

# FOSTERING FRIENDSHIPS

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*DOWN SYNDROME CONNECTION OF THE BAY AREA*

# Importance of Friendships

- Developmental growth
- Connection and support
- Self esteem, emotional stability
- Future inclusion
- FUN



# What Defines a Friendship?

- Mutual between two people
- Voluntary
- Enjoyable





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# Possible Barriers to Friendships



- Nature/magnitude of disability
- Inappropriate social skills
- Over-reliance on adult helpers
- Lack of understanding and acceptance by peers
- Services delivered in separate environments.
- Lack of communication skills by student with disability

# Strategies for Overcoming Barriers

- Intentional
- Ability Awareness
- Environment
- Scheduling
- Formal and Informal groupings
- Expectations
- Scaffolding
  - COMMUNICATION!





# Ability Awareness

- Talk about different abilities in a safe, supportive manner.
- Equip peers for friendships.
- Allow students to ask questions and share information.
- If/when ready, empower students to participate in their own ability awareness.



# Environment

- Incorporate different abilities in environment and curriculum.
- Proximity: place students with disabilities with students, not in the corner with an aide.
- Beware of the hovering aide.
- Have materials that are to be shared.





# Scheduling



- Don't schedule pull-outs during non-instructional times.
- Incorporate social goals and objectives into IEP.
- Have regular and repeated opportunities for interactions.

# Formal and Informal Grouping

- Work groups
- Lunch Bunch
- Circle of Friends
- Best Buddies
- Extra-Curriculars



# Expectations

- Have high and reasonable expectations.
- Expect student to initiate interactions.
- Expect student to form friendships.
- Expect student to learn social cues and norms.
- Expect student to communicate.



# Scaffolding

## CONVERSATION MAP



### Greeting

"Hi!" "Hey-what's up?" "What's new?"  
"Hows it goin'?"



### Starting Comment or Question

"Can I tell you about \_\_\_?" "What are you doing?"  
"Did I ever tell you about...?" "I just heard something  
funny...let me tell you"



### Conversation



#### Take Turns



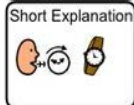
#### Same Topic



#### Ask Questions



#### Make Comments



### Short Explanation



#### "Well, I better go..."



#### "I should get back to work...."

#### "Gotta run..."

#### "Talk to you later..."



### Farewell

#### "See ya..."

#### "Bye!"

#### "Take care."

#### "Catch you later"

Created by: Jill Kuzma

- Ensure student has effective communication system.
- Teach conversation skills.
- Provide prompts, models and/or communication maps when necessary.

# AAC

Bringing another variable into the mix!

# What is AAC?

- **Alternative/Augmentative Communication (AAC):** a subset of AT; AAC involves the study of, and when necessary compensations put in place for individuals with severe speech and language disorders (ASHA, 2005)
- **Speech & Language Indicators**
  - **Expressive/Receptive Gap:** when receptive language skills are higher than expressive language skills; this typically warrants AAC intervention
  - **Frustration** due to the inability to effectively communicate
  - **Guarded Verbal Speech Prognosis:**
    - Limited progress with speech therapy
    - Physical limitations for speech production



# No Tech

Systems an individual uses with no additional tools or technology

- Motor Behaviors
- Gestures
- Sign Language
- Vocalizations
- Verbalizations
- Proxemics
- Eye Gaze
- Facial Expressions



# Low Tech

Communication aides  
which do not run from a  
power source

- PECS: Picture Exchange Communication System
- Communication board
- Eye gaze board
- Live Voice Scanning


All About Casey



I swing.



My family.



I eat crackers.



# Light Tech

System which are typically battery operated and have a static (non-changing) display

- Big Mac
- Step by Step
- Tech Talk
- Go Talks







a dynamic display  
(changing)

- NovaChat
- Accent
- iPad (e.g. ProLoQuo2Go, TouchChat)

One more...



# How to begin...

Tools for analyzing communication partners and opportunities



# Social Networks

“The **Social Network Package** is an assessment and intervention planning tool. The **Manual** and **Inventory Booklet** are designed to help professionals work with family members and individuals who have complex communication needs. Use this resource to help determine appropriate communication strategies and technologies for clients to use with their communication partners.”

[http://www.augcominc.com/index.cfm/social\\_networks.htm](http://www.augcominc.com/index.cfm/social_networks.htm)



# Communication Sampling & Analysis (CSA)

"**CSA** is an assessment tool designed for infants, toddlers, and children with multiple physical, sensory, speech, and cognitive/linguistic challenges. CSA is an objective measure for sampling and analyzing communication behavior (means and functions) in natural interactions."

<http://csa.acts-at.com/csa-info.html>

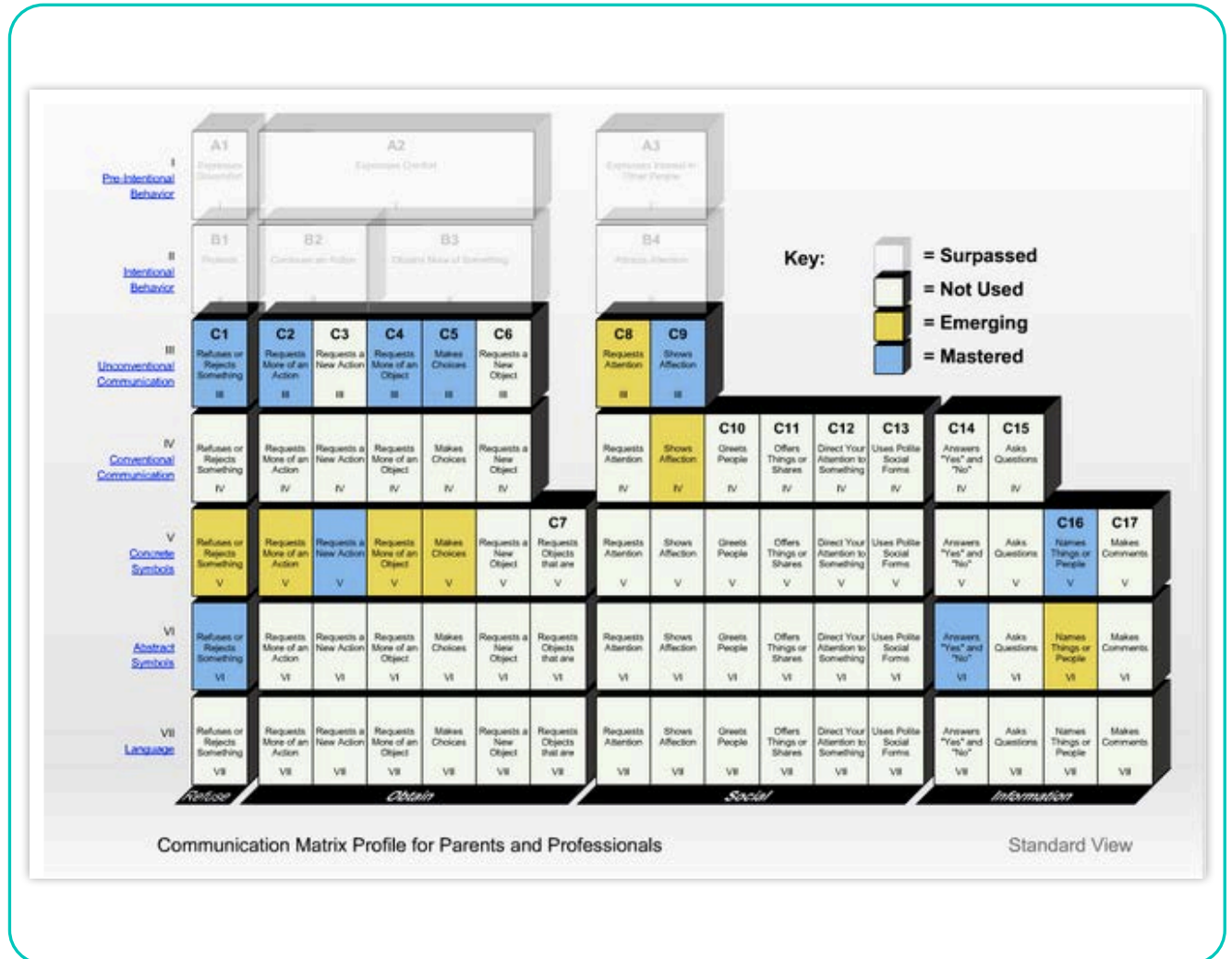
Buzolich, Russell, Lupper-Bergh, & McCloskey Website: csa.acts-at.com Revised January 2011

Communication Summary Report				
Name: Sample Student	Birthdate: 06-04-2008	CA:	Clinician: Vicki Clarke	Date:
Context(s): School/classroom				
Communicative Means Summary				
Code	Means	Definitions	# in Sample	% of Sample
<b>Gestures</b>			<b>17</b>	<b>38.6</b>
DM	Discrete Motor Behaviors	Full or partial body movement that is distinct, differentiated, and conveys meaning; includes body extension or leaning	17	38.6
REF	Referential Gestures	Gestures that indicate or call attention to an object, person, or event. Referent is present in the environment; e.g. show, give, touch, pull	0	0
REP	Representational Gestures	Gestures used to convey meaning. Includes meaningful symbolic, conventional, culturally defined & idiosyncratic gestures	0	0
SIGN	Formal Signs	Formal visual-motor language systems, e.g., ASL, SEE	0	0
<b>Vocalizations/Verbalizations</b>			<b>11</b>	<b>25</b>
VOC	Discrete Vocalizations	Vocalizations that are distinct and differentiated	11	25
VERB	Verbalizations	Verbal word approximations, spoken words or phrases	0	0
<b>Facial Expressions</b>			<b>15</b>	<b>34.1</b>
FAC	Facial Movements	Facial movement, including idiosyncratic facial gestures conveying specific semantic content; e.g. smile, pout, kiss, tongue out ("yes")	15	34.1
<b>Eye Gaze</b>			<b>0</b>	<b>0</b>
EYE	Eye Movements	Gaze in direction of or fixate on person, object, or place; avert gaze; alternate gaze between objects, people, places; use of idiosyncratic eye movement to convey specific meaning	0	0
<b>Proxemics</b>			<b>0</b>	<b>0</b>
PROX	Proxemics	Approach a person, location or object; moving, crawling close	0	0
<b>AAC System</b>			<b>1</b>	<b>2.3</b>
AAC	AAC	Use of symbols, aid, strategies, techniques; activate SGD, point to or gaze at board, pictures, symbols; pick up & give symbol(s)	1	2.3
<b>Total Number of Communicative Means</b>			<b>44</b>	<b>100</b>
<b>Single Modality Communication Acts</b>			<b>6</b>	<b>25</b>
<b>Multimodality Communication Acts</b>			<b>18</b>	<b>75</b>
Communicative Function Summary				
Code	Functions	Definitions	# in Sample	% of Sample
<b>Behavioral Regulation</b>			<b>3</b>	<b>12.5</b>
RQO	Request Object	Behaviors used to demand a desired tangible object	2	8.3
RQA	Request Action	Behaviors used to ask or direct another to carry out or cease an action, includes requesting assistance; focus is on the action	0	0
PDR	Protest/Deny/Reject	Behaviors used to refuse, protest, or disapprove of an undesired object, action, or person; Includes any form of negation	1	4.2
<b>Social Interaction</b>			<b>10</b>	<b>41.7</b>
RQS	Request Social Routine	Behaviors used to command another to commence or continue carrying out a game-like social interaction. Partner demonstrates familiarity with the routine or interaction repeats	0	0
SAT	Solicit Attention	Behaviors used to draw attention to self, others, objects, actions; includes teasing or conveying humor, warning, alarming or exclaiming to direct attention to self or something in the environment	0	0
AF	Affirm	Behaviors used to affirm or confirm, e.g., "yes"	0	0
GR	Greet	Behaviors used to express salutations & conventional rituals; e.g. hi	1	4.2
ACK	Acknowledge	Behaviors used to indicate notice or recognition of partner's behavior, previous statement or action. Involves focusing or shifting attention to partner. Includes politeness markers like please, thanks	9	37.5
RQP	Request Permission	Behaviors used to seek another's consent to carry out an action by oneself	0	0
<b>Joint Attention</b>			<b>11</b>	<b>45.8</b>
RI	Relay Information	Behaviors used to tell about something, initiated or in response to question or statement; to inform about object, event, person, activity	0	0
RQI	Request Information	Behaviors used to solicit information about an object, event, person or activity	0	0
COM	Comment	Behaviors used to express a belief or idea, or describe the physical attributes of an object, person, or event	11	45.8
<b>Total Number of Events</b>			<b>24</b>	<b>100</b>

# Communication Matrix

"The **Communication Matrix** is a free assessment tool created to help families and professionals easily understand the communication status, progress, and unique needs of anyone functioning at the early stages of communication or using forms of communication other than speaking or writing."

<https://www.communicationmatrix.org/>



# Teaching Tools

Tools to support peer interactions & developing friendships



# Meaningful Vocabulary

Vocabulary needed by the user across contexts, partners, and environments.

Important personalized vocabulary for developing friendships

- Names of peers
- Social jargon 'No doubt'
- Core
- Activity based
- Personal information and preferences

# Vocabulary Inventories

## Targeting Core

**TEACHING TOOLS: CORE WORD VOCABULARY INVENTORY**

*ChatPower 48*  
~tool for planning and collecting vocabulary needed by the user across contexts, partners, and environment~

ABC 123	PEOPLE ?	QUESTN ?	PLACES ?	SOCIAL ?	TIME ?	GROUPS ?	DESCR ?
clear	I	me	any- every- but or	that	this	good	more
.	my	can	to	the	a-	and	at
delete wd ✖	it	do	ACTIONS go	come	go	for	in
-s	you	is	be-	drink	eat	of	on
they	your	's -ing -er -est	have	play	want	out	with

Activity: \_\_\_\_\_

Write the words from the above display that you can use in the activity.


What additional words do you need?


Where do they occur on other pages? Write these words and the page you found them on.


What words do you need that are not easily found on the device?


Lunger, McCloskey, Russell, Skulski, 2013

## General

**TEACHING TOOLS: VOCABULARY PLAN & INVENTORY**

*General Inventory*  
~tool for planning and collecting vocabulary needed by the user across contexts, partners, and environment~

CATEGORY/SETTING (What is the "theme" or context for this vocabulary?)		
STARTERS (greetings, personal info, etc.)	RESPONSES	
REQUESTS & DIRECTIVES	QUESTIONS	
PEOPLE	PLACES	THINGS
COMMENTS & CLARIFICATIONS	"CLOSERS" (good-byes, polite words etc.)	
OTHER MICS. WORDS/PHRASES FOR THIS SETTING		

Lunger, McCloskey, Russell, Skulski, 2013

# Social Scripts & Role Play

**Role Play** is targeting and practicing vocabulary and communicative interaction around specific pre-planned scenarios

## Script Categories

- Action Script
- Participation Script
- Conversation Script

# Social Scripts cont.

## PARTICIPATION SCRIPT

Increases the number of reciprocal communication exchanges around daily, cooperative activities (i.e. story leader, show and tell, picture description)

- **Partner:** Look what Tommy bought to school today (*shows item*)! What color is it?
- **User:** Black
- **Partner:** Can you think of a question to ask Tommy about his favorite thing?
- **User:** Who play?
- **Partner:** Tommy, Sam asked, who do you play this with?

## CONVERSATION SCRIPT

Encourages users of AAC and partners to expand interactive, conversational exchanges (i.e. weekend news, movie discussion, etc)

- **Partner:** How was your weekend?
- **User:** It was fun
- **Partner:** What did you do?
- **User:** I go movies.
- **Partner:** Cool, what did you see? My weekend was busy.



# Personal Books

Promoting communication, literacy, socialization, & leisure

Encouraging buy-in and motivation

- Relatable Material
- Enticing Material

Increasing Communication Skills

- Modeling
- Language Scaffolding
- Conversing

Splish Splash  
with the Roos



Katie steps in the water.



Naya gets wet.



We love Splish Splash!

# Peer Reading

## Book Ideas

- Favorite things
  - People
  - Food
  - Places
  - Activities
- Accomplishments
  - Art projects
  - Bike rides
  - Performance

ENCOURAGE SHARING!





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- What's it Like? Down Syndrome, Angela Royston (2005)
- I Know Someone with Down Syndrome, Vic Parker (2011)
- My Friend has Down Syndrome, Jennifer Moor-Mallinos (2008)
- Our Brother Has Down's Syndrome, Shelley Cairo (1985)
- Just Like You Video (video can be found at: <http://www.youtube.com/watch?v=5M--xOyGUX4>)
- [www.tolerance.org](http://www.tolerance.org)