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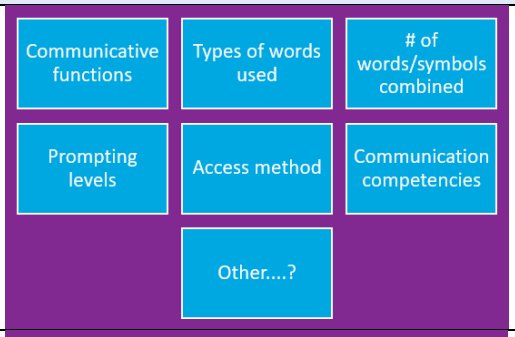
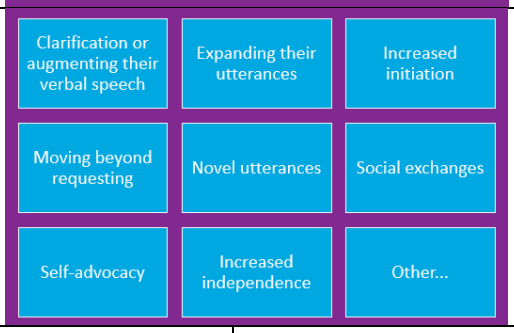
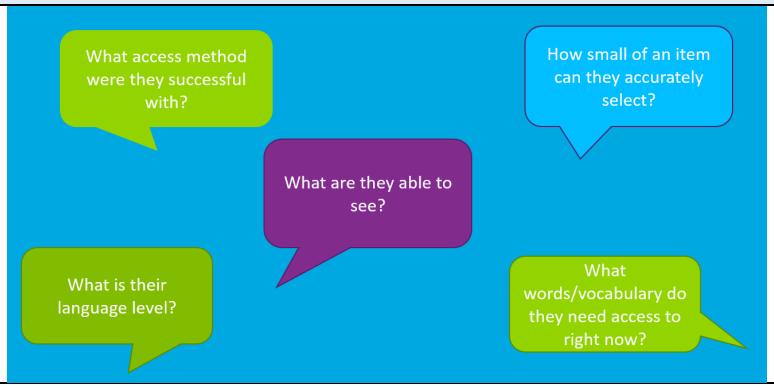
Unraveling the Mystery of AAC:
Matching Systems to Needs Notes Handout

Trial Targets and Goals		
What are you measuring during the trial?		
What is the goal/priority for the AAC trial?		
Where do you get this information?	• Previous evaluations • ALP for AAC • Pragmatics Profile for AAC Users • Discussions with team members	• SETT for AAC • Participation Model • Other sources you have available
What are you trialing on?	App version vs Trial Device	
Key Take Away	•	
Vocabulary File Selection		
Based on your assessment….		
Remember…	Access Before Communication! Never limit access to a robust vocabulary.	
Access Methods	• Direct Select • Keyguards or Touchguides • Head Tracking (with or without headmouse) • Eye Tracking • Switch Access (1 or 2 switches)	

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Keep in Mind	• Primary Message formulation • Consistent word placement • Amount of navigation to get to a word
Layout Size	• Accent Target Practice • PRC-Saltillo Size-wise Samples • Other:
Reflect larger vs smaller layout	
Strategies for Putting Access first	• Look at smaller button size first and step down the ladder if they need the bigger buttons • Think about the next 5 years, and the need for growing vocabulary • Motor automaticity • Try to create the least amount of change over time
Tools to Try	• Button borders • Hide/Mask buttons • Adding visual supports (e.g. magnifying, overlays, inverting colors) • Button timing • Keypadding/Button Margins • Explore touch tools • Look at the next step down in layouts
Key Take Aways	• •
Teach the Targets	
Starting point	Where is the student/client starting at and how are we getting them closer to the target?
Aided Language Stimulation	Speak AAC to Teach AAC!

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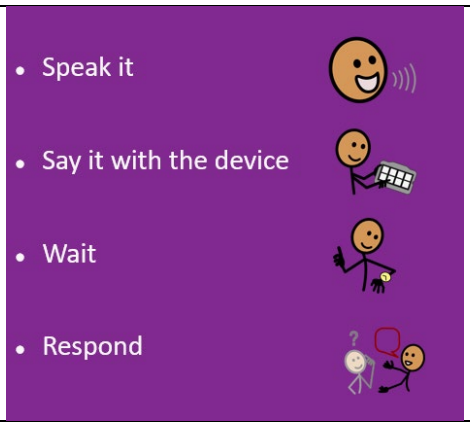
<table>
<tr><td></td><td colspan="2"> 
</td></tr>
<tr><td rowspan="2">AAC Prompting Hierarchy</td><td colspan="2">• Start with the least amount of prompting and give an expectant pause.
• Move to the next level if no response</td></tr>
<tr><td>• Expectant Pause
• Non-verbal Prompt
• Environmental Cues
• Ask a Question</td><td>• Visual Prompt
• Give Verbal Choices
• Model on device/board
• Partial Physical Prompt
• Physical Prompt</td></tr>
<tr><td rowspan="3">Communication vs Compliance</td><td colspan="2">• Communication, not compliance or testing
• Communication should be fun, not drill and practice
• Social communication before academic communication</td></tr>
<tr><td colspan="2">“Child first has to learn to communicate before he can communicate to learn.”
~ Gail Van Tatenhove</td></tr>
<tr><td>Communication:
• What color do you like?
• What animal do you want?
• What would you like? More cookies? Or all done?</td><td>Compliance:
• What color is this?
• What animal is this
• Tell Me “more cookies, please”</td></tr>
<tr><td>Modeling without Expectation</td><td colspan="2"></td></tr>
<tr><td>Modeling with Expectation with Wait Time</td><td colspan="2"></td></tr>
<tr><td>Key Take Away</td><td colspan="2">•</td></tr>
<tr><td colspan="3">Data Collection and Comparison</td></tr>
</table>

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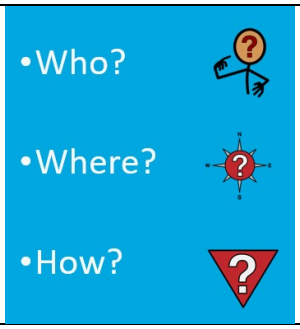
Things to keep in mind…	• Does your funding source require a specific length of trial? • Does your funding source require you trial a specific number of devices? • Do you have enough data to show progress and make a recommendation
Baseline for data	• Know what level you are starting at for the targeted skill(s).
Data Collection	
Compare	• Look at your baseline data and post-trial data (after you taught the skill). • Look at progress made on each device/app trialed.
Key Take Aways	• •
Next Steps	Keep trialing or ready to purchase? • Did you try an iPad with an AAC app? • Did you do your due diligence for data collection? • Does your data support you making a recommendation?
	Did you consider the least costly alternative? • Low-tech • Mid-tech • Access to novel utterance generation • Independence • Functional communication needs
	Make a decision as a team.

References:

- Aided Language Stimulation video by Chris Bugaj https://youtu.be/flFNMky22-U
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- Byiers, B. J., Reichle, J., & Symons, F. J. (2012). Single-subject experimental design for evidence-based practice. *American Journal of Speech-Language Pathology*, *21*(4), 397–414

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- Thistle, J. J., Holmes, S. A., Horn, M. M., & Reum, A. M. (2018). Consistent symbol location affects motor learning in preschoolers without disabilities: Implications for designing augmentative and alternative communication displays. *American Journal of Speech-Language Pathology*, *27*(3), 1010–1017.

Additional Notes:

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