

**Intervention and Implementation
Growing Communication Skills in Students using AAC**

Determining a system does not mean _____!

What is Communication?

Multi Modal Communication means _____

Social Networks

Levels of Communication Skill

- Emerging Communicators
 - An individual who does not have a RELIABLE method of EXPRESSIVE communication through SYMBOLIC language.

- Context Dependent Communicators
 - An individual who has SYMBOLIC COMMUNICATION that is RELIABLE, but it is limited to particular CONTEXTS or PARTNERS.

- Independent Communicator
 - An individual who has the ability to communicate anything on any topic to anyone in any context.

http://depts.washington.edu/augcomm/03_cimodel/commind1_intro.htm

What is communicative competency in AAC?

- Four Areas:

Barriers to Communication Competency

What do I use to build Communication Competence?

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- Communication signal lists, Communication scrap books.
 - Picture/photo boards or eye gaze systems.
 - Voice output technology
 - Simple
 - Complex
-
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Working it all into the day of a child!

- Observe the child throughout their day
- Where is the child? What does the child need to say, when?
- Work with others! School teams, family members, therapy staff, etc.
- Remember- Communication is a work in progress! Be Flexible!

Develop a Plan

- Choose activities
 - That allow _____
 - With a _____
 - With a _____

How do I do this?

Complete an observation survey of a student or review schedule of their day/week, etc.

WATI or handout example or create your own!

Vocabulary

- Factors to consider in choosing vocabulary:

What type of language to use?

Core Vocabulary- words that are used _____ percent of the time we speak.

Fringe or Supplemental are words that _____

Activity Based Language Sets are sets of language directed by

At School

- Think about communication--not just academic concepts!
- Work with your school team to integrate symbols, words, messages, systems into the environment!
- Different systems for different tasks!

Schedules and Task Boards are not Communication Boards

Strategies to Support Communication

- Aided Language Stimulation
- Sabotage
- Misinterpretation
- Environmental Communication Training (ECT)
- Prompting Hierarchies

Aided Language Stimulation

Aided language stimulation is when a verbal communication partner “highlights symbols on the user’s communication display as he or she interacts and communicates verbally with the user.”

(Goossens’ et al., 1992)

Sabotage

Create situations where the child will be forced to communicate.

For example, if you were playing with Playdough, you might put the unopened jar in front of the child creating a need for communication.

Misinterpretation

Purposely misinterpret a message that has been communicated to create a situation where the child needs to use the communication system.

For example, the child may ask you for a puzzle. Although you know the request is for a puzzle, you respond by retrieving different toy. You have recognized

the attempt to communicate but misinterpreted the message. This gives the child an opportunity to use the communication system to clarify the message.

Environmental Communication Training Prompt Hierarchy

Step 1

Step 2

Step 3

Step 4

Remember to _____

Descriptive Feedback

Serves three functions:

Immediately acknowledges that the listener

- _____ that the message sent by the student or young child is the one understood by the listener
- Can be used _____ an expansion of the message expressed by the student or young child

Keeping Track

- _____
- _____
- _____

Dynamic AAC Goal Grid

- Download from <http://www.dynavotech.com/training/toolkit/>
- Means to assess and target specific goals
- Merges Competencies, Communication Levels and Prompting Methods Prompting Hierarchy
 - Natural Cue
 - Indirect Cue

- Visual, gestural, verbal
- Direct Verbal Cue
- Direct Visual or Physical Cue
- Physical Assist

Augmentative & Alternative Communication Profile

- Assesses performance in four competency areas over time
- Uses Emergent, Context Dependent and Independent definitions of users

Teaching Early Scanning Skills

- What is auditory/visual scanning?
An INDIRECT method of looking and/or listening to CHOICES for communication
- Who is a candidate for this process?
A child who cannot directly access items on a communication system because of motor or visual impairment
- How do you teach these skills?
Introduce auditory and/or visual scanning through the use of PARTNER-ASSISTED SCANNING and electronic systems

Partner-Assisted Scanning

- Write down a list of choices on paper or a communication board.
- Preview symbols and auditory cues.
- Explain to the child how you would like him/her to respond.
- Present the choice one at a time with set time interval (e.g., 5 seconds)
- If no response, repeat choices with time interval.
- If still no response, provide verbal support to assist in choice-making process.
- Give verbal feedback describing the choice made.

PODD

Steps to Making it Work

- Select the activity or subject- make it _____!
- What do you want the student to do? (that's your objective)
- Decide who will do the following:
 - _____
 - _____

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- Evaluate the activity or opportunity.
 - Share the information!
(Use the handout examples to guide your processes, or use forms from WATI or other sources!)

Activity

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