

## Holland Bloorview Kids Rehabilitation Hospital

### If the Book Fits, I'll Use It! Customizing Communication Books for Varying Physical Needs

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## Learning Objectives

As a result of this activity, participants will be able to:

1. Identify the benefits of the organization of vocabulary and contents of a communication book
2. Gain ideas on ways in which to enhance communication books so that they are easy to use, efficient and support language across multiple contexts.
3. Discover ways in which to customize communication books to support children with varying physical needs

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## Overview

- Who we are
  - Communication and Writing Aids Service
- Description of clients
- Overview of communication book features specific to 3 populations:
  - Children who are direct accessors
  - Children who communicate with partner-assisted (auditory) scanning
  - Children who are Blind or partially sighted
- Explore tool kit used for assessment and demonstration

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## Who We Are Communication and Writing Aids Service

- Community Program at Holland Bloorview Kids Rehabilitation Hospital (Toronto, Ontario, Canada)
- Consultative service for children ages 0-18
- One of the Ontario Ministry of Health and Long Term Care's, Assistive Devices Program communication clinics
- Expanded Level AAC Clinic
- Interdisciplinary teams



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## Who We Support

- Clients with *complex* clinical/technological needs requiring alternate access; integration of systems
- Ambulatory and non-ambulatory
- Limited to or no reliable access method
- Multiple diagnoses (can include hearing and vision challenges)
- Range of abilities and needs

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## What are Communication Books?

- Structured and personalized book with text, photos, pictures and/or symbols
- Provide efficient, cost effective, portable and flexible system of access to vocabulary and language in multiple contexts
- Allow access to vocabulary based on user's physical, visual and auditory needs
- Provide back-up to technology

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## What are Communication Books?

- Come in many different styles and sizes



- Require 'customizations' to include vocabulary relevant to the user

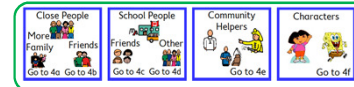


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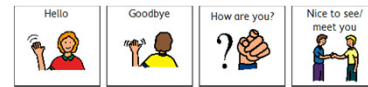
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## What are Communication Books?

- Organized in categories and subcategories



- Include variety of vocabulary components and communicative functions



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## Presentation and Access to Vocabulary

- Support language learning and literacy
- Promote and enhance functional communication
- Presented left to right (subject-verb-object) English word order



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## Presentation and Access to Vocabulary

- Pictures/photos/symbols/text
- May be colour-coded (i.e., Fitzgerald Key)
- Includes alphabet and numbers



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## Communication Book Features

- Front cover
  - Identifies the individual

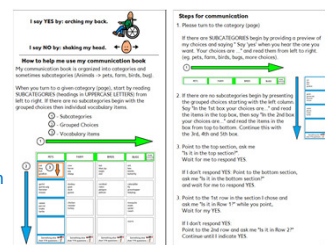


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## Communication Book Features

- Instructions
  - Clear and concise instructions on how individual communicates
  - Pictures to depict features of book and/or representation of how the user responds



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## Laurel's Laws

1. When I am using my communication book, please read the items aloud when I point to them.
2. Please make sure my book is available to me so that I can use it when I need it.
3. Do not touch my communication book without my permission!
4. Do not guess what I am saying with my communication book. Give me time to tell you my message.
5. When I am using my letterboard, if you know the word I am spelling, please say it aloud. I will tell you no if you are wrong or go on to the next word if you are right.
6. Please be patient.

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## Communication Book Features

- Table of contents
  - Supports the user in navigating to a specific page
- Directory
  - Assists the partner in locating vocabulary quickly (e.g., for modeling opportunities)



DIRECTORY	
ACTIONS..... 21	PEOPLE..... 1
ALPHABET..... ABC	Chimpanzee..... 29
ANIMALS..... 18	Classroom..... 1
Body Parts..... 10	Family..... 12
Calendar..... 11	Friends..... 12
Days of the week..... 11a	Me..... 12
Months..... 11a	School Friends..... 12
CHART..... ?	Small People..... 12
About Me..... 12	Places..... 12
About You..... 12	Home..... 12
CLOTHING..... 14	Library..... 12
COLORS..... 17	PLAY (DO SOMETHING)..... 4
DESCENDING WORDS..... 22	Books..... 12
	Computer..... 12

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## Communication Book Features

Personal Communication Passports (developed by Sally Millar in 1991 alongside a similar approach called 'Client Books')

- Organizational method of recording important information about an individual
- Used to:
  - Share information
  - Identify needs
  - Support transitions (new classrooms, camps, etc.)

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This book is about me!

My name is Ariel

Please read!

This book will help you to get to know me and how I communicate.

Page Index

1. All about me
2. You need to know
3. My Family
4. My Friends
5. Special people, special things
6. Things I like to talk about
7. How I communicate
8. How I communicate (2)
9. You can help me communicate
10. Fun things I like to do
11. Places I like going
12. Things I don't like
13. I'm working on this...
14. Help!
15. Eating and Drinking
16. What's my eyesight like?

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## Communication Book Features

**Food**

Please refer to tab (H) to feed me safely

**Eating and Drinking**

- I do not have any food allergies
- How you can help:
  - I am fed by mouth, but someone needs to feed me
  - Please make sure to give me small bite sizes

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## Communication Book Features

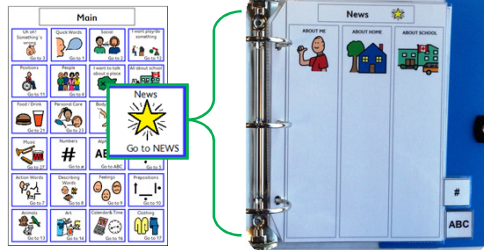
• Tabs

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## Communication Book Features

- Home-school sharing/news



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## Communication Book Features

- Please add vocabulary to my book



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## Presentation and Storage of Vocabulary

- Size and thickness of book
- Horizontal or vertical orientation



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## Presentation and Storage of Vocabulary

- Binder with flap to protect tabs
- Carrying strap or case/bag
- Walker with basket



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## Presentation and Storage of Vocabulary

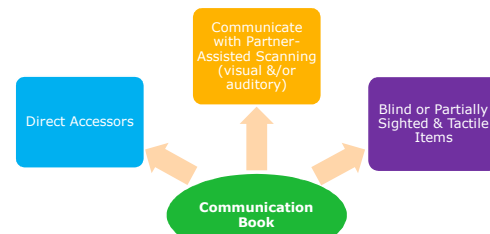
- Ease of updating materials



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## Communication Books in More Detail



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## Direct Accessors

- Weight/size
- Growth of vocabulary
- Categorization of tabs
- Core flap
- Durability



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## Partner-Assisted (Auditory) Scanning

- Detailed instructions
- Identification and description of response signal and processing time
- Table of contents with links via numeric tabs
- Lists



Lists	
Present only 4 items as a choice when using lists.	
<b>Book List</b>	<b>TV List</b>
Franklin Books	Peg and Cat
Clifford Books	When the Knight
Cars	Bubble Guppies
Don't Let the Pigeon Drive the Bus	Octonauts
Something else. Ask me Y/N	Something else. Ask me Y/N

- Communication passport with links via alpha tabs

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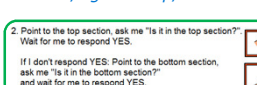
## Partner-Assisted Auditory Scanning

- Auditory and visual scanning

– Row-column



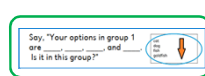
– Left/right or top/bottom + row-column



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## Partner-Assisted Auditory Scanning

- Auditory only



**Steps for communication**

1. Please turn to the TABLE OF CONTENTS page (first page of my book).
2. Please read the items in each group (I will be moving top to bottom, left to right).  
Say: "Four options in group 1 are \_\_\_\_\_ and \_\_\_\_\_ is it in this group?"  
a. If I respond 'yes' by arching my back upwards, please slide each item in the group from top to bottom (reading the back cover as it is turned), arching 1 second between each, until I respond 'yes' by arching my back upwards to make my selection.  
b. If I respond 'no' by turning my head/eye away to the left, please move to the next group of items and repeat step 2 above.
3. Some of my choices have a number beside them (eg. Go to number 1). If I select one of these items please turn to the page associated with the number and continue step 2 above so that I can make a selection on the page.
4. Some of my pages have column headers.  
If you turn to a page with a column header, please read the headers from left to right until I respond 'yes' by arching my back upwards, and then follow step 2 above to provide me the choice in the column.  
5. If I choose "something else" it is because what I want is not on the page. Please offer me other choices based on what we are talking about (playing 1 second longer on what we are talking about) until I respond 'yes' by arching my back upwards to make my selection.  
Please keep track of the extra things I choose so that we can include them in my communication book for next time. There is a blank page on the back inside cover of my book where you can write items to add.  
**Remember:**  
- Always move from top to bottom, left to right, providing me choices in groups of 4 and present every option.  
- If I choose something that is not available, let me "not today" and ask me to choose something else.  
- Please make sure to read the back cover for more.  
- Please watch for my yes and no responses as sometimes they may be subtle. If you need me to clarify my response, please ask me.  
- Please speak clearly.

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## Blind or Partially Sighted and Tactile Input

- Input from vision itinerant teacher, vision rehabilitation worker, functional vision assessment
- Size of items
- Background colour
- Spacing between items
- Type of image/symbol
- Location in space with which the visual field is supported



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## Blind or Partially Sighted and Tactile Input

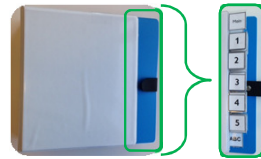
- Size of displays = standard Braille paper
- Texas School for the Blind symbol set
- Shape
- Texture
- Object
- Braille
- Text



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## Ideas to Consider

- Clear concise instructions and indication of response
- Vocabulary collection sheets
- Easily accessible (pockets, baskets, mounting, should strap)
- Protection for tabs



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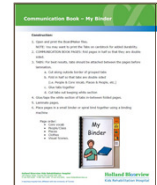
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## Ideas to Consider

- Multiple languages
- Inclusion of an alphabet
- CD copy for updates with files and instructions
- Ability to trial sample book



Alphabet					
E	A	R	D	U	V
T	O	I	L	G	K
N	S	F	Y	X	
H	C	P	J	Q	
M	B	W	Z		



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## Sample and Assessment Kit

- Means to trial and demonstrate materials
- Includes variety of communication book layouts and styles
- Vocabulary available interacts with 3 stories for structured activities
- Items include display of maximum vocabulary available

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## Questions

Thank You



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