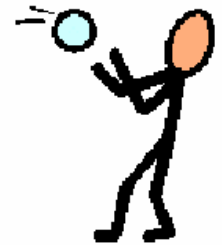
stop



blow

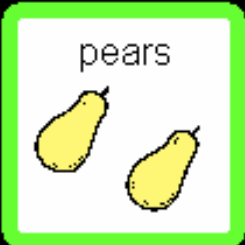
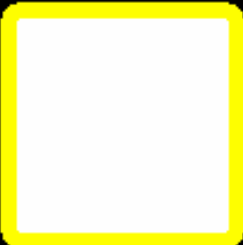


catch



Stage Three – Encoding!!!

- A way of increasing access to vocabulary without using extra pages
- This makes communication quicker and more fluent
- Each symbol is given a simple code e.g. colour, number etc. which your learner must use



Stage Three

Language functions described at 18 mths - 2 yrs (Coupe O'Kane J and Goldbart J 1998)

P5

Readiness –

- linking 2 ideas

Partner -

- model different language functions & encoding
- model use of Top Page
- repair communication and ensure success

Learner –

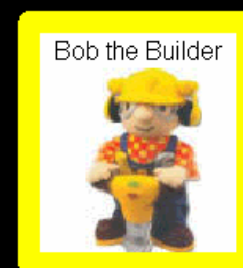
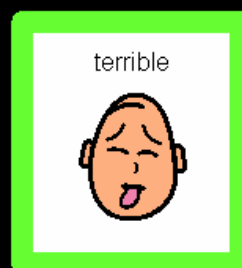
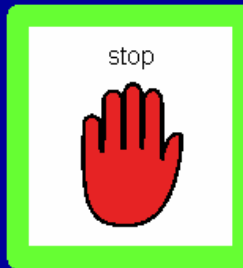
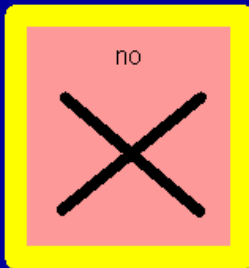
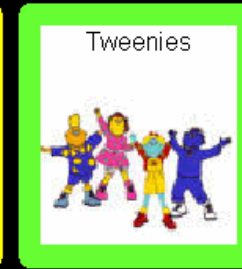
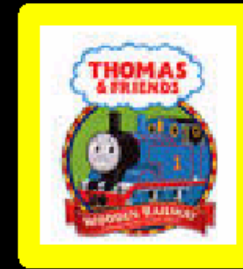
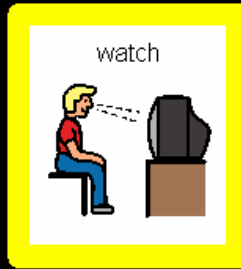
- begin to use new core
- begin to use encoding (up to blocks of 4)
- begin to use Top Page

Language Functions

Agent, Non-existence

Core Vocabulary

Fringe Vocabulary

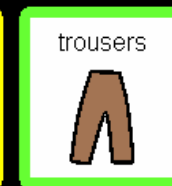
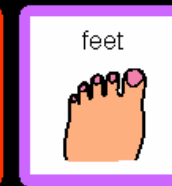
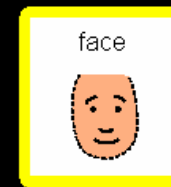
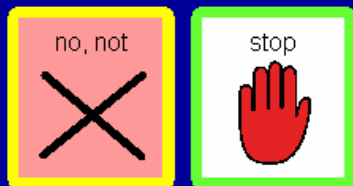
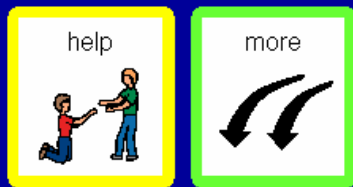


Language Functions

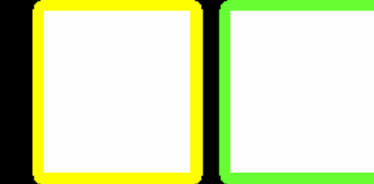
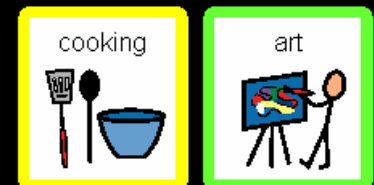
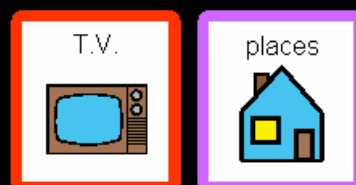
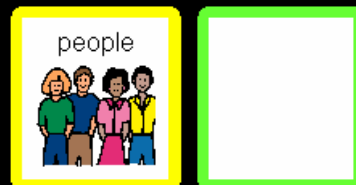
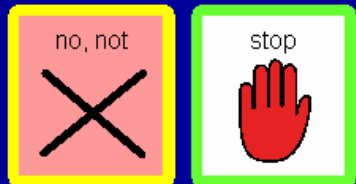
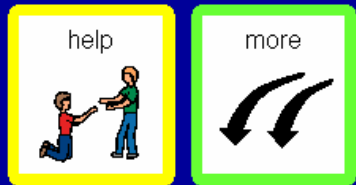
Possession, Attribute

Core Vocabulary

Fringe Vocabulary



Example of a Top Page



Top Page

Stage Four

Language functions described at 2-3 yrs (Harris J 1992) P6

Readiness –

- linking 2 ideas comfortably
- beginning to use Top Page
- encoding comfortably with 4 colours

Partner –

- model use of Describing Words page
- model use of new Core Words esp. ‘question’

Learner –

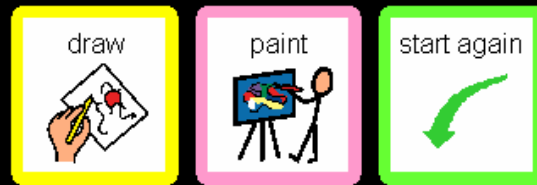
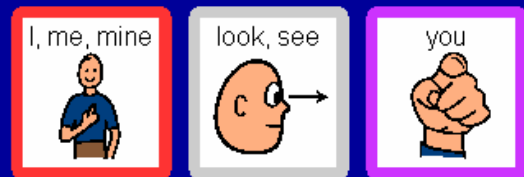
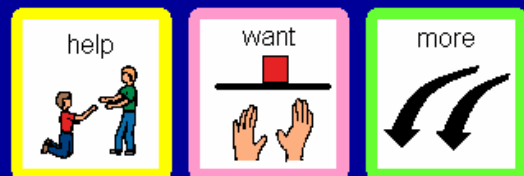
- begin to link 3 ideas
- enrich communication with describing words
- begin to use question symbol
- learn to navigate through the book

Language Functions

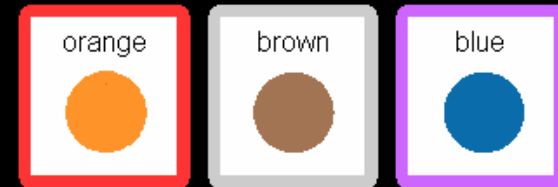
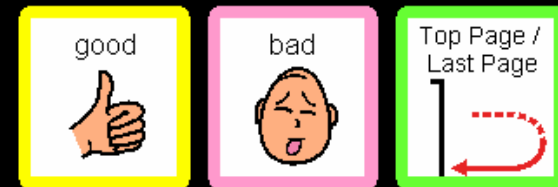
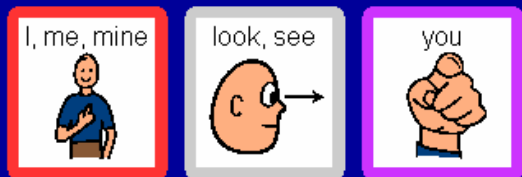
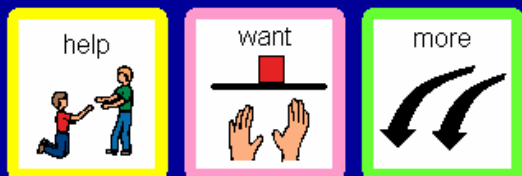
Social, Request, Describe, Direct, Give Information, Question

Core Vocabulary

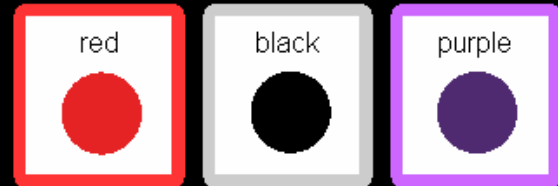
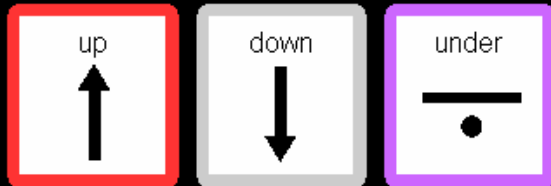
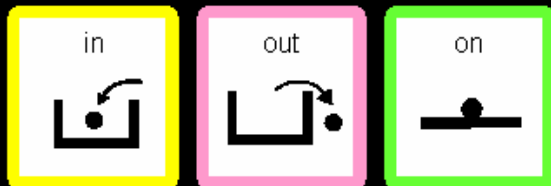
Fringe Vocabulary



Describing Page



Describing Page



Stage Five

Language functions required at Foundation Stg P 7/8 & Level 1 of National Curriculum

Readiness –

- linking 3 ideas
- using describing words
- beginning to question

Partner –

- model new core, alphabet page & combine symbol
- create opportunity for shared learning & language use
- gives time for talk

Learner –

- use the new language functions
- describe events, tell stories, create new words

Language Functions

Give and share information

Describing whole situations / tell a story

Describing situations / features

Directing through several steps

Reason and predict

Plan and negotiate

Question to find out information

Evaluate

Express feelings and assign mood states

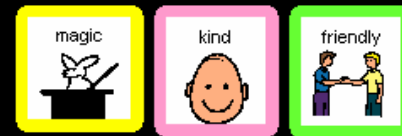
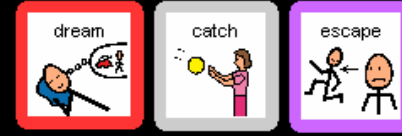
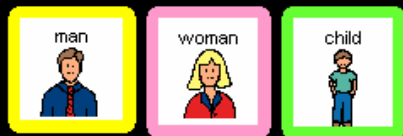
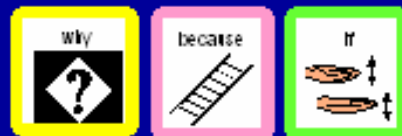
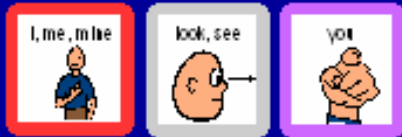
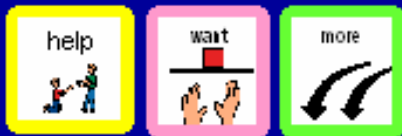
Give personal opinions

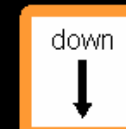
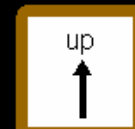
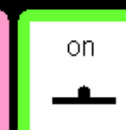
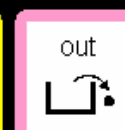
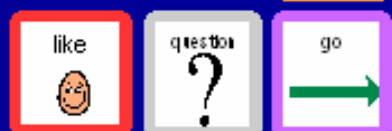
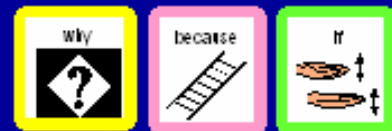
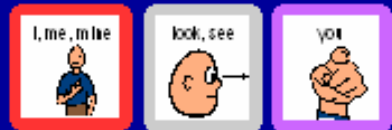
Complain

To play alongside others

Create new meanings

Resolve social conflict





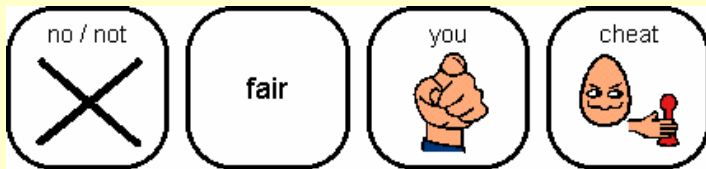
Describing Page



Sample of language at Stage Five

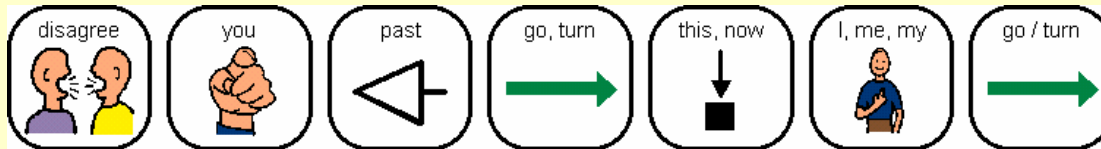
Language to play alongside others

“That’s not fair you cheated”



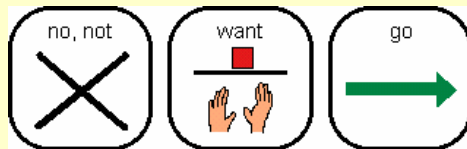
Language to resolve social conflict

“I disagree you’ve had a turn now its my turn”



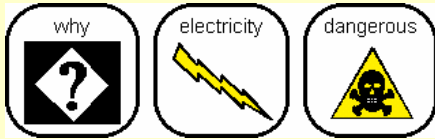
Language to complain

“Don’t want to go”

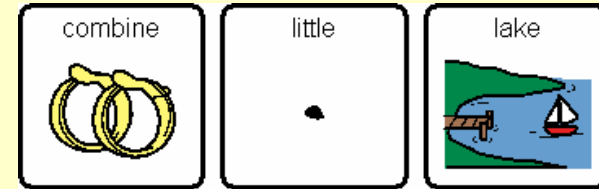


Language to seek explanations

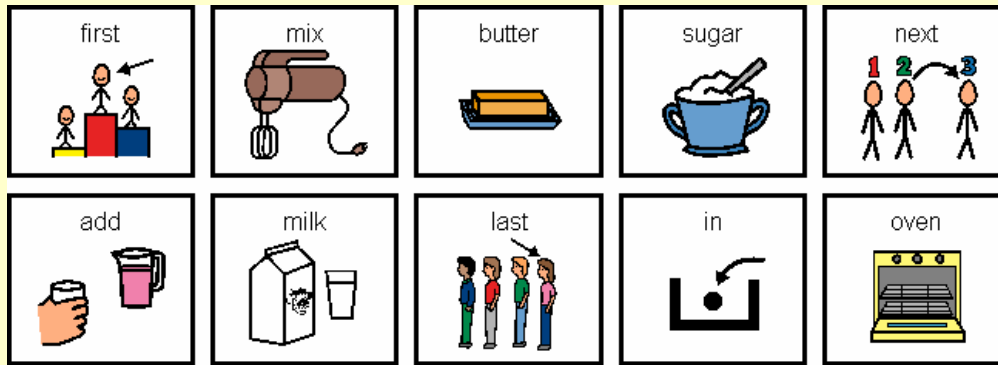
“Why is electricity dangerous?”



Language to create new meanings



Language to plan



Language to express feelings and assign mood states

“Dad found a big scary spider and he was frightened”



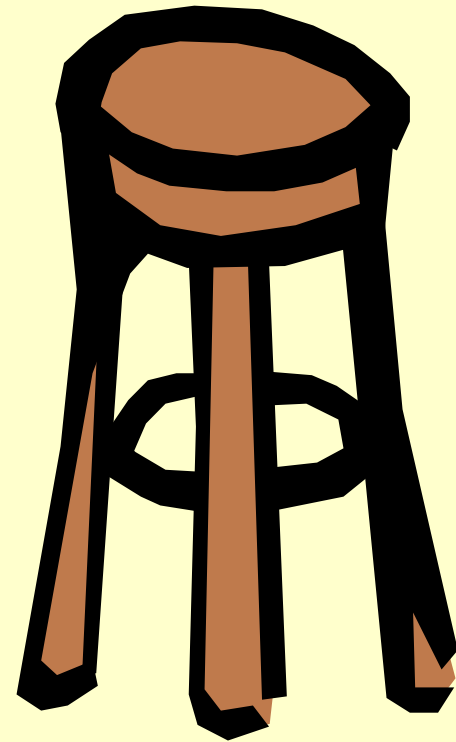
**Final Thoughts -
“Ingredients for Communicative Competence
Through AAC”**

**McNaughton
S. 2003.**

**Child - Needs and
interest**

**AAC system /
Language**

**Communication
Partner Skills**



References

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- *Harris J (1992) Language Experience and Early Development* Hove:Laurence Erlbaum Associates
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