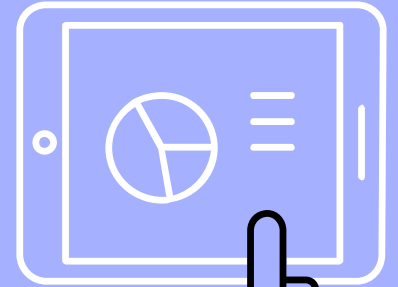
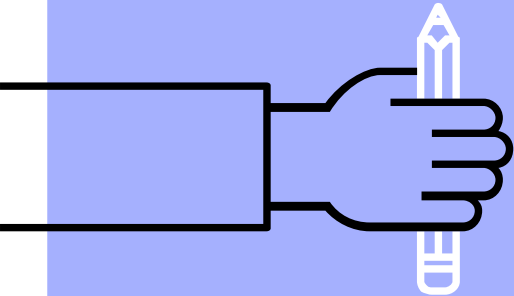
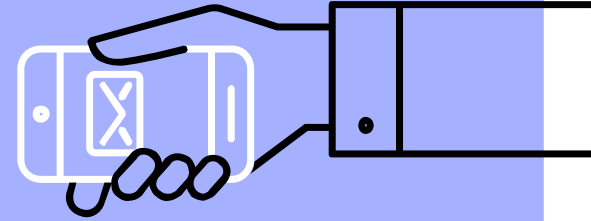
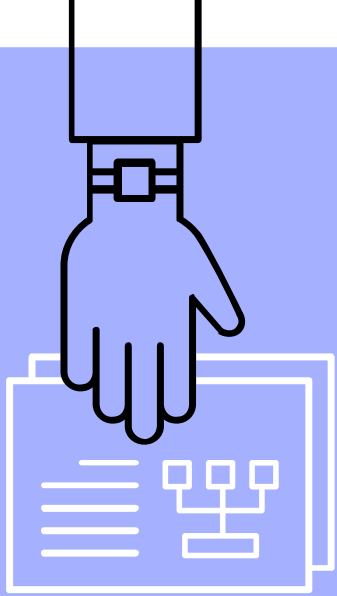


**I HAVE A
DEVICE...
NOW WHAT???**



RACHELL JOHNSON, M.C.D.,
CCC-SLP

AT TEAM LEAD FOR A SCHOOL
DISTRICT AND AT CONSULTANT.

CONSULTRACHELL@GMAIL.COM

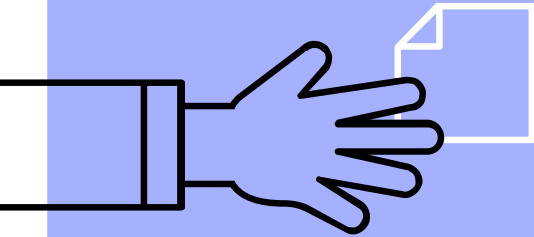
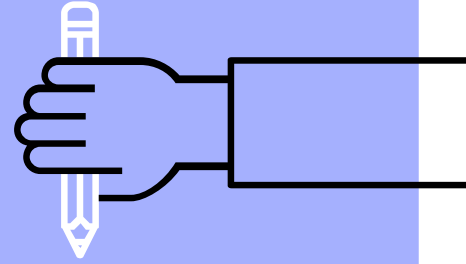


IN THIS PRESENTATION

- ▷ Investigate and dispel AAC myths involving AAC treatment
- ▷ Identify and Investigate at least 3 helpful treatment strategies
- ▷ Identify at least 3 ways to use AAC beyond requesting



1.
AAC
TREATMENT
MYTHS





“

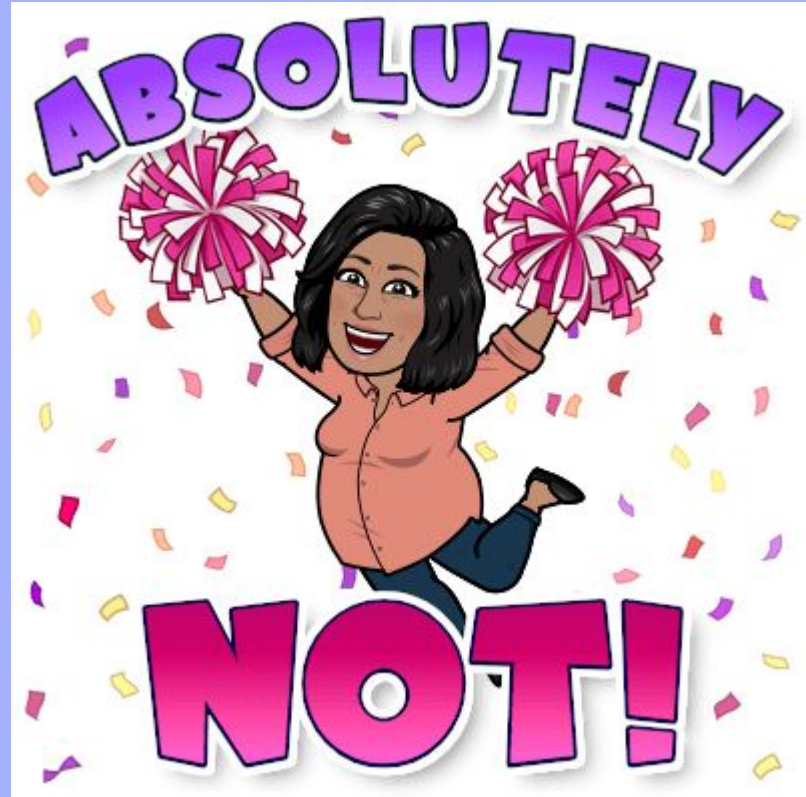
*What happens with
the device in a
treatment session
stays in the_____*



NOT

VEGAS OR AN ISLAND

When you're doing treatment that involves a device everyone on the team needs to be involved and know what's going on. Keep the lines of communication open, and work as a team.





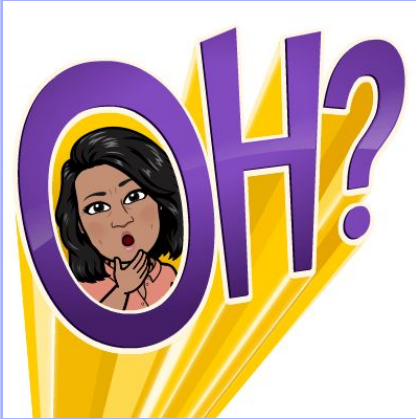
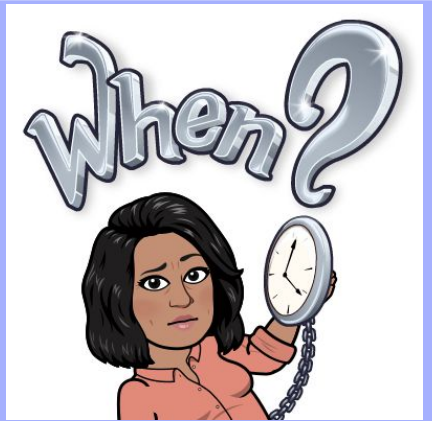
“

*Device interest = no
probable device
abandonment.*





**WHAT
HAPPENED?**





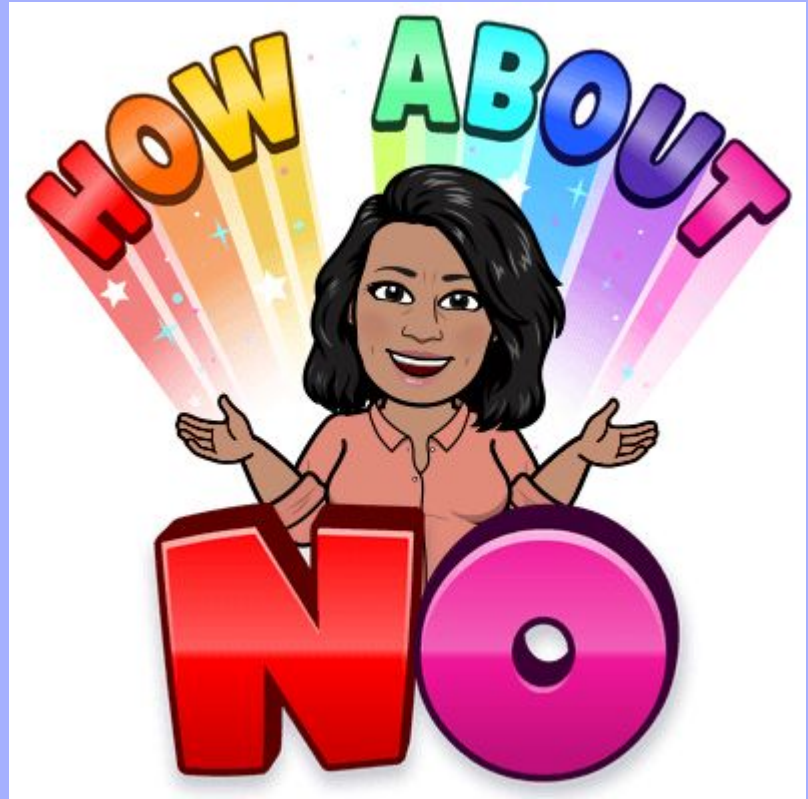
“

*Communication or
language drills
comes first...*



MODELING

Increasing someone's AAC skills, is going to directly rely on your ability to model every aspect of language not drill.



Trending Research

Symbol Acquisition (2018)

Children with developmental disabilities and significant delays in receptive and expressive language skills can learn new symbol relationships when given the chance and based on how they are taught.

Instructional Strategies for Graphic Symbol Learning (2018)

Children learn to use AAC best when provided with Aided AAC modeling, narrative (familiar context/routine) based interventions, eclectic approach with prompt hierarchies.

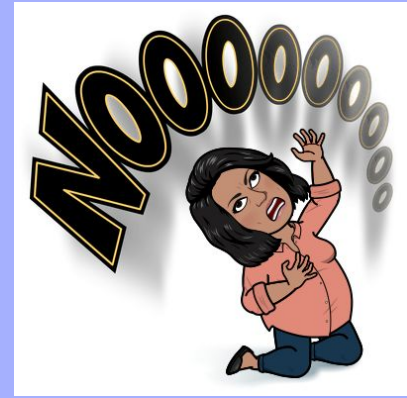
Impact of Aided Language Stimulation (2004)

Aided Language Stimulation facilitates symbol comprehension and symbol production.



“

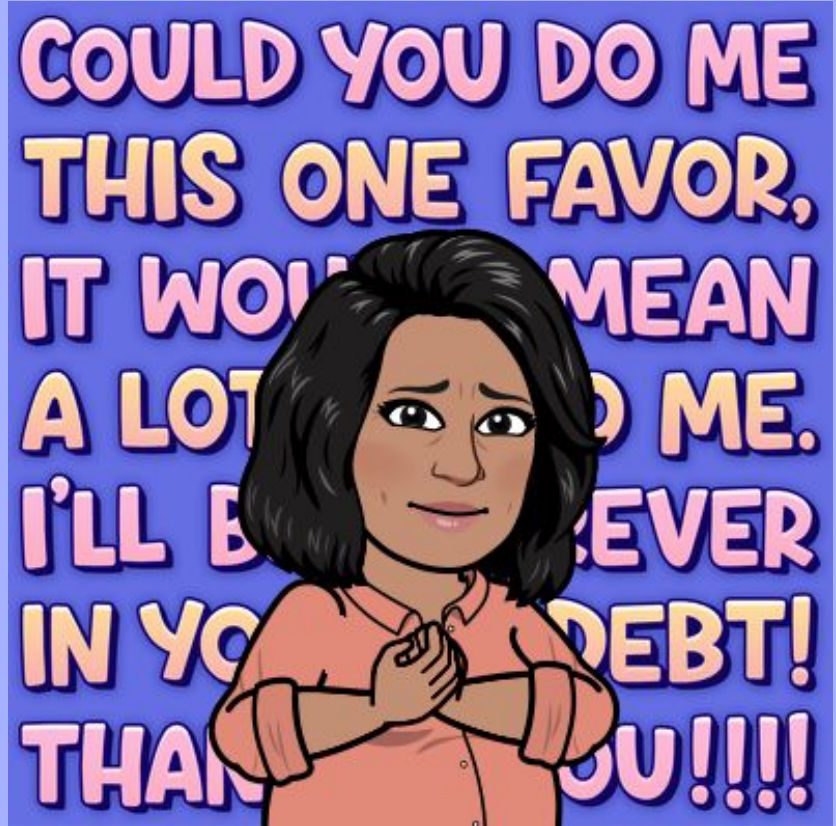
The evaluation is the end.



NO

IT IS ONLY THE BEGINNING

An evaluation is a snapshot in time. It is the beginning. The most important part is often overlooked your treatment plan!



Do not forget: Treatment Plan

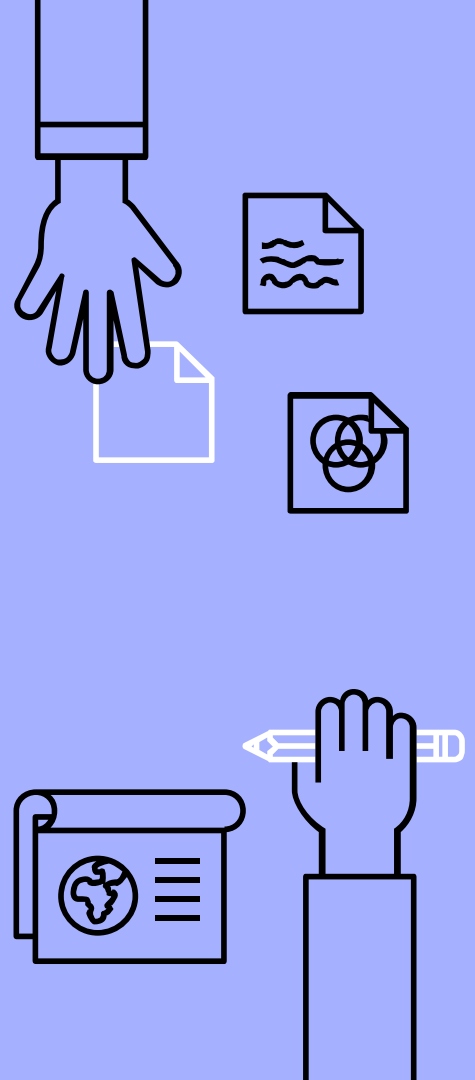
- Treatment Plan should include a long term and short term goals.
- You must state the frequency in which you will see the student/patient
- Choose goals carefully
 - Make them meaningful
 - Correlate to a competency area (linguistic, social, operational, strategic)



AAC TREATMENT



LET'S GO



AAC TREATMENT TOOLS

TEAMWORK

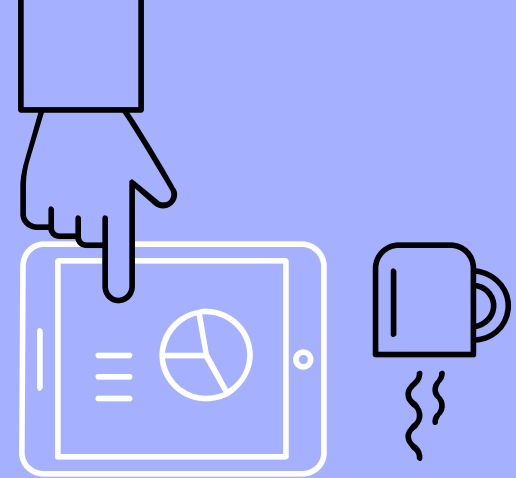
- ▶ Communication with your team (Passports)
- ▶ Remember that a team includes the family (communication log)

OBSERVATIONS

- ▶ Don't underestimate the power of your observations.
- ▶ Use them to make adjustments when necessary.
- ▶ Be flexible
- ▶ Record your observations: (AAC Goals Grid within the Pathways for Core First App)

SETT FRAMEWORK

- ▶ Student (Person)
- ▶ Environment
- ▶ Task
- ▶ Tool



▷ Sett Framework:

<http://www.joyzabala.com/Home.php>

▷ S (student)

▷ E (environment)

▷ T (task)

▷ T (tool)

SETT SCAFFOLD FOR GATHERING DATA–ANNOTATED
Collaboratively Gather and Analyze Information from a Variety of Sources

Student: _____ Date: _____ Perspective: _____

EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS
<p>INFORMATION RELATED SPECIFICALLY TO THE STUDENT, INCLUDING SPECIFIC AREAS OF CONCERN, SPECIAL NEEDS, CURRENT ACHIEVEMENT, INTERESTS, GOALS, ETC.</p> <ul style="list-style-type: none">▪ Build shared knowledge about the student that can be used to identify need for tools, guide decisions about tools, and assist in planning implementation and evaluation of effectiveness.▪ Determine what still needs to be known and how it can be found out.▪ Add additional information as it becomes available through evaluation, implementation, or discussion	<p>INFORMATION RELATED TO ANYONE WHO IS AROUND THE STUDENT OR ANYTHING THAT IS PROVIDED TO THE STUDENT.</p> <ul style="list-style-type: none">▪ Build shared knowledge about the environments in which the student is, or can be, expected to learn and grow. This information can be used to identify need for environmental supports and training, and assist in planning implementation and evaluation of effectiveness.▪ Determine what still needs to be known and how it can be found out.▪ Add additional information as it becomes available through evaluation, implementation or discussion	<p>INFORMATION SPECIFICALLY RELATED TO THE DETAILS OF THE TASKS THAT ARE CURRENTLY REQUIRED OF THE STUDENT OR WILL BE REQUIRED IN THE NEAR FUTURE.</p> <ul style="list-style-type: none">▪ Build shared knowledge about the tasks that the student needs to do or learn to do that are currently difficult or impossible for the student to do at the expected level of independence.▪ This information can be used to identifying the type of tools needed, but will also play a critical role in planning implementation and evaluation of effectiveness.▪ Determine what still needs to be known and how it can be found out.▪ Add additional information as it becomes available through evaluation, implementation, discussion.▪

Communicators



Emergent

Limited understanding that symbols represent ideas.



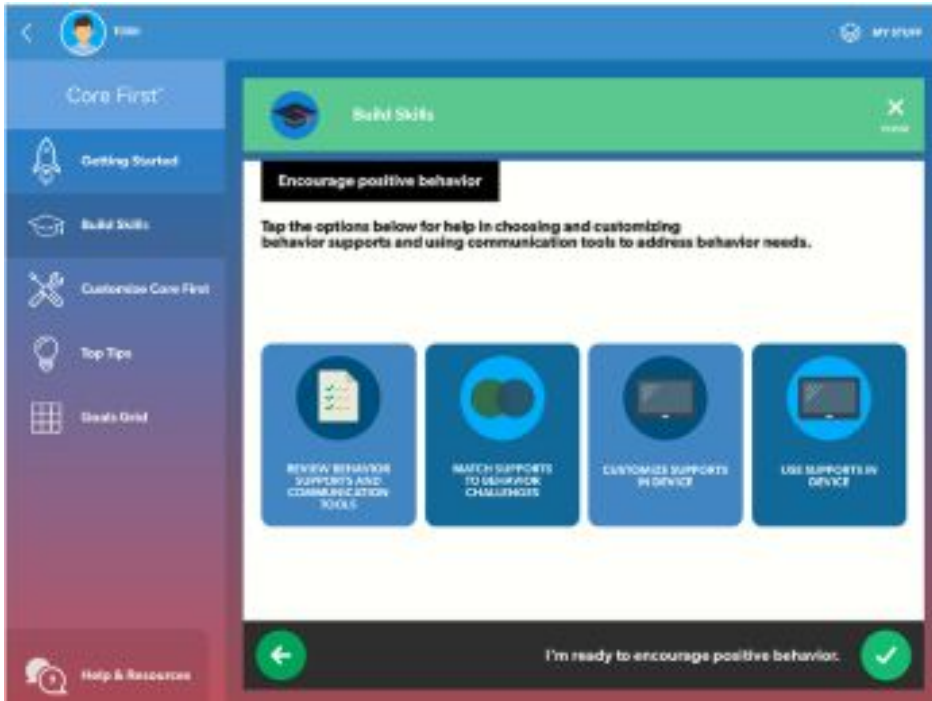
Context-Dependent

Understands picture symbols or photographs that represent commonly used objects, actions, or people.



Independent

Can use a combination of communication tools to communicate across a variety of settings with many different communication partners including same aged peers.



PATHWAYS FOR CORE FIRST IS:

- easy to use
- helps model and expand language
- great treatment tool
- FREE
- adapt to use with any device.

AAC Goals Grid within the Pathways for Core First app

Competency Areas

- Linguistic
- Social
- Operational
- Strategic

Ability Level

- Emergent
- Emergent Transitional
- Context Dependent
- Transitional Independent
- Independent

ASSISTIVEWARE

Core Word Classroom

- Quick and Easy
- 5 minute fillers
- Anyone can use
- More than just Requesting



AssistiveWare Core Word Classroom

DEVICE NOW WHAT?

LITERACY

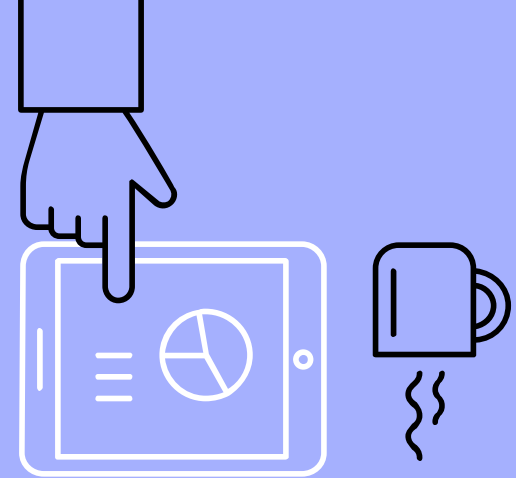
- Ablenet
- Attainment Co.
- Boardmaker
- Boardmaker Activities to Go
- Boardmaker Student Center
- SmartBox: Look to Read
- Clicker by Crick Software

CLASSROOM PARTICIPATION

- Active participant
 - What tools can they use on their device?
 - Literacy
 - Environmental controls
 - Behavior Supports
 - Play
- (Snap+Core First; Scene and Heard)

COMMUNITY/ENVIRONMENT

- Practice
 - "Sabotage"
 - Realtime
- Model Model Model
- Collaborate
 - Field Trip



Boardmaker Student Center

Web

Stronger options for this student to fill these buttons by editing the Choice Bank page.

You can also place text and pictures into these buttons to call attention to a learning goal. When done, your students fill in the blank lines.

You can also turn off student editing by going to Project Setup.

strong

body

protect

ear

bones

hard

skin

big and life

skeleton

edit

We read a book about bones.

My body has bones.

Bones protect my organs.

My bones are as hard as a rock.

All the bones in my body make up my skeleton.

There are big and little bones in my body.

My bones are under my skin.

Some of the smallest bones are in my ear.

Bones keep me strong.

Web

Stronger options for this student to fill these buttons by editing the Choice Bank page.

You can also place text and pictures into these buttons to call attention to a learning goal. When done, your students fill in the blank lines.

You can also turn off student editing by going to Project Setup.

strong

body

protect

dance

bone

hard

skin

skeleton

200

edit

We read a book about bones.

My body has bones.

Bones protect my organs.

My bones are as hard as a rock.

More than 200 bones make my skeleton.

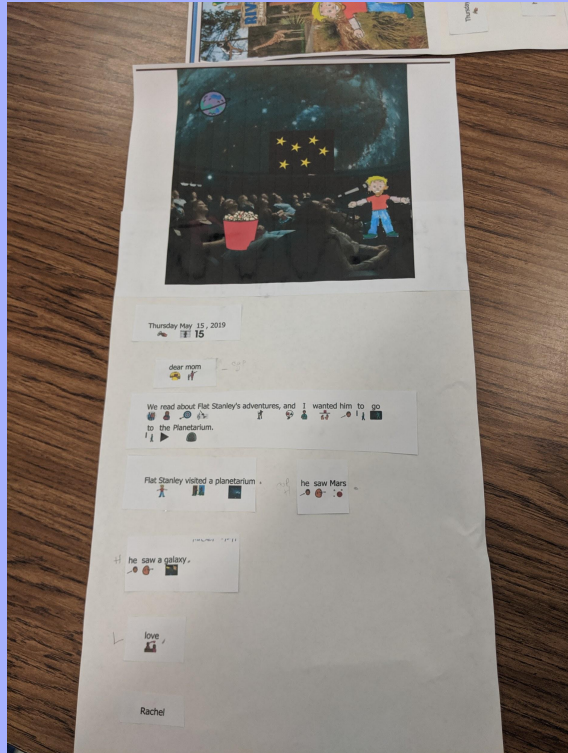
All the bones in my body make up my skeleton.

My bones are under my skin.

Bones help me dance.

Bones keep me strong.

Literacy



Thursday May 15, 2019

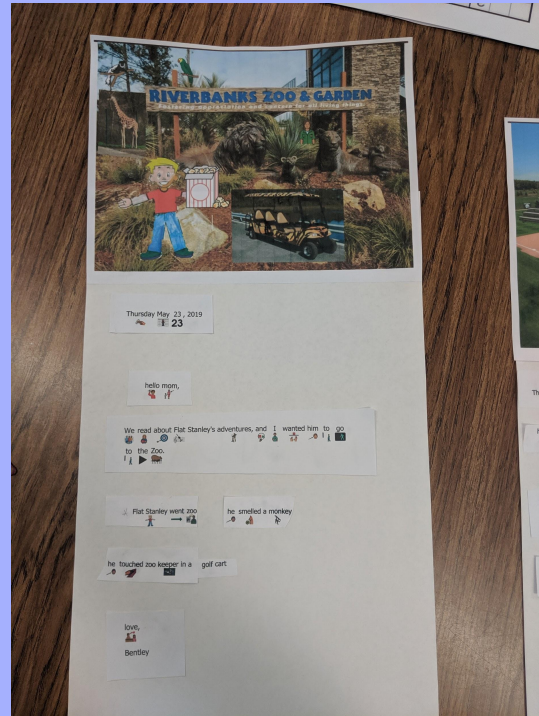
dear mom

We read about Flat Stanley's adventures, and I wanted him to go to the Planetarium.

Flat Stanley visited a planetarium. he saw Mars.

he saw a galaxy.

love,
Rachel



Thursday May 23, 2019

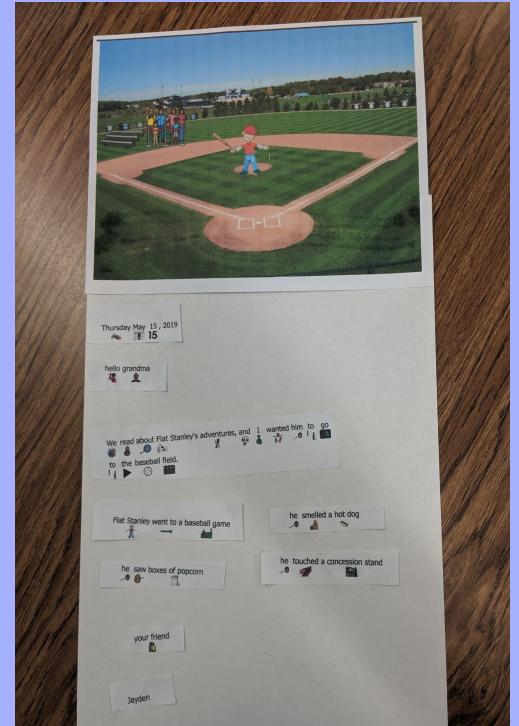
hello mom,

We read about Flat Stanley's adventures, and I wanted him to go to the Zoo.

Flat Stanley went zoo. he smelled a monkey.

he touched zoo keeper in a golf cart.

love,
Bentley



Thursday May 15, 2019

hello grandma

We read about Flat Stanley's adventures, and I wanted him to go to the baseball field.

Flat Stanley went to a baseball game. he smelled a hot dog.

he saw boxes of popcorn. he touched a concession stand.

your friend
Jayden

Communicative Functions

Communication is about interaction and we interact for variety of reasons. Picture communication can be used not only to make requests for basic wants and needs but for many other purposes such as:

- ✓ Rejecting: *No, thank you*
- ✓ Calling attention: *Come here*
- ✓ Greeting: *Hi, How are you?*
- ✓ Commenting: *Yucky!, This is fun!*
- ✓ Describing past and future events: *I went swimming*
- ✓ Sharing information: *Mommy sick*
- ✓ Directing Other's Actions: *Close the door, please*
- ✓ Requesting information: *Who's that?*
- ✓ Expressing feelings and physical states: *I'm tired*
- ✓ Sharing and Showing objects: *Look!*
- ✓ Accepting: *Okay*
- ✓ Tease: *You silly*
- ✓ Express manners: *Thank you, I'm sorry*
- ✓ Negotiating: *Two crackers, More play now*
- ✓ Asserting independence: *I do it*

DEVICE NOW WHAT?

LITERACY

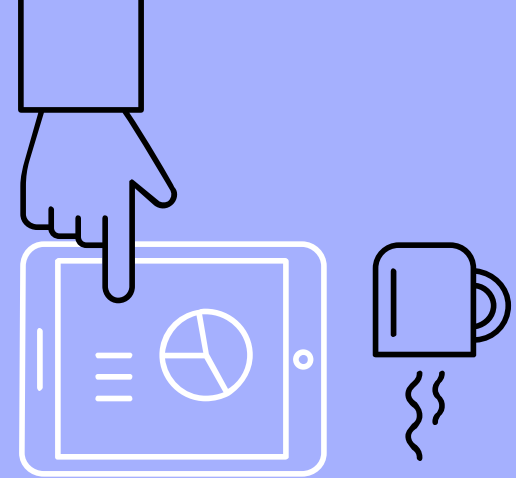
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COMMUNITY/ENVIRONMENT

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 - "Sabotage"
 - Realtime
- Model Model
- Collaborate
 - Field Trip



THANKS!

Any questions?



CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ▶ Presentation template by [SlidesCarnival](#)
- ▶ Photographs by [Unsplash](#)



RESOURCES

Ablenet-Remarkable Ideas

<https://www.ablenetinc.com/resources/remarkableideas>

AssistiveWare Core Word Classroom

<https://www.assistiveware.com/blog/assistiveware-core-word-classroom>

Attainment Company-Read and Tell

<https://www.attainmentcompany.com/curriculum/school-literacy/read-and-tell>

BoardMaker and Boardmaker Student Center

<https://www.boardmakeronline.com>

BoardMaker Activities to Go

<https://goboardmaker.com/pages/activities-to-go>

Clicker Software (Clicker 7 windows device; Clicker Connect, Clicker Sentences, Clicker Docs IOS and Chrome)

<https://www.cricksoft.com/us>

Partner Strategies

<https://praacticalaac.org/praactical/praactical-resources-aac-partner-training-strategies/>

<https://www.onekidsplace.ca/services/clinics/augmentative-and-alternative-communication/>

Scene and Heard-Therapy Box Apps

https://therapy-box.co.uk/scene_and_heard

Tobii Dynavox Pathways for Core First-Goals Grid

<https://www.tobiidynavox.com/en-US/software/free-resources/pathways-for-core-first/>