BRINGING AAC INTO THE HOME FOR LEARNERS UNDER 5

Tannalynn Neufeld, MS, CCC-SLP

AACcessible.org

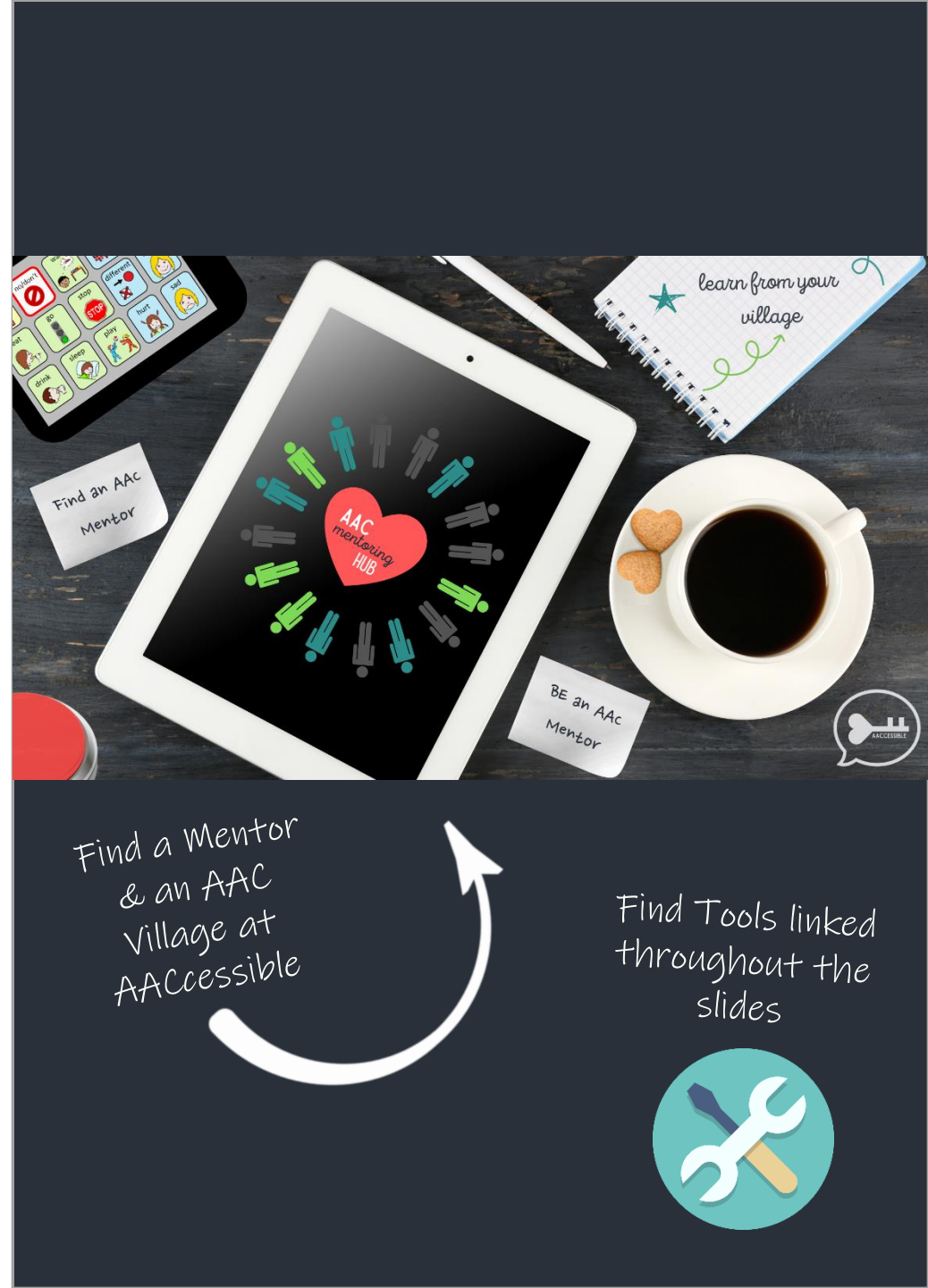ableU

ABOUT ME

- AAC SLP at DTA Schools
- AAC Consultant & Coach, Summit AAC & Autism Support & EI Colorado
- Founding Director AACcessible (501c3 charitable org)
  - Resources
  - Trainings
  - Community
- Adjunct Professor, *AAC Foundations*, The University of Washington

Hi!

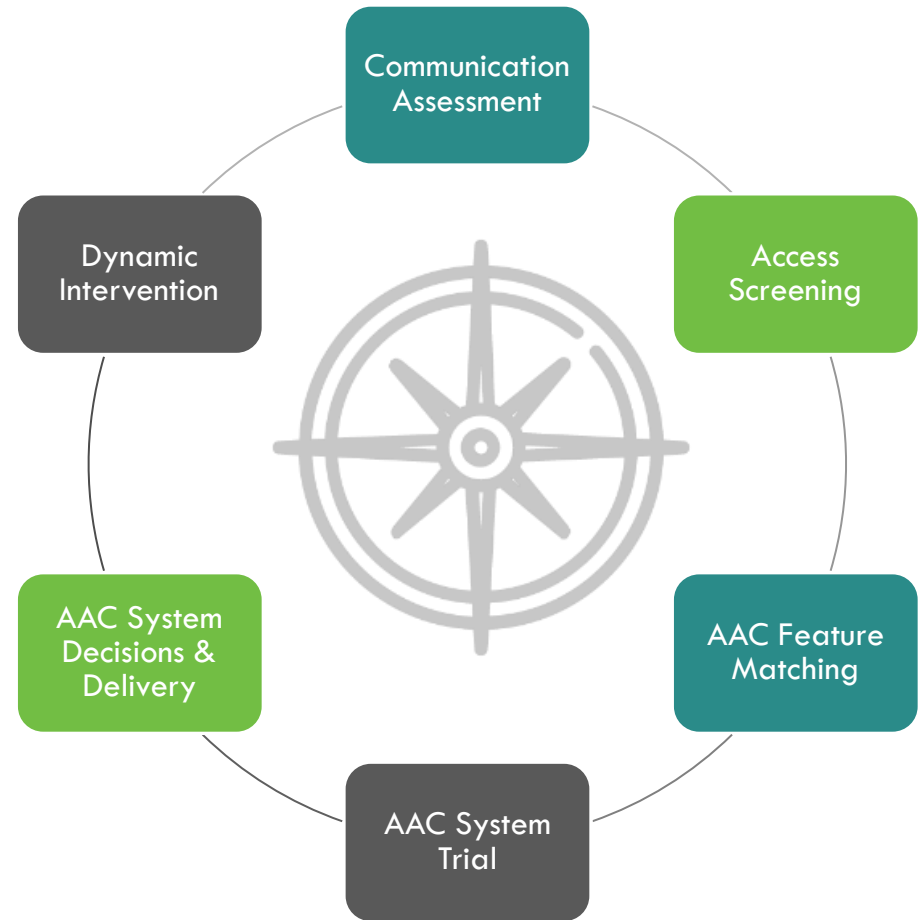I'm Tanna Neufeld

tanna@aaccessible.org

OUR GOALS

1. Identify three elements of a family-centered, parent-implemented AAC home program.

2. Identify three considerations for engineering immersive and supportive home environments that include AAC tools and strategies.

3. Identify three partner strategies that offer a manageable starting point for families supporting complex communicators at home.

Find a Mentor & an AAC Village at AACcessible

Find Tools linked throughout the slides

OUR PATH

- Developing a home program (15 minutes)

- Engineering the home

- (15 minutes)

- Partner strategies and coaching tips

- (15 minutes)

- Resources and questions

- (10 minutes)

Communication Assessment

Access Screening

AAC Feature Matching

AAC System Trial

AAC System Decisions & Delivery

Dynamic Intervention

THE AAC COMPASS FRAMEWORK

AAC: READY, SET, GO!

1. Prepare
- Know the child & AAC tools
- Make the tools available

2. Create & Support
- Identify routines/activities
- Identify signals & words
- Adapt

3. Inspire
- Wait
- Extend ideas
- Model to 'match' & to 'add to'

A.P.T. FOR AAC

Designing tools and environments ahead of time

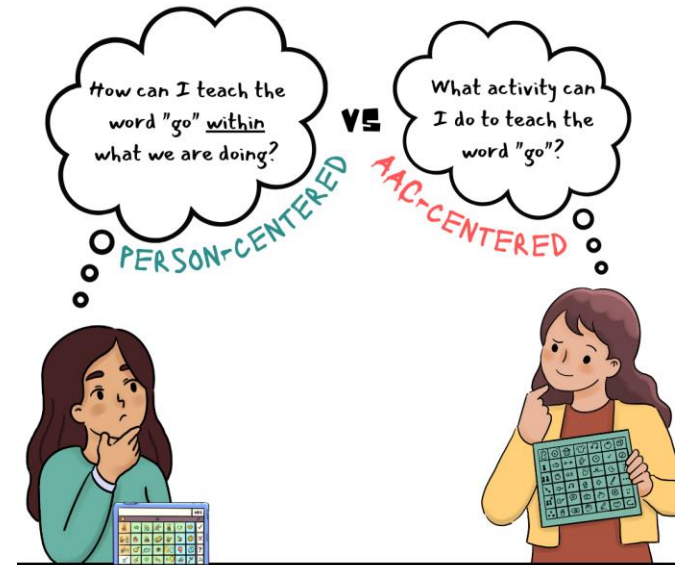Planning for what is 'caught' and 'taught'

- **Activities**

- **Places & Spaces**

- **Tools**

ACTIVITIES

Start with what the child and family love

- When could AAC support participation?

- **When and how** do I want to teach language with AAC?

- **What words/communication functions** do I want to teach?

ACTIVITY TIPS

- Make an AAC Word Map

- Use an RBI approach/template

- Focus on "People Play"

- "Play With Words"
  - See "Any Word Works" – Amy Starble, University of Vermont

PLACES & SPACES

Different AAC tools may be needed for different environments & positions

- **Where** do these routines/activities occur?

- **How** can these environments be adjusted for learning?

- **Collaborate with your team (OT, PT, Vision)**

- **Adapt** for...?

TOOLS

Different AAC tools may be needed for different environments & positions

- **What AAC tools** are needed to **say the words** during the **routines/activities** in the **places/spaces** where they occur?

- Available tools make AAC modeling and teaching more **'A.P.T'** to happen.

- **How can you make sure AAC tools are at hand?**

EMBEDDING ALL FORMS OF AAC

Graphic by Tanna Neufeld, www.aaccessible.org

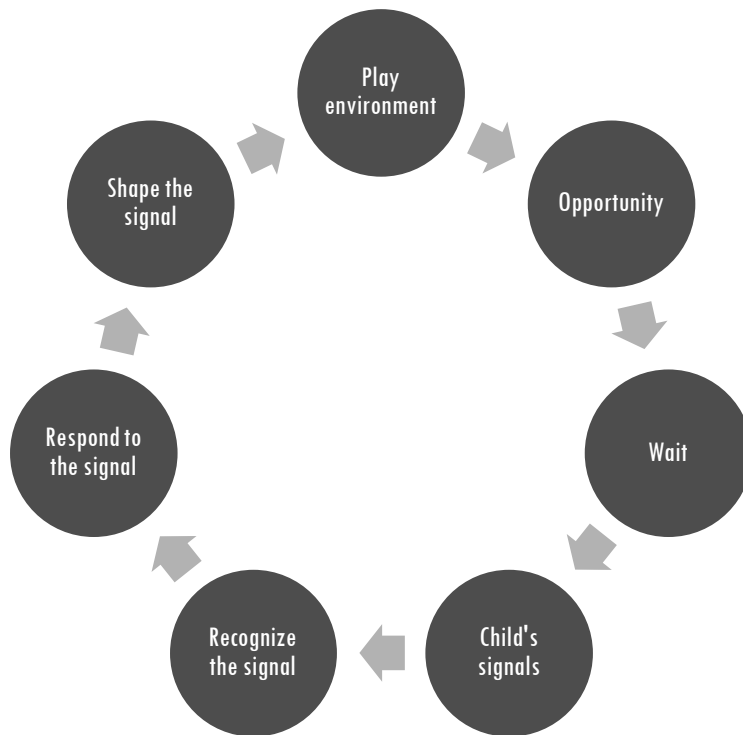WHERE ELSE COULD WE EMBED?

Graphic by Tanna Neufeld, www.aaccessible.org

PARENTS AS PARTNERS

1. **Add Affect**

2. **Watch, Wait, & Wonder**

3. **Model to 'Match' &**

   'Add to'

HOW MODELING LOOKS

Cycle diagram (clockwise): Play environment → Opportunity → Wait → Child's signals → Recognize the signal → Respond to the signal → Shape the signal → (back to Play environment)
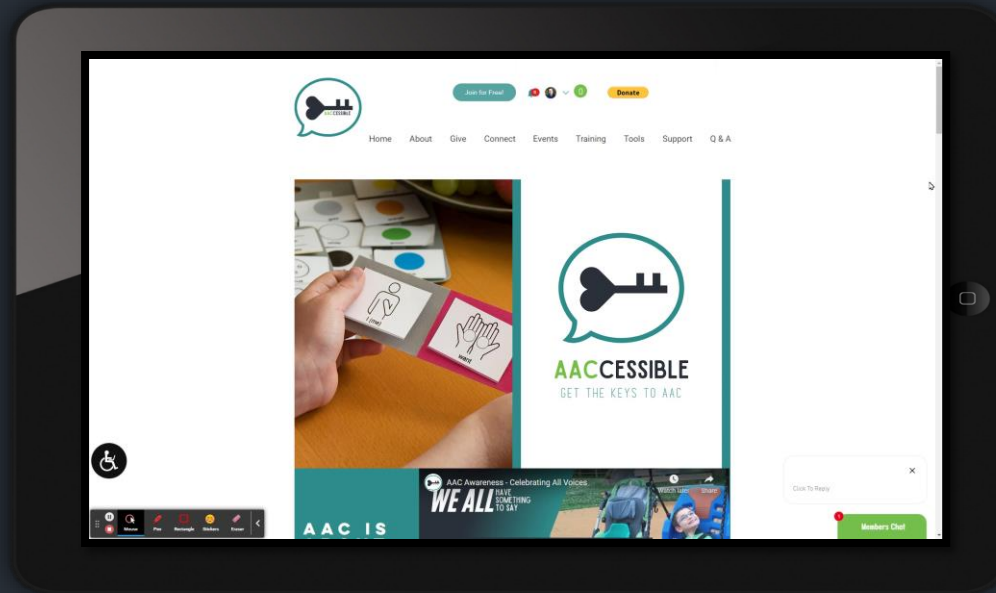
1. Bring a fun, motivating, engaging activity/experience
2. Provide a communication temptation or "playful obstruction"
3. Wait
4. The child initiates using current best communication signal
5. Partner recognizes and responds to that signal with <u>natural response</u>
6. Partner shapes more advanced signal through modeling
7. Partner reinforces the child for communicating

Based on the **PoWRRS Play Model,** Dr. Patricia Dowden, the University of Washington, Child Language Research Lab, 2015

Tons of Resources at AACcessible

- Free or low cost Tools

- Trainings at *The AAC Academy*

- Curation Galore at *the Stacks*!

- Online support & community for parents & pros

Thanks for joining!

TOOLS

www.aaccessible.org

AAC EARLY STARTS CONFERENCE

LIVE 02/15/24 & 02/16/24

FREE VIRTUAL

hosted by
AACCESSIBLE

WWW.AACCESSIBLE.ORG

DIVE DEEPER INTO EI & AAC TOPICS

AAC IN EARLY INTERVENTION: WHERE DO I START?

ON-DEMAND at ABLEU

ableU

REFERENCES

Kent-Walsh, J., Binger, C., & Malani, M. (2010). Teaching partners to support the communication skills of young children who use AAC: Lessons from the ImPAACT program. Early Childhood Services, 4(3), 155-170.

Light, J. & Drager, K. (n.d.,) Early intervention for young children with autism, cerebral palsy, Down syndrome, and other disabilities. AAC Kids @ PSU.

Starble, A., Hutchins, T., Favro, M. A., Prelock, P., & Bitner, B. (2005). Family-centered intervention and satisfaction with AAC device training. Communication Disorders Quarterly, 27(1), 47-54.

Starble, A. (n.d.). Early Childhood AAC: Resources for SLPs and Families for Home AAC Implementation. https://sites.google.com/view/earlychildhoodfamilyresources/home.

QUESTIONS?