

How to get Started with AAC Tomorrow Part 1

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LETS TALK ABOUT YOU:

Who is here?

Who are you here with?

TODAY'S GOALS:

What can we accomplish today?

- Shift our thinking to believe that every student communicates
- Improve our knowledge and skills to help students with AAC needs
- Gain practical experience with new skills
- Be ready to implement tomorrow

OUR EXPECTED OUTCOME

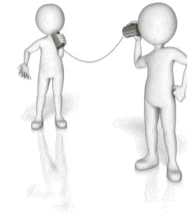
Competent Communicators who can communicate:

- What they want
- When they want
- To whomever they want
- In the way they want
- In a timely manner
- To fulfill the purposes and functions of communication

WHAT WE NEED TO DO



Everyone Communicates



CATCH 22



PRESUMING COMPETENCE

“means that even though we do not get a window into a nonverbal child’s mind as easily as we do with verbal children, we must nonetheless assume that they are as intelligent, as capable and as competent as a typically developing child — and we must tune our interaction with them accordingly.”

<http://www.avazapp.com/blog/2014/11/20/presume-competence-an-aac-mantra-2>

BELIEVE

EVERY STUDENT HAS THE RIGHT TO COMMUNICATE
 ALL STUDENTS CAN LEARN
 SUCCESS IS INEVITABLE
 TASKS CAN BE ACCOMPLISHED
 SKILLS CAN BE DEVELOPED
 GOALS CAN BE MET

COMMUNICATION BILL OF RIGHTS

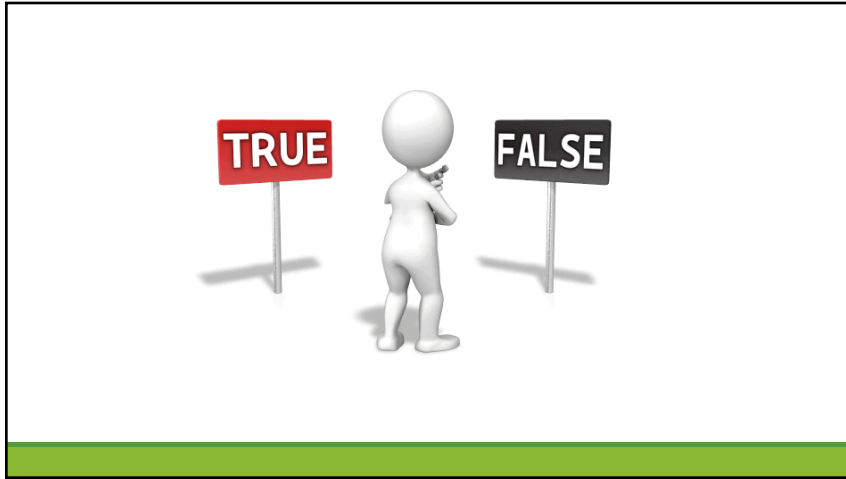


DEFINITIONS

AAC

COMPLEX COMMUNICATION NEEDS





A CHILD CAN BE TOO YOUNG FOR AAC.

FALSE

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A CHILD CAN BE "TOO LOW FUNCTIONING" TO USE AAC.

FALSE

A green jagged starburst shape surrounds the word 'FALSE' in black capital letters. The background is white with a green horizontal bar at the bottom.

INTRODUCING AAC REDUCES MOTIVATION TO WORK ON SPEECH.

FALSE

A green jagged starburst shape surrounds the word 'FALSE' in black capital letters. The background is white with a green horizontal bar at the bottom.

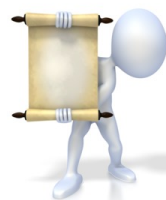
AAC IS THE RESPONSIBILITY OF THE SLP ALONE.

FALSE

Topic Based Communication

summer 	swimsuit 	swim 	pool 
sunny 	hamburger and hot dog 	barbecue 	pool toys 
lemonade 	hot 	sunscreen 	sunglasses 

COMMUNICATION BILL OF RIGHTS



FRINGE (topic) Display

summer 	swimsuit 	swim 	pool 
sunny 	hamburger and hot dog 	barbecue 	pool toys 
lemonade 	hot 	sunscreen 	sunglasses 

WHAT IS FRINGE VOCABULARY?

- MAKES UP MOST OF OUR WORDS
- USED 20-25% OF THE TIME WHILE COMMUNICATING
- TOPIC SPECIFIC
- CONTAINS MOSTLY NOUNS

CORE VOCABULARY



WHAT IS CORE VOCABULARY?


- CONSIST OF 300-400 WORDS
- MAKES UP 85% OF WHAT WE SAY
- WORDS ARE FLEXIBLE AND USEFUL ACROSS MULTIPLE ENVIRONMENTS
- ALLOWS FOR A VARIETY OF COMMUNICATIVE FUNCTIONS

Oakland Schools 32 Core Revised

I 	want 	get 	make 	no/not 	more 	that 	who 
mine 	go 	look 	turn 	help 	all 	here 	what 
you 	like 	open 	do 	stop 	some 	in 	where 
it 	can 	play 	put 	finished 	on 	uh-oh 	hey 

How many 2-3 word phrases could you make?

COMMUNICATION BILL OF RIGHTS



CORE + FRINGE

I	want	get	make	not	more	that	who
mine	go	look	turn	help	all	here	what
you	like	open	do	stop	some	in	where
it	can	play	put	finished	on	uh oh	hey

summer	swimsuit	swim	pool
sunny	hamburger and hot dog	barbecue	pool toys
lemonade	hat	sunscreen	sunglasses

How many 2-3 word phrases could you make?

COMMUNICATION BILL OF RIGHTS



PURPOSES OF COMMUNICATION

EXPRESS WANTS AND NEEDS

GAIN AND SHARE INFORMATION

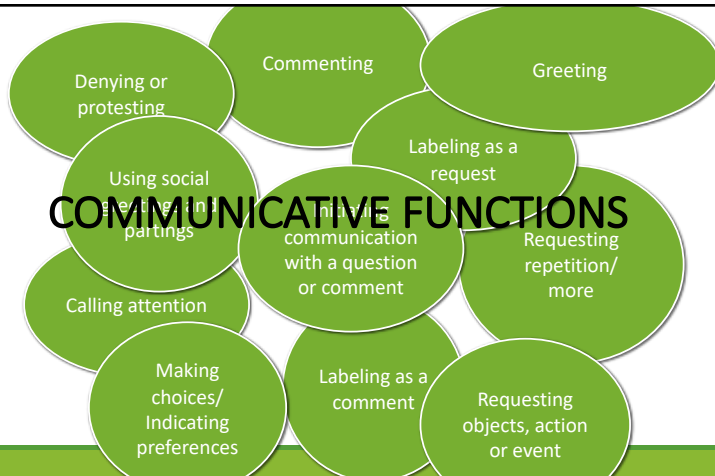
DEVELOP AND SUSTAIN RELATIONSHIPS

ENGAGE IN SOCIAL ETIQUETTE

INTERNAL DIALOGUE (thinking - added by Beukelman & Mirenda)

Light, J., & McNaughton, D. (2014). Communicative competence for individuals who require augmentative and alternative communication: A new definition for a new era of communication? *Augmentative and Alternative Communication, 30*, 1-18.

COMMUNICATIVE FUNCTIONS



REQUESTING

- You make
- Make more
- Make it
- Make it go
- Make it
- Make that
- Make open
- Make more that
- Make it turn
- Make it stop
- Make that
- I help
- Hey help
- I want help
- More help
- Help me
- Help me/mine
- Help me make
- Want help
- Help mine
- You help
- Get it
- You go
- More go
- Play that
- Look that
- Go look
- Look me

REFUSE/REJECT

- No more
- No more that
- No more you
- No more play
- No more help
- No more turn
- No that
- No help
- No stop
- No turn
- Not me turn
- No make more
- No go
- No want
- No want that
- No want more
- No help
- No like
- No play
- No put
- No here
- No you
- Do not want
- You stop
- Stop it
- Stop that
- Stop help
- Want all finished

COMMENTING

- Uh-oh
- No more that
- Hey you
- I open it
- I stop
- I like play
- I like you
- I like
- Like you
- No like
- I like that
- I like it
- Like it
- No like you
- You like that
- No like it
- Hey mine
- That mine
- It go
- Look it go
- Look it here
- Look make more
- I not finished
- I get that
- I get in
- I go here
- I go in
- I go here

Seeking Information

- I go where?
- Where you go?
- Where I go?
- Where it go?
- Where go?
- Where that?
- Where it?
- Where mine?
- Where put?
- Where you put it?
- Where put that?
- Where get help?
- Where get more?
- Where look?
- Where you play?
- What do?
- What it do?
- What it?
- What in here?
- What that?
- What you do?
- What you like?
- What you want?
- What it?
- What in that?
- What not in?

AIDED LANGUAGE INPUT

The communication partner uses AAC or visibly represented language, as well as speech, to provide a model to the student using AAC that closely represents the type of output that is expected.

REMEMBER- AAC COMPETENCY TAKES TIME!

“The average 18 month old child has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system and receives speech/language therapy two times per week for 20-30 minutes sessions will reach this same amount of language exposure in 84 years.”- JANE KORSTEN

AAC IN = AAC OUT

WHEN TO USE AIDED LANGUAGE INPUT

DURING MEANINGFUL EXCHANGES
 IN SOCIALLY AND COGNITIVELY ENGAGING ACTIVITIES
 WITH MULTIPLE COMMUNICATION PARTNERS
 IN NATURAL SITUATIONS

IN OTHER WORDS...USE ALL THE TIME!

WHERE TO USE AIDED LANGUAGE INPUT

ON CLASSROOM SIZED CORE BOARD

ON SMALLER BOARDS THROUGHOUT CLASSROOM

ON LOW OR HIGH TECH STUDENT AAC SYSTEMS

IN OTHER WORDS...EVERYWHERE!

WHY AIDED LANGUAGE INPUT

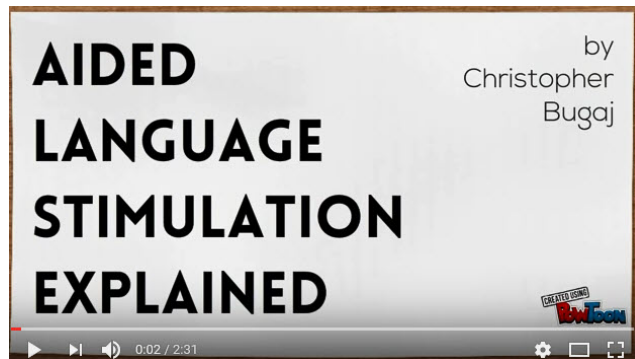
STRONG RESEARCH BASE

FAMILIARIZES CLINICIANS, PARENTS, TEACHERS WITH AAC QUICKLY

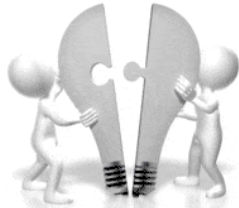
PROVIDES MODELING IN THE STUDENT'S MODE OF COMMUNICATION

IT CAN BE USED WITH ANYONE ANYWHERE

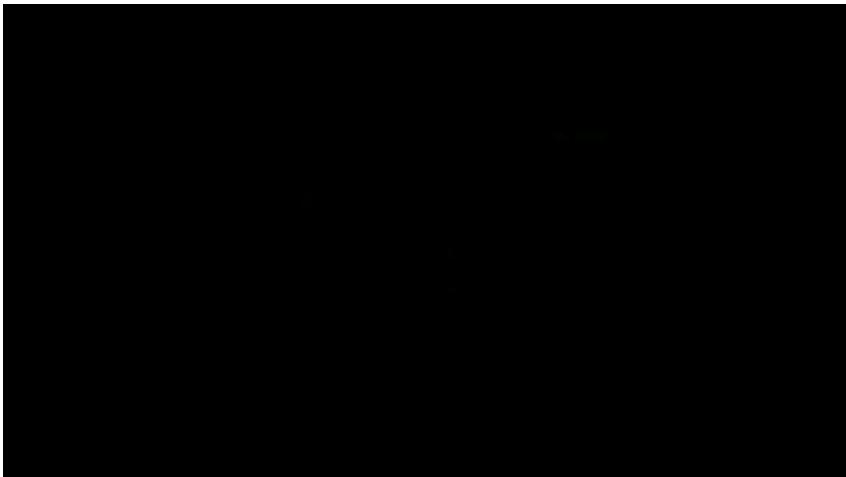
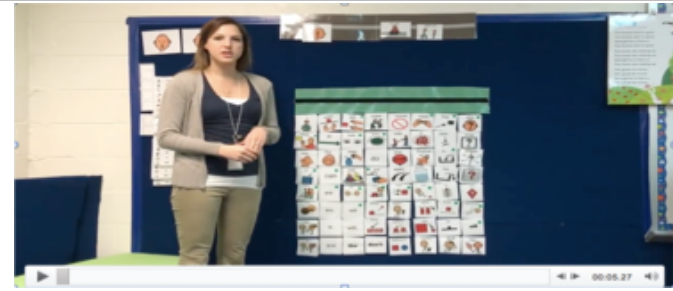
Published on February 11th, 2012 | by Carole Zangari (<http://practicalaac.org/strategy/why-we-love-aided-language-input>)



PUTTING IT ALL TOGETHER



FIVE TIPS FOR GETTING STARTED WITH BIG CORE – Amy Devin 4/4/16 Youtube




LET'S PRACTICE

I	want	get	make	not	more	that	who
mine	go	look	turn	help	all	here	what
you	like	open	do	stop	some	in	where
it	can	play	put	finished	on	uh oh	hey

Project Core

A Stepping-Up Technology Implementation Grant
Directed by the Center for Literacy and Disability Studies at UNC Chapel Hill



<http://www.project-core.com/>