

Augmentative and Alternative Communication

Developing Participation

Part 3: Making Connections



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 - A link to the presentation slides
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 - Product video demo links
 - Special offer

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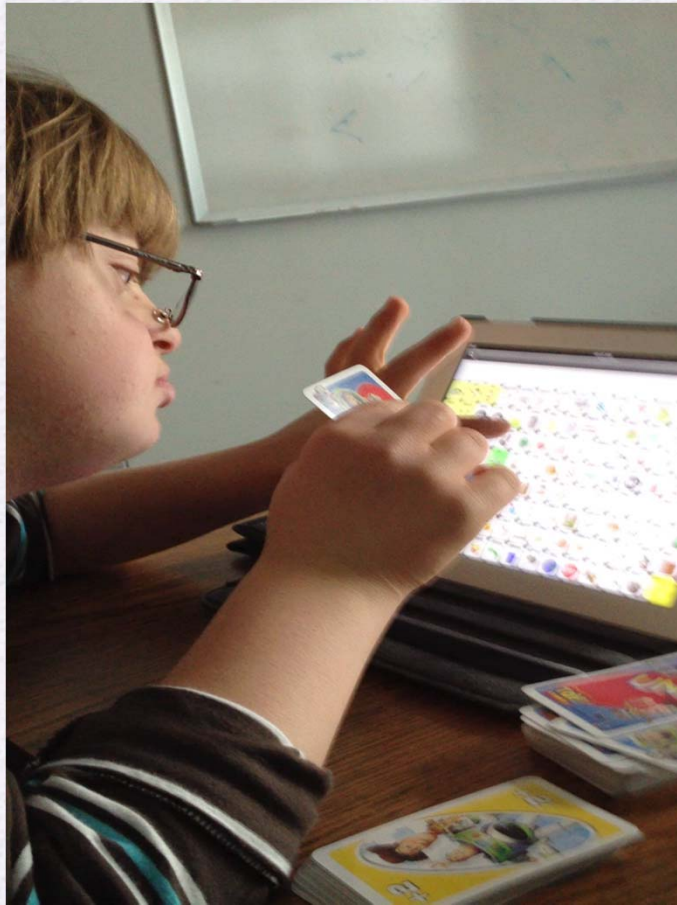
- Maximize your screen view by clicking on the link in the upper right corner.
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Meet Dr. Lesley Mayne



- Speech-Language Pathologist
- AAC professor at California State University, Fullerton
- Public school practitioner
- 2013 CSHA Outstanding Achievement award

Success with Making Connections



Meet Dr. Sharon Rogers



- Speech-Language Pathologist
- AAC Consultant, Retired Faculty from California State University Fullerton and Claremont Graduate University
- AAC presentations given in the United States, Ireland, Denmark and Spain
- Published in Journal of Learning Disabilities

Making Connections for Children Using AAC:

A Five Part Webinar Series



- April 30, 2013 Getting Started
- May 9, 2013 Building Fundamentals
- **May 21, 2013 Making Connections**
- June 4, 2013 Bridging Skills
- June 25, 2013 Maximizing Participation

Janice Light



4 Purposes of Communication

- Social closeness for relationships
- Information transfer of ideas and meanings
- Social etiquette conventions
- Wants and needs to regulate other's behavior

Link to Making Connections

- “Let’s play house. Let’s play cars.”
- “I went to my grandma’s. I see the kids.” Express a sequence.
- “My turn. Your turn.” Knows who is being spoken to: peer, known adult, authority figure.
- Negotiate for choices for toys books, or turn taking.

Light, J. (1989). Toward a Definition of Communicative Competence for Individuals Using Augmentative and Alternative Communication Systems. *Augmentative and Alternative Communication*, 5, 137-134.

Janice Light 1988

4 AAC Competencies

1. Linguistic - using language to connect thoughts
2. Operational - technical skill to control volume, repair a message
3. Social – using a communication wallet for quick social greetings and closures
4. Strategic - enlisting and utilizing support to get communication and belongings ready

Light, J. (1988). Interaction involving individuals using AAC systems: State of the art and future directions. *Augmentative and Alternative Communication*, 4, 66-82.

Communication Wallet: Social Greeting



Making Connections: The Scope



The child is learning to:

- Using aided and unaided forms of communication to express phrases and sentences, two ideas and/or concepts
- Look at social engagement with others as an active participant
- Employ social stories to help children utilize literacy skills and regulate behavior
- Pretend play and role playing to practice social skills
- Learning vocabulary pertinent to academics and interaction

Educational Inclusion is...

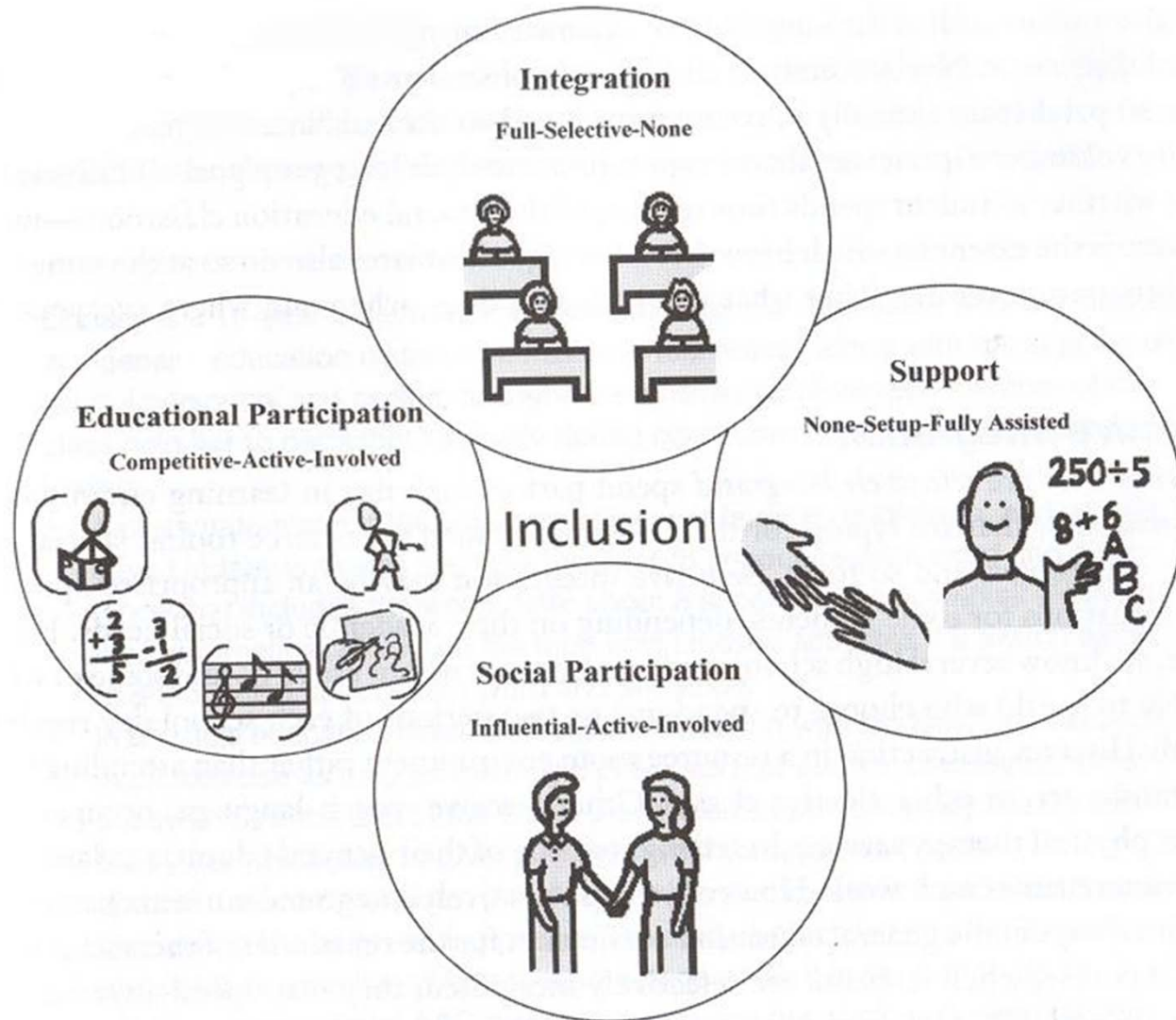
- Physical integration
- Social integration
- Access to normalized education
- Access to recreation
- Access to social activities



(Beukelman & Mirenda, 2005)

Four Components of Educational Inclusion

<https://www.msu.edu/~carro101/Integrating%20AAC%20into%20the%20School%20Curriculum.pdf>



Making Connections Agenda



So What Was I Supposed to Do?

- Social Interaction
- Communication skills and activities
- Facilitator Strategies
- Literacy
- Vocabulary
- Tools and Access
- Troubleshooting

Making Connections Social Interaction



Social Interaction

- Greetings and beyond – Saying hello and requesting, “Come play with me,” or stating “I like to play ball.”
- Combining modes of communication
 - Use a SGD message to state a preference while pointing
 - Rejecting appropriately by saying no on an SGD and pushing an object away
- Therapy activity - imitation games for emotions as seen in the stories and books they read
- Role play with peers on social etiquette such as saying “thank you” after receiving a compliment

More on Social Interaction

- Acting silly
- Asking why
- Recognizing other's need for help
- Self regulatory behavior – asking for a break

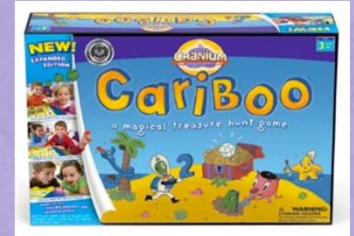


Making Connections

Communication Skills and Activities



Communication Skills and Activities



- Pretend play—going to restaurant, getting hurt, car racing
- Board games and modeling winning and losing behaviors (e.g. Cariboo, UNO, Candyland)
- Stop an activity
 - Behavior - control knowing they need to finish one more and then you're done
 - Language – able to use language to terminate an activity
- Puzzle - be the shop keeper and the child must describe the piece desired

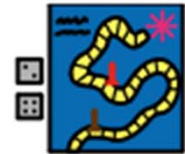
One Thing I Did Today!

- Who – Talk about the child's friends
- What – Collect a list of activities
- When – Ask the teacher for a copy of the type of schedule the teacher uses at school to elicit responses about the child's day
- Where – Use photos of places for recall
- Closing – Talk about emotions: fun, play again, not fun, okay

Katie



played a game



at recess



on the grass



We had fun!



Social Stories by Carol Gray

Made up Example: Taking Turns while Playing Games

- I play games with my friends. Sometimes I play with one friend. Sometimes I play with two or three friends.
- We roll a die to see who plays first. If my number is higher, I go first. If my number is lower, my friend goes first.
- I wait while my friend rolls the die and moves her marker. Sometimes I want to look around the room. Instead, I watch and listen while she answers her question.
- I take my turn when my friend is finished. She watches and listens to to me too.

<http://thegraycenter.org/social-stories/what-are-social-stories>



Autism Spectrum Directory

- <http://blog.autismspectrumdirectory.com/2011/02/01/list-of-social-stories-and-visual-scripts-for-daily-living-and-social-skills/>
- An extensive listing of social stories and visual scripts pairing words with pictures of events and activities that happen in daily life
- Daily events, bedtime, personal care, around the school, home, feelings and emotions, inappropriate means of social communication, transportation, medical, dental, optic, holidays, safety

Autism Spectrum Directory: My Birthday Party



Making Connections Facilitator Strategies



Facilitator Strategies

- Read books together and discuss why
- Program core/basic vocabulary and fun words—emotions—love, anger; nouns—surprise; adjectives—yummy, yuck; verbs—blow, ready-set-go
- Use “and, but, or, because, if... then” concepts
- Use speech generating device to produce messages
- Encourage independence use of SGD

Pretend Activity and Go to Fast-Food Restaurant

Process

- Drive to restaurant
- Go inside
- Order food using AAC
- Take food to table
- Eat and ENJOY

Order Food



Greet (and wait)
Ask for hamburger, fries,
milk. (Wait for waitperson
to ask “anything else?”)
Say, “No thanks. How much?”
Say, “Thank you” (Pay for food)
Go to table, eat, ENJOY

Easy Making Choice If... then (Cause & Effect)

If you make a
hole in a balloon



Then it will pop



Set Up Playing Cars with Action using AAC

Ready, Set, Go



Predictable Script:

- When we want to have fun, we play with toy cars. We each choose a color.
- We line the cars up.
- Say with AAC,

 “Ready, Set, Go” or

 “On Your Mark, Get Set, Go”
- We let the cars go.
- We see which car went fastest, farthest, straightest

Making Connections with Literacy



Literacy Development

- Find word families
- Segmenting words
- Act out stories
- Complete sentences with repetitive phrases
- Words that sound same but meaning is different—homophone—orange (fruit and color), water (noun and verb), play (games, toys, watch)
- Own name
- Rhyming words
- Match sight words



Light & McNaughton

Accessible Literacy Learning (ALL) 2011

- Learn letters with sounds*- most familiar first
a, m, t, p, o, n, c, d, u, s, g, h, l, f, b, l, e, r, w, k, x, v, y,
z, j, q
- Teach short vowels before long vowels*
- Teach lower case before upper case*
- Blend consonant, vowel, consonant together

Teach how to access word prediction to save time

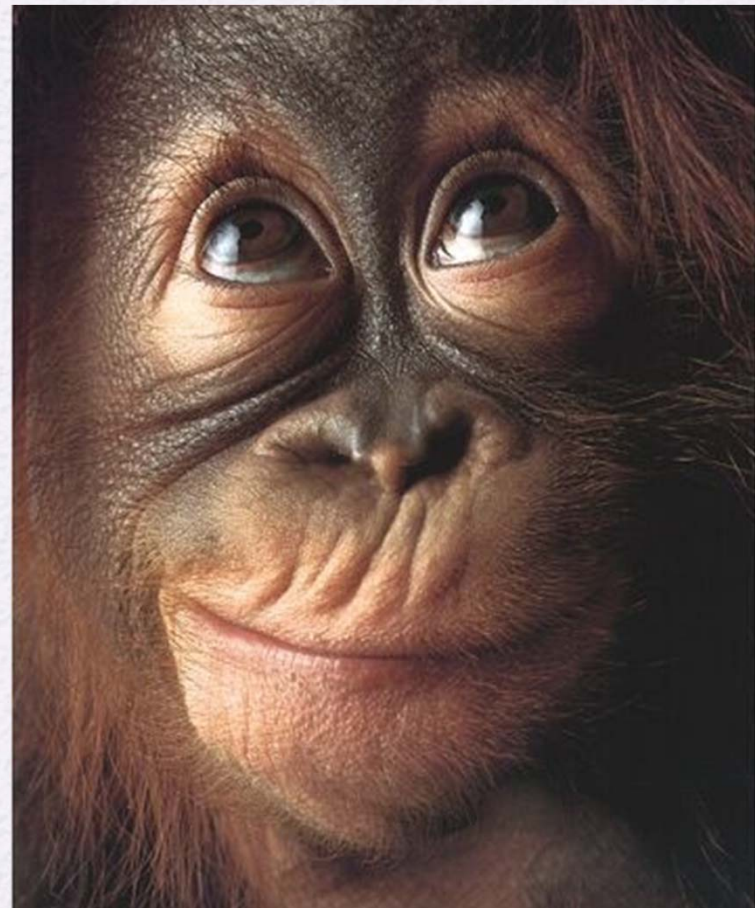
*p. 93 in *ALL Instructional guide*

Narrative Development

- Began with engaging the child in short phrases and sentences
- Stage 2
 - Sentence development
 - Commenting on past experience
 - Commenting on present experience
 - Connect personal and academic knowledge

Write About What Child Does

- Going to restaurant
- Playing cars
- Field trip to park
- Swimming
- Zoo trip and animals
- Market
- Library



Making Connections with Vocabulary



Vocabulary Targets

- Put phrases together to express thoughts
- Program connecting words such as “and, but, or because, if... then”
- Have child locate words to regulate his/her own behavior
- Show past tense as well as present tense
- Express primary emotions--love/affection, anger, sadness, fear, surprise, joy/happiness, disgust*

* Sarah Blackstone. *Early Developmental Competencies: Children with Complex Communication Needs*

More Vocabulary Targets

- Plurals—regular and irregular
- Negation
- Appropriate use of articles “a, the”
- Expanding fringe/appeal and core vocabulary words
- Staying current with kid language/slang
- Keep language motivating to the child not necessarily the adult



Making Connections Tools and Access



Kurzweil Word Prediction



The image shows a screenshot of the Kurzweil 3000 software interface. The main window title is "Kurzweil 3000 - [Legend Of Sleepy Hollow.rtf]". The menu bar includes File, Edit, Scan, Read, View, Tools, Reference, Window, Online, and Help. The toolbar contains icons for New, Open, Save, Print, Scan, Back, Read, Forward, Audible, Definition, Synonym, Syllables, Spell, and Help. The status bar shows "by Word at 170 WPM Zoom: 100% Page: 1 1 1". The font settings are Arial, 14, Regular, Left Aligned, Single Spaced. The main text area contains the following text:

PLEASE WRITE A SHORT ESSAY ON THE FOLLOWING STORY:

The Legend of Sleepy Hollow by Washington Irving

It's a very scary ghost story about a headless |

A "Word Prediction" window is open on the right side of the screen. It has a title bar "Word Prediction" and a close button. Below the title bar, it says "Use keypad or Ctrl + Num Train". The window contains a list of words with a cursor pointing to the first word:

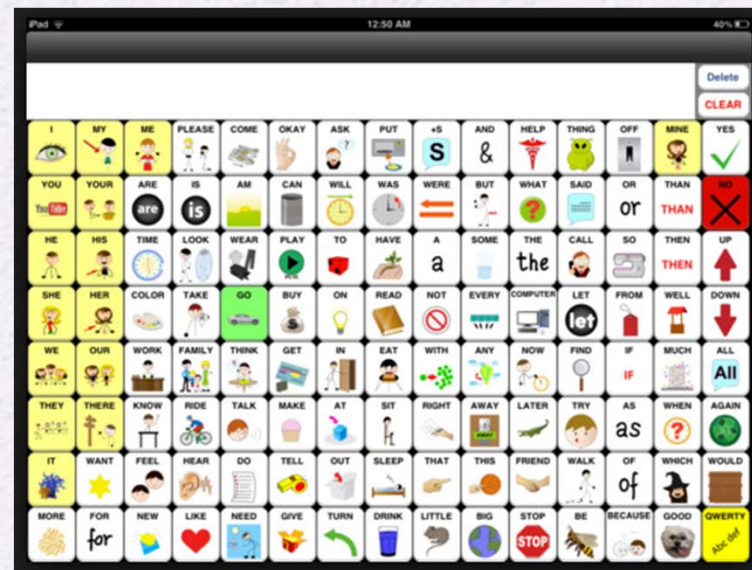
| | |
|---|----------|
| 1 | horseman |
| 2 | a |
| 3 | ghost |
| 4 | pumpkin |
| 5 | rider |
| 6 | soldier |
| 7 | The |

Symbolic Language Organization

Categorical



Linguistic



Making Connections Troubleshooting



Troubleshooting



When all else fails, read the manual

Go to AbleNet for the curriculum catalog

- From MeVille to WeVille

Go to SGD vendors on the Internet, watch Tutorials

Ask Google for images and resources

Get accessible books from www.setbc.org.

Troubleshooting

- Make practice fun
 - Set realistic goals
 - Measure
 - Celebrate
 - See possible new goals
- Provide adequate time for child to participate
- Make sure that communication partners know that they the wait is worth it.



Join Us Developing Participation Part 4 and 5

- June 4 Bridging Skills
- June 25 Maximizing Participation



Parting Advice for Making Connections



Engagement with language builds thinking.

Tell us how we're doing

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Thank you!



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