



SYMBOLS AND MEANING: Developing a Conceptual Foundation

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Learning Objectives

1. Compose games for learners (the main intervention strategy) using SAM materials.
2. Differentiate the use of sensory and symbolic bridging to build schemas for simple to complex concepts.
3. Identify learning strategies when working with learners who have limited hand use.



How much time do you spend with your students who have significant cognitive disabilities?

- Daily, over four hours
- Daily, under four hours
- More than twice a week
- More than twice a month
- More than twice a quarter
- Consultation with others only
- Collaboration with others only



SAM in a Snapshot

- SAM is.... A program for developing a foundation for concepts so that symbols referring to them are meaningful
- SAM is for.... learners at the late sensorimotor and early preoperational stage of cognitive development





Visual Impairment & Concept Development

- Absent and Incomplete Concepts
- Objects Experienced Out of Context and Without Intended Function
- Words Without Meaning



Sensory & Symbolic Bridging

- Learners form "schemas" about familiar events and experiences
- Sensory bridges build connections between these objects and related distance sensory experiences
- Symbolic bridges (meaningful words and objects) reinforce and strengthen schemas

Meet Joey

- CVI
- Loves Music, her peers, and taking walks
- Successful in several routines demonstrating function of objects
- Not making progress with picture/object symbol communication systems



What Comes to Mind When I Say “Game”?

- Board/Field
- Rules
- Pieces/Players
- Cards



Main Intervention Strategy

- Non-threatening and fun
- Structure from context to context
- Maximize active learning
- Appropriate at any age
- Facilitate sibling and peer cooperative learning



Good Instruction

- Focused
- Regular
- Appropriate
- Natural
- Consistent



The Inverted Pyramid

- People-object-action-place relationships in events beyond the body
- People, objects, actions, and places beyond the body
- People, objects, and actions touching the body
- Own body





SAM Concept Categories

Making Sense of the World



People

- Self
- Others
- Body characteristics
- Emotions



Joey's Concepts of Self & Others

- Build a symbolic bridge – giving her the word "hand"
- Lotion on hands, high fives with others
- Explore others' hands
- Listen for clapping hands – provide a sensory bridge
- Using a SAM game for teaching own body concepts

Games for Own Body

- Body Buzz
- Whoopee Clothes
- Finger Tap



Games for Teaching About People

- Hot Potato
- Show Me Who
- Mystery Voice
- Scavenger Hunt





Objects

- Tangible things
- Acquired through senses
- How it is used
- How it relates to other objects

Exploratory Hand Motion

- Lateral motion
- Pressure
- Static contact
- Unsupported holding
- Enclosure
- Contour following





Joey's Concepts of Objects

- Build symbolic bridges to teach words for the objects from her routine.
- Strengthen schemas by having her help clean the towels in the washer and dryer.
- Build sensory bridges to sounds of water in multiple settings
- Use SAM games to add repetition and practice for symbols in a meaningful way

Games for Teaching About Objects

- Slap
- Yours and Mine
- Go Fish
- Scavenger Hunt
- Bag Stories
- Box Stories
- Binder Stories





Actions

- Body movements of the self
- Random movements
- Intentional movements
- Other people's actions
- Imitation of actions



Joey's Concepts of Actions

- Built symbolic bridges for teaching words for "up," "sit," then "turn on light," and "turn on water"
- Used love of peers to motivate and play SAM games to reinforce symbolic meaning

Games for Teaching About Actions

- Simon Says
- Do it Again
- Sounds Like
- What Do
- Scavenger Hunt





Places

- Where things are
- Mental relationship maps
- Contexts for groups of things



Joey's Concepts of Places

- We haven't made it to this area very thoroughly with Joey.
- What would you do?
Where would you start?

Games for Teaching About Places

- Scavenger Hunt
- Clue



Impact of Physical Impairments



Cerebral Palsy

- Collaborate with OT and PT
- Environmental modifications
- Common Visual Impairments
 - CVI
 - Strabismus
 - Hyperopia



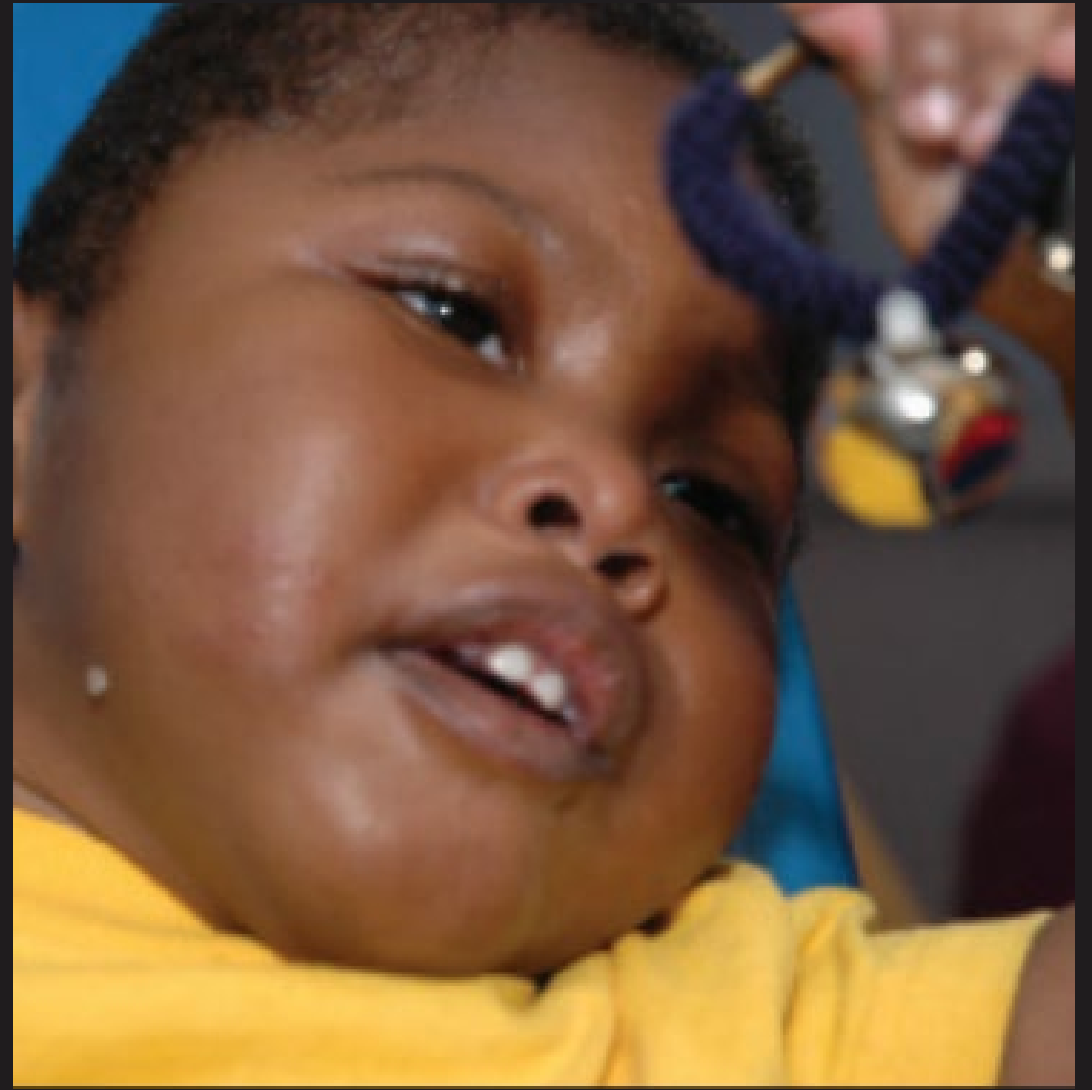
Passive Touch versus Active Touch

- Passive
 - Invasive
 - Lacks receptor stimulation
- Active
 - Planned movement
 - Required for object recognition



Build Content!

- Toys
- Things used while eating
- Things used while dressing
- Things used while bathing
- Things used at bedtime
- Things used during calendar circle
- Things found in the refrigerator
- Things used when playing music
- Things I hear Mom and Dad use in the yard



Offer Different Formats

- One Object
 - Protracted exploration
 - Longer period of time
- Array of Objects
 - Offers choice
 - Varies in complexity
 - Bundles of similar objects



Context is the Setting

- Artificial
 - All objects are toys
 - Early sensorimotor development stage
 - No clues
- Functional
 - Provide clues
 - Develops concepts



Time, Space, and Mode

- Give time for exploration
- Touching and seeing
- Hands, feet, mouth





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