

I've Got a PODD...

...now what?

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Who are we?

Carolyn O'Hearn

- SLP
- 3-day, 5-day
- countless in-services

Sara Androyna

- COTAL
- 2-day
- countless in-services

Pragmatic Organization Dynamic Display (PODD)

- What is it?
- Aided Language Stimulation
- Core Vocabulary
- Independent, Autonomous Communication

Step One: Make it!

You can't model PODD if you don't have one!

- Print yourself and cut out the tabs
- Print yourself and enlist workers!
- Order from the printer (\$\$)
- MITS! (/ALE!)



Step Two: Wear it!

- Straps
- Binders
- Why?
 - Have it with you at all times
 - Don't lose out on communicative opportunities
 - Model for students AND for staff
 - Make it an "ordinary" thing!

Step Three: PODDel it (patent pending)

- Model model model
 - Foundation of PODD - Aided Language Stimulation!
- What to model
 - Wearing the PODD
 - Using the PODD
 - variety of communicative functions!
 - Oops!
 - Proper navigation
- All of the words all of the time!

Step Four: Use ALL day!

- | | |
|-------------------------|-------------------|
| - Dedicated “talk time” | - Recess |
| - Conference | - Art |
| - Writing | - Gym |
| - Social Studies | - Lunch |
| - Science | - CBI/field trips |
| - Math | - Free play |
| - Reading | - Centers |
| | - ALL THE TIME |

Authentic communication happens all day everyday...

...wear your PODD!

PODD in Lapeer County



Lapeer County ISD Center Program

- Current AAC being used:
- Proloquo2Go on iPad, iPad mini, iPod
 - Choice boards
 - Single message output device (Big Mack)
 - SuperTalker
 - GoTalk
 - Visual schedules, tactile schedules
 - Limited sign language
 - Progressing toward core language for all students

Lapeer County ISD Center Program

- 3 Moderately CI (MoCI) Classrooms
 - 1 individual PODD
- 4 Severely CI (SCI) Classrooms
 - 3 classroom PODDs used within 2 classrooms
 - 2 classroom PODDs in process for other 2 classrooms
- 1 Severely Multiply Impaired (SXI) Classroom
 - 3 classroom PODDs
 - 1 individual PODD

PODD Leadership Team

- One staff from each room
 - Teachers
 - Paraprofessionals
 - Behavioral specialist assistant
- SLP
- Admin
- OTA

Local Districts

- Utilizing variety of AAC
 - very limited selection
 - minimal aided language
- PECS
- Dynavox Compass
- Several have NO communication system in place

Local Districts - PODD

- Local staff trained
 - 2 day training: 3 (all SLPs!)
- ISD staff in the locals:
 - 2 day training: 7
 - including 3 out of 4 Occupational Therapy Practitioners!

Make-It-and-Take-It

- 15 attended
 - 8 ISD staff (SLPs, OTs, PTs, teachers)
 - 5 from local districts (ECSE programs, PSP)
 - 2 parents
- 4 hour overview
- ISD funded

PSP (early intervention)

- Primary Service Provider
- Early Interventionist
- Birth-3
- PODD introduced

So everything is working,
right?

ehhh...not yet.

Early On - Barriers

“Time, training, time, buy in from locals (staff, SLPs, paras), PECS, time, parents wanting verbal communication as focus, team having own books...Did I mention time?”

- PSP Speech Path

Barriers

- Staff
- Administration
- Parents
- Funding
- Time!

Barrier - Staff

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Buy-in ● Overwhelmed ● Underestimating student abilities ● Defensiveness ● Not understanding the purpose of AAC ● Assumptions | <p>How we're overcoming</p> <ul style="list-style-type: none"> ● Education, in-services ● Research, handouts ● Site visits ● Modeling (PODDeling) ● Video review ● Assume competence ● ADVOCATE for students |
|--|---|

Barrier - Administration

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Buy-in ● Costs ● Underestimating students abilities ● Research based (EBP) | <p>How we're overcoming</p> <ul style="list-style-type: none"> ● Education, in-services ● Research, handouts ● Modeling (PODDeling) ● Video review ● Assume competence ● ADVOCATE for students! |
|---|---|

Barrier - Parents

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Want spoken language ● Overwhelming ● “Don't have time” ● “I know what they want” | <p>How we're overcoming</p> <ul style="list-style-type: none"> ● Research, handouts ● Site visits ● Modeling (PODDeling) ● Video review ● Assume competence ● ADVOCATE for the child/student! |
|--|---|

Barrier - Funding

- Having enough books for staff
 - Costly to make!
 - Book
 - Binders
 - Wear and tear
- How we're overcoming
- Education, in-services
 - Research, handouts
 - Modeling (PODDeling)
 - Video review

Barrier - Time!

- How we're overcoming
- Education, in-services
 - Research, handouts
 - Site visits
 - Modeling (PODDeling)
 - Video review
- Wear it
 - Build "talk time" in
 - Calling in the troops!

Don't give up and celebrate all victories!



Questions? Comments?

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