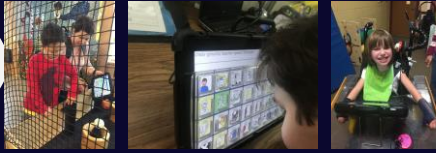


SUPPORTING AAC USERS IN SCHOOLS: TIPS, TRICKS, & STRATEGIES FOR SUCCESS



BRIE NORTON, M.S., CCC-SLP

LEARNING OBJECTIVES

- Explain the importance of training on a student's vocabulary system and evidence-based ways to support an AAC user
- State at least 3 strategies that can be implemented to improve student engagement and success during therapy
- Identify 3 tools that can be utilized in classrooms to facilitate carryover
- Name 3 strategies that can be utilized to support AAC use in the home
- Describe 2 ways you can monitor student progress

GETTING EVERYONE ON BOARD

- One child, one voice
- Shared responsibility
- Key Components:
 - ❖ Collaboration
 - ❖ Training



STEP 1

COLLABORATION

- Identify communication partners
- Get consent
- Plan training
- Facilitate frequent honest conversations about successes, struggles, needs
- Make sure everyone knows their value
- Make sure the student's vocabulary is appropriate across all environments



TRAINING

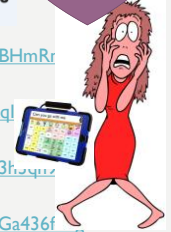
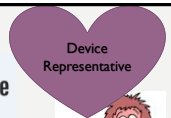
- Training team members on AAC system is a must!
 - ❖ Parents, school-based therapists, private therapists, teachers, paraprofessionals, etc.
- Training should focus on:
 1. Vocabulary System
 2. Evidenced Based Ways to Support an AAC User

Keep your initial training simple



VOCABULARY SYSTEM

- Organization
- Word Finding:
 - ❖ LAMP iPad: <https://www.youtube.com/watch?v=KpBHmRr>
 - ❖ LAMP Accent: <https://www.youtube.com/watch?v=VKqI>
 - ❖ Unity: <https://www.youtube.com/watch?v=kA3f>
 - ❖ Nova Chat: <https://www.youtube.com/watch?v=BVGa436f>



HOW TO SUPPORT AN AAC USER

- Emphasize device should only be used for communication
 - ❖ Use guided access to make your ipad a "talker": <https://support.apple.com/en-us/HT202612>



Make sure everyone understands the "why"



HOW TO SUPPORT AN AAC USER

- "See me, See my AAC"

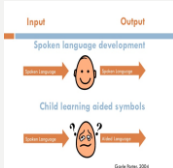
expectation

- ❖ CHAT bag: <https://www.chatbag.net/>



HOW TO SUPPORT AN AAC USER

- Model (Aided Language Stimulation)
 - ❖ Typical Language Development
 - ❖ Language Input and Output



HOW TO SUPPORT AN AAC USER

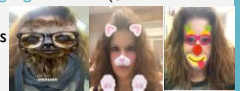
- Cast Back
 - ❖ If the AAC system makes the student's life harder, they will learn to hate it
 - ❖ Honor all forms of communication
 - ❖ Show the student how to communicate the message on the device

"Tell me with your talker"



GETTING THE MOST OUT OF YOUR THERAPY SESSION

- Communication is not compliance
- Learning to communicate should be fun!
 - ❖ Reinforcer Assessment
 - ❖ Virtual reality applications (i.e. MSQRD, YouCam Fun, Epic Photo Stickers Toon Blitz, Action Movie FX, Do Not Touch by Nickelodeon)
 - ❖ AAC Language Lab: <https://aaclanguelab.com/> (\$19.95 annually)
- Push into their natural environments
- Follow the child's lead



Monitoring Vocabulary Acquisition

AAC Data Collection Form				
Student Name:	Teacher Initial:	Date:	Time:	Notes:
1				
2				
3				
4				
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The Assessment of Learning Process (ALP) for AAC Access

Stage 3: Emergent Learning Performance
 Focus is on body access method communication & environment. **SOV focus:** increased use of language and system.

Stage 2: Difficult Statement Exploring/Experimenting
 Focus is on body access method & communication. **SOV focus:** a strong language/communication.

Stage 1: Intentional Learning Experiments
 Focus is on body access method & communication. **SOV focus:** a strong language/communication.

Expert
 "I'm not thinking about how to use this -- just do it." Fluid, precise, automatic movement. The task and "I'm in control and use it fluently." Uses device/ access method for multiple functions, movement is controlled and refined.

Proficient
 "I can use this to communicate." Functional but unrefined movement, increased sequencing, may ignore obstacles.

Competent
 "I know how to use and try to master it." Obstacles and unpredictable movement. Repeat and verbal movement to explore different effects. Exhibits frustration at times.

Sophisticated Beginner
 "I find out more ways to use it." Able to locate and select targets and explore different targets. Shows attention between people and activity.

Advanced Beginner
 "I'm making that happen." Able to locate target, shows basic understanding of access method.

Beginner
 "Something is happening but I'm not sure how or why." Attempts appropriate activation, increased interest/alertness during activity.

Curious Novice
 "This is all new to me." Has no regular idea of how to use, may use unintentionally and be curious or playful.

Novice

To learn more about the ALP for AAC, please contact Chip Clark, MI CCC/SLP at chip@bentonsvillek12.org

Clarke, C., Nilson, L., & Wilds, S. (2018). Assistive Technology Intervention: A Tool Use Learning Process for Powered Mobility and Augmentative and Alternative Communications. Paper presented at Resna, Arlington, Virginia. Abstract retrieved from https://www.resna.org/media/818/10/15/2018/2018resna_aac_slp.pdf

STAGE	PRICE	Activity & Movement Ability of AAC Device	Understanding of AAC device use	Attention	Social Interaction	Expressivity/Intention
3 Emergent Learning Performance	8	Use tool to explore activation of system using different tool use for interaction & communication. Movement automatic, fluid, precise.	Single tool use. Tool used in a functional, automatic, continuous manner. Movement and communication in the actual situation and occupation.	Attention regulation is not established. Sustained.	Interaction/communication is limited with tool, environment and social partners.	Spontaneous communication.
	7	Controlled, smooth tool use for interaction and communication. Movement of movement fluid, but not as fluid as communication device.	Complete awareness of tool use, reflects intention and emerging intention.	Fluctuating attention. Changes focus between focused.	Clearer mobility. Interaction of social partners to facilitate social interaction.	Appropriate interaction. Intentional communication.
	6	Use tool in a goal directed way for interaction and communication. Movement is purposeful, but some are unrefined.	Complete tool use. Intentional of focus to respond to interaction and tool use changes. May ignore obstacles.	Focus on goals. Can focus on one task, but not on multiple tasks. May be disrupted.	Active conversations. Focus directed at social partners.	Engage partner in conversation. May affect the partner. Social interaction with other people.
2 Difficult Statement Exploring/Experimenting	5	Use device in a way that reflects intention. Movement is purposeful, but some are unrefined. Movement is purposeful, but some are unrefined.	Some of the tool use is intentional use for communication & language. Intentional of focus to respond to interaction and tool use changes. May ignore obstacles.	Active conversations. Focus directed at social partners.	Engage partner in conversation. May affect the partner. Social interaction with other people.	Single targeted communication. Social. Proactive.
	4	Use device in a way that reflects intention. Movement is purposeful, but some are unrefined. Movement is purposeful, but some are unrefined.	Complete tool use. Intentional of focus to respond to interaction and tool use changes. May ignore obstacles.	Active conversations. Focus directed at social partners.	Engage partner in conversation. May affect the partner. Social interaction with other people.	Single targeted communication. Social. Proactive.
1 Intentional Learning Experiments	3	Use tool in a way that reflects intention. Movement is purposeful, but some are unrefined. Movement is purposeful, but some are unrefined.	Some of the tool use is intentional use for communication & language. Intentional of focus to respond to interaction and tool use changes. May ignore obstacles.	Active conversations. Focus directed at social partners.	Engage partner in conversation. May affect the partner. Social interaction with other people.	Single targeted communication. Social. Proactive.
	2	Use tool in a way that reflects intention. Movement is purposeful, but some are unrefined. Movement is purposeful, but some are unrefined.	Complete tool use. Intentional of focus to respond to interaction and tool use changes. May ignore obstacles.	Active conversations. Focus directed at social partners.	Engage partner in conversation. May affect the partner. Social interaction with other people.	Single targeted communication. Social. Proactive.
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THANK YOU

Effectively Teaching AAC:
Beyond the therapy session

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