

An Implementation Tool Kit for AAC: Achieving Authentic Communication



Presented by: Stephanie Reed, B.A. COMD, ATACP stephanie@saltillo.com

Agenda

- Communication
 - Authentic Communication
 - Functions of Communication
 - Communication Partners
 - Environments
- Creating Communication Opportunities
- Other Tips and Tools

Authentic
Communication
“Real or Genuine”

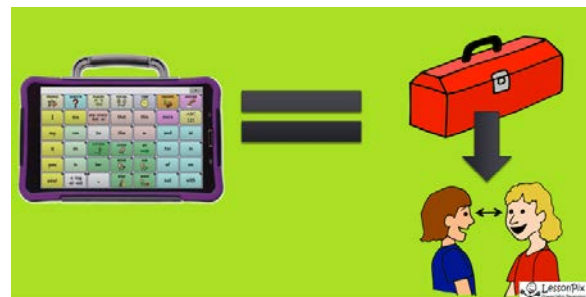
Handouts- Your “Toolbox”



| | | | |
|------------------------------|---|---|------------------------|
| <p>1. Activity Worksheet</p> | <p>2. Choosing Functions of Communication</p> | <p>3. Choosing Vocab Activity First</p> | <p>4. Look Plan Do</p> |
|------------------------------|---|---|------------------------|

Authentic Communication

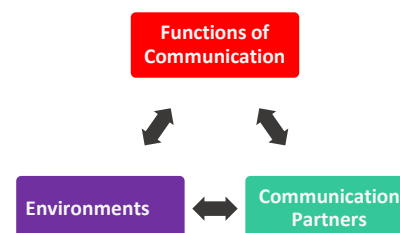
- Communication is about the people.
- It is NOT about the technology.
- Technology is the tool.
- People and interactions need to be our focus.



What is Communication?

Two way process

- Functions- purpose of communicating.
- Environment- how and where we communicate.
- Communication Partners- anyone with whom a person using AAC may interact.



An Implementation Tool Kit for AAC:

Achieving Authentic Communication



Functions of Communication

Reason we communicate



- * Build relationships
- * Learn
- * Share
- * Manage
- * Participate

Functions of Communication

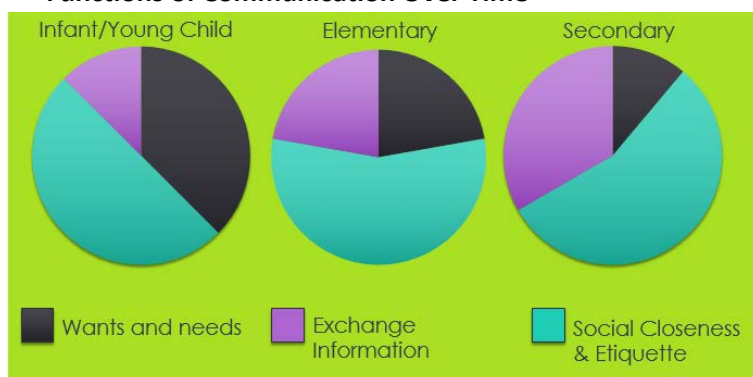
| Wants/Needs | Exchange Information | Social Closeness/ Etiquette |
|--------------------|---------------------------|-----------------------------|
| Request Objects | Share and Show Objects | Greet/ Close |
| Request Activity | Name | Tease |
| Request Attention | Relay Past/ Future Events | Gossip |
| Request Permission | Confirm/ Deny | Express Manners |
| Request Help | Request Information | Take Turns |
| Direct Action | State Opinion | Comment |
| Direct to Stop | Negotiate | Express Feelings |
| Accept/ Reject | State Personal Info | |



ToolBoxActivity Worksheet****

Notes

Functions of Communication Over Time



Cumley (2001), Light (1988, 1997, 2005)



ToolBox Choosing Functions of Communication****

An Implementation Tool Kit for AAC: Achieving Authentic Communication



Environments

How and Where

- **WHO** is communicating?
- **WHAT** is happening?
 - What is heard
 - What is seen
 - What is felt
- **WHERE** are things located?
 - The device
 - The AAC user
 - The communication partner(s)
 - The objects



What can we adjust?

Notes:

Communication Partners

Who is interacting?

- 8 of 10 most frequently reported reasons for device abandonment were related to partner training and support issues. (Johnson, Inglebret, Jones & Ray, 2006)
- The role of communication partners is crucial for achieving positive outcomes for people who use AAC. (Bech, Bain & Vass, 2008)

Communication Partner Roles:

- Assist in operational components
- Advocate
- Establish Goals
- Identify Barriers
- Monitor Progress
- Communicate/Interact
- Model – using same modality
 - Know the vocabulary organization
- Create Opportunities

Excellent Resources (there are many, many more!)



<https://saltillo.com/implementation>



<http://praacticalaac.org/>



<https://www.pinterest.com/>

<https://saltillo.com/>

An Implementation Tool Kit for AAC: Achieving Authentic Communication



Modeling Notes:

Speak the same language

What do I model?



Gayle Porter, 2004

What can I use to model?

Creating Communication Opportunities -
AUTHENTIC
Motivating-Meaningful-Age Appropriate

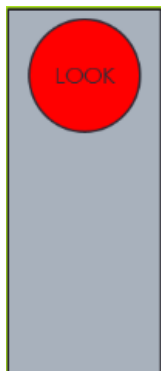
Communication partners arrange the environment to help communication happen

Why create opportunities?

- AAC users often have fewer opportunities.
- More likely to communicate if they have a reason and opportunity
- Typical opportunities have focused on requesting, labeling- **WE CAN CHANGE THIS by creating opportunities.**
- Create opportunities through planning



ToolBox Look Plan Do****



Look at the environment

***WHO** is communicating?

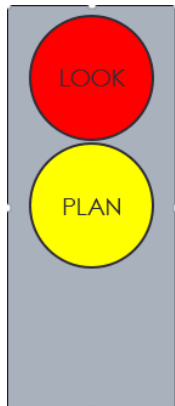
***WHAT** is already happening? (step by step)

1. Teacher announces snack.
2. Students wash hands.
3. Students sit down.

***WHERE** are things located?

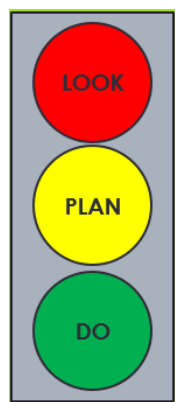
- ✓ Device
- ✓ Communication Partner
- ✓ Materials/items client needs/wants

An Implementation Tool Kit for AAC: Achieving Authentic Communication



Plan for opportunities by:

- *Modifying the environment.
 - *Move things out of the way
 - *Put materials in an opaque bag
 - *Have things up on a shelf
 - *Only give a small amount
 - *Set it up so client needs help
 - *Involve peers
 - ***WAIT** and look expectantly

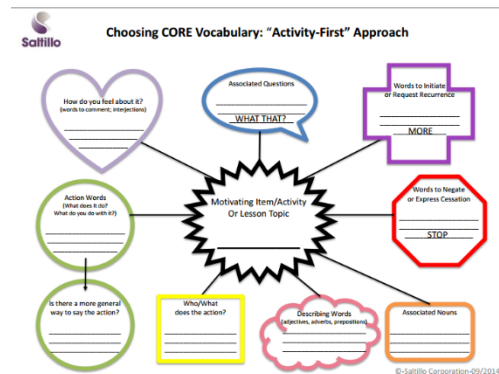


DO: help client communicate

- *Know the vocabulary
- *Model the vocabulary
- *Provide feedback



ToolBox Choosing CORE Vocabulary****
Try this to help plan your activity



Other Tools and Tips

Chat Editor- Button Capture

Free download <https://saltillo.com/products#chat-editor>

Great for creating many types of supports

- *Add button sequences to stories
- *Visual supports in the room

Two webinars about Chat Editor

<https://saltillo.com/webinars>



<https://saltillo.com/>

An Implementation Tool Kit for AAC: Achieving Authentic Communication



Questions/Discussion/Reflections

References

- Ahern, Kate. "Motive, Model, and Move Out of the Way". Teaching Learners with Multiple Special Needs. Kate Ahern, Monday, October 2012. (<http://teachinglearnerswithmultipleneeds.blogspot.com/2012/10/motivate-model-and-move-out-of-way.html>)
- Association for Psychological Science. (2013, January 10). Which study strategies make the grade? ScienceDaily. Retrieved July 28, 2015 from www.sciencedaily.com/releases/2013/01/130110111734.htm
- Baker, K. Carrillo, D. & Stanton, F. (2011). 200 A Day The Easy Way: Putting It Into Practice. Perspectives on Augmentative and Alternative Communication, 20(4), 125-133.
- Clinical Innovation and Governance. (2014, September 4). Augmentative and Alternative Communication (AAC) Guidelines for speech pathologists who support people with a disability. Retrieved from http://www.adhc.nsw.gov.au/__data/assets/file/0011/302402/Augmentative-and-Alternative-Communication-Practice-Guide.pdf
- Cumley, J. and Wirkus, M. (2007). Creating Communication Environments: An Overview. Wisconsin Assistive Technology Initiative.
- DeFelice, H., Scheer-Cohen, A.R., & Hughes, D. M. (2014). Communicate and Collaborate! Strategies for Facilitating AAC use at home and school. Perspectives on Augmentative and Alternative Communication, 23(3), 157-162.
- Kłowsowski, T. "The Science Behind How We Learn New Skills." Life Hacker. 25 July 2013. 2 July 2015. <http://lifehacker.com/the-science-behind-how-we-learn-new-skills-908488422>
- Korsten, J. (2011, April 4). Message posted to QIAT Listserv
- Light, J. "Interaction Involving Individuals Using Augmentative and Alternative Communication Systems: State of the Art and Future Directions." Augmentative and Alternative Communication 4 (1988): 6-82.
- Light, J. (1989), "Toward a definition of communicative competence for individuals using augmentative and alternative communication systems." Augmentative and Alternative Communications 5 (2): 137-144
- Light, J. (1997). "Communication is the essence of human life": Reflections on communicative competence. *Augmentative and Alternative Communication*, 13, 61-70.
- Light, J. & McNaughton, D. (2013). Putting people first: Re-thinking the role of technology in augmentative and alternative communication Intervention. *Augmentative and Alternative Communication*, 29, 299-309.

An Implementation Tool Kit for AAC: Achieving Authentic Communication

