

- [Jim] With that,

I will turn it over to our presenter, Ann.

- Hi, everyone.

Thank you for being here today.

I really appreciate your time.

So I am gonna try to get
through things very quickly.

And you can go back
and watch the recording

and look at the slides as needed.

But I just wanted to point
out that in this photo,

this is a special
education teacher working

on some academic goals

with a student who is using her talker.

So if you don't remember
anything from today,

I want you to take away
that you can write goals

that will actually be worked
on by other team members

and they can collect the data for you,

'cause that could save a lot of time.

And I just wanna review
that this is kind of like

an extension of what we talked about

at the end of my last webinar,

which was Technically Speaking.

And so I have the links to

the regular YouTube video of that,

or the registration links.

You can get one ASHA

CEU for watching that.

And then the first one I did,

which is kind of like a
prerequisite to all of this,

is Reverse the Curse.

I have the links there
for you too as well.

My financial disclosures,
I'm not gonna read through.

I have confidence

in all of your reading
comprehension skills.

And you probably already
know the objectives.

We're gonna talk about writing goals,
challenges to writing goals,
ways to improve existing goals,
and characteristics of high-quality goals.

A little disclaimer at
the end of this session,

unfortunately, you'll
not be able to feel bad

about what you've done in the past.

You'll not be able to change your practice

without talking to your teams
and your administrators.

And unfortunately you won't be able
to count on things staying the same,
being agreed upon by everyone,
or knowing beyond a shadow of a doubt
that you're doing it right.

I know that as SLPs,

we all want to do things the

right way and be correct.

But unfortunately, there
is a little bit of an art

to writing communication
goals and objectives.

So everybody's gonna have their own style.

So with that, I need to
collect some grant data.

Who are you?

These are the different categories.

Jim's gonna go ahead and launch the poll

so I can collect that data.

Oh, it's the other one.

- [Jim] Yep. Sorry, I just realized that.

- Thank you.

While you're all finishing that,

I do want to share that I was
in a public school last year,

two days a week with a pretty
large caseload for two days.

And I had three different
students using talkers

on my caseload and I
had to write IEP goals

and objectives for them

after inheriting goals and objectives.

So I'm gonna be speaking
from that experience.

Okay, it looks like we have
over 80% participation.

I think that's great. I'm gonna
go ahead and end the poll.

Thank you.

All right, so challenge

number one, who are they?

They being your student with
complex communication needs

who's likely using a high-tech AAC device.

This is a quote from a great resource

called Writing IEP Objectives and Goals

for Authentic Communication

for Children who have
CCN by Linda Burkhart

and Gayle Porter,

and they say that for many
children who have CCN,

it's impossible to do
a one-time assessment

and learn enough about the child

to write meaningful goals and objectives.

So the part I've highlighted here,

school systems often don't
recognize this process

and expect the team to be able to assess

and write goals over the short term.

I'm sure I'm preaching to the choir,

but if you want to use this resource

to be able to advocate
to your administrators

how it is so different for these students,

they go on to say that the result

of doing such a quick
 cursory initial assessment

is that it results in
narrow, task-specific,

meaningless goals that
are not flexible enough

to follow the child's evolving learning requirements.

Therefore, initial goals may need to be written in a manner

that allows for exploration of a range of strategies

to determine the most appropriate learning requirements

for each child.

So, with that, they also include in that resource,

which I have linked,

anything you see underlined is a link

to either a webpage or PDF

that you should be able to access.

They give you some examples.

And I wanna make sure you understand

that these are just examples

and they would definitely need to be customized

for your individual students.

But the way that they're suggesting to do it

is saying something like the child will use three

of the following developmentally relevant

communicative functions expressively,

and then go on to list the communicative functions.

For example, request objects, request direct actions,

and so on and so forth.

So as you can see,

this is very open to the child doing

a lot of different things

and still being able to
demonstrate learning and progress.

Oops, something's happening.

Okay, sorry.

Another example is that they'll
show increasing interest

and attention to someone using

a comprehensive aided
communication system, such as PODD,

to talk to him or her in natural
context throughout the day.

So the data point is actually
the increased attention

to someone else modeling the AAC.

Then they go on to define what
that attention looks like.

So it'll be observed as an
increase in looking towards

the communication symbols or
the communication partner,

calming during this process,

looking away to the side,

but with a stillness as if listening,

or responding to the partner's message.

And then they say you
should even go on to define

what that specifically
looks like for the child.

And then to quantify it,

it would be like a minimum of
10 times during the school day

in a variety of contexts.

So as you can see,

these types of goals are a lot different
from the goals we're used
to writing for other kids.

This leaves it open to even somebody
with very emerging
interest in the AAC device,
you can still demonstrate
progress with that interest.

Obviously, with the first one,
if you're listing a lot
of different communicative functions,
you're making it more flexible,
but you're also creating more
data points for yourself.

So there has to be a balance there.

But in the article by Linda and Gayle,
they do also include some
suggestions on how to collect data
with some data graphs and charts too.

So, talking about interest,
when you pull out your coolest
toy to elicit a request
and you get no response,
sometimes that is very disheartening
because you feel like
you can't get the student
to engage with you.

But we wanna remember that the
goal should not be for them
to say what we want them to say,
so maybe what we think is cool
is not cool to the student.

So these are some more

tips from Linda Burkhart,

which I would consider Linda an expert.

I saw her speak at ATIA
a couple months ago.

And she said that this is her
50th year in the field of AAC.

So I don't consider myself
an expert, I'm learning,

but I do consider Linda an expert.

She goes on to say, usually,

typical kids' first words
are not things like more,

done, and help, they're whatever's
meaningful to that child.

So think of your own child
or your nieces and nephews.

First words are usually like dog, or dad,

or something that they have
a meaningful connection to.

It's not always a core word.

So we wanna think about that

with our students who use AAC as well.

We need to model what
they are thinking about,

not just what we had
planned for our session.

We need to model to
connect, not to direct.

I've also seen out in the
world of social media,

"Model to connect not to correct,"

which is another great way to put it.

We need to have immersive language models,

not corrective language models.

We need to kind of follow
the student's lead,

whatever the child says is correct,
make something of it, go with it.

And then immersive like she says

because it's not realistic

or efficient to model everything we say

to create a full immersion in AAC,

but we wanna at least try

to do an immersive-like environment.

And models must be genuine,
meaningful, and emotional.

The emotionless modeling,
it's harder to remember,

harder for the student to learn from,

because it's not making
a big impact on them.

So we need to model language

that they have an emotional connection to.

And as soon as you want the
child to copy your model,

you're crossing the line.

And what she means by that
is you're getting back

to it's your agenda that matters,

you know what the writing answer is,

and that student has to follow your lead,

and that's really not
autonomous communication.

So to get back to some examples of goals

from Linda and Gayle,

one is just that they'll generate three

to four sentences using
their communication book.

So we're gonna focus on the generate three

to four sentences here

and they give some great examples

of how to create objectives for that goal.

If we think of objectives as benchmarks

that happen in sequence little by little,

getting towards the overarching goal,

then number one,

the step would be to just
complete a multi-word sentence

and they say using PODD

or other multiple modalities
when provided with models

and visual supports of sentence starters.

So if the sentence starter is "I like,"

maybe you have a visual
support of the "I like,"

then the student is expected
to just say anything

to finish that sentence.

And so "I like" is a good example

because there is no wrong answer, right?

If we said I see and they said go,

then you might look at them like,

that doesn't make any sense.

So we wanna pick sentence starters

that really are open to
the learner saying anything

and it being okay and
we're praising them for it

and they're getting that response to make it meaningful.

So after they're doing that,

then the next objective would be to produce

a two word sentence when provided with the verbal cue,

"Tell me more," during genuine interactions.

Kristen raised her hand,

I think we're gonna wait till the end

for questions if that's okay.

After they're doing the two-word sentence with the cue.

Then number three,

they're gonna do the two-word sentence spontaneously.

Number four, then they're gonna do a three-word sentence

with the cue, "Tell me more."

And number five,

they're gonna do the three-word sentence spontaneously,

so you can see how the level of support changes

in order to get them to the goal

of three to four-word sentences

and also the actual skill changes.

So going from just finishing a sentence to two words

to three words.

And remember my disclaimer

that you shouldn't just use these like a goal bank,

you should definitely tailor them

to your individual student.

But I noticed in that goal

that they said using a communication book.

So I wanted to point out
that's one style of doing it,

being very specific about the tool,

but a lot of times I
recommend that SLPs be

a little more flexible in how
the student meets the goal.

So if we say something like
using total communication,

then we're implying that
they can use speech,

they can use their SGD

by ASL or international attendees,

that's American Sign Language.

And some people even
wanna include conventional

or universal gestures,

because waving and nodding
your head to say yes are things

that would meet the goal.

So it's kind of like you
need to pick out what counts.

When the student does it,

is it gonna count towards
the data being collected

that they met their goal?

If it's only that they're supposed

to use their communication book,

or they're supposed to use their SGD,

then them learning to say
the word with oral speech

would actually not look like
progress, which is silly.

So we definitely always
wanna include speech

as another way to meet our goal.

So we need to be specific
about how to measure progress

while also giving the student
the autonomy to say anything.

So that's where we get into
this kind of juxtaposition of

when we write a SMART goal,

we have to be specific and narrow,

but as Linda and Gayle point out,

we don't wanna be so narrow
that it's meaningless

and not flexible to follow
the child's evolving skills.

So I've kind of highlighted here

how the specific part can be tricky

because we need it be narrow,

but we don't want it to be narrow

for the student's response.

Achievable is also very tricky,

because it's really hard to make sure

that you can reasonably
accomplish something

when you don't know the student very well.

And also the time-based part

about being realistic but ambitious.

So when you're setting your objectives,

the short term benchmarks

and you need to say when
you're gonna consider that one

to be done maybe by
the first progress note

and then the second one done
by the second progress note,

that's really hard to predict as well.

That's where it's pretty
stressful being an SLP.

Who says being an SLP is stressful?

I'm 39 and I feel great.

It is pretty hard to make
those judgment calls,

especially for these learners

with complex communication needs

who you haven't had enough
time to get to know.

But the ones that I think are very doable

are the measurable and the relevant.

So let's talk more about those.

The first challenge to those
are collecting baseline data.

So, at this point, I'm gonna
collect some baseline data

as an illustration.

Jim is gonna launch the poll,

and these are actually your questions

that you're gonna be tested
on at the end of this session.

So I'm gonna ask you first up front

to answer them and get a baseline.

Okay, we have over 80%
participation. That's awesome.

I'm just looking, number one, the majority is correct.

That's true.

Number two, I love that we have like a 50/50 split,

'cause this one is very much left up to opinion,

but we're gonna talk about why my opinion

is that we should not have operational goals,

but we can have operational objectives.

We'll get to that.

Number three, I love that 99% said true.

That's correct.

Number four, we're getting there

'cause we've got 86% saying true.

It is true,

but I know that's really hard for us

to wrap our heads around.

And number five is interesting.

I would've thought that one would've been more obvious

that you have to be aware of a problem

before you can fix a problem,

but a lot of people are saying you can just fix the problem.

So that's interesting.

So we're gonna go ahead and end the poll.

And let's talk more about this.

So the problem of collecting baseline data,

there is a solution,

there's lots actually

of AACCP specific data collection tools.

These are just a few of
the better known ones

that a lot of people I know have used

and have said that they like.

So I want to highlight them.

So they each have their own slide.

Like I said, things that are underlined

are gonna take you to
either a website or PDF

with more information,

but realize language is
a data collection tool

that is only \$10 per year,

and you could do a 30-day free trial.

It only works for LAMP
Words for Life and TouchChat

'cause they're the software
created by PRC-Saltillo.

But it basically records
every button that's pushed,

even like the top message display bar,

and sends it all to a website
where then all that data

is organized in different ways.

So it could tell you
like by part of speech

how many nouns, how many verbs,

how many question words,

and you can do it in a timeframe.

So you could say in the last six months,

or you could just say
in the last six days.

The frequency of certain words.

So you can look at a list

and it'll start with the words

that are used most
frequently to least frequent,

but it has an entire list for
whatever timeframe you want.

So you could see that they
really love to talk about T-Rex

and everything is timestamped.

So you can look at it in
kind of like a calendar view

and see when it's being used,

which is very helpful.

And also you can search,

when you're in that calendar view,

you can search a word.

So maybe on the frequency list,

you saw they love talking
about T-Rex dinosaurs,

but they only said help three times.

So now you go into the calendar
and you search the word help

and you can see when
the word help was used

and you could also see the context,

'cause it'll give you a running list

of everything that was said
before and after the word

that you're searching.

So maybe the context makes
sense, maybe it doesn't.

It's available in the US,
Canada, Australia, New Zealand,

United Kingdom, and
Ireland, which is awesome.

And then this is just an
example for those two apps,

but other apps have their
own built-in data logging

for each button activation.

Some even have a way to differentiate
between what the learner activated
versus what someone else modeled.

I think Tobii Dynavox software does that.

There's a certain setting

so that when the person who's
modeling touches a button,

they have to tap it twice

and then that data gets recorded

as the child didn't do it.

So that's really helpful,

which that's not part
of realized language.

So you don't know in realized language

whether it was the
student or somebody else,

but you could just tell the team like

for a certain period of time,

like maybe like on Friday,
don't model at all.

So they can just see the data

from what the student is doing

to get like a snapshot of data.

So then if you're able to
collect a hundred utterances,
you can kind of do a language sample,
which you could calculate the MLU,
and I have a great resource
here about how to do MLU
if you're not familiar.

And then there's another
resource called the quad profile,

and it's basically four
different checklists

of how to categorize
all the different things

that were in the language sample

so that you can analyze
the language sample

in some really nice ways to
quantify what they're doing

and help you set some new targets

for what they're not doing
for your goals and objectives.

The second one is called the
AAC profile by Tracy Kovach

and it's actually published by PRO-ED.

So if you're ordering
other stuff on PRO-ED,

you might as well throw
this into the order.

It's \$84.

It's a print manual, like a booklet.

And then you get 15 protocols,

and you could even now,

I didn't realize you can get
the electronic manual for less

and it's rating scales,

observational rating scales

in the four different competencies,

which are pretty widely known
nowadays in the AAC field.

But in case you're not sure

for our operational, linguistic,
social and strategic.

So that's where one of
the baseline questions

was about operational skills.

And on the next slide I'll go
into detail about each one.

But basically for the AAC profile,

you would need to have time
to observe the students.

So I would recommend that
you interview the parent

and interview the one-to-one educator

that's with the student all the time

and ask them what they
think about each item.

Do you think they can do this?

Do you think they can do this?

And what you do is you rate them

on whether they're doing it independently

with no support, which is a three,

you rate them as doing it
sometimes with some support,

which is a two, or not at
all, even with max support,

which is a one.

And then each section you total

and you figure out

where like the cutoff is

for the skill level for the student

and you pick some of those
skills to be your target.

So the ones that are already emerging,

which are like a two,
would be your targets,

and they say you could
use some ones as well.

But I like to build on strengths.

So things that the
student is already showing

a little bit of doing with some help.

I think that would be
the best place to start.

So that was one of your
baseline questions.

Work on skills that are emerging.

And the thing that sets this one apart

from all the other data collection tools

are they even have skills for
the communication partner.

So there's a lot, for each section,

there's questions about like
what the parent is doing

or what the parent is doing,

what the communication
partner is doing basically

to set the student up for success.

So you can actually rate
how everybody else is doing

and then kind of figure
out where they need

to get better about being
a communication partner,

which definitely influences
the skills of your student.

Okay, so to get into the four
main competencies better,

somebody actually came up with a fifth one

and then somebody came
up with a sixth one.

So I just want you to have
like a comprehensive list.

So this link takes you to the list of five

and they define each
one pretty succinctly.

So operational is stuff like
powering the device on and off,

navigating adjusting the volume.

Social is initiating, maintaining,

terminating in a socially, culturally,

and contextually appropriate way,

communicating your intent.

And they include repairing
communication breakdown

in social.

But I put that in red
because they bring it down

to the strategic, which is where
everybody else puts it too.

But I just wanna point that out

that like different researchers

had different opinions about this stuff.

So if you don't know
what the right answer is,

that's okay, because
researchers don't even agree.

Number three,

linguistic is what like we
all feel comfortable with,

which is like expanding
utterances, using grammar syntax.

So I feel like parts of speech,

those are the things

that we can wrap our
heads around for sure.

Number four is strategic
is really important

and this is a little outside the box.

So these are special
skills that are unique.

AAC based communications
such as the ability

to gain the listener's attention prior

to selecting a symbol, checking
for partner comprehension,

how many of our students do that?

And repairing communication breakdowns.

So they do list that identifying
the communication breakdown

is a separate skill.

And then lastly, knowing
which AAC system to use

in a given situation.

That gets back to our, if
they're a total communicator,

they have all these
tools in their toolbox,

but which one do I need right now?

And that takes a lot of
social skill, I feel like,

in addition to strategic skill.

And then they added the fifth
one, they call it emotional,

the development of an emotional vocabulary

and utilizing that
vocabulary to relay feeling,

beliefs, and thoughts.

And you have to be aware
of those emotions first

before you can express them.

And these are like complex
emotions like empathy,

self-regulation, and self-efficacy.

So these are like really
deep in the fifth category.

And then lastly, the sixth category,

Kate Ahern has a really
great webpage all about this.

She calls this category self-advocacy,

and that's things like
asking to stop, take a break,

report abuse and neglect.

So I think it does wrap
into the emotional category

because you need to be
aware of your feelings

before you could then
report that something bad

is happening to you, right?

You need to know that
that's something bad.

So number five and number six,

I can see why they're kind of like extra,

'cause they're really high level,

but for some students
they're very applicable

and they should not be overlooked.

The next data collection tool

for taking baseline data
on students with AAC

is the Communication
Matrix by Charity Roland.

And this one is also an
observational rating scale,

but it's like a portal on a website.

So it takes you through
one skill at a time

and it explains really
clearly what the skill is

with descriptions of like case examples,

even some videos of
students doing the skills,

so that you could say,
yes, my student does that,

or no, my student doesn't.

And this is the tool I
would say that is the best

for like really early learners
with really complex needs.

Like maybe there's visual impairment,

there's hearing impairment,

there's mobility impairment,

there's a lot going on.

This one I feel like
really starts at the basics

and walks you through very clearly.

This one is free with an email sign up,

but you can only save the
results for five students,

and then you have to pay for

additional ability to save,

but you can go through
it and get to the end

and it'll tell you
where your student falls

and what the skills they've
already mastered are

and what the skills they
still need to work on.

So you can write your
goals and objectives off.

It just won't let you save it.

That's called the try me function
when you're not saving it.

And then there's also a community forum

where people are sharing ideas,

kind of like Facebook group,
but just on a website.

And that's also free.

And I didn't realize that they
have a PDF version available,

so you can print it out.

And what's really cool,

they have a separate one for parents

so it kind of phrases things differently

from the one that you
would be doing as SLP.

And they even have a Spanish
parent version in PDF.

So it's only \$5.

I thought that was really cool
that they were thinking about

how to word things differently

so parents could report on skill level.

And then Spanish, I feel
like we need more and more.

So there's also a training
webinar that you could get

an ASHA CEU for on how to
use the Communication Matrix.

That's only \$50.

You have the link there for that as well.

Okay, and now this is the one I hear

from people all the time.

Have you used the Dagg?
Have you heard of the Dagg?

Everybody loves the Dagg.

This is a third version, the
Dagg-3 Dynamic AAC Goals Grid.

It's from Tobii Dynavox,

but it is research based.

So it's free with email
signup, which is amazing.

It's a similar grid to the AAC profile.

So it's got the four
communicative competency areas,

operational, linguistic,
social, and strategic.

And what you do is you rate each skill,

which they're calling each skill a goal.

You rate it as mastered, or in
progress, or not applicable.

And then depending on the percent

that you've rated as mastered,

you put that up on the top page

and it'll put your learner
into a certain category,

which there's five different categories

called communication ability levels,
emergent, emergent-transitional,
context dependent,
transitional-independent, and independent.

You've probably heard of these terms,
probably like a emergent,
or context dependent is very common,
but they really break it down
into a lot of different
skills for each one.

And then you can kind
of describe your student

in a certain category
and see them moving up

through the categories over
time, which is really cool.

There's a very, very detailed how to,
let me remember what this is.

Yeah, it's a PDF.

So it's a written how-to
guide for how to use the Dagg.

Sorry, now back.

Okay, so for you out there who want
to have things very black and white,

I feel like you would
gravitate towards the Dagg,

like there's no question of how to do it
and it's free, which is so cool.

So it'd be worth checking out.

But I want you to be aware
that for each of those,

what they call goals, or
what I would call skills,

they're not only asking you if
it's mastered or in progress,

but they're giving you
some levels of cuing.

They call it a Chain of Cues

and you're supposed to
rate whether it's mastered

with this cue or that cue.

And one of their cues,
called Indirect Cue,

is to gesture toward
the communication device

and wait expectantly,

which I would define as a prompt,

because if you're gesturing
towards the device,

you're telling them you
have to use the device.

You're not telling them
they can use their speech,

or they can use sign
language, or whatever else.

So you're putting that demand on them

that they have to use the device.

And then waiting expectantly

is another way to put
pressure on a student

and make them feel like
they have to do something.

So if you are checking off
that the skill is mastered

with that indirect cue, as they call it,

I would not consider that mastered.

I'd recommend that you
only consider it mastered

if they're doing it independently.

So I hope that makes sense.

As you're filling that out,

I might even just ignore
their Chain of Cues

and just rate them as
mastered or not mastered

to make it simple,

because if it's mastered, but with help,
then is it really mastered?

I guess that's my big hangup on that.

But there's more about
the Dagg-3, lots more.

So beyond you collecting
your baseline data,

each skill in the grid,
which is labeled as a goal,

but it's not a SMART format,

it's very general the way it's listed.

Each one of those has an
activity underneath it.

So there's a link right in the checklist
that you're filling out.

There's a link to an activity

which takes you to a
multi-page handout consisting

of a lesson plan,

which includes the goal at the top,

includes preparation notes
for doing your session,

a materials list for your
session, tips for success,

which some of them even

have a link to a video,
which I'll show you in a second.

Activity with steps,
supplemental activities,
and suggestions for how
to measure progress,
all for that one skill.

And then the last page of
the handout is a template

for you to send a letter
home to the parent

to explain the skill and what
you're doing with the skill

and to give some custom suggestions.

It has like blank lines at the bott

om for you to suggest what the parent do

to work on the skill.

So that is like an amazing resource.

And I just wanna show
you the video real quick,

'cause these are really good videos.

Let me make sure that this is gonna work.

Hold on.

All Right, let me know if
you can see this in here.

Jim, can you confirm
that you can hear that?

- I cannot hear it, no.
- Oh shoot. All right.

I might not show this then,

but you can all click
on it in the handouts.

It's a really great video of a
woman working with a student.

Obviously they're at a house,
but a child with an AAC device
and then a typical child and
she's modeling in a great way
and she's working with both of them
and making it really fun.

So I just think it's a great
video for all of us to see,
especially like a parent to
think about how to do modeling
at home during like a cooking activity.

All right, so let me go back and share.

Let me try it one more time.

Did you hear it that time?

- No, still no sound.

- Okay, sorry. I'll move on.

Okay, so can you see my slides again?

- Yes.

- Okay, thank you.

Great, so I just gave you a link to

the very first skill, which
is under Linguistic-Emergent,

and then the skill is
called Making Selections.

So this is the link to go
to that activity packet

that has all that stuff
that I just told you,

just so you could see an example.

But like I said, they literally
have an activity packet

for every single skill in the
Dagg, which is really great.

And this is just an example
of the goal for that skill.

They are calling it the
goal selects any message

or word given a communication
page during an interaction

with or without intent.

So you would need to reword that,

but that's good 'cause we
don't wanna think of this

as like a goal bank that we're
just grabbing goals from.

But you could see that it, again,

selects any message or word
given any communication page

during any interaction.

And then the with or
without intent part blows

most SLPs minds because they're like,

if they don't have intent,

they're not even ready to use AAC.

That's not true.

The basic skills at the beginning

are really just to pay
attention and engage with it,

and there is no wrong answer.

So that's what's really hard for us

to wrap our heads around,

but this could literally be a
goal for one of your students.

Any message, any communication
page, with or without intent.

And you're just keeping a
frequency count on that,

which kind of like blows people's minds.

But you can do that.

Okay, moving on.

This is my last bite about the Dagg.

I don't wanna put it to death,

but this is another way to
get to all those activities.

So this is a link to their webpage

that's just for all the activities,

all organized by linguistic,

by communication competency.

Once you click on one of those,

it opens up to your
communication ability level.

And once you open up one of those,

it opens up to each of
the activity handouts

for each of the skills.

You could see under
emergent for linguistic,

there's three different skills.

That's the smallest amount.

Some of these have like 12,

some of them have eight, it just depends.

But there's a lot of
content here, and it's free,

so I would definitely encourage you

to check out the Dagg-3
if you haven't already.

So now that you've got tons
and tons of baseline data,

how do you pick out what to work on?

How do you prioritize?

And the question really
is, does it matter?

So Lauren Enders, who I love,

compiled a checklist based
on the work of Linda Burkhart

and Gayle Porter, who
we already talked about,

and Carole Zangari, who's awesome.

So all of these experts have
come up with like questions

to help you prioritize what to work on.

And Lauren put 'em all
together in a beautiful handout

of yes/no questions.

So I'm not gonna read through it,

but click on this link to get to it.

And the two that I really
wanted to highlight are,

will accomplishing the goal lead

to autonomous communication?

So if you're looking at
the goals you have now

for your students with talkers,

and when you ask yourself that question,

will it lead to autonomous communication?

Like say anything to anyone
at any time, at any place,

you're probably gonna find a
lot of the goals you have now

don't really help with
that, and that's okay.

I don't want you to feel ashamed of that.

I just want you to be aware of that

so that at your next opportunity

to update your goals,
you can really try to think of goals
that will lead to
autonomous communication.

And the other one that I really liked was:

Does the goal address skills
that make the communicator
happier or more independent?

I think a lot of times we
don't really think about that,

or we don't know what
makes the student happy

because we don't know them very well.

But thinking about what
makes them more independent,

I think that is so key because
we have to think long term.

So we want them to be
able to talk to a peer,

able to repair a breakdown
with a nurse, you know,

like really functional
and really helping them

to do things without an adult
acting as an interpreter.

That's really key.

Consideration number two,
will it impact other skills?

So this came back to how
are we picking which skill

to work on next?

'Cause you can't do it all.

Are any of the skills similar to the ones

that are being targeted in
other goal areas on the IEP,

such as academic, or social-emotional?

Because if they are,

you're gonna get way
more bang for your buck,

because that other professional's

gonna be working on it too.

Maybe the social worker,
the school psychologist,

the special education teacher.

This will naturally increase
the practice with variety,

which is a key to learning.

And it'll also ensure generalization

across communication partners and context,

'cause they're doing it
in the resource room,

they're doing it in the Gen Ed classroom.

They're not just doing it with you

and just during speech time.

So those are definitely skills
that you wanna pick as well.

And then the consideration number three

is Common Core State Standards,

which I went down quite a
rabbit hole with this one.

But there are some relevant pieces

from the Speaking and Listening section

and from the Language section.

So if you could find a skill,

like for example in the
Language domain for kindergarten

in Conventions of English,

I found a skill called

"Use the most frequently occurring prepositions,

to, from, in, out, on, off, for, by, with."

That's not too high level

that you couldn't possibly relate it

to your student who's using AAC.

I know a lot of these skills are so far of a stretch

to make your student who's using a talker fit in with them.

But there are some,

especially in the kindergarten section, if you look through.

So I gave you a link to the Common Core State Standards

so you could look through and just think about.

You're not required to have your communication goals linked

to a state standard,

but I think it's good to be aware of

when they might overlap,

because that's again gonna get you more bang for your buck.

And so the Listening and Speaking are on page 23

of this document, a 60-page document.

Language skills are on page 26.

Consideration number four, other communication guides.

So we've got some other credible frames

of reference from ASHA.

I'm giving you the MLU resource again,

Brown's Stages, which everybody remembers from grad school,

but we wanna make sure we're referring to them.

So again, you're collecting your data

with one of those tools we talked about earlier

and you're looking at what the skills are

that are next steps and what they need to do.

And now you're thinking about

what might be developmentally appropriate for them

based on their age, their developmental level,

and their other abilities and needs.

So just some other resources for you to pull from.

Okay, a little bit of comic relief.

That feeling when you withhold bubbles

from a preschooler until he signs more.

I just wanna remind everybody

that this is compliance, not connection.

So if you're withholding stuff

because it elicits a request,

that's easier for us to do as the adult,

but it's actually like killing your rapport

with your student.

Like, you're not doing yourself any favors

by withholding things

and making it seem like you're

at odds with the student.

'Cause communication should
really be about connection

and about making memories together

and having positive emotions.

So I just wanna remind
you that there's more

and more out there on social media

and in the field about not
making students comply.

And I definitely wanna make sure

that everybody understands
what that means.

Okay, consideration number
five, Symbol Support.

So if your user uses a symbol-based app

and you're on a page
with let's say clothing

and you're asking, you know,

"How should we dress the snowman today?"

That's a great activity

because the student could
say anything, right?

But if you are asking the student

to label a photo of a shoe
and label a photo of a shirt,

they're really just matching the photo

to the symbol in their talker.

So it's non-identical matching,

which it might be a skill

that they're supposed to be working on,

but it's really not labeling.

So I wanna make sure that you

know what you're measuring

and you just need to think to yourself,

what does the student need to do?

If they need to navigate
to a folder to label it,

then they're demonstrating

that they understand categories, right?

'Cause they had to go to the right folder.

But once they're in the folder

and they can see the symbols

and compare it to the actual item

that you're actually asking them to label,

then they only need to
do that matching task.

I have a video to kind of illustrate this.

Hopefully it works.

Okay, see if you can hear this one.

Jim, can you hear that one?

- [Jim] No, I can't hear that one either.

- That's weird.

All right, well, basically,
you'll see what's happening.

So she's holding up a coin
and the student is labeling it

on her talker.

She says, "We're working on nickel today."

So that's her like warmup.

"What is this?"

She uses her talker to say penny.

What is this?

She's pausing.

Nickel. She got it right.

What's this one?

She says quarter. She got it right.

How about this one? Nickel.

You get the idea.

So she's only working on nickel,

but the teacher is embedding it

with all the other coins which
she has already mastered.

So she's only taking data on nickel,

which is coming up like every
three or every four times.

But again, this is a
special education teacher.

This is not an SLP.

The goal is labeling
coins, which you know,

I had to tell her this
is a great activity.

I love that you are doing it,

so the student is using
their talker with you.

It's very natural, but you're
not really measuring labeling,

you're doing a non-identical
matching activity.

So just illustrating that.

But I love that this
special education teacher

is collaborating with the SLP

and making sure that
during her academic work,

she is incorporating use of the talker,

because it just makes sense.

So I want to encourage
you to collaborate more

and make sure that that's what's happening

with your students for their
academic skills as well.

Okay, consideration
number six, the Rule of 8.

So, I don't know about you guys,

but in Connecticut,

it's becoming a standard recommendation

that we have at least eight data points

in order to report on progress.

So if you do the math for
your student's service time,

possibly divided by group instruction,

divided by the number of targets you need,

eight data points for,

you might be setting
yourself up for failure

and being able to
accurately report progress

because you have too many targets.

So, for example,

I told you I had a caseload last year,

so there was a lot of IEPs I inherited

that had a lot of objectives
with multiple targets

within an objective.

And so, for example,

I had one student who I saw
twice a week for 30 minutes;

he had nine different targets

that I had to take data on,

and he was scheduled in a group of three,

which means he only got to
answer me a third of the time.

So I immediately switched him into a dyad

with him and one other student.

But even still,

with all the absences
and all the interruptions

and the meetings,

I really could not possibly
measure and take enough data

to show that I had eight different points,

like eight different examples
of him getting a percentage.

Like, on Tuesday, he got 60%,

and on Wednesday, he got 70%.

Like, I would need eight
of those for each target.

So the math can boggle your mind.

And I have a little illustration
that makes me laugh.

Are you taking any foreign
language classes this year?

Yes. Math.

So I have a resource for
you in this link I made;

it was the data sheet
that I made last year

to try to get eight data
points per target skill

before the next progress notes were due.

And like I said, for this
kid, it was impossible.

But I'm hoping that that'll
help you kind of visualize

and organize your data collection

if it fits in this kind
of trial data format.

I saw somebody raise their hand,

but I'm gonna keep going

'cause I don't wanna run
out of time for questions.

Oh, and by the way,

it is six of I can stay on late.

You probably can't, so I apologize.

So consideration number seven,

if they're nonverbal,

you need to think about,

this came from my last session that I did,

what are they already doing nonverbally?

So they're not using language,

they're not using like a symbolic form

of language communication,

but it's still very
intentional and it's a pattern,

and they've learned it that it works.

So they're doing it
because they know it works

to get people to listen to them.

These are skills the student already has.

We just need to shape
it into using language.

So we need to figure out the
function of the behavior.

It's all fun and games
'till someone figures out

the function of your behavior.

So look for patterns of behavior that are meaningful.

If the one-to-one says,

"Oh, he is going to the door

'cause he wants to go for a walk,"

that's what we should be teaching him to say,

that he wants to go for a walk.

Like we don't have to teach 'em a whole new skill.

You just need to teach 'em to do it in a different way.

So the key is to honor that nonverbal communication first

by letting them get what they want.

Then modeling the new language that goes with it,

which is go, or for a walk,

or whatever you pick as your target.

So these are some examples of how I would write those goals.

I would use the terms using symbolic language.

I would list out the different types of symbolic language,

and these are some objectives

that I would use to get to that goal.

So start out really basic, initiation through behavior.

So they're eloping, they're grabbing, they're leading,

and that they will visually attend to the SGD

while it's being modeled.

Okay, so that's step one.

They're doing the behavior;
we know what it means.

So the adult with them is
now modeling the language

that goes with it,

and all the student needs
to do is visually attend.

That's your data point.

Then objective number two is
that they would use the talker

during a routine.

So it's very routine.

Every time we go to the door,

I'm expected to use my talker to say,

"Let's go for a walk."

And then that gets to
the overarching goal,

which is to do it spontaneously
outside of a routine.

So it's more flexible.

So you're kind of like getting
harder and harder as you go.

My consideration about
operational is that I think

that you should use it in an objective,

'cause it could be step one

is that they should carry their talker,

but it can't be the overall goal

that they should carry their talker.

That would be like saying they
should go get a calculator

instead of using it to
solve a math problem.

They should be using their
talker to communicate.

Just carrying it around is
not a communication goal

in my opinion.

Hope that makes sense.

And then another consideration
is generalization.

Many of our learners do
get stuck in a routine,

so we need to make sure
we're varying by location,

by the person they're communicating with,

especially having them
communicate with peers.

I think that's a piece that
people forget a lot of times.

So even in your goal, you could say,

given frequent modeling with people,

including peers, yada, yada, yada.

And to add the generalization
piece at the end of the goal,

you could say,

from or with at least
three different adults

and peers across at least
three different settings.

So you're building in the
variety right into the way

the goal is written.

Okay, this one is about
answering social questions,

and she's asking them in different ways.

So she's not just saying,

"What's your address?

What's your address?

What's your address?"

She's asking, "Where do you live?

What would you tell someone who said,

'Where do you live?'"

She's asking the question
in lots of different ways.

So again, it's keeping
the learner flexible

in how to answer the question.

So we're gonna skip this.

Consideration number 10,
the sixth competency,

use target power words,
self-advocacy words,

the language of feelings, emotions.

That kind of gets back to
what Kate Ahern was saying,

like we need to make sure
we don't forget about these

for the students that
it would make sense for.

And then lastly,

I just wanna talk quickly about using AI,
because I know it's a hot topic right now.

There's a website called AI for Education
that actually gives you a template
for what to write into the AI.

Like, ChatGPT is one AI
that you can get for free,

but AI for Education actually

gives you the wording

so that it can come out
with an IEP goal for you.

So this is what I did.

I turned their template into, whoops,

into an example of like how
to teach a kid how to say,

"My turn."

And then this is what
the ChatGPT gave me back.

So you can read through it on your own,

but you'll see it has a lot of mistakes.

So my takeaway with AI is
it's like a great rough draft

to get you started and
give you some momentum

and feel like you're saving time,

but then you obviously have to edit.

I thought it was cool that it
gave me like five objectives.

I didn't even tell it to do that.

And it also gave me a little blurb

about progress monitoring.

So yeah, there's another
one besides ChatGPT

that's called MagicSchool that
a lot of people really love.

It's also free with email signup.

But I love how they give
you all these warnings

at the beginning,

like pick for bias and accuracy,

use AI for initial work,

but make sure to add your final touch,
your judgment matters.

AI's knowledge stops at 2021.

So be aware when dealing
with recent topics,

and then protect privacy.

Don't ever put a student's name

or any kind of identifying information

into the AI chatbot or
whatever you wanna call it.

I just had one more video about;

this is a perfect example
of like it's hitting all

the considerations that we talked about.

It's basically she's
doing a math worksheet

that's really high level
math multiplication,

like nine times seven,

and she's using a calculator

and then she's going on her
talker and she's saying 56.

So she is stating a total.

So there's no like I'm just labeling,

I'm just matching something.

There's no symbols that she could be,

you know, like doing a different task

when we thought she was doing math.

She is really doing math. It's authentic.

She is demonstrating her intelligence.

And again, this is all being
done with a special ed teacher.

So I had an activity
for you to try to use AI

to write a SMART goal and objectives

for that particular activity,

but we don't have time for that.

I just have one more page of resources,

'cause there's not enough
time to squeeze it all in.

But these are some
really awesome resources

about how to like look at
the goals you already have

and like meet them.

So like one of them is
a rubric rating scale,

and these are my references.

Okay, we are two minutes over,

so I'm gonna go ahead and
turn it over to questions.

So I'm gonna look at the Q and A.

For multiple clients or per
client and only on their device.

Scarlet, I think only the second half
of your question got into the Q and A.

So if you could type that in again.

Alyssa, how can we ensure
autonomy when we have a goal

that they will generate a phrase

or sentence with a certain number of words

and they choose not to respond
or use another modality?

I feel like this encourages
our teachers, peers,

and parents to require certain response

in order to show progress on their goal.

That is a very good question.

If they choose not to respond,

I might honor that and
then model a way to say

that they don't wanna respond.

So it's still an opportunity

to say something with
two words or three words,

but it's to say what they
want to say, which is,

I need a break, or I don't like this,

or I'm bored.

Using another modality.

I think I answered that question.

That should be embedded in the goal

that they can use speech or sign.

I don't think a gesture,

I don't think a gesture
could possibly communicate

as much as a three-word sentence.

So I'd have to hear like an example

of what they're supposed to be generating

and whether a gesture could
count as meeting the goal

or not for that one.

Scarlet, oh, but you still
have to buy the software

even if you are using TD Snap software?

No, for TD Snap,

their data collection is built in;

it's not a separate service.

Good question.

As in the data collection software,

just writing these questions.

Oh, okay.

Tara, any idea how to get our district

to purchase these programs
for AC data collecting?

Our district to provide
minimal AC support.

Okay, the Dagg-3 is free.

The communication matrix is free

unless you wanna save more than five,

but I'd consider that free.

I think, yeah,

I think just go with the Dagg-3

if your district won't pay for anything,

because the Dagg-3 is very comprehensive.

Would you suggest having
criteria say independently

instead of with any type of prompt or cue,

and then document progress reports

if a prompt or cue is needed?

Yes, Kara, I like that idea.

So yeah, writing the word independently

in the goal or objective,

and then when you're reporting progress,

you say if it wasn't independent,

you say what type of
support you needed to use.

Great.

Natalie, I work in outpatient (indistinct)

with autistic learners.

Would use the Dagg-3 as
part of an AC evaluation,

speech-language evaluation,

or for diagnostic treatment
once it is decided

the learner needs to have an SGD,

or is it appropriate to
use Dagg-3 in any of these?

I think any of these.

I personally haven't used the Dagg-3.

I use the AAC profile

and it's usually after
they already have a talker,

because it's asking you
like, is the talker nearby?

Do they orient their body to the talker?

So if they don't have a talker,

you're not going to be able
to answer those questions.

But sometimes you do an eval
when they already have a talker

to figure out if it's the right one.

So you could use it in those situations,

but if they have nothing, then no,

you'd use other tools like the tasks,

a test of aided communication,
symbol performance,

and other tools like that.

How does an AAC user complete an IQ test

or other evaluations if
the moderator or student

are still learning how to use a device?

You probably need the student

to be more independent,

be at those higher levels of
the assessments we talked about

in order for them to complete an IQ test.

But if the only way a student
can communicate a label

is using their device,

how is this not considered labeling?

How else do they, okay,

so it's labeling if they don't see

the thing they're labeling.

So sometimes you might say like
what animal says woof-woof?

And they would answer like a dog.

But if you show them a picture of a dog,

then they can just look for
the picture on their talker

that looks like that thing.

Does that make sense?

So if it's an auditory
cue without a visual,

or like if you're holding
up a lock and you say like,

what goes with a lock?

And the answer is a key,
then they didn't see the key.

It's just you can't be holding up a visual

if you want them to be labeling.

The Dagg-3 uses the term select
access method frequently.

Do you know what that's referring to?

Access method is like whether they're using eye gaze,

whether they're using touch,

whether they're using switch access.

So if they're touching the screen with their finger,

you're going to say direct select with touch.

I have recommended operational goals

for the special education teacher for adaptive.

Oh, I like that.

Yeah, because it's not a communication goal,

but you're right, it's like a daily living goal,

like did I remember to bring it with me

when I left the room?

So yeah, I like how you have operational goals

under special education for adaptive.

That's great.

Can you elaborate on PODD?

Okay, PODD is Pragmatic Organization of Dynamic Display.

It's another option for organizing vocabulary.

It's in a grid, but it's organized by pragmatic intent.

So it's for kids who understand that

if they wanna ask a question,

they start with the button that says,

"I'm asking you a question."

And then that leads down
to more specific parts

of what they're trying to say.

But your first step is to give context

of what you're trying to say.

So it was designed for
kids with cerebral palsy

who had average to above
average intelligence

and social skills.

We have AT specialists
telling us we can't model

on the student's device and to
use another device to model.

That's research.

So the only time that I
think you cannot model

on the student's device is if
the student gets upset by it

and it's then killing the interaction.

So I'm not sure why they
would tell you you couldn't

on the student's device
if that wasn't happening.

If the student is happy to share,

then it'd save you a lot of money

that they must be buying like
a second device every time

a kid has a device.

That doesn't seem realistic to me,

but I don't know any research
to support or refute.

So I apologize.

It was for the data collection.

Do these subscriptions
like the one for \$5 a year,

is it for any device and any
amount of students you have?

So the one that was \$10 a
year called Realize Language

is only for TouchChat and LAMP,

and it's for an unlimited
number of students.

The one that was \$5 for each
additional saving of the data,

that was called AAC Communication Matrix.

That one is asking you
questions about the student.

So it's not specific to
their communication device.

It could even be used for kids

who aren't using high-tech AAC.

So Communication Matrix is very flexible.

So on the data collection,

can parents as well view on TD Snap?

I don't know.

You'll have to ask about TD Snap,

possibly on their website,
or email, or call your rep.

I'm sorry about that.

Thoughts on using AAC and DTI?

I've heard mixed things that
it should not be a demand

that they use their
AAC to answer questions

and should be able to point
to pictures, et cetera.

For example, the child has

asked who his teacher is
and the staff has hidden buttons,
pictures of his family,
or people folder to allow
less options for the child
to answer the question.

This is a super controversial topic
in the field of AAC right now.

The videos that I tried to show you
were kind of in a DTI format

where there was a really
prescribed way of asking

and it could feel like
quizzing or testing,

and that's where we get
into compliance again

and not allowing the
student to be autonomous

and not really having
a genuine interaction.

But I do understand

that some learners learn
best in that format.

So, I still help teams to
incorporate use of the talker

into DTI lessons,

and I always tell them

if they spontaneously use their talker

to say they need a break
or they wanna take a nap,

like that student that
I showed in the video,

she knows that she could
at any point say she wants

to take a nap and they will honor that
and she will go lay on a mat.

So I think there needs to be a balance,
but that is a very tricky,

I think each team has to
kind of talk it through

and include the parents on the team
about whether this is appropriate,
what we're doing with the student.

Do you know if (indistinct)
has an internal data collection tool?

They have history,
so it shows you a certain
number of days back.

So you'd have to make sure
that you're recording what's
in the history every few days

because it will disappear

if you go back maybe like two
weeks or something like that.

So you'd have to check on that.

But it basically timestamps
each separate message.

So every time you hit the
message display bar at the top,

that counts as a message.

And so it just makes a list
of all those different messages by time.

Can you go back to the true/false slide
and review those again?

Okay.

You should target a

skill that your learner

has already demonstrated to be emerging.

True, because we're not
building off of nothing.

When the baseline is zero,

it's really hard versus if the
baseline is some of the time.

Because if they're doing
it some of the time,

then we know there's a natural
tendency to already do it,

and we just need to refine those skills.

So I think you're gonna see a
lot more progress with that.

Operational skills, such
as navigating folders,

should have their own goals.

I'm saying false because
that's not communication.

Just navigating through
folders isn't communication,

but somebody shared that
they're putting those goals

into a different section
outside of communication

in the app; they're
putting it into academic.

So you could think
about doing it that way.

I do think an operational
skill could be an objective

because it could be like the first step

to using the talker to communicate.

Goals should focus on
successful communication,

even if that's without

using the AAC device.

99% said true.

So I think you all get that.

Better for you to ask
your learners questions

that have no wrong answers,
such as "What do you want?"

This gets back to autonomous communication

and like just letting the
child have fun communicating

and you're giving them feedback
and everything's positive.

There's no correcting,

there's no making them feel
bad that they did it wrong.

So we're gonna say true for that one.

Number four,

your learner can repair
communication breakdowns

without being aware of the breakdown.

This was a 50/50 split, I believe.

I think it's false.

I think they need to be aware.

So they need to learn to look for a signal

from their communication partner,

like a confused facial expression,

or if the communication
partner says "huh" or "what".

I think that can bring
a more obvious awareness

to the student,

but the student might need to be taught

to look for those things

and to react to those things differently
than they normally would.

They might have normally just ignored it.

So I think they need
to be taught sometimes

to be aware of it so that
then the next step is,

okay, now I'm aware there's a problem.

How do I fix the problem?

I could repeat it, I could rephrase it,

I could say it slower, I could
use my talker, et cetera.

Follow up on auditory cue
without a visual versus labeling.

Is this not a higher-level skill,
such as object function association?

Should there just be no
labeling goals in AAC IEP?

Thank you.

It's hard to write labeling goals
because the visual gives it away.

It's like a clue.

It's like they're not
doing it independently.

It's like they're looking
at a non-identical cue

of what they should say with their talker.

If you think about it that way.

If there's no visual, then it's possible.

Like, tell me some things
that you see at the beach,

and there's no picture
being shown to them.

They're just saying it
off the top of their head.

That would be fine.

Have you written goals for consultation,
like teaching communication partners
aided modeling strategies?

No, so the IEP is what the
student is supposed to be doing.

So the IEP should not have goals
about what everybody else should be doing.

But like I gave some examples,

the goal could be that the
student is paying attention

to the person who's modeling,

or responding to the
person who's modeling.

So that you're measuring
that the student is aware

of the modeling or
engaging with the modeling.

But you can't make an IEP goal
about what the adults are doing.

It has to be what the student is doing.

So what's their behavior or response?

Any tips for educators who
say their student just stims

on the device?

I have a student who loves
to say watch "PBS Kids" over

and over and the staff have
been taking the device away.

I have tried telling
them to treat it the same

as they would a verbal, yes, I agree.

Right, so if the student
was doing that verbally,

they wouldn't cover the student's mouth,

they wouldn't physically
stop them from doing it.

And when you're taking the talker away,

you're physically stopping
the student from doing it.

What you could do is
provide them something else

that if it's truly a stim

with auditory or visual
stimulation and they need that,

then just taking the device away

isn't meeting the student's needs, right?

We need to give them something
else that they can do it on,

like an iPad, 'cause maybe
they like the auditory.

So maybe a toy, maybe like
a little voice recorder,

even like a Big Mac switch
that has a recording

of the talker saying "Watch PBS Kids."

So they can hit their Big
Mac as much as they want,

but they can't do it on their talker.

So you're teaching them a replacement

so that they can still
get what they need out

of that auditory stimulation,

but they're just not
doing it on their talker,

because if they're using

their talker to stim,

then they can't use it to communicate.

So just the same way,

if they're using their
talker to watch YouTube,

they can't use it to communicate,
and nobody else can model.

So we need to be doing everything
else on a separate device.

I hope that answers your question.

What do your conversations with educators

in the classroom look like

when you want to encourage them
to go beyond help and more?

I feel a little stuck in this aspect.

Yeah, a lot of people are stuck in that.

I would make sure that they're observing

what the student actually enjoys.

Get to know the student more

and make sure that those
things are in the device.

I kind of talked about
this in the last session,

technically speaking,

what is the student already
communicating nonverbally?

And start teaching those
skills to be using language

to get those things done instead
of just nonverbal behavior.

'Cause I feel like it'll be
more customized to the student

whereas "help" and "more"
are just really safe targets

to give to every student
because they're very functional,

but they might not be very motivating

because they're not
really what the student

is interested in.

For students that are
gestalt language processors,

can it be appropriate to
have programmed phrases

such as "I need a break" in AAC

rather than just pressing
each button individually

or just the Break button?

Yes, this is another hot
topic in AAC right now.

At ASHA this year,

my colleague said she attended
like four different sessions

on gestalt in AAC and they
all said different things.

So I think we haven't
come to a consensus yet,

but a safe bet would be
to have a mix of both

so that you're hedging your bets.

You have full sentences
and you have single words.

You have recordings of
SpongeBob saying the thing

that the kid loves to say,
but you also have core words.

Like, I think you should
just have everything

and have everybody model everything

and follow the student's lead.

What do they prefer?

Because that gets back to
autonomous communication.

What does the student want to say

and how do they wanna say it?

Scarlet just said she has
the same repetitive phrase

from one of her students.

Watch PBS Kids is very popular.

Awesome.

Pamela says, "Too funny.

I love the idea of using
a Big Mac as another way

of getting that auditory input.

Awesome, thank you."

Thank you, Pamela.

All right, that was the last question,
so I'm gonna go ahead and stop talking.

- [Jim] Okay. All right.

Thank you, Ann, for another
fantastic presentation,

and thank you for staying
this extra 23 minutes

to answer questions.

I know everybody's appreciative.

- You're welcome.

- [Jim] For anybody that is still with us,
please be sure to complete that assessment
if you do want ASHA CEUs for this session.

If you have any questions
or you need any support,

you can email ableyou@ablenetinc.com.

Thank you, everyone, for
coming and have a great day.

- Thank you.