Institute for Communication and Inclusion
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WAPADH

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Facilitated Communication Training

FCT is a strategy that supports the physical, communication, and emotional needs of a person with a severe communication impairment to move more purposefully to express themselves through an alternate mode of communication. The theory is rooted in the following related areas, sensory integration, motor skill development, speech and language, augmentative communication, and emotional development. There is published research that both support and denies the validity of Facilitated Communication.
Why do we think it works?

• Some people don’t have a regulated internal rhythm….

• Some people don’t have body awareness…

• Some people don’t move freely from automatic to voluntary movements…

• Some people lack the confidence that they can communicate…
What does the Research Says?

• There are studies which were NOT ABLE to show validation of authorship. Showed influence.

• There are studies which were ABLE to show validation of authorship

• The research on neurology supports the possibility

• See ICI website: http://soe.syr.edu/centers_institutes/institute_communication_inclusion/default.aspx/schoolsofpromise/
Movement
Martha Leary and David Hill

• Continuous
• Switching
• Starting/initiation
• Monitoring
• Stopping
• executing

• Perceptions
• Thoughts
• Emotions
• Speech
• Actions
• Postures
Looking at movement in Autism

See
http://www.frontiersin.org/Integrative_Neuroscience/researchtopics/Attism_The_Movement_Perspectiv/801
How does it work

• The Physical Support
• Touch
• Resistance
• Rhythm
• Positioning
• Tone
• Presentation of the display
What Makes a Communication Partner?

- Watch for non verbal acts of initiation
- Be ready to support
- Have the Communication boards/Systems ready
- Support Communication
- Problem Solve

- See handout for further discussion
Possible problems

1. Poor eye-hand co-ordination
2. Low muscle tone
3. High muscle tone
4. Index finger isolation and extension problems
5. Perseveration
6. Using both hands for a task only requiring one
7. Tremor
8. Radial/ulnar muscle instability
9. Initiation problems
10. Impulsivity
11. Proximal Instability
12. Reduced proprioception
13. Lack of confidence
Problem Solving

See handout
SIMULATION

• Pair up with a buddy

• Decide who will be the “facilitator” and who will be the “user”.

• Here is the exercise....
Basic Principles for Facilitators

1. Monitor eye contact
2. Pull back
3. Monitor output
4. Provide feedback
5. Reduce support
6. Don’t over-interpret
7. Don’t believe everything you’re told
Competencies for Facilitators

• See handout
### Exercises for Moving on the Language Ladder

<table>
<thead>
<tr>
<th>Category</th>
<th>Example Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Initiate</td>
<td>brings up a topic</td>
</tr>
</tbody>
</table>
| Conversation            | - brings facilitator a display  
|                         | - extends a hand or finger with no prompts  
|                         | - says "type" or some personal version                                              |
| Participate In Conversation| - takes turns a natural part of conversation  
|                         | - asks questions, makes comments                                                   |

| Paragraphing            | participates in a shared paragraph  
|                         | completes a graphic organizer then creates a paragraph  
|                         | provides a topic sentence, body, and conclusion to a paragraph                     |

| Answering Open-Ended questions | states opinion  
|                                | responds to "tell me about..."  
|                                | answers open ended questions about self, academics... |

| Less Predictable         | name 3......  
|                         | give me a state that starts with the letter....  
|                         | responds to questions with no right answer |

| Familiar/Predictable    | questions with only one answer  
|                         | general knowledge questions with only one answer  
|                         | questions that are asked on a daily basis |

| Spelling words          | vocabulary  
|                         | weekly spelling list  
|                         | vocabulary presented as part of a communication display  
|                         | ask student to answer comprehension questions on their spelling words |

| Word Board              | multiple choice board (a,b,c,d) or (word board choices)  
|                         | determine the size of the display |

| Line drawing            | line drawings used in communication book  
|                         | line drawings used as part of activity  
|                         | a. ask student to identify  
|                         | b. ask student to respond to a comprehension question |
Conversational Partner

• Converse with the person
• Clarify
• Confirm
• Expect markers, such as period and spacing
• Give feedback of understanding
• Teach the concept of “I don’t know..”
To be a Communication Partner...

• Be an active listener
• Expect a focused individual
• Know the persons “language level”—ask questions accordingly
• Allow for processing time

• Talk with the person
• Confirm and clarify
• STOP the conversation when you are confused
• Expect the person to finish their thought
• Reflect instead of question
Emotional Support

- Confidence
- Be positive
- Use behavioral strategies, with respect
- Provide information
- Ask the questions of yourself…
- Step out of the box…
- Be calm
- confidence
Real Communication vs. Learning to Communicate

• When do we “call it” communication?
• When do we “call it” teaching to communicate?
• “What do we call it?”
Fading Should Begin from the Beginning

• Emotional support

• Language support

• Physical support
Total Communication

• Communication Dictionary
• What are the various means of communication you have?
• How effectively can you communicate with each?
High Tech vs. Low Tech

- Low tech items include
- High Tech items include
- Low tech vs. high tech... they each serve a purpose
Discussing Support

• Acknowledge and document the support you are giving
• Discuss in terms of “teaching to communicate”
• Write goals that demonstrate growth in the area of communication, and independence
Apps and Set Work

• See hand-out with examples of creating set work at all levels of communication to practice communication

• See hand-out of apps from Marilyn Chadwick to build skills for pointing and communication
Documentation of Skills/Authorship

• Maintain records and work samples of work/communication, level of support

• Work on independent demonstration of literacy, language

• When designing “testing” situations --practice

• Use Best Practice

• Video tape skills