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Communication without limitations

PIXON:
A Simple Engaging Approach That Keeps Potential Alive

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2nd Regional AAC Conference

3rd August

Why do we communicate?

- Well for many reasons.......

- Write down one reason for communication and then 2 words that will fulfil that communication function

- E.g. To request......More. Want.

Reasons why we communicate

1. Initial Mediating/Regulating of Activities
2. Expressing Self, Others, & Possession
3. Expressing Negation & Negatives
4. Regulating Time Aspects of an Activity
5. Requesting & Direction Actions
6. Describing & Commenting on an Activity
7. Requesting objects & Stating Existence
8. Stating & Directing Locations
9. Requesting Information
10. Stating Personal Attributes & Feelings
11. Stating & Directing Specific Actions
12. Stating Additional Time Concepts

What is The PIXON Project Kit?

A Language Development Curriculum

- Pixon Language & Learning Activity Notebook (PLLAN)

- Pixon Picture Set

- Pixon Manual Communication Boards & Displays

- Pixon Educational & Environmental Materials

What Is PIXON?

A New Language System

that uses a fresh Single-Meaning

Symbol Set

which echoes both Minsymbols & PCS

symbols

PIXON Equipment

- A No-Tech TEACHABLE approach using:
  o pre-made manual boards
  o flip charts
  o portable boards
  o wall charts
  o props
  o environmental engineering labels

Origins of PIXON

- Gail Van Tatenhove + International Team
- Guiding Principles:
  - Language-Based Structure
  - Immediate Access to Core
  - Controlled Access to Fringe Vocab.
  - Ease Transition to High-Tech
  - Out of the Box Experience
  - Need for a no-tech back-up system

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PLLAN (Manual)

- Guide to implementing PIXON

- Follow or Discard!

- General Intervention Principles

- Pixon Language Learning Modules
  - 12 modules covering 150 vital words

Symbol Set

- Based around the 84 location MAP

ACTIVIT	YES NO	GREETIN	ME	DEVICE	SPELL	CALEND	SCHOOL	HAVE FU	MP3 PLA	NOTEBO	PAGES
	word				ABC						
	THIS BELONGS TO:		PREVERB			1+1=2		? word	a	+s	ly
		are	is +s	were +ing	was +ed	on +en	to to+	NUMS	an +er	the +est	N W E S
					N						STOP
		S	E		EXIT						
CLEAR	not			A							

- Designed to incorporate elements of the Minspeak icon sequence

- Contextual depth of meaning

- Fitzgerald colour coding

- Initial target of 212 key words

- Use of Symbolic conventions
  400 Core + 1000 Extended Vocab.

Eat

Come

Ride

Help

Make

Hungry

Big

Little

Hot
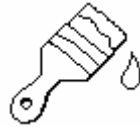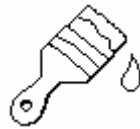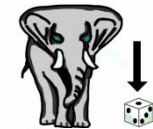
Cold

All gone

All done

Again
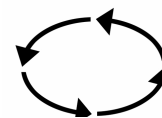
More

Busy

PCS & PIXON…not so different

Personal Pronouns

Manual Communication Boards

- **Communication Boards**
  - "Core" Board - your main board with 2 types of add-on flip charts
    - <u>Supplemental "Core" Displays</u>
    - <u>Extended Vocabulary Displays</u>

- **Activity-Based Displays**
  - Provided AFTER the client has a personalised board – not a replacement for a personalised communication board

- **Pre-made boards** were developed to assist families, teachers, and inexperienced SPs to begin AAC intervention without having to develop the necessary expertise or confidence to make their own communication boards

- However, you can **opt to make your own** boards or customise the pre-made ones using Pixon with Word or BoardMaker

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Readiness To Learn

- **General Intervention Principles**

  o Sensory Integration

  o Visual & Hearing

  o Positioning

Types of Core Boards

- 10 pre-populated CORE BOARDS to match: **Mobility, Vision Skills, Access Skills, Cognition, & Language…**

- Based on 212 core words

- The Stationary Laptop style is in: 20,30,50,77,112,198,216 locations

- Plus an Eye Gaze Board

- Plus a Portable Board (cloth case)

20 Location Board

50 Location Board

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198 LOCATION PIXON BOARD

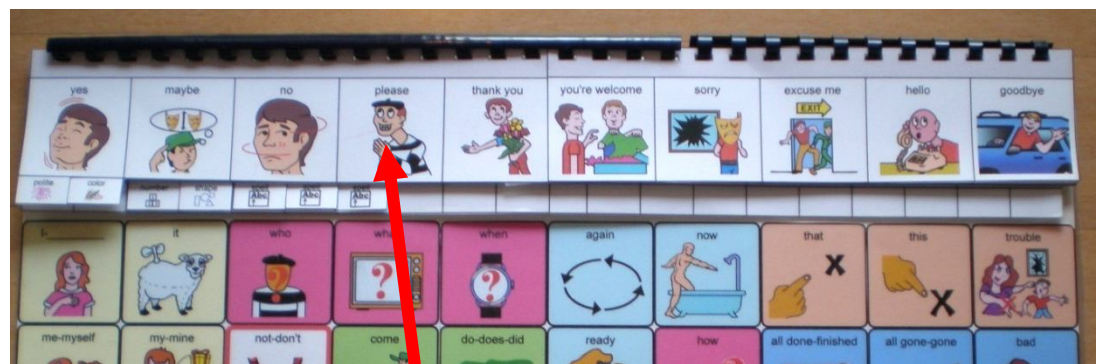|																	
I-___	it	who	what	+s	+ing	+ed	to	when	same as	opposite of	starts with	+s	all	fun-funny	home	idea	one
me-myself	my-mine	not	don't	am-is-are be	ask	break	buy	can	again	now	late-later	be careful	place	problem	question	school	some
you-your	we-friend	they-people	color	come	count	do-does-did	dress	drink	before	after	ready	hurry	stuff	thing	that	this	time
he-him-his	boy-man	brother	eat	feel	find	get	give	go	morning	afternoon	night	yesterday	today	tomorrow	town	trouble	way
she-her-hers	girl-woman	sister	have-has-had	hear-listen	help	hold	know	let	where	away	how	how much-much	er	est	why	and	because
family	mother	father	like	live	look-see	love	make	need	here	there	afraid-scary	all done-finished	all gone-gone	bad	big	busy	clean-dirty
baby	grandmother	grandfather	open-close	play	put	read	ride	say-tell	in	out	cold	confused	different-same	dumb-smart	easy-hard	empty-full	fast
body	pet-	name	share	sing	sit	sleep	stand	stop	on	off	favorite	good	happy	hard	hot	hungry	hurt
aide-	bus driver	child-children	take	talk-call	think	try	turn	wait	over	under	little	long-short	loud-quiet	mad	mean	medium	more
class	SLP	teacher-	walk	want	was-were	wash	watch	win-lose	top	bottom	nice	new	old	pretty	right	sad	sick
			work	write					up	down	silly	slow	soft	thirsty	tired	wet-dry	wrong

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Portable Board
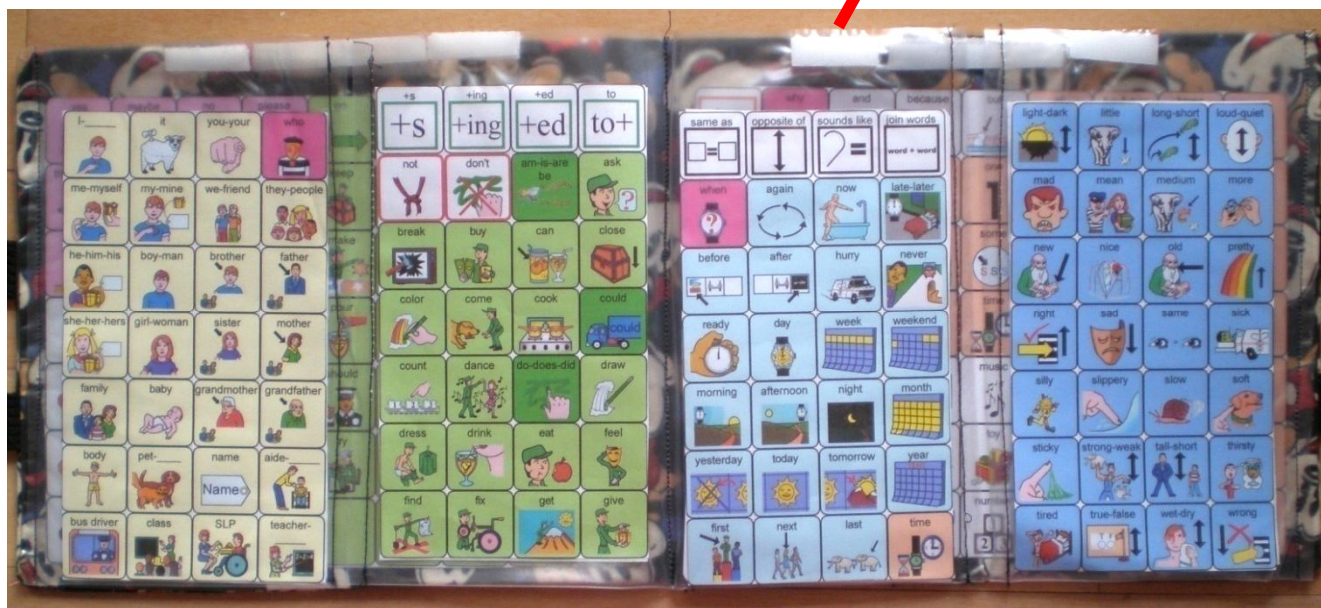
SUPPLEMENTAL CORE FLIP CHARTS

- Supplemental = frequently used, predictable words - they would be in the "core" section if there was enough room

- Templates & Samples developed
  – Polite words
  – Colours
  – Numbers (0-9)
  – Shapes
  – Alphabet
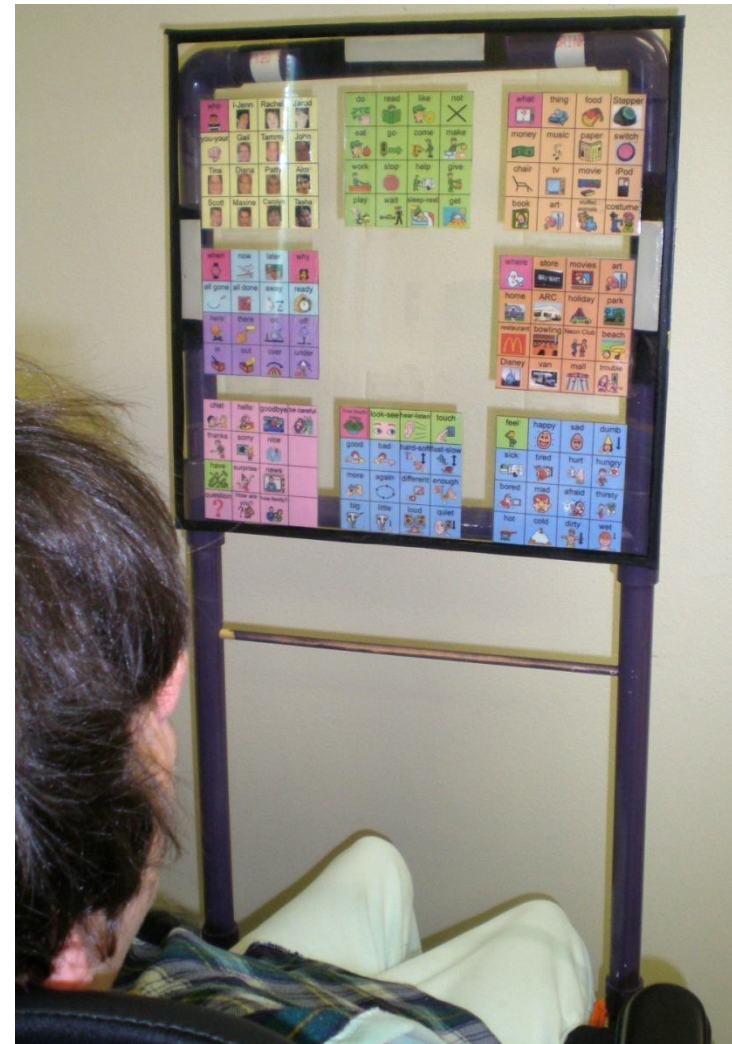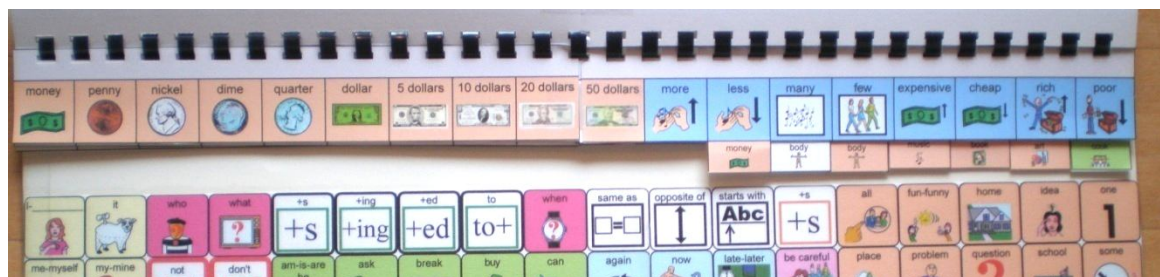- Category Icons on Tabs

Eye Gaze Board

PERSONAL EXTENDED VOCAB. FLIP CHARTS

- Personal/ fringe vocabulary driven by interests and activities

- Templates & Samples developed
  - Group time (days, seasons, months, weather)
  - Numbers (10-31) and Time words (o'clock)
  - Music
  - Books
  - Art
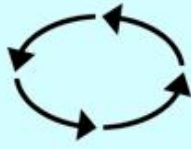 - Cooking
  - Body parts
  - Money
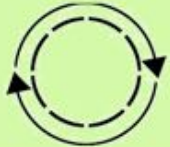
ACTIVITY BASED BOARDS

- Stand-alone displays (2 types)
  - Pragmatic and Interaction focused
  - Content focused

- Samples developed
  - Alphabet (ABC & QWERTY)
  - Calendar Time
  - Time Concepts
  - Money
  - Music
  - Reading
  - Cooking

Reading

I-_____-me	what	again	fun-funny	trouble-problem-uh oh
my-mine	not-don't	get	that	this
you-your	look-see	read	book	page
think	turn	want	story	different

The 12 modules.

1. Initial Mediating/Regulating of Activities
2. Expressing Self, Others, & Possession
3. Expressing Negation & Negatives
4. Regulating Time Aspects of an Activity
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The Teaching Modules

- **Designed to introduce 150 core words, selected on the basis of ….**
  - Normal Language Development
  - Evidence Based Practice

- **Each module provides basic instructions for teaching the words in functional activities**
  - Modules are only a STARTING point
  - Designed to help track Outcomes and Performance

Teaching-Module Components

- Purpose
- Target Vocabulary
- Long Range Goals
- Teaching Suggestions

Module 1

- **Title:** Initial Mediating/Regulating of Activities

- **Purpose:** To encourage the client to direct the behaviour of others and the course of any activity with words instead of behaviour

Module 1

- Target Vocabulary: 10 words
  - **again**
  - **all done/finished**
  - **all gone/gone**
  - **different**
  - **do**
  - **help**
  - **look**
  - **more**
  - **stop**
  - **what**

Module 1:   Long Term Goals

1. The client will ask "what" when he/she doesn't know about an object or activity. (function = request information)

2. The client will say "all gone" to show that he/she recognizes that something is missing or depleted. (function = disappearance, nonexistence)

3. The client will call attention to something that is out of the ordinary using a word, such as "look." (function = request action, direct attention

4. The client will ask for "help" when he/she is unable to do something independently before or during the activity. (function = request assistance)

5. The client will ask for "more" of something during the activity. (function = request recurrence)

Module 1:   Long Term Goals

6.   The client will request a repetition of the same activity or an aspect of the activity using the word "again" or "more." (function = request recurrence)

7.   The client will request change in activity, using the word "different." (function = request action, directive, comment) Client will request a complete   stopping of all activity, using the word "stop"   function rejection, & cessation

8.   The communication partner will model language   during the activity that describes, discusses, or   comments upon the activity and people engaged in   the activity. *(E.g. good, bad, like, silly, big, little, up,   down, go, eat, run, open, turn, etc.)*

Module 1: Teaching Suggestions

1. Provide the "materials" of the activity to the client in such a way that he/she doesn't know what the activity is all about (e.g., put them in a container, bag, etc.). Model and prompt the word "what."

2. If possible, forget or lose one of the key materials for the activity. Model and prompt the words "all gone" or "look."

3. Engage with the materials of the activity and do something notable with one of the objects (e.g., drop it, turn it upside down). Model and prompt the word "look" or "all gone."

Module 1: Teaching Suggestions

4. During the activity, use obstacles and barriers to prevent the client from independently being able to manipulate the materials. Model and prompt the word "help" or "do."

5. During the activity, use "moderation" with the materials, encouraging the client to ask for "more" of something. Model and prompt the word "more."

6. Complete the activity. (NOTE: In later modules, you will expand communication expectations for the client during the activity. But for now, focus on mediating and regulating the activity.)

Module 1: Teaching Suggestions

7.   Upon completion of the activity, determine whether you are going to do exactly the same activity (e.g., read the same book) or something different (e.g., different book, different activity). Model and prompt the words "again, "more." and "different."

8.   At any point in the activity, the student has the option of asking to "stop" if he is bored, irritated, or ready to be left alone. Model and prompt the word "stop" when all activity is over.

Working Through the Modules

- **The modules are NOT Linear, except for #1**
- **Use the most robust board possible with "masking" as needed**
  - To support learning of "new words"
  - To support non-adult driven interaction
- **Teach "all the words all the time, but not all at the same time" through supportive learning activities**
- **Sample Storybook Teaching Activity**
- **Select a book with a "plot" (Three Billy Goats Gruff)**
- **Determine language function(s) to model and target with each repetition of the story**
  - Mediating Reading (Module 1)
  - Pronouns & People Words (Module 2)
  - Negation (Module 3)
  - Directing Action (Module 5)
- **Track outcomes with forms in the Appendices**
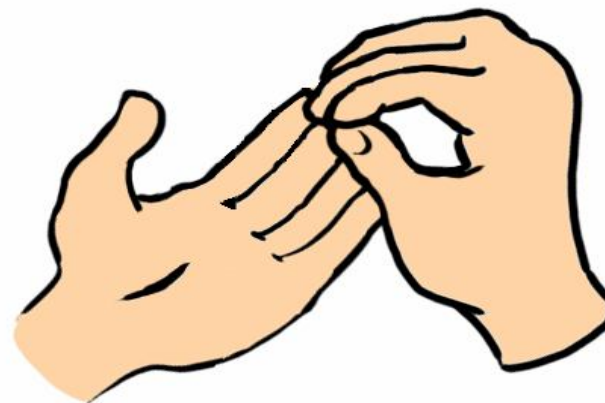
Steps to Vocabulary Learning 1

- **Learn the concept** (e.g., more) through hands-on activities (contextual teaching)
- **Learn the symbol/metaphor** for the concept (e.g. the Pixon symbol for "more")
  - Do this through activities that "match" the metaphor in the Pixon (context – more music) and extend the concept beyond the pictured metaphor (de-contextualization = more juice, more swinging, etc.)
  - Do this through props that can be manipulated during the hands-on activities
  - Props must be made by the client from a PPT on the CD in the Kit

Pixon PROP for "More"

- To teach "more," the Unity symbol for more was modified with 1 open hand.

- The musical notes are attached to the hand via Velcro. Each time you ask for more, you get "more" notes placed in your palm.

Steps to Vocabulary Learning 2

- Learn the concept (e.g., more)
- Learn the symbol for the concept
- Locate the symbol on the communication display and use it
  - with and without "masking"
  - ALS, modeling
- On-going generalisation of the concept and symbol

Object & Descriptive Labels

Label Objects in the environment: WHAT IS

Label Objects in the environment; WHAT DO
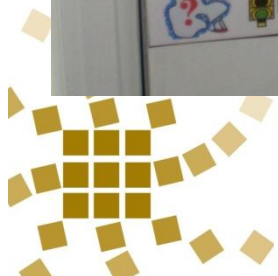
Sample Labels

PIXON: Wall Chart

Evidence & Progress

- Appendices provide charts & suggestions to check & monitor the Communication Profile

- **Communication Functions**

- **Vocabulary Acquisition**

- **Syntax & Sentence Development**

- **Morphology Development**

PIXON Transition to PRC Minspeak AAC

- **Data from Gail van Tatenhove: Early findings….**

- **Number of Clients using Pixons, then Unity = 15+**

- **Rate of Transition**
  - Relatively "seamless" because "root" was present on the Unity84 overlay and colour code/characters were visual cues

- **Accommodating "differences"**
  - Changes in Unity84 MAP versions are annoying to staff/family, but not significant to cause issues with client transition
  - Differences between U45, U60, U84, U128 are present, but manageable

- **Attitudes about Transition**
  - Laptray boards - kept communication boards and added device when using boards with 100+ words
  - Portable - like communication boards better because lightweight/ease

Value of Pixon Kit

- **Even IF a client NEVER makes a transition to a high tech device with the Unity program, the materials in the Pixon Project Kit still provide a valuable language development curriculum with single meaning pictures.**
  - **Many people who are already vested in other AAC strategies have asked for the PLLAN as a separate product.**
- **Teams who had previously been only using PCS took the Pixon Kit with the intent to "translate" it to PCS, but 18 months later, they never did and are using the boards and educational/environmental materials with Pixons.**

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Thank you!

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