

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

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Disclosures

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Financial:

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Member of the American Speech and Language Hearing Association



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Member of the American Speech and Language Hearing Association and has her ATP through RESNA



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.

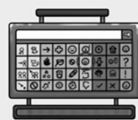
As related service providers, teachers, parents and communication partners, it's not our job to get our students to communicate.

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



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

(Beukelman & Mirenda, 1998)



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



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



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



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



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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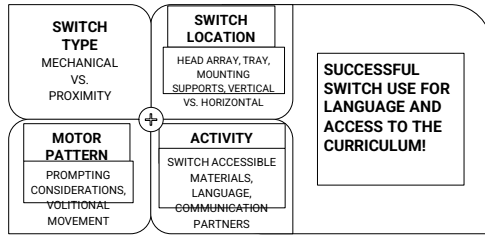


Access Method(s)

- 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



"SWITCH EQUATION"

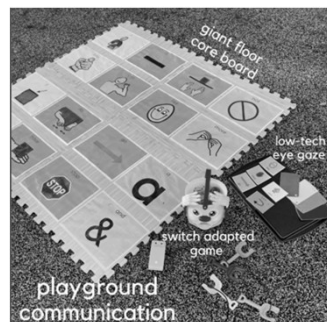


Introduction of switches is
High physical/High
Cognitive

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)

Target Goal for Access:

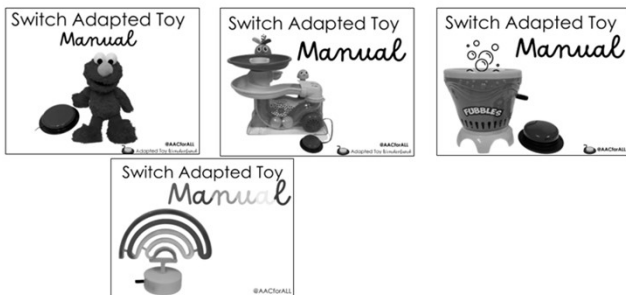
Motor Automaticity

- 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)



Resource Guide - Switch Adapting Toys



Switch - What type?

Some types to consider :

1. Mechanical
2. Electrical

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



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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) ✓



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"



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"



Getting Creative with What You Have

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



Consider Opportunities for Co-construction

Language:

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



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



Communication - Language

SWITCH NAME/TYPE:	SWITCH LOCATIONS:
ACTIVITY:	MOTOR PATTERN/POSITIONING:
<i>LANGUAGE OPPORTUNITIES</i>	
IDENTIFY TARGET LANGUAGE	
DIRECTING:	COMMENTING:
PROTESTING/ TERMINATING:	
REQUESTING:	ASKING QUESTIONS:

Choose your Own Adapted Play Adventure:

Class Pet - Kangaroo or MinionArt Class - Sculpture or PhotographyRecess - Mr. Bucket or Ball LaunchingLiteracy - T Swift or Going on a Bear HuntImaginative Play/Activity- Cooking or Dress up

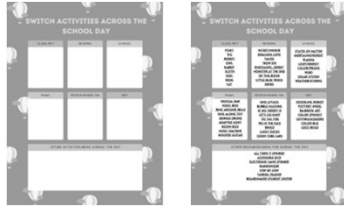
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Full Circle

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



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?



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)



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)

Resource & Resource Links



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