Rett Syndrome: High Tech & Writing

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Language Immersion

Through the “closed” vocabulary of literacy-based interactions to experience and retell

(Dialogic reading builds vocabulary while providing an authentic reason to use it)
Language System Needs to Support Dialogic Reading

- Needs quick comments to keep the flow
- Absolutely must include language system to construct language with core words
- Needs descriptive words for characters, settings, etc.
- Needs time concepts: past, present, future markers
- Will need some “engineering” to make it all easy to access – shhh!!! Surprise!!!
Beginning of Verb Tenses
Beginning of Predictions/Retell
Conceptual Learning

- Literacy allows for learning within a context
- Utilize books to teach specific concepts
- Utilize the computer to teach specific concepts
- Concepts can be layered in to insure mastery
- Move from floor-time play to literacy and back again
- Develop concepts to support the books
Repeated Readings: Three Bears
Layer Concepts

Goldilocks and the Three Bears

The Three Snow Bears
Repetition then Add
Add in "same" & "different"
Talk About “Frozen”
Talk About “Frozen”

Elsa – dangerous – magic

Ice castle - scary
We have/getting an Eye Gaze System – Now what?

- More vs. less – If limit what can be said using the eye gaze system, will limit progress in communication
- Girls learn new pages quickly
- Apraxia dictates how it is set up (shot-gun versus sniper)
- Start with core phrase-based system to support success with low motor demands, increased communication!
We have/getting an Eye Gaze System – Now what?

- Need consistent structure and organization of system
- Girls need to map meaning and learn location before will use to initiate
- At same time model ahead (like with verbal kiddos)
- Model word-based language system
- MODEL, MODEL, MODEL AND MODEL SOME MORE
New Language System
In Development
Writing... the Ultimate Goal
Writing

Teachers write for the children - teachers model lots of writing before they expect children to do it – JUST LIKE READING!!!

Teachers write WITH the children so children can help with the composition

Then after many such experiences children write themselves

Many children with autism will not write using conventional means - technology is key!!!!!
Invented Spelling

- Using partner-assisted scanning/eye gaze to alphabet flipbook; minimizes motor demands
- Use it initially to make letter errorless letter choices
- Can see the benefits kiddos are getting from Word Study
- Developmental Spelling Assessment - Monster – monser
- Spelling words – younger girl – jac (Jackie)
Play with ABC + PAS
For Writing - HANDS ON
Let me tell YOU!

I was scared.
That's not fun.
That's bad.

Isa
6/14/15
What We’ve Learned

- Language immersion through the controlled vocabulary of Literacy-based experiences to experience and retell
- Importance of “Dialogic Reading” for our kiddos
- If you put academics on the communication device and make it about “right & wrong” they will stop using it
- Beginning communicators (and even more seasoned ones) cannot just get to an answer on their device due to apraxia
- Reduce the motor while increasing the cognitive demands
Communication Partner Basics

- Girls require a knowledgeable communication partner
  - Someone who can read their intent
  - Someone you can read their “best yes”
  - Someone who knows their device and can model language (have I talked about modeling enough??)
  - Someone who is not just asking questions
  - Someone who can chat and interact
  - Someone who can anticipate dysregulation and replace with communication
  - Someone who understands communication is a learning process that includes errors
  - Someone who is fun, flexible and supportive
Without access to appropriate communication, life is reduced to answering yes/no questions.
FURTHER TRAINING

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