Welcome to today’s mini-training!

• Thank you for joining our training.
• This training will be recorded and archived on our website.
• The presentation will be approximately 30 minutes and will be followed by 15 minutes for questions and discussion.
• If you’d like to ask a question or make a comment, you can post it in the Chat or click the Raise Hand in your Zoom toolbar.
• “Raised Hand” questions and comments will be responded to after the presentation during our discussion time.
• To speak when called upon during the discussion, find the microphone icon on your Zoom task bar and click “Unmute”.
• A link to any handouts will be posted in the Chat.
Total Communication Approach

California Deafblind Services
Virtual Training
Date March 23, 2021

The contents of this PowerPoint presentation were developed under a grant from the US Department of Education, #H326T180015. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Susan Weigert.
3 Important factors about communication

**Everyone communicates**

Everyone has a need to communicate

Top 4 reasons are:
1. To obtain things we want
2. To refuse things that we don’t want
3. To engage in SOCIAL interactions
4. To seek or provide information

**Everyone communicates differently**

- Formal
- Non-Formal
What is Total Communication Approach?

“Is about finding and using the right combination of communication methods for each person. It is knowing each individual’s unique means of communication, and see what communication approach works best in order to connect and ensure successful interaction, and supports information exchanges and conversations”

Sense,
Communication Methods

Formal communication/or:
- Speech
- Signed communication
- Signed language
- Written communication
- Pictures, drawings
- Voice output boards, etc.

Non-formal communication examples:
- Gestures
- Making sounds
- Body movements
- Eye gazed
- Breathing patterns
- Facial expressions
- Behavior
Let’s meet Norman
Early days without guidance and support

- Anticipating Norman’s needs
- Anticipating familiar activities, using object and touch cues
- Interacting through play (cause and effect)
- Learning to understand Norman’s mode of communication
- Sharing it with others, teachers, therapists, doctors, nurses, family and friends.

Finally, I was introduced to deafblind resources through written material, workshops, TA from CDBS and then joining the CDBS team.
My Concerns as a Parent

- How is my son communicating his wants and needs? Anticipated needs???
- How are they handling his wants and needs?
- How is the school staff and peers communicating with my son?
- Is my son feeling isolated and detached from peers and school staff due to his dual sensory loss?
- Are they giving him the opportunity to express himself
- Does he have a communication system? And if so, is it available at all times?
- Is that system documented?
- Is he socializing
All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence. Beyond this general right, a number of specific communication rights should be ensured in all daily interactions and interventions involving persons who have severe disabilities. To participate fully in communication interactions, each person has these fundamental communication rights:

National Joint Committee for the Communication Needs of Persons With Severe Disabilities (NJC)
Design and Organization of the Communication Matrix

Involves four major aspects of communication:
1. 4 of the earliest reasons for communicating
2. 7 levels of communication,
3. 24 specific messages that someone expresses and
4. 9 categories of behaviors someone uses to communicate
Four Earliest Reasons to Communicate

4 Reasons to communicate

1. **Refuse** things that we don’t want
2. **Obtain** things that we want
3. Engage in **social** interaction
4. Provide and seek **information**

7 Levels of communication

1. Pre intentional behavior
2. Intentional behavior
3. Unconventional communication (pre-symbolic)
4. Conventional behavior (pre-symbolic)
5. Concrete symbols
6. Abstract symbols
7. Language
## 24 Specific Messages

<table>
<thead>
<tr>
<th>Level</th>
<th>Refuse</th>
<th>Obtain</th>
<th>Social</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>-Expresses discomfort</td>
<td>-Expresses comfort</td>
<td>-Expresses interest in other people</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>-Protests</td>
<td>-Continues an action</td>
<td>-Attracts attention</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
<td>-Obtains more of something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>-Refuses or rejects something</td>
<td>-Requests more of an action</td>
<td>-Requests attention</td>
<td>-Answers &quot;Yes&quot; and &quot;No&quot; questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Requests a new action</td>
<td>-Shows affection</td>
<td>-Asks questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Requests more of an object</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Makes choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Requests a new object</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td></td>
<td>-Requests objects that are absent</td>
<td></td>
<td>-Names things or people</td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td></td>
<td></td>
<td>-Makes comments</td>
</tr>
<tr>
<td>Level</td>
<td>Behavior Category</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Body Movements</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Early Sounds</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Facial Expressions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>II</td>
<td>Body Movements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Sounds</td>
<td></td>
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<tr>
<td></td>
<td>Facial Expressions</td>
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</tr>
<tr>
<td></td>
<td>Visual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Body Movements</td>
<td></td>
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<td>Early Sounds</td>
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<td>Facial Expressions</td>
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<td>Visual</td>
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<td>Simple Gestures</td>
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<td></td>
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<td>IV</td>
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<tr>
<td>VII</td>
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</tbody>
</table>
Action Plan and Team Work
(definitely a bumpy road)

• Team meetings
• Finding more and more resources
• Assessing Communication by completing “Communication Matrix”
• Setting IEP communication goals (Expressive and receptive)
• Home and school communication and collaboration
• Re-assess once goals were met
Working as a team “More informed collaboration”

• Expressive communication
• Receptive communication
• Anticipation cues, touch, object.
• Routines
• Choice making
• Hand-under-hand
• Socialization
• Inclusion
• Moving forward once a goal was met
## Example of Communication Matrix

### Results

<table>
<thead>
<tr>
<th>Activity</th>
<th>Object</th>
<th>Sign</th>
<th>Spoken word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat</td>
<td>Spoon</td>
<td>ASL “eat”</td>
<td>Eat/comer</td>
<td>Picture of food jar</td>
</tr>
<tr>
<td>Drink</td>
<td>Plastic cup/ juice box/can of formula</td>
<td>ASL “drink”</td>
<td>Drink</td>
<td>Picture of object</td>
</tr>
<tr>
<td>Toileting</td>
<td>Diaper</td>
<td>Touch cue</td>
<td>Diaper change</td>
<td>Picture of toilet</td>
</tr>
<tr>
<td>School bus</td>
<td>Seat belt and buckle</td>
<td>Home sign “lift”</td>
<td>Bus</td>
<td>Picture of bus</td>
</tr>
<tr>
<td>School</td>
<td>Backpack</td>
<td>ASL “school”</td>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Visit to granny</td>
<td>Special backpack</td>
<td>ASL “go to granny’s”</td>
<td>Let’s go to granny’s</td>
<td></td>
</tr>
<tr>
<td>Visit friends</td>
<td>Gift back with tissue paper</td>
<td>ASL “go with friends”</td>
<td>Let’s go with friends</td>
<td>Picture of friends</td>
</tr>
<tr>
<td>Park</td>
<td>Piece of chain</td>
<td>ASL “Swing”</td>
<td>Park</td>
<td>Picture of swing</td>
</tr>
<tr>
<td>Bath time</td>
<td>Scrub</td>
<td>ASL “shower”</td>
<td>Shower</td>
<td></td>
</tr>
</tbody>
</table>
Resources

- Total communication approach
  https://www.sense.org.uk/get-support/information-and-advice/communication/non-formal-communication/
- Communication Matrix
- Remarkable Conversations by Barbara Miles
- Communication Understanding Communication Principles (OHOA Module)
- Routines in Communication
  https://www.tsbvi.edu/distance/communication/routines/introduction/index.html
- Getting Started with Object Communication
  https://www.sfsu.edu/~cadbs/Spring05.pdf#page=5
- Home Talk
- Routines in Communication
  https://documents.nationaldb.org/HomeTalk.pdf