Rett Syndrome

“Light Tech” Communication
part 2
The Power of PODD:
Autonomous Communication for
Beginning Communicators

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Currently we Often Offer a
Limited Set of Choices

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What Would You Really
Rather be Doing
Right Now?

Here are Your Choices:

Go Bowling
Play Ping Pong

AAC
What is our Long Term
Destination?

Being able to say:
What I want to say,
whenever I want to say it,
to whomever I want to say it to

Will She Take it to a Party?
It’s about building Language and Interaction

Not just learning vocabulary or answering questions correctly


don’t Already Know

Not Know what Another Person is Thinking

Communication is About

Communication is Messy

Dynamic and Raw - Not Edited and Polished

Not Sterile Like Performing a Script

Not a One Way Process - Dependent Upon the Communication Partner’s Responses - Not All Thought Out Ahead of Time

When the Goal is Communication, We Need to Accept and Expand Upon Whatever the Child Does

Communication Happens “At Any Time” - Not Just an Activity

Communication Autozymy

(von Tetzchner & Grove, 2003)

* Must be the Child’s Message - Even if She Needs Help to Communicate it

* Not Just a Response to the Options Provided by Others

* Responsible for her own message

Communication is Constantly Occurring

* In any activity, communication may be:

  * The primary goal

  * A necessary component to achieve another goal

  * An enhancing component
Imagine:

* You are a teenager with Rett Syndrome
* Mom is dressing you and talking about what you are going to do this weekend
* Go to little brother’s soccer game
* Go to the park and watch the kids playing
* You would like to go to the mall and buy new shoes – How do you say that?

What is a PODD?

PODD Communication Books are “Partner Powered” (partners turn the pages)

Pragmatic Organization Dynamic Display (PODD) communication books

Gayle Porter

Operational Buttons on the Side

Child Points – Partner Turns the Page

* Increases efficiency / speed
* Decreases visual distractions
* Reduces tactile sensory distractions
* Can be done by the child, once he can turn the page directly without interrupting his thought process
Organization of vocabulary within PODD

- According to the individual's communication function and discourse requirements
- Categories, activity specific, topic and anecdote organizations can all be used
- Efficiency to meet communication requirements is the overriding factor

Within PODD

- Aided language development is supported - multiple page sets (communication books)
- The range of page sets reflects a developmental process as reported in the literature on both typical and aided language development
- Page sets are selected to enable the use of aided language stimulation

PODD is a Way of Organizing Vocabulary For All Day Long in Any Context
For a Range of Access Methods
High Tech and Light Tech

Created by: Gayle Porter - Melbourne, Australia

PODD is also the use of specific Methods and evidence-based Strategies for Teaching a Visual Language

How it is used, Matters!

Guiding Principles:

- Communicative:
  - Autonomy
  - Accessibility
  - Competence

- More than 20 years of development
- Gayle Porter and other colleagues with Team Input: PTs, OTs, teachers, assistants, conductors families and children
- Discussions: questions, difficulties and concerns - what did and did not work for different children
• Comprehensive, multi-page communication books for communication at “any time”

• Designed to be used receptively and expressively in natural daily contexts

PODD Communication Books are One Part of a Multi-Modal Communication Learning Environment

Different Aids for Different Purposes

Problem: Another Year, Another AAC System

How Can anyone Learn a Language that Keeps Changing?

• We need:
  • Systems that build from early language through complex syntax - without changing patterns of vocabulary organization
  • Systems that maintain similarities across access methodologies
  • Systems that enable children to talk to each other

Need to Stop Looking for the Magic Device to Fix or Cure

Learning a Language Takes Time!!!!!!
PODD provides a language structure that can grow with the child and be built upon instead of replaced.

PODD is a Graded developmental progression across different page sets:
- Increasing complexity of pragmatics, semantics, morphology and syntax.
  - Early functions (9, 12)
  - Expanded functions (9, 12, 16, 20)
  - Key word (36, 40)
  - Expanded key word (48, 70)
  - Complex syntax (90+, 100+)

Typical children learn language by being immersed in a native language learning environment, where they can freely interact with, and try out their developing skills.

Input
Spoken language development

Output
Spoken Language

Gayle Porter, 2004
Receptive Input

- Aided language stimulation (Goossens', Crain & Elder, 1992)
- System for Augmenting Language (Romski & Sevcik, 1992)
- Natural Aided Language (Cafiero, 1998)

Aided Language Stimulation

Goossens', Crain & Elder

Critical for Learning Language Pragmatics!

Model in Natural Everyday Situations

Children will learn to use their system in the way partners model it

Talking to the Child with his system:

- Validates the child's means of communication
- Gives the partner a good perspective on what the child is facing
Drill and practice is not very effective for learning language

- Language concepts need an emotional and meaningful connection to be stored in, and retrieved from memory
- Learning language in functional situations facilitates generalization
- Anything that has some intrinsic motivation for the child is more likely to be practiced in different settings and used by the child.

We Need to Create a Multi-Modal Language Learning Environment

The Challenge!

“A child who uses speech will independently select the words she wishes to use from the vast array of words she hears/sees used everyday.

A child who uses AAC will independently select the words she wishes to use from the vocabulary other people have chosen to model and, for aided symbols, made available for her to use.”

Porter & Kirkland, 1995, p.93-94

Aided Language learning opportunities don’t just happen

The Responsibility Lies with Us!

Providing Sufficient Aided Symbol Vocabulary

- To meet current communication requirements
- To stimulate further development of communication and language

Varied communication functions

- greet
- agree / disagree
- manipulate
- answer
- relate information
- ask questions
- instruct others
- ask for things
- joke
- express an opinion
- share information
- express feelings
- protest
- describe
- discuss interest
- “MAKE SOCIAL CONTACT”
- bargain
- comment
- request / attract attention
- complain
Vocabulary Growth as a function of age

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<th>Age</th>
<th>1:0</th>
<th>1:6</th>
<th>1:9</th>
<th>2:0</th>
<th>2:6</th>
<th>3:0</th>
<th>3:6</th>
<th>4:0</th>
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<td>118</td>
<td>272</td>
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<td>174</td>
<td>450</td>
<td>326</td>
<td>330</td>
<td>532</td>
</tr>
</tbody>
</table>

Based on Smith (1926) as cited by Dale (1976) & Retherford (1996)

Multiple forms of vocabulary organization have been integrated into PODD based upon the most efficient features and communication requirements for autonomous communication:

- Categories with Master Index
- Activity Specific
- Core / Fringe
- Topic / Subject (curriculum)
- Anecdote - scripts and stories

PODD Communication Systems:

- Comprehensive Personal Communication Systems - Always with the person
- Use a variety of organizational strategies based upon efficiency
- Contain core and fringe, general and individual vocabulary
- Range of communication functions
- May contain Activity Specific pages
- Enables natural branching to move through pages

PODD Communication Systems: High-tech + Light-tech

One child’s experience:

- age 2 - direct select 9 items on page
- age 3 - began partner-assisted scanning and some eye-pointing more items on page
- age 5-6 - began partner-assisted scan in combination with eye-pointing on a PODD with 70 items per page
- late elementary school - single switch scanning on a device as well as continued to use light tech PODD

One child’s experience:

- moved to coded access for light tech and continues to use single switch scanning on her high tech device

Section? Color? Number?
One child’s experience:

- I use my communication book with my friends... why?... because it gives them something to do.

- I use my high tech communication device with my Mom at home... why?... because she is always saying “wait a minute”.

PODD Resource
Direct Access templates

- Printable book:
  Porter (2007) Pragmatic organization Dynamic displays (PODD) communication books

- Step by step instructions
  - Information files
  - Construction files

- Additional vocabulary ideas

- Template folders

PODD
Template folders

CD1
One page opening & Group books

CD2
Two page opening

CD3
Two page opening plus side panel

Information Files and Construction Files

Construction
9 per page expanded functions
Modified for pick up and give/show access

Selecting pages to include with pick up and give/show access.

Pick up and give/show access requires two copies of each page. One copy becomes a page in the book. The second copy is cut into individual cards and attached to the book page with Velcro®. The individual cards and attaching cards can be stored in the extra pockets in the back of the communication book. This precludes the use of pick up and give/show access for each page in the 9 per page expanded functions POCD as such a book would be too thick and heavy for practical use. It is therefore necessary to prioritize and select which pages will be.

Acknowledge that Communication is a priority!

“Communication is the essence of human life”
ASHA, 1991

Communication allows us to:
- establish relationships
- express our personality
- demonstrate and share our knowledge
- ensure that our needs are met and our wishes are considered