

# What Are We Saying?

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# I can...

- Recognize different types of communication
- Identify the relationship between communication and behavior and social skills
- Name strategies for encouraging communication in the natural environment

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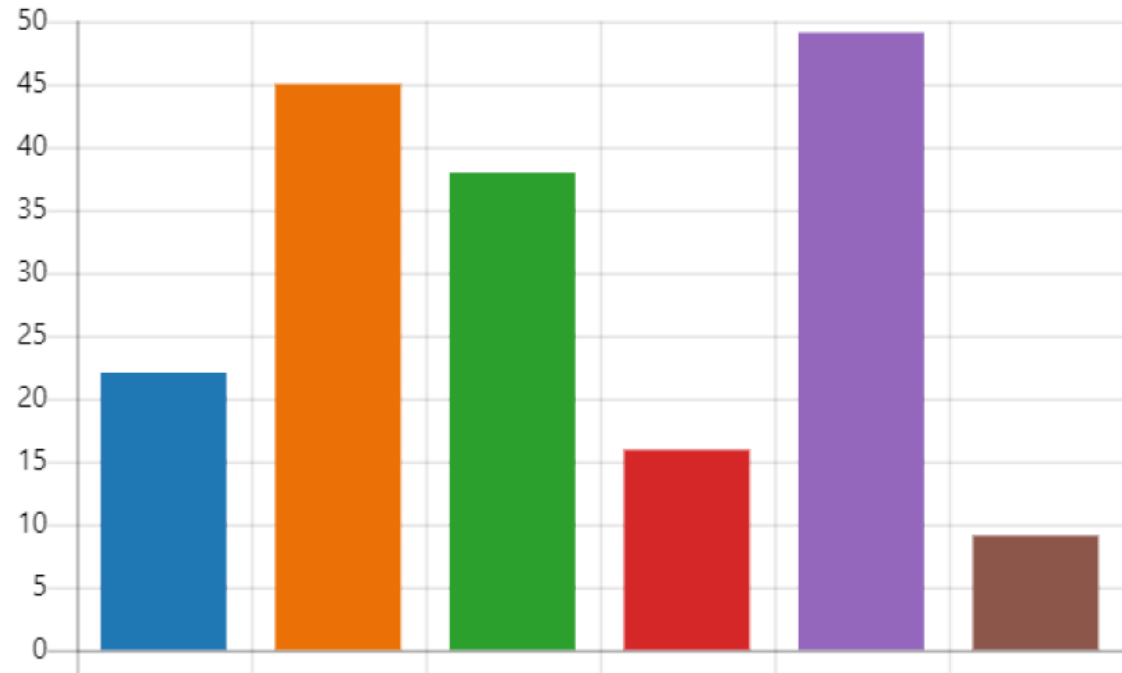
# Needs Assessment Survey

- 56 Parent Mentors responded to our survey
- 89% of our mentors receive requests for information about autism
- Helpful information categories identified:
  - Behavior and Social Skills Support
  - Community Resources
  - General Information on Natures and Conditions of Autism

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# Survey Says...

● Communication Information ...	22
● Behavior Information & Supp...	45
● Social Skills Information & Su...	38
● Understanding the nature and...	16
● Resources	49
● Other:	9



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# Autism Facts

- 1 in 44 Prevalence
- Prevalence is higher in boys (4 boys are identified for every 1 girl)
- In Georgia, 20-30 children out of every 1,000 are diagnosed with ASD

“People with ASD may behave, **communicate**, interact and learn in ways that are different from most people.” –CDC

[New Data on Autism | CDC](#)

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# Autism Spectrum Disorders (ASD) Medical Model

- Meets criteria outlined in the DSM-5
- Persistent deficits in social communication
- Restricted, repetitive patterns of behaviors, interests, or activities.
- Severity Assessment Scale (Levels 1-3)
  - 1 - Requiring Support
  - 2 - Requiring Substantial Support
  - 3 – Requiring Very Substantial Support

[Autism Diagnosis Criteria: DSM-5 | Autism Speaks](#)

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# Autism Spectrum Disorders (ASD) Educational Model

**Eligibility and Placement is based on the adverse effect on the child's educational performance in the areas of:**

- Developmental rates and sequences
- Social interactions and participation
- **Communication(verbal and/or nonverbal)**

**Deficits may also be in the following:**

- Sensory processing
- Repertoire of activities and interests

[Autism Rules and Regulations](#)

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# Expected Communicative Abilities

Students with Autism Spectrum Disorders (ASD) demonstrate a variety of communication abilities compared to same age peers.

Although communication may look and sound different, it is still communication.

**ALWAYS  
PRESUME Competence**



# A Bit from Bonnie



# Is it Communication?

- Crying?
- Screaming?
- Physically Acting Out (hitting/biting)?
- Gesturing?
- Avoiding eye contact?
- Social distancing- standing alone?
- Gazing at an object?

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# Communication Deficits Associated with ASD



[https://vcuautismcenter.org/ta/vagoals/communication/why\\_teach.cfm](https://vcuautismcenter.org/ta/vagoals/communication/why_teach.cfm)

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# I have the right to...

- have friends!
- ask for things.
- say "no!"
- tell you how I feel.
- make a choice.
- tell you what I think!
- take and give information.



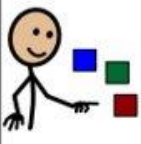
[www.asha.org](http://www.asha.org)




# Communication Bill of Rights

**Communication Bill of Rights**

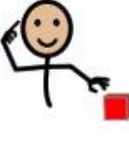
to be given real choices




to say no, refuse and reject choices



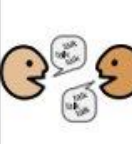
to ask for what I want



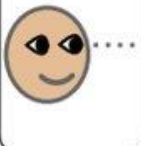
to share my feelings



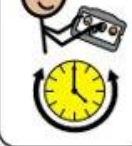
to be heard and responded to even if the answer is no



to ask for and get attention and interaction




to have and use my speech system all the time




ask and know about my schedule and world

SCHEDULE	
1.	bus
2.	reading
3.	math
4.	lunch
5.	recess


to be taught how to communicate




to have my speech system in working order and to have a back up




to be a full and equal member of my community




to be treated with respect and dignity




to be spoken with, not about



to be communicated with in a sensitive manner





**I have the right:**

From the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities. (1992). for meeting the communication needs of persons with severe disabilities. Asha. 34(Suppl. 7). 2-3. adapted by K. Al

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# Communication Terms

- Expressive Language
- Receptive Language
- Fluency
- Pragmatics
- Social Communication
- Alternative and Augmentative Communication (AAC)



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# Pragmatics-Using Social Language

- Greetings (saying "Hello" or "Good-bye")
- Informing (saying "I'm going to get a cookie.")
- Demanding (saying "Give me a cookie right now!")
- Requesting (saying "I want a cookie please.")
- Promising (saying "I am going to get you a cookie.")

[www.asha.org](http://www.asha.org)

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# Changing Language for the Listener or Situation

- Communicating differently to a baby than to an adult or friend
- Giving more information to someone who does not know the topic
- Knowing to skip some details when someone already knows the topic
- Communicating differently in a public place than at home

[www.asha.org](http://www.asha.org)

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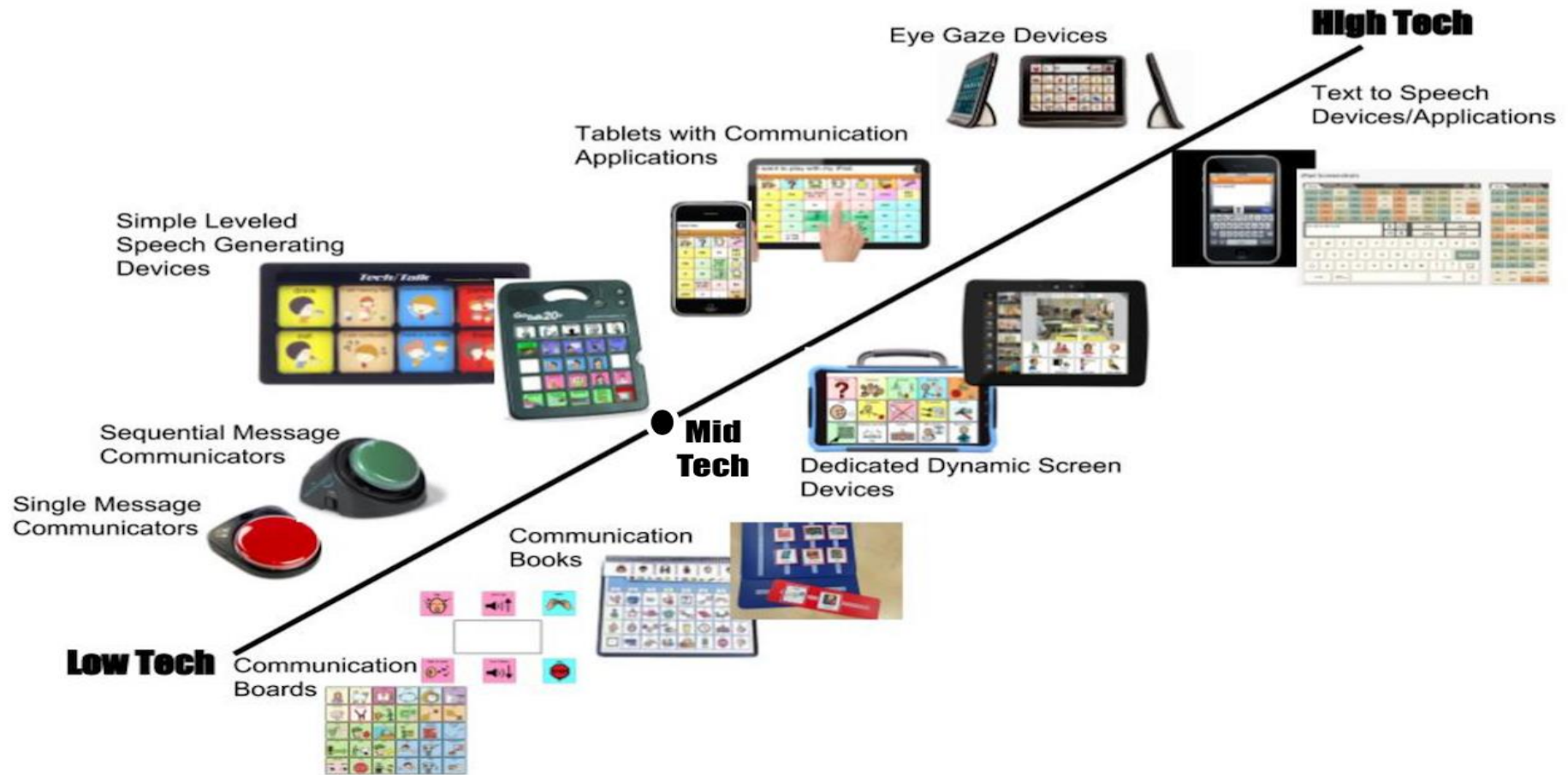
# Following Rules for Conversations and Storytelling

- Taking turns being a talker and being a listener
- Letting others know when you start talking
- Staying on topic
- Using facial expressions and eye contact
- Knowing how close to stand when talking

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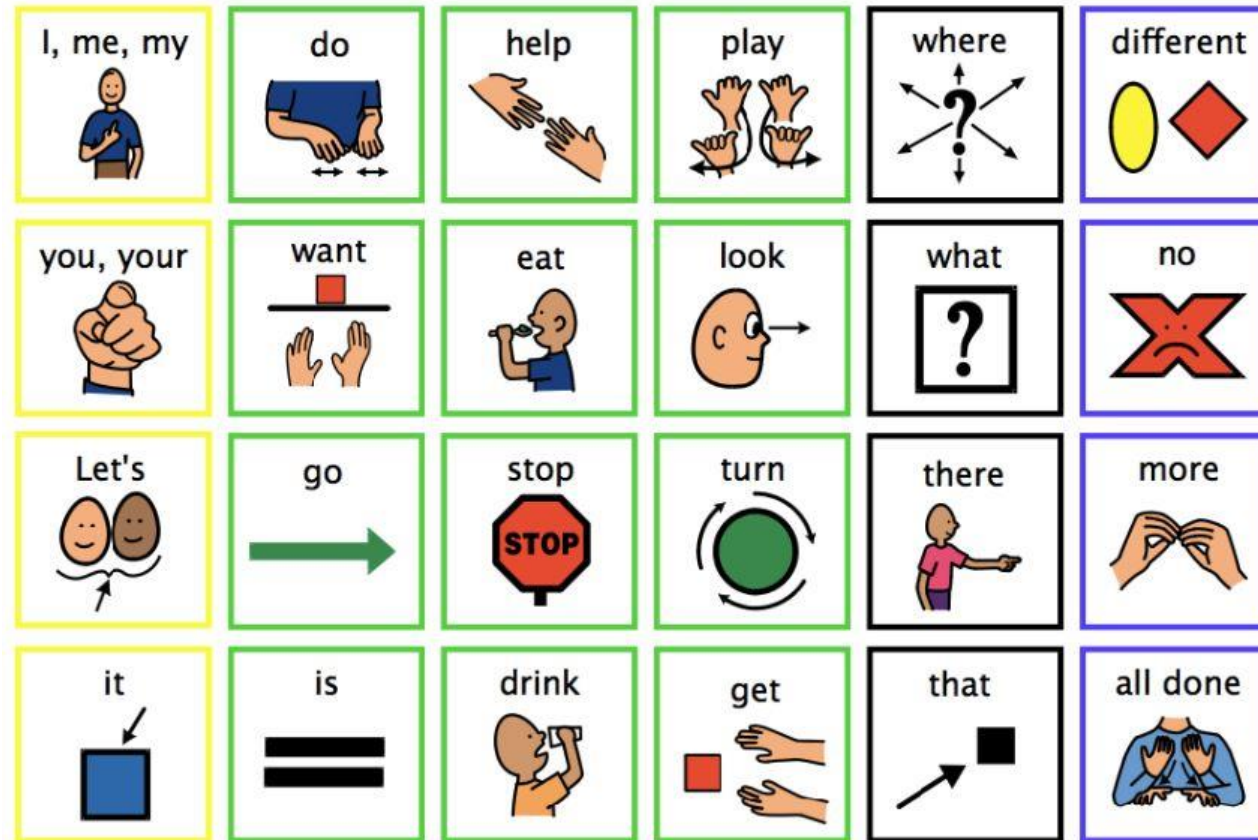
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# The AAC Tech Spectrum



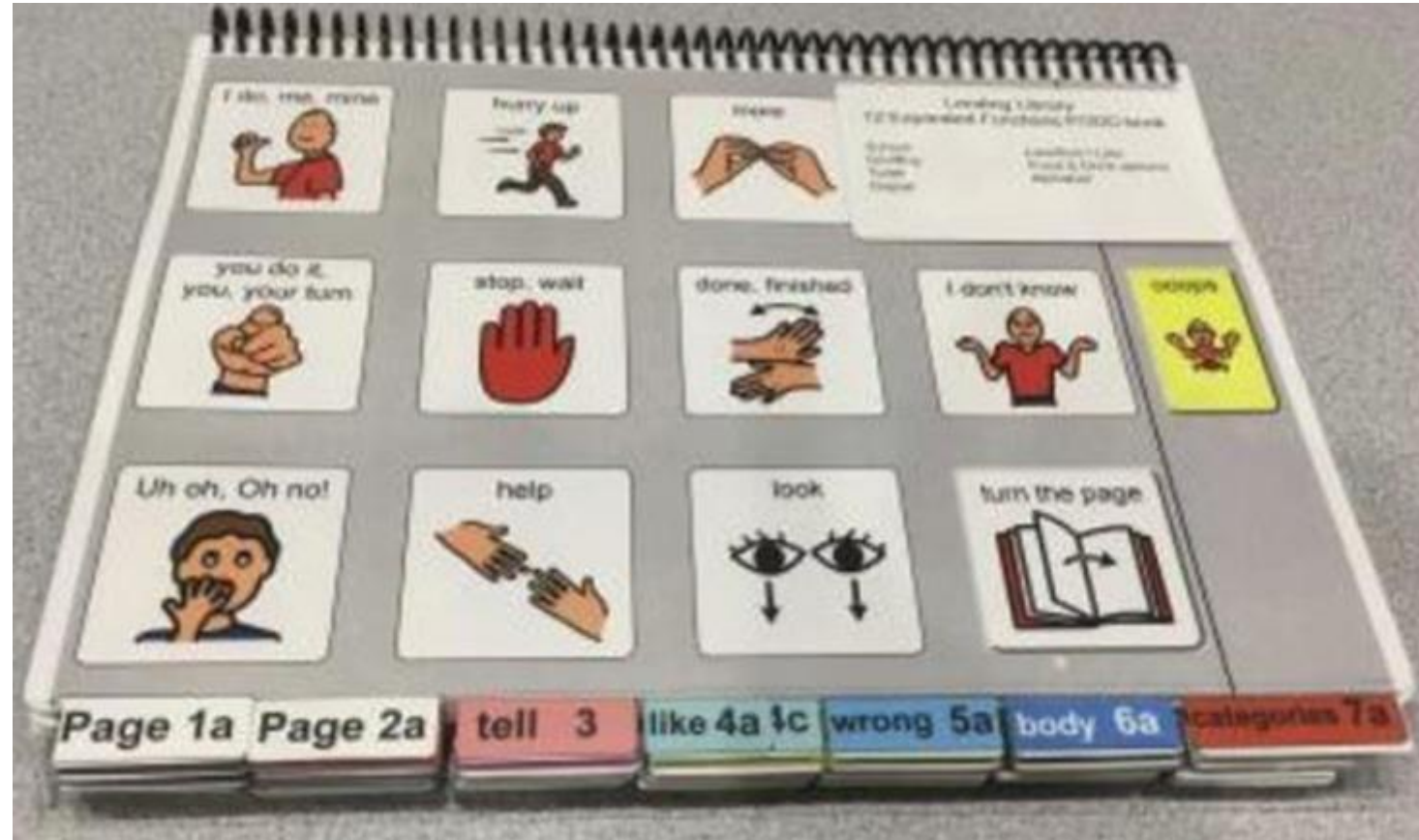
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# Communication Board



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# Communication Book



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# Communication Devices



High Tech AAC Devices



Nova Chat



Touch Chat



DynaVox

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# A Bit More from Bonnie



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# How can Parent Mentors Help with Communication?



# Encourage Parents...

- To be consistent with chosen communication
- To engage in communication with their child
- To model communication
- To read to their child



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# Teach Parents...

- How to promote language in all settings at home and in the community
- To recognize ways that their children are communicating (gestures, pictures, behavior, etc.)
- To presume competence
- To reinforce communication



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# Resources

- [Communication Bill of Rights](#) from the National Joint Committee for the Communication Needs of Person with Severe Disabilities
- [Speech and Language Resources from GaDOE](#)
- [Autism Resources from GaDOE](#)

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 [youtube.com/user/GaDOEmedia](https://youtube.com/user/GaDOEmedia)



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GEORGIA'S FUTURE**

