- [Laura] Hi everyone and welcome

to Gestalt Language Processors

and Augmentative and
Alternative Communication.

My name is Laura Hayes and
I'm gonna be taking you

through this self-paced one hour course

and overview on GLP and AAC.

A little bit about me.

I have over 15 years of AA experience

in both school and medical settings.

I am a member of ASHA

and I do receive a speaking
honorarium for this presentation

and commission for the
full GLP and AAC course

that I will mention at the end

of the presentation.

The three objectives that I
hope you take away is being able

to define at least three characteristics

of Gestalt Language Development,

particularly for someone

who has complex communication needs.

Be able to identify three
considerations and assessment

and support planning for
Gestalt Language Processors.

And lastly, be able to provide
at least three considerations

for customizing AAC systems for GLPs.

So our roadmap for today,

we're gonna talk about a brief overview

of analytic language development

and gestalt language development.

We'll talk about identifying
an assessment for GLPs

with complex communication needs.

We'll talk about supports for GLP with AAC

and just where to get started.

Treatment and consideration for devices

and device management,

and then a brief summary
and some more resources

to help you along your journey.

So let's get started.

You may have heard the term
Gestalt Language Development,

Gestalt Language Processing,

particularly in recent years,

because it is a hot topic in the world

of speech language pathology,

but it doesn't mean it has
only been around a few years.

It actually dates back to the 1970s,

all the way back to Barry Prezant

and how

in coining and defining and learning

how individuals might
develop language differently.

So many of us,

many of us SLPs

and many parents that are walking

into a pediatrician's office

and seeing a language
development sign on the wall

are gonna learn about language

over here on the left.

Language begins with single words,

sounds that turn into single words,

then turn into two word combinations

that then turn into three word
combinations and sentences

and grammar and so forth.

In the beginning, language
is focused on referential

and semantic relationships.

These are often called word babies.

And when we use the language
in the words that appear,

they're very often generalized

to other activities and events quickly.

However, there's another way

that individuals develop language

and that is called Gestalt
Language Development.

In this type of language development,

language is beginning
with chunks or gestalts.

Gestalt actually means unified
whole that can't be broken.

These individuals are often
labeled as late talkers.

Their language is characterized

by both immediate and delayed echolalia.

Their focus is on intonation
and the soundstream.

Sometimes it's even called the soundtrack.

I think it can be really helpful
when we're thinking about

this is that's the soundtrack.

It's not the focus on
the words themselves,

but it's the melody and the soundtrack

that they hear when those
words are being said.

Their language often comes
from their environment.

So movies, shows, iPad
games, YouTube videos,

and the key here is that it's tied

to meaningful events,
episodes, if you will.

Their chunked language, their
gestalts are relatively,

if not impossibly inflexible
in early language development.

Here's some examples.

An analytic language processor

or in early stages might say things like,

dog, mama,

all done.

A Gestalt language processor
might say things like,

peekaboo, I see you

df, df, go

and all done.

If you just look at this slide,

you might think

that a gestalt language processor

has a tunnel language, right?

Peekaboo, I see you, is
a very long utterance.

We also can see jargon
that then has little pieces

of words we may or may not understand.

And then I like to include all done,

because it's just a really good
example of how we don't know

by one word or one phrase,

if someone is an analytic
language processor

or a Gestalt language processor.

We're not able

to define it in such a
small little example.

We really need to look at
multiple language samples

and multiple experiences
with that child to determine

what type of language
processor they might be.

When we further dive into
Gestalt language development,

we can really look at
the work of Marge Blanc

and then what we would call

the Natural Language
Acquisition Framework.

This is a framework that she
created based off of years

of experience with Gestalt
Language Processors,

and it's a framework that looks at stages

of language development.

There are six total stages,

and the way

that the stages work is looking
at everything from Gestalt

and early Gestalt language development

through to self-generated grammar.

So up to stage six.

For the purposes of this introduction,

we'll just talk about the first four.

The first stage of gestalt
language development is Gestalt.

As I mentioned, these are defined

as intonationally and episodically
defined units or chunks.

They're whole, they are not broken.

They can be as short as
a single sound or word,

or as long as an entire song book.

Or I've even had a parent describe

that her child's Gestalt was
an entire passage of the Bible.

They can be very long and lengthy.

Some other examples, ready, set, go.

Let's play.

Whoa.

When you feel so mad
that you want to roar.

Take a deep breath

and count to four.

Bonus points if you know that

that's from Daniel Tiger.

So that's stage one.

In stage two, we're moving forward

and our gestalts are becoming
a little bit more flexible

in the sense that we are mitigating that.

Mitigating gestalts is
another way of saying mix

and matching our gestalts,

because they're becoming
more flexible in nature.

So some examples from

the previous stage.

We had ready, set, go,
and we had let's play.

So in this stage it might be mixing

and matching those two gestalts.

So ready, set, play, or let's go.

Another key point here just to remember

is that it could just be a partial gestalt

from a whole previously.

So our Daniel Tiger Gestalt
of when you feel so mad

that you wanna roar, take a deep breath,

and count to four,

could just be a shortened version of that

to count to four.

After stage two, we move into stage three,

which are single words
and two word combinations.

This consists of nouns and nouns,

nouns and adjectives and
adjectives and noun combinations.

So this will feel like we're stepping back

because the language is shortened,

but what's actually happening

is that a gestalt language processor

is freeing those words
from previous gestalts.

So they're becoming, by nature,

more flexible in the sense

that they have figured out
that those words can be freed.

So in this one it might be
words like car, blue car,

car blue, car truck.

Again, word order doesn't matter,

but you'll notice a key thing.

We have no verbs in this stage.

This is where referential language begins

for our Gestalt language processors.

Stage four is then marked
by self-generated grammar,

the beginning of self-generated
phrases and sentences,

things like go car,

car went, I play car.

This stage is often
marked by poor grammar.

It's a key indicator that
they're moving into stage four,

and we'll talk about that in a little bit.

But why do I tell you all of this?

What's the importance of this?

There's a few key things
that we need to talk about.

The first is that Gestalt
language development

is a natural process of learning language.

I think a lot of people think
it's a diagnosis, it's not.

Some people think it's a treatment method.

It's not.

Many individuals go along
Gestalt Language Development

and need no intervention.

The importance of it though is
that we need to understand it

because the implementation
strategies that we use,

if someone does get stuck,
if someone does need support,

they matter in moving to
flexible autonomous language.

How many times have you had that kid,

that kid that you wanna support?

That kid where you've tried everything,

no matter how hard you've tried,

they cannot flexibly use language

and communication and they're frustrated

and you're frustrated

and you just don't know
how to move them forward.

That might be one of the kids

that we're talking about today.

It also matters,

because some individuals think

that this is in total opposition of trying

to give them support.

The way I like to describe this

is that we're just on two different roads.

Both roads lead to flexible language.

But again, because we're
on different roads,

we need different strategies
and supports to get us there.

Something that's gonna
support an analytic language

processor may not support a
Gestalt Language Processor.

So we really need to be careful

in thoughtful in what we're
doing to support them.

Another way to look at this

that I think is quite helpful,

is when we look at those word babies,

those Analytic Language Processors,

they're already using
referential language.

So they're down here in stage three.

They're using single words
in two word combinations.

Our Gestalt Language Processors
start here in stage one.

So they have two full
language development stages,

before they're getting
to referential language.

If we're only giving the
models in stage three

in referential language,

they may not be able to make that jump

to get to more flexible
self-generated grammar.

We may need to give them supports

in stage one and stage two.

So I wanna give you a few examples

before we talk about AAC.

This is an analytic language processor.

This is my daughter and this
is a meal that we're enjoying

and I just want you to watch
how she's using language.

- Apple juice.

Better.

Water.

Apple juice.

Apple juice.

- [Speaker] Yes, orange juice.

Orange juice.

- [Speaker] Orange juice.

- Orange juice.

- [Speaker] Orange juice.

- That's five.

Orange juice.

- [Speaker] That's right, orange juice.

- Yeah, she's probably a speech language

pathologist in the making too.

That's right.

But you can see the language here.

A lot of referential language here.

She goes on to say french fries and mama

and all these wonderful things.

But burger, orange juice,
apple juice, right?

Lots and lots of nouns.

Lots of referencing.

This is an example of a
Gestalt language processor.

- [Speaker] Looking for a tire today.

- [Speaker] Yep.

- [Speaker] Another early wake up

- [Speaker] Yellow bus.

- Yep.

- [Speaker] Yeah, are
you ready for the day?

Let's go.

- [Speaker] She's like I was ready for.

- [Speaker] Okay, so
you may not have caught.

It was very, very soft spoken,

but there's some jargon in there.

She repeats back, yep.

The video goes on to
have her saying my turn,

and as she uses her AAC.

It's almost a self-generated
script that she continues

to say as she uses the AAC,

but she uses a lot of inter,

a lot of immediate

and delayed Echolalia that
would be characterized

as a Gestalt Language Processor

and a lot of jargon that we
can't quite understand yet.

But you can see that it's
intonationally defined

and we're gonna talk about some more

characteristics here in a little bit.

So what does assessment look like for GLPs

with Complex Communication Needs?

The two main things I want
you to take away from today

are that we know that there's going

to be some Gestalt Language
Processors who you're able

to identify that are using spoken words

and spoken Echolalia.

Echolalia that is immediate and delayed.

You're going to more easily be able

to identify them based
on your language samples.

The key here is do we think
they would benefit from AAC?

There's another group that are going

to be minimally speaking or non-speaking

and you may have a harder
time identifying them

as a Gestalt Language Processor based on

your language samples.

So how do we identify that they're a GLP?

This definition by ASHA

is just a quick overview of AAC

of itself.

So it's a clinical
practice that supplements

or compensates for impaired
speech language production

and or comprehension,

including spoken

and written modes of communication,

falling under the bigger

umbrella of assistive technology.

So I give you that definition,

because when we think
about someone who's using

intermediate, immediate,
and delayed Echolalia,

but they're speaking, we
may want to consider AAC.

We also need to remember
that we all use AAC, right?

So a Gestalt Language Processor is going

to benefit just like we all do

from different forms of communication.

But would they benefit

from a robust Speech Generating Device?

Ask yourself these questions.

Are they not developing spoken language

and more flexible language
despite positive strategies

that we know support
Gestalt Language Processors?

Are they not intelligible or
easily understood by familiar

or unfamiliar communication partners?

Think about that jargon,
how often you're seen.

Are they not able to achieve

self-generated language

consistently or intermittently?

Some adult autistics will
say that in new environments

or in sensory,

over sensory

or overstimulating environments,

they're unable to generate spoken words.

And in these situations, ACC is of use.

And ultimately, and this is true

for Gestalt Language Processors

and Analytic Language Processors,

if they're showing signs of frustration

or they're not able to repair
communication breakdowns,

chances are they're a candidate for AAC.

Remember that Gestalt Language Processing

is more than just spoken scripts.

So we talked about how
we might benefit from it

even if we're using immediate and delayed

Echolalia that's spoken.

But what about someone who's
not using spoken Echolalia?

Even if someone is not using

a lot of understood Echolalia,

I still encourage teams

to take a language sample,
record the sounds they're making,

the vocalizations they're
making, any jargon that you hear.

Because as we do detective work,

it may

help you understand once you know context

what that jargon actually was.

You may hear a specific intonation pattern

and then you might more easily define,

oh, that was wheels on the bus

or, oh that was Twinkle
Twinkle Little Star.

Or, oh that was

a Gestalt from Louie

and I just didn't know it.

It was, oh, biscuits.

Context is everything.

So still try to take a language sample,

if you're hearing that.

You will take questionnaires

and you will also,

well I'll explain

what an unaided communication
sample is in a little bit,

but you'll take that as well

and that will help you
determine based off their

characteristics that you see,

if they're a Gestalt Language Processor.

So what does a language sample look like?

I've given you a little bit
and with a video example,

but my nephew is a
Gestalt Language Processor

and he loves chimes.

So I did a recent one where
we talked about chimes

and this was his language sample.

So chimes, there it goes.

Ready, set, go.

Chimes, chimes, something
that I didn't understand.

Broken chimes.

If you're looking at this sample

and I was asking you to score it

and looking at the different
stages of the NLA framework,

you may not be sure what to do,

but I'm going to tell you that
based off of where he falls,

he is and still in stage one.

So that's where we would support him

and I'll show you how to support

the different stages in a little bit.

But we're also gonna take an
unaided communication sample

and this looks at their
gestures, their vocalizations,

their facial expressions, their eye gaze,

and their proxy mix,

which is just their
body movement in space.

So towards or away from an
object, activity or person.

This tells us with these
characteristics here,

if they might be a Gestalt
Language Processor.

So are they using spoken scripts
that hold episodic value?

Are they using jargon
that's not understood,

but rich intonation, rich in intonation?

Do they study and replay media?

Are they rewinding and fast
forwarding songs on the iPad

or on the remote on your Fire Stick?

Is their language inflexible?

This is a big one for me.

Is it even taught language if
they have let's say heavy ABA

minutes and there's lots of single words

but it's not flexible,

they're only using it in one activity.

One,

lots of labels,

but they cannot move it to
flexible grammar on their own.

It's robotic, it's
repetitive, it's what stuck.

Chances are they might be a
Gestalt Language Processor,

because it's so inflexible,
there's limited carryover.

They could also be musical,
drawn to songs and melodies.

Again, pulling in on that soundtrack,

pulling in on the intonation.

You may also see Gestalt
Cognitive Processing signs.

Just this in general hold apart thinking

experiences as a whole.

I mentioned being stuck in single words

or something called Ecopraxia,

where they're acting
out gestalt in scripts

with their bodies and really it comes down

to are they just stuck in
having a difficult time

with carryover despite
positive language models?

So these are two AAC C users,

Lily and Buddy, that
you're gonna see here next.

And I just want you to watch and see

how they're communicating.

- [Speaker] What Lily?

- Outside.

- [Speaker] What about outside?

- Outside.

Please.

- [Speaker] Outside please?

What do you want to do outside?

- Come eat this outside please.

- [Speaker] Can you eat outside please?

Okay, you know what?

We can do that.

You have to take your
food with you though.

- So Lily's great.

She is moving towards more flexible

grammar and she uses Pro Lakota Go.

But you can see that she's

got some rich intonation here

as she communicates with her mom.

Her mom does an amazing
job of acknowledging

what she does say

and you're gonna see how
her layout is customized

for her here in a little bit.

Okay.

This is buddy

and he is a lamp boards for life user.

And again, I just want you to watch

and see how he communicates.

- [Speaker] My coachman, of course.

Boom.

One more.

The bus is coming.

One more time, ready?

But instead of a horse,
a coachman, of course.

Bibi dee, bobby dee.

- Okay, so you can see, I hope,

you can see in this example

that if I was doing an
unaided communication sample,

because he is not using spoken Echolalia.

We can see that he signs more,

he uses eye gaze when mom
references the bus coming

and he really gets excited
when mom is talking in one

of his favorite scripts

from a movie Cinderella

and just so much sheer
joy in this interaction.

So this is both going to tell us

that he might be a Gestalt
Language Processor,

a spoiler alert he is.

And also what we might consider
programming down the road

in his system to kind of share

that point of connection,
share that Gestalt with him

and help him move towards
more flexible grammar.

So let's keep going.

How do we support GLPs with ACC

and where do we get started?

Oh, the potential difficulty
here is that AAC systems

were designed for the
Analytic Language Processor.

They are designed with single
word systems for the most part

with pictures that
represent a single word.

Meaning if I have a cheeseburger,

there is a picture

of a cheeseburger with
the text cheeseburger.

If I have the word go,

I'm going to have a picture of
something that represents go,

whether it be an arrow

or a stoplight or a frog.

This can become problematic

because our GLP don't
necessarily think about

something in a single word, right?

They have a hard time breaking it apart,

because they're hold apart
thinkers at the forefront.

So they're episodic thinkers

and may not benefit at
least in early stages

from those single word,
single icon setups.

We also know that AEC systems are built

with synthesized speech.

This can become problematic

because especially at early
Gestalt Language Development,

the sound source matters.

So when we think about where
the sound source comes from,

synthesized speech is not natural

in the original sound.

So for example, Bibbidi Bobbidi boo,

if that were synthesized speech,

it might come out Bibbidi Bobbidi Boo.

It's choppy, it's not fluid.

And we lose some of that porosity

and that intonation when we
move to synthesize speech.

And lastly, we have our core
vocabulary meet page upfront.

When we talked about the NLA framework,

core vocabulary came in stage four.

Words like

go, verb, tense, all of that.

It's coming later.

Even pronouns.

Unless we're hearing them
as parts of gestalts.

We are not necessarily
seeing them broken out

into single words.

I do wanna go over some misconceptions,

'cause I just mentioned some problems

with how AEC systems are
programmed and designed.

But I think because of that,

people think that we are recommending,

when we look at Gestalt
Language Development,

we're recommending a phrase
based language system

to communicate and that's
going to support them.

That is not what we're saying
and that is not enough.

We need grammar, we need single words.

We also need individualized Gestalts

in early language stages,
as we just discussed.

So we need those things.

It's not enough to be a
phrase based language system.

Some people will also think

that supporting a GLP means completely

reorganizing a language system.

Get rid of the core vocabulary,
just delete the homepage.

We need those words.

We need those words in stage three,

stage four, beyond, we
can't get rid of it.

And well, there's so much programming

that goes into it that we
do not want to lose that.

It's vital, it's key.

And we want to be modeling
those words as we go.

But know that modeling Gestalt scripts

by sequencing out words,

speaking between sequencing
words into phrases

and sentences may not be enough.

As I mentioned when we sequence phrase,

when we sequence words on a system

into phrases and
sentences, it's not fluid.

It's not holding that whole unit with

a level of porosity and
intonation that is cohesive.

It may not be enough.

And we'll talk about
how we can modify that

to support them if it isn't enough.

And then the last one is
just that, well, okay,

we need to model phrases
that we can break down.

So let's just have an app.

Let's have some universal scripts

and phrases that we can use for our GLP.

It's just not quite that simple.

We have, in those early stages,

it's so individualized

and customized that a
universal script system

or app is just not going to work.

So what softwares do support GLPs?

A lot of software supports
that support our ALPs.

Robust language with core in fringe.

Vocabulary that supports
all language functions.

We want them to have requests,
comments, asking questions,

being able to protest.

They need access to the alphabet.

They also need access to strategic

and efficiency phrases, right?

So self-advocacy phrases.

We know research supports this.

Visual and photo scenes.

Lots of software systems have
this ability to add visual

and photo scenes that might
give a more complete picture

of an episode

or an activity that the GLP,

the Gestalt language
processor might resonate with.

And then lastly, the ability
to link videos and audio.

As I mentioned in early
language development,

for Gestalt Language Processors,

that audio source can be
really, really important.

So if your AC system allows for you

to link or record audio,

you can record that original
audio source or video source.

So when we

when we are determining the stage,

we're going to use language sampling.

So you're going to look at what
language they're giving you,

whether that be through the ACC device,

whether that be through
spoken or Echolalia

or spoken utterances.

And you're going to look
at that along with your,

so you're gonna look
at your language sample

and your unaided communication sample

and you're gonna determine what stage

you feel like the GLP in.

More than 50% of the time.

Then what we're gonna do here is we want

to live in this stage with them.

We want to offer supportive
strategies in that stage

and then we will see over
time that they're going

to naturally move into the

next stage on their own.

And then, when they're in that stage,

when they're 50% of the time

using a variety of different
types of language functions,

we can start to support
them at that stage as well.

You'll know this because
you're gonna take language

and unaided communication
samples periodically.

So in stage one, we wanna
offer a variety of gestalts

that are mitigatable, meaning
they can be broken apart,

easily reproduced, so they
can hear them a lot over time.

Meaningful, again, we've
talked about the crucial nature

of how we need to be
individualized in this approach.

For example, my nephew,
if we talk about snacks,

snacks are not his favorite thing.

I will get very little

initiated language from him
when we are having a snack

talking about food at the dinner table.

However, his favorite thing are chimes.

If we go and we listen to
chimes, if we play with chimes,

I get so much more initiated language

and then I can use that to acknowledge

and offer additional communication

and potential gestalts to him.

So the key here is to
acknowledge all communication

that is self-initiated.

We really wanna try to
build off of anything

that they tell us and initiate,

whether that be again on the system

with things that we have
modeled or programmed in

or what they've spoken.

So again, we're gonna use a different,

a bunch of different variety
of types of language.

So requests, comments,
sharing joy within activities,

protesting self-advocacy,
asking questions.

I've given you some examples here,

but again, these are
just some generic ones.

We can be as specific
as we want to, right?

We can say I love chimes

or oh they stopped, I don't like it.

Asking questions,

where'd the chimes go?

You'll start to see that
they should move into mixing

and matching those Gestalts or stage two.

But before you move into stage
two, you wanna ask yourself,

do they have a variety

of Gestalts in those
different language functions?

Are they mitigatable?

Does the child share joy

and have points of connection

with the language you're sharing?

In stage two, it's gonna be
very similar to stage one.

You're just gonna start to offer mixed

and matched mitigations of
the Gestalts you're seeing.

So you're gonna continue to
acknowledge all communication

that is initiated and
you're gonna build upon it.

I will say this is the
hardest stage for AAC

because we are not gonna delete any

of the Gestalt we programmed
or customized in the system,

but we also have to figure
out different ways to mix

and match it because it's not meant

to be sentence starters
or sentence fill-ins.

So I'm not just gonna have let's,

and it's time for and on one page

and then have all of
these different things

on the rest of the page.

It's not meant to be
like sentence starters

and sentence completion.

We're mixing and matching all types

of what Gestalts they might use.

So if I have ready, set, I'm ready,

set play on a single icon,

I might then have an icon below it.

Or if your system has pop-up pages,

which we'll talk about in a
bit, you can create a pop-up

so that your ready, set, play,

then becomes ready set

and then a separate
button will become play.

It can get really tricky

because there's a lot of
systems that have motor planning

and we wanna keep that motor plan intact.

So you have to get,

you have to really look at it

with an individual eye

and see what their motor
abilities look like,

what their sequencing abilities look like.

And again, without deleting any

of their original Gestalts.

Before we move on, we wanna make sure

that they have a variety
of different types

of language functions
in mitigated Gestalts,

that we wanna see them naturally
pulling out single words

and referencing them and
then sharing that joy again.

So in that stage three,

this one will feel the most

natural within an ACC system,

because we're beginning
to offer single words

and two word combinations
that are referential.

So you might have to do a
little bit of of digging

'cause we're still not on that core home

vocabulary page yet.

We're gonna be in nouns
and noun plus nouns.

We're gonna go to that
describing page a lot.

Use those adjectives.

We really wanna stay
here as long as possible.

This is the point,

if they haven't already started
exploring the whole system

and looking through folders,
let them go to town.

Give them time to do that
model going into the folders.

Use talk alouds where you're
talking through navigating

to different folders and hopefully,

and what I have seen,

is that you're gonna start

to see them referencing
using both their devices

or their speech and unspoken communication

like eye gaze and gestures.

Before moving on,

just make sure that you're starting

to see those referential
combinations and some grammar.

So basic sentences.

You should start

to see some basic sentences here as well.

When we move into stage four,

we're starting to get into that grammar.

This is where you're going
to use their devices.

You're gonna use the core page,

you're going to use,

there's a link here

and I have it in the references,

but the DST and the DSS are,

is supportive in the sense

that you can look at

what grammar you're
seeing in language samples

and like work on areas where they,

you don't see them using

those types of sentences yet.

So I'll link that,

but also know you can go to
the communication development

center website and it has these
resources and links as well.

But you're just gonna continue

to acknowledge all communication

and take those language samples.

And at this point you won't have

unaided communication sampling

because they will be using

that self-generated grammar on the device.

So you'll be taking
language sampling that way.

As Kay Flexman said, "Good
ACC is still good at ACC."

So what does good ACCC look like for GLPs?

We're not gonna focus
on the exact right app

or you know, people ask me all the time,

what's the best GLP app?

I say whatever features
the individual needs.

I've had all different
kinds of individuals

use different apps very successfully

as Gestalt Language Processors.

We need to focus on using
supportive strategies

and connecting and building
positive relationships.

So what are those strategies?

We wanna be individually focused,

I think I've hit on this a few times.

We wanna respect the
communication they're using

and the different modalities

and understand that we need

to in early Gestalt language development

really individualize the Gestalt

and tailor it around
meaningful experiences

for the GLP.

It's not enough to give them

a set group or a core vocabulary approach

or necessarily using the device

as is as package.

We really need to hone in on
what is meaningful for them.

We want to acknowledge all communication,

even if the message isn't understood

and I think I mentioned this,

but just I'll at home again,

let them initiate.

Wait time is key.

The magic happens in the silence.

We wanna decrease our

analytic language processing strategies,

specifically reducing our questions.

The reason why is because
language processing

and understanding those words
within a question really

comes when you can understand
the word as a unit.

And if you look at the NLA stages,

you'll see that when we free words

and understand them as a unit,

that comes in stage three and stage four.

So that's when you're gonna start

to see them understanding
more comprehension questions.

If they are able to answer
questions prior to that,

it's likely wrote answered responses

that you're going to see.

Instead, we wanna offer comments
and declarative language

and potential language

around those meaningful experiences.

We wanna avoid prompting.

Again, prompting supports
that taught language.

Instead we wanna use aid language input

and offer modeling

around the potential language
they could use on the device.

And lastly, we wanna investigate,

we wanna be good detectives

and be curious about the types

of language they might be using,

the types of media they might be exploring

and learning from.

We're not gonna take scripts that we hear

and see literally, Bibbidi Bobbidi Boo.

We're not gonna take
that literally, right?

We're going to look and see

what the deeper meaning might be.

If, I do always mention
this in my presentations,

but if you hear media

or you're curious about where a piece

of Echolalia might be coming from,

but it's media source, meaning
you think it's from a TV show

or a video,

there's five different resources

that I have found helpful.

So this would be a good part,

good time to grab a pen

and write them down or
use your keyboard to type.

So they include yarn, Y-A-R-N,

Please Phrase Me,

Pop Mystic,

that's P-O-P-M-Y-S-T-I-C,

Subzin,

S-U-B-Z-I-N

and Quodb, which is like quo db.

So it's Q-U-O-D-B.

Those are all websites you can use

to look up different quotes

that you might hear from
someone or partial quotes.

I found them very, very helpful.

Okay, so we have some general strategies,

we have some supports.

What does treatment look like
in consideration specifically

for ACC devices.

I've already mentioned we're gonna,

language samples are bread and butter.

They're the gold standard.

That's how we're gonna decide

and figure out where they are

in gestalt language development

and where they are is
where we are going to be.

We're gonna take history
from communication

and communicate from those
communication partners.

We're gonna do those unaided
communication samples.

Can remember that our multimodal
communicators can benefit

from a lot of different types

of technology just like our ALPs.

So we're gonna get supportive

and creative in the ways
that we do that as well.

Any system that we're using,

we wanna select a robust system.

We wanna maintain the
integrity of that system.

Don't delete, I'm telling you right now.

Do not delete

or program over that main page.

Some scary things.

I mean there is a reason why they put

hundreds and thousands of hours
of work into those systems.

When you program over let on the homepage,

to lets, it messes with all
of the grammar down the road.

So I'm telling you, please don't do that.

Consider the software
organization when deciding

on the location of your

stage one and two Gestalts

because this is gonna look
different on each system.

I'll give you a couple of
examples here in a second,

but just know that it's
important to know what app

or what software organization
looks like for your app.

Ask your app developer, ask
someone that's supporting you,

because we are going to
look at programming Gestalts

that we hear in stage one and stage two

where we think they might
be semantically related

in a system and what think
the meaning might be.

So if for example,

if they're saying the Daniel Tiger Gestalt

about feeling mad

and I think that well
they've used this gestalt

when they're upset, I might
put it under the feelings page.

If that Gestalt means that
I'm done, I'm ready to go,

I might put it somewhere else.

If we are going to model

and look at using multiple
keystrokes and multiple words

and try to sequence them for our GLPs,

we wanna make sure that we're very fluent

and not losing that porosity

and intonation while we do that.

I mentioned not deleting Gestalts

as they progress to later stages.

Just be open and honor
creative communication.

I've seen many GLP use other
forms of media to communicate,

whether it be videos,
whiteboards, Ecopraxia, maps.

I've seen them get down

to a single point on like the
globe map, like on the axis.

Come to find out that that
was where they were going

to take a family vacation later.

So it's not coincidence.

Few examples.

So touch chat with word
power is the top one.

This is the word power 42.

And this is under the groups page.

So again, don't program
over this homepage,

but we might put or
use some of the phrases

as potential Gestalts here
under the social folder.

We also might go under groups

and they have three
templated empty folders

that you can actually put in this example.

I put my phrases, I put
this user's Gestalts here.

This is also, they also
have photos, videos,

and visual scenes here.

So stories and scripts as well.

Those can all be used around

potential GLP pages and scripts.

In contrast, LAMPS Words for
Life, the one that Buddy uses,

it's based off of semantic compaction.

So it's based off of the
idea that we're going to have

a metaphoric picture like
the frog and the stoplight.

And that's going to mean multiple things

because we want to get
the most bang for our buck

and have all of our symbols
be within two to three hits

to build motor,

what we call motor
automaticity or motor planning.

So over time we don't
have to think about it,

it can become automatic.

This system was set up

so that in the second row
you can see most of the,

well these icons are all blank.

This allows for us to
have some customization

on that second row.

So that might be where I
programmed some of my Gestalts,

but again, I really want
to think about the meaning

of the Gestalt and where
it makes sense the most

to have those over time.

For another good place that
people have put Gestalts

for LAMPS Words for Life is under the my,

which is the second symbol
over on that homepage,

first,

first row, second symbol over.

And the other one is the my

tag here, which is the second column down,

second row over as well.

That one has some larger
capacity for some customizations,

but again it really just depends on

what system you're using.

So this, remember Lily, this
is how her mom customized hers.

I really want you to pay attention

to the individual considerations

that she thought of for Lily's needs.

- [Speaker] So this is
Lily's new ACC device layout.

It is not terribly
different from the layout

that she had before.

I actually only changed one thing on it

and that was that I added this
phrases folder right here on

the home screen and also
inside every other folder

in the same exact spot.

And I'll show you what it does.

But the whole point was
even though Lily has had AAC

for a long time and even
though she can build sentences

and she knows how and we model

and she does a pretty good job,

it also takes a lot of work

and it's time consuming.

And so just because she can do something,

doesn't mean I don't want
it to be easier for her.

And given her processing style
where she learns things kind

of all at once and not
necessarily a button at a time,

we wanna to cater to that
and help her grow using that.

So this phrase is folder
has a setup similar

to her phone layout,
which is this list view.

And you see I did white

and light gray to make it
easy to tell the difference

between each of these scripts.

Each one of these has either
something that she already says

or something that she says
commonly or she builds frequently

or something we want to help her build

and then it takes her to
the corresponding folder.

Now this is just on the
home screen that has

so many general concepts.

So like.

- [Speaker] I want to eat veggie, please.

- [Speaker] That's an easy
way to build a sentence.

Asking for some food.

- [Speaker] I feel confused.

I went to see Shay.

- [Speaker] But inside each folder,

so the home screen has general stuff,

but then inside each folder
that phrases folder has concepts

that just deals with that topic.

So you see this is our people phrases.

- Okay, so she goes into more details.

She has a great YouTube
channel that you can go to

for some more examples,

but you can see how she
started to customize it.

And for her it made sense
to have some general ones

that then led into the folders,

so she could have some
folder specific vocabulary

that she was kind of mixing
and matching and combining.

I mentioned earlier that
you can use different types

of technology so know that have

light, mid and high tech.

They can all be used together.

So really think outside the box.

There's this great flip

book from Katelyn Kelps

the Communication Classroom
on Teachers Pay Teachers

with some different Gestalts

of different language functions here.

This is completely free.

Some mid tech systems if you have

talking bricks or other mid
tech systems with voice output,

you can put them in natural
environment locations

and record Gestalts.

Highly encourage you still
to keep them consistent.

So like if we were saying it's
time to leave near the door,

or let's eat near the dinner table

or on a dinner mat, I need a
break near the calming corner.

Just know that we can do

that alongside robust language systems

as we are supporting their language

and the way that they might use language

and Gestalts within their environment.

So we're gonna use those language

and communication samples
to determine in our,

where those Gestalts might
live in our AAC system

or we're gonna use the
existing motor plans

of vocabulary in the system itself

while using positive GLP
strategies across a variety

of language functions.

Again, requests, commenting,
asking questions,

self-advocacy, etcetera.

And then in stage two, we're
gonna offer mitigations

of the established Gestalts
we saw on stage one,

not just sentence starters,

in the AAC software and organization.

Do not remove the original Gestalt

and continue to use positive
language strategies.

Popups are a great option

for systems that support it.

Okay, that brings us almost
to the end of our time today.

Summary wise, individuals
who are non-speaking

can absolutely be Gestalt
language processors

and Gestalt language
processors who are speaking

and using intermediate

and delayed Echolalia can use the ACC.

The AAC systems were not
set up with GLP in mind.

So system customization,

particularly if you are seeing early,

likely early stage one
and stage two NLA stages,

they may need to be considered

for customizations in their systems.

If you're not sure where to start,

just focus on positive
GLP support strategies.

It's a really great place
to start for your GLP.

And just know too, if you use
those supportive strategies

for an Analytic Language
Processor, you're not gonna hurt.

It's not gonna hurt either.

If you're looking at device features

that you wanna consider or include,

think about robust language at the get go,

audio and video recording or some,

because some systems don't
have video recording,

just look for audio recording.

Using dynamic voice or paucity features.

These are becoming more
and more prevalent.

Smileys sound effects,
vocal smile, vocal smileys.

And I think you even heard it in one

of the examples from Lily where it's,

it just has increased intonation.

So there's lots of great
fun intonation things

that we can start to play with in systems

that I'm very hopeful
that there will be more

in years to come.

If this is not enough and it likely isn't,

'cause there's no way to talk.

Just like there's no way to talk

about Analytic Language
Development in an hour.

We took years and years of it as courses

and coursework in our programs

as speech language pathologists.

So one hour is just not
enough to talk about GLP,

let alone GLP and AAC.

So I highly encourage you
to continue on your journey

and continue to look for
resources and supports.

A few different podcasts

that I think can be helpful.

Talking with Tech.

Innovative AAC solutions.

and The One About AAC and GLP.

That one is actually one that I did

with Speech Side Up.

Venita and there's some some great

specific examples that we talk about.

Podcasts are great for informal learning.

Some other presentations,
free presentations.

Everything that I'm sharing
here is free with the exception

of the meaningful speech course.

But the presentations
from AAC in the cloud,

there's a one hour,

The Knowns and Unknowns of GLP.

And a two hour,

which is free if you go to YouTube.

Again, I'll include these in the handouts

and hopefully the links stay live for you.

And then there's a live Q & A on YouTube

that might be helpful for you.

If you want more, you
can absolutely still go

to meaningful speech.

We have a full AAC for Gestalt
Language Processors course

that includes bonus modules for many

of the mass marketed
ACC apps and softwares.

Just know that I did co-author that.

And there's some other
really great AAC gurus

who contributed to the bonus modules.

So you can learn more there.

It's over 13 hours of
additional education.

The Communication Development
Center is another amazing

website where you can find
additional information

as well as information on
learning more about AAC.

And then some of my
favorite resources recently

are just the community groups.

So there's an AAC and Gestalt

language processing Facebook group,

a supporting complex

and creative communicating
GLPs Facebook group.

It's kind of a mouthful.

And then the NLA group itself.

Those are all Facebook groups.

If you're also into micro learning,

you may be excited to learn

and follow some of these wonderful people.

So specific to AAC and GLP,

myself, Emily Diaz.

Inspire Connections Therapy.

So Lauren, Greenleaf and Amyz.theslp,

are some great follows with ideas

and support strategies.

Gestalt language processing
in general, Meaningful Speech.

Marge Blanc, Boho Speechie.

Katya's great.

Jess, the SLP.

Playtime with Tor.

She also has YouTube videos
that are so great for those

of your GLP who might
be interested in music.

Nicole Casey with Speech
Connection, Speech Pathology,

and Kaitlyn Kelps with the
communication classroom.

And then AAC users and their families.

So their voices are so impactful,

because they are still one
of those pillars of speech

that we need to look at their.

The ACC users, client values

and their family values
need to be at the forefront

of how we're looking forward,
how we're supporting our GLPs.

Yes, more research is
absolutely needed in this field.

We know it is hard enough
to find ACC research,

let alone AAC research and now
Gestalt Language Processing.

I am so hopeful that it is
coming, it's on the horizon.

But know there are two other pillars.

One being clinical clinical values

and clinical understanding
within your session

as well as our client values.

So clinical experience, there it is.

Clinical experience and client values.

So the client values includes
some of the families input.

And so these are some
really great follows.

So night functioning, autism.

Just keep stimming.

A friend for Lily Bug.

If you really liked
Lily today, you'll love,

they share some really great things.

Siblings on the spectrum that
includes Buddy from today

and Motherhood Phasing or just some.

This is not an all-inclusive list.

There's many, many more

and lots of people that
are on their own journey.

And just teaching us, be
humble, like learn as you go

and just continue to
listen to those voices.

Here are some of our references for today

and I would just really encourage you

when you are looking at this,

think about going to

all of the resources that I shared.

And if you still have questions,

you are welcome to email me.

I can be reached at
AACinnovations01@gmail.com.

I also have a lot of free
resources at my website,

which is www.tinyurl.com/aacinnovations.

And you can also follow me on social media

at AAC_Innovations.

I try to share a lot of micro learning

and examples as I go.

So I hope that you enjoyed
today's presentation.

I hope that it started
you out on your journey

or answered a few questions
that you might have.

And you are welcome to email me

or I would encourage
you to continue to grow

and learn about Gestalt
Language Development.

Because for me,

when I started learning about this,

I kept thinking about
those ACC users that I was

so frustrated because I felt
like I did everything I could.

And we used all

of the language strategies
that I knew about.

I used core vocabulary,

I utilized aid language input,

I utilized least to most prompting.

And it just felt like
nothing was working for them.

I was using all the tools in my toolbox

and they were just stuck.

And so I don't want you to be stuck.

I want you to feel like you
have more tools in your toolbox.

And so I hope today has given you that.

I hope that

you have additional successes

and you continue on your journey

and you can help the
ACC users you support.

Have a great day.