Meaningful Participation! 3 stages

Stage 1: Signs of Engagement
- what the child likes
- what is motivating them
- what is evoking their interest

Stage 2: Engaging the Child
- using language for various functions
- communicating in 3-4 word phrases

Stage 3: Developmentally Appropriate
- using language for various functions
- communicating in 3-4 word phrases

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Picture This!
When Participation Becomes Meaningful
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Sarah Myers, MS, CCC-SLP
Judy Prehn, PT, DSc, PCS
Early Intervention Symposium
Meaningful Participation!

3 stages

Stage 1: Signs of Engagement - what the child likes?
Approaches/Responses: show toward the activities and areas of organization, partition of time the child interacts with staff.
- Reach
- Pronoun Reversal
- Laughing
- Smile
- Eye Contact - at least a semi-conscious level
- Verbalization/Non-verbal behavior

Stage 2: Developmentally Appropriate
- Visual: 3 consistent objects
- Auditory: Learning one specific sound or song
- Motor: Learning one consistent gross motor movement or skill

Stage 3: Developmentally Appropriate
- Verbal: Learning one consistent sound or song
- Motor: Learning one consistent gross motor movement or skill

Participation and Learning
AT and AAC
- Augmented Language Model
- Opportunities for participation
- Provides a visual and motoric support for a neuron connection

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"What fires together, wires together"
(Shatz)
Hebb's Law
-event that occur together are associated
-learning is enhanced by attention to relevant components (Burkhart, 2015)

-What are we doing?
-Why do we need high interest activities?
-How do we find high interest activities?
Programming:

3 Stages

*iterative process*

1. Engagement
   what does the child like?

2. Participation
   what does the family like?

3. Learning
   what is appropriate?
Stage 1:
Signs of Engagement
-what the child likes?

Approach Responses - moving toward the stimulus within 5 secs. of presentation (duration of time the child interacts with object)
  - Reach
  - Positive Vocalizations - laughing
  - Smile
  - Lean
  - Eye Contact - at least 3 continuous seconds

http://www.kennedykrieger.org

-what is child moving towards?
-how long do they play with the item?
Consummatory Response - interaction with the stimulus

- Visual stimuli - 3 continuous seconds
- Edible stimuli - eating object without spitting
- Auditory stimuli - Leaning toward music for 3 continuous seconds, rocking, or clapping to the music; vocalizing, humming
- Vestibular stimuli - rock or swing for 3 continuous seconds
- Olfactory stimuli
- Tactile stimuli - Tolerating object
- Social stimuli - Tolerating social stimulus without pushing, pulling away, or attempting to aggress for 3s
POWERFUL Learning
DIR Floortime Model
(Greenspan, 1979)
Stage 1 Engagement

Level 1: self-regulation and shared attention
Level 2: engagement and relating
Level 3: purposeful communication

focus on the learner NOT the skill
Archer Engagement and Regulation
child likes
• outdoors
• pretzels and nuts
family likes
• preschool
• communicate wants/needs developmentally appropriate
• picture-object assoc.
• regulate in transitions

when possible, use environmental modifications instead-easier to fade
Stage 2 What is Participation?

Involvement in life situations

More than body functions; more than activity
Working Toward Participation

AAC Augmentative and Alternative Communication

No Tech
- sign language
- gestures

Low Tech
- PODD Communication Book
- Tech-Talk
- PECS

High Tech
- Dedicated Communication Device
- iPad with language APP
ACTIVE ENGAGEMENT?

students have to see the purpose in what they are being asked to do

(Jablons & Wilkinson, 2001)
Participation and Learning

AT and AAC
- augmented language model
- provides opportunities for participation
- provides a visual and motoric support for a neuron connection
Positioning can facilitate participation

Positioning directly impacts:
- alertness
- vision
- socialization
- movement
- speed
- accuracy
- ease of moving and maintaining posture
Upright position promotes social interaction, increased amount of complexity of communication, maximized cognitive and motor abilities, improved use of vision, and increases the variety of life experiences.

Consider positioning for participation across environments: bathtub, sandbox, dinner table, special holiday activities.
Taking a **person perspective** allows professionals to look at the daily **experiences and strengths** of a child with a disability, rather than solely studying the effects of their health condition (Alford et al., 2014).

A strength-based approach to instruction assumes that **every child and family has strengths**, which could lie in the child, their family, their educational environment or social contexts (Rhee, Furlong, Turner, & Harari, 2001).
- Parent questionnaire/interview
- Parent input on IEP
- Reinforce positive experiences between the child and family
Meaningful Participation: 3 stages

Stage 1: Signs of Engagement - what the child likes?
- Approach: Reacting - moving toward the achive while in a state of anticipation placement or forming a plan.
- Reach: Physical Interactions - touching, laughing, smiling, or crying.
- Articulation: Expressive Communication - attempting to express thoughts or desires.

Stage 2: Engaged in the Learning Environment - what the child enjoys?
- Participation: Social Interactions - playing or talking with others.
- Learning: Cognitive Development - processing new information or skills.

Stage 3: Developmentally Appropriate
- 3-year-old:
  - Using language for various functions, communicating in 3-4 word phrases.

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Stage 3 Learning

Learning has occurred when the new associations are established and consistently demonstrated.
Stage 3 Learning

ABBLS (Partington) Assessment, Curriculum guide and Skills Tracker

- task analysis of skills needed to communicate and learn
- aids in identifying specific skills

*comprehensive look at early skills

Basic Learner Skills
A. Cooperation and Reinforcer Effectiveness
B. Visual Performance
C. Receptive Language
D. Imitation
E. Vocal Imitation
Stage 3 Learning

PEDI
Pediatric Evaluation of Disability Inventory
(Haley, et al., 1998)

• Part 1: Functional Skills
  self-care
  mobility
  social
• Part 2 and 3: Caregiver Assist.
  and Modification
Criterion Referenced vs. Functional Assessment

*Functional, age-appropriate skills are the goal; developmental sequence is not followed for children with atypical development.
Why is an appropriate assessment of skills important? GMFCS
Stage 3

Developmentally Appropriate

3 year old:
- using language for various functions
- communicating in 3-4 word phrases

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Engagement Participation and Learning

- 18 months
- enjoys music
- minimal vocalizations
- brief purposeful eye gaze/joint attention

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Learning Through AAC

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Prompting hierarchy use for writing objectives and goals:

Cues: natural request
  verbal prompt: tell student what is expected, or ask a question
  gestural prompt: pointing
  visual prompt: picture cues
  modeling: demonstration by peer or adult
  partial physical: getting motion started or providing support
  full physical: hand over hand (peer associations formed)

Stage 3 Learning

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Positioning can facilitate participation:
- Upright position promotes an increased amount of communication, maximized motor abilities, improved posture, and increased the variety of life experiences.
- Consider positioning for particular environments (balls, balance, special holiday activities)

Taking a person perspective to look at the daily experiences with a disability, rather than focusing on their health condition (Delilah Participation)

A strength-based approach
How do we increase learning opportunities?

Instructional Strategies
• prompting
• adaptations
• environmental modifications
Prompting hierarchy use for writing objectives and goals:

Cue: natural request
verbal prompt: tell student what is expected, or ask a question
gestural prompt: pointing
visual prompt: picture cues
modeling: demonstration by peer or adult
partial physical: getting motion started or providing support
full physical: hand over hand (poor associations formed)
Guide for using prompts:
- use short phrases/sentences in words student understand
- give WAIT TIME of 10 seconds to 1 minute before repeating prompt
- avoid excessive verbal prompting
- avoid prompting student for skill he/she is able to perform
- begin with least intrusive prompt
- use prompts in conjunction with reinforcement
- FADE PROMPTS!
- when possible, use environmental modifications instead-easier to fade
Adaptations

- switch use
  - identify the most predictable, consistent movement that requires the least amount of effort
  - position the switch so that activation occurs with the identified movement and the switch can be released
  - choose the size and type of switch that works best with this movement and position
  - allow time for a response
  - activation should last between 15-30 s
  - incorporate switch use with peer play advance to two switch activities
Adapted Independent Play
Adapted Learning
Adapted Shared Reading

Why is an appropriate assessment of skill important? GMFC...
Stepping Stones to Switch Access
(Burkhart, 2012)

Learning takes place when there is intent, purpose and variation, the child will need to be monitored for fatigue and boredom. Changing of activities is encouraged to keep motivation high.

step 1: single switch- cause and effect
step 2: single switch-multiple locations & multiple functions
step 3: two switches-two functions
step 4: learning two switch step scan
step 5: two switch step scan-errorless learning
step 6: two switch step scanning to a target
step 7: two switch step scanning for accuracy
step 8: two switch step scanning-reducing time
Learning through Switch Use
Switch use with peers

Co-Planned Sequence Social Scripts (Burkhart, 2012)

- Hey! Can you push me please?
- You need to check my brakes.
- Ready to go?
- I'll tell you when...
- 1, 2, 3, Goooo!
- Let's go faster!
Environmental Modifications
- lighting
- screens
- FM system
- preferential seating
- picture cues
- object placement

- Posture
- Smiling
- Lodging
- Eye care
- software
- Walking
- Handbook
Environmental Modification
Delilah

child's preferences/strengths
- listening
- social play
- music
- push activated light-up toys

family's preferences/needs
- clearer communication
- pre-academic work (letters and numbers)
- walk

developmentally appropriate
- target 3-4 word phrases
- assume knowledge with modifications
- letter-sound identification (CVI adaptations)
What is CVI?  
(Roman-Lantzy, 2007)

-leading cause of VI (Skoczenski Good, 2004)  
typical ocular functioning  
-insult to the brain (CP, IVH, Asphyxia, Hydrocephaly, CVA)

CVI Characteristics:  
-attraction to light  
-attraction to movement  
-absence of visual reflex  
-difficulty with hand-eye coordination  
-difficulty with viewing complex scenes  
-difficulty with distance viewing  
-prefer familiar items
CVI Adaptations:  
- assess with CVI Range (Roman, 2007)  
- reduce complexities  
- use preferred color/colors  
- use movement  
- provide focus time
Delilah

Engagement

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Guide for using prompts:
- use short phrases/sentences in words student understands.
Delilah Participation
Where's the breakdown?

A strength-based approach means looking at every child, not just the child, through the lens of the social context.

Stage 2 What is Participation
Involvement in life

More than body functions; more...
Learning
Meaningful Participation

3 stages

Stage 1: Signs of Engagement - what the child likes?
Approaches: Engagement - moving toward the objective while it is in progress, identification of the child's interests with objects.
- Reach
- Pretend interactions - laughing
- Touch
- Eye Contact - establishment of a reciprocal relationship of interest in the child, eye contact learning objects.

Stage 2: Developmentally Appropriate
- Visual aids - communication objects, using pictures, enhancing interaction.
- Learning objects - toys, language, interactions.
- Movement - dance, singing.
- Social interaction - talking to each other, sharing experiences.

Stage 3: Learning
- Learning objects - tools, objects for learning, learning through play, language, interactions.
- Movement - dance, singing.
- Social interaction - talking to each other, sharing experiences.

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Khloe
Steps to Learning

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Environmental Modification
Stage 3
developmentally appropriate

- Rolling object without help
- Tugging toward object
- Leaning toward object
- Turning object
- Rocking or swinging
- Pulling object
- Pushing object
- Holding object
- Rubbing eyes
- Grasping object
- Tugging object
- Pulling object
- Pushing object

you push me please?
I need to check my brakes. Go?
When...
...ool...
...ister!

Delilah
When intervention focuses primarily on needs and wants (i.e. snacks), the focus is on the preferred item (the food), NOT on the social interaction.

(Light & Drager, 2012)