

Let's Talk Communication Throughout the Day!



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Today's Presenter



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Goal of Session

- Discover how to integrate a variety of single to multi- message communicators in to your classroom for student success.



What is AAC?



What is AAC?

AAC = Augmentative and Alternative Communication

Refers to a set of tools and strategies that an individual uses to solve everyday communicative challenges.



Everyone uses multiple forms of communication, based upon the context and our communication partner.



Effective communication occurs when the intent and meaning of one individual is understood by another person.





Think About

- **Communication opportunities present themselves all day long.**



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Think About

- Communication opportunities present themselves all day long.
- **It is the responsibility of the facilitator to manage those opportunities for maximum language learning/exchange.**



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Think About

- Communication opportunities present themselves all day long.
- It is the responsibility of the facilitator to manage those opportunities for maximum language learning/exchange.
- **It is often easier to answer for those we support – yet it does not provide them the opportunity to learn and work on building independent communication skills.**



Daily Activities

- Arrival
- Opening Meeting
- Reading
- Math
- Science
- Computer
- Vocational
- Transition to Home



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Arrival

Record Messages:

- Please open my locker.
- Let's get my coat off.
- So, what do I need for class?



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In the Classroom



1 Entrance

Make "Hello" and "Goodbye" part of your classroom routine. Record each message into a **Talking Brix Communicator**. Mount them where they can be activated by everyone going in and out of the door.



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White Board



Get set for the day! Record the daily schedule into the **Talking Brix Communicator** to visually share the class schedule and prepare students for the day.

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Creating Accessible Technology

Calendar



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Calendar

Multiple Overlays



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Class Announcements



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Sing a Morning Song



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What is the Next Number?



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Vocabulary



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Give students as many opportunities across the day across settings to use AAC.



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Introduce Lunch Menu



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SuperTalker




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Sample IEP Objective

- Using a speech generating device, Johnny will combine 2 symbols to initiate a desired item during snack or lunchtime 3 out of 5 opportunities.


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Math Skills



Counting by 10's



Fact or Opinion?



Cooked carrots taste terrible.

Milk is a good source of calcium.

A banana is a healthy snack choice.



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Did you know?

- 85% of what we say is communicated with only 200 basic words.



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Core Words

- A small set of commonly used words that support communication and language learning.
- With good vocabulary, one can say what they want to say on a variety of topics in a variety of settings.

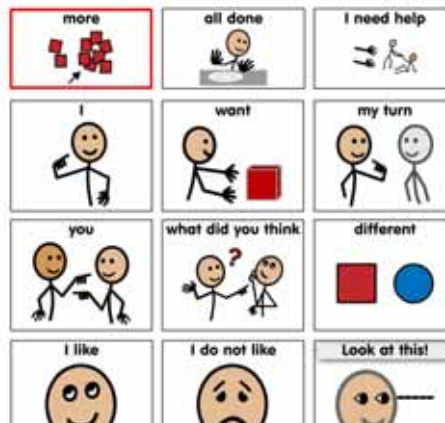
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Give Me 20!

NYC District Schools



Core Board



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Story Comments



help 	please repeat 	stop sign
turn page 	oh no 	who
Can I see the picture? 	I like that 	I do not like
look 	Act it out 	Let me!



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Communication and Instruction

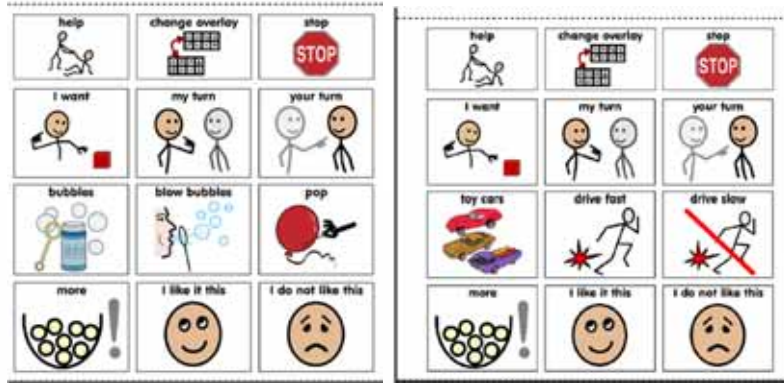


Create an environment that is supportive of technology!



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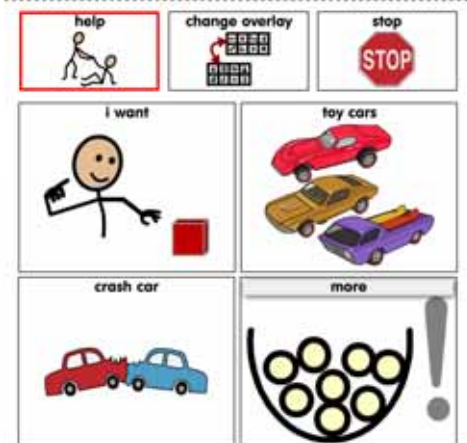
Interactive Activities



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Interactive Activities



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States of Matter



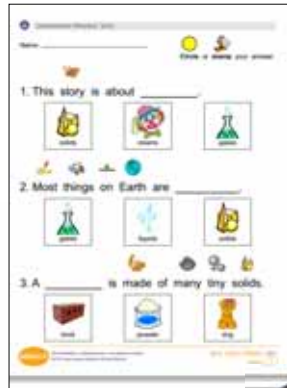
“ACT IT OUT” Three States of Matter



- **Solid** - Stand still and rigid. A solid is rigid and the particles that make up you do not move.
- **Liquid** –You are now getting hotter, and your particles are now starting to move. Move in a flowing way past each other.
- **Gas** - Now it is really getting hot, and your particles are starting to bounce around erratically. Jump around and move in and out of the taped area. You are now a gas.



States of Matter



"That's the one I want!"



Core Vocabulary

Karen Erickson

- <http://www.med.unc.edu/ahs/clds/resources/core-vocabulary>
- <http://www.med.unc.edu/ahs/clds/files/corevocabpdf>
- Download a list of words that have been determined to be highly useful for communicating in both social and academic contexts. The words are listed in rank order of utility

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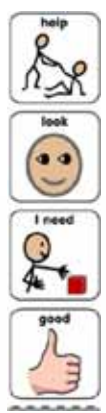
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Priority Score	AAC Core	Map node id	Essential Elements that Require Vocabulary Word				CCSS	CCSS	CCSS
			DCREE	DCREE	DCREE	DCREE			
more	347	1	FE.SL.K.3	FE.L.K.5.D	FE.RI.1.4	FE.L.4.1.D	L.K.5.D	RI.1.9	LI.1.9
you	228	1	FE.L.1.1	FE.L.4.1	FE.L.6.1		RFK.3.C	LI.1.D	
help	222	1	FE.L.1.1	FE.L.6.1			RFK.3.C	LI.1.D	
wait	216	1	FE.SL.K.3	FE.L.K.5.D	FE.RI.1.4	FE.SL.1.3	RFK.3.C	L.K.1.B	
go	209	1	FE.L.K.5.D	FE.L.4.4			RFK.3.C	L.K.1.B	L.K.5.B
like	200	1	FE.L.K.5.D	FE.L.K.5.D	FE.L.4.4		RFK.3.C	L.K.1.B	L.K.5.B
that	197	1	FE.RI.1.1	FE.SL.K.1	FE.L.K.3.D	FE.L.4.3	L.K.1.B	RI.1.9	LI.1.9
in	191	1	FE.L.1.1	FE.L.4.1			RFK.3.C	RI.1.9	LI.1.9
is	190	1	FE.L.K.5.D	FE.L.1.1	FE.L.4.1		L.K.1.B, RFK.3.C	L.K.5.B	
what	179	1	FE.L.6.1				RFK.3.C	LI.1.D	
make	177	1	FE.SL.K.3	FE.L.1.1	FE.L.3.1.B	FE.SL.4.5	SL.K.3	RI.K.1	
do	172	1	FE.L.K.5.D	FE.L.4.4			RFK.3.C	L.K.1.B	
here	161	1	FE.L.K.5.D	FE.L.3.1.B	FE.SL.4.5		RFK.3.C	L.K.1.B	
out	157	1	FE.L.K.5.D	FE.L.3.1.B	FE.SL.4.5		RFK.3.C	L.K.5.D	
play	155	1	FE.L.K.5.D	FE.L.1.1	FE.L.4.1		RFK.3.C, M	L.K.5.B	
is	152	1	FE.L.K.5.D	FE.L.K.5.D	FE.L.4.4		RFK.3.C	L.K.1.B	L.K.5.B
don't	149	1	FE.L.K.5	FE.SL.1.2	FE.L.3.1.B	FE.SL.4.5	L.K.1.B	RFK.3.C	
stop	149	1	FE.L.K.5.D	FE.L.K.5.D			RFK.3.C	L.K.1.B	L.K.5.B
on	141	1	FE.L.K.5.D	FE.L.1.1	FE.L.4.1		L.K.1.B	RFK.3.C	L.K.5.B
mine	140	1	FE.L.4.1				LI.1.D		
where	137	1	FE.SL.K.3	FE.RI.1.4	FE.L.3.1.B	FE.SL.4.5	RI.K.1	RFK.3.C	LI.1.D
to	137	1	FE.L.K.5.D	FE.L.1.1	FE.L.4.1		RFK.3.C	L.K.1.B	L.K.5.B
not	136	1	FE.L.1.1				RFK.3.C	RI.1.9	RI.4.5
put	134	1	FE.L.K.5.D				RFK.3.C	L.K.1.B	
eat	133	1	FE.L.K.5.D	FE.L.4.4			RFK.3.C	L.K.1.B	
who	130	1	FE.L.1.1	FE.L.3.1.B	FE.SL.4.5		RI.K.1		
he	129	1	FE.L.K.5.D	FE.L.1.1	FE.L.6.1		RFK.3.C	L.K.5.D	LI.1.D
are	129	1	FE.L.K.5.D	FE.L.1.1	FE.L.6.1		RFK.3.C	L.K.1.B	RI.1.9
get	128	1	FE.L.K.5.D	FE.L.1.1	FE.L.6.1		RFK.3.C	L.K.1.B	L.K.5.B
again	125	1	FE.SL.K.3	FE.RI.1.4	FE.SL.1.3		RFK.3.C	SL.K.3	
for	125	1	FE.L.1.1				RFK.3.C	L.K.1.B	LI.1.1
the	125	1	FE.L.1.1				RFK.3.C	RI.1.9	LI.1.1

Gail Van Tatenhove



Sharing Information



Core Vocabulary

Gail Van Tatenhove - Coredominates

50 core words = 60% of what preschoolers say

100 core words = 73% of what preschoolers say

250 core words = 85% of what preschoolers say

- <http://ttactechtuesday.pbworks.com/f/Hybrid+Word+Lists+Van+Tatenhove.pdf>



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How to Choose Vocabulary for a Core Vocabulary Board
Hybrid Lists

Gail Van Tatenhove took the Benjages lists[®] and compared them to other lists and to language samples from the devices of augmentative communication users. She came up with the following hybrid lists that she uses in clinical practice. These lists can be used to add new words for language learning and for communication expansion. (Thomas, M., Daniels, C., & Burns-Simkins, S. (2003). Core Vocabulary Determination for Toolbars Augmentative and Alternative Communication, 2, 67-73.)

Clinical Application of the Benjages List

First 8 Words:

1. all done	5. more
2. help	6. stop
3. want	7. that
4. mine	8. what

First 15 words:

1. all done	6. 7	11. stop
2. want	7. 9	12. that
3. go	8. like	13. want
4. help	9. have	14. what
5. here	10. more	15. you

First 30 Words:

1. again	11. 1	21. not
2. all done	12. do	22. just
3. want	13. if	23. come
4. big	14. like	24. stop
5. do	15. like	25. that
6. down	16. mine	26. there
7. go	17. more	27. up
8. get	18. my	28. what
9. help	19. off	29. what
10. here	20. on	30. yes

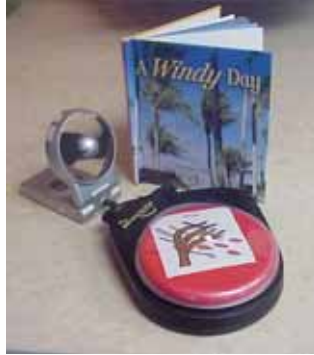
First 50 Words:

1. again	14. get	27. mine	40. what
2. all	15. go	28. more	41. tell
3. all done	16. good	29. my	42. that
4. want	17. happy	30. not	43. there
5. best	18. help	31. now	44. turn
6. big	19. here	32. off	45. up
7. come	20. 1	33. on	46. want
8. do	21. in	34. out	47. what
9. don't	22. 0	35. play	48. where
10. down	23. like	36. out	49. why
11. drink	24. like	37. read	50. why
12. not	25. make	38. not	51. yes
13. best	26. me	39. some	



Reading Experiences

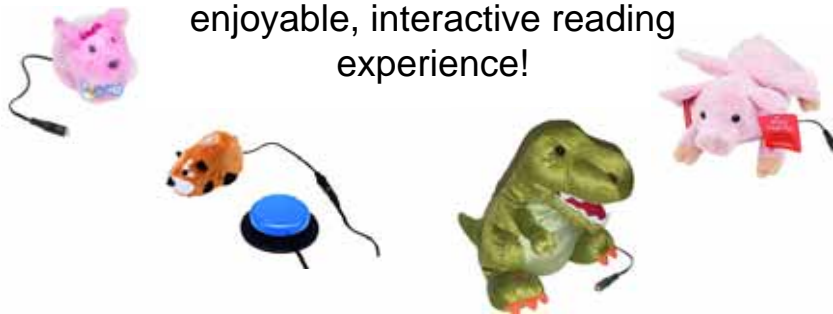
Sensory Component



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Switch-Adapted Toys

Develop motivation to communicate by creating an enjoyable, interactive reading experience!



Consider Mounting

- Wheel Chair
- Table
- AbleNet Mounting Base
 - Mounting at floor level
 - No surface



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External Switch Ports



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Access for High – Tech Devices



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Switch Top Idea



- Tactile Guide
- Visual Bar Graph
- Sorting by color
- Tape Symbol to top



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iTalk2

- Supports choice making
- Ask and answer questions
- Make comments



Turn the page.



Where is ?

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Messages

That is the one I want!



Give me another choice!

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Messages



First..

Then...



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Messages



Come play with me!

I like to play ball.



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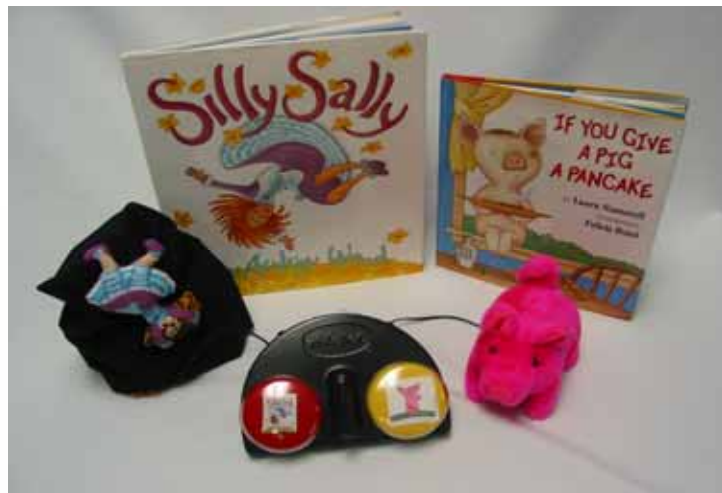
Person or a Plant?

All-Turn-It® Spinner



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Making Choices



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QuickTalker 1

“Turn the Page”



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Partner Devices



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Vocational Experiences



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You are never too young or too old ...



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8:30am	Students are met at the bus. Talking Brix can be carried out to bus and attached to the side preprogrammed to say "Good Morning Teacher!" or "Good Morning Friends!"
8:45am	Students arrive in the classroom and check visual schedules. Students with low-tech picture card schedules may have Talking Brix that say "Next I have..." or "It's time for..." Students practice writing and have a chance to use the restroom. Students that are significantly impaired may use step by step to spell their name while another student writes or an assistant writes.
9:00am	Circle Time-students check circle time schedule. During Morning Announcements, Some students use SoundingBoard to make announcements. "last night at home I..." and to answer follow up yes/no, wh questions. Students watching the announcements can use switches to answer questions too. "Josh went to a birthday party and ate cake?" "Do you like cake?" "What is your favorite flavor?"
10:00am	Snack time Students can use switches and SoundingBoard to go to request snacks/free time breaks
10:30am	Recess Bring low-tech choice boards , iPad with SoundingBoard for choices to the playground. Pre-program switches with jokes and greetings to increase interaction with peers
11:00am	Speech group-students use Spinner with Jelly Beamer to make a snowman craft-idea from AbleNet email. Spin the spinner to find out how many snowballs to stuff into the large snowman. Spin again to pick what to add to the snowman (hat, scarf etc)
11:30am	OT group-students use SoundingBoard to go or switches to choose materials to make a shaving cream snowman. "I am reading for shaving cream." For a less messy project, they choose. "I need scissors." "I choose the blue marker" "Can I have glue please" "I need a break"
12:00pm	Lunch- talking brix by the door "I am going to lunch" materials prepped for recess again
12:50pm	Songs and stories-use switches and SoundingBoard to choose songs. Make a sentence "I pick" practice oral language after using the iPad or switch . My verbal students really enjoy programming the switches for non-verbal students this also provides them with aural feedback for their own articulation, volume and prosody. Use Low-tech cards to make choices Books-read aloud, switches "turn the page please" or small group reading and step by step programmed to read a book a page for each click.
1:30pm	Kindergarteners go home. Use switch to sing goodbye song, talking Brix at door say "It's time to go home" Use SoundingBoard to go to make free choice choices, uses switches to read books aloud
2:00	Use SoundingBoard to go to work with limitedly verbal students in Edmark reading to check reading comprehension. Use switches to read books Use Spinner to take turns at a board game for math/counting
2:30	Use Talk 2 , single switch to make a choice of activity, use step by step for counting practice

Communication Throughout the Day!



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