

# Choose Your Own Switch Adventure: Oh The Places You'll Go !

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## Disclosures

Laura Hayes, MS, CCC-SLP

**Financial:**  
Honorarium for this presentation

**Non Financial:**  
Member of the American Speech and Language Hearing Association



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### Learning Objectives

- 1. Identify at least 2 materials required for switch adaption and modeling language opportunities.
  
- 1. Provide at least four examples of adapted switch toys and modeling opportunities.
  
- 1. Identify and create 1 resource to identify language models and functions when playing with switch adapted toys.

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As related service providers, teachers, parents and communication partners, it's not our job to get our students to communicate.

It's our job to motivate them to want to communicate.



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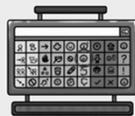
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"Without participation, there is no one to talk to, nothing to talk about, and no reason to **communicate**."

(Beukelman & Mirenda, 1998)



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### Start Early!

- Switch station for frequent practice, active participation and leisure time
- Find preferences with your students/child's through exploration time
- Other students/children can learn how to plug switches in and out to increase understanding
- Play with peers and share language experiences




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### The goal is *NOT* to "HIT THE SWITCH"

It's about what happens as an outcome of hitting the switch:

- Literacy and shared reading
- Turn Taking during a game
- Pretend Play to dress up or cook
- Singing in music class or leading freeze dance
- Feeding a class pet
- Playing at recess
- Creating art




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Assigning communication and language with all hits offers language building within the context of activities!




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### Access VS Language

**Access:** The way in which a child will control or participate in an activity in their environment. (Examples: hand, head, eyes, mouth, legs, toes, etc.)

**Language:** The words a child will need to communicate to communication partners within activities across their environment. (Examples: request, direct, protest, ask questions, comment, etc.)

ALTHOUGH WE NEED TO CONSIDER THEM SIMULTANEOUSLY FOR INDIVIDUALS WITH COMPLEX BODIES, THEY ARE NOT THE SAME THING



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### And you may not always need a switch

Can you student activate with their:

- Head
- Toes
- Inside of leg
- Elbow, etc



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### Access Method(s)

- It's not always one or the some access method to communicate AND play
- Could be a combination of:
  - Touch
  - Joystick / Mouse
  - Switch
  - Head Mouse
  - Eye Gaze
  - Partner Assisted scanning



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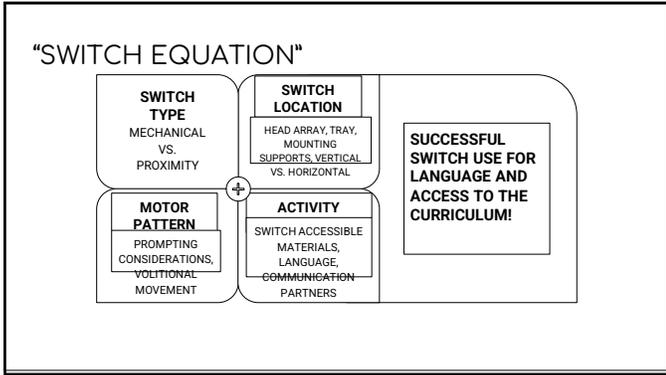
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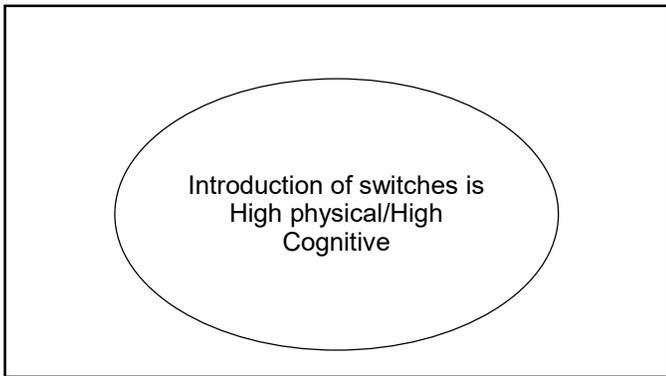
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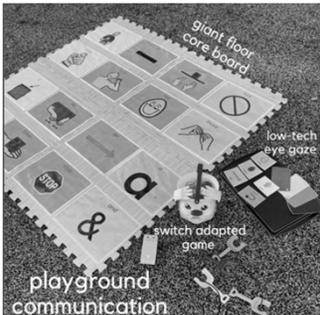
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**Target Goal for Language:**

**Total Communication:**

- More than one way to communicate
- Range of modalities
- Creating a best fit system of communication taking advantage of skills and highlighting strengths
- All forms equally valued

(Mays, 2017)




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## Target Goal for Access:

### Motor Automaticity

- A movement and location that supports volitional control so that the individual is not REQUIRED to think about moving their body
- Think multiple location sites over one perfect location site
- Access sites may need to change (e.g., across settings, time of day)

*Remember that developing automaticity requires thousands of repetitions with intent, purpose and variation. (Burkhart, 2018 )*




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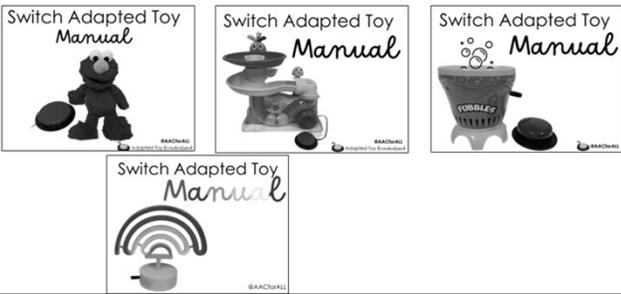
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## Resource Guide - Switch Adapting Toys




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## Switch - What type?

Some types to consider :

1. Mechanical
2. Electrical

\*Typically not about the switch type but rather the switch placement



Ablenetinc.com and ASL-inc.com

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### Communication - Language

*What does this look like?*

- visuals on the switch itself ✓
- light tech (core board, activity board) ✓
- mid tech (step by step, randomizer) ✓
- high tech (speech generating device) ✓




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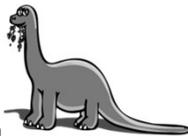
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### Communication - Language

- When presenting new information it is essential to model language using the switches and/or system prior to placing demands on student for increased input
- Pair with verbal speech and aided language input
- Use in conjunction with prompting hierarchy **BUT USE CAUTION**
- Think beyond "go/stop" and "on/off"




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### Engineering the Vocabulary

- Directing: "My turn", "you go", "change the song", "turn it on/off"
- Requesting: "I want (choice item)", "I need help"
- Protesting/Terminating: "I don't like that", "stop"
- Commenting: "Awesome", "look at that", "great outfit"
- Asking Questions: "What's that", "where'd it go"




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### Getting Creative with What You Have

- Science?
- Art?
- Math?
- Reading?
- Game?
- Music?




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### Consider Opportunities for Co-construction

Language:

- Songs with a chosen word/line/verse
- Predictable chart writing
- Polls/Surveys
- Sentence Completion
- Creating a donut order →




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### Time for "Switch" Activity Improv

1. Pick the toy/activity (based on interests/motivation)
2. Determine access (switch site(s), switch type(s))
3. Determine communication method(s) for activity
4. Think about communication functions and how to model




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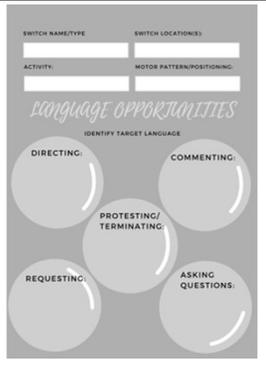
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Communication - Language




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Choose your Own Adapted Play Adventure:

- Class Pet - Kangaroo or Minion
- Art Class - Sculpture or Photography
- Recess - Mr. Bucket or Ball Launching
- Literacy - T Swift or Going on a Bear Hunt
- Imaginative Play/Activity- Cooking or Dress up

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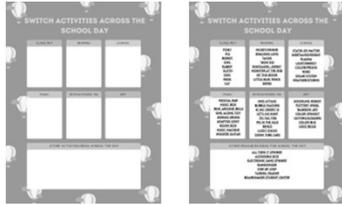
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### Full Circle

Once you choose your interest/motivation-how can we imbed that interest across the day? (Reading/English, Math, Science/Social Studies, Art, Social/Recess). Tools that can help:

- Tarheel Gameplay
- Tarheel Reader
- Boardmaker Student Center
- Robust AAC systems
- Planning Sheet for Team




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### High Activity Interest Ideas for All Age Levels

- SOLVING A PROBLEM/HELPING OTHERS
- READING
- COOKING
- ARTS/CRAFTING
- CONTROLLING TECHNOLOGY
- AUGMENTED REALITY
- FIRST PERSON INTEGRATION
- LIGHTS/MUSIC/VIBRATION FEATURES?




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### SWITCH ACTIVITY "DON'TS"

- "HIT THE SWITCH"
- SIMPLE CAUSE AND EFFECT TOY OUT OF THE BOX\*
- DISCUSS TRIALS OF 100% ACCURACY
- NOT MOVING ON
- IMPROPER TOY FEATURE MATCHING
- ONLY HAVING THE SWITCHES AVAILABLE AT SPECIAL TIMES (E.G., SPEECH, OT)




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## Takeaways

- Always be thinking about what language opportunities could be paired during switch play.
- Find ways to incorporate access to switch use through the entire day
- Follow your client's lead to find motivating items prior to adapting and modifying toys/materials.

*Providing access to assistive technology and communication systems affords individuals with complex physical and communication needs the ability to connect with others and experience a more active, independent and fulfilled life.* (Burkhart, 2018)

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## Resource & Resource Links




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## References

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