

# ASL AND TECHNOLOGY



# COMMUNICATION AND LITERACY

- ❑ Mum to 16 year old with Angelman syndrome.
- ❑ Formally a Biomedical Scientist, Training Manager in Microbiology.
- ❑ Now an entrepreneur, a business owner, a communication consultant, teacher of literacy, behaviour expert and life coach.

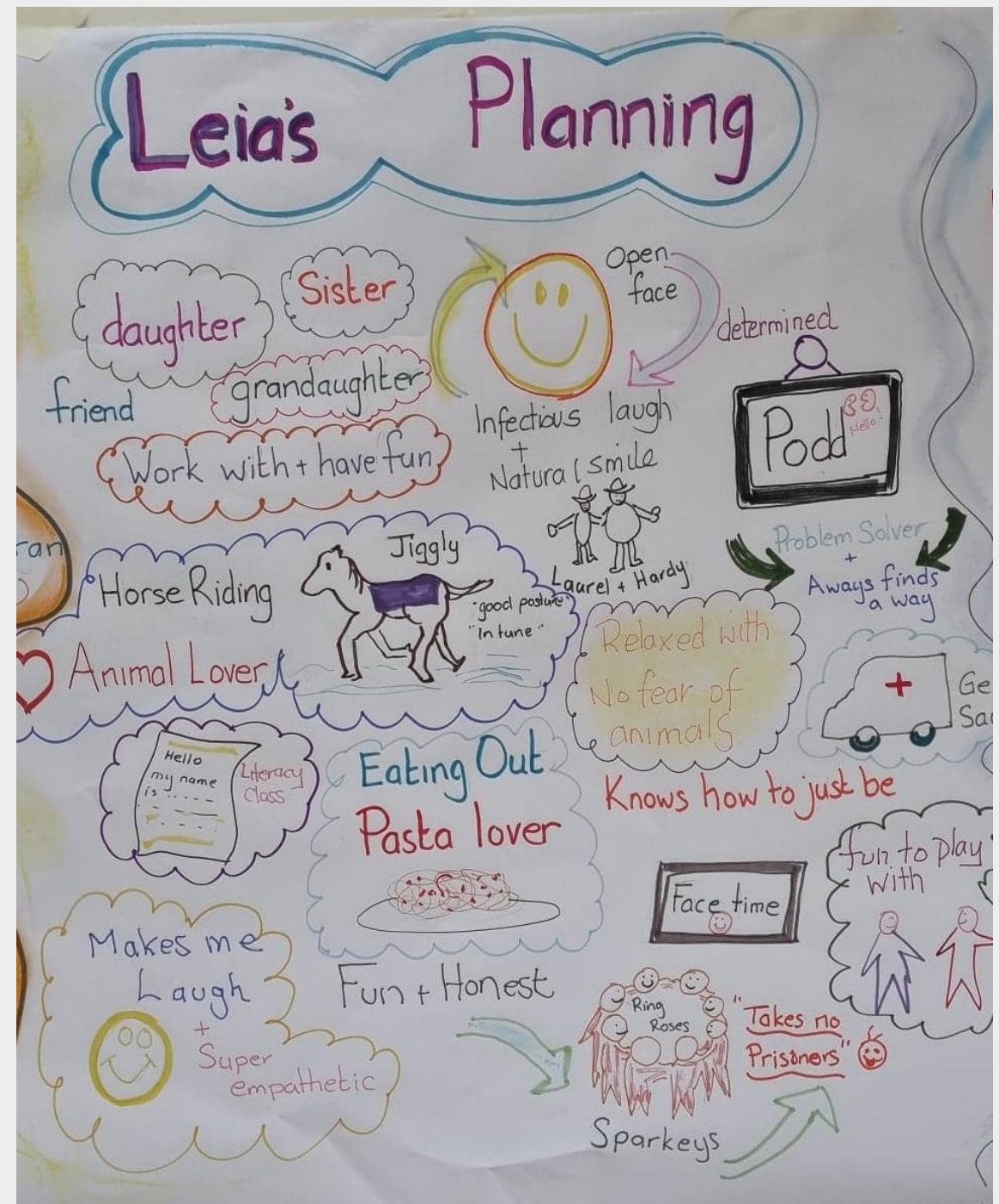


# 3 GIRLS, 3 DIAGNOSES, 3 DIVERGENT PATHWAYS?





# WHO IS LEIA?



# ASSISTIVE TECHNOLOGY

PODD book

TD Snap  
PODD

Laptop

Phone

iPad

Echo Show

Alphabet  
Resources

Core Word  
Lists

Language  
Displays

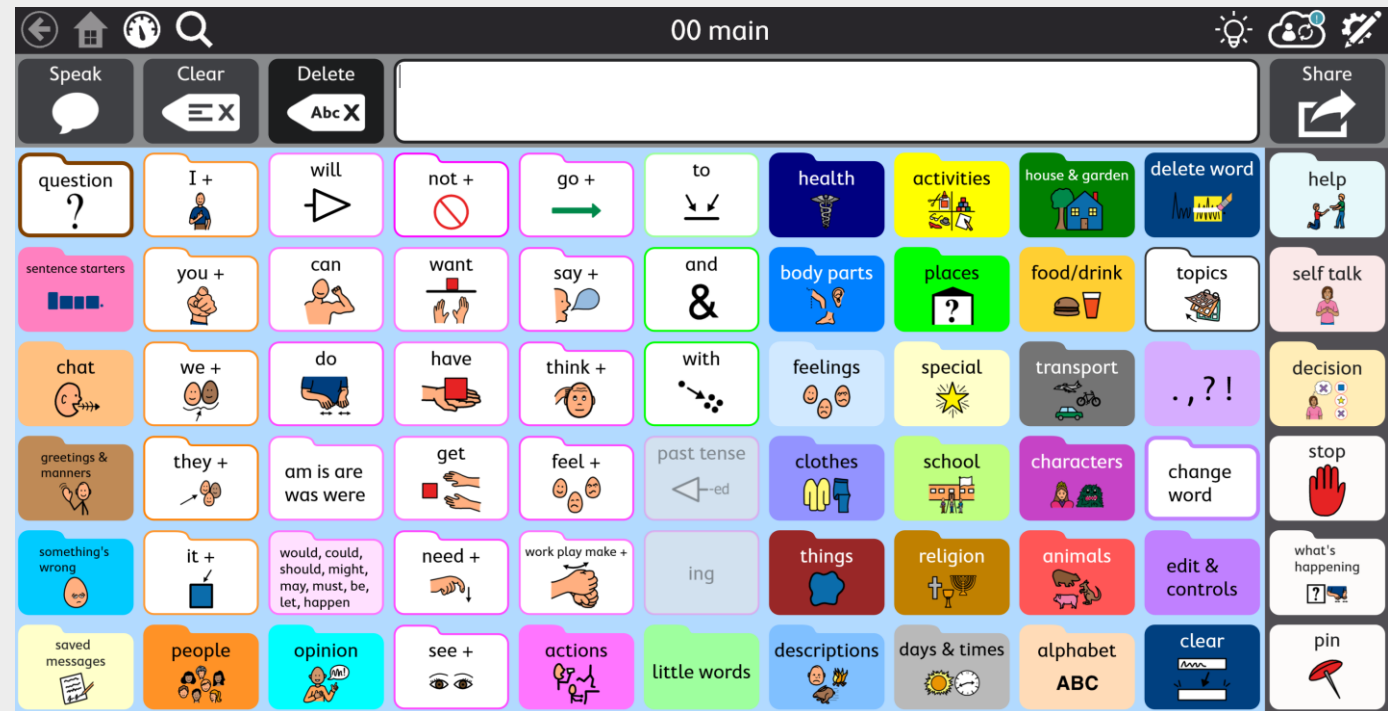
Talking Mats

Post-it  
Notes

Circular  
writing

# COMMUNICATION

- Very good non-verbal communication, including universally understood yes/no.
- Makes up her own signs we have a video of different signs and page in talker for the signs that are the same.
- Mostly uses talker at home. Did only use it people who modelled but now less stringent.





# REGULATION SUPPORTS



Talker

Weighted Blanket

Animals

Humour

People



help



Speak



Clear



Delete



Help |

Share



problem activity



I don't know what's wrong



I'm bored



I don't know what's happening



it's too loud



I can't stop thinking about food



look at me



help



use zones



I don't like this



I have too many thoughts



I need a schedule



it's too busy



I'm hungry



speak directly to me



self talk



I'm in pain



I can't wait



its too hard



I don't feel safe



I need to leave



I don't know when there will be food



I need a hug



decision



stop



help



I feel sick



its too easy



someone is missing



I need a rest



somethings wrong



Thing's that might be wrong



what's happening



what am I saying?



election



pin







# Things that might be wrong



Speak



Clear



Delete



Help help |

Share



basic need



safe



food



I am in pain



drink



I feel ill



toilet



sleep



Something's wrong flowchart

worries/thoughts



information



everything



something has happened



I don't know



something is going to happen



now



it's about a person



overload



sensory



emotional



demands



energy levels



mood



I don't know



it's about a person



Help list



I don't want to figure it out



different



I don't know what help



help



self talk



decision



stop



what's happening



pin





what am I saying?



Speak



Clear



Delete



Share



I'm telling you something



It's time



comment on



want



hands under arms



hands on head



help



I'm telling a story



It's already happened



share opinions



do



covers mouth



self talk



I have an idea



It's about now



share feelings



have



rubs chest



decision



let's pretend



It's going to happen



want facts



see



bangs fists



stop



I want to show you something



it's always happening



hopes and dreams



go



line across chest



what's happening



I have a question



tell a joke



express gratitude



coughs covering mouth

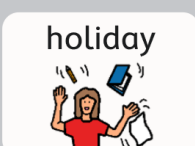
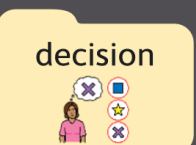
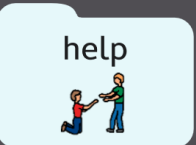
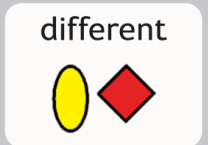
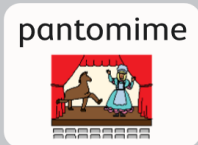


pin





👤. what could sign for Santa mean







What's happening?



Speak



Clear



Delete



Help |

Share



oops



Questions?



My People



First - Then



Mini-Schedule



First With  
Until Then



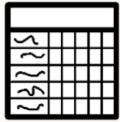
help



self talk



Today's  
schedule



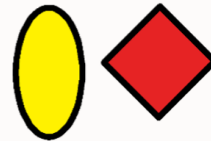
This Week



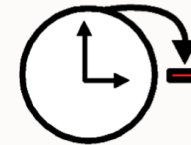
Next Week

Su M T W  
Th F Sa

Alternatives



Until options



Visual  
Timer



decision



stop



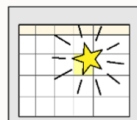
Social  
Stories



Social  
Stories 2



activity  
planner



Information I  
like to know



Information  
others might  
need



Other  
pages and  
blanks

what's  
happening



pin





# What's happening questions



Speak



Clear



Delete



Help |

Share



what



why



where



when



who



how



help



what's happening



why not



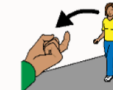
where is (person)



when are we going



who is coming



how long will it last



self talk



what's that



why are we doing that



where are we going



when are we eating



who will be home when I return



how long until food



decision



what can we do



why are they coming



where are you going



when are they coming



who will collect me



stop



what's happening



pin



what time

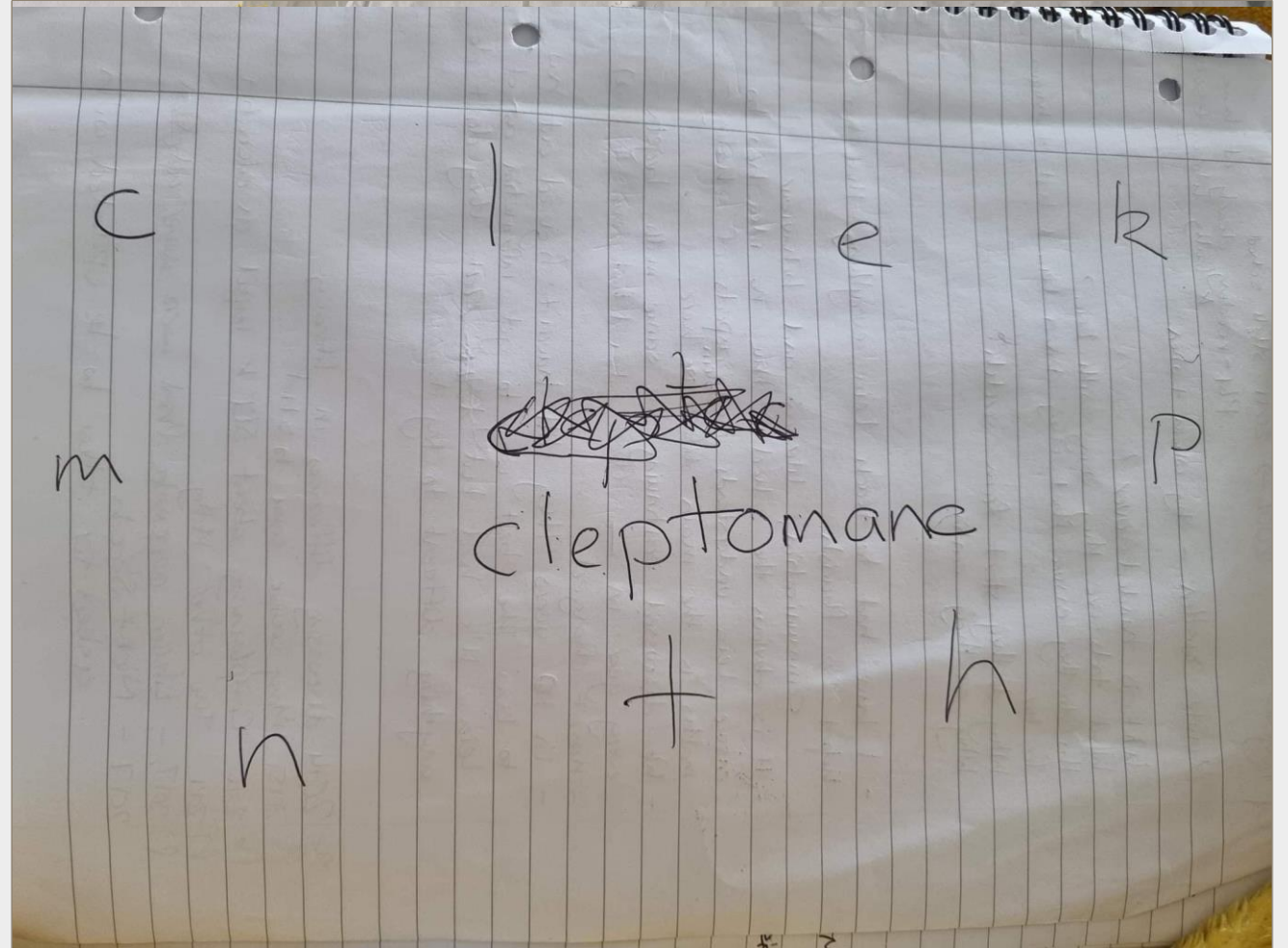


why are you doing that



# LITERACY

- ❑ She was stuck at transitional for a long time.
- ❑ Introduced more supports for writing, core word lists, flip chart.
- ❑ Online literacy
- ❑ Circular spelling
- ❑ Mind maps
- ❑ More independence and spelling









# LITERACY – HOW DID WE END UP HERE?

10/11 before I learned anything about literacy

Has not had comprehensive literacy instruction

She needed buy in and to believe she was a writer

Potential dyslexia?

Still problem solving

Not enough independent practice of spelling

I am by Leia Campbell

I am happy like a gnome and dizzy as a tornado

I wonder why are you happy?

I hear Cara sleeping gold

I see Grandpa waking helpless Gran angrily

I want to go swimming

I am happy like a gnome and dizzy as a tornado

I pretend we go to the lovely caravan

I feel helpless, happy, innocent love

I touch Gabby's eye, it is weird like a jellyfish

I worry like a guilty duck

I cry when surprised

I am happy like a gnome and dizzy as a tornado

I understand sorry

I say my greetings

I dream I am going to a caravan

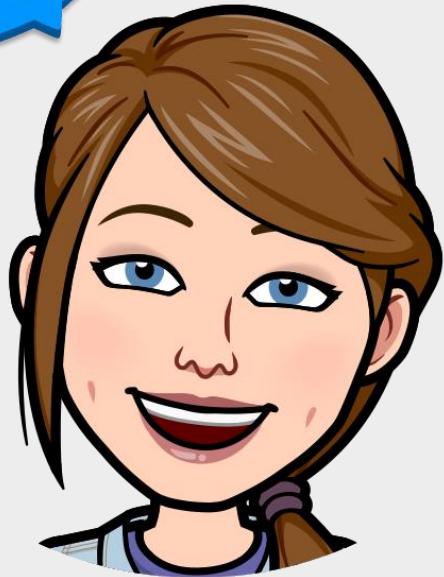
I try Glee it may be heaven

I hope to get a puppy, gorilla and an alligator baby too

I am happy like a gnome and dizzy as a tornado



# WHO IS ROMI?



- ☐ 16 year old
- ☐ Music and book lover
- ☐ Sassy, determined and fun-loving
- ☐ Interested in humanities and social sciences with a strong interest in politics
- ☐ Rett syndrome

# ASSISTIVE TECHNOLOGY

PODD book

Super Core  
50 Eyegaze

E-Tran  
Alphabet

Core Word  
Lists

Language  
Displays

Talking  
Mats

Post-it  
Notes

# COMMUNICATION

Looks towards for yes and away for no.

Has eye-gaze with Super Core 50 but struggles due to autonomic movement disorder.

Often spells every word.

New 80 per page Colour-Coded PODD book.





# REGULATION SUPPORTS



WEIGHTED  
BLANKET



LEG STRAPS



MUSIC



BOOKS

# LITERACY

Started school year doing letters and now completing work that is National 4 level.

Spells using E-tran frame.

Uses choices for comprehension work.

Speeding up process, increasing independence, ensure she doesn't go backwards.







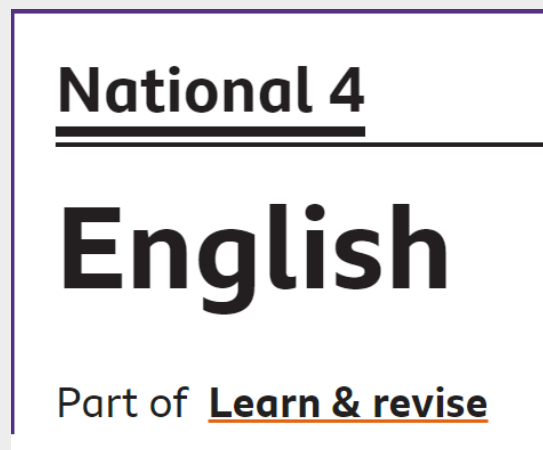






# LITERACY – HOW DID WE END UP HERE?

- ❑ Great love of books and learning
- ❑ An excellent teacher for three years in a row
- ❑ Online literacy teacher spoke to school
- ❑ Someone from Rett UK spoke to school and explained the videos
- ❑ Teacher understood and ran with the idea



# WHO IS FREYA?



- ❑ 17 year old
- ❑ Animation enthusiast
- ❑ Loving, funny and independent
- ❑ Horticulturist and scientist
- ❑ Autistic

# ASSISTIVE TECHNOLOGY

PODD book

TD Snap  
PODD

Laptop

Phone

iPad

Pens/pencils

Talking Mats

Blackboard

Post-it  
Notes



# MULTIMODAL COMMUNICATION

- Some speech, often repeated phrases but very powerful meaning.
- Has some negative connections with PODD and doesn't use it regularly with family.
- Very isolated so has limited number of communication partners.



# REGULATION SUPPORTS

Hugs

Swaying

iPad/familiar animations

Fleece blanket and cushion

Music

Routines

# LITERACY

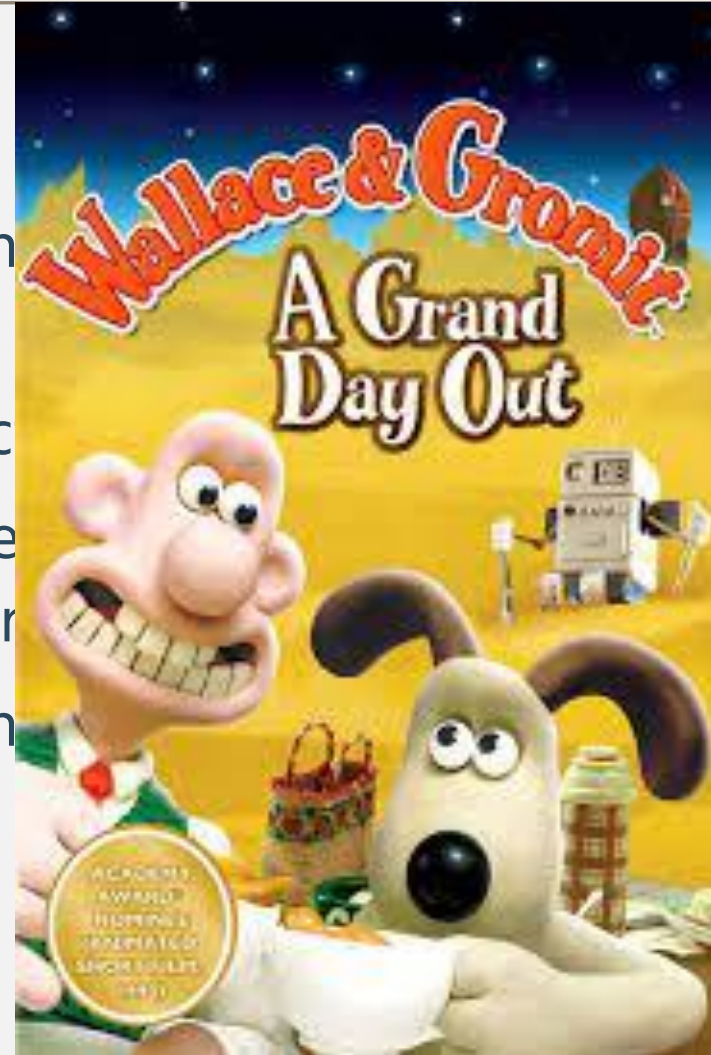
- ☐ Excellent speller
- ☐ Very functional use
- ☐ Struggles with idea generation
- ☐ Gone back to emergent literacy

Understand  
time?

Engage ac

Have a me  
interaction

Understand  
words?



t of the

ng?

d

ters and

P8	Picnics are fun.	I LIKE, food (navigate to food) STRAWBERRIES on a picnic. What would you LIKE on a picnic?	Pause. Okay what if you could have biscuits or broccoli?
P9	I would LIKE a robot.	I would LIKE a robot that can tidy just like this one. I have a question. What would your robot do?	PAUSE. Maybe you would LIKE a robot to detect plants LIKE EVE ?
P10	I LIKE magazines.	I would LIKE to read a FLOWER magazine. What would you LIKE to read?	I know you LIKE PIXAR and FLOWERS and MUSIC. Maybe you would LIKE one of those.
P12	They TAKE the cheese.	I wonder why they TAKE the cheese.	Let's look back for clues. I remember they have no cheese. That might be why they TAKE the cheese.



Idea 2

Wallace and Gromit had no cheese let's write a list that they could get the next time they are at the shops. You can add an amount for items.

Wallace and Gromit should buy \_\_\_\_\_ (name).

Idea 3

Wallace and Gromit go to the moon in a rocket. Let's think of other ways they could travel the next time they go away.

Wallace and Gromit could travel by \_\_\_\_\_ (name).

Idea 4

Wallace forgot the crackers. Let's write a list of things they should remember the next time they go away.

When Wallace and Gromit go away, they should bring \_\_\_\_\_ (name)

Idea 5

Wallace and Gromit have a picnic. Let's write a list for picnic items for the next time they go.

\_\_\_\_\_ is good for a picnic (name).

Idea 6

Wallace and Gromit find a robot on the moon. Let's write about cool robots.

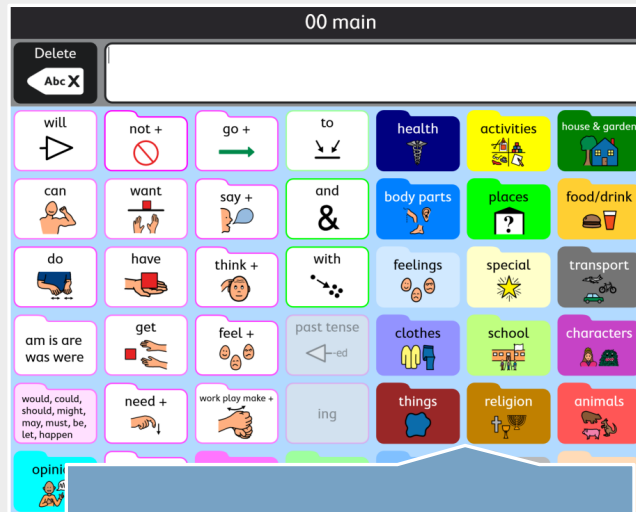
A \_\_\_\_\_ robot would be cool (name).

# LITERACY – HOW DID WE END UP HERE?

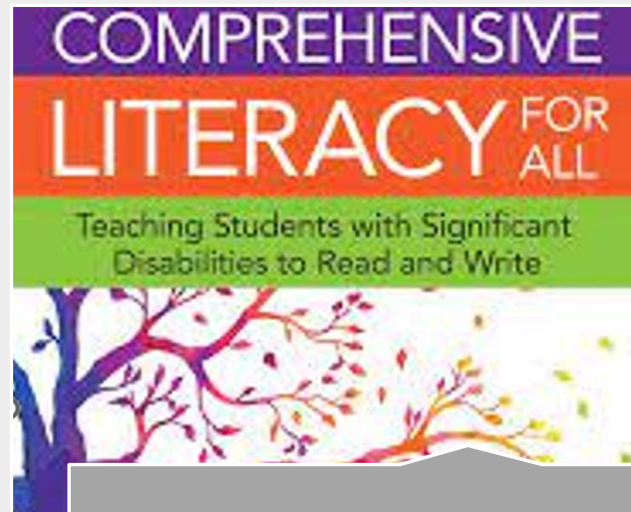


- ☐ Learned to spell via rote learning
- ☐ Had a receptive language problem
- ☐ School didn't see her capabilities
- ☐ Has not had comprehensive literacy instruction
- ☐ Ended up too distressed to attend school and ended up leaving early
- ☐ Work on idea generation.

# 3 GIRLS, 3 STORIES, 3 SOLUTIONS



Robust AAC



Comprehensive Literacy



People who believed

# WHERE TO CONTACT ME

- ❑ Email [traceycampbellact@gmail.com](mailto:traceycampbellact@gmail.com)
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