

Augmentative and Alternative Communication

Developing Participation

Part 5: Maximizing Participation



Lesley E Mayne, PhD, CCC-SLP

Sharon M Rogers, PhD, CCC-SLP

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www.ablenetinc.com/au





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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

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

Developing Participation 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 Maximizing Participation

- Giving a compliment, responses, practicing emotion words
- “That’s not what I meant/said.”
Taking responsibility
- Responding to social greetings, “Nice to see you.”
- Give and take, bartering, clarifying, “I agree/disagree.”

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

<h3>Linguistic</h3> <ul style="list-style-type: none">• Asking questions for social and academic purposes• Access to vocabulary	<h3>Operational</h3> <ul style="list-style-type: none">• Programming novel words and pages• Increase knowledge
<h3>Social</h3> <ul style="list-style-type: none">• Community integration• Active participant in discussions• Email	<h3>Strategic</h3> <ul style="list-style-type: none">• Contributing to solutions• Physical positioning• Using the right AAC tool in the right situation

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

Maximizing Participation: The Scope

The goal of all AAC is for each child to:

- Experience sense of belonging and quality of life
- Understand purpose and meaning of each activity
- Fulfill individual self expression
- Develop social and academic language
- Contribute to others
- Become fluent readers, writers, and thinkers
- Use efficient and skillful multimodal communication across environments

Maximizing Participation



Maximizing Participation: Agenda



So What Was I Supposed to Do?

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

Maximizing Participation: Social Interaction



Social Interaction

- Take responsibility within activities
- Give and receive compliments
- Navigate with code switching with formal and informal language, and across cultures
- Stay with or switch topics of conversation as needed



More on Social Interaction

- Monitor communication partner's needs, wait for turn, allow time for clarification
- Ask important questions
- Follow complex routines
- Use of humor to put others at ease while forming relationships



Using speech generating devices
to communicate during play

www.speechbuddy.com

Maximizing Participation: Communication Skills & Activities



Communication Skills and Activities



- Participate in school plays, sleepovers, yearbook writing, sports teams
- Recognize what is expected of and appreciate the contributions of community helpers-coach, librarian, medical personnel

Communication Skills and Activities



- Plan projects with others
- Use email and participate in chat rooms
- Engage in book club discussion
- Talk about preferred places and activities

Maximizing Participation: Facilitators' Strategies



Facilitators' Strategies

- Support new opportunities to use social skills with novel communication partner
- Access vocabulary to accommodate educational growth
- Participate in a variety of life experiences
- Recognize barriers at school and home
- Problem solve solutions that work at home and school - they may be different!

More Facilitators' Strategies

- Acknowledge differences in communication partners, topics, language, motives, and culture
- Distinguish fact from fiction
- Recipriocal discussions of listening and responding to complex opinions and statements

Stephen Hawking Speaks on the Universe



Hawking's mother's notes at www.philosophyoffreedom.com/node/1085

Maximizing Participation with Literacy

I'M NOT ADDICTED TO
READING



I CAN QUIT AS SOON AS
I FINISH ONE MORE CHAPTER

Literacy Development

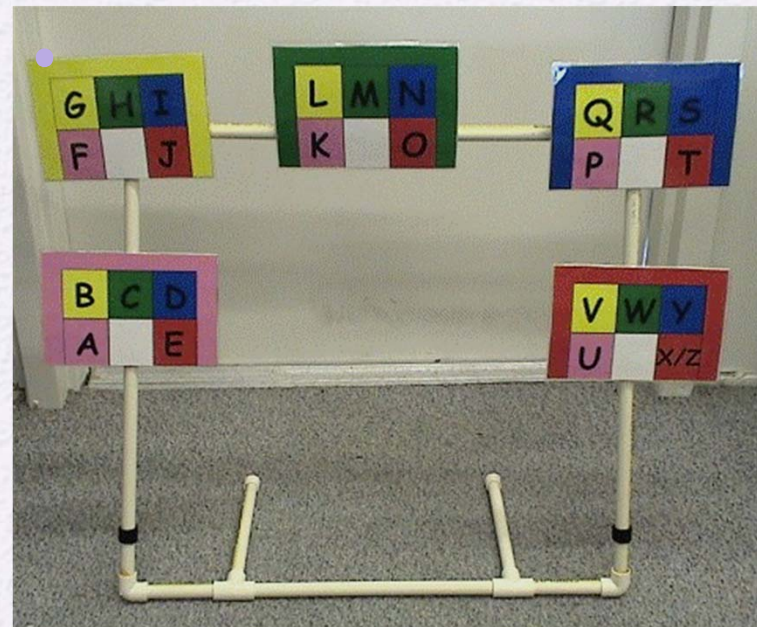
- Read stories engaging attention using emotion, social construct, and engage interest
- Summarize who, did what, when, where, problem, solution, why using written words or AAC symbols
- Write sentences with original ideas and actions
- Write paragraphs with topic sentences and supporting details
- Recognize pros and cons of arguments
- Sign name using an electronic signature

Spelling Options

Visual Supports



Spelling with a Partner



Narrative Development

- Retell a story in a book
- Write/draw/use icons to show a story sequence
- Write out lines for a play about the story
- Perform the story with other characters

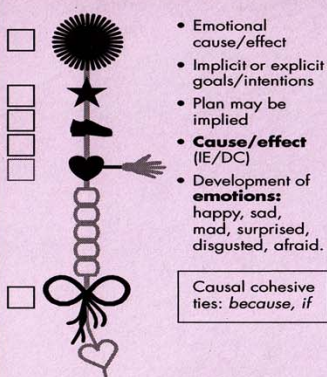
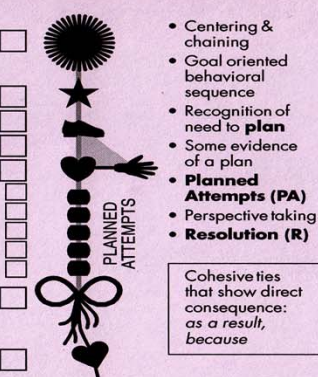
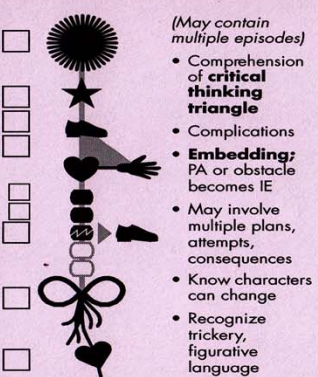
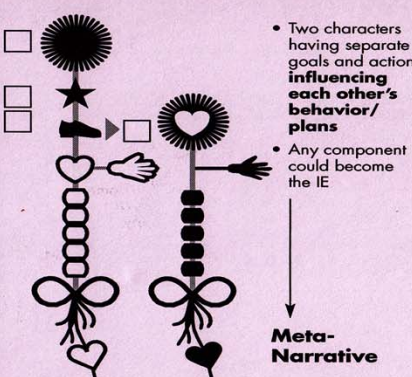


Maximizing Participation: Narrative Development

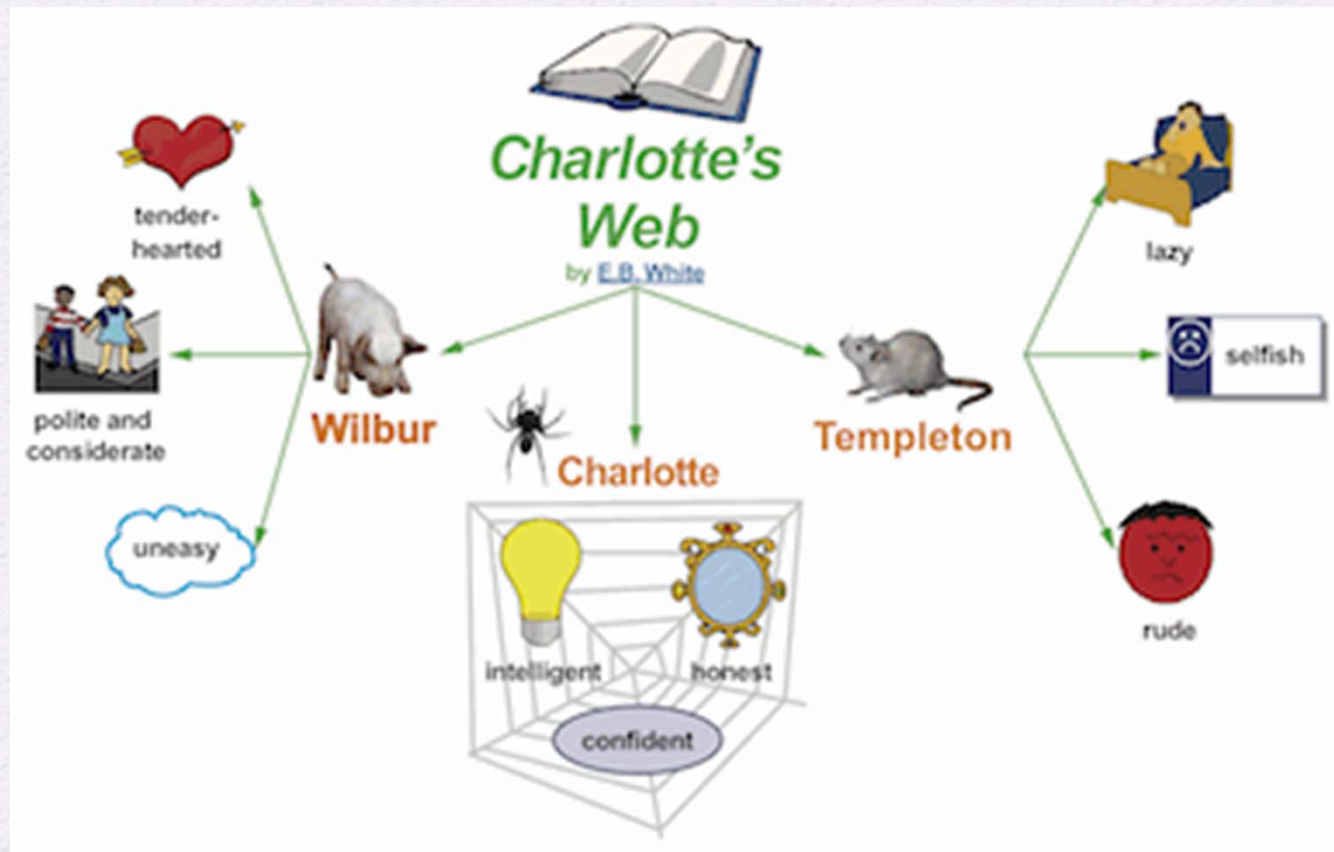


Special education assistant Kathy Paul helps third grader Hannah Reed, left, with her Tobii speech generating device as Reed plays "The Big Bad Mouse" in a readers theater production of "The Three Little Elephants" with other students in English class at Hilton Head Island School for the Creative Arts on Tuesday. Reed suffers from cerebral palsy and cannot speak without the aid of the device. JAY KARR — Jay Karr

Mind Wing Story Grammar

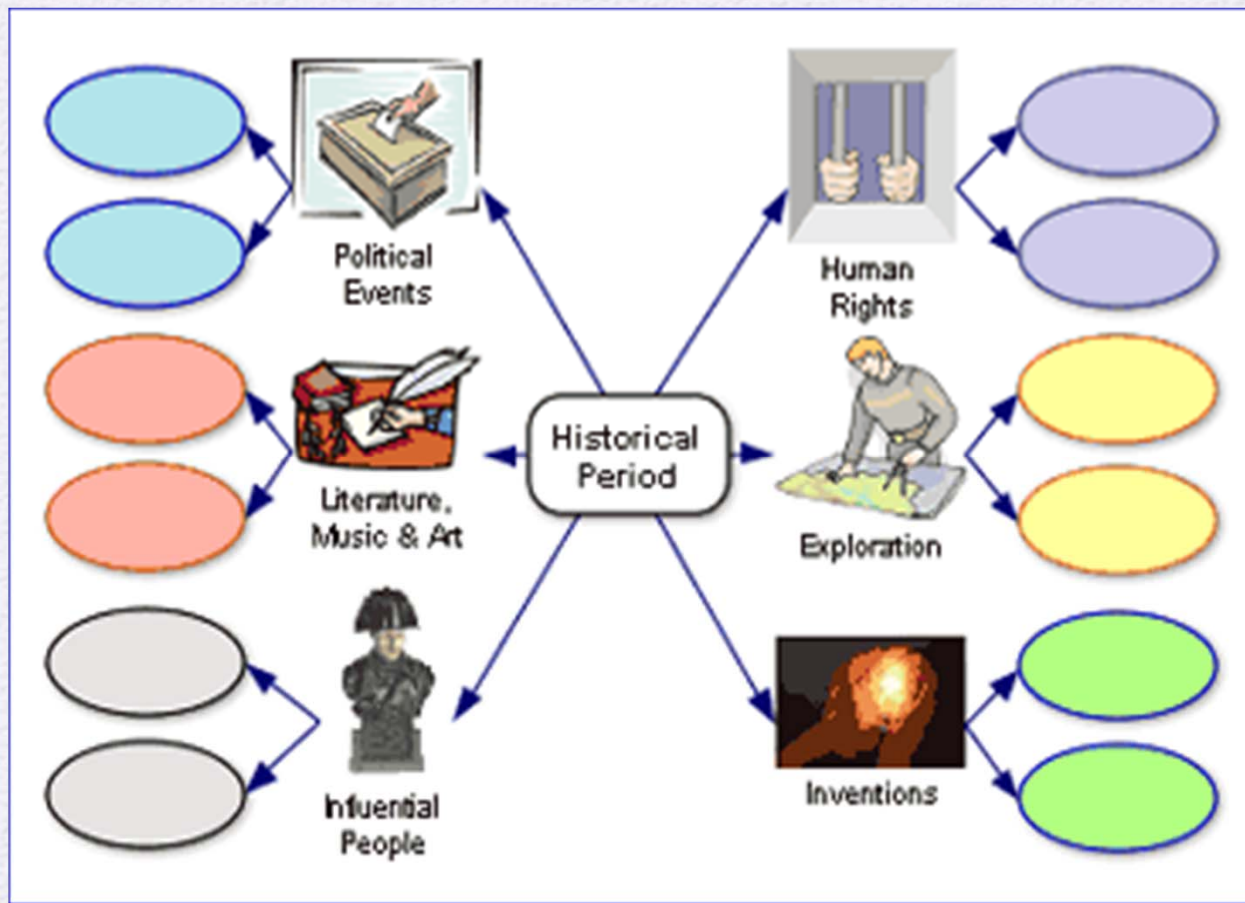
STAGE 4 Abbreviated Episode	STAGE 5 Complete Episode	STAGE 6 Complex Episode	STAGE 7 Interactive Episode		
 <ul style="list-style-type: none"> Emotional cause/effect Implicit or explicit goals/intentions Plan may be implied Cause/effect (IE/DC) Development of emotions: happy, sad, mad, surprised, disgusted, afraid. <p>Causal cohesive ties: <i>because, if</i></p>	 <ul style="list-style-type: none"> Centering & chaining Goal oriented behavioral sequence Recognition of need to plan Some evidence of a plan Planned Attempts (PA) Perspective taking Resolution (R) <p>Cohesive ties that show direct consequence: <i>as a result, because</i></p>	 <p><i>(May contain multiple episodes)</i></p> <ul style="list-style-type: none"> Comprehension of critical thinking triangle Complications Embedding: PA or obstacle becomes IE May involve multiple plans, attempts, consequences Know characters can change Recognize trickery, figurative language 	 <ul style="list-style-type: none"> Two characters having separate goals and actions influencing each other's behavior/plans Any component could become the IE <p>↓ Meta-Narrative</p>		
<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Date: _____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Date: _____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Date: _____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Date: _____</p>		
EARLY ELEMENTARY		LATE ELEMENTARY		ADOLESCENT	
"Landscape of Consciousness" (Bruner, 1986.)					

Literacy: Graphic Organizers



Software available at www.inspiration.com

Literacy: Graphic Organizers



Sue Rubin Graduating from Whittier College, CA



Author of documentary *Autism Is A World*-CNN. 77th Academy Award nominee.

Maximizing Participation Vocabulary



Maximizing Participation Vocabulary

- Create sentences with complex language
- At ease with familiar small talk
- Choose and program age appropriate stories and jokes
- Have repair strategies: “That is not what I meant. Wait a minute until I complete my thought”
- Add words to express positive and negative emotions
- Use of social etiquette
- Do word searches

Maximizing Participation: Tools and Access



PowerLink® 4
Control Unit



Questions, Technology, and Mastery Considerations

- Keep on asking good questions that can maximize efficient use of communication tools: symbol system, access method, hardware, software
- Expect gains
 - Child's skills
 - Technology advancements
- Foster expanded vocabulary and language opportunities mastering literacy, fluency of AAC tool use, and flexible multi-modal communication for participation

Tablet Technology – What We Like

- Excellent tool and a fantastic addition to our toolkit of options
- Socially acceptable
- Affordable compared to traditional programs and the apps are inexpensive
- Academic and communication features: types of pictures, audio, feedback, # of frames, static to dynamic, switch and auditory scanning, music, levels

Tablet - Considerations



Verbally-Free

- Consider the iPad a disposable AAC tool
- Control set up (e.g. cognitive, fine motor skills)
- Durability
- Mounts and access
- Audio: Is the audio adequate for my user?
- Fine motor skills
- Eye contact

Tablets: More Considerations



Sounding Board-Free

- **Transportability:** How will my user carry the device and use it for quick communication? What other technology may meet this need (e.g. AbleNet switches or device; DynaVox VVmax; Prentke-Romich Co. Vantage Light; low tech options)?
- **Wheelchair mount** – unknown damage to the device while in motion
- **Environment:**
 - **Brightness:** Will the screen brightness of the iPad be appropriate for the user both inside and outside? Is the user able to access the tools to change settings?
 - **Safety:** Will the use of the iPad place the user with disabilities in danger of being robbed or physically harmed in any way?

Tablet: Final Considerations

- What is the social impact on the user?
- Train social interaction skills along with the use of tablet technology.
- Time: How fast is your user? Has the communication partner been “lost” during the time it takes to find the desired message or would a traditional device or tools serve the user better?
- Is the symbol set, icons, or images appropriate for the user?
- Not durable medical equipment
- Be careful of apps that are free with limited access that require monthly fees or fees for in-app purchases

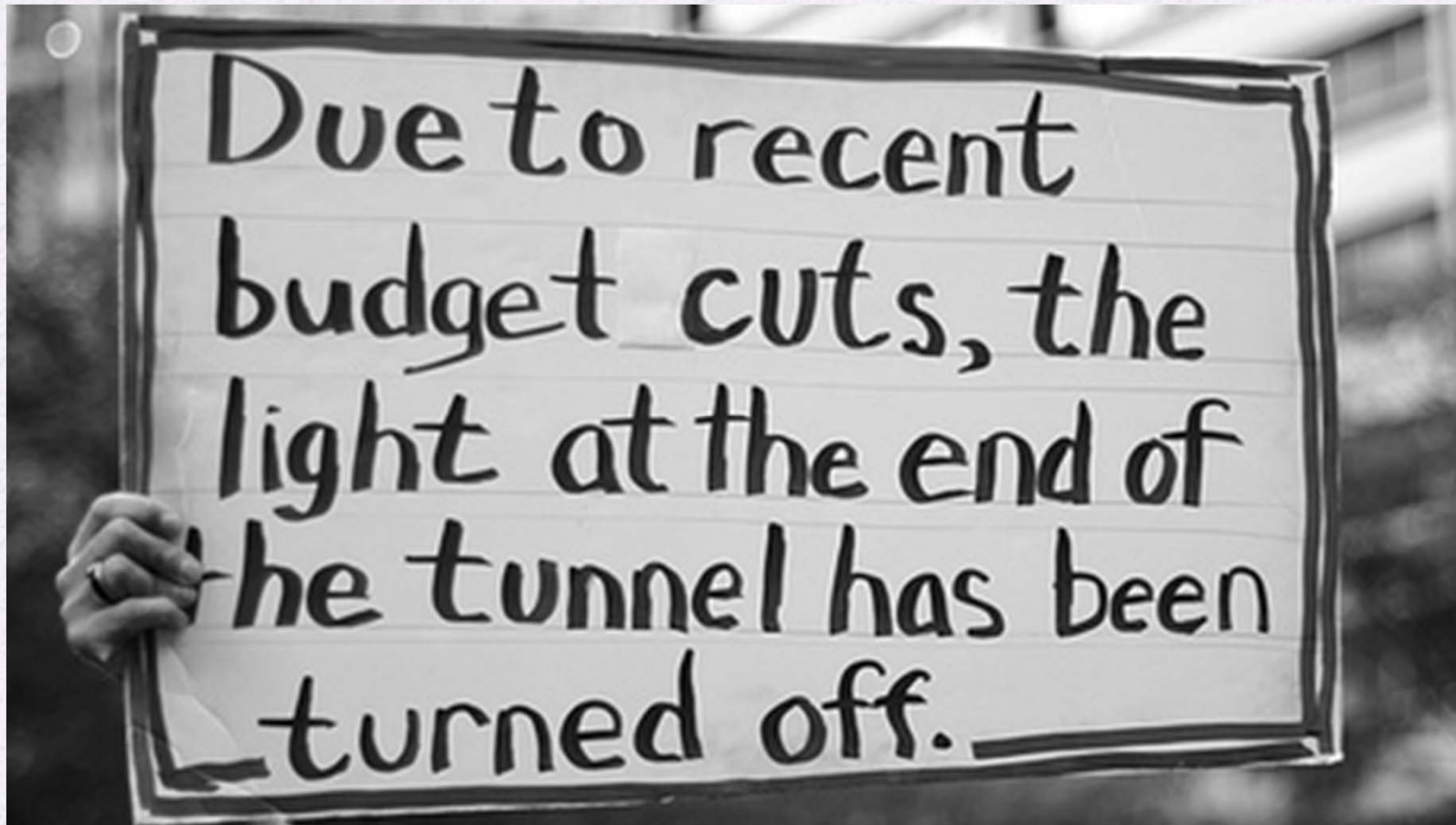
Maximizing Participation Tools and Access

- Does the child have the easiest access to his/her speech generating device
- What is the back up solution or alternative communication option?
- Expect gains in cognition, motor skills, social development and language
- Increase fluency of message creation
- Involve other communication partners

AAC Device Considerations

- Hardware: tablet, traditional AAC device
- Symbol type and size
- Symbolic understanding of word knowledge (e.g. nouns, verbs, adjectives, location words)
- Keyboard layout: categorically or linguistically based system
- Syntactic functioning with symbols
- Language representation – one hit single messages, sequencing messages, routine phrases, novel productions
- Audio, screen brightness
- Environmental control, email
- Voice: synthesized or digitized
- Device message display of words or pictures, print out options
- Rate enhancement: access to messages, novel vocabulary
- Device functions: ease of operation
- Navigation: static or dynamic
- <http://aac.unl.edu/AACVI1.html>

Maximizing Participation: Troubleshooting



Maximizing Participation Troubleshooting

When there is a breakdown is it due to

- Language --When vocabulary is not available? How could finding words be made easier?
- Operation problems-- Does the child know how the device works and how it is maintained? What additional access and/or supports does the child need?
- Social--What is working well? What barriers still exist? Brain storm with child about appropriate solutions.
- Strategic—Encourage the child to use his/her voice, eyes as well as device. What causes breakdown?

Trouble Shooting: Funding

- Go to www.aacfundinghelp.com
- Funding comes from
 - Medicare
 - Medicaid
 - Tricare
 - Local Education Agency
 - Insurance companies
- Report writing—physician, speech language pathologist, results of trials across at least 3 SGD

Carole Zangari



5 Things Not to Say to AAC Learners (Carol Zangari)

1. “Show me [on your device].”
2. “Press the switch.”
3. “Tell me on your talker.”
4. “I know you can do it. You did it yesterday. You’re just being stubborn.”
5. “Hurry up.”

<http://praacticalaac.org/practical/5-things-not-to-say-to-aac-learners/>

Thank You Joining Us for AAC Developing Participation by Maximizing Participation



"Just like a piano alone doesn't make a pianist, nor does a basketball make an athlete, an AAC device alone doesn't make one a competent, proficient communicator. Those who rely on AAC strategies begin as AAC novices and evolve in competence to become AAC experts with SUPPORT, ENCOURAGEMENT, ROLE MODELS, and TEACHING STRATEGIES.

David Beukelman, 1991

Parting Advice for Maximizing Participation



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Thank you!



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