



Implementation Support for LAMP Words for Life®-VI

Motor Planning

Why is motor planning important for individuals with visual impairments?

- Using pictures to teach language is one method of representation. This is a **visual task**, which can be impossible for those with visual impairments. When children learn to speak, they learn through repetitive motor movements and auditory signals. A true **communicative task** does not require the identification of picture symbols.

Benefits of a teaching words by pairing a consistent motor pattern with consistent auditory output and a fun, natural response:

- No cognitive prerequisites. Intervention can begin at the cause and effect level and systematically build upon the stages of natural language development.
- No need to discriminate pictures. Visual differences of the icons help to direct reach (if residual vision is present), but understanding meaning or perceiving all the details are not necessary.
- For emergent communicators, motor patterns for initial words can be simplified or vocabulary can be masked to encourage initial success.
- Allows for automaticity to develop which decreases the cognitive load and increases rate of communication.

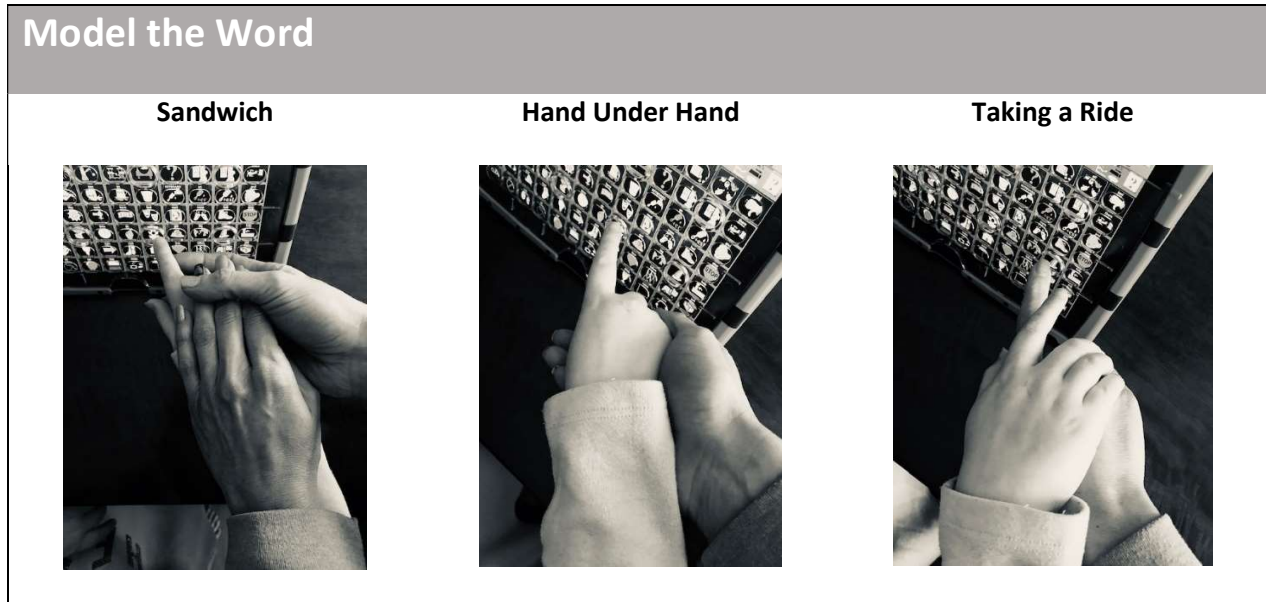
Teaching of vocabulary happens across environments, with multisensory input to enhance meaning, with the child's interests and desires determining the vocabulary to be taught.

The use of large, multiple picture boards/books or tactile symbols can be cumbersome and difficult to implement across environments. LAMP Words For Life-VI provides a robust language system that can start small and grow, without changing the motor pattern of words. It is also portable and less cumbersome to implement.

Model the Word

- As with all learners, prompting should take on a “least to most” approach ensuring that over prompting does not occur and learner does not become prompt dependent.
- “Sandwich” – Learner's hand is resting on top of implementer's hand with implementer's other hand holding learner's hand steady as they model where a word is located on the device. This can also be utilized to guide the learner's point to where a word is located. This prompt allows the user to feel where the words are on the device, but is considered total physical guidance. (See picture below.)

- Hand under hand – Learner’s hand is resting on top of implementer’s hand as implementer guides the point of the learner. This prompt is considered physical guidance. (See picture below.)
- “Taking a ride” – Learner’s hand rests on top of the implementer’s as they model where a word is located on the device. This would be considered a true model for those with VI who aren’t able to see a visual model. (See picture below.)



- Other strategies to assist with modeling/prompting:
 - Go slowly at first, guiding over tactile cues, using verbal cues (such as counting, calling out where tactile cues are, etc.)
 - Use residual vision if possible:
 - Color code tactile cues on KeyGuide with tape, paint, etc.
 - Draw attention to bright colors, detail of icons
- Device placement should be kept as consistent as possible for optimal modeling. Be cognizant of activities that threaten consistency of placement.
- Use Gorilla Tape to cover KeyGuide and cut out the holes (using a detail knife) of the words the learner is using. This will serve as a tactile Vocabulary Builder.

Experience the word to learn the word.

- Immediate feedback from the listener
- Big responses to words spoken on device, while still maintaining natural consequences
- Lots of sensory engagement
- Activities that elicit joy and are motivating to the learner
- Something the learner would say, not a command from those around the learner



Example Activities

Use all senses to teach language.

Below, you will find detailed examples and sample activities as well as words to accompany those activities. These are just starting points (utilizing LAMP WFL-VI One-Hit) and simple examples.

*PLEASE NOTE: *Starting with LAMP WFL-VI One-Hit is NOT a prerequisite to LAMP WFL-VI Full.*

Movement Detailed Example: Play horse! Invite Mom or Dad to be the horse and give their child a ride. If it's possible to have another adult, have that person hold the device in midline and model words such as "go", "stop", "on", etc. as the learner is riding, stopping when necessary.

Movement Activities:	Words:
Assisted Jumping	up, more, down, fast, slow
Office Chair	go, turn, fast, slow, again
Swing	go, up, turn, fast, slow, big (push)
Ball Pit	in, go, up, more
Horseback Ride	go, stop, get, on

Sound Detailed Example: Guess that sound! Fill a container or multiple containers with various noise makers. Ask the child "what is next?" as you model "what". Model "hear" as you make the sounds. Talk about what sounds you "like".

Sound Activities:	Words:
Rain Stick	more, like, feel, hear, turn
Music	play, more, turn, up, down
Bell Bracelet/Socks	go, hear, play, like
Containers with Noise Makers	hear, what, in, out, turn
Noise Putty	like, mine, hear, put, in, out
Singing Known Songs	out, up, down, in, go

Tactile Detailed Example: Read a book! Find a tactile book and read it with your child. Model words like "turn" and "more" as you're reading. Once a child becomes familiar with a book and their language system, pause expectantly for them to select familiar words from the book or "turn" or "more" for continuation.

Tactile Activities:	Words:
Reading/Tactile Books	feel, turn, like, again
Blocks	up, more, down, help
Wet Sponge	feel, good, bad, big, little
Surprise Egg	what, help, (toy inside) feel, get, out
Doll/Dollhouse	sleep, eat, in, drink
Putty/Slime	feel, put, in, on, out
Koosh Ball	feel, like, big, little, up, down



Smell/Taste Detailed Example: Guess that smell! Dip cotton balls into lotions, perfumes, essential oils, spices, etc. Hide them in something like a pill container and take turns smelling each cotton ball. Model words such as “like”, “good” or “bad” to comment on the various scents.

Smell/Taste Activities:	Words:
Ladle/Food or Scented Objects in Bucket	get, put, in, out, like, good, bad
Surprise Candy Egg	good, big, little, help, love, like
Shaving Cream	good, more, mine, that, play, feel
Scratch and Sniff Stickers	like, want, more, love, don't
Cotton Balls in Pill Container	good, bad, what

Residual Vision Detailed Example: Make the light toy go! Find a light up toy that has an easy on/off. Turn it on and model the word “go”. If the child wants to take it from you, take the opportunity to model the word “mine” and pass toy to the child. When you'd like to take a turn, model “turn” or “mine” before taking toy back from child. Comment on how “fast” the toy goes.

Residual Vision Activities:	Words:
Light Toy	go, on, fast, like, mine, turn
Streamers/Pom Poms	look, like, feel, on, turn
Neon Bowling	go, down, play, more, again
Light Box	turn, on, off, mine, finished