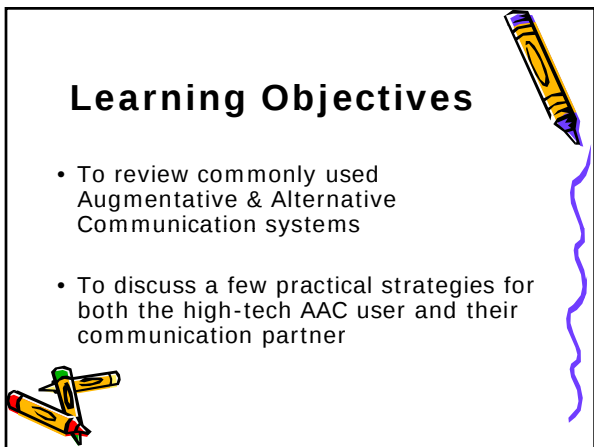




Supporting the High Tech Communicator and You – The Communication Partner

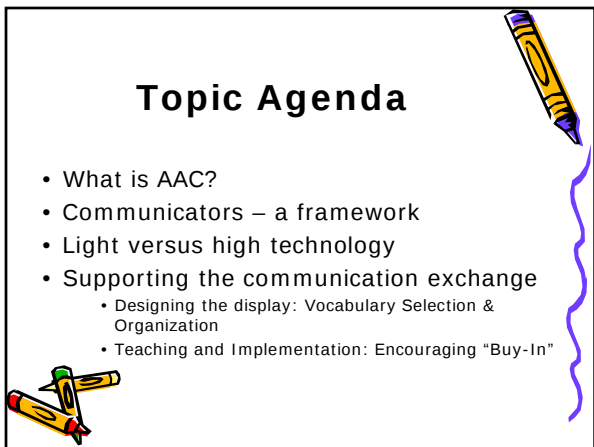
Lindsay Simmons & Karen Derry,
Registered Speech Language Pathologists
Sunny Hill Health Centre for Children
Assistive Technology Team

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Learning Objectives

- To review commonly used Augmentative & Alternative Communication systems
- To discuss a few practical strategies for both the high-tech AAC user and their communication partner



Topic Agenda

- What is AAC?
- Communicators – a framework
- Light versus high technology
- Supporting the communication exchange
 - Designing the display: Vocabulary Selection & Organization
 - Teaching and Implementation: Encouraging "Buy-In"

Augmentative and Alternative Communication (AAC) – What is it?

American Speech-Language-Hearing Association (ASHA):

- Communication other than oral speech
- Supplementation to existing non-functional speech
- Methods to enhance communication



When to begin using AAC?

- No minimum age requirement for AAC
- “First line of intervention” (Sevchik et al., 2004)
- AAC facilitates the use of natural speech development



Communicators – A Framework (Patricia Dowden)

- Emerging Communicator
- Context-Dependent
- Independent
- <http://depts.washington.edu/augcomm>



Light-Technology vs. High-Technology AAC

Light-Tech AAC Systems

- do not require batteries or electricity
- static, unchanging form.

High-Tech AAC Systems

- use batteries or electricity
- Typically provide "visual output"
- May provide "voice output," using recorded (digitized) or synthesized speech.



Light Tech AAC











connectability.ca

connectability.ca

Create Visual Supports for your child

Select a template

Let's get started

How you can make the most of your visual supports

Different uses

High Tech AAC

Single Message Switch

Sequential Message Switch

High Tech AAC

Single Message Switch

Sequential Message Switch

High Tech AAC

Static Display Devices

Communication Builder \$293

High Tech AAC

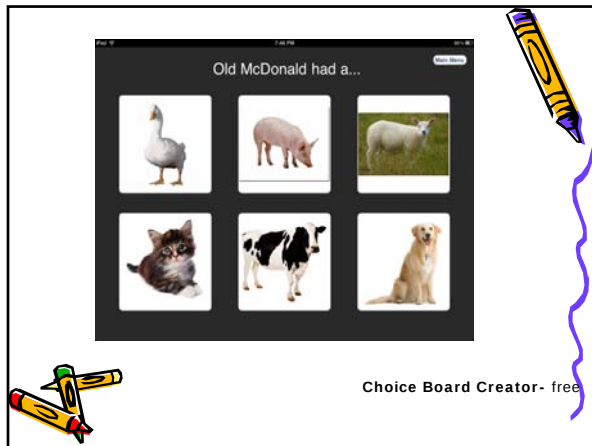
Static Display Devices

Communication Builder \$293















Verbally app- free
'Premium' version \$99.00

High Tech AAC

Dynamic Display Devices



iPod by Apple -
\$299 (32 GB)



Accent 700 SB by PRC -
\$4,995 base price



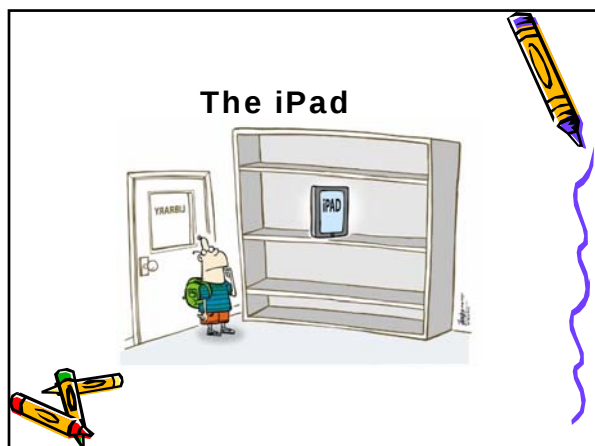
NovaChat by Saltillo-
\$3,495 base price



Dynavox T10 –
\$4,549



VMax+ with EyeMax by Dynavox –
\$14,000 - \$16,000







Communication Apps
commonly used with the iPad



LAMP Words for Life by PRC \$299.99



Which device or App is right for my student?

Factors involved in this decision include:

- Physical access (motor and sensory)
- Type of Communicator
- Present and future communication needs
- Behaviour and learning style
- Family needs and capabilities
- Community Team needs

Supporting the Communication Exchange

- **Designing the display:** Vocabulary Selection & Organization
- **Teaching and Implementation:** Encouraging "Buy-In"



Designing the Display: Vocabulary Selection & Organization

"A child who uses speech will independently select the words she wishes to use from the vast array of words she hears/sees used everyday."

"A child who uses AAC will independently select the words she wishes to use from vocabulary other people have chosen to model and, for aided symbols, made available for her use."

Porter and Kirkland, 1995 p. 93-94



Designing the Display: Principles of Vocabulary Selection

- The vocabulary must reflect what the AAC user wants to say, not what others (e.g., parents, teachers, etc.) want him/her to say. Consider the importance and frequency of a message.
- Vocabularies are always changing – you're never "done"!
- Each button can contain either a single word for sentence building, or a phrase/message for quick communication.



Designing the Display: Selecting Vocabulary

- Single word vocabulary selection:
 - Include **core** and **fringe** vocabulary.
 - Start by focusing on words that are used to *mediate* or *regulate* activities (e.g., more, again, help, all gone, all done, different).
 - Then add words that are used to *comment* and *relate* (e.g., fun, good, bad, like).




Designing the Display: Selecting Vocabulary cont.

- Think about the child's interests and daily routines
- Find out what similar people talk about
- Observe peers
- Use inventories, diaries, checklists, questionnaires, etc. to get at needs of specific person
- Consider developmental language
- In addition to the core and fringe vocabulary chosen, select "quick phrases" that the child might want to say




Examples of Core/Fringe Vocabulary Layouts






Designing the Display: Organizing the Vocabulary/Language

Many Different Possibilities:

- Categorical display
- Activity-based display
- Visual scene display
- Grammatical display
- Pragmatic Display

food	hamburger	Pizza	Burrito	Spaghetti
bread	cheese	French fries	hot dog	popcorn
fruit	banana	ice cream	cookie	candy
drink	water	juice	soft drink	coffee

pants	briefs	T-shirt
undershirt	socks	sweat shirt
shirt	pillow	sheet
towel	bra	hanger

Theme Board example - art activity			
I love art!	scissors	glue stick	paper
I need help	more	Put it on the paper.	I want to fix it.
red	yellow	blue	I like it!

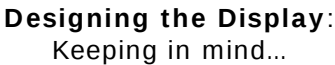
Provide theme boards during the activity. Model the use of AAC by pointing to a symbol as you say the phrase and carry out the action. Theme boards are appropriate for students learning to use AAC, and for students who cannot manage more than one page of vocabulary.

PEOPLE	QUESTN	PLACES	SOCIAL	TIME	GROUPS	DESCRIB
						
I	me	any- every- but or	that	this	more	ABC 123
my	can	to	the	a-	and	at
it	do	ACTIONS 	come 	go 	for	in
you	is	be-	drink 	eat 	of	on
your	-s -ing -er -est	.	play 	want 	out	with 



PODD

PODD Pragmatically Organized Dynamic Display:
<http://www.novita.org.au/Content.aspx?p=683>



**Designing the Display:
Keeping in mind...**

- Consistent symbol location and features
 - See LAMP Language Acquisition Through Motor Planning: <http://www.aacandautism.com/lamp>
 - Learning toward literacy: left to right
 - Consider working memory demands (Thistle & Wilkinson, 2013)
- Must aim for:
 - Message acceleration (small talk, greetings, repairs)
 - Fatigue reduction



**Designing the Display:
Resources Available**

- Gail Van Tatenhove Core Vocabulary resource:
<http://www.vantatenhove.com/files/handouts/CoreVocabWithECDCommunicators.pdf>
- AAC Interventions to Maximize Language Development for Young Children. In this webcast, Janice Light (Penn State University) describes the components of effective interventions for young children who use AAC: <http://aac.rrcc.psu.edu/index.php/webcasts/list>
- SET-BC Picture Set: <http://www.setbc.org/pictureset/category.aspx?id=2>
- ProloQuo2Go: <http://www.assistiveware.com/product/proloquo2go/resources>
- Touch Chat: <http://touchchatapp.com/support/touchchat>

Designing the Display:

Share your pages!

- Touch Chat:
<http://touchchatapp.com/apps/ishare-service>
- PRC:
<https://ishareprc.com/login>
- Dynavox:
<https://mydynavox.com/Overview#ForSLPs>



Teaching and Implementation:

Encouraging "Buy-In"

Strategy # 1

Choose Structured and
Motivating Activities

Resource: "Keep Talking"



Teaching and Implementation:

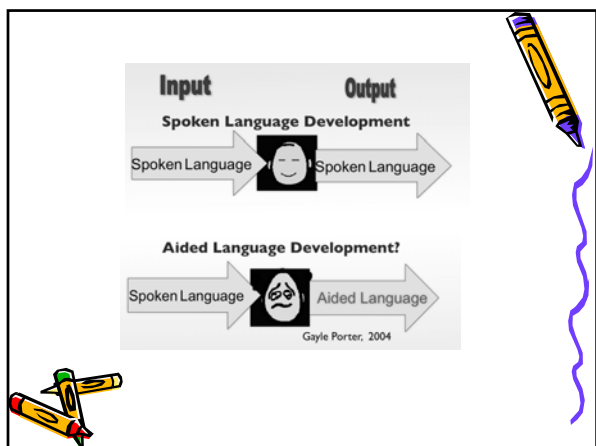
Encouraging "Buy-In"

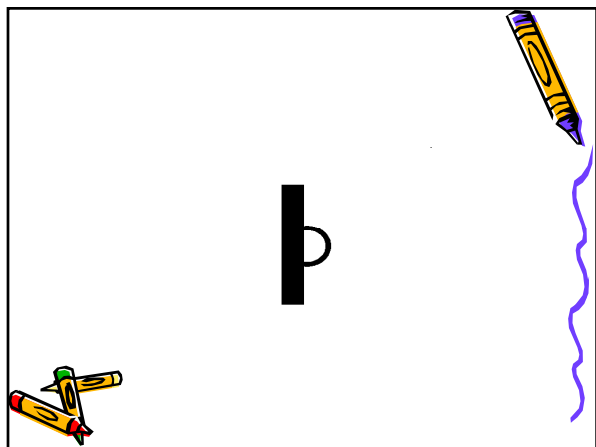
Strategy # 2

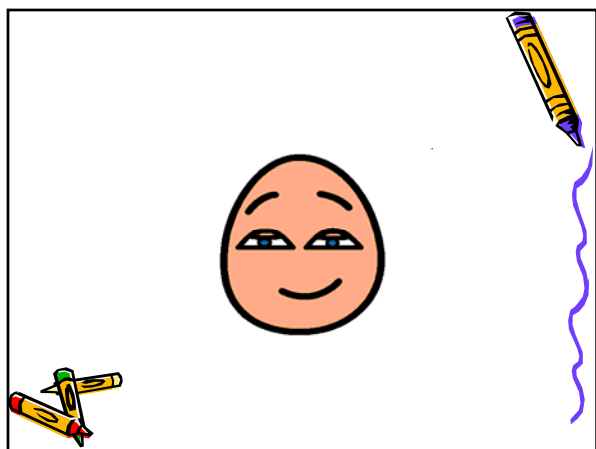
Model and Respond

Resource: "Aided Language Stimulation"









Teaching and Implementation:
Encouraging "Buy-In"

- Strategy # 3

Personalize the device



Teaching and Implementation:
Encouraging "Buy-In"

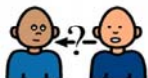
Strategy # 4

Dedicate the device, as needed.





Questions



Thank-you!



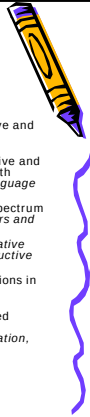
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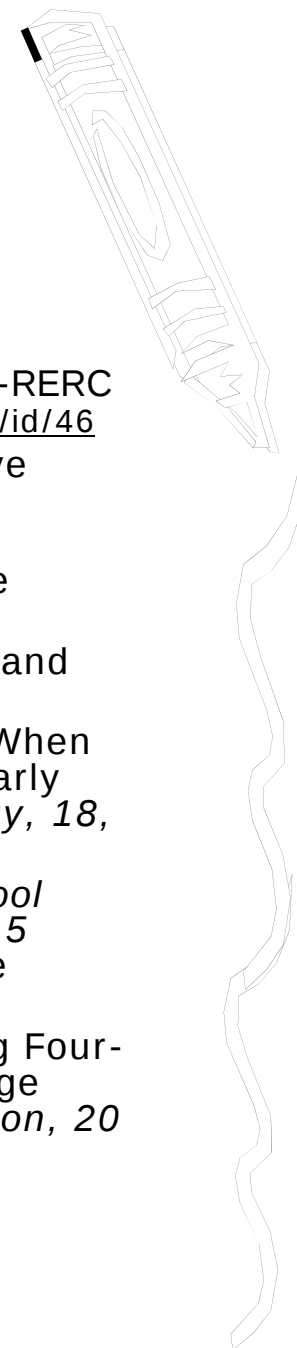
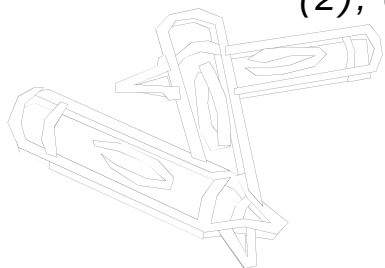
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