

CORE GIFT INTERVIEW WORK WITH INDIVIDUALS WHO HAVE MORE SEVERE DISABILITIES AND COMMUNICATION

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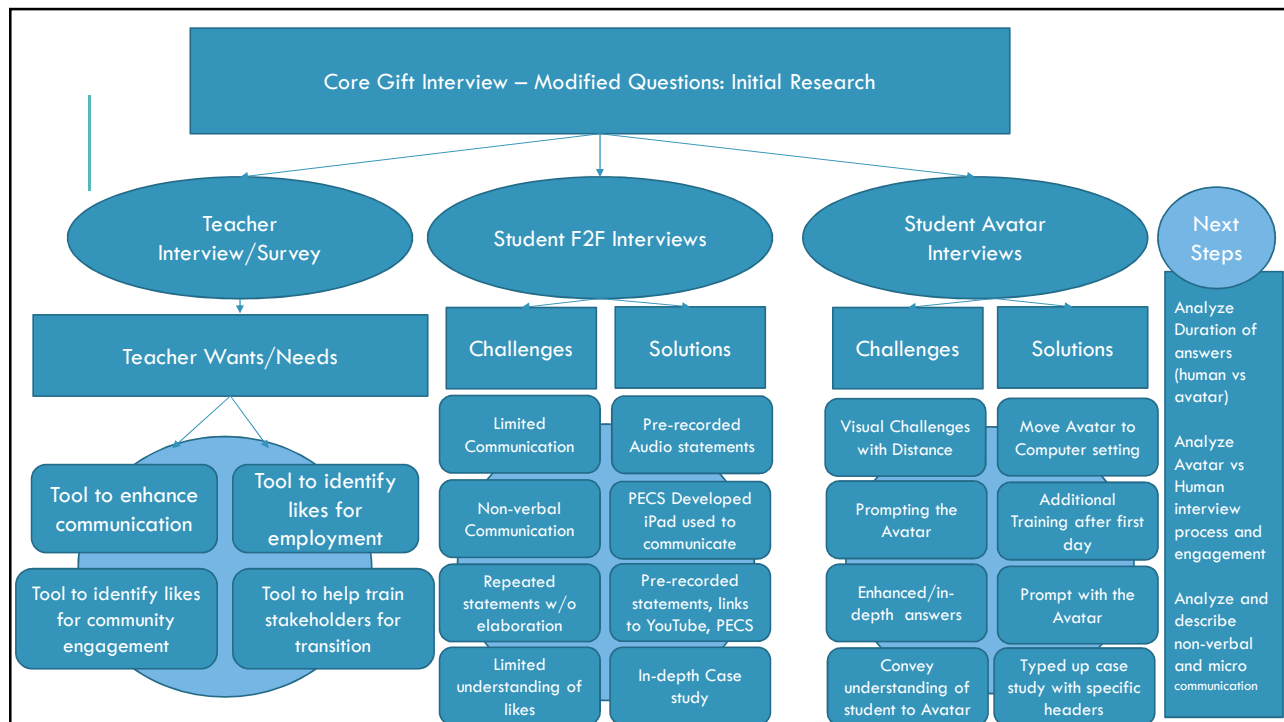
1

CORE GIFT - DEFINING WHAT WE WANT

The overarching goal is to understand how to use a Core Gift Interview for Individuals with more severe and profound disabilities.

- 1. What questions would elicit responses that provide meaning that can be connected to a potential place of employment and increase community engagement?
- 2. What are effective tools to help communicate with a person who has a severe and profound disability
- 3. How do we elicit answers and extract meaning from microexpressions when working with a person who has a severe and profound disability?
- 4. Does working with an avatar in a simulated environment improve or increase communication for individuals with severe and profound disabilities?

2



3

DATA REVEAL

1. Short questions that looked at their interest, likes, dislikes, and followed up with clarification questions. We needed to use visuals both interactive and static (videos/PECS)
2. PECS, Videos, Case Study, Observation if possible in multiple environments.
3. Looking for repeated microexpressions to identify likes, dislikes, and items of interest – video & audio recorded – listen for inflections
4. Yes – the avatar statistically improved communication in words used, duration of answers, and follow up answers.

4

DEVELOPING ALTERNATE CORE GIFT QUESTIONS RQ 1

Worked with a team of teachers

Held interviews with teachers, those trained in CG interviews, and ICDD employee.

- Evaluated for deeper meaning
- Identified common themes
- Reworked questions based on what teachers and care givers really wanted.

5

QUESTIONS INCLUDE:

When do you feel really awesome and happy?

Variations: What makes you happy/happiest?

What do people like about you?

Can you tell me one person you really like?

What is something you love to do?

Why do you want to be able to do that?

What is something you want to do that you have not done?

Why do you want to be able to do that?

Who are you a good friend to?

What do you like to do when you do not have school? (use examples from some of the things they have said if needed)

What is one thing you can do all by yourself?

What is something you need help with?

Do you like?

6

RQ #2 – TOOLS TO SUPPORT COMMUNICATION

PECS

Videos

Case Study

Observations



7

PECS TOOLS

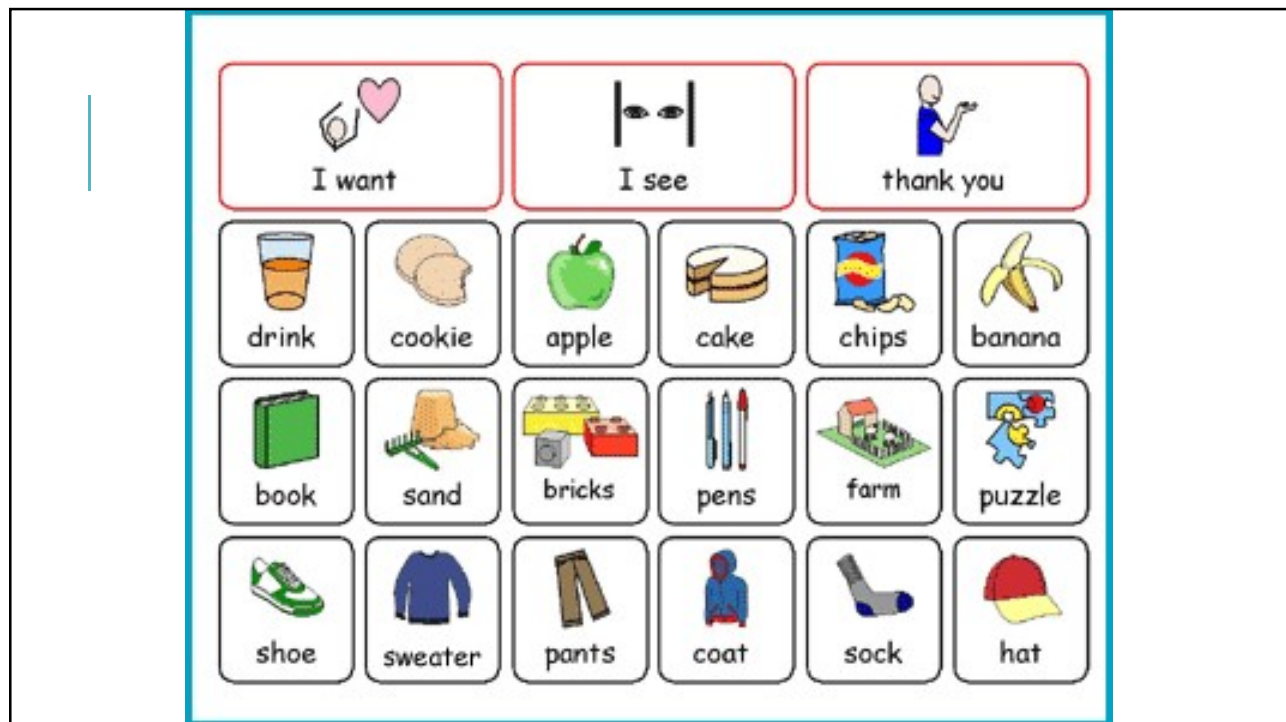
PECS – Picture Exchange Communication System

- Evidence based strategy

Pictures developed from the case study

- Pictures include things family, friends, and or teacher identified as likes as well as items that were not on the list
 - Removal of biases

8



9

VIDEOS

Some Samples:

1. Cooking Show
2. My Little Pony
3. Science videos
4. National Geographic Animals, Planet, Plants, Humans
5. Disney – songs, music clips, pictures



10

CASE STUDY FOR THE INTERVIEW

Information includes:

Background

Communication (if any supports and needs)

Likes

Strengths

Challenges

Fears

Needs

Observations in alterative settings

11

OBSERVATIONS IN MULTIPLE SETTINGS

Happiness



12

MICROEXPRESSIONS RQ 3



What is a microexpression?

How do we use them to understand individuals with severe and profound disabilities?

How can we teach others to interpret meaning from a microexpression?

disgust, anger, fear, sadness, happiness, surprise, and contempt

13

VIDEOS FOR TEACHERS AND RELATED SERVICE PROVIDERS

Brief write up

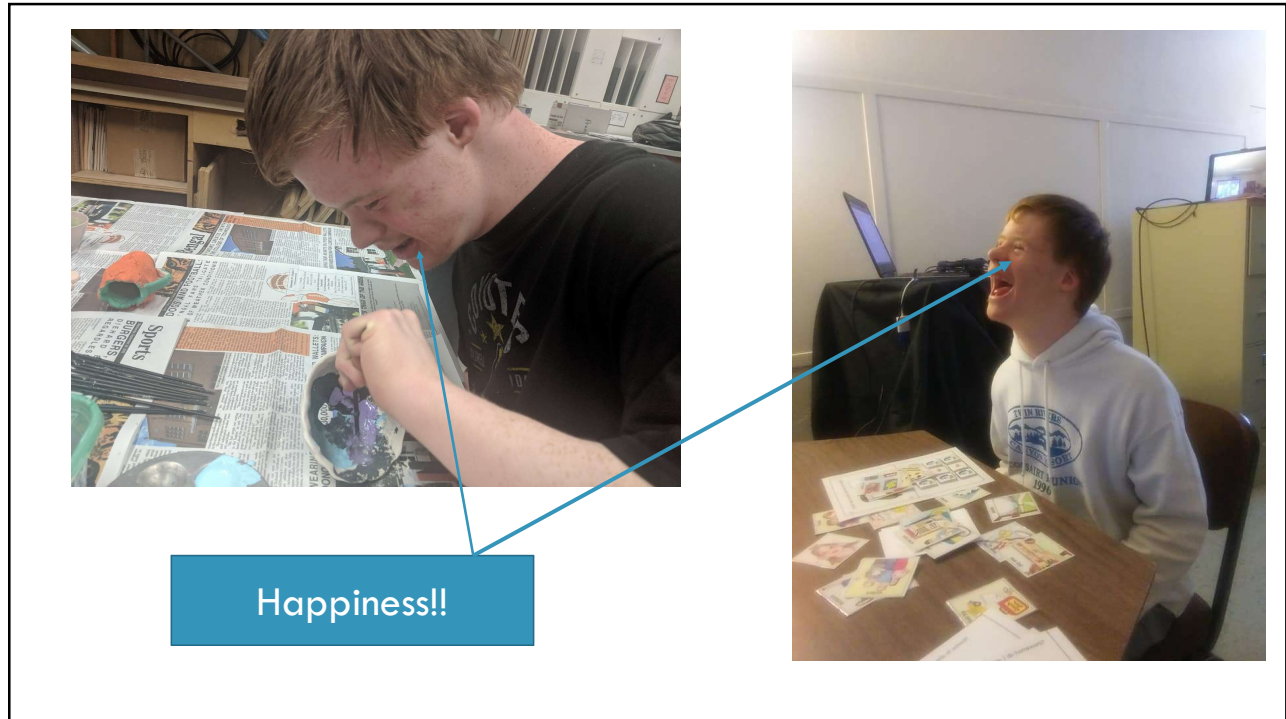
Videos to watch

Specific features pointed out

I recorded some people with disabilities making some of the expressions – not all emotions have been recorded – general samples were used.

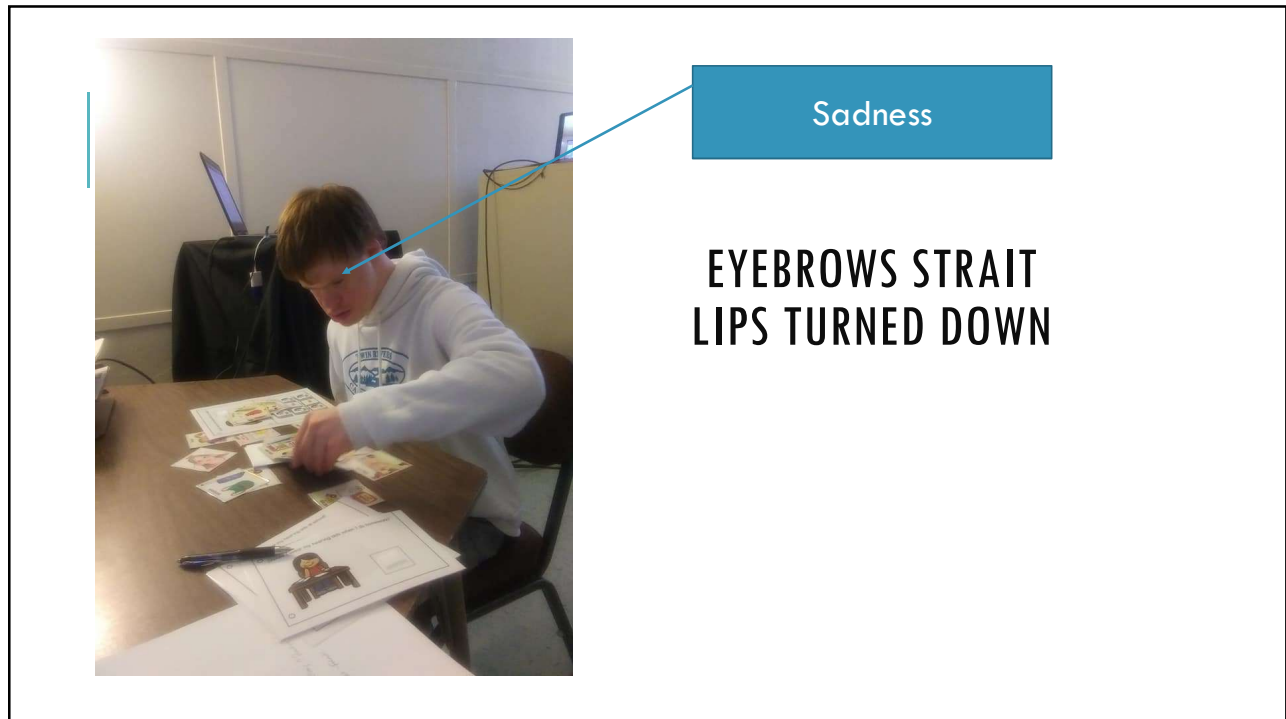
- Need to continue making videos and marking the videos with visuals to identify the microexpression
- Need to develop modules to train teachers on each microexpression – a one sheet tool often is not robust enough.

14



Happiness!!

15



Sadness

**EYEBROWS STRAIT
LIPS TURNED DOWN**

16

AVATAR — HOW DO YOU WORK WITH A MACHINE? RQ 3

Develop an awareness of a CG interview

Identify students who will rely on PECS or other tools

Share and discuss the case study

Coach the avatar through the initial interview – reflect and try again

17

AVATAR INTERVIEW

Does working with an avatar or simulated environment increase communication and help generate more robust responses?

Mildest case – Matt

- Matt answered mostly in 4-5 word sentences; however, 20% of his answers were in 6+ word sentences. When talking with me he had 12% of his answers in 6+ word sentences and two or more prompts for an elaboration on an answer.

Most Severe Case – Ace

- Different data – Ace answered all questions with the avatar and 40% of the questions with me before moving on
- Ace took time to choose PECS cards, and exhibited more expression with the avatar than with me.

18

PREPARE FOR AN ALT CG INTERVIEW

Case Study

PECS

Video

Observations in Multiple Conditions



19

IMPLEMENT A CG INTERVIEW

Introduce yourself – describe what makes you happy

Use PECS, videos, and possible likes – make connections with PECS – repeat likes with dislikes

Look for question fatigue

Interview can take place over multiple days, in multiple conditions if needed, and may involve evolution of PECS, videos, and supplemental items.

Let students color etc...

20

NEXT STEPS

Create the CG curriculum as part of a 6-10-week process for schools

Create video modules to train individuals on how to use the alternate CG interview

Create video modules to learn the microexpressions in students with more significant disabilities.

Create video modules to train individuals how to develop and use PECS, videos, and other materials to elicit deeper responses.

Create modules to teach schools and agencies how to utilize community interactions to support career exploration.

Create a 3-6 session CG process program for organizations such as Idaho Department of Labor, VR, etc... to use an alternate CG interview as part of a transition support.

Look at other mediums then the MEdia Lab at ISU for facilitating the CG interview through platforms that use avatar-based curriculum.

21



22