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Help! My Student has LAMP

Practical Tips for Implementing LAMP at school

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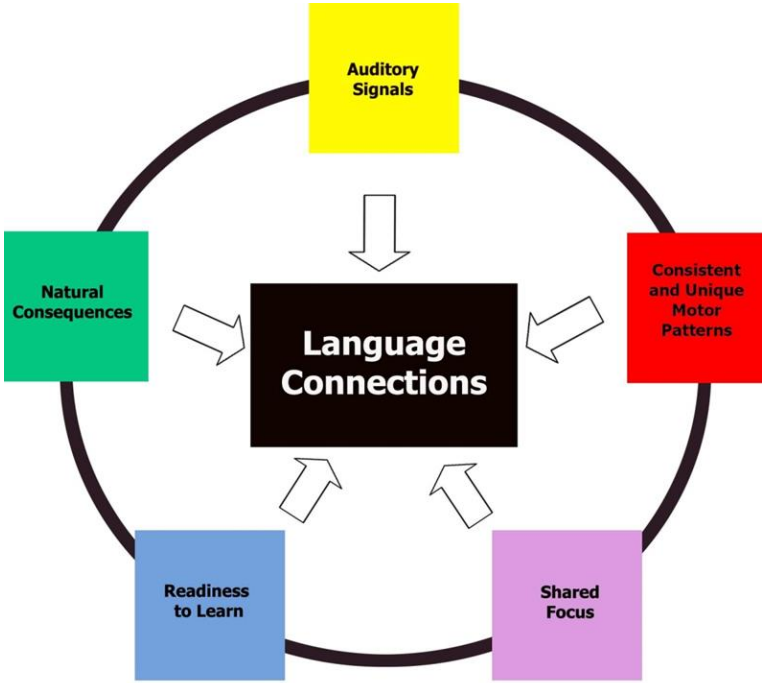
Session Outline



What is LAMP?

- Readiness to Learn
- Shared Focus
- Consistent and Unique Motor Patterns
- Auditory Connections
- Natural Consequences

Activity First approach with a book

What is LAMP therapy?

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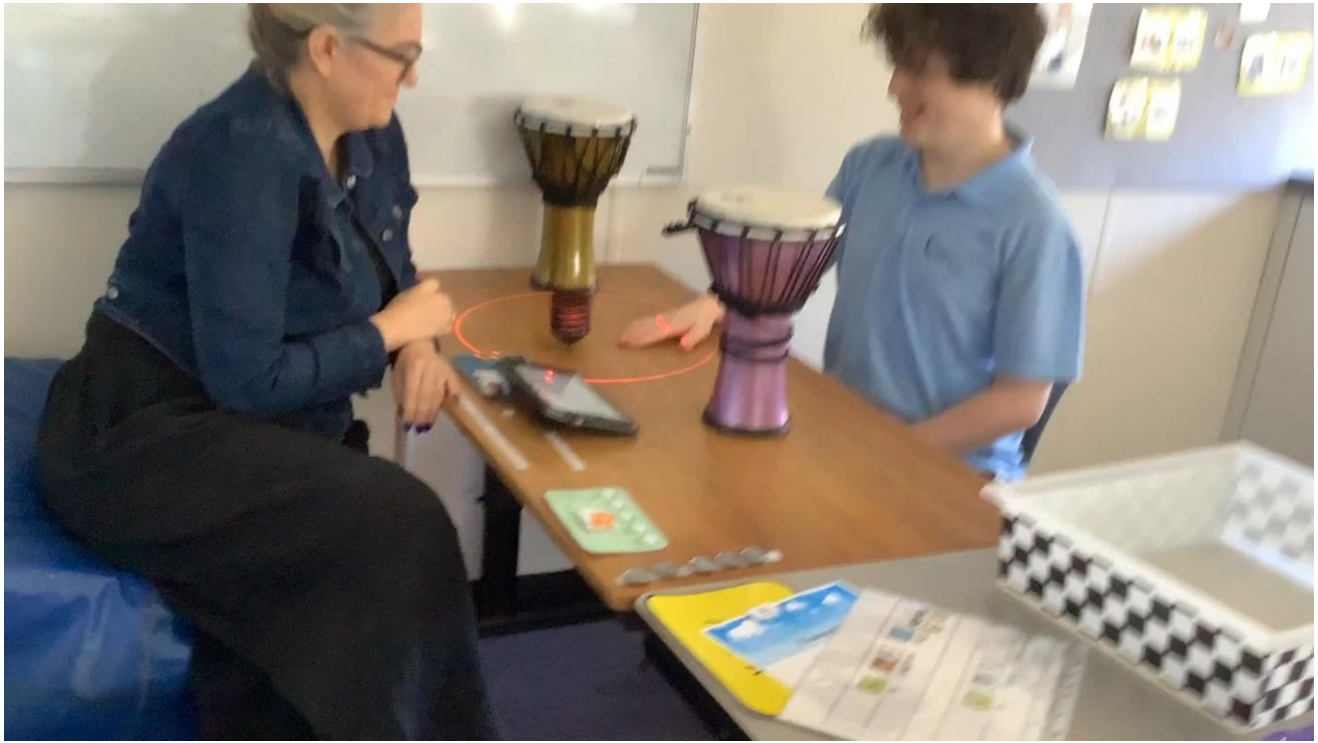
- Goal of LAMP is development of language skills
- No cognitive prerequisites, because intervention can begin at cause & effect level and systematically build upon stages of natural language development
- Addresses core deficits affecting language delay in individuals with autism, & follows motor learning and sensory integration theories
- Strives to improve language & communication by imitating neurological processes associated with typical speech development

What does LAMP look like?



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What did you see?

Waiting for responses ...

Readiness to Learn

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"Only when practitioners consider all three factors (person, task, environment) can they assist people in achieving" their optimal level of arousal for a task.

- Schmidt, 2008

Readiness to Learn

Sensory processing differences

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Sensory information

threshold

High - excessive amount of information for it to register. Could be sensory seeker

Low - does not take much input to register

Readiness to Learn

Arousal / Modulation

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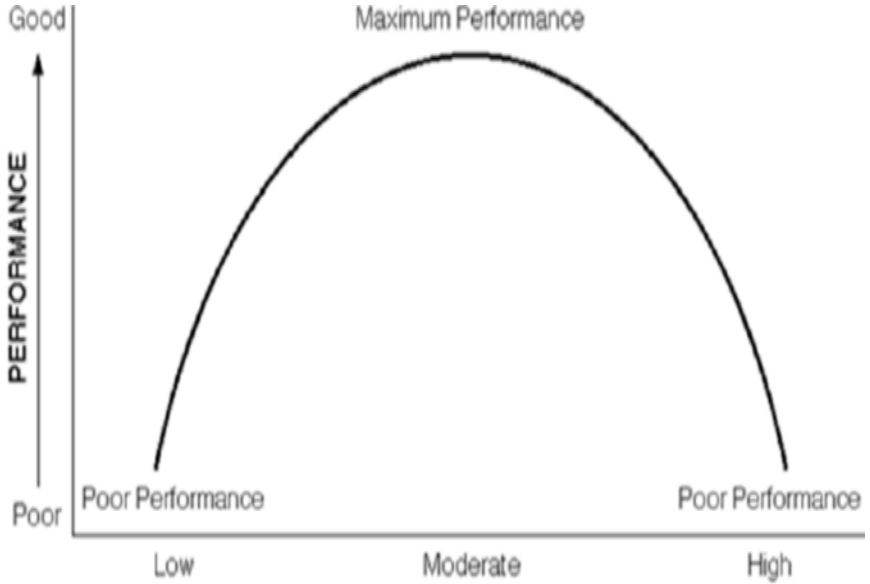

What do you do to get students ready to learn?

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Readiness to Learn

Emotion, Motivation, Task

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😍 → task will be learned

Motivation → effort, energy and persistence ; intrinsic and extrinsic motivation

Task → not too easy, not too hard, just right!

Shared Focus

Shared Focus / Joint Engagement

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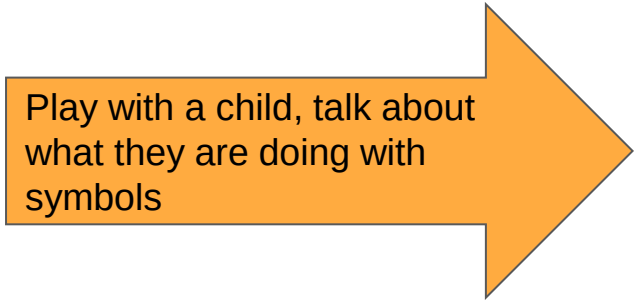
- Joint engagement and joint engagement are predictive of later language outcomes



Higher expressive and receptive language outcomes in autistic children

More supported joint engagement and coordinated joint engagement

Shared Focus

Interest Inventory? What do they like?

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	Very motivating	Some interest	No interest	Aversive	Don't know/ never tried
Manipulatives					
Blocks					
Beads					
Puzzles					
Marbles					
String/ ribbon					
Posting game					
Fidget spinner					
Slinky					
Active Play					
Ball					
Skipping rope					
Trampoline					
Swing					
Slide					
Monkey bars					
Scooter/ scooter board					
Bike					
Bouncing					
Putting Together/ Taking Apart					
Blocks					

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My most motivating classroom activity is...

Consistent and Unique Motor Patterns

Consistent and Unique Motor Plans

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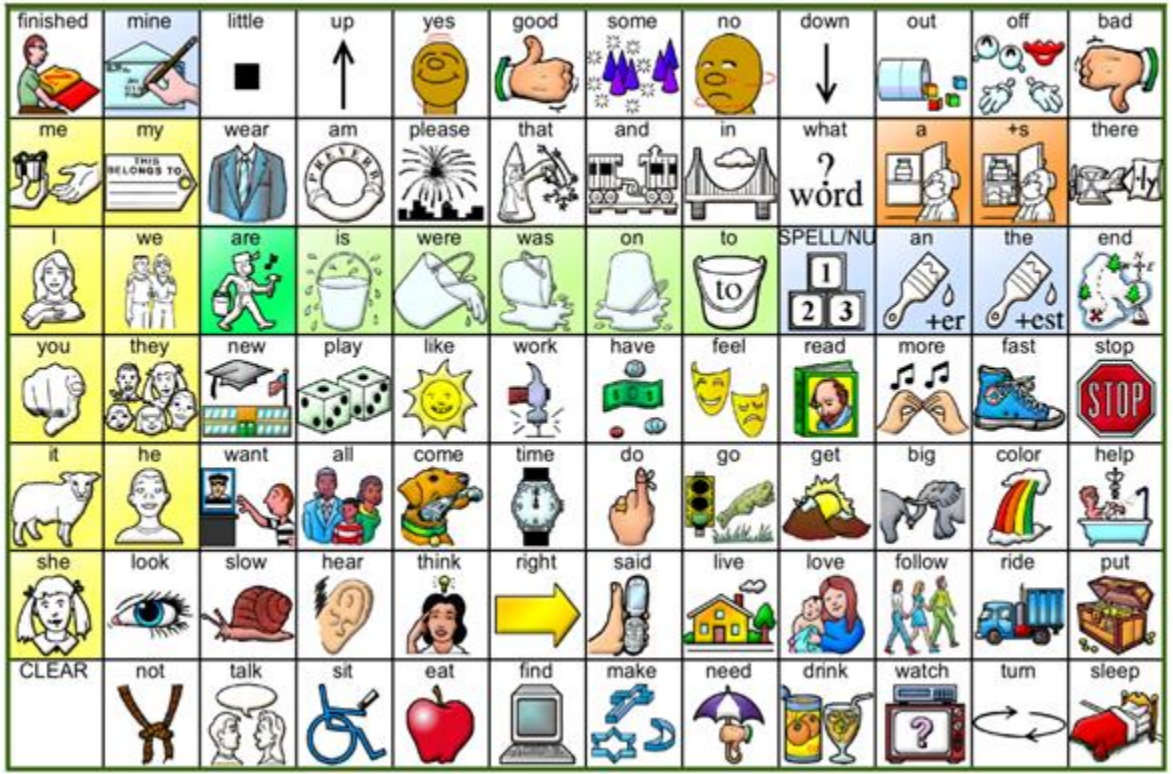
LAMP Words for Life aacapps.com



Consistent and Unique Motor Patterns

Motor Learning Theory

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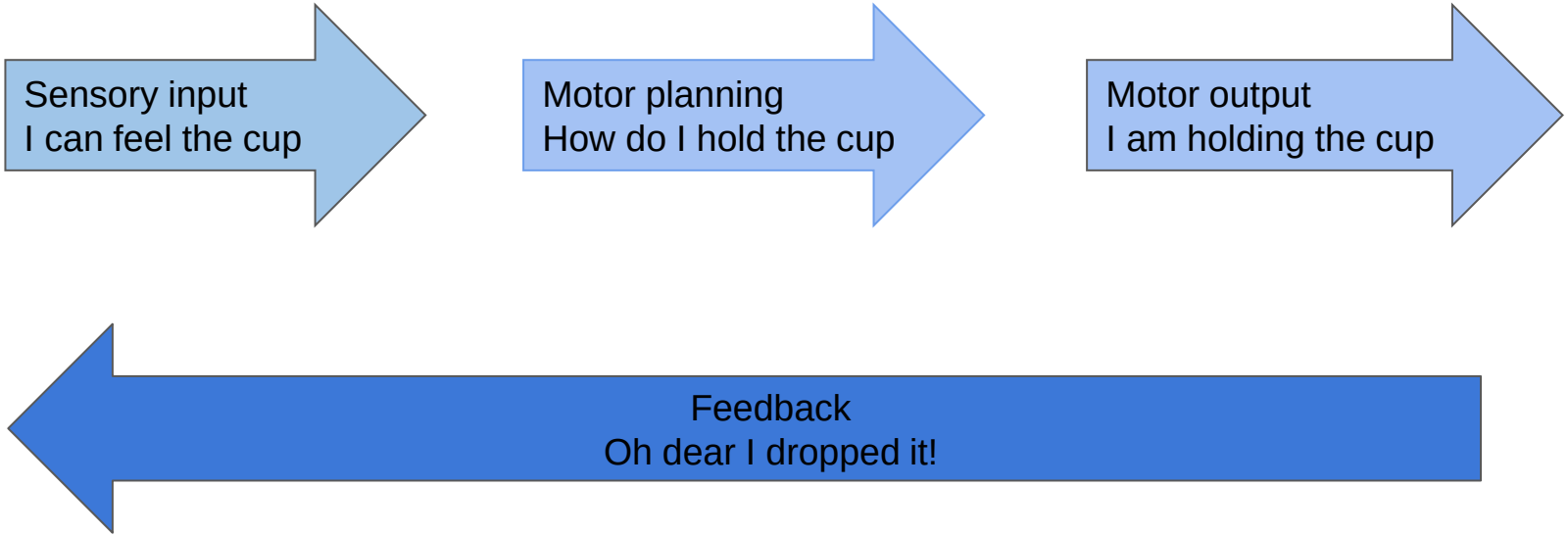

Consistent and Unique Motor Patterns

Stages of motor learning

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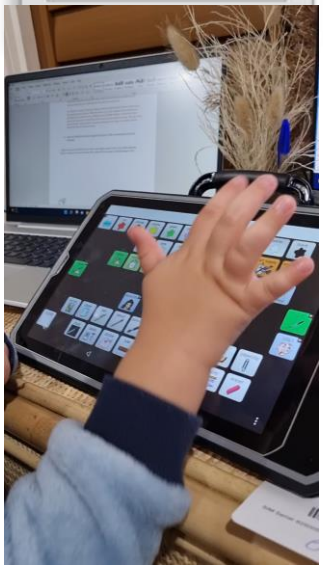

Consistent and Unique Motor Patterns

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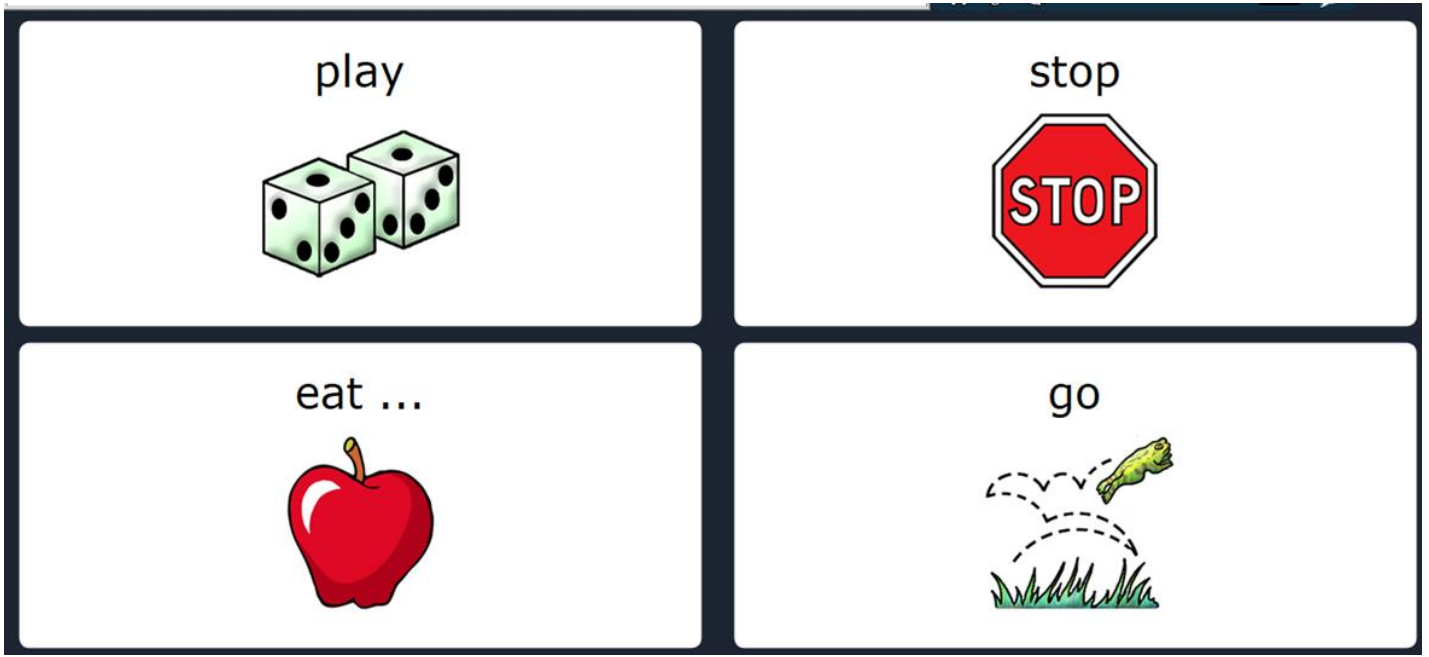

I	please	like	have	STOP
you	play	come	go	HELP
clear icon	want	eat	need	sleep

Consistent and Unique Motor Patterns

One hit Vs Sequenced

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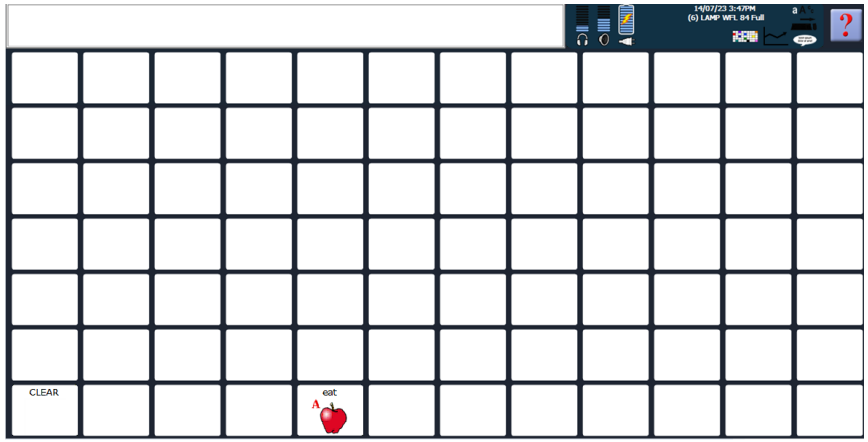
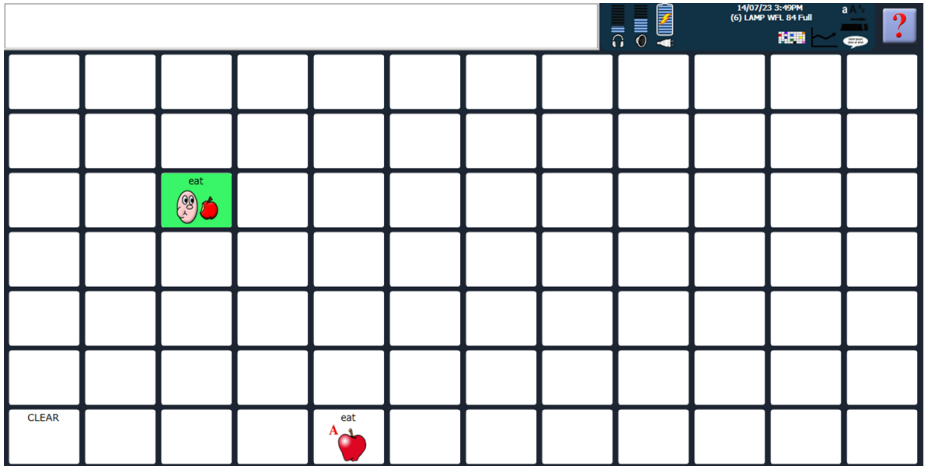
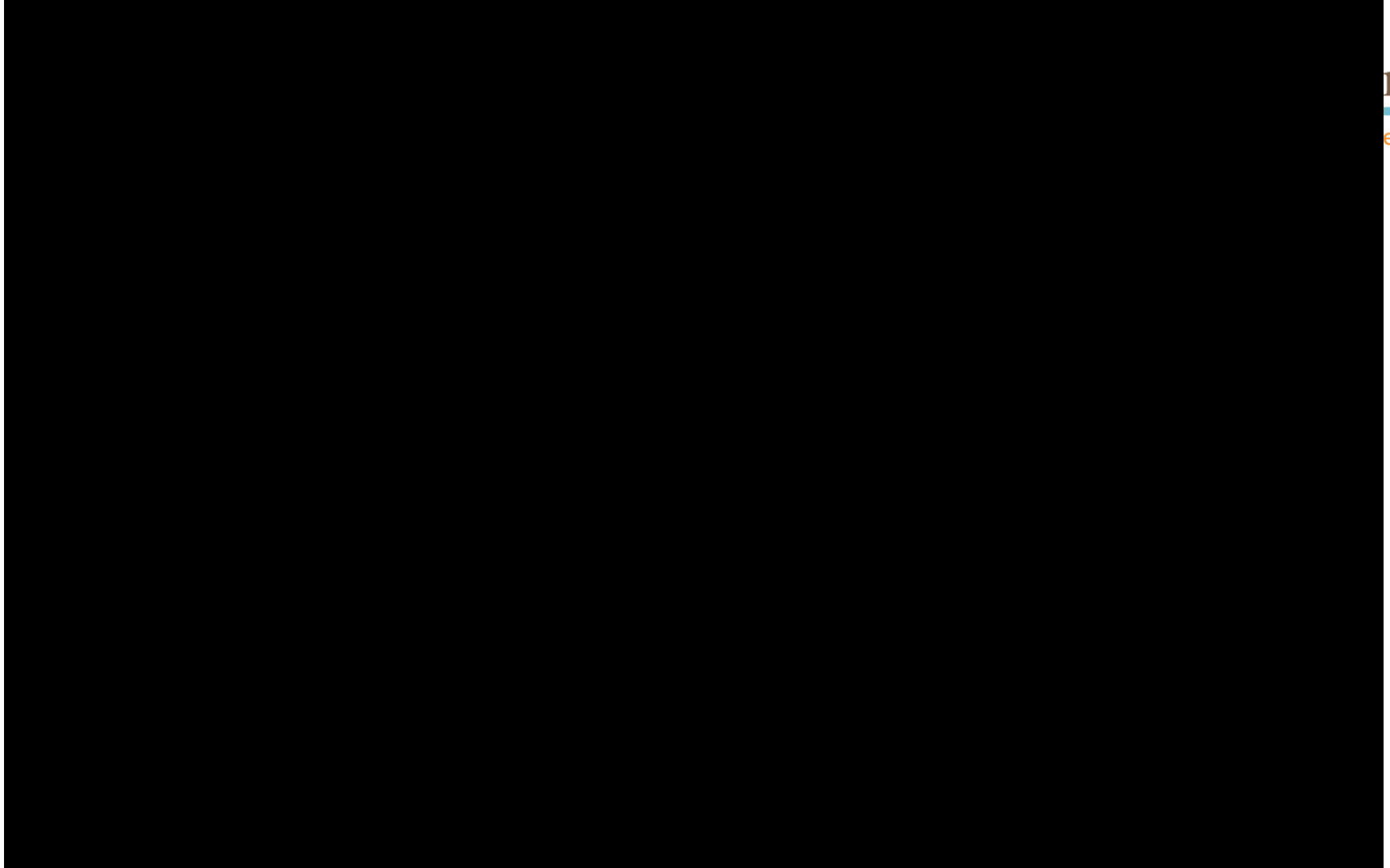
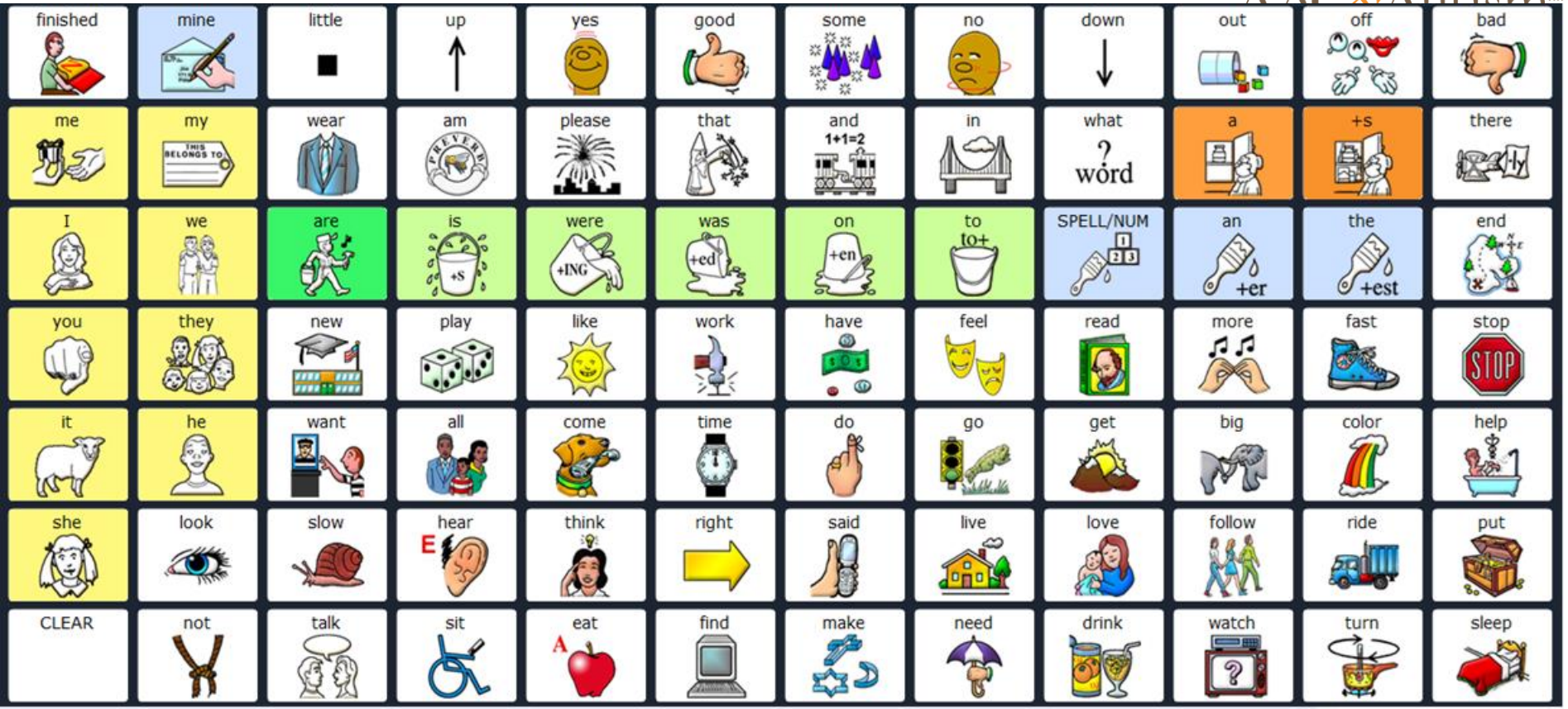
One hit



Sequenced






finished
mine
little
up
yes
good
some
no
down
out
off
bad
me
my
wear
am
please
that
and
1+1=2
in
what
word
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+s
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I
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SPELL/NUM
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+er
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end
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they
new
play
like
work
have
feel
read
more
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stop
STOP
it
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want
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come
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do
go
get
big
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help
she
look
slow
hear
E
think
right
said
live
love
follow
ride
put
CLEAR
not
talk
sit
eat
A
find
make
need
drink
watch
turn
sleep

Vocabulary Builder

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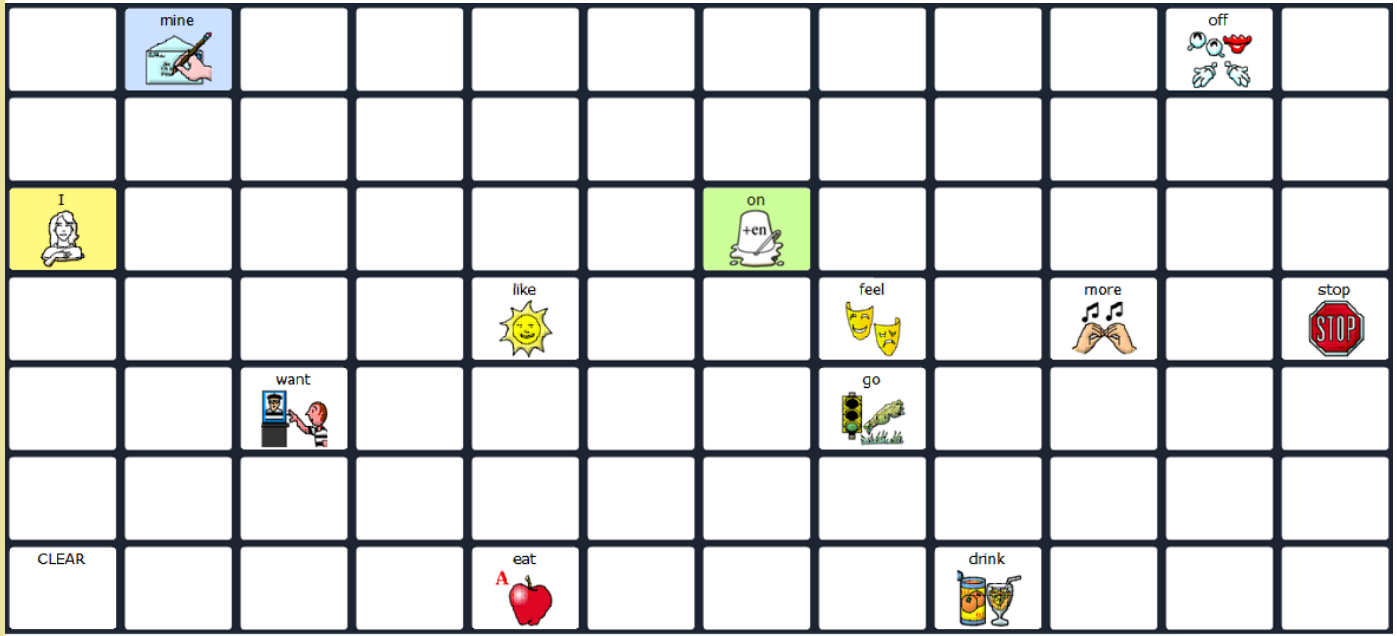
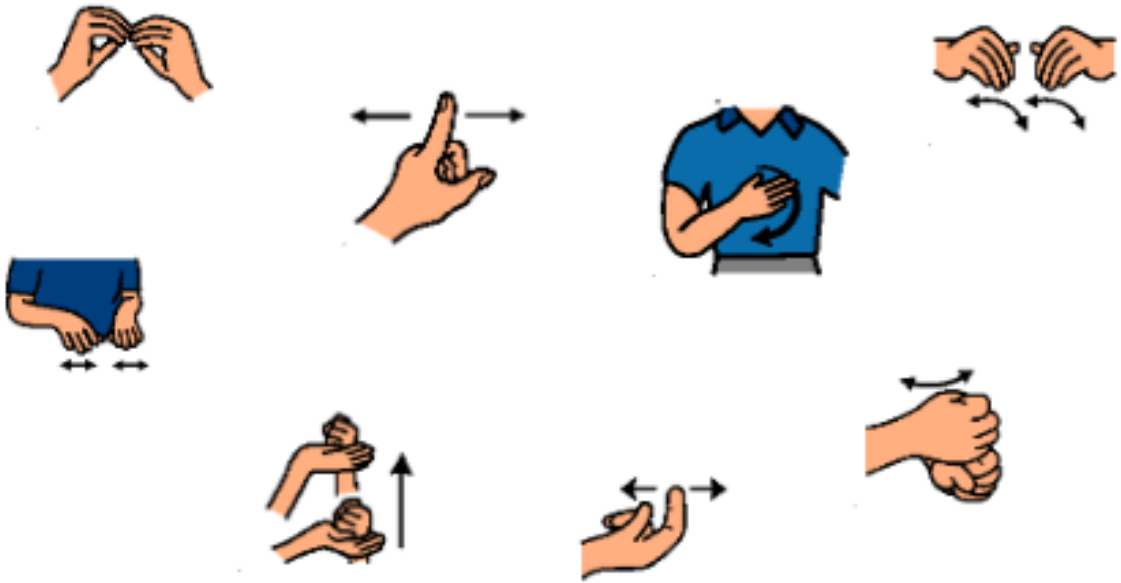
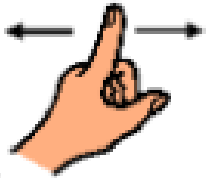


Non Picture Producers



Non Picture Producers

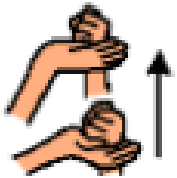
more


don't

please

put

do


help

come

make

Auditory Connections

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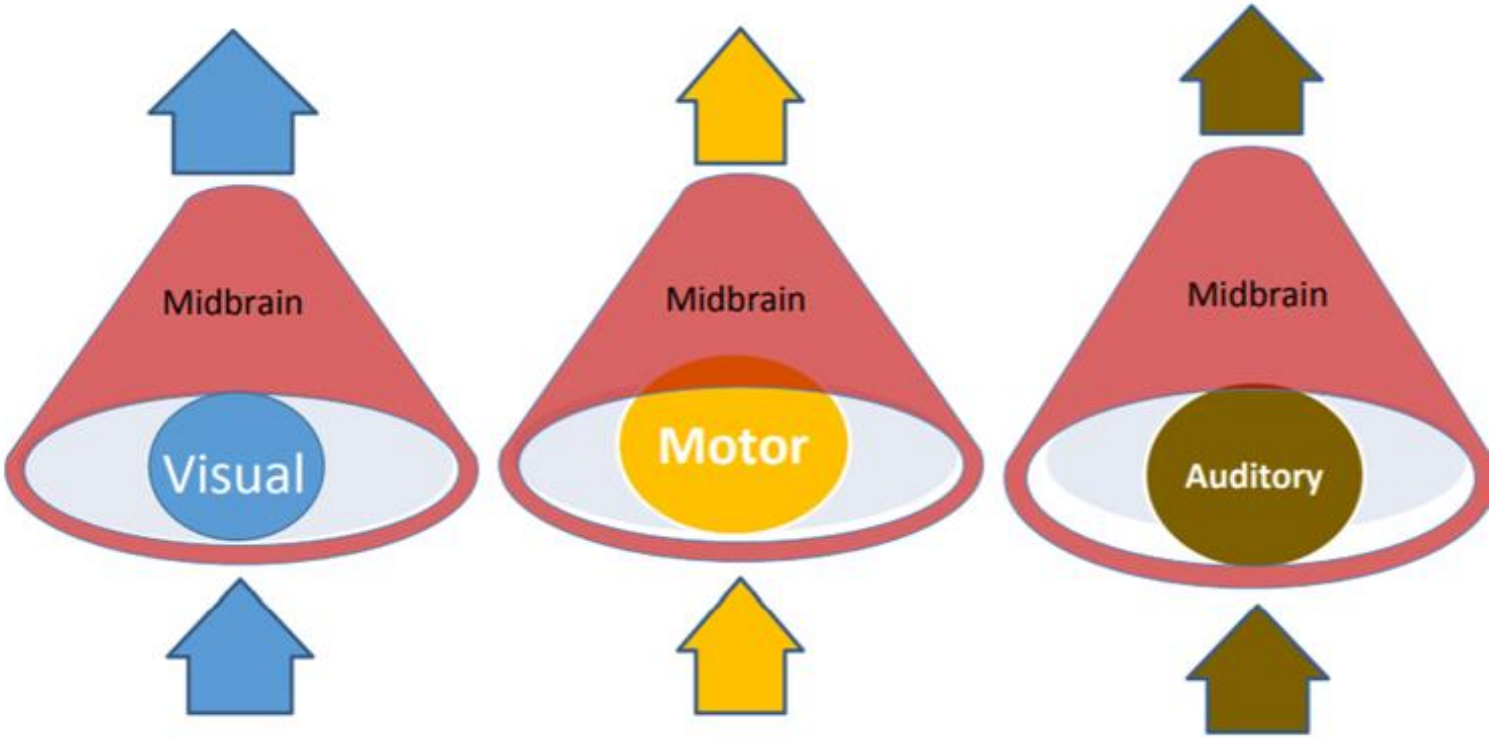
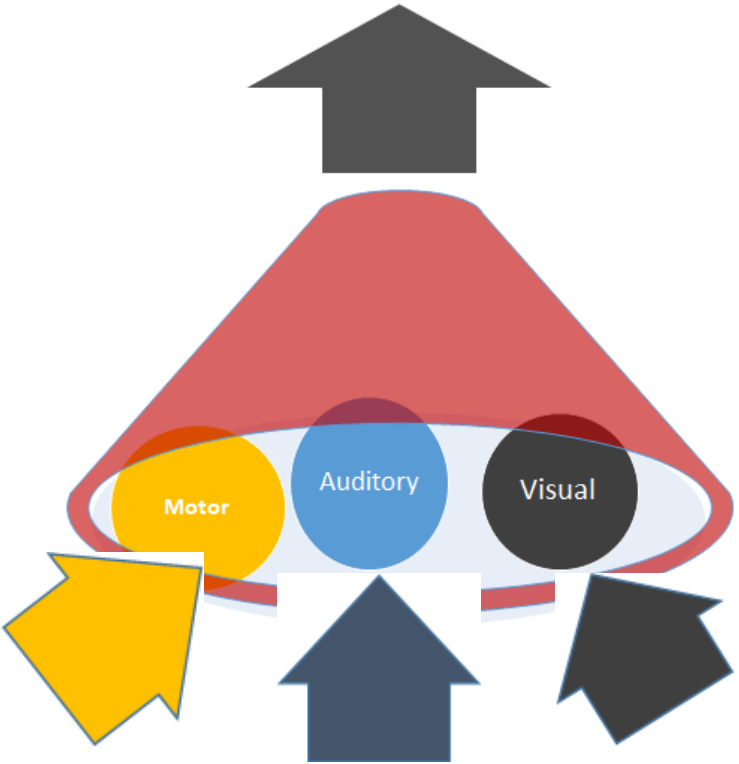


Make it stick in the brain



Neurons that fire together wire together

- Multiple sensory inputs emerge as one experience

- Proximity in time and space enhances behavioral response

It is like a badly dubbed movie

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- autistic people may have trouble processing auditory information
- 'individuals with autism have trouble segmenting incoming speech into meaningful units' - Prizant 1983
- autistic children integrate auditory and somatosensory information later and at a lower level that neurotypical children.

The speech generating device can help with auditory processing and segmentation

Natural Consequences

- Important to give natural consequences for all communication attempts.

- Respond immediately and with animation

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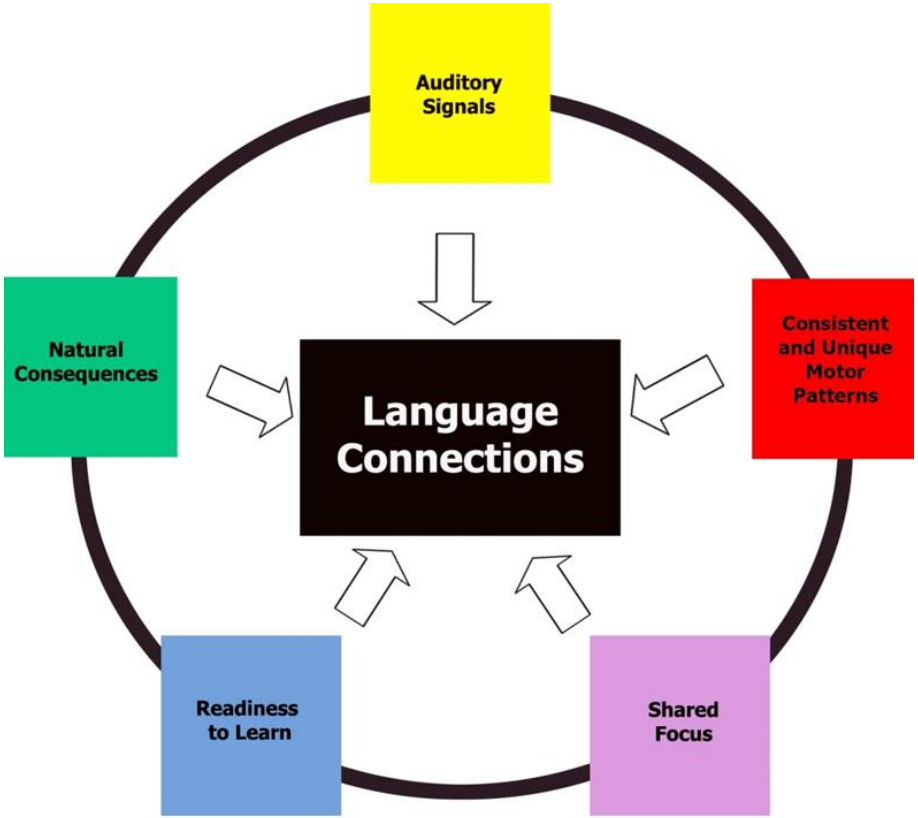

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GASP!

Goal - ‘in’

Activity - who sank the boat

Supports - cheat sheets

Practice - who does what?

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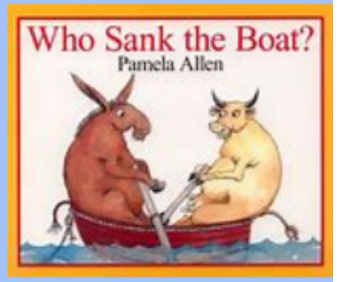
Lesson - 'in'

ENE-RECOM-01 – comprehends independently read texts using **background knowledge**, work knowledge and understanding of how sentences connect
-Use background knowledge when identifying **connection between a text, own life, other texts and /or the world.**
ENE-OLC-01 – **communicates effectively by using interpersonal conventions and language with familiar peers and adults**
-Orientate self to the speaker
Contribute to group conversations



Anchor
What do we already know?

Links to **background knowledge**

Links to what we know about farm animals, boats

Read
Read the story
Set the purpose

The purpose should identify connection between text, own life, other texts and/or world.

Apply
Follow up tasks - such as further research, or writing about the knowledge they gained.

Animals - where do they live?
have some pictures of animals and their houses.
Put the animals in their homes

What animals are these?
what goes in a boat?

Before you start...
have some pictures of the animals, pictures of boats

Know where the words are on your communication system, simplify them!

Instead of sink/sank --> down

Let's find something that goes in the boat

Let's read to find our favourite animal

Read to find something funny!

Let's read to find something wet! oh no!

Write up on the whiteboard a sentence about what animal they liked. Show them pictures of the animals to choose.
X likes horse
Y likes cow
Z likes horse

Boats
nautical craft!
make a paper boat and float it
make a paper boat and sink it
take turns

Expand into science
up / down lesson

Top Tips

Consider required vocabulary and communication opportunities at the planning stage.

- What words will you use to teach this concept?
- What words and actions will your student use to demonstrate their understanding?

Don’t forget your hook, why is this content important for my student?

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What words will you use?

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GASP!

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Goal

Goal - to say ‘in’
What words do you want to focus on? (activity first)

Activity

Who sank the boat - read to find who goes ‘in’ the water

Supports

Pre - teach - name of animals, putting animals ‘in’ a bucket of water
Do a cheat sheet of where are the words?

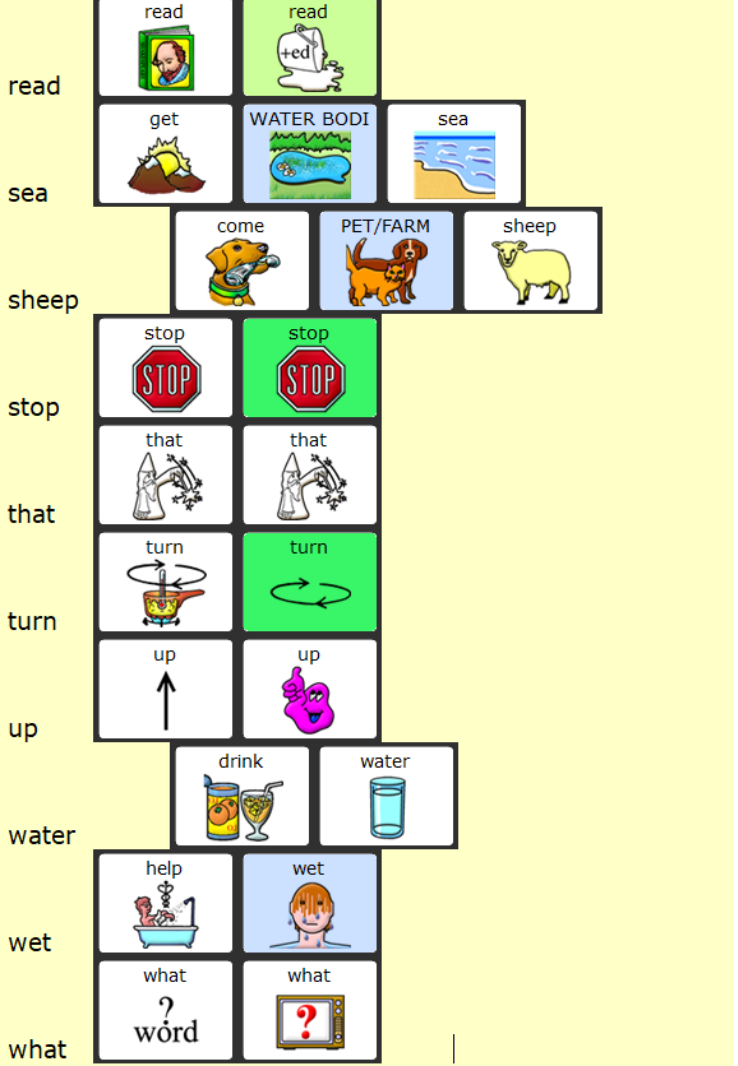
Practice

Modelling on LAMP, modelling on Low tech, KWS
Who is doing what?

15/07/23 12:09PM
(6) LAMP WFL 84 Full

			up					down	out		
					that		in	what ? word			
				like			feel	read	more	fast	stop
				come				get			help
	look									ride	
CLEAR								drink		turn	

Smart Chart



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Questions?

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References

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