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LIVING WITH DISABILITY
RESEARCH CENTRE

Hilary Johnson PhD

Communication for adults with severe and profound intellectual disabilities
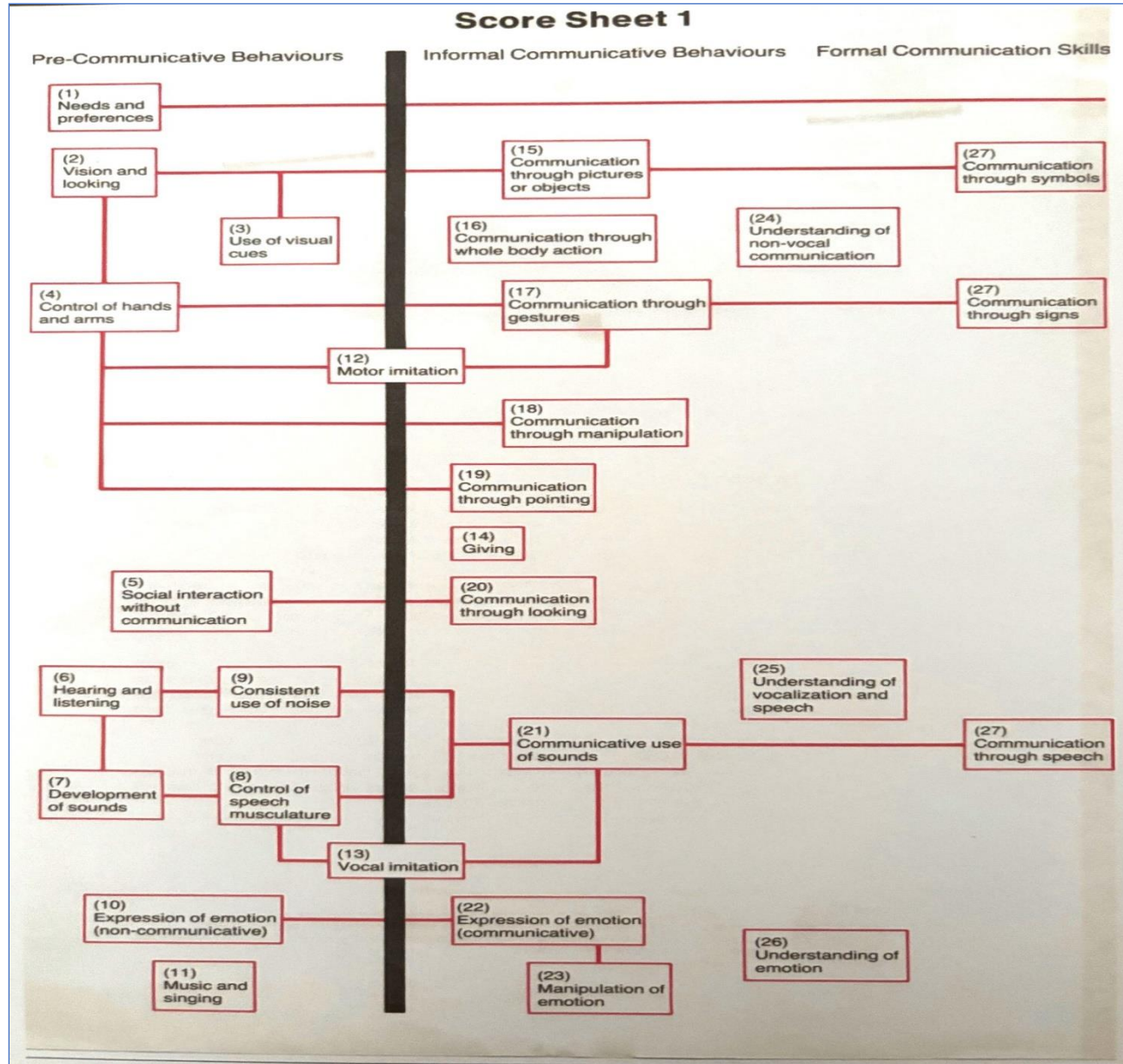
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A communication disability does not just belong to the individual.

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

Sandwell communication aids centre, UK

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Pre-Verbal Communication Schedule. Kiernan & Reid,1987

Score Sheet 1

Pre-Communicative Behaviours | **Informal Communicative Behaviours** | **Formal Communication Skills**

- (1) Needs and preferences
- (2) Vision and looking
- (3) Use of visual cues
- (4) Control of hands and arms
- (5) Social interaction without communication
- (6) Hearing and listening
- (7) Development of sounds
- (8) Control of speech musculature
- (9) Consistent use of noise
- (10) Expression of emotion (non-communicative)
- (11) Music and singing
- (12) Motor imitation
- (13) Vocal imitation
- (14) Giving
- (15) Communication through pictures or objects
- (16) Communication through whole body action
- (17) Communication through gestures
- (18) Communication through manipulation
- (19) Communication through pointing
- (20) Communication through looking
- (21) Communicative use of sounds
- (22) Expression of emotion (communicative)
- (23) Manipulation of emotion
- (24) Understanding of non-vocal communication
- (25) Understanding of vocalization and speech
- (26) Understanding of emotion
- (27) Communication through symbols
- (27) Communication through signs
- (27) Communication through speech

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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 ie. 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.

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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.

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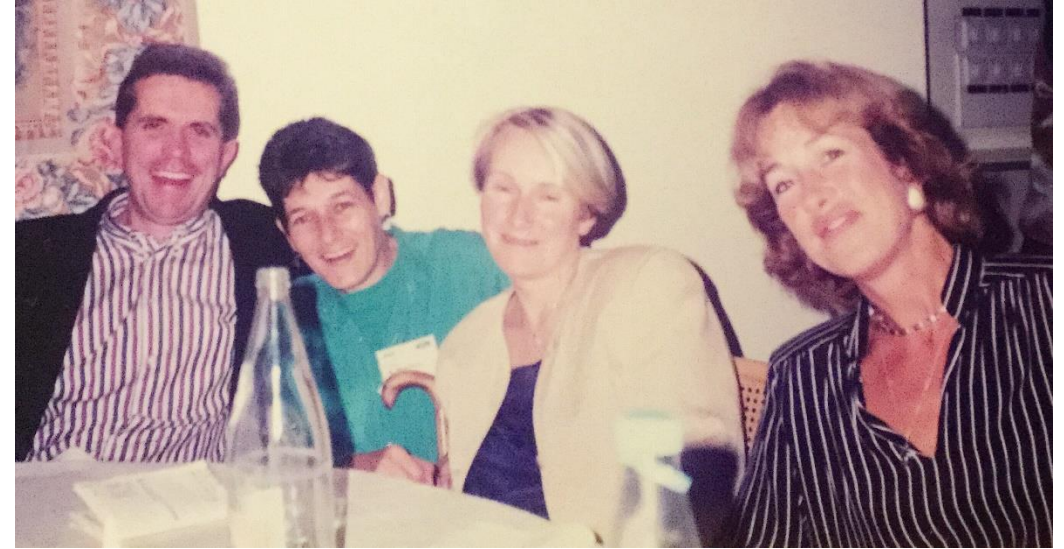
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PICTURE IT

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

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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.

ISAAC conference Odense 2002

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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.

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
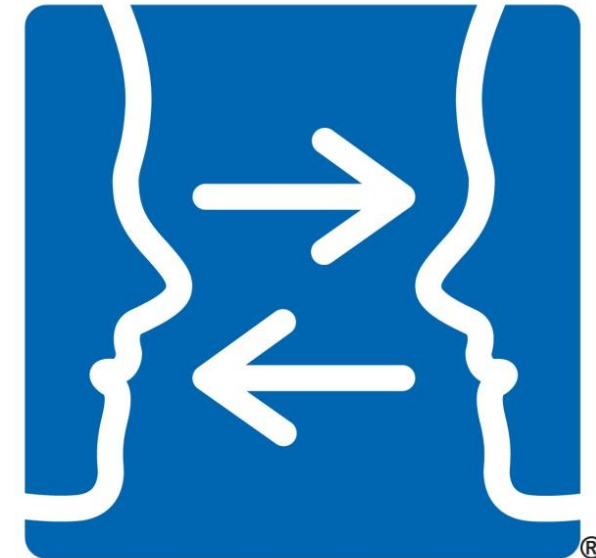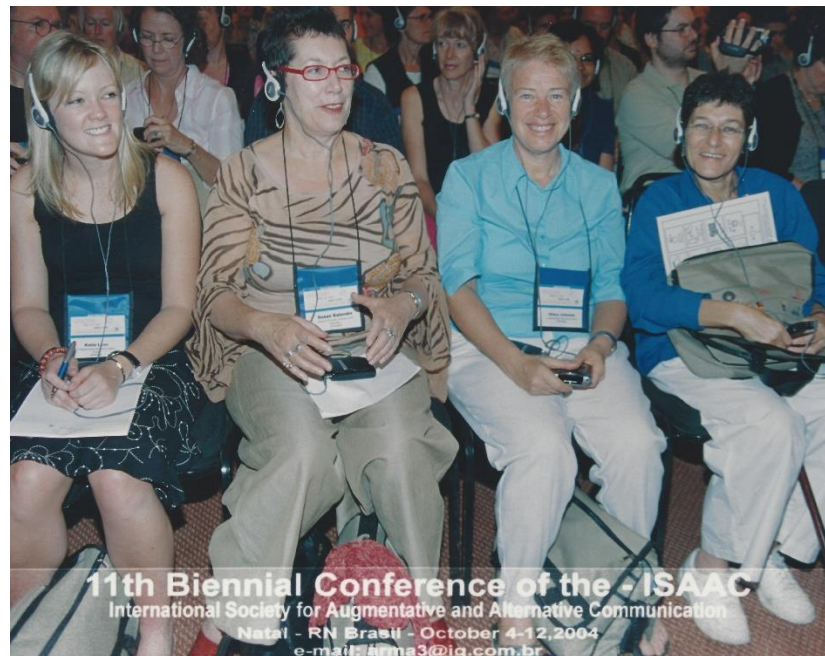

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Great collegiality

- 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

11th Biennial Conference of the - ISAAC
International Society for Augmentative and Alternative Communication
Natal - RN Brasil - October 4-12,2004
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Great people, great collegiality, great research