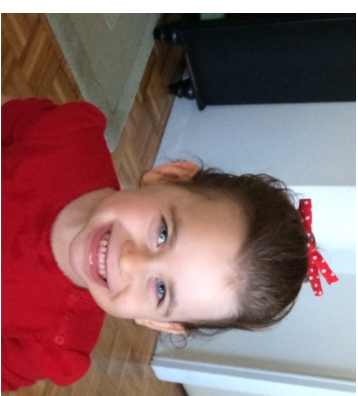


Things I Like



Writing as Communication: remnant books and personal experience stories

December 28, 2015

Elin Sheldon, M. Ed &
Dr. Caroline Musselwhite, CCC-SLP



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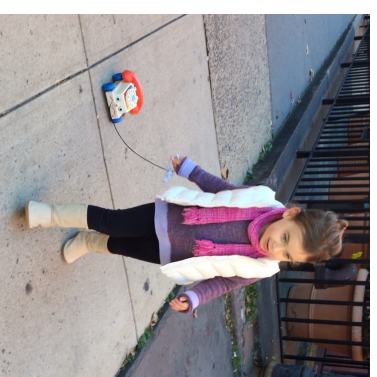
Today's Webinar

- * Understand how writing supports conversation and social interaction
- * Learn simple writing strategies to support your individual with Angelman to tell their stories

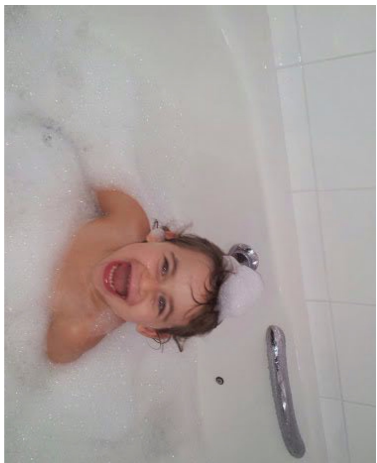


I like to ride in cars outside.

Writing as Communication



I like to walk around the city.



I like to take baths.



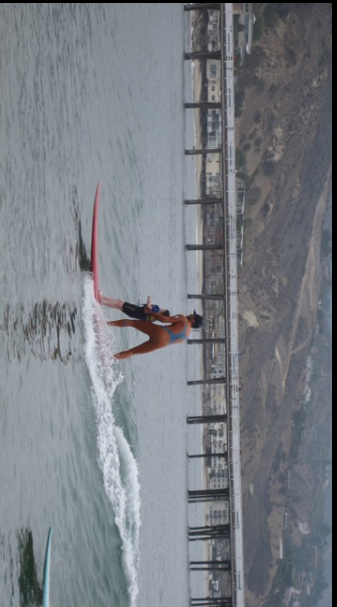
I went to Malibu.



I like to ride my tricycle.



I put on my wet suit.



Lily Grace's Surf Day



I picked my surf board.

I surfed the big waves!



I got a trophy.



I was wiped out!



Personal experience stories

- * Shares our person's personality and interests
- * Provides the basis for social interaction
- * Fosters a sense of conversation WITH our person, rather than with us as their facilitator

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Writing is simple...

It only FEELS
complicated!

Writing is just the
words we say,
written down.

Writing as Communication: Modeling Writing with Things I Like!

WEBINAR #111
October 22, 2015

Erin Sheldon, M. Ed.
Dr. Caroline Mussewrite, CCC-SLP



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Writing is communication made visual

- * Supports greater processing time because writing is slower than speaking
- * Modeling writing can reduce some of the demands of joint attention
- * Our models of writing provide a slower, more deliberate model of communication
- * Reading what we write provides repetition

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Why does writing matter?

- * Slows the process of constructing a message
- * Leaves a permanent record, therefore increases the focus on the *message* rather than *how* to say it
- * Some students learn to communicate through writing
- * Ultimately, writing with the alphabet fosters the greatest autonomy in communication

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Writing down our stories supports social interaction

- * When a story is written down, we can focus on *sharing* the story rather than *constructing* it.
- * The written story helps our person approach others and initiate interaction with a shared focus for attention.
- * Written stories highlight who our person is and what matters to them.

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Our goal is story-telling

- * Story-telling is why communication *matters*
- * The written story allows our person to embellish or comment on the story, rather than focus on getting the facts out.
- * The written story is a tool that our person can use to initiate story-telling.

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Story-telling is essential to AAC users

- * Our most emergent AAC users need to learn that story-telling and conversation is something they can participate in.
- * Our more experienced AAC users need to learn that they can tell stories, hear stories, comment on stories, and initiate stories.
- * Our most experienced AAC users can initiate writing and sharing their own stories.

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My Winter Holidays
or
My Summer Holidays
or
My Christmas Holidays
or
Something Different

I saw...

I went to...

I liked...

I did...

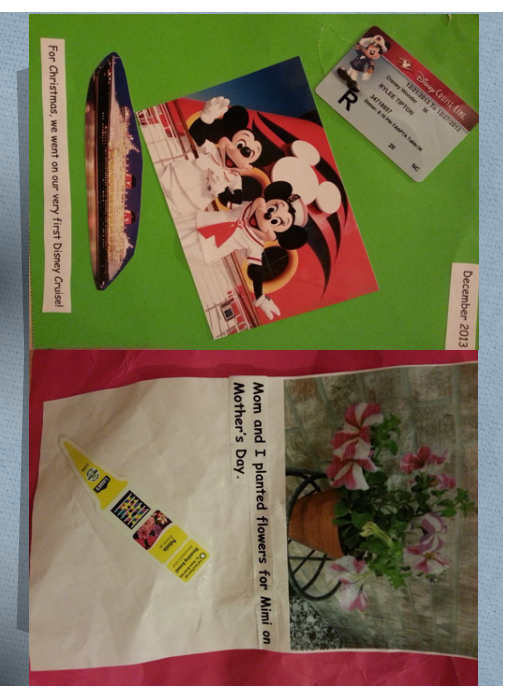
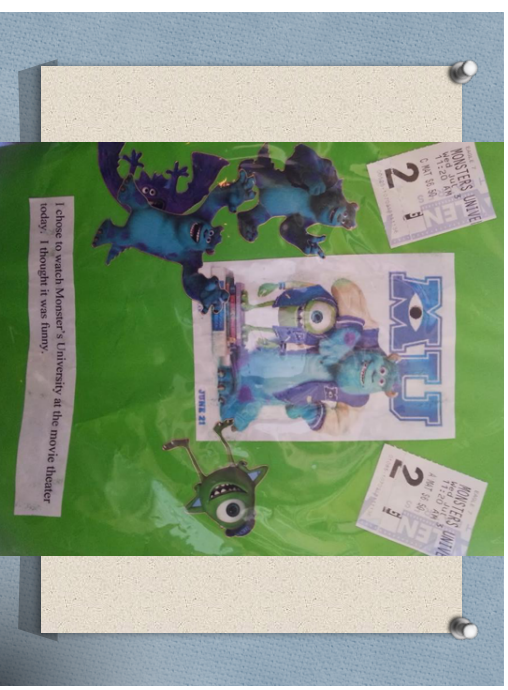
I got...

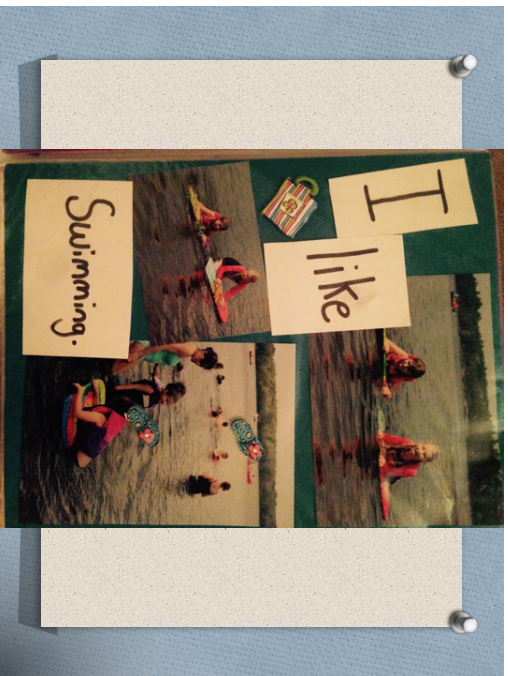
It was...

5 sentence summaries of
a personal experience...

No more!

Remnant books:
pair words with photos
and other tangible clues
associated with an experience.





How to write stories:

Invite your person to participate



- Select your tool**
- Paper: construction, cardstock
 - Durability: lamination, page protectors
 - Digital: computer, iPad
 - Software: PowerPoint, Word, Keynote
 - Apps: Pictello

- Instructional framework**
- * **Mastery: Alone: What will YOU (the student) do**
Use the skill for functional, personally meaningful purposes
 - * **Participation: With: What will WE (together) do**
Scaffold the person to imitate, explore, and participate, with your support and encouragement
 - * **Awareness: To or For: What will I (the teacher) do**
Provide a model for the person to become aware of and observe without any expectation of participation or performance
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Modeled writing

- * Makes explicit the process of constructing a message: word-by-word and letter-by-letter
- * Demonstrates the WHY
- * Provides practice for US in using the tool
- * Shared writing provides repetition with variety

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Research Highlights

Face - to - Face

- Respondent role
- Turntaking patterns unequal
- Peer-to-peer interactions rare and brief

Choose a message

- * Start with the student's AAC
- * Set a topic
- * Model writing the message with AAC, then transcribing to paper
- * Model and create opportunities to read and share the message

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Why Do AAC Users Have Trouble Starting & Maintaining Topics?

Culp (1988) suggests the following factors:

- vocabulary constraints
- rate & timing of message delivery
- physical effort required
- limited environmental experiences
- partner behaviors

Topic- Setting!

Dr. Caroline Ramsey Musselwhite
www.aacintervention.com

Topic Setter Notebook

Save 'Remnants'

- ticket stubs
- postcards
- napkins
- bulletins
- lock of hair

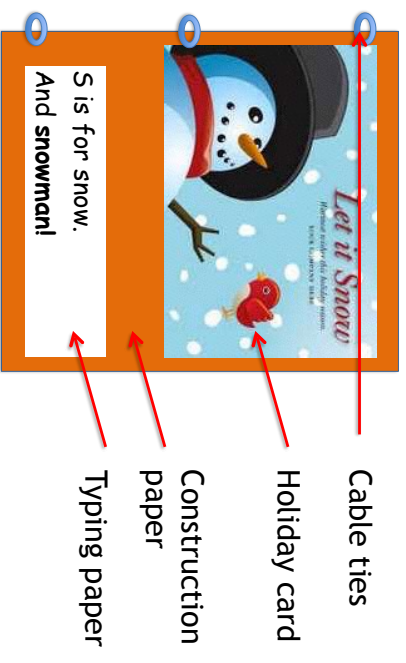
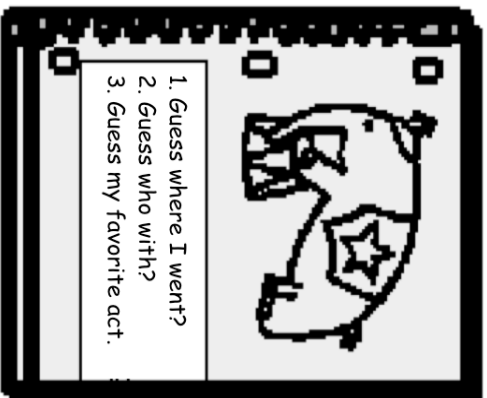


Idea: David Beukeleman

Make A Holiday Card 'Book'



Idea from Dr. Gretchen Hanser



Multiple Choice On Front / Answers on Back

- 1) Guess where I went?
 - a) The zoo
 - b) The movies
 - c) The circus
- 2) Guess who with?
 - a) Mommy
 - b) Nana & Grande
 - c) Aunt Cindy

- 1) The circus
- 2) Nana & Grande
- 3) Tightrope walker

Possible next steps:

- **Observe** what questions people are asking your person right now: the ones that come up repeatedly are good topics for writing!
- **Select a tool for writing:** paper and photos? Lamination? iPad or computer?
- **Model writing**
- **Invite** your person to participate as much as possible!

Questions?



Thank You!

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