SOCIAL NETWORKS
Making a meaningful difference in everyday lives

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www.augcominc.com

www.aac.rerc.com

www.patientprovidercommunication.org

Some websites and resources (mentioned during workshops)

* www.augcominc.com

  Free newsletters on a range of topics; DF of this presentation with references

* www.aac-rerc.com
  Webcasts on early language, literacy, autism, etc. Links to articles, etc.

* www.patientprovidercommunication.org
  Information about supporting people with disabilities in medical settings

* www.bridgeschool.org/transition/index.php
 Framing a Future, educational and outreach materials.

* www.primeengineering.com/pages/mainPages/products.html
  Kid Walk. hands-free walker for kids with limited mobility
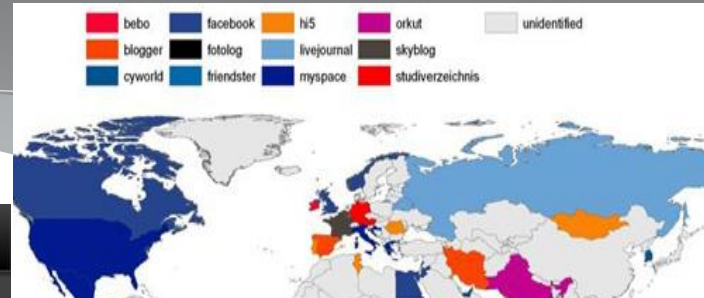
* www.bridgeschool.org

  Lots of resources for teachers clinicians, and family members

21st Century Social Network websites

Age distribution on social network sites
United States, data sorted by average age per site, youngest at the top
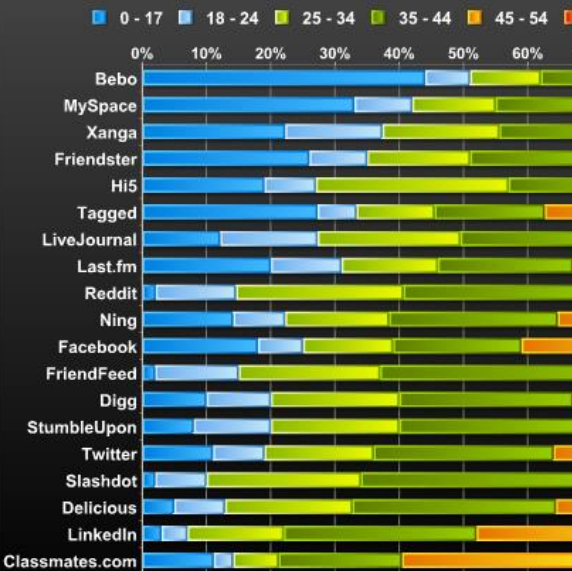
Age distribution June 10, 20

bebo
blogger
cyworld
facebook
gotolog
friendster
ejournal
yspace
kut
yblog
diverzeichnis
identified

Think.Again.

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

My Goals for today

- Rationale for using a "social network framework": Assess. Set goals. Measure outcomes (children and adults)

- Becoming familiar with *Social Networks Inventory*

- Experience with and examples of its use

Handouts

∗ Worksheets from Inventory Booklet

∗ PDF of slides with references. Download at www.augcominc.com

What is communication?

At core of all human communication is the creation of shared meaning between "interactants"

Clark, 1996; Gudykunst & Kim, 2003;
Grove, Clibbens, Barnett & Loncke, F. (1998)

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

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

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
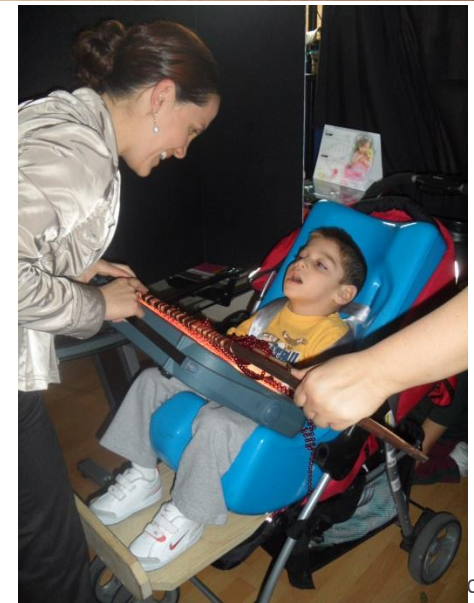
Why Social Networks and AAC?

Access to social networks depends upon communication skills

* Widely used term to describe complex patterns of relationships (Kaczmarek, 2002). Originated in 1930s (Moreno)

* Sociograms of individuals, groups, institutions

* Interdisciplinary

* Used in social and behavioral sciences

* Employed by researchers to study interpersonal relationships

* Provides way to map changes that matter to people in their daily lives

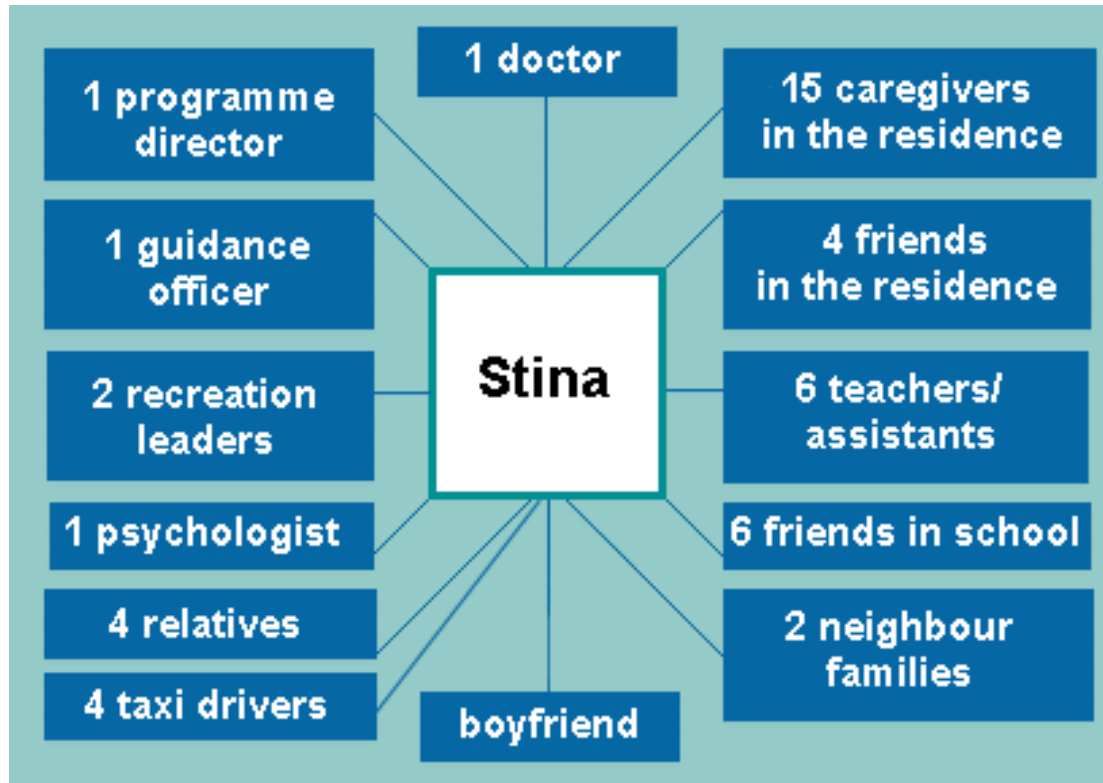# Uses graphics to help explain relationships
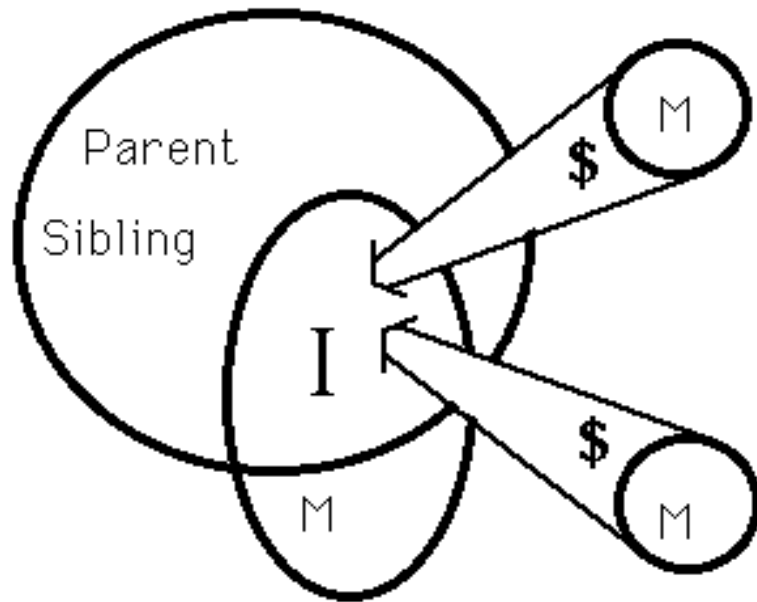
Paid for network members support the individual, supplementing the network

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

1 doctor

1 programme director

1 guidance officer

2 recreation leaders

1 psychologist

4 relatives

4 taxi drivers

boyfriend

Stina

15 caregivers in the residence

4 friends in the residence

6 teachers/assistants

6 friends in school

2 neighbour families

Family visits

SCALE
0   10   20   30 YARDS

nodes

— Parent, Child
—·— Brother, Sister
— — Cousin
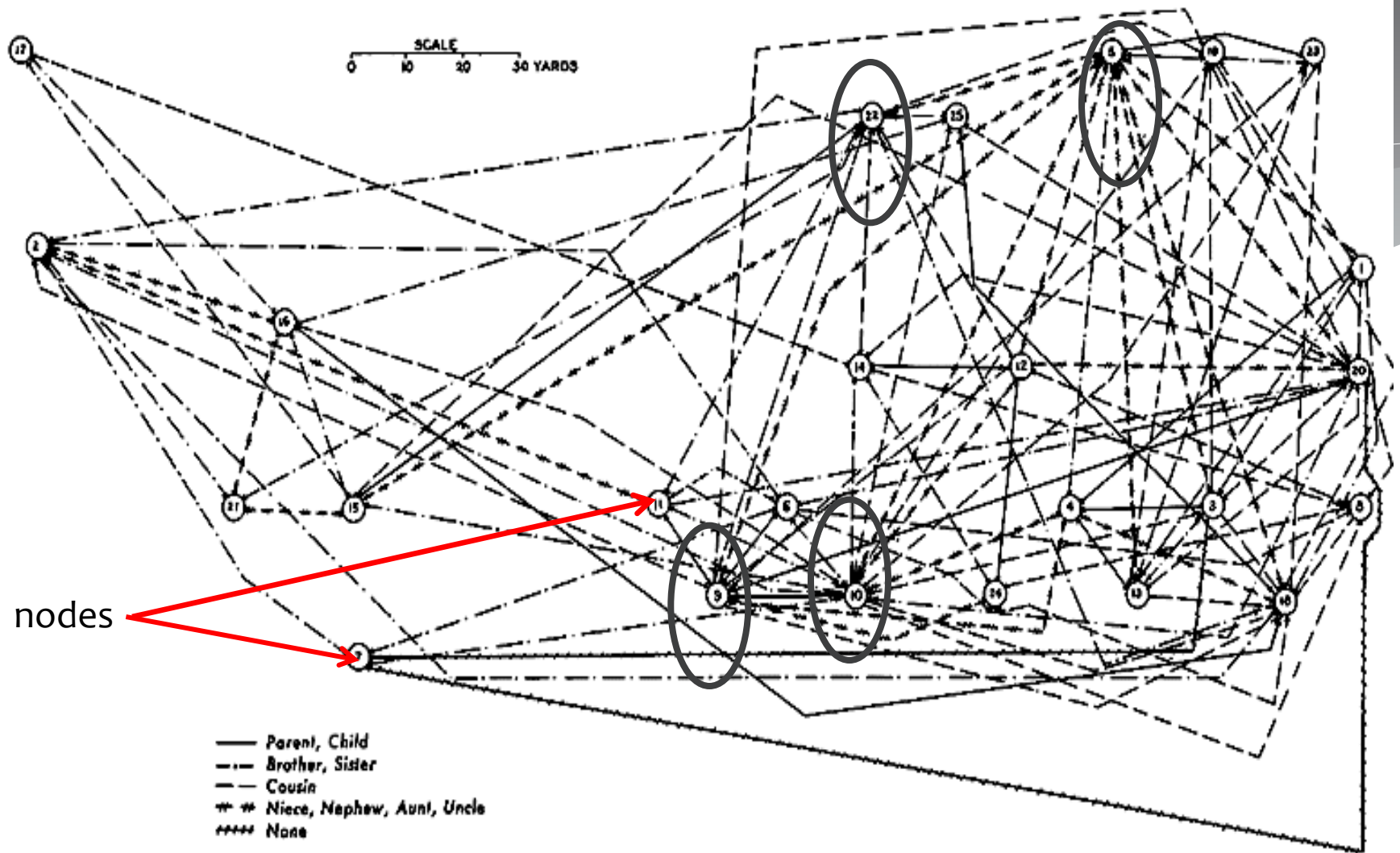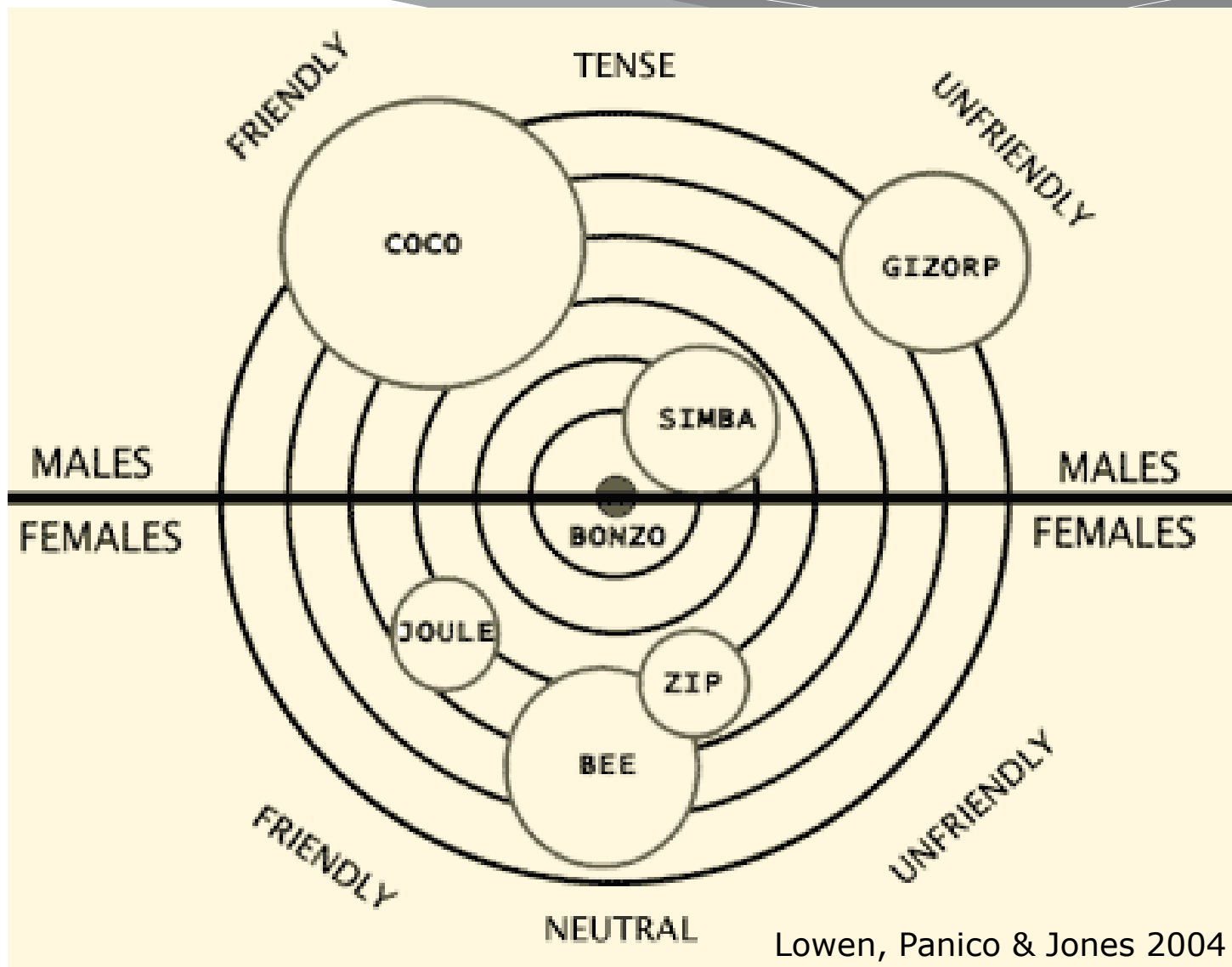ᵸ ᵸ Niece, Nephew, Aunt, Uncle
ᵼᵼᵼᵼ None

FIG. 1   VISITING OF FAMILIES, EL CERRITO, NEW MEXICO, 1940

Representing Social Networks- Bonzo the dog

Lowen, Panico & Jones 2004

http://www.pbs.org/saf/1108/teaching/teaching3.htm
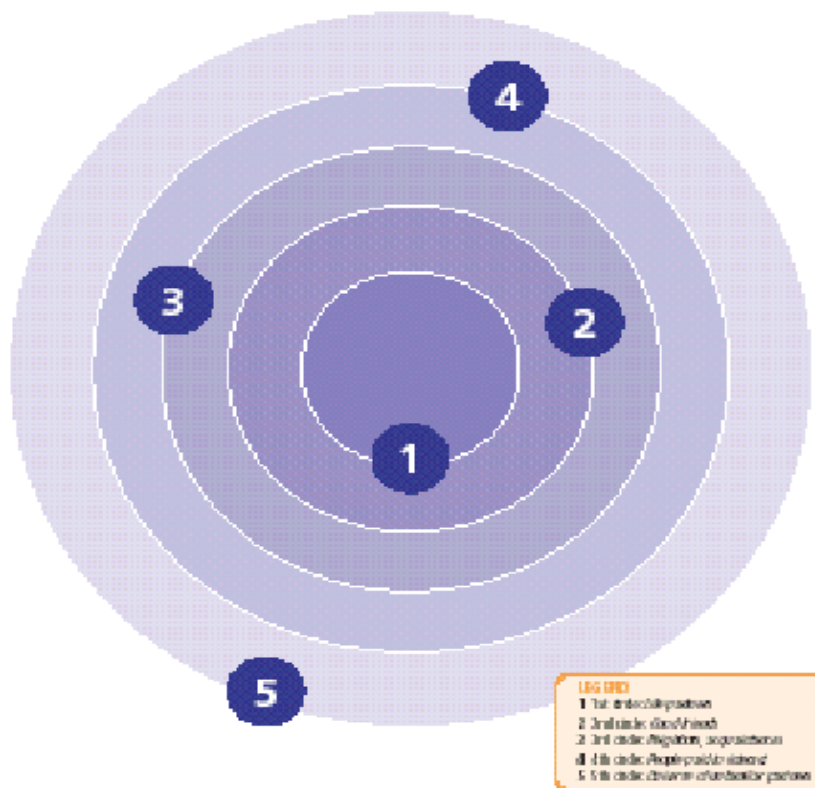
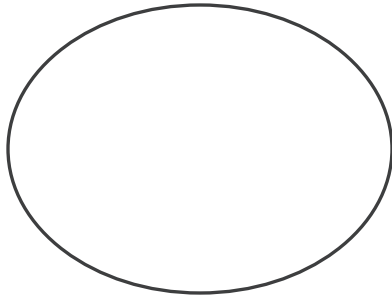# Circles of Communication Partners
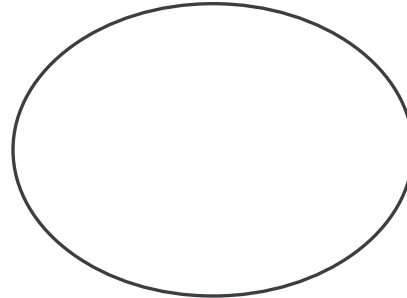
Adapted from Marsha Forest, Judith Snow, et. al.

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

Activity #1: Complete your own circles

family

friends

acquaintances

- Definitions of groups
- # of people in each circle
- Total # of partners
- Balance across circles
- What else?
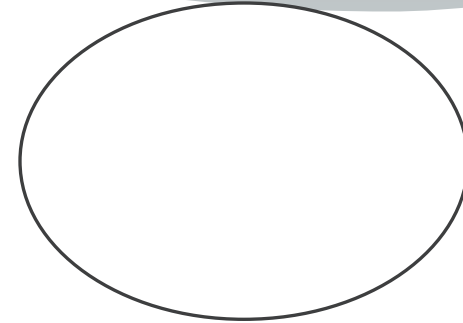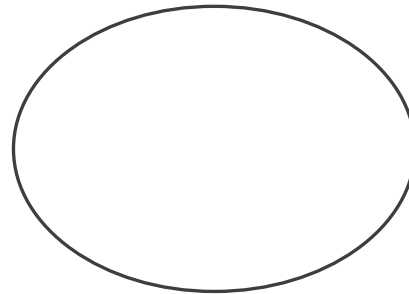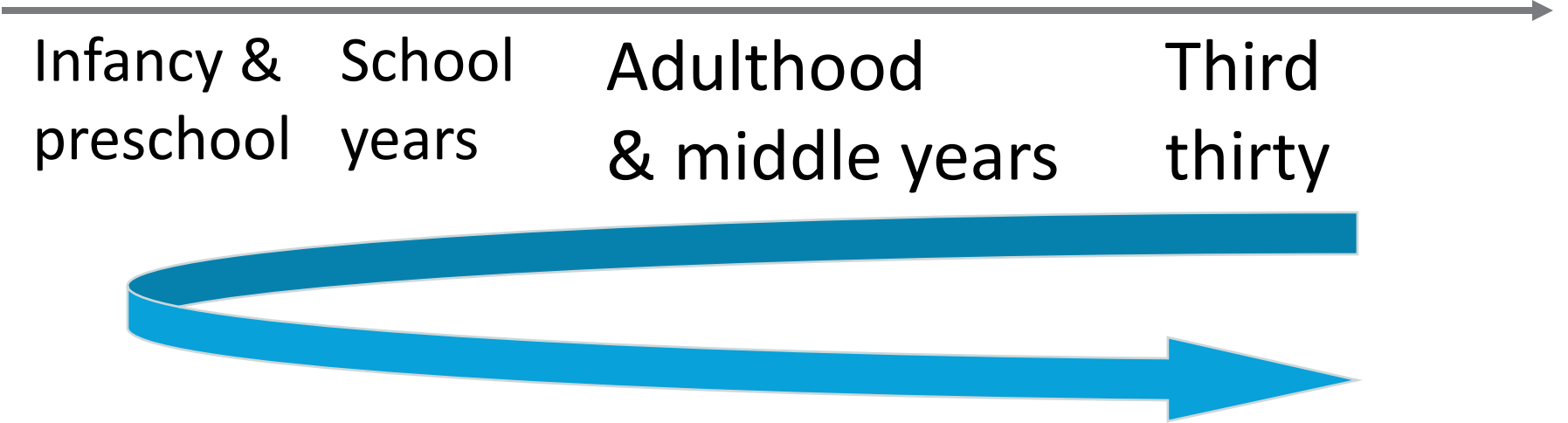
Paid workers

Unfamiliar partners

Social networks change over the lifespan.

Infancy & preschool   School years   Adulthood & middle years   Third thirty

What happens here   underlies what happens here

Social Network Framework and AAC assessment→Goals

❖ Requires thinking beyond traditional assessment protocols

❖ Puts emphasis on communication and social participation NOT technology

❖ Can help achieve outcomes that matter to people with CCN and their families

❖ Consistent with widely accepted conceptual frameworks

Conceptual Frameworks underlying *SNs: A Communication Inventory…*

* Psycholinguistic theory
* Circles of Friends/Communication Partners
* ICF Model (World Health Organization)
* Person-centered/Family-centered
* Participation model (Beukelman/Mirenda)
* Inclusion
* Model of communicative competence (Light)
* Authentic measurement / qualitative approach

Sums it Up!

"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)

A link between research and practice
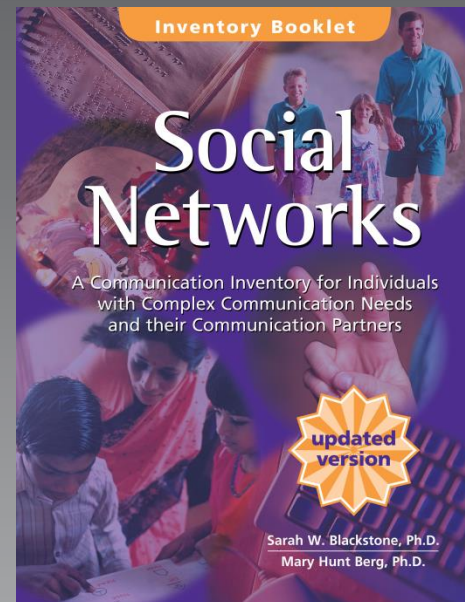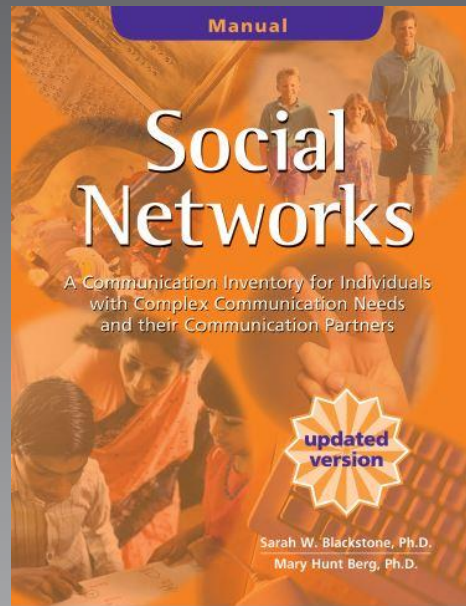
Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners, 2012

Social Networks DVD
(Attainment Company, 2004)

* 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

Social Networks Video

Harold

3 yo
CP
Dysarthria
CVI
Cognition
delays

Keith

9 yo
CP
Dysarthria
Moderate
cognitive
delay

Eric

18 yo,
Autism
Apraxia
Severe
language
impairment
Mod cog
delays/
behavioral
challenges

Adrienne

24 yo
CP
Dysarthria
Bilingual
2nd
language
Literacy
issues

Michael
64 yo, CP
Ms Library
science
Writer
AAC/
disability
rights
activist

Emergent ➡ Context Dependent ➡ Independent

How might you use the DVD?

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 the communication methods, tools and strategies individual currently uses

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

Section X: Helps put information in one place to support goal setting

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.
- If you make changes, write down your rationale.
- Meant to be re-administered over time.

Interviewer: Person asking questions
Reporter: Person answering questions

INTERVIEWER
(uses the SN Manual)

* Familiar with the SNs Inventory and how to administer each section
* Have background in /understanding of communication and disability
  * SLP, Teachers, Psychologist, OT
  * Could be other with expertise

REPORTER

* Person with CCN, and
* Family member of person with CCN, and
* Professional working with person with CCN

Pair Up
Working together

Think of someone you know with a disability affecting communication (who uses or could benefit from using AAC)

Information obtained from SN

Inventory Booklet

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* **Selection Strategies**
* **Strategies that support interaction**
* **Topics of Conversation**
* **Types of Communication**
* **Summary Sheets**

First…… Basic information

I. IDENTIFYING INFORMATION

PLEASE NOTE: Refer to pages 18 and 19 of the Manual for definitions and instructions.

INDIVIDUAL WITH COMPLEX COMMUNICATION NEEDS ○ Male ○ Female

NAME _____ ID CODE _____ AGE _____

CULTURE (Note: Change categories as needed)

○ European American	○ Asian American	○ Hispanic/Latino
○ Native American	○ African American	○ Other _____

DIAGNOSES – Check all that apply

○ Amyotrophic lateral sclerosis	○ Developmental delay unknown	○ Parkinson's disease
○ Aphasia	○ Down syndrome	○ Traumatic brain injury
○ Autism spectrum disorder	○ Dysarthria	○ Verbal apraxia
○ Cerebral palsy	○ Hearing impairment	○ Visual impairment
○ Cognitive impairment	○ Motor impairment	
○ Degenerative condition	○ Other, please specify _____	

INFORMANT

NAME _____

Relationship of informant to individual ○ Circle 1 ○ Circle 4 ○ Individual with communication needs

Length of time informant has known individual ○ less than 1 year ○ 1-2 years ○ 2-5 years

○ 5-10 years ○ more than 10 years

ADDITIONAL INFORMATION

DATE OF INTERVIEW _____ INTERVIEWER'S NAME _____

Consent form ○ Yes ○ No

Relationship of interviewer to individual ○ Speech-language pathologist ○ Teacher
○ Rehabilitation consultant ○ Other, please specify _____

COMMENTS

4   Inventory Booklet

What groups do you work with?

	1-3 yrs	4-10 yrs	11-22 yrs	22 – 50 yrs	51+ years
Developmental Disability					
Acquired Disability/ Degenerative Condition					

Activity #2
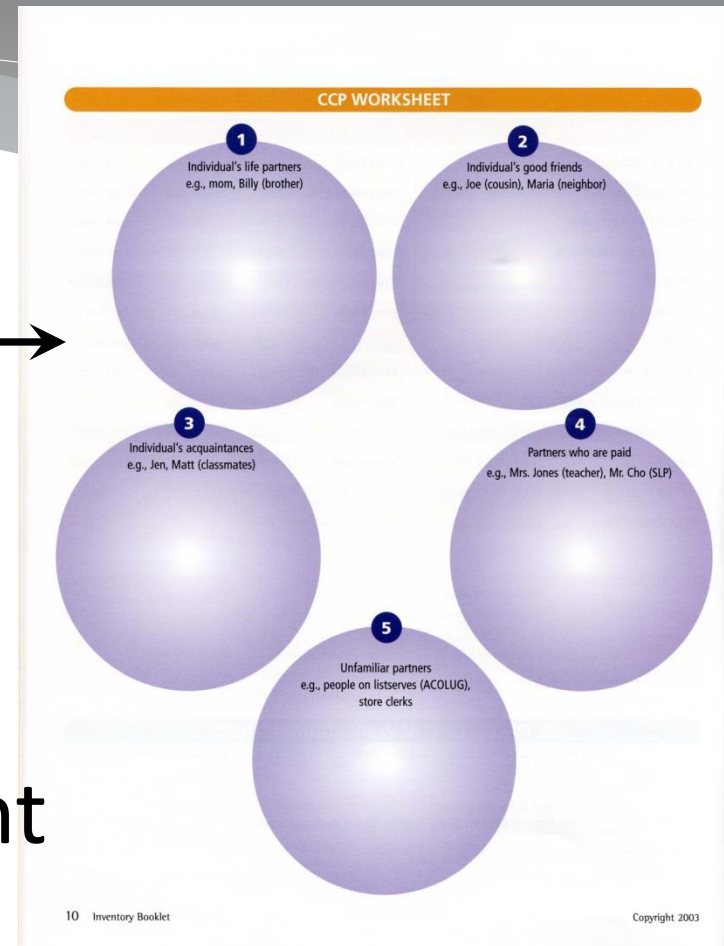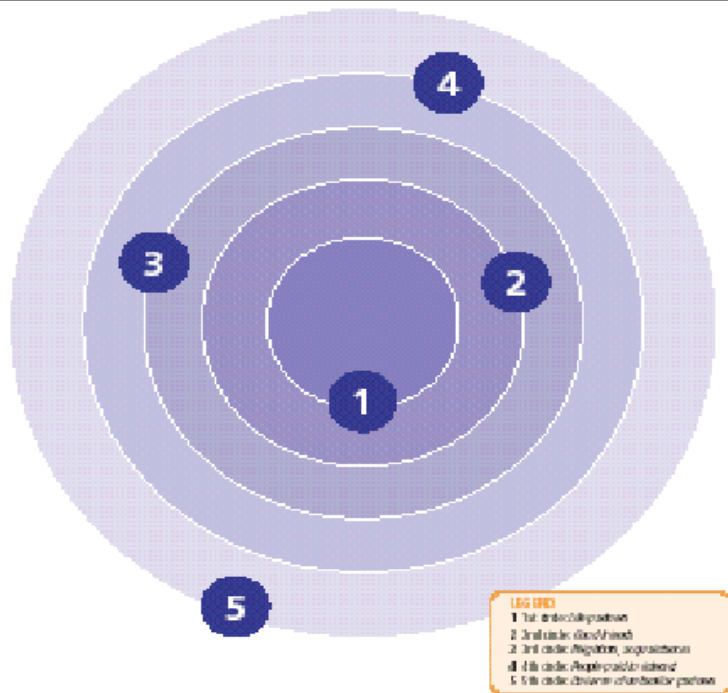
Step 1. Identify important partners in each circle

Step 2. Identify specific partners & their circles

IDENTIFY IMPORTANT PARTNERS

	NAME	CIRCLE
Individual's primary communication partner	_____	_____
Most skilled communication partner	_____	_____
Partner with whom the individual spends the most time	_____	_____
Individual's favorite partner	_____	_____
Communication partner most willing to learn new skills	_____	_____
Partner most willing to teach other people how to communicate with the individual	_____	_____

ADDITIONAL COMMENTS

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?

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 A

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 _____

4

3

2

_____
Name

1

5

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) _____

Copyright 2003   39   Inventory Booklet   4/25/2013

Summary Sheet D

* What circles might you target?

* What reasonable goal(s) might address participation needs?

* What reasonable goal(s) might be needed to address future communication needs?

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE_____ TYPE OF COMMUNICATOR_____ INFORMANT(S)_____

The Social Networks Tool

Inventory Booklet

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Skills and Abilities

II. SKILLS AND ABILITIES OF THE INDIVIDUAL

PLEASE NOTE: Refer to page 19 of the Manual for definitions and instructions.

LANGUAGE AREAS

RECEPTIVE LANGUAGE

○ age appropriate	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ formal tests	○ educated guess
○ informal measures	○ don't know, needs further assessment
○ structured observations	○ other_____

SPEECH

○ age appropriate	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ formal tests	○ educated guess
○ informal measures	○ don't know, needs further assessment
○ structured observations	○ other_____

EXPRESSIVE LANGUAGE

○ age appropriate	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ formal tests	○ educated guess
○ informal measures	○ don't know, needs further assessment
○ structured observations	○ other_____

WRITING

○ age appropriate	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ formal tests	○ educated guess
○ informal measures	○ don't know, needs further assessment
○ structured observations	○ other_____

READING

○ age appropriate	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ formal tests	○ educated guess
○ informal measures	○ don't know, needs further assessment
○ structured observations	○ other_____

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RELATED AREAS

ADAPTIVE BEHAVIOR

○ within normal range	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ written assessment report	○ don't know, needs further assessment
○ structured observation	○ other_____
○ educated guess	

VISION

○ within normal range	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ written assessment report	○ don't know, needs further assessment
○ structured observation	○ other_____
○ educated guess	

HEARING

○ within normal range	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ written assessment report	○ don't know, needs further assessment
○ structured observation	○ other_____
○ educated guess	

MOTOR

○ within normal range	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ written assessment report	○ don't know, needs further assessment
○ structured observation	○ other_____
○ educated guess	

COGNITION

○ within normal range	○ moderate impairment
○ mild impairment	○ severe impairment

HOW MEASURED

○ written assessment report	○ don't know, needs further assessment
○ structured observation	○ other_____
○ educated guess	

ACTIVITY #3 – Assistive Technology USAGE

Please fill this out quickly for your person

ASSISTIVE TECHNOLOGY USE

TOOLS CURRENTLY USING	HOW HELPFUL			
COMMUNICATION-RELATED TOOLS				
Non-electronic communication aid	○ very helpful	○ helpful	○ so...so	○ not helpful
Dedicated speech generating device (SGD)	○ very helpful	○ helpful	○ so...so	○ not helpful
Communication software/app on a computer or mobile device (e.g., tablet smartphone, MP3 player)	○ very helpful	○ helpful	○ so...so	○ not helpful
Phone (e.g., cellphone, landline, speaker phone)	○ very helpful	○ helpful	○ so...so	○ not helpful
Text on a mobile device or computer (e.g., texting, social networking, email, instant messaging)	○ very helpful	○ helpful	○ so...so	○ not helpful
Video on a computer or mobile device (e.g., videoconferencing)	○ very helpful	○ helpful	○ so...so	○ not helpful
Other communication tools. Please specify. _____	○ very helpful	○ helpful	○ so...so	○ not helpful
OTHER AT TOOLS				
Power wheelchair	○ very helpful	○ helpful	○ so...so	○ not helpful
Manual wheelchair	○ very helpful	○ helpful	○ so...so	○ not helpful
Glasses	○ very helpful	○ helpful	○ so...so	○ not helpful
Hearing aids	○ very helpful	○ helpful	○ so...so	○ not helpful
Cane	○ very helpful	○ helpful	○ so...so	○ not helpful
Walker	○ very helpful	○ helpful	○ so...so	○ not helpful
Pointer (head, hand-held)	○ very helpful	○ helpful	○ so...so	○ not helpful
Electronic pointer (e.g., eye gaze, laser, infrared technologies)	○ very helpful	○ helpful	○ so...so	○ not helpful
Switch(es)	○ very helpful	○ helpful	○ so...so	○ not helpful
Other AT tools. Please specify. _____	○ very helpful	○ helpful	○ so...so	○ not helpful

ADDITIONAL COMMENTS

Summary Sheet C

SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

NAME_____ TYPE OF COMMUNICATOR_____ DATE_____

SKILL AREAS

SKILLS AND ABILITIES

AREAS NEEDING FURTHER ASSESSMENT

REPRESENTATIONAL STRATEGIES USED

SELECTION TECHNIQUES USED

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

COMPREHENSION

TOPICS OF CONVERSATION

CURRENTLY USED

WOULD LIKE TO USE

The Social Networks Tool

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Inventory Booklet

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Methods of Expression Section

* Step 1: Ask informant to identify ALL methods of expression that the person relies on

* Step 2: Ask informant to identify PRIMARY methods for each circle

* Step 3: Collect additional information about methods of expression

Methods of Expression
Defined in the *SNs* manual

IV. METHODS OF EXPRESSION

PLEASE NOTE: Refer to pages 21 to 23 of the Manual for definitions and instructions.

CHECK ALL METHODS THAT APPLY:

- ○ facial expression/body language
- ○ gestures
- ○ vocalizations
- ○ manual signs/sign language
- ○ speech
- ○ writing/drawing
- ○ nonelectronic communication aid
- ○ dedicated speech generating device (SGD)

- ○ communication software/app on a computer or mobile device (e.g., tablet, smartphone, MP3 player)
- ○ phone (e.g., cellphone, landline, speaker phone)
- ○ text on a mobile device or computer (e.g., texting, social networking, email, instant messaging)
- ○ video on a computer or mobile device (e.g., videoconferencing)
- ○ other communication tools; please specify. _____

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Identify primary method (s) in each circle

- Non-linguistic
- Speech, writing, signs
- Non-electronic
- Electronic

For methods person CURRENTLY uses, ask about

MANUAL SIGNS			○ Yes	○ No
FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____

LENGTH OF TIME USED? ○ less than 6 months ○ 6 months to 1 year ○ 1 to 3 years ○ 3 to 5 years ○ more than 5 years ○ don't know

SIZE OF VOCABULARY? ○ 1-4 signs ○ 5-10 signs ○ 11-25 signs ○ 26-50 signs ○ 51-100 signs ○ more than 100 signs ○ unlimited

Example 1 _____ Example 2 _____

ADDITIONAL INFORMATION: For each method the person CURRENTLY uses, indicate the following information and provide examples.

FACIAL EXPRESSIONS/BODY LANGUAGE			○ Yes	○ No
FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____

Example 1 _____ Example 2 _____

GESTURES			○ Yes	○ No
FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____

Example 1 _____ Example 2 _____

VOCALIZATIONS			○ Yes	○ No
FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____

Example 1 _____ Example 2 _____

SPEECH			○ Yes	○ No
FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____

LENGTH OF TIME USED? ○ less than 6 months ○ 6 months to 1 year ○ 1 to 3 years ○ 3 to 5 years ○ more than 5 years ○ don't know

SIZE OF VOCABULARY? ○ 1-2 words ○ 3-5 words ○ 6-10 words ○ 11-25 words ○ 26-50 words ○ more than 50 words

Example 1 _____ Example 2 _____

WRITING/DRAWING			○ Yes	○ No
FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____

LENGTH OF TIME USED? ○ less than 6 months ○ 6 months to 1 year ○ 1 to 3 years ○ 3 to 5 years ○ more than 5 years ○ don't know

SIZE OF VOCABULARY? ○ 1-2 words ○ 3-5 words ○ 6-10 words ○ 11-25 words ○ 26-50 words ○ more than 50 words ○ unlimited

Example 1 _____ Example 2 _____

ELECTRONIC COMMUNICATION DEVICES   ○ Yes   ○ No

DEDICATED SPEECH GENERATING DEVICE (SGD) Name of device(s) _____

FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____

LENGTH OF TIME USED? ○ less than 6 months ○ 6 months to 1 year ○ 1 to 3 years ○ 3 to 5 years ○ more than 5 years ○ don't know

SIZE OF VOCABULARY? ○ 1-10 Items ○ 11-20 Items ○ 21-100 Items ○ 101-500 Items ○ more than 500 Items

Example 1 _____ Example 2 _____

COMMUNICATION SOFTWARE/APP ON A COMPUTER OR MOBILE DEVICE Name of software/app(s) _____

FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____

LENGTH OF TIME USED? ○ less than 6 months ○ 6 months to 1 year ○ 1 to 3 years ○ 3 to 5 years ○ more than 5 years ○ don't know

SIZE OF VOCABULARY? ○ 1-10 Items ○ 11-20 Items ○ 21-100 Items ○ 101-500 Items ○ more than 500 Items ○ unlimited

Example 1 _____ Example 2 _____
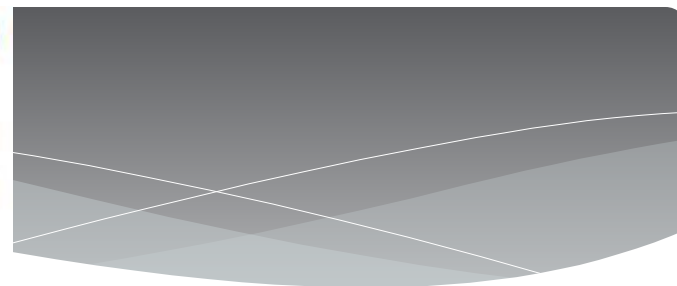

PHONE

Describe type of phone _____

FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in? _____

LENGTH OF TIME USED? ○ less than 6 months ○ 6 months to 1 year ○ 1 to 3 years ○ 3 to 5 years ○ more than 5 years ○ don't know

Example 1 _____ Example 2 _____

* **SGDs**
* **Software/apps**
* **Phone**
* **Text**
* **Video**
* **Other**

Activity #4:
1. Identify all methods
2. Identify primary method for each circle

IV. METHODS OF EXPRESSION

PLEASE NOTE: Refer to pages 21 to 23 of the Manual for definitions and instructions.

CHECK ALL METHODS THAT APPLY:

- ○ facial expression/body language
- ○ gestures
- ○ vocalizations
- ○ manual signs/sign language
- ○ speech
- ○ writing/drawing
- ○ nonelectronic communication aid
- ○ dedicated speech generating device (SGD)

- ○ communication software/app on a computer or mobile device (e.g., tablet, smartphone, MP3 player)
- ○ phone (e.g., cellphone, landline, speaker phone)
- ○ text on a mobile device or computer (e.g., texting, social networking, email, instant messaging)
- ○ video on a computer or mobile device (e.g., videoconferencing)
- ○ other communication tools; please specify. _____

O nonelectronic communication aid
O dedicated speech generating device (SGD)

(e.g., videoconferencing)
O other communication tools; please specify. _____

2
O facial expression/body language
O gestures
O vocalizations
O manual signs/sign language
O speech
O writing/drawing
O nonelectronic communication aid
O dedicated speech generating device (SGD)

O communication software/app on a computer or
  mobile device (e.g., tablet, smartphone, MP3 player)
O phone (e.g., cellphone, landline, speaker phone)
O text on a mobile device or computer (e.g., texting,
  social networking, email, instant messaging)
O video on a computer or mobile device
  (e.g., videoconferencing)
O other communication tools; please specify. _____

3
O facial expression/body language
O gestures
O vocalizations
O manual signs/sign language
O speech
O writing/drawing
O nonelectronic communication aid
O dedicated speech generating device (SGD)

O communication software/app on a computer or
  mobile device (e.g., tablet, smartphone, MP3 player)
O phone (e.g., cellphone, landline, speaker phone)
O text on a mobile device or computer (e.g., texting,
  social networking, email, instant messaging)
O video on a computer or mobile device
  (e.g., videoconferencing)
O other communication tools; please specify. _____

4
O facial expression/body language
O gestures
O vocalizations
O manual signs/sign language
O speech
O writing/drawing
O nonelectronic communication aid
O dedicated speech generating device (SGD)

O communication software/app on a computer or
  mobile device (e.g., tablet, smartphone, MP3 player)
O phone (e.g., cellphone, landline, speaker phone)
O text on a mobile device or computer (e.g., texting,
  social networking, email, instant messaging)
O video on a computer or mobile device
  (e.g., videoconferencing)
O other communication tools; please specify. _____

O facial expression/body language
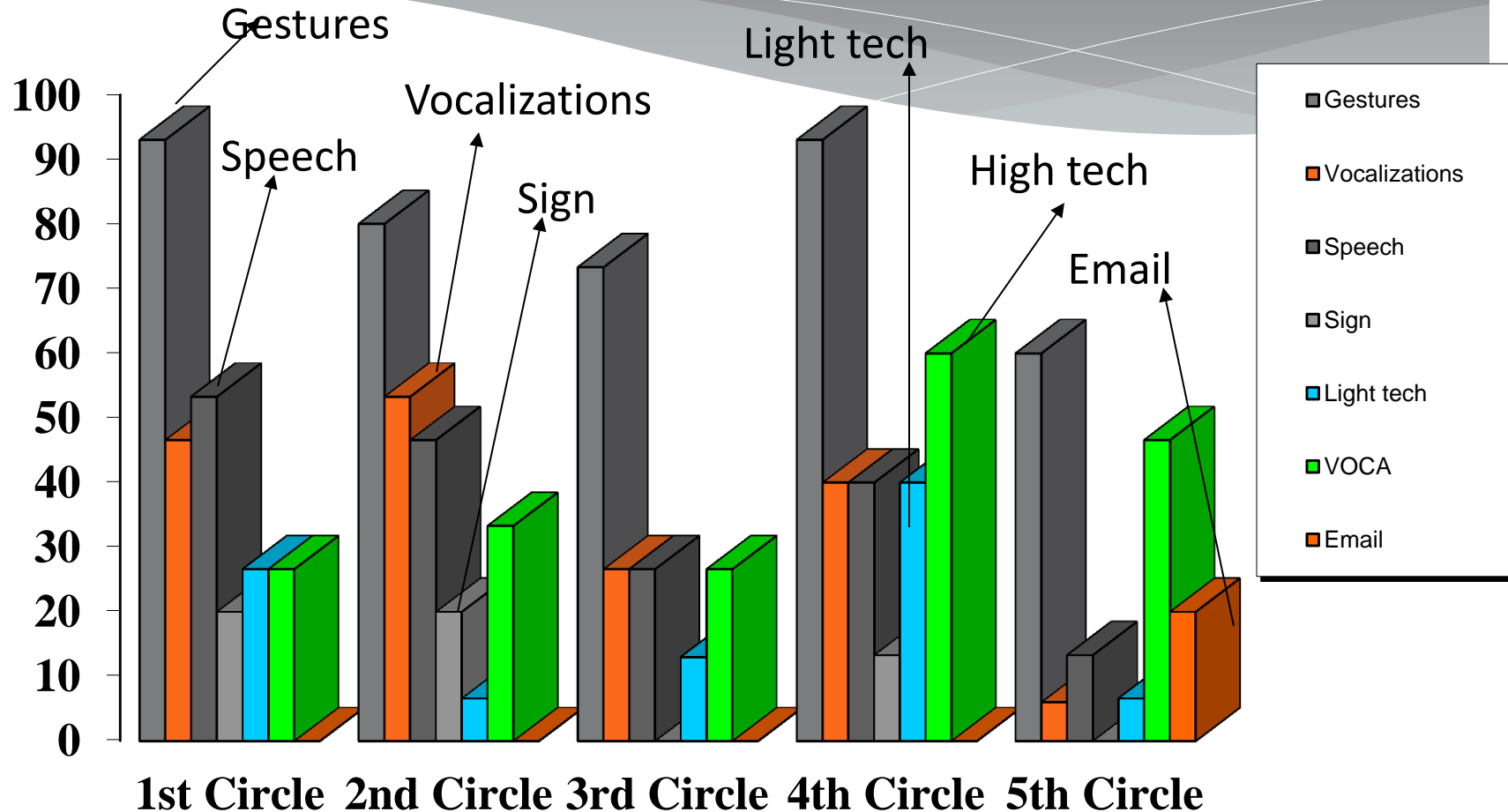
O communication software/app on a computer or

Identify primary method (s) in each circle

DATA
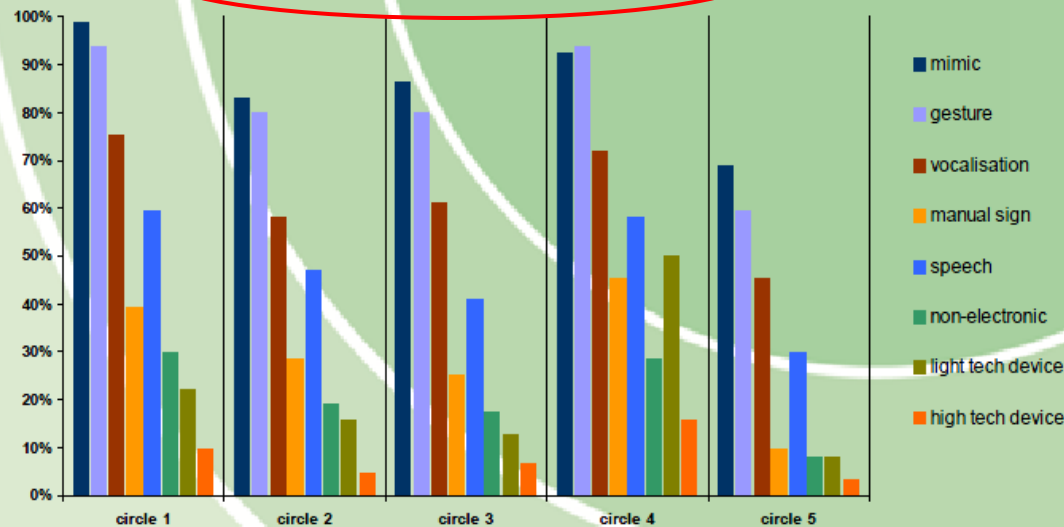## Strong Relationship between Methods of Expression & Circles

* People often have strong preferences for modes.

* Attitudes about communication methods across different circles can influence success

Primary Modes Across Circles:
Pilot Data

Germany, Wachsmth & Schmidt, 2010

PD Dr. Susanne Wachsmuth & Matthias Schmidt
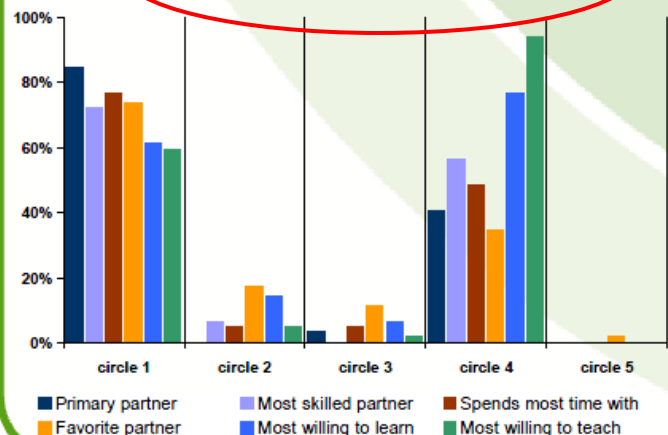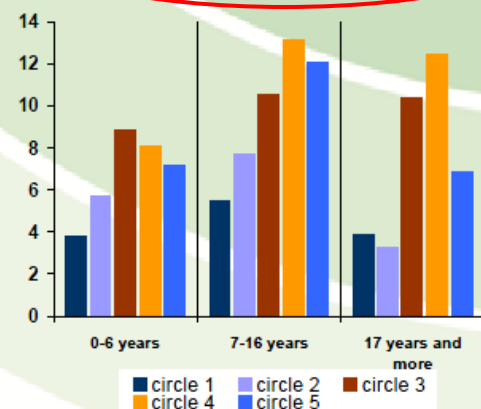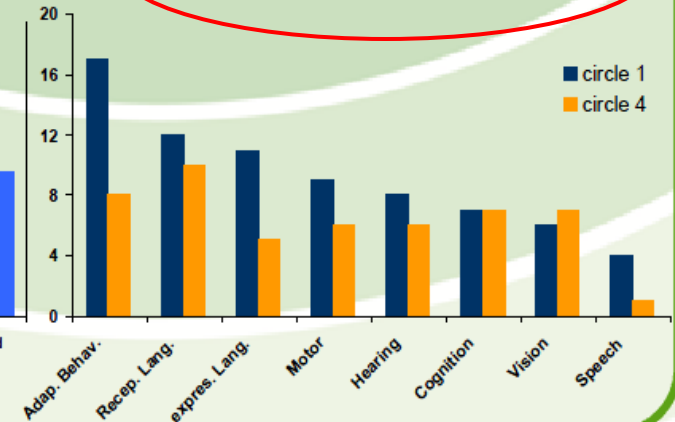
The Bridge School
Hunt Berg, 2005

Modes : Frequency of Use

Legend:
- facial expressions/body language
- gestures
- vocalizations
- speech
- writing/drawing
- nonelectronic
- simple VOCA
- complex VOCA
- communication software
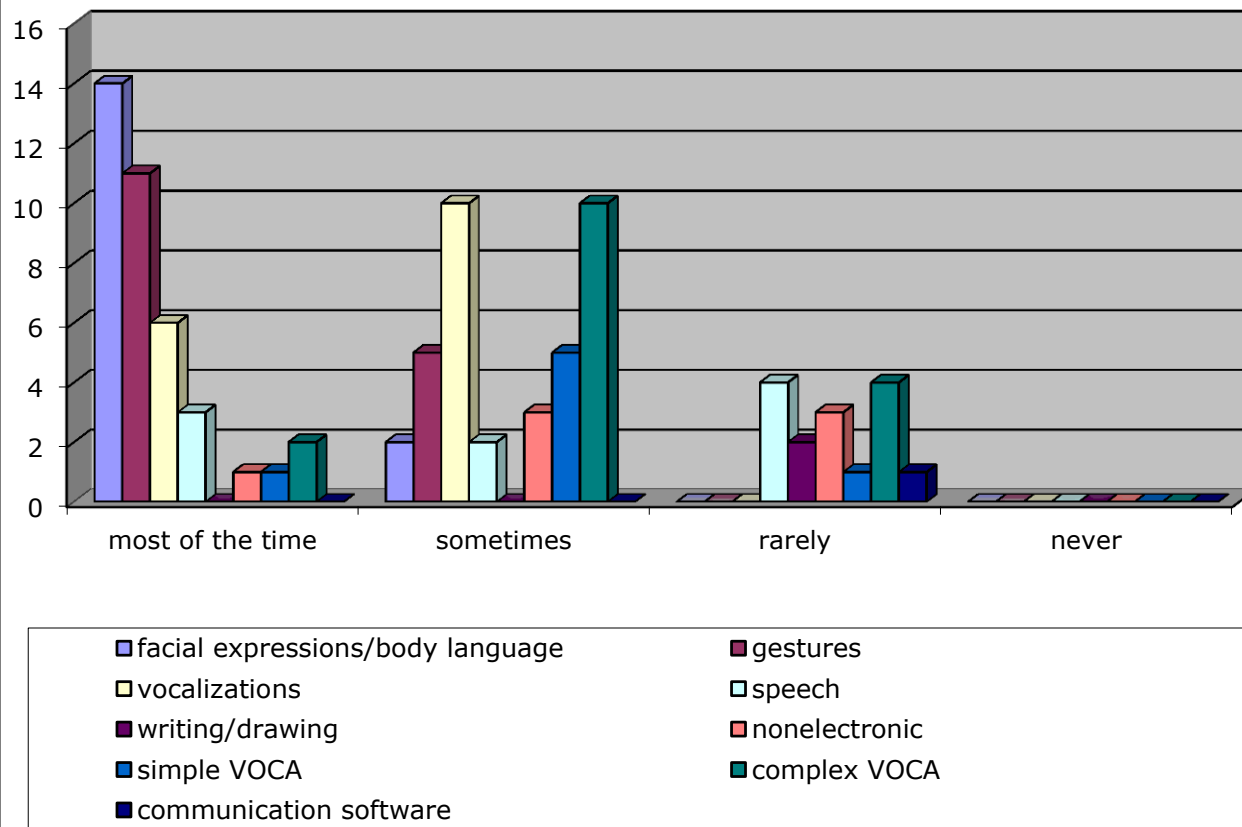
Summary Sheet B

SUMMARY SHEET B – CCP AND MODES

DATE_____ KEITH _____ TYPE OF COMMUNICATOR_____

 # OF PARTNERS/PRIMARY MODE
3
#_ of partners
Primary mode:
gestures

 # OF PARTNERS/PRIMARY MODE
4
#_ of partners
Primary mode:
Vanguard

 # OF PARTNERS/ PRIMARY MODE
2
#_ of partners
Primary mode:
vocalizations

 # OF PARTNERS/PRIMARY MODE
1
#_ of partners
Primary mode:
gestures

 # OF PARTNERS/PRIMARY MODE
5
#_ of partners
Primary mode:
gestures

ALL MODES RELIED ON:
- facial expressions/body language
- gestures
- vocalizations
- manual signs
- speech
- writing/drawing
- nonelectronic communication board/book
- electronic communication device
- special communication software used on a computer
- phone
- email
- other _____

MODES CURRENTLY USED THAT ARE:

EFFECTIVE/EFFICIENT	NOT EFFECTIVE/NOT EFFICIENT
1 Vocalizations, sign	1 Complex VOCA
2 Gesture, sign	2 Complex VOCA
3 VOCA, fac exp	3 signs
4 gesture	4 signs
5 Fac expression, vocalization	5 Complex VOCA

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24   Inventory Booklet

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Goals:

Do any goals emerge as a result of the modes section?

Use this form to summarize and highlight relevant findings for each circle.

DATE_____ TYPE OF COMMUNICATOR_____ INFORMANT(S)_____

1

2

5

3

4

26 Inventory Booklet

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Examples of how section may influence goal setting/intervention planning

Only uses SGD in 4ᵗʰ circle	Use telephone to call grandma 2x month using SGD
	Use SGD to order donuts in bakery 2x week
Wants to keep a diary.	Use wd processing with prediction. Develop plan to ensure privacy.
Gestures are not understood	Target 2 gestures. Improve intelligibility with 2 people in 3rd circle.

Questions or comments

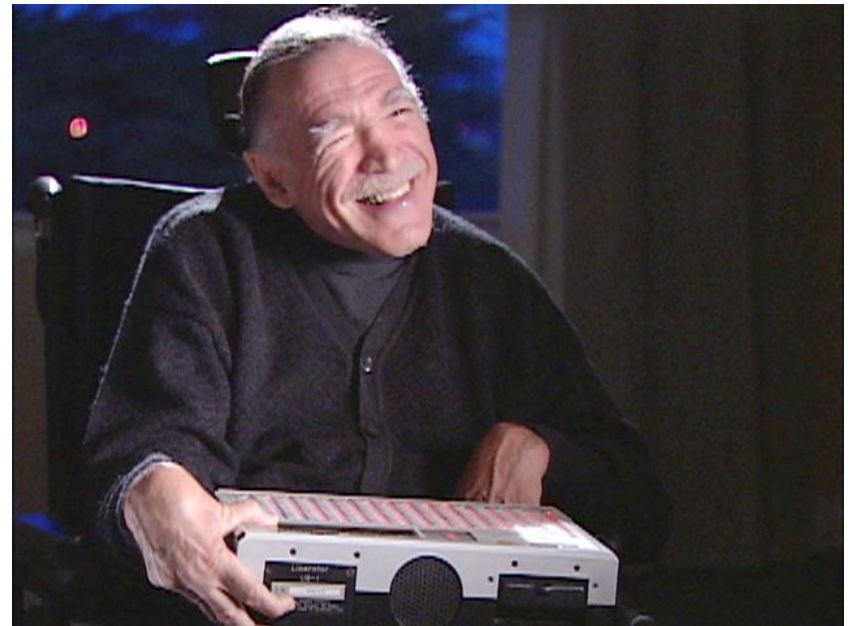# Lunch Break

Return at 1 p.m.

Musings of a Multi-Modal Man

* Michael B. Williams,

* Author, Editor, Speaker

* ISAAC EC, USSAAC President, *Alternatively Speaking,* AAC-RERC partner

How might you use the DVD?

The Social Networks Tool

Inventory Booklet

Table of Contents

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**

Representational Strategies

V. REPRESENTATIONAL STRATEGIES

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

CHECK ALL REPRESENTATIONAL STRATEGIES THAT APPLY:

○ object-based   ○ manual signs

○ photographs   ○ auditory

○ pictographic-based sets/systems   ○ other_____

○ orthographically-based   _____

OBJECT-BASED   ○ Yes   ○ No

Example _____

FREQUENCY	○ most of the time	○ some of the time	○ rarely	○ never
EFFECTIVENESS	○ most of the time	○ some of the time	○ rarely	○ never

INTELLIGIBILITY Who best understands? _____ Which circle is this partner in?_____

PHOTOGRAPHS   ○ Yes   ○ No

Activity #5
Step #1:
Identify

Step #2:
Frequency
Effectiveness
Intelligibility

Access/Selection Techniques

VI. SELECTION TECHNIQUES

PLEASE NOTE: Refer to page 23 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/nonelectronic
- ○ scanning electronic
- ○ other _____

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

_____

_____

NAME_____ TYPE OF COMMUNICATOR_____ DATE_____

SKILL AREAS

SKILLS AND ABILITIES

Skills and Abilities

AREAS NEEDING FURTHER ASSESSMENT

Further Assessment

REPRESENTATIONAL STRATEGIES USED

Representational Strategies

SELECTION TECHNIQUES USED

Selection techniques

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

COMPREHENSION

TOPICS OF CONVERSATION

CURRENTLY USED

WOULD LIKE TO USE

Goals:

•What type of goals might goals emerge from sections on

    •Representational Strategies

    •Selection Techniques

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE_____ TYPE OF COMMUNICATOR_____ INFORMANT(S)_____

1

2

5

3

4

26   Inventory Booklet

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Types of Communication
(Dr. Patricia Dowden, University of Washington)

Emergent	Context Dependent	Independent
No reliable method of symbolic communication	Use symbolic and nonsymbolic modes with success. Success limited to contexts, partners or activities	Can interact with both familiar and unfamiliar partners about <u>any</u> topic in any context
Gestures, vocalizations, body language	**Perhaps only familiar partners understand; others must supply vocabulary; person has limited language.**	**Literate. Communicates novel messages independently**
Limited contexts limited partners	**Limited contexts/ limited partners to multiple contexts/ multiple partners**	**May not always choose to be independent**

Intervention Goals: Emerging, Context-Dependent, Independent

Emerging   **Context-Dependent**   **Independent**

No reliable symbolic communication

Reliable symbolic communication

Limited vocabulary   All topics

Limited partners   All partners

Limited contexts   All contexts

How many?

Emerging?

Context Dependent?
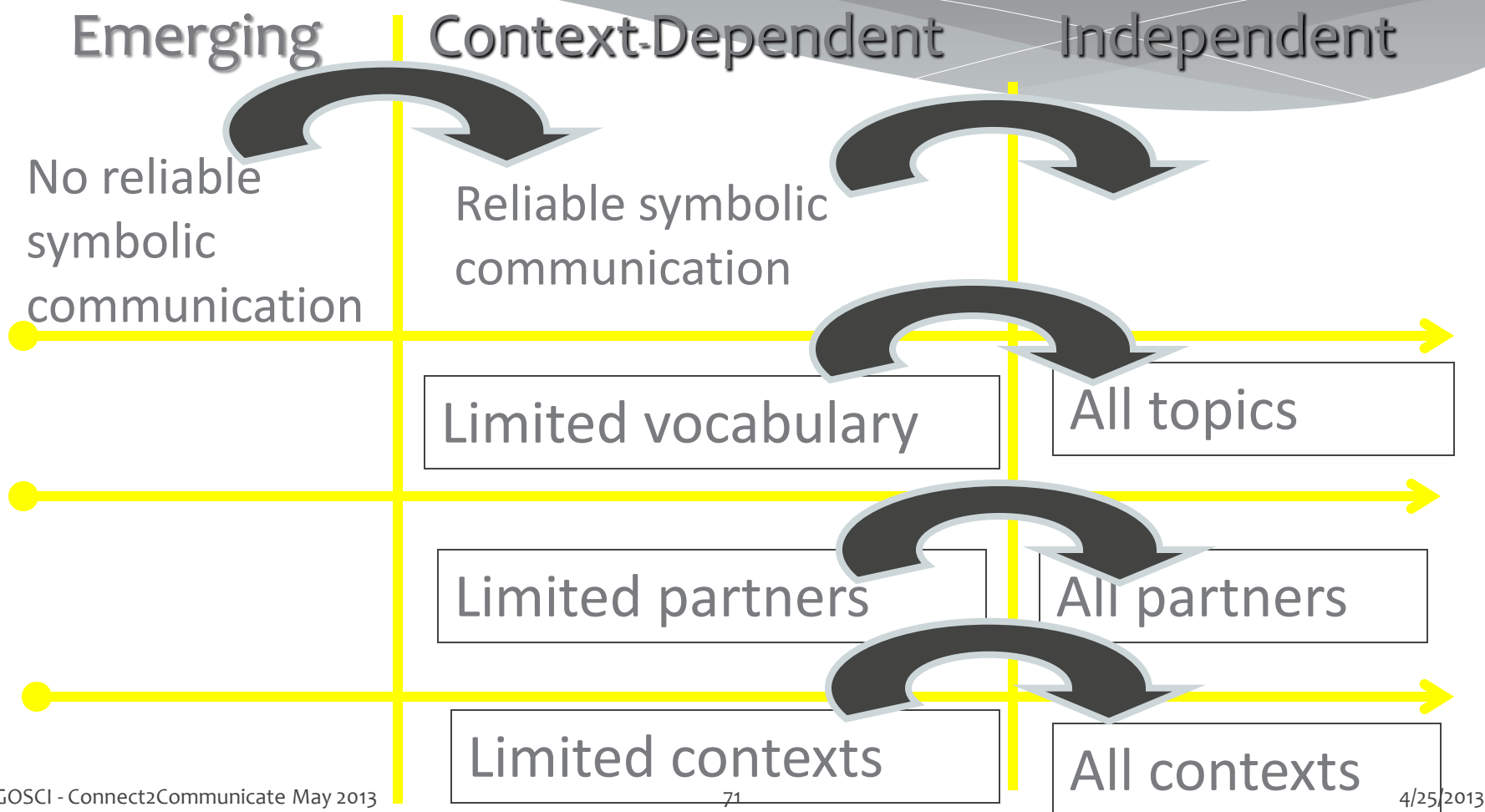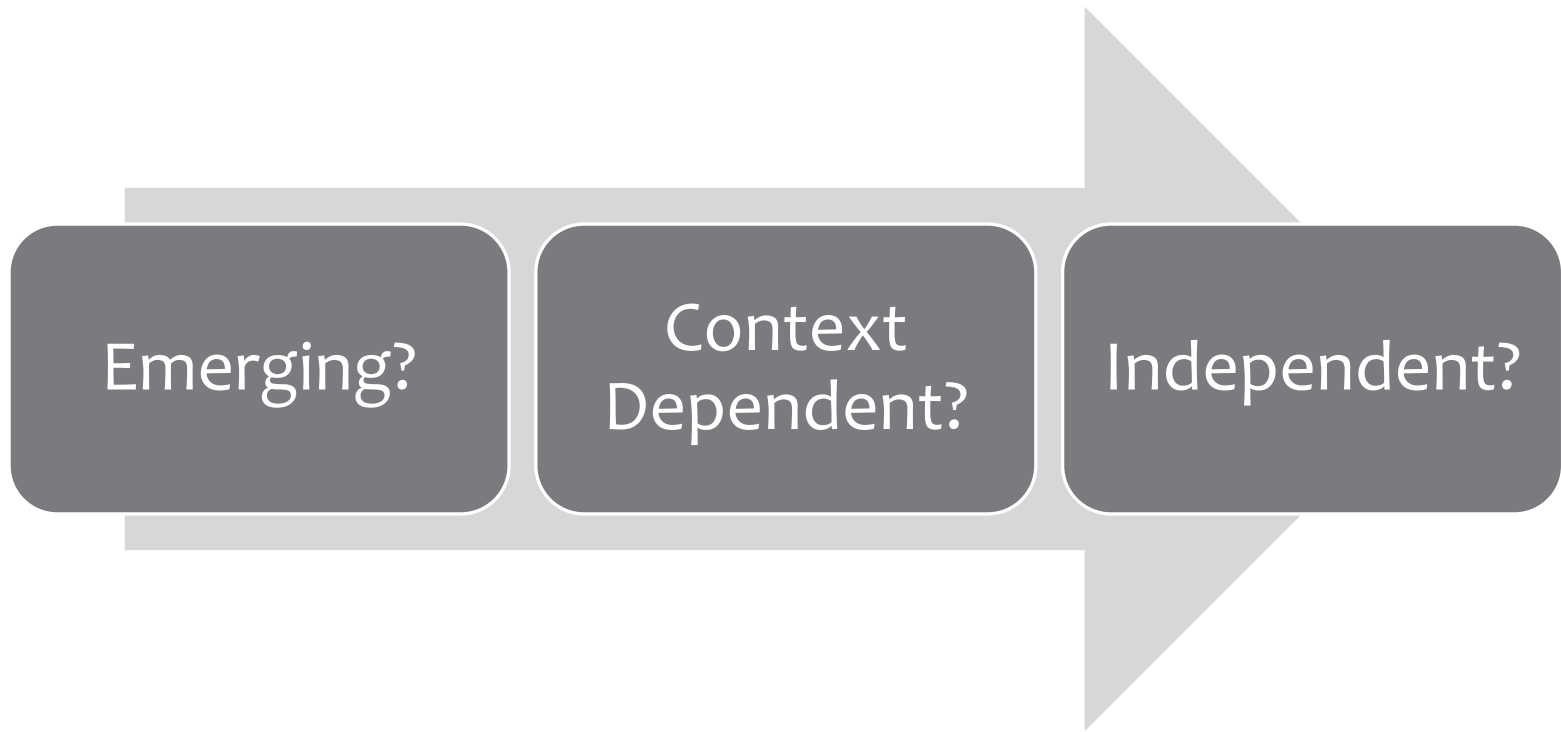
Independent?

A life-long continuum

Emerging → | **Context-dependent** → | **Independent** →

I.D. reliable means of expression

Increase opportunities for interactions beyond 1st & 4th circles

Increase access to vocabulary

Decrease dependence on others

Develop literacy skills

Expand # and types of communication partners

Increase access to topics

Increase access to methods of communication

Increase speed of communication

Refine social interaction skills

Provide access to 5th circle/independence/ social media, etc.

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

Emergent,
Context Dependent,
Independent

DATE_____ TYPE OF COMMUNICATOR_____ INFORMANT(S)_____

What kind of communicator have you and your partner been thinking about?

The Social Networks Tool

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* **Selection Strategies**
* **Strategies that support interaction**
* **Topics of Conversation**
* **Types of Communication**
* **Summary Sheets**

Strategies that support interaction

VII. STRATEGIES THAT SUPPORT INTERACTION

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

STRATEGIES THAT CURRENTLY SUPPORT EXPRESSION

IDENTIFY STRATEGIES FOR EACH CIRCLE	EFFECTIVENESS
1	○ most of the time ○ some of the time ○ rarely ○ never
2	○ most of the time ○ some of the time ○ rarely ○ never
3	○ most of the time ○ some of the time ○ rarely ○ never
4	○ most of the time ○ some of the time ○ rarely ○ never
5	○ most of the time ○ some of the time ○ rarely ○ never

STRATEGIES THAT CURRENTLY SUPPORT COMPREHENSION

IDENTIFY STRATEGIES FOR EACH CIRCLE	EFFECTIVENESS
1	○ most of the time ○ some of the time ○ rarely ○ never
2	○ most of the time ○ some of the time ○ rarely ○ never
3	○ most of the time ○ some of the time ○ rarely ○ never
4	○ most of the time ○ some of the time ○ rarely ○ never
5	○ most of the time ○ some of the time ○ rarely ○ never

Strategies that support Expression

* **Verbal and physical prompts**
* **Pause/delay**
* **Acting dumb**
* **First sound**
* **Carrier phrases**
* **Communication displays/devices**
* **Mobile devices with apps**

iPad and iPod apps examples

- **Taptotalk**

- **First Then**

- *Magia Palabras*

Strategies that support Comprehension

Comprehension

* **Augmented input**
* **Aided language stimulation**
* **Schedules within/ between activities**
* **Rate of speech**
* **Social stories**
* **Setting up the environment of succes**

SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

NAME_____ TYPE OF COMMUNICATOR_____ DATE_____

SKILL AREAS

SKILLS AND ABILITIES

Skills and Abilities

AREAS NEEDING FURTHER ASSESSMENT

Further Assessment

REPRESENTATIONAL STRATEGIES USED

Represent. strategies

SELECTION TECHNIQUES USED

Selection techniques

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

Strategies: Expression

COMPREHENSION

Strategies: Comprehension

TOPICS OF CONVERSATION

CURRENTLY USED

WOULD LIKE TO USE

Goals:

Do any goals emerge from this section?

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE_____ TYPE OF COMMUNICATOR_____ INFORMANT(S)_____

1

2

5

3

4

26 Inventory Booklet

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How does Strategies section help with goal setting/intervention planning?

Teach 'closed fist' strategy to classmates and teachers	**Use at least 5 times daily when trained to provide choices and chances to make comments. [Limited use of "quick and dirty" interaction strategies.]**
Set up within activity visual supports to decrease dependence on prompting	**During art and cooking, replace direct prompts with visual supports to increase independence. Try making flip books or velco schedule**

The Social Networks Tool

Inventory Booklet

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* Circles of Communication Partners
* Modes of Communication
* Representational Strategies
* Selection Strategies
* Strategies that support interaction
* **Topics of Conversation**
* Types of Communication
* Summary Sheets

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?**

Activity # 6

VIII. TOPICS OF CONVERSATION

PLEASE NOTE: Refer to page 24 of the Manual for definitions and instructions.

TOPICS PERSON CURRENTLY USES WITH PRIMARY PARTNER(S)
IDENTIFY TOPICS FOR EACH CIRCLE

1
2
3
4
5

TOPICS PERSON WOULD LIKE TO "TALK" ABOUT WITH PRIMARY PARTNER(S),
IF HE/SHE HAD THE MEANS TO DO SO
IDENTIFY TOPICS FOR EACH CIRCLE

1
2
3
4
5

Inventory Booklet   19

* 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?

Setting topics
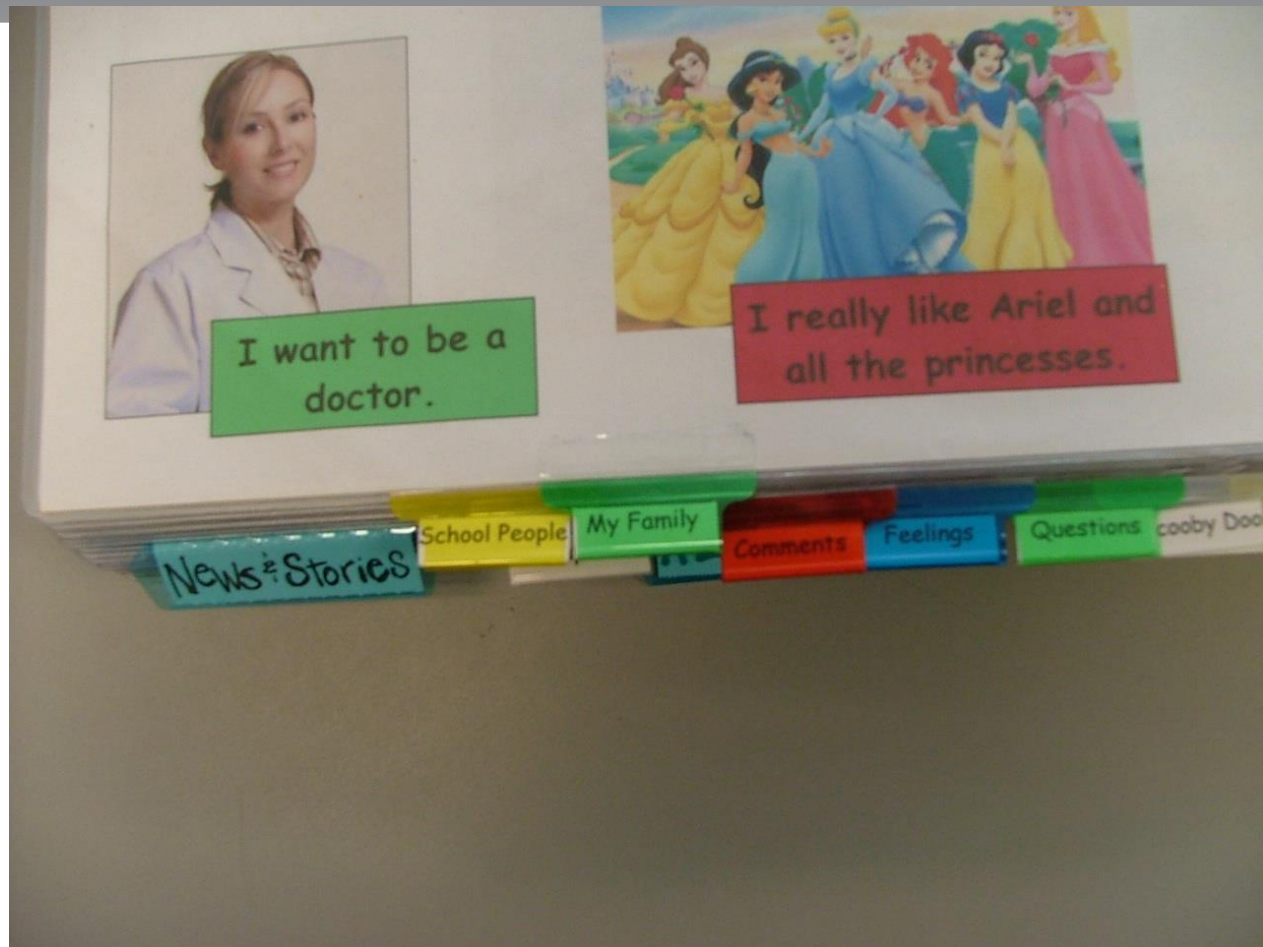
How does Topics section help with goal setting/intervention planning?

Team doesn't know what person would most like to talk about.	Observe, discuss areas of interest and consider providing vocabulary accordingly. Find ways to familiarize partners with topics.
Topics at home are very different from topics at work. Need more vocabulary	Complete vocabulary inventories of favorite topics in both locations. Modify SGD and low-tech displays accordingly

NAME_____ TYPE OF COMMUNICATOR_____ DATE_____

SKILL AREAS

SKILLS AND ABILITIES

Skills and Abilities

AREAS NEEDING FURTHER ASSESSMENT

Further Assessment

REPRESENTATIONAL STRATEGIES USED

Represent. strategies

SELECTION TECHNIQUES USED

Selection techniques

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

Strategies: Expression

COMPREHENSION

Strategies: Comprehension

TOPICS OF CONVERSATION

CURRENTLY USED

Topics: Current

WOULD LIKE TO USE

Topics: Desired

BREAK

Examples

Katie –The Bridge School

- Multimodal communicator

- Variety of strategies that support expression

- Skilled, familiar communication partner

- Think about possible goals and objectives

K. is 11 years old & in the 4th grade.

- Diagnosis: Cerebral palsy & ataxia

- Lives with Grandparents

- Academic skills range from mid-1st grade to 3rd grade level

- Receptive language (measured) at 5 yr-6mo level

- Reading at 1st grade level

- Loves talking about babies, "girlie" things, TV shows & DVDs

Methods of expression

- Facial expression/body language
- Gesture
- Vocalizations
- Manual signs
- Non-electronic communication overlays
- Simple VOCA: 2-step encoding
- Complex VOCA: scanning, 2 head switches

Modes, Partners, Strategies

❖How does Katie communicate? What communication methods does she use? What are her preferred modes?

❖What representational strategies does she use?

❖ What selection strategies?

❖ How does her partner support Katie's participation in this interaction?
  ❖ Supporting expression?
  ❖ Supporting comprehension?

Intervention Planning

- <u>How</u> would you expect her to be communicating in future years?

- <u>With whom</u> would she need to communicate in future years?

- <u>What</u> are some AAC goals you might suggest? Why?

Goals

Use gestures & manual signs with teachers

- Baseline-these are primary modes at home; partners at school need training, don't always understand her signs

Initiate interactions with peers using complex VOCA (pre-programmed partner focused questions)

- Baseline - Rarely initiates interactions with classmates
- Peers not familiar with her other modes
- Katie wants to get in on the act with the girls in her class

Actively participate in conversations with friends at school who know how to present choices & support Katie's use of overlays with 2-step encoding

- Baseline- Katie wants 2 of her good friends to learn how to use her overlays because it is one of her preferred modes.

Activity #7

1. Develop two goals. Target two different circles.

2. Brainstorm how achieve these goals. How will you measure outcomes?

Group will give helpful feedback re: how to accomplish goals and measure outcomes

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE_____ TYPE OF COMMUNICATOR_____ INFORMANT(S)_____

1

2

5

3

4

24 Inventory Booklet

Here today?

	1-3 yrs	4-10 yrs	11-22 yrs	22 – 50 yrs	51+ years
Developmental Disability					
Acquired Disability/ Degenerative Condition					

Augmentative Communication Team Action Plan

Name: **Date:**   **Age:**   **DX:**

* Participants listed here.

BRIEF SUMMARY OF CURRENT STATUS	SGDs/AT	Communication Strategies

Desired Outcomes	Who	Plan	Progress
1.			
2.			
3.			
4.			

Mr. R
Juli Trautman Pearson, Duke University Medical Center

* 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 SR and/or his wife

* Initial solution (AAC device) not used

* Use of *Social Networks* identified circles, modes, preferences, supports and intervention plan

* Outcomes after 1 year: 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.

	Circle 1 Family	**Circle 2** Friends	**Circle 3** Acquaintances	**Circle 4** Paid Workers	**Circle 5** Strangers
Initial number of partners (January 2003)	17	2	8	4	2
Current number of Partners (January 2004)	18	6	15	5	6
Change in number of Partners (January 2004)	+1	+4	+7	+1	+4

Increased # and balance of partners across circles

Increase in methods of communication being used

Initial Modes ☐   Additional Methods ☐
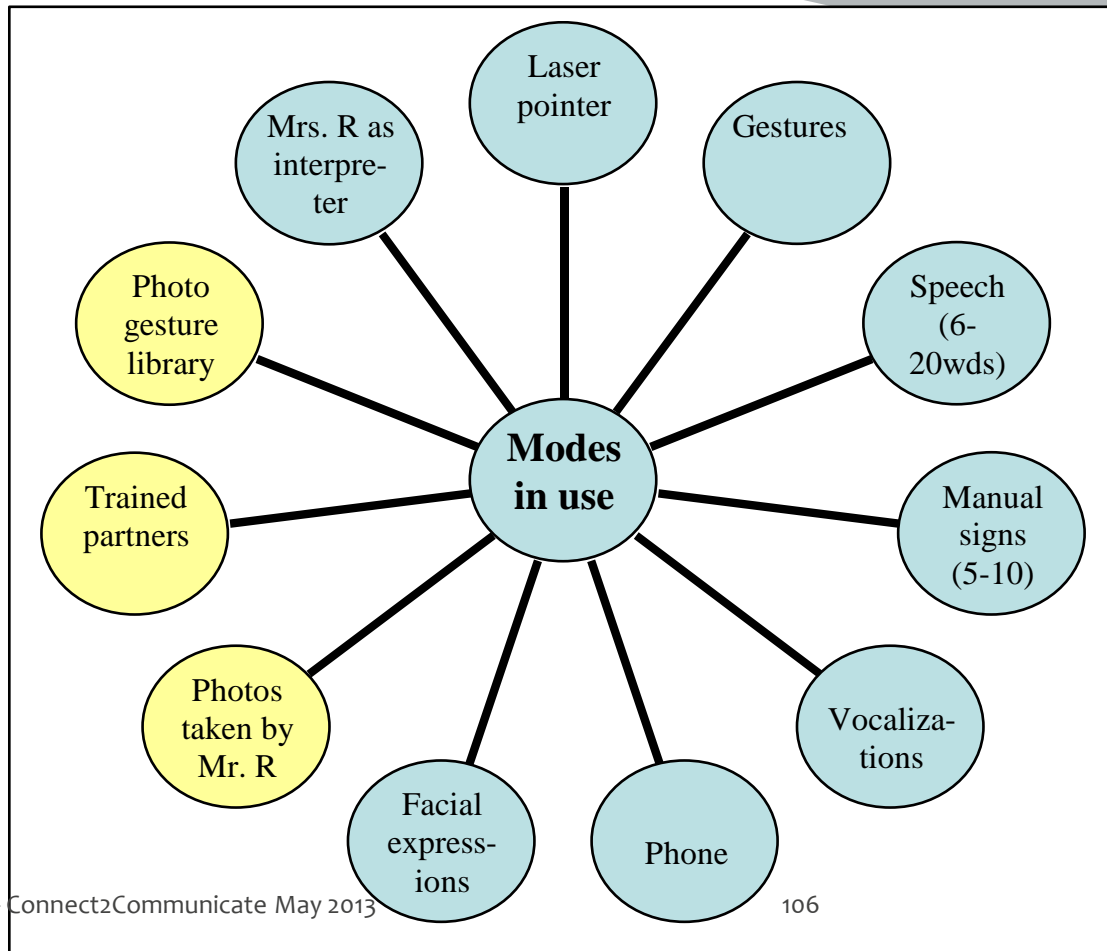
Increase in

- Topics

- Strategies for interaction

  Quality of life

Outcomes

- Exceeded all communication goals.
- Relies on wider range of methods
- Uses photos to interact with friends and acquaintances.
- Circles – more balanced.

- Has more partners who support his efforts to communicate
- Is more independent
- Has more successful communication exchanges
- Wife spends more time with her friends.

WHO DID YOU TALK WITH **BEFORE**

WHO DO YOU TALK WITH <u>NOW</u> - **AFTER** YOUR STROKE?

RED) interacted Before stroke

BLUE = AFTER STROKE

⑦ UNFAMILAR / NEW PARTNERS

⑥ ACQUAINTANCES / CASUAL FRIENDS / WORK

⑤ CAREGIVERS

④ BEST FRIENDS

③ OTHER FAMILY

② LIFE PARTNER

ME ① ②
= "Raymond"

PERSON - MOST IMPORTANT

REV. THOMAS
+ before
+ after

TERRY ④
→ + before
- after

SYRIA ④
+ before
+ after (calls)

GIRLFRIEND SHEREE
+ Before ②
+ After

CAREGIVERS
- don't care ⑤
- they change

NEW - Stroke group ⑦

MOM ③ ←
+ before
+ after (babies me)

BRYAN (brother)
+ Before ③
- After

NEW ⑦ Therapists

JASON ⑥
+ before (beers)
- after

NEW ⑦
DOCTOR Sensei

GUYS from GARAGE
+ before
- after ⑥

S Net
A Communication
with Complex
and their Com

Here today?

	1-3 yrs	4-10 yrs	11-22 yrs	22 – 50 yrs	51+ years
Developmental Disability					
Acquired Disability/ Degenerative Condition					

Take Aways

While SNs are dynamic, the need for membership in social circles is persistent and inherent to being human

Social networks are ALWAYS limited without access to effective communication

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 Inventory

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?

Circles of Communication Partners

1 Life Partners
2 Close friends/ relatives
3 Acquaintances
4 Paid Workers
5 Unfamiliar Partners

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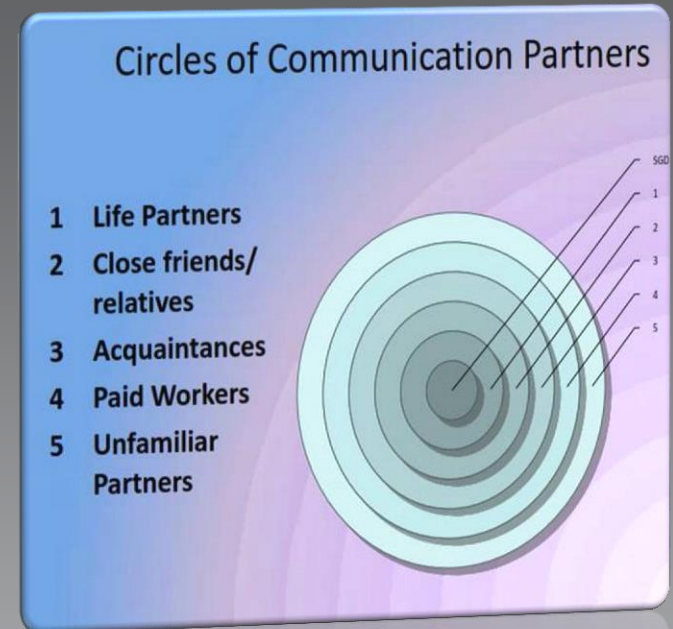
"You've got to be very careful.. .
If you don't know where you're going, you might not get there."

Yogi Berra

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.
- If you make changes, DO write down your rationale for doing so.
- Meant to be re-administered over time.

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.

Thank you

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) _____

Copyright 2003   Inventory Booklet   23
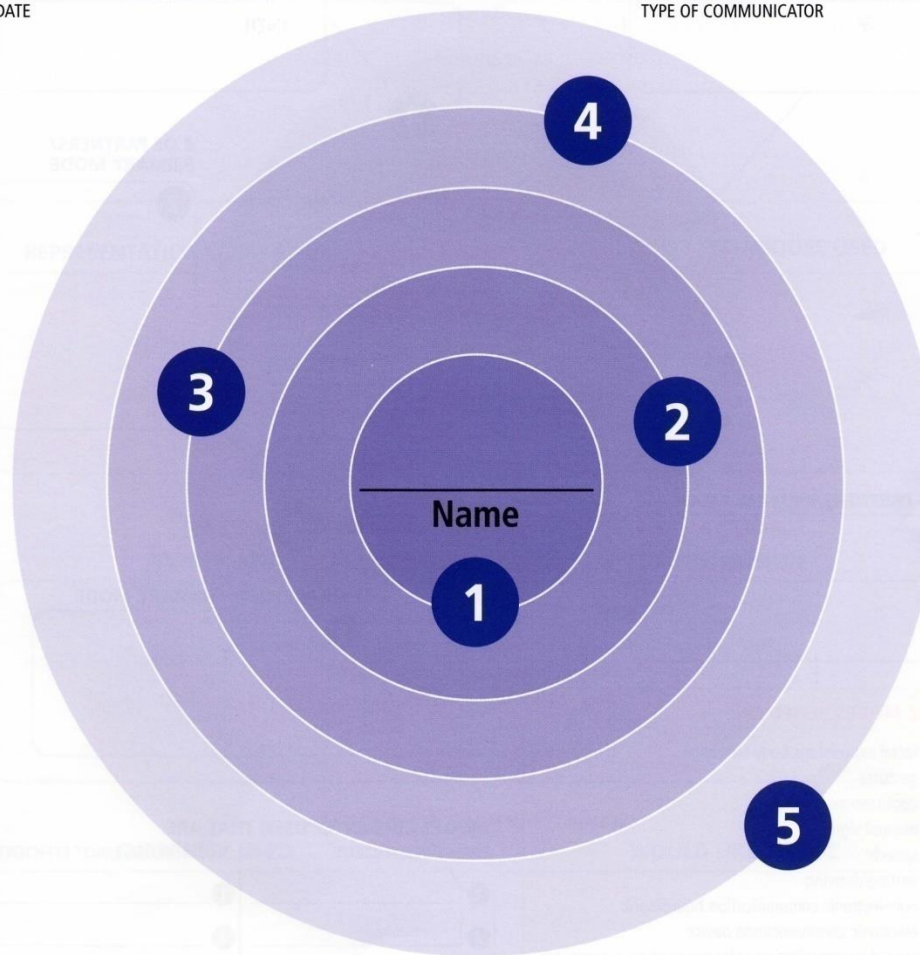
SUMMARY SHEET B – CCP AND MODES

DATE_____ TYPE OF COMMUNICATOR_____

 # OF PARTNERS/PRIMARY MODE

3

 # OF PARTNERS/PRIMARY MODE

4

4

3

 # OF PARTNERS/ PRIMARY MODE

2

2

Name

1

 # OF PARTNERS/PRIMARY MODE

1

5

 # OF PARTNERS/PRIMARY MODE

5

ALL MODES RELIED ON:

○ facial expressions/body language
○ gestures
○ vocalizations
○ manual signs
○ speech
○ writing/drawing
○ nonelectronic communication board/book
○ electronic communication device
○ special communication software used on a computer
○ phone
○ email
○ other _____

MODES CURRENTLY USED THAT ARE:

EFFECTIVE/EFFICIENT	NOT EFFECTIVE/NOT EFFICIENT
❶ _____	❶ _____
❷ _____	❷ _____
❸ _____	❸ _____
❹ _____	❹ _____
❺ _____	❺ _____

SUMMARY SHEET C – SKILLS, STRATEGIES, TOPICS

NAME_____ TYPE OF COMMUNICATOR_____ DATE_____

SKILL AREAS

SKILLS AND ABILITIES

Skills and Abilities

AREAS NEEDING FURTHER ASSESSMENT

Further Assessment

REPRESENTATIONAL STRATEGIES USED

Represent. strategies

SELECTION TECHNIQUES USED

Selection techniques

EFFECTIVE STRATEGIES THAT SUPPORT INTERACTION

EXPRESSION

Strategies: Expression

COMPREHENSION

Strategies: Comprehension

TOPICS OF CONVERSATION

CURRENTLY USED

Topics: Current

WOULD LIKE TO USE

Topics: Desired

SUMMARY SHEET D – INTERVENTION PLANNING

Use this form to summarize and highlight relevant findings for each circle.

DATE_____ TYPE OF COMMUNICATOR_____ INFORMANT(S)_____

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