INTRODUCTION TO SOCIAL NETWORKS: SUPPORTING AAC INTERVENTIONS THAT LEAD TO MEANINGFUL OUTCOMES

Speech and Hearing Association of Virginia (SHAV)
March 17, 2011
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www.aac.rerc.com
White Paper on Mobile Devices and Communication Apps

Based on interviews with 25 AAC “thought leaders” between January and March, 2011, the AAC-RERC has prepared a White Paper on Mobile Devices and Communication Apps.
Purposes of presentation

- Introduce rationale for the use of a social network framework in AAC
- Introduce *Social Networks Inventory* and its uses
- Provide examples of usage with children and adults
- Briefly familiarize participants with the tool using the Inventory Booklet
Handouts

- Inventory Booklet
- Slides of power Point
  Will also be available at www.augcominc.com
- Newsletter on Social Networks
  Available at www.augcominc.com
21st Century
Social Network websites

June 10, 2010
Social Networks: SHAV, March 2011
Popular Social Networking Activities
Percentage of online tweens and teens who say they do these activities at least weekly

- 41% Posting messages
- 32% Downloading music
- 30% Downloading videos
- 29% Uploading music
- 25% Updating personal Web sites or online profiles
- 24% Posting photos
- 17% Blogging
- 16% Creating and sharing virtual objects
- 14% Creating new characters
- 10% Participating in collaborative projects
- 10% Sending suggestions or ideas to Web sites
- 9% Submitting articles to Web sites
- 9% Creating polls, quizzes or surveys
Social Networks and AAC?

- Widely used term to describe complex patterns of relationships (Kaczmarek, 2002)
- Researchers from multiple disciplines employ SN concepts in frameworks and methodologies
- Study individuals, groups, institutions, etc.

Access to social networks depends upon communication skills

Social Networks: SHAV, March 2011
At core of all human communication is the creation of shared meaning between interactants.

WHAT IS COMMUNICATION?

Human communication is the *joint establishment of meaning* using a “socially distributed ecology of public sign systems.”

(Wilkins, 2006; Wilkins & Higginbotham, 2005; Goodwin, 2003)
Communication

Is The Joint Establishment Of Meaning
Communication

Information exchange
Basic needs
Social closeness
Social etiquette

Is The Joint Establishment Of Meaning
Reframing our perspective

“We must shift our focus from the specific deficits of an individual. It is conversations that are impaired, not the interactants.”

Wilkins, 2004; Blackstone, Williams & Wilkins, 2008
Baby’s modes/strategies

- Clear goal
- Multi-modal: nonlinguistic
- Uses context brilliantly
- Joint attention
- Socially/culturally mediated

Partner’s modes/strategies

- May have lacked shared knowledge
- Recognizes baby wants something, conventional gestures (point)
- Motivated!
- Couldn’t infer... from the context or ‘utterances’ of baby.
- Underestimates skills
Personal SNs

- SNs identify existing relationships
- SNs are an index of person’s social world or life space (Feiring & Lewis, 1989)
- SNs can identify opportunities and barriers to participation in life activities.
Paid workers who provide direct services to a person with a disability must be careful!

Adapted from McNair, J. (2004). *A Discussion of Networks Supporting Adults with Disabilities in the Community*, http://www.geocities.com/Athens/2926/4networks_article1.html
Social Network of a student in a residential care facility. N=40
Representing Social Networks
Lowen, Panico & Jones 2004

http://www.pbs.org/saf/1108/teaching/teaching3.htm
Circles of Communication Partners

Adapted from Marsha Forest, Judith Snow, et al.

1 = Family
2 = Friends
3 = Acquaintances
4 = Paid Workers
5 = Unfamiliar partners
Redundancy of networks

1 = Family
2 = Friends
3 = Acquaintances
4 = Paid Workers
5 = Unfamiliar partners

Individual is the central node and anchor

Links and Nodes
FIG. 1 VISITING OF FAMILIES, EL CERRITO, NEW MEXICO, 1940
Activity #1

What about your circles?

1. Family
2. Friends
3. Acquaintances
4. Paid workers
5. Unfamiliar partners
How accurate is your CCP?

- # of partners
- Balance across your circles
- # of people in each circle
- Thinking back and thinking forward
  - How do your circles today compare with your circles a year ago? 5 years ago?
Social networks change over the lifespan.

Infancy & preschool  School years  Adulthood & middle years  Third thirty

What happens here underlies what happens here
How might your circles compare to individuals with disabilities you know?
Adopting and adapting ‘social networks’ framework for use in AAC

- Requires thinking beyond traditional assessment protocols that often focus on impairments and disabilities
- Consistent with WHO ICIDH-10
- Increases potential to achieve outcomes that matter to client and family
- Puts emphasis on communication NOT technology
Conceptual Frameworks underlying SNs: A Communication Inventory...

- Psycholinguistic theory
- Circles of Friends/Communication Partners
- ICF Model (WHO)
- Person-centered/Family-centered
- Participation model (Beukelman/Mirenda)
- Inclusion
- Model of communicative competence (Light)
- Authentic measurement / qualitative approach
Introduction to *Social Networks* tool through Adrienne, Harold, Eric, Michael and Keith and their family, friends and others in their social networks

Ages 3 to over 65 years
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>DX</th>
<th>Cog</th>
<th>Lang</th>
<th>Speech</th>
<th>Phys</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold</td>
<td>Preschool</td>
<td>CP</td>
<td>Delay</td>
<td>Delay</td>
<td>Dys</td>
<td>Vision. Quad</td>
<td>Emerging</td>
</tr>
<tr>
<td>Keith</td>
<td>Elem</td>
<td>CP</td>
<td>Mod Delay</td>
<td>Mod Delay</td>
<td>Dys</td>
<td>Quad</td>
<td>Context dependent</td>
</tr>
<tr>
<td>Eric</td>
<td>High-school</td>
<td>Autism</td>
<td>Severe delay</td>
<td>Severe Delay</td>
<td>Apraxia</td>
<td>Apraxia Sensory</td>
<td>Context dependent</td>
</tr>
<tr>
<td>Adrienne</td>
<td>Young adult</td>
<td>CP</td>
<td>WNL</td>
<td>WNL Bilingual/literacy issues</td>
<td>Dys</td>
<td>Quad</td>
<td>Context dependent</td>
</tr>
<tr>
<td>Michael</td>
<td>Older adult</td>
<td>CP</td>
<td>WNL</td>
<td>WNL</td>
<td>Dys</td>
<td>Quad</td>
<td>Independent</td>
</tr>
</tbody>
</table>
Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners

Social Networks: SHAV, March 2011
Social Networks is a tool that helps identify Where we are? Where we might want to go?

It also can help tell us Did we get there?
SN Inventory has 10 sections

Sections I-III: Tells us who individual is and his/her current social networks

Sections IV-VII: Collects information on communication modes, tools and strategies individual currently uses

Sections VIII-IX: Provides information about how individual uses different communication modes, tools and strategies within their social networks

Section X: Summarizes information in one place.
Health, Quality of Life, Employment, Development of Competencies, Opportunities, Supports, Relationships, Participation, Experiences, Information, Cultural Experiences, Belonging, Access to Medical Care, etc.

IMPACT OF SOCIAL NETWORKS ON THE LIVES OF PEOPLE WITH DISABILITIES
Evidence shows that

- Strong social networks result in better
  - Health
  - Quality of life
  - Employment
  - Acquisition of competencies (e.g. educational success, social skills)
Social Networks and Health

- Related to mortality rates in large (7000) study of adults over 9 years (Berkman & Syme, 1979)

- Study of 56,000 healthy nurses over 20 years (higher social connectiveness = higher health and functional status) (Michael al, 1999)

- Beneficial impact on blood pressure, higher cognitive function, less depression (Avlund et al, 2004, Zunzunegui et al, 2003)
Absence of close friends, relative, confidants correlates with functional status. (Michael et al, 1999)

Strong relationship between having physical impairments, lacking confidants and low morale and life satisfaction. (Mellor & Edelmann, 1988)

Older adults in Israel who became disabled were most vulnerable to erosion of social networks. (Litwin, 2000)

Buffers effects on health, mitigates stress (House, 1981)
Individuals learn competencies relevant to life’s circumstances through social networks (culturally based)

Competence is NOT a fixed attribute of person

Competence emerges in social practice and involves... individual’s capacities, skills and motivation AND various environmental factors: social networks, supports and barriers
Social networks influence the kinds of opportunities and experiences a person will have.

Thus, they contribute to the kinds of competencies a person will demonstrate.
Social Networks and Disability

- After years of laws and policies aimed at supporting people with disabilities, many are still at high risk for exclusion from social networks typical of peers.

- Many face social isolation, even those who use advanced AAC technologies.

Bryen, Carey & Frantz, 2003; Collier, 2000, 2010; Scott & Murphy, 1995
“Individuals with chronic disabilities face unique threats & challenges; and they need robust social networks to support them so they can remain resilient and experience a high quality of life.”

(David Beukelman, ACN, 2003)
Crucial to finding and maintaining employment

Individuals with complex communication needs may have smaller networks and more redundant networks.

Human capital and social capital need to be addressed to improve employment situation in AAC

Diane Bryen and colleagues, Institute on Disabilities, Temple University
AAC-RERC Writers Brigade 2003-2013

Sarah Blackstone, David McNaughton, Pam Kennedy, Johanna Schwartz
AAC-RERC Writers Brigade

- Program Manager, 7 individuals with CCN,
  Project Director, Advisory Board, RERC partners
AAC-RERC Writers Brigade

1. Increase active participation of individuals who use AAC in the dissemination activities of the AAC-RERC

2. Develop technical writing skills of individuals who use AAC

3. Build employment skills and networks of individuals who use AAC

4. Increase public awareness and knowledge of AAC-RERC activities
1. Increase active participation of individuals who use AAC

Writers Brigade is managed by, and comprised of, individuals who rely on AAC.

Members of the Writers Brigade are paid to write articles about the AAC-RERC for both electronic and non-electronic media.
2. Develop Technical Writing Skills of Individuals who use AAC

Writers Brigade participants have had a variety of educational experiences.

Manager (Pam Kennedy) provides scaffolded instruction to build the technical writing skills of participants.
Current WB Participants
Google Docs & Google Chat

Dennis, you've written a very good first draft. You have really solid topic sentences. You don't wander off topic in the middle of your paragraph. :-)

Now, consider polishing the piece a little more because it will be used a cover letter when I send publishers your articles for possible publication. I've crossed out the portions of this draft that won't work for this assignment and given you some ideas to replace them.

Please read my comments very carefully. As always, if you have any questions or concerns, please send me an email. -Pam Kennedy 8/26/09 6:46 PM

Approach this assignment like a job interview. This assignment serves a similar purpose. You probably wouldn't start an interview by telling your prospective employer about your disability. You'd want the job based on what qualities and skills you'd bring the company. So, you'd start with that instead. -Pam Kennedy 9/3/09 8:42 PM
The AAC-RERC is a Rehabilitation Engineering Research Center that functions as a collaborative research group dedicated to the development of effective AAC technology. Augmentative and alternative communication (AAC) refers to ways (other than speech) that are used to send a message from one person to another.

Recent activities ...

RESNA Student Design Competition Site
RESNA and the AAC-RERC have partnered to create the RESNA Student Design Competition site, with complete descriptions (some including videos) of the projects entered in the 2010 RESNA Student Design Competition.

Supporting Communication of Individuals with Minimal Movement
In this free, webinar, Susan Fager (Madonna Rehabilitation Hospital) and David Beukelman (University of Nebraska) describe AAC interventions for individuals with minimal movement (e.g., brainstem stroke, amyotrophic lateral sclerosis, Guillan Barre’ Syndrome, and chronic myasthenia gravis). A YouTube video, introducing the topic, is also available.

AAC-RERC Presentations at ISAAC 2010
Sarah Blackstone, Diane Bryen, Melanie Fried-Oken, and Jeff Higginbotham will be presenting at ISAAC 2010 in Barcelona,
Alumni: Lateef McLeod

Life post AAC-RERC Writers Brigade
- Free-lance writer for AT network
- Consultant for Dynavox technologies
- Speaker
- Works at World Institute of Disabilities
- Published second edition of poetry
  - Available at www.amazon.com
Over 130 publications to date
3. Build Employment Skills & Social Networks (Writers Brigade ‘04-08)

- Employment Skills
  - Improved writing skills
  - Improved confidence

- Employment Networks
  - Employed Full Time = 1
  - Employed Part Time = 5
  - Unemployed = 6 (5 not looking)
4. Increase public awareness and knowledge of AAC-RERC activities

Writers Brigade Manual

- Step-by-step guide to setting up a Writers Brigade


Some available here
Breakdown of parent’s personal CCPs

“I hadn’t really thought about what this is doing to us. Wow!”

Increased awareness of need to build child’s social networks.

“We obviously need to think about how to help build friendships. We need to facilitate this or it ain’t gunna happen.”

(S. Blackstone, T. Kovach, S. Moore, 2006)
SN of adults with acquired disabilities and their families

- Communication partners issues (hearing, vision, cognition, time, nature of relationships)
- Impact on spouse and other family members
- Mixing/shifting roles
  - Spouse - primary caregiver/AAC facilitator
  - Personal Care Assistant – friend, family member

(David R. Beukelman, 2006)
As social connections increase, social inclusion expands

Conversely, individuals who do not have opportunities to build SNs develop a sense of isolation or loneliness

(see Granlund & Eriksson, 2004)
Tool translated into nine different languages

EXAMPLES OF THE USE OF THE SOCIAL NETWORKS INVENTORY
Examined outcomes of former students who previously attended Bridge School


For assessment, goal setting, and monitoring progress.

To inform curriculum development & partner training.
SN provides data that can be used to describe profiles of research participants.

<table>
<thead>
<tr>
<th>ID</th>
<th>Gender</th>
<th>Age</th>
<th>Diagnoses</th>
<th>Receptive language</th>
<th>Expressive language</th>
<th>Cognition</th>
<th>Reading</th>
<th>Speech</th>
<th>Motor</th>
<th>Mobility</th>
<th>Number years attended</th>
<th>Number years since</th>
<th>Age when entered</th>
<th>Age when exited</th>
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<tr>
<td>AS</td>
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<td>severe</td>
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<td>1</td>
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<td>SB</td>
<td>M</td>
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<td>severe</td>
<td>moderate</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>nonambulatory</td>
<td>3.5</td>
<td>1</td>
<td>5</td>
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<td>VW</td>
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<td>mild</td>
<td>WNR</td>
<td>moderate</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>nonambulatory</td>
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<td>1</td>
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<tr>
<td>ES</td>
<td>F</td>
<td>12</td>
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<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>nonambulatory</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>CT</td>
<td>F</td>
<td>11</td>
<td>-cerebral palsy</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>nonambulatory</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>HF</td>
<td>F</td>
<td>12</td>
<td>-cerebral palsy</td>
<td>mild</td>
<td>severe</td>
<td>moderate</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>nonambulatory</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>JS</td>
<td>M</td>
<td>17</td>
<td>-cerebral palsy</td>
<td>moderate</td>
<td>severe</td>
<td>moderate</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>severe</td>
<td>nonambulatory</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>
Communication Partners at Follow-up

Follow-up data from The Bridge School’s longitudinal, retrospective study (Hunt-Berg, 2005) All participants have severe speech & physical impairment.

Social Networks: SHAV, March 2011
SN was used to identify frequency of use for modes currently used.
Social networks is used for initial assessment.
Social Networks informs AAC system development
Social Networks is used for person-centered planning in preparation for IEP meetings.
Supporting the curriculum

- Collages of children at the Bridge School
- The thematic unit was "community" with the sub themes of “me” & then "family" and then friends, etc.

Art teacher Rebecca Hazeltine.
Social Networks: SHAV, March 2011
Social networks is used to inform curriculum development:
Expanding circles beyond 1 & 4
Expanding circles beyond 1 & 4
Providing experiences beyond circle 1&4
Social Networks informs curriculum development: Expanding circle 2.
Social Networks provides direction regarding partner training and friendship building.
Social networks informs curriculum development and partner training
Social Networks can reveal information about subtle communication behaviors.
Social Networks informs writing instruction: Circle and Topics
Social Networks in Germany

By Dr. Susanne Wachsmuth & Matthias Schmidt

- 64 individuals
- Skills & abilities
- Modes
- Partners
Evaluation of the Data of „Social Networks“ Collected in Germany
A Communication Inventory of Individuals with Complex Communication Needs and their Communication Partners
by Sarah W. Blackstone and Mary Hunt Berg

Data analyzed in this project
All booklets are filled twice for each individual. One informant of the 1. circle and one informant of the 4. circle

Identifying information:
age, diagnosis, culture

Skills and abilities of the individual in language area:
receptive language, speech, expressive language, writing, reading

Skills and abilities of the individual in related areas:
adaptive behavior, vision, hearing, motor, cognition

Circles of communication partners

- Acquaintances
- Close friends/relatives
- Life-long communication partners
- Paid workers
- Unfamiliar partners

Modes of expression
- Facial Expression/Body Language
- Gesture
- Vocalization
- Manual Signs
- Speech
- Writing/Drawing
- Non Electronic Communication Board/Book
- Simple Communication device
- Complex Communication device
- Special Communication Software used on Computer
- Phone, Email, other Modes of Communication

Identification of
- primary partner
- most skilled partner
- partner who spends most time with
- favorite partner
- partner most willing to learn
- partner most willing to teach

Facts

Age distribution

- 30% after schooling 17 years and more
- 28% schoolage 7-10 years
- 42% pre schoolage 0-6 years

64 inventory booklets
- 29 female
- 35 male
- 6 foreign
- 4 german and foreign

- 5 of 64 have just a cognitive impairment
- 2 of 64 have just a motor impairment
- 57 persons have a cognitive and motor impairment

Medical diagnosis

- Apraxia 14.7%
- Traumatic brain injury 16.3%
- Autism 9.4%
- Aphasia 9.4%
- Hearing impairment 9.4%
- Dysarthria 10.6%
- Epilepsy 21.8%
- Visual impairment 28.1%
- Cerebral palsy 28.1%
- Others 39.1%
- Developmental delay 56.3%
- Motor impairment 92.5%
- Cognitive impairment 71.8%
Examining SNs in elderly population

By Melanie Lowry & Kim McCullough

- 265 elderly (mostly Caucasian)
  - 195 females; 70 males
- Mean = 78 years old (range 65-102)
- Used SNs Inventory and Quality of Communication Life Scale

PURPOSE: Determine SN size in typical elderly and how size & configuration may change with age, residential status, disability
Examining Social Networks in an Elderly Population: What Predicts Participation?

Melanie Lowry, MS, CCC-SLP
Kim McCullough, PhD, CCC-SLP

RESULTS

Research Aim #1: Determine the size and configuration of social networks of healthy elderly individuals.

<table>
<thead>
<tr>
<th>Circle</th>
<th>M (SD)</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle 1: Life Partners</td>
<td>8.26 (6.42)</td>
<td>0 - 42</td>
</tr>
<tr>
<td>Circle 2: Close relatives and good friends</td>
<td>7.55 (16.12)</td>
<td>0 - 210</td>
</tr>
<tr>
<td>Circle 3: Acquaintances</td>
<td>12.15 (27.05)</td>
<td>0 - 200</td>
</tr>
<tr>
<td>Circle 4: Paid Workers</td>
<td>4.19 (3.42)</td>
<td>0 - 29</td>
</tr>
<tr>
<td>Circle 5: Unfamiliar Partners</td>
<td>41.96 (481.86)</td>
<td>0 - 7500</td>
</tr>
</tbody>
</table>

Research Aim #2: Determine how the size of social networks might vary from one another when compared across three age groups.

An ANOVA statistic was utilized. It was determined that the network sizes were not significantly different from each other, regardless of the participants’ ages (F(2, 74) = 3.84, p = .03).

Research Aim #3: Determine which factors most strongly predict social network size in a population of healthy elderly individuals.

Regression results indicate an overall model of three predictors (MMSE, QOL, and living situation) that significantly predict social network size in Circles 1-3 (R² = .31, F(1, 266) = 15.0, p < .001) and when Circles 1-3 are combined (R² = .42, F(1, 213) = 17.2, p < .001).

Two predictors (MMSE and QOL) significantly predicted social network size in Circles 1-3, (R² = .85, F(1, 320) = 18.31, p < .001).

DISCUSSION

There are discrepancies in the literature about the size of social networks in the elderly population. Current participants named an average of 21 social contacts when circles 1-3 were combined. Other studies have reported similar numbers. Cruice, Worrall & Hickson (2005) reported an average of 29 social contacts (n = 75) while Lund, Hickson, Worrall, Lewis-Kitchen, Yin, & Burgess (2003) reported an average of 27 contacts (n = 240). Hulisi and Northcott (2004) report an average of 18.1 participants in circles 1, 2, & 3, however their participants (n = 82) were aphasic. Our healthy participants (n = 260) reported a similar number of contacts (16.55).

Vickers (2010) reported much larger numbers (n = 40). She investigated social network sizes prior to and after the onset of aphasia and reported an average social network size of 75.36 contacts in circles 1-3 and 45.05 contacts in circles 1, 2 & 3 prior to aphasia onset. Our participants named an average of 16.55 contacts when circles 1, 2 & 3 were combined. Our participants named an average of 26.33 contacts in circles 1-4. Zhou et al. (2005) and Fincher (2008) present evidence from the field of sociology indicating that the average social network for an adult is approximately 150 persons.

Fiori, Smith, and Antomucci (2007) found that restricted networks were more common in the older group (n = 65) than in the younger group (n = 511). Our results demonstrated significant difference in social network size regardless of age.

Data are also mixed regarding personal factors that predict or are associated with reduced social participation. Brand & Stone (2007) demonstrated a link between hearing impairment and social isolation in a large group (n = 325) of nursing home residents. Their results were consistent with other studies (Kosnick, Isahik, & Verbrugga, 1997; Weinstein & Varty, 1982) suggesting that higher levels of functional hearing impairment were associated with lower levels of social engagement. In contrast, neither Cruice, Worrall & Hickson (2005) nor our study found hearing to be a significant predictor of social network size.

Our efforts are consistent with others in the recent literature highlighting the need to better understand the construct of social participation.

REFERENCES


Participants named an average of 21 social contacts when circles 1-3 were combined.
- Consistent with other studies.

Results demonstrated no significant difference in social network size regardless of age
- Not consistent with other studies.

Data from studies predicting SN size mixed.
- Some show hearing a significant predictor.
- This study did not demonstrate link between hearing impairment and social isolation

Conclusion: Need to better understand the construct of communicative participation.
SOCIAL NETWORKS:
A COMMUNICATION INVENTORY FOR INDIVIDUALS WITH COMPLEX COMMUNICATION NEEDS AND THEIR COMMUNICATION PARTNERS
Who completes the CCP?

Social Networks is administered to:

1. Individual with CCN, if at all possible
2. Family member: 1st Circle
3. Professional (SLP/teacher): 4th Circle
Some tips to remember...

- DON’T have to administer ALL.
- DON’T have to complete in a session.
- DON’T have to give sections in order.
- DO have to follow instructions when administering each section.
- DO have rationale for decisions.
- Meant to be re-administered over time.
Information obtained from SN

Table of Contents
I. Identifying Information ................................................. 6
II. Skills and Abilities of the Individual ................................. 7
III. Circles of Communication Partners ................................. 9
IV. Modes of Expression .................................................. 11
V. Representational Strategies ............................................ 17
VI. Selection Techniques .................................................. 19
VII. Strategies That Support Interaction ............................... 20
VIII. Topics of Conversation .............................................. 21
IX. Types of Communication ............................................. 22
X. Summary Sheets ....................................................... 23

Please note: It is not possible to administer the Social Networks Inventory without carefully following the Inventory Booklet instructions. These are located in Chapter II of Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners Manual.

- Identifying Information
- Skills and Abilities
- Circles of Communication Partners
- Modes of Communication
- Representational Strategies
- Selection Strategies
- Strategies that support interaction
- Topics of Conversation
- Types of Communication
- Summary Sheets

HAV, March 2011
Activity #2

Step 1. Identify important partners in each circle

Social Networks: SHAV, March 2011
Step 2. Identify specific partners & their circles

<table>
<thead>
<tr>
<th>IDENTIFY IMPORTANT PARTNERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>CIRCLE</td>
</tr>
<tr>
<td>Individual’s primary communication partner</td>
<td></td>
</tr>
<tr>
<td>Most skilled communication partner</td>
<td></td>
</tr>
<tr>
<td>Partner with whom the individual spends the most time</td>
<td></td>
</tr>
<tr>
<td>Individual’s favorite partner</td>
<td></td>
</tr>
<tr>
<td>Communication partner most willing to learn new skills</td>
<td></td>
</tr>
<tr>
<td>Partner most willing to teach other people how to communicate with the individual</td>
<td></td>
</tr>
</tbody>
</table>

ADDITIONAL COMMENTS

Social Networks: SHAV, March 2011
Questions . . .

Are person’s circles balanced?

Would circles look different if informant was person? Family member? Some other professional?

Did CCP help identify any important issues? considerations?

Social Networks: SHAV, March 2011
Communication Partners: Pilot data

The most skilled partners are not always the person’s preferred partners

Many individuals with complex communication needs do not spend most of their time with their most skilled partners

Many partners thought to be most willing to learn are not being taught
Summary Sheet

What circles will you target?

What might be a reasonable goal to meet current communication needs?

What might be a reasonable goal to meet future communication needs?
The Social Networks Tool

Table of Contents

I. Identifying Information ........................................... 6
II. Skills and Abilities of the Individual .......................... 7
III. Circles of Communication Partners ........................... 9
IV. Modes of Expression .................................................. 11
V. Representational Strategies ........................................ 17
VI. Selection Techniques .................................................. 19
VII. Strategies That Support Interaction .......................... 20
VIII. Topics of Conversation ........................................... 21
IX. Types of Communication ........................................... 22
X. Summary Sheets ....................................................... 23

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II. SKILLS AND ABILITIES OF THE INDIVIDUAL

PLEASE NOTE: Refer to page 23 of the Manual for definitions and instructions.

LANGUAGE AREAS

RECEPTIVE LANGUAGE
- age appropriate
- mild impairment
- moderate impairment
- severe impairment

HOW MEASURED
- formal tests
- informal measures
- structured observations
- educated guess
- don't know, needs further assessment
- other

ASSISTIVE TECHNOLOGY USE

<table>
<thead>
<tr>
<th>TOOLS CURRENTLY USING</th>
<th>HOW HELPFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAC DEVICE</td>
<td>very helpful</td>
</tr>
<tr>
<td>NON-ELECTRONIC COMMUNICATION AID</td>
<td>very helpful</td>
</tr>
<tr>
<td>POWER WHEELCHAIR</td>
<td>very helpful</td>
</tr>
<tr>
<td>MANUAL WHEELCHAIR</td>
<td>very helpful</td>
</tr>
<tr>
<td>GLASSES</td>
<td>very helpful</td>
</tr>
<tr>
<td>HEARING AIDS</td>
<td>very helpful</td>
</tr>
<tr>
<td>CANE</td>
<td>very helpful</td>
</tr>
<tr>
<td>WALKER</td>
<td>very helpful</td>
</tr>
<tr>
<td>POINTER (HEAD, HAND-HELD)</td>
<td>very helpful</td>
</tr>
<tr>
<td>ELECTRONIC POINTER (E.G., HEAD MOUSE)</td>
<td>very helpful</td>
</tr>
<tr>
<td>SWITCHES</td>
<td>very helpful</td>
</tr>
<tr>
<td>OTHER COMMUNICATION-RELATED DEVICES</td>
<td>very helpful</td>
</tr>
</tbody>
</table>

ADDITIONAL COMMENTS

Social Networks: SHAV, March 2011

- Speech
- Expressive language
- Writing
- Reading
- Adaptive Behavior
- Vision
- Hearing
- Motor
- Cognition
- Assistive Technology
<table>
<thead>
<tr>
<th>SKILL AREAS</th>
<th>AREAS NEEDING FURTHER ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Abilities</td>
<td>Further Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REPRESENTATIONAL STRATEGIES USED</th>
<th>SELECTION TECHNIQUES USED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION | |
|------------------------------------------------||
| EXPRESSION                                   | |
| COMPREHENSION                                 | |

| TOPICS OF CONVERSATION                      | |
|---------------------------------------------||
| CURRENTLY USED                               | |
| WOULD LIKE TO USE                           | |

Social Networks: SHAV, March 2011
Goals:

Do any goals emerge from these sections for the person you’re thinking about?
The Social Networks Tool

Table of Contents

I. Identifying Information ........................................ 6
II. Skills and Abilities of the Individual .......................... 7
III. Circles of Communication Partners .......................... 9
IV. Modes of Expression ........................................... 11
V. Representational Strategies ..................................... 17
VI. Selection Techniques ........................................... 19
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VIII. Topics of Conversation ....................................... 21
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Identifying Information
Skills and Abilities
Circles of Communication Partners
Modes of Communication
Representational Strategies
Selection Strategies
Strategies that support interaction
Topics of Conversation
Types of Communication
Summary Sheets

SHAV, March 2011
Modes of Communication

- Facial expression/body language
- Gestures/eye gaze
- Vocalizations
- Manual signs
- Speech
- Writing/drawing
- Nonelectronic communication aids

- Simple communication device
- Complex communication device
- Communication software
- Phone
- Email
- Other__________

Defined in the SNs manual

Social Networks: SHAV, March 2011
#2 Check primary mode for each circle

CHECK THE PRIMARY MODE FOR EACH CIRCLE:

1. ☐ facial expression/body language
   ☐ gestures
   ☐ vocalizations
   ☐ manual signs/sign language
   ☐ speech
   ☐ writing/drawing
   ☐ nonelectronic communication board/book
   ☐ simple communication device
   ☐ complex communication device
   ☐ special communication software used on a computer
   ☐ phone
   ☐ email
   ☐ other modes of communication

2. ☐ facial expression/body language
   ☐ gestures
   ☐ vocalizations
   ☐ manual signs/sign language
   ☐ speech
   ☐ writing/drawing
   ☐ nonelectronic communication board/book
   ☐ simple communication device
   ☐ complex communication device
   ☐ special communication software used on a computer
   ☐ phone
   ☐ email
   ☐ other modes of communication

3. ☐ facial expression/body language
   ☐ gestures
   ☐ vocalizations
   ☐ manual signs/sign language
   ☐ speech
   ☐ writing/drawing
   ☐ nonelectronic communication board/book
   ☐ simple communication device
   ☐ complex communication device
   ☐ special communication software used on a computer
   ☐ phone
   ☐ email
   ☐ other modes of communication

4. ☐ facial expression/body language
   ☐ gestures
   ☐ vocalizations
   ☐ manual signs/sign language
   ☐ speech
   ☐ writing/drawing
   ☐ nonelectronic communication board/book
   ☐ simple communication device
   ☐ complex communication device
   ☐ special communication software used on a computer
   ☐ phone
   ☐ email
   ☐ other modes of communication

5. ☐ facial expression/body language
   ☐ gestures
   ☐ vocalizations
   ☐ manual signs/sign language
   ☐ speech
   ☐ writing/drawing
   ☐ nonelectronic communication board/book
   ☐ simple communication device
   ☐ complex communication device
   ☐ special communication software used on a computer
   ☐ phone
   ☐ email
   ☐ other modes of communication
Administering Modes Section

- Step 1: Ask informant to identify ALL modes person relies on

- Step 2: Ask informant to identify PRIMARY mode for each circle

- Step 3: Collect additional information about modes
Activity #3: Identify All Modes

IV. MODES OF EXPRESSION

PLEASE NOTE: Refer to pages 25 to 27 of the Manual for definitions and instructions.

CHECK ALL MODES THAT APPLY:

- facial expression/body language
- gestures
- vocalizations
- manual signs/sign language
- speech
- writing/drawing
- non-electronic communication board/book
- simple communication device
- complex communication device
- special communication software used on a computer
- phone
- email
- other modes of communication____________________
#2 Check primary mode for each circle

<table>
<thead>
<tr>
<th>CHECK THE PRIMARY MODE FOR EACH CIRCLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. facial expression/body language</td>
</tr>
<tr>
<td>- gestures</td>
</tr>
<tr>
<td>- vocalizations</td>
</tr>
<tr>
<td>- manual signs/sign language</td>
</tr>
<tr>
<td>- speech</td>
</tr>
<tr>
<td>- writing/drawing</td>
</tr>
<tr>
<td>- nonelectronic communication board/book</td>
</tr>
<tr>
<td>2. facial expression/body language</td>
</tr>
<tr>
<td>- gestures</td>
</tr>
<tr>
<td>- vocalizations</td>
</tr>
<tr>
<td>- manual signs/sign language</td>
</tr>
<tr>
<td>- speech</td>
</tr>
<tr>
<td>- writing/drawing</td>
</tr>
<tr>
<td>- nonelectronic communication board/book</td>
</tr>
<tr>
<td>3. facial expression/body language</td>
</tr>
<tr>
<td>- gestures</td>
</tr>
<tr>
<td>- vocalizations</td>
</tr>
<tr>
<td>- manual signs/sign language</td>
</tr>
<tr>
<td>- speech</td>
</tr>
<tr>
<td>- writing/drawing</td>
</tr>
<tr>
<td>- nonelectronic communication board/book</td>
</tr>
<tr>
<td>4. facial expression/body language</td>
</tr>
<tr>
<td>- gestures</td>
</tr>
<tr>
<td>- vocalizations</td>
</tr>
<tr>
<td>- manual signs/sign language</td>
</tr>
<tr>
<td>- speech</td>
</tr>
<tr>
<td>- writing/drawing</td>
</tr>
<tr>
<td>- nonelectronic communication board/book</td>
</tr>
<tr>
<td>5. facial expression/body language</td>
</tr>
<tr>
<td>- gestures</td>
</tr>
<tr>
<td>- vocalizations</td>
</tr>
<tr>
<td>- manual signs/sign language</td>
</tr>
<tr>
<td>- speech</td>
</tr>
<tr>
<td>- writing/drawing</td>
</tr>
<tr>
<td>- nonelectronic communication board/book</td>
</tr>
</tbody>
</table>
Additional Information about Modes

For modes person CURRENTLY uses, ask about

• Frequency
• Effectiveness
• Efficiency
• Intelligibility
• Size of vocabulary
• Length of time used
Important relationship between Modes and Circles

- Person with CCN AND their partners often have strong preferences for modes.

- Attitudes about modes in different circles will influence success.
Primary Modes Across Circles: Pilot Data

1st Circle 2nd Circle 3rd Circle 4th Circle 5th Circle

Gestures
Vocalizations
Speech
Sign
Light tech
High tech
Email

Primary Modes Across Circles:

- Pilot
- Data

Social Networks: SHAV, March 2011
Bridge School Data

Modes: Frequency of Use

- Facial expressions/body language
- Vocalizations
- Writing/drawing
- Simple VOCA
- Complex VOCA
- Communication software
- Gestures
- Speech
- Nonelectronic
Choice of modes is influenced by the situation, intent, content, individuals involved

All performance is multi-modal

Modes uniquely constrain types of information conveyed
Modes differ in types of information conveyed

Body proximity- **Attitude**

Face- **emotion**

Eyes- **Deictic information**

Hands & arms- **Spatial orientation**

Social Networks: SHAV, March 2011
Different Modes support different kinds of interactions

- Social closeness
- Basic needs/ wants
- Social etiquette
- Information exchange
- Interior dialogue

- Face to face communication
- Communication across distances
- Spoken/written

Social Networks: SHAV, March 2011
Goals:

Do any goals emerge as a result of the modes section?
Examples of how Modes section may influence goal setting/intervention planning

<table>
<thead>
<tr>
<th>Only uses SGD in 4th circle</th>
<th>Use telephone to call grandma 2x month using SGD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use SGD to order donuts in bakery 2x week</td>
</tr>
<tr>
<td>Wants to keep a diary.</td>
<td>Use wd processing with prediction. Develop plan to ensure privacy.</td>
</tr>
<tr>
<td>Gestures are not understood</td>
<td>Target 2 gestures. Improve intelligibility with 2 people in 3rd circle.</td>
</tr>
</tbody>
</table>
Musings of a Multi-Modal Man

- Michael B. Williams,
  Author, Editor,
  Speaker, ISAAC EC,
  USSAAC President,
  AAC-RERC partner
The Social Networks Tool

Inventory Booklet

Table of Contents
I. Identifying Information ........................................ 6
II. Skills and Abilities of the Individual ............................ 7
III. Circles of Communication Partners ............................ 9
IV. Modes of Expression ........................................... 11
V. Representational Strategies .................................... 17
VI. Selection Techniques ........................................... 19
VII. Strategies That Support Interaction .......................... 20
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Summary:

- Identifying Information
- Skills and Abilities
- Circles of Communication Partners
- Modes of Communication
  - Representational Strategies
  - Selection Strategies
- Strategies that support interaction
- Topics of Conversation
- Types of Communication
- Summary Sheets

Social Networks: SHAV, March 2011
Step #1: Identify All representational strategies used

V. REPRESENTATIONAL STRATEGIES
PLEASE NOTE: Refer to page 27 of the Manual for definitions and instructions.

CHECK ALL REPRESENTATIONAL STRATEGIES THAT APPLY:

- object-based
- photographs
- pictographic-based sets
- pictographic-based systems
- orthographically-based
- manual signs
- auditory
- other

Social Networks: SHAV, March 2011
Step 2: Frequency, effectiveness, efficiency, intelligibility of use

<table>
<thead>
<tr>
<th>OBJECT-BASED</th>
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<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREQUENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFICIENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTELLIGIBILITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHOTOGRAPHS</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>FREQUENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFICIENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTELLIGIBILITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PICTOGRAPHIC-BASED SYSTEMS</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>FREQUENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFECTIVENESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFICIENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTELLIGIBILITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PICTOGRAPHIC-BASED SETS</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>FREQUENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFECTIVENESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFICIENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTELLIGIBILITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORTHOGRAPHICALLY-BASED</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>FREQUENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFECTIVENESS</td>
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<td></td>
</tr>
<tr>
<td>EFFICIENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTELLIGIBILITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANUAL SIGNS</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>FREQUENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFFECTIVENESS</td>
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<td></td>
</tr>
<tr>
<td>EFFICIENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTELLIGIBILITY</td>
<td></td>
<td></td>
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<tr>
<td>AUDITORY</td>
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<td>No</td>
</tr>
<tr>
<td>FREQUENCY</td>
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<td></td>
</tr>
<tr>
<td>EFFECTIVENESS</td>
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<td></td>
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<tr>
<td>EFFICIENCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTELLIGIBILITY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. SELECTION TECHNIQUES

PLEASE NOTE: Refer to page 27 of the Manual for definitions and instructions.

CHECK ALL SELECTION TECHNIQUES THAT APPLY:

- direct selection using a body part
- direct selection using a tool
- iconic coding
- alphanumeric coding

- scanning/non-electronic
- scanning electronic
- other ____________________________

Give description/example of how person uses techniques to communicate.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Social Networks: SHAV, March 2011
### Skills and Abilities

<table>
<thead>
<tr>
<th>SKILL AREAS</th>
<th>AREAS NEEDING FURTHER ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Abilities</td>
<td>Further Assessment</td>
</tr>
</tbody>
</table>

### Representational Strategies Used

<table>
<thead>
<tr>
<th>REPRESENTATIONAL STRATEGIES USED</th>
<th>SELECTION TECHNIQUES USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation Strategies</td>
<td>Selection techniques</td>
</tr>
</tbody>
</table>

### Effective Strategies That Support Interaction

<table>
<thead>
<tr>
<th>EXPRESSION</th>
<th>COMPREHENSION</th>
</tr>
</thead>
</table>

### Topics of Conversation

<table>
<thead>
<tr>
<th>CURRENTLY USED</th>
<th>WOULD LIKE TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Networks: SHAV, March 2011</td>
<td></td>
</tr>
</tbody>
</table>
Goals:

• What type of goals might goals emerge from sections on
• Representational Strategies
• Selection Techniques
The Social Networks Tool

Inventory Booklet

Table of Contents
I. Identifying Information ........................................ 6
II. Skills and Abilities of the Individual ......................... 7
III. Circles of Communication Partners ....................... 9
IV. Modes of Expression .......................................... 11
V. Representational Strategies ................................... 17
VI. Selection Techniques .......................................... 19
VII. Strategies That Support Interaction ....................... 20
VIII. Topics of Conversation ...................................... 21
IX. Types of Communication ..................................... 22
X. Summary Sheets ................................................. 23

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- Identifying Information
- Skills and Abilities
- Circles of Communication Partners
- Modes of Communication
- Representational Strategies
- Selection Strategies
- Strategies that support interaction
  - Topics of Conversation
  - Types of Communication
  - Summary Sheets

Social Networks: SHAV, March 2011
Strategies that support interaction

VII. STRATEGIES THAT SUPPORT INTERACTION
PLEASE NOTE: Refer to page 27 of the Manual for instructions and examples.

STRATEGIES THAT CURRENTLY SUPPORT EXPRESSION
IDENTIFY STRATEGIES FOR EACH CIRCLE

<table>
<thead>
<tr>
<th></th>
<th>EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>O most of the time</td>
</tr>
<tr>
<td>2</td>
<td>O rarely</td>
</tr>
<tr>
<td>3</td>
<td>O most of the time</td>
</tr>
<tr>
<td>4</td>
<td>O rarely</td>
</tr>
<tr>
<td>5</td>
<td>O most of the time</td>
</tr>
</tbody>
</table>

STRATEGIES THAT CURRENTLY SUPPORT COMPREHENSION
IDENTIFY STRATEGIES FOR EACH CIRCLE

<table>
<thead>
<tr>
<th></th>
<th>EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>O most of the time</td>
</tr>
<tr>
<td>2</td>
<td>O rarely</td>
</tr>
<tr>
<td>3</td>
<td>O most of the time</td>
</tr>
<tr>
<td>4</td>
<td>O rarely</td>
</tr>
<tr>
<td>5</td>
<td>O most of the time</td>
</tr>
</tbody>
</table>
Strategies that support expression/comprehension

- **Expression**
  - Verbal and physical prompts
  - Pause/delay
  - Acting dumb
  - Carrier phrases
  - Social stories
  - Communication displays

- **Comprehension**
  - Augmented input
  - Aided language stimulation
  - Schedules within/between activities
  - Finished box

Social Networks: SHAV, March 2011
### Summary Sheet C - Skills, Strategies, Topics

**Name:**

**Type of Communicator:**

**Date:**

#### Skill Areas

<table>
<thead>
<tr>
<th>Skills and Abilities</th>
<th>Areas Needing Further Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Abilities</td>
<td>Further Assessment</td>
</tr>
</tbody>
</table>

#### Representational Strategies Used

- Represent. strategies

#### Selection Techniques Used

- Selection techniques

#### Effective Strategies That Support Interaction

- **Expression**
  - Strategies: Expression

- **Comprehension**
  - Strategies: Comprehension

#### Topics of Conversation

<table>
<thead>
<tr>
<th>Currently Used</th>
<th>Would Like to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Networks: SHAV, March 2011</td>
<td></td>
</tr>
</tbody>
</table>
Goals:

Do any goals emerge from this section?
How does Strategies section help with goal setting/intervention planning?

<table>
<thead>
<tr>
<th>Teach ‘closed fist’ strategy to classmates and teachers</th>
<th>Use at least 5 times daily when trained to provide choices and chances to make comments. [Limited use of “quick and dirty” interaction strategies.]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up within activity visual supports to decrease dependence on prompting</td>
<td>During art and cooking, replace direct prompts with visual supports to increase independence. Try making flip books or velco schedule</td>
</tr>
</tbody>
</table>
Teach conversational repair strategies
The Social Networks Tool

Inventory Booklet

Table of Contents
I. Identifying Information ........................................ 6
II. Skills and Abilities of the Individual ......................... 7
III. Circles of Communication Partners .......................... 9
IV. Modes of Expression .......................................... 11
V. Representational Strategies ..................................... 17
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Topics of Conversation
- Types of Communication
- Summary Sheets

- Identifying Information
- Skills and Abilities
- Circles of Communication Partners
- Modes of Communication
- Representational Strategies
- Selection Strategies
- Strategies that support interaction
Topics of conversation

- What does person talk about with partners in each circle?
- What would person MOST like to talk about with partners in each circle?
# VIII. Topics of Conversation

**Please note:** Refer to page 28 of the manual for definitions and instructions.

**TOPICS PERSON CURRENTLY USES WITH PRIMARY PARTNER(S)**

1. Identify topics for each circle
2. 
3. 
4. 
5. 

**TOPICS PERSON WOULD LIKE TO “TALK” ABOUT WITH PRIMARY PARTNER(S), IF HE/SHE HAD THE MEANS TO DO SO**

1. Identify topics for each circle
2. 
3. 
4. 
5. 

---

Social Networks: SHAV, March 2011
Activity #4

- Step 1: What topics does person use with primary communication partners?

- Step 2: What topics would person most like to use with primary communication partners?
Katie and Aileen
The Interactants

Katie

- Has messages she wants to convey.
- Sets topic. Make believe.
- Uses signs, gestures, low-tech (encoded), high tech, facial expressions, body position.
- Clear preference for modes (and activities)
- Has many strategies.
- Deals with breakdowns/ misinterpretations by moving on

Aileen

- Skilled teacher.
- Goal: Do tape. Show use of AAC device etc. Had prepared items we never see.
- Competent, vigilant, determined
- Get’s attention and frames the context.
- Respectful, *e.g.*, confirms (closed fist)
- Follows Katie’s lead, *e.g.*, her story
- Knows Katie’s tools and strategies
  - Respects choices
  - Misses some signs
The Interaction

- Context: Place, people, social, cultural, emotional as well as utterance-related elements.
- Relevant context is defined by joint attention/activity/goals.
- Interactants construct meaning using utterances in and through this attentionally-framed context.
- Fill in missing information based on past experiences (shared or not).
- AAC equipment/strategies profoundly influence the interaction.
How does Topics section help with goal setting/intervention planning?

<table>
<thead>
<tr>
<th>Team doesn’t know what person would most like to talk about.</th>
<th>Observe, discuss areas of interest and consider providing vocabulary accordingly. Find ways to familiarize partners with topics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics at home are very different from topics at work. Need more vocabulary</td>
<td>Complete vocabulary inventories of favorite topics in both locations. Modify SGD and low-tech displays accordingly</td>
</tr>
</tbody>
</table>
### SKILL AREAS

<table>
<thead>
<tr>
<th>SKILLS AND ABILITIES</th>
<th>AREAS NEEDING FURTHER ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Abilities</td>
<td>Further Assessment</td>
</tr>
</tbody>
</table>

### REPRESENTATIONAL STRATEGIES USED

- Represent. strategies

### SELECTION TECHNIQUES USED

- Selection techniques

### EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

**EXPRESSION**

- Strategies: Expression

**COMPREHENSION**

- Strategies: Comprehension

### TOPICS OF CONVERSATION

<table>
<thead>
<tr>
<th>CURRENTLY USED</th>
<th>WOULD LIKE TO USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics: Current</td>
<td>Topics: Desired</td>
</tr>
</tbody>
</table>

Social Networks: SHAV, March 2011
Setting topics

I want to be a doctor.

I really like Ariel and all the princesses.
Social Networks: SHAV, March 2011
The Social Networks Tool

Table of Contents

I. Identifying Information ........................................ 6
II. Skills and Abilities of the Individual ........................................ 7
III. Circles of Communication Partners ........................................ 9
IV. Modes of Expression ........................................ 11
V. Representational Strategies ........................................ 17
VI. Selection Techniques ........................................ 19
VII. Strategies That Support Interaction ........................................ 20
VIII. Topics of Conversation ........................................ 21
IX. Types of Communication ........................................ 22
X. Summary Sheets ........................................ 23

Please note: It is not possible to administer the Social Networks Inventory without carefully following the Inventory Booklet instructions. These are located in Chapter III of Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners Manual.
## Types of Communication

(Dr. Patricia Dowden, University of Washington)

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Context Dependent</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No reliable method of</td>
<td>Use symbolic and nonsymbolic modes with success limited to contexts, partners or</td>
<td>Can interact with both familiar and unfamiliar partners about any topic in</td>
</tr>
<tr>
<td>symbolic communication</td>
<td>activities</td>
<td>any context</td>
</tr>
<tr>
<td>Gestures, vocalizations,</td>
<td>Perhaps because only familiar partners understand or because individual is</td>
<td>Communicates novel messages independently</td>
</tr>
<tr>
<td>body language</td>
<td>dependent on others to provide vocabulary</td>
<td></td>
</tr>
<tr>
<td>Limited contexts</td>
<td>Limited contexts/limited partners to multiple contexts/multiple partners</td>
<td>May not always chose to be independent</td>
</tr>
<tr>
<td>limited partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

142
Intervention Goals: Context-Dependent

Emerging
- No reliable symbolic communication

Context-Dependent
- Reliable symbolic communication
  - Limited vocabulary
  - Limited partners
  - Limited contexts

Independent
- All topics
- All partners
- All contexts
A life-long continuum

Emerging

I.D. reliable means of expression.
Increase opportunities for interactions beyond 1st & 4th circles

Context-dependent

Increase access to vocabulary
Decrease dependence
Develop literacy skills
Expand communication partners
Increase topics
Increase modes of communication

Independent

Increase speed of communication
Refine social interaction skills
Provide access to 5th circle/independence/social media, etc.
## Components of Social Networks

<table>
<thead>
<tr>
<th>Identifying Information</th>
<th>Skills and Abilities</th>
<th>Circles of Communication Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modes of Communication</td>
<td>Representational Strategies</td>
<td>Selection Strategies</td>
</tr>
<tr>
<td>Strategies that support interaction</td>
<td>Topics of Conversation</td>
<td>Continuum of Types of Communication</td>
</tr>
</tbody>
</table>
An Example: Mr. R
Juli Trautman Pearson, Augmentative Communication News, 2004

- 67 year old man with aphasia (6 years post)
- Not interested in using technology
- Dependent on wife to interpret
- Wanted ways to increase participation in enjoyable activities
- Wife wanted more freedom to do what she enjoyed
SN of adults with acquired disabilities and their families

- Communication partners issues (hearing, vision, cognition, time, nature of relationships)
- Often a significant impact on spouse, other family members
- Mixing/shifting roles
  - Spouse - primary caregiver/AAC facilitator
  - PCA – friend, family member

David R. Beukelman, 2006
Assessment and intervention process

- Traditional therapy not addressing needs of S. R and/or his wife
- Initial solution (AAC device) not used
- Use of *Social Networks* identified circles, modes, preferences, supports and intervention plan
- Outcomes after one year were impressive
Communication goals

1. Use adapted camera to take pictures and interact with people in 2nd & 3rd circles.
   
   **Baseline:** No use of camera. Minimal use of photos in aphasia group. Difficulty interacting in group.

2. Develop and use gesture dictionary with three additional caregivers.

   **Baseline:** Only wife and primary nurse understood Mr. R’s gestures.

3. Train partners to support Mr. R’s interactions at church and at his local model train group.

   **Baseline:** Interactions minimal at church. No longer attended the model train group.
<table>
<thead>
<tr>
<th></th>
<th>Circle 1</th>
<th>Circle 2</th>
<th>Circle 3</th>
<th>Circle 4</th>
<th>Circle 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial number of partners</td>
<td>17</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>(January 2003)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current number of Partners</td>
<td>18</td>
<td>6</td>
<td>15</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>(January 2004)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in number of Partners</td>
<td>+1</td>
<td>+4</td>
<td>+7</td>
<td>+1</td>
<td>+4</td>
</tr>
<tr>
<td>(January 2004)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Increased # and balance of partners across circles
Increase modes he used

Topics
Strategies for interaction
Quality of life

Initial Modes
- Mrs. R as interpreter
- Photo gesture library
- Trained partners
- Photos taken by Mr. R

Additional Modes
- Laser pointer
- Gestures
- Speech (6-20 wds)
- Manual signs (5-10)
- Vocalizations
- Phone
- Facial expressions

Modes in use

Increase modes he used
Outcomes

- Exceeded all communication goals.
- Relies on wider range of modes to communicate.
- Uses photos to interact with friends and acquaintances. Circles – more balanced.
- Has partners who can support his communication efforts.
- Is more independent and has more successful communication exchanges.
- Wife can spend more time with her friends.
X. SUMMARY SHEETS

PLEASE NOTE: Refer to page 28 of the Manual for instructions. These sheets should be completed after the interview.

SUMMARY SHEET A – CIRCLES OF COMMUNICATION PARTNERS

DATE

TYPE OF COMMUNICATOR

Primary partner (P) ___________________________ Favorite partner (F) ___________________________
Most skilled partner (S) ________________________ Most willing to learn (L) _______________________
Spends most time with (MT) ____________________ Most willing to teach (T) _______________________

Name

1

2

3

4

5
### SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

<table>
<thead>
<tr>
<th>SKILL AREAS</th>
<th>AREAS NEEDING FURTHER ASSESSMENT</th>
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<tbody>
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<tr>
<td><strong>EXPRESSION</strong></td>
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<tr>
<td>Strategies: Expression</td>
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<table>
<thead>
<tr>
<th>TOPICS OF CONVERSATION</th>
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</thead>
<tbody>
<tr>
<td><strong>CURRENTLY USED</strong></td>
</tr>
<tr>
<td>Topics: Current</td>
</tr>
</tbody>
</table>

Social Networks: SHAV, March 2011
Take Aways
While SNs are dynamic entities, the need for membership in social circles is persistent and inherent to being human.

Social networks are ALWAYS very limited without access to effective communication.
The essence of navigation is knowing one’s position, direction and speed. Of these, **position** is hardest to find, but, once obtained, **direction** and **speed** become more obvious.

(Royal British Columbia Natural History Museum, Victoria, B.D.)
Social Networks is a tool that helps identify

**Position:** Where we are?

**Destination:** Where we need to go?

**Direction:** How we will get there?

**Speed:** How fast we will go?

It also can help tell us... Did we get there?
"You've got to be very careful... If you don't know where you're going, you might not get there."

Yogi Berra
Useful because...

- Empowers family
- Helps establish a common terminology
- Helps identify where AAC tools best fit (across partners, environments, tasks)
- Expands scope of assessment & analyses.
- May reveal new dynamics of social participation.

ISAAC Research Symposium participants, Natal, Brazil, 2004
Component of Assessment
Promotes consensus
Supports discharge planning
Transition tool
Measures progress over time. Outcomes!

Person-centered Planning
IEP/ITP
Goal setting/intervention planning
Team building
SGD recommendations

Helps to integrate use of assistive technology
Social Networks doesn’t substitute for expertise of team members

I went to a bookstore and asked the saleswoman, "Where's the self-help section?" She said if she told me, it would defeat the purpose.
The Rehabilitation Engineering Research Center on Communication Enhancement (AAC-RERC) is funded under grant #H133E080011 from the National Institute on Disability and Rehabilitation Research (NIDRR) in the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS).

Go to www.aac-rerc.com for information about The Writers Brigade

For final version of slides, go to www.augcominc.com

Thanks to the Bridge School in Hillsborough, CA for all the work they do with and for children with CCN, some of which is shared in this presentation.

To contact Sarah, email sarahblack@aol.com
Research using Social Networks

Teresa Iacono & colleagues, Australia:

*Measuring Outcomes of AAC Intervention for Adults with Intellectual Disability & Complex Communication Needs*

Lena Thunstam, Sweden:

*Social Networks & Communication for Deaf Children with Further Disabilities*

Jenny Wilder, Sweden

*Children with Multiple Disabilities-Interaction, Family Accommodation & Social Network*

Jared Bauer & Kate Neumann, United States

*Clinicians & Residences: Working Together to Promote AAC Generalization*

Mary Hunt-Berg & colleagues, United States

*Bridge School Student Outcomes: A Follow-up Study*