



LA TROBE
UNIVERSITY

LIVING WITH DISABILITY
RESEARCH CENTRE



Hilary Johnson PhD

Communication for adults with severe and profound intellectual disabilities

February 2025

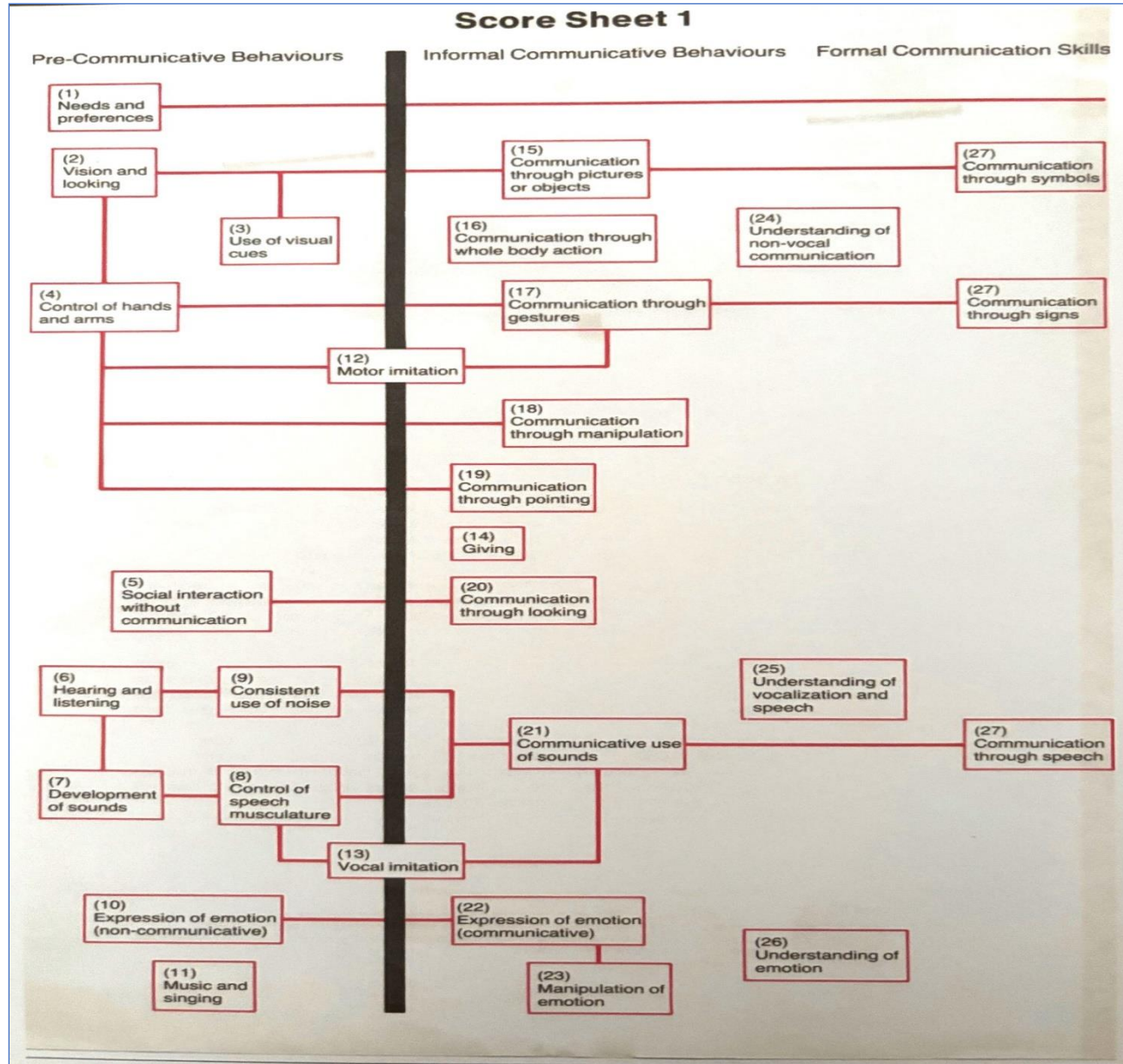
A communication disability does not just belong to the individual.

It belongs to the entire environment of which the individual is the focal point



Sandwell communication aids centre, UK

Pre-Verbal Communication Schedule. Kiernan & Reid, 1987



Service for adults with severe/profound disabilities

SCIOP

Why SCIOP?

There are over 6000 people in Victoria with a severe communication impairment (s.c.i.). A s.c.i. means that someone has no speech or is very difficult to understand. It can also mean there are additional difficulties with eating, drinking and controlling saliva. SCIOP provides a service in all three areas and complements other services in Victoria such as M.A.C. and F.C.O.S.

SCIOP has 2 major aims:-

- * to assist workers to understand why and how to implement programs in the area of s.c.i.
- * to assist clients to find a solution themselves

Who is SCIOP?

SCIOP employs specialists in the area of severe communication impairment such as speech pathologists and occupational therapists.

What is SCIOP?

SCIOP is a service that provides information, training and consultancy. In particular:

- * general workshops held regionally
- * facility based workshops designed around the specific needs of its clients
- * face to face consultancy as well as telephone/video consultancy
- * referral services (especially for those with high technological needs)
- * a co-operative holistic approach between relevant staff, clients and interested others.

Where is the Service provided?

The service is provided on-site i.e. in the home, C.R.U., A.T.S.S. or workplace.

Who can use SCIOP?

1. Anyone between 18 - 65 years who has no speech, eating/drinking difficulties or who dribbles.
2. Any families/workers of these clients.

Workshops

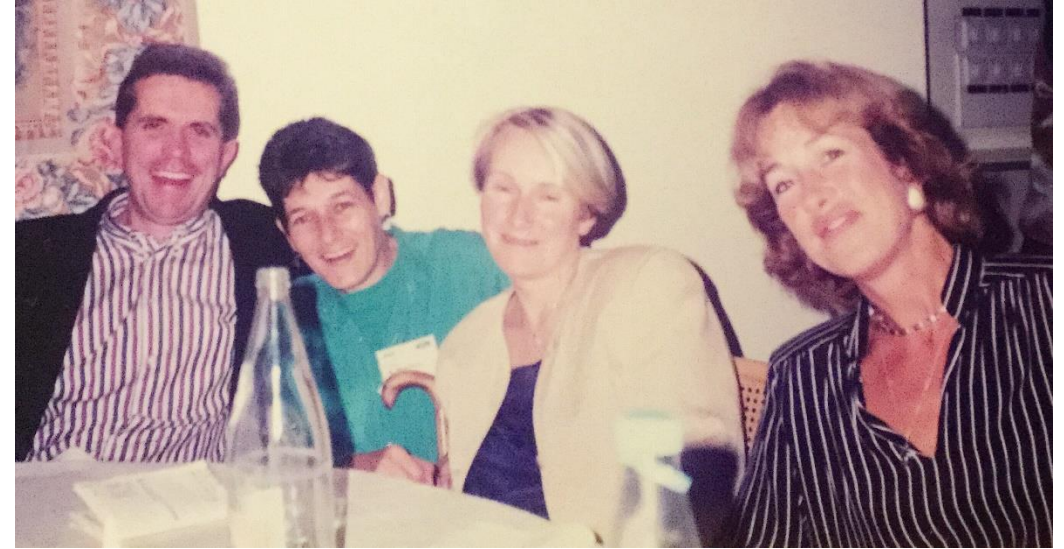
Examples of types of workshops are as follows:-

- * Mealtime assistance
- * Saliva control
- * Pre-language skills (non-symbolic)
- * Functional Augmentative Communication
- * Developing sign & gesture
- * Developing the use of pictographs (communication & literacy)
- * the Makaton vocabulary - basic, intermediate & advanced

Please contact us (see overleaf), for calendar of events for the year and for details of how to make a booking.

Swedish input

- Granlund, M., Terneby, J. & Olsson, C. (1992). Subject Characteristics and the communicative Environment of Profoundly Retarded Adults. *Scandinavian Journal of Educational Research*, 36, 323-338.
- Granlund, M., Steensson, A. L., Sundin, M., & Olsson, C. (1992). Inservice Training in Collaborative Problem Solving and Goal Setting for Special Education Teacher Consultants Working With Profoundly Impaired Persons. *The British Journal of Mental Subnormality*, XXXVIII(Part 2), 94-113.
- Granlund, M. O., C. (1993). Investigating communicative functions in profoundly retarded persons: A comparison of two methods of obtaining information about communicative behaviours. *Mental Handicap Research*, 6, 112-119.
- Granlund, M., Björck-Åkesson, E., Brodin, J., & Olsson, C. (1995). Communication intervention for persons with profound disabilities: A swedish perspective. *Augmentative and Alternative Communication*, 11, 49-59.



PICTURE IT

Journal of Intellectual & Developmental Disability,
Vol. 28, No. 3, pp. 260-282, September 2003

Taylor & Francis
healthsciences

PICTURE IT: an evaluation of a training program for carers of adults with severe and multiple disabilities*

KAREN BLOOMBERG¹, DENISE WEST

*Severe Communication Impairment Outreach Projects,
Melbourne, Australia*

TERESA A. IACONO

*Centre for Developmental Disability Health Victoria,
Melbourne, Australia*

PICTURE IT is a communication training package designed for carers of adults with severe and multiple disabilities. A trial of PICTURE IT was conducted with 16 carers of eight individuals with severe and multiple disabilities. The carers worked in pairs comprising a carer from the individual's day setting and the other from the individual's home. They participated in a 6-month training course that involved attendance at six 1-day training sessions, homework assignments and regular meetings with course leaders. Results from the administration of a series of assessments indicated limited changes in carers' knowledge and attitudes about communication of people with significant communication impairment. Improved interactions were demonstrated by increased initiations and more appropriate responses to the individuals' communication attempts by the carers. The individuals responded more frequently to the increased communication opportunities. The ability to formulate appropriate communication goals and to make some changes to the individual's social environment were also noted. Changes to the individual's physical environment were more anecdotal. Implications for the training of people working with individuals with severe intellectual disabilities and the usefulness of measurement tools used to evaluate project outcomes are discussed.

*Accepted under the editorship of Phil Foreman.

¹Address for correspondence: Karen Bloomberg, Communication Resource Centre, 830 Whitehorse Road, Box Hill, Victoria 3128, Australia. E-mail: cre@scopevic.org.au

ISSN 1366-8250 print/ISSN 1469-9532 online/03/030260-23

© 2003 Australian Society for the Study of Intellectual Disability Inc.

DOI: 10.1080/1366825031000150964



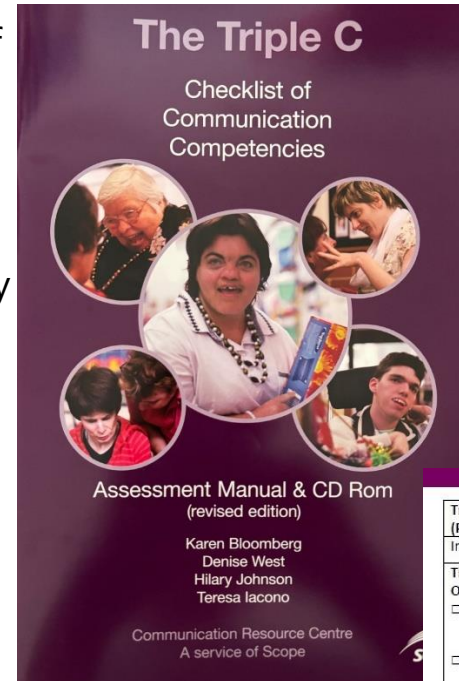
ISAAC conference Odense 2002

Communication Resource Centre, 2003



Triple C : Checklist of Communication Competencies

- Bloomberg, K., West, D. & Johnson, H.(2001). The Triple C. Checklist of Communication Competencies. *Communication matters*, 15(2).
- Iacono, T., Bloomberg, K., & West, D. (2005). A preliminary investigation into the internal consistency and construct validity of the Triple C: Checklist of Communicative Competencies. *Journal of Intellectual & Developmental Disability*, 30(3), 139-145.
- Iacono, T., West, D., Bloomberg, K., & Johnson, H. (2009). Reliability and validity of the revised triple C: Checklist of Communicative competencies for adults with severe and multiple disabilities. *Journal of Intellectual Disability Research*, 53(1), 44-53.
- Bloomberg, K., West, D., Johnson, H. & Iacono, T.(2009). The Triple C. Checklist of Communication Competencies. *Assessment Manual and CD rom (revised edition). SCOPE*
- Bloomberg, K., West, D., & Johnson, H. (2004). *InterAACtion: Strategies for Intentional and Unintentional Communicators*. Melbourne: Scope.



Triple C: Checklist of Communication Competencies (Please complete the checklist below)		
Score = Highest stage with the majority ticks before a sharp drop		
Intentional Informal communication II	Symbolic (Basic) communication SB	Symbolic (Established) communication SE
The person..... O N/O <input type="checkbox"/> Sometimes searches for preferred objects or people e.g. briefly searches for an item that rolls under a couch <input type="checkbox"/> Responds to simple spoken or signed commands as part of daily routine e.g. give me, sit down, pick it up <input type="checkbox"/> Uses some communicative gestures e.g. pointing, showing, giving <input type="checkbox"/> Uses an object to gain another's attention e.g. holding up or pointing to an object <input type="checkbox"/> Is interested in the correct side of a photo or their image in a mirror <input type="checkbox"/> Uses people to get objects e.g. will alternate between looking at a person and looking at an object to 'ask' for the object <input type="checkbox"/> Persists with an action to satisfy an immediate need e.g. takes and drinks other people's coffee <input type="checkbox"/> Responds immediately to their own name <input type="checkbox"/> Uses single words or gestures in response to a familiar situation e.g. says or waves 'good-bye', signs 'please' when sees food <input type="checkbox"/> Shows an understanding of how common objects are used e.g. uses toothbrush to brush teeth <input type="checkbox"/> Shows simple problem solving e.g. works out how to open a door <input type="checkbox"/> Is able to choose preferred object when two to four objects are presented	The person..... O N/O <input type="checkbox"/> Shows recognition of familiar people in unfamiliar situations <input type="checkbox"/> Knows objects that go with activities in their daily routines e.g. bathers = swimming, towel = bath/shower <input type="checkbox"/> Searches for an object where it was previously seen e.g. returns to find an item left somewhere <input type="checkbox"/> Gives or shows an object to a person to obtain an action e.g. gives person a packet to get it opened <input type="checkbox"/> Looks at, shows or gives an object when asked <input type="checkbox"/> Follows a simple instruction that is not part of usual routine <input type="checkbox"/> Relates photographs/pictures (e.g. line drawings) to real objects or people <input type="checkbox"/> Finds new ways to get someone's attention to get what is wanted e.g. if first attempt to get attention doesn't work, calls, waves and/or bangs on table <input type="checkbox"/> Uses at least five words, signs or gestures functionally <input type="checkbox"/> Can imitate or attempt to imitate most gestures <input type="checkbox"/> Can imitate or attempt to imitate most words <input type="checkbox"/> Has a reliable way of indicating choice e.g. can choose a preferred item when 2-4 pictures are presented	The person..... O N/O <input type="checkbox"/> Shows internal representation or ability to solve basic problems by thinking about them e.g. matches lids to correct jars, doesn't overflow a cup <input type="checkbox"/> Predicts cause/effect relationships e.g. understands that an electrical appliance needs a switch to turn it on <input type="checkbox"/> Uses past experience to solve new problems e.g. drags chair to reach top cupboard <input type="checkbox"/> Matches on the basis of colour, size or shape e.g. sorts cutlery <input type="checkbox"/> Uses objects or actions symbolically e.g. uses an object as a pretend mobile phone <input type="checkbox"/> Looks at, points to or shows pictures of familiar objects on request <input type="checkbox"/> Responds to simple two-step instructions out of their routine <input type="checkbox"/> Indicates absence of familiar people e.g. points to photo <input type="checkbox"/> Uses photos/pictures/signs for choice-making <input type="checkbox"/> Uses photos/pictures/signs to initiate communication <input type="checkbox"/> Produces approximately 50 single words or signs <input type="checkbox"/> Sometimes produces two-word sentences using speech, signs or pictures <input type="checkbox"/> Responds appropriately to simple yes/no questions

Great people

- Iacono, T., Johnson, H., Humphreys, J., & McAllister, L. (2007). Recruitment of speech pathologists into positions considered less attractive. *Advances in Speech Language Pathology*, 9, 204-212.
- Forster, S., Iacono, T., Bloomberg, K., & Bryce, R. (2008). Adults with severe intellectual disability: Communication partners and modes. *ACQuiring knowledge in speech, language and hearing*, 10, 89-91.
- Johnson, H., Bloomberg, K., & Iacono, T. (2008). Student and professional attitudes and interests in working with people with complex communication needs. *International Journal of Speech-Language Pathology*, 10, 286-296.
- Johnson, H., Douglas, J., Bigby, C., & Iacono, T. (2009). Maximizing community inclusion through mainstream communication services for adults with severe disabilities. *International Journal of Speech-Language Pathology*, 11, 180-190. doi:10.1080/17549500902825265



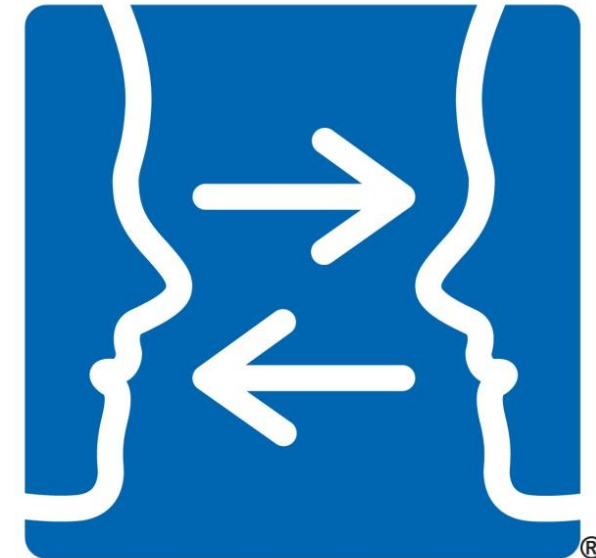
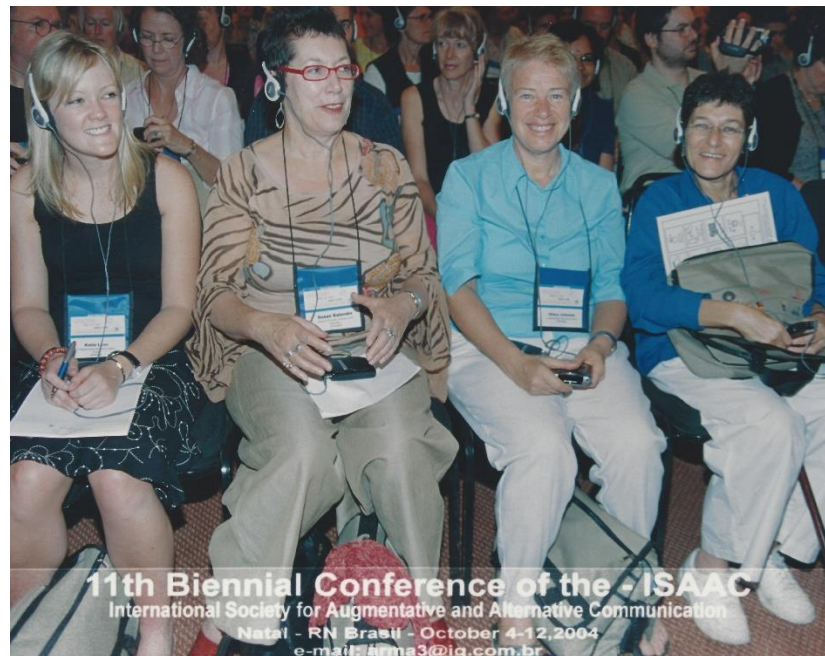
Great collegiality

- Burn, G., Johnson, H., Solarsh, B., West, D., Lyon, K., & Nichols, M. (2019). Creating Communication accessible frontline police services *Journal of Clinical Speech and Language Pathology* 421, 19-24.
- Johnson, H., Van Nierop, M., Heppell, A., Prewett, J., & Iacono, T. (2019). Capacity building outcomes of Kids Chat 2 You. *Journal of Clinical Speech and Language Practice*, 21, 143-147.
- Johnson, H., & Yee, R. (2020). Perceptions of Frontline Staff to Training and Communication Tools to Support Adults with Intellectual Disabilities to Report Abuse and Neglect: "Something to Work with". *Research and Practice in Intellectual and Developmental Disabilities*, 7(1), 75-86. doi:10.1080/23297018.2019.1680312
- Johnson, H., Van Nierop, M., & Iacono, T. (2021). Parents' perspectives of an Australian augmentative and alternative communication service: "I clapped for my child". *Research and Practice in Intellectual and Developmental Disabilities*, 8, 46-59. doi:10.1080/23297018.2020.1861552



Great research

- Iacono, T., Lyon, K., & West, D. (2011). Non-electronic communication aids for people with complex communication needs. *International Journal of Speech-Language Pathology*, 13, 399-410.
- Johnson, H., Watson, J., Iacono, T., Bloomberg, K., & West, D. (2012). Assessing communication in people with severe-profound disabilities. *Journal of Clinical Practice in Speech-Language Pathology*, 14, 64-68.
- Iacono, T., Lyon, K., Johnson, H., & West, D. (2013). Experiences of adults with complex communication needs using low tech systems: An Australian context. *Disability & Rehabilitation; Assistive technology*, 8, 292-301.
- Trembath, D., Iacono, T., Lyon, K., West, D., & Johnson, H. (2014). Augmentative and alternative communication supports for adults with autism spectrum disorders. *Autism*, 18, 891-902. doi:10.1177/1362361313486204



Great people, great collegiality, great research

