Chutes and Ladders of AAC Implementation

Nerissa Hall Ph.D. CCC-SLP, ATP

Hillary Jellison M.S.CCC-SLP, ATP

Communicare, LLC

What we do...

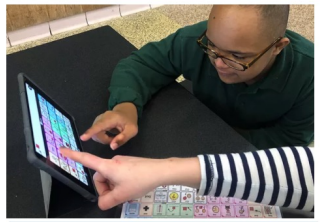
We love what we do! We specialize in AAC, AT, Speech and Language, and Special Education. We offer a range of services in-person and remotely via telepractice (tele-AAC), such as:

INTAKE FORM ⟶

CAREGIVER FORM ⟶

Assessments

AAC and AT assessments with a heavy emphasis on implementation.



Intervention

Individually-tailored intervention services on-site and online.

Consultation

Customized consultation to support widespread implementation.

AAC Camp

Intensive and immersive AAC camp in-person and online.

Webinars and PD

Webinars on a range of topics with CEU opportunities.

Tele-AAC

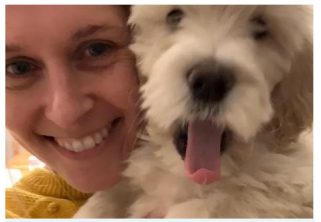
AAC assessment, intervention and consultation services online.

Resources

A growing library of handouts, tutorials, videos and activities.

Spotlight Series

Real-life tips, ideas and information learned from our community.



#AACdog

A project designed to explore dogs' responsiveness to AAC devices.

www.AACcommunicare.com
www.CommunicareLearning.com
www.CampCommunicare.com

Communicare, LLC
CLINICAL

Communicare, LLC
LEARNING

info@aaccommunicare.com

Tel. 413.875.5531

FAX: 800.635-9636

Our team...

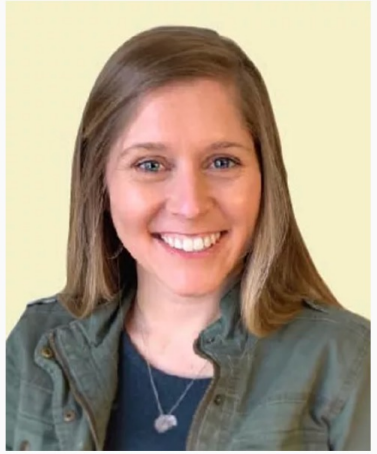
MANAGING PARTNERS & LEAD PRACTITIONERS

Hillary Jellison
jellison@AACcommunicare.com

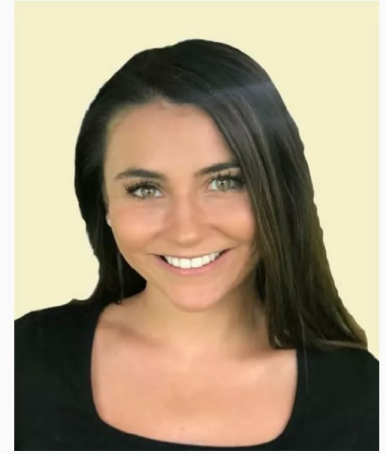
Nerissa Hall
hall@AACcommunicare.com

PRACTITIONERS

Lesley Quinn
quinn@AACcommunicare.com



Emily Donoghue
donoghue@AACcommunicare.com

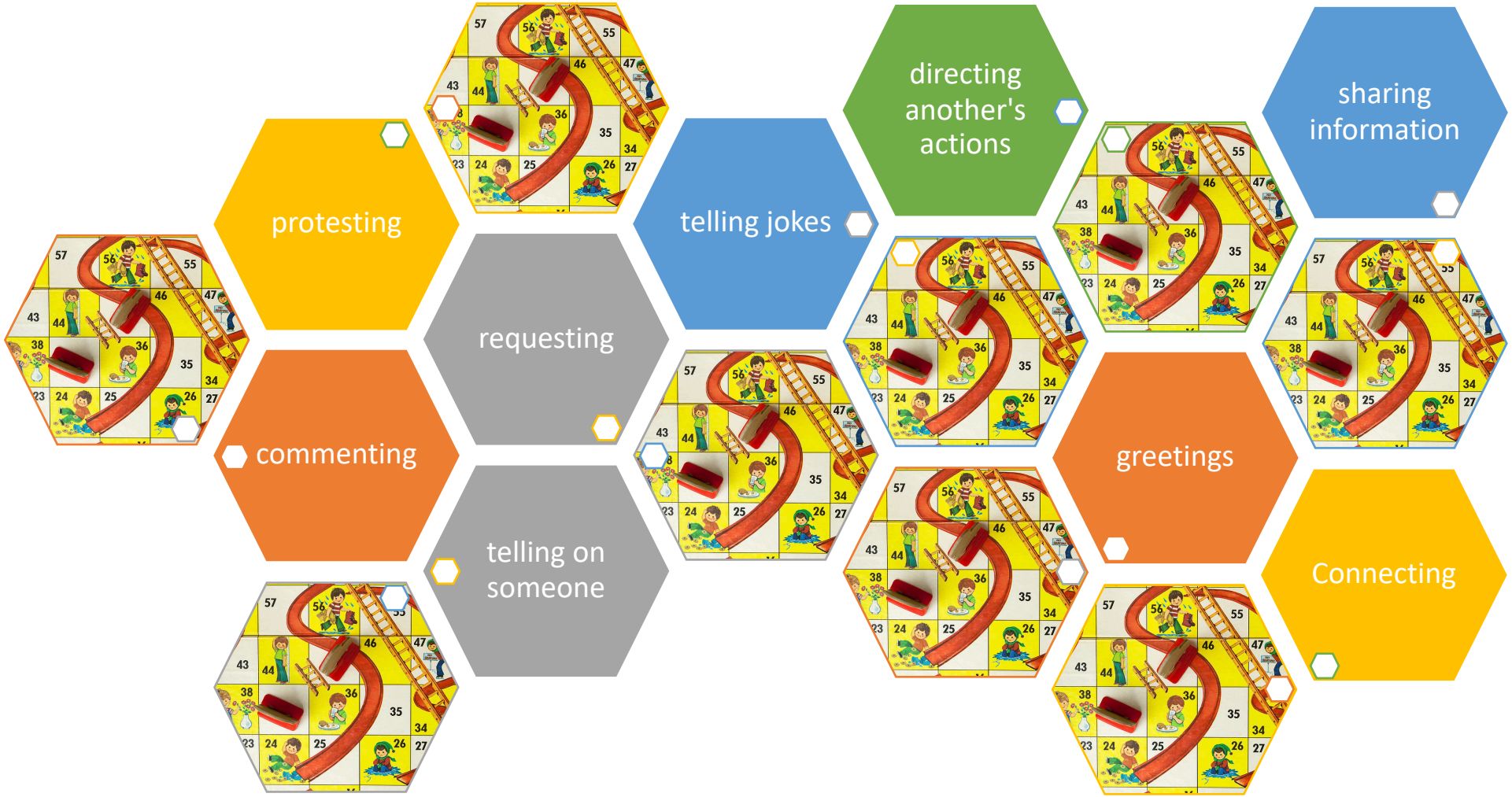


Julia Serra
serra@AACcommunicare.com

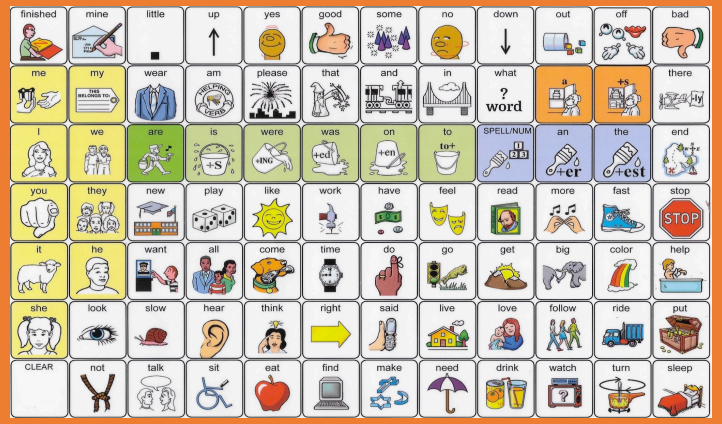
Learning Outcomes:

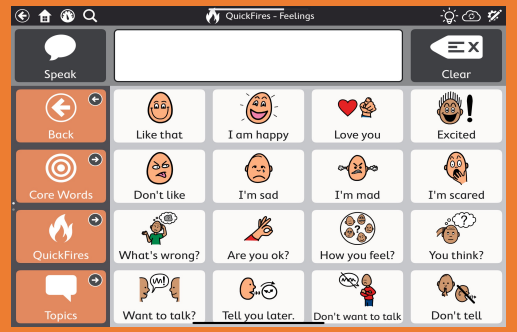
- Explain three or more critical components of AAC Implementation
- Describe how AAC can be implemented with preferred activities
- List other forms of AAC in multiple environments

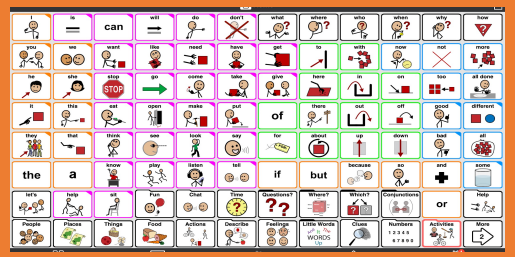
Communication

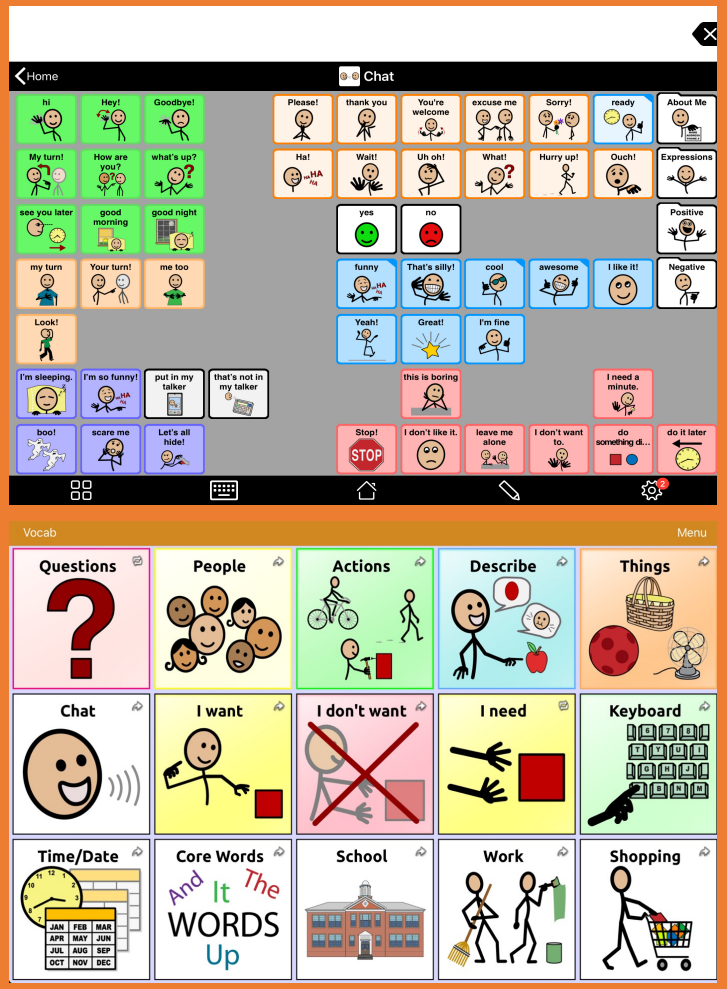


Communicare, LLC









Communicare, LLC

What is the goal of AAC?

Augmentative and Alternative Communication is to support an individual's verbal communication or could be their main mode of communication. The goal is to support an individuals' most efficient means of communication.

*Access to an AAC system does not equal communication, just means they have access.

Communicare, LLC

AAC Implementation Fundamentals

How to teach communication aided or augmented by AAC systems.

Communicare, LLC

Modeling/Aided Language Stimulation

AAC modeling is the communication partner's act of using AAC too.

- Without expectation
- Can be only one to two words
- Input output symmetry
- Doesn't have to match verbal perfectly.
- Respectful of AAC as a means of communication.

Communicare, LLC

Prompting

Prompting is a teaching technique to help support development of a skill.

- Hierarchy of prompts depending on skill level with varying levels of intensity.
- New skills may need higher level of prompting.
- Familiar skills need less prompting.
- Best prompt: wait time!!

Communicare, LLC

Creating opportunities

How we set up the environment and/or interact with an item of interest to encourage an individual to use AAC.

- Ask open ended questions
- Sabotage
- Don’t anticipate individual’s needs
- Use wait time
- Making it engaging

Language Expansion

Our response to make an utterance longer and/or more complex.

- Knowing the individual's language level and modeling above.
- Recasting- saying back what the individual said and adding to it.

Communicare, LLC

The Chutes

65
66
67
58
57
56
55
54
43
44
46
47
NO SKATING
38
36
35
34
23
24
25
26
27
16
15
14

Clinician's Perspective

- Communication partners modeling
- Communication partners ask yes/no questions
- Environment doesn't support communication opportunities
- AAC System is NOT present

Parent's Perspective

Sarah's Perspective

- Carving out time to learn the vocabulary
- Training communication partners (family, instructors, clinicians, etc.)
- And keeping up with the individual's abilities.

Communicare, LLC

Danielle's Perspective

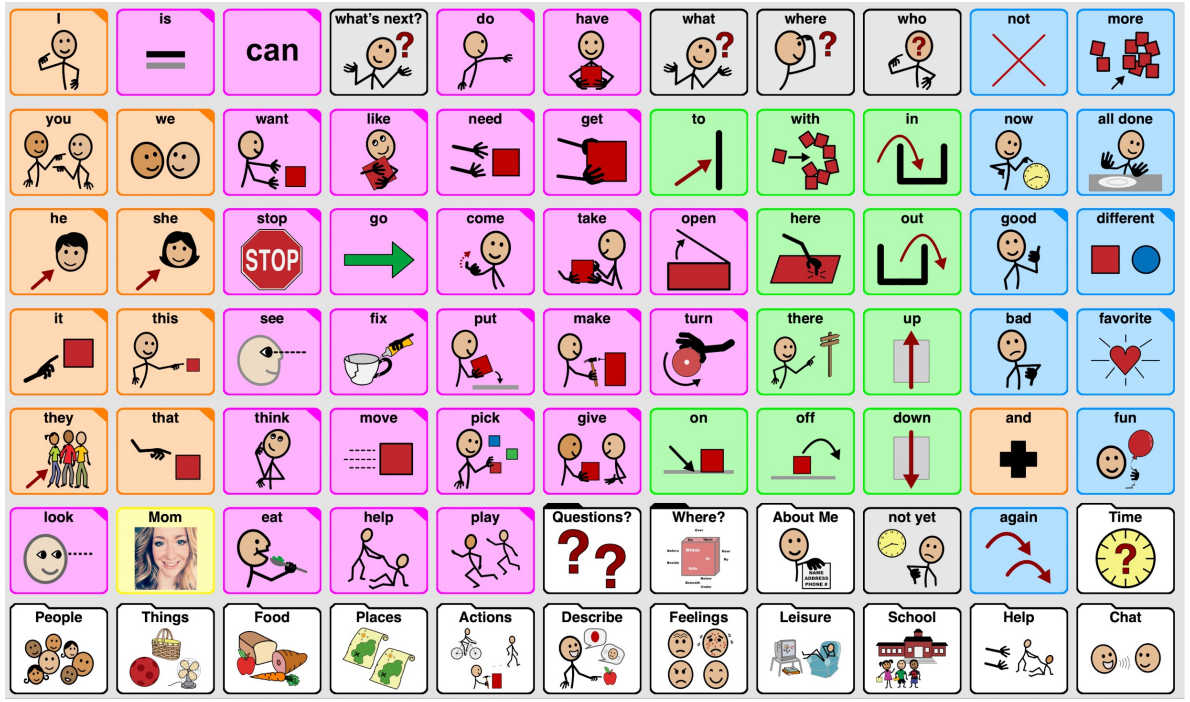
- Having device present
- Using core vocabulary throughout day
- Learn vocabulary and navigation
- Identifying communication opportunities
- Can be overwhelming at first- just got to do it

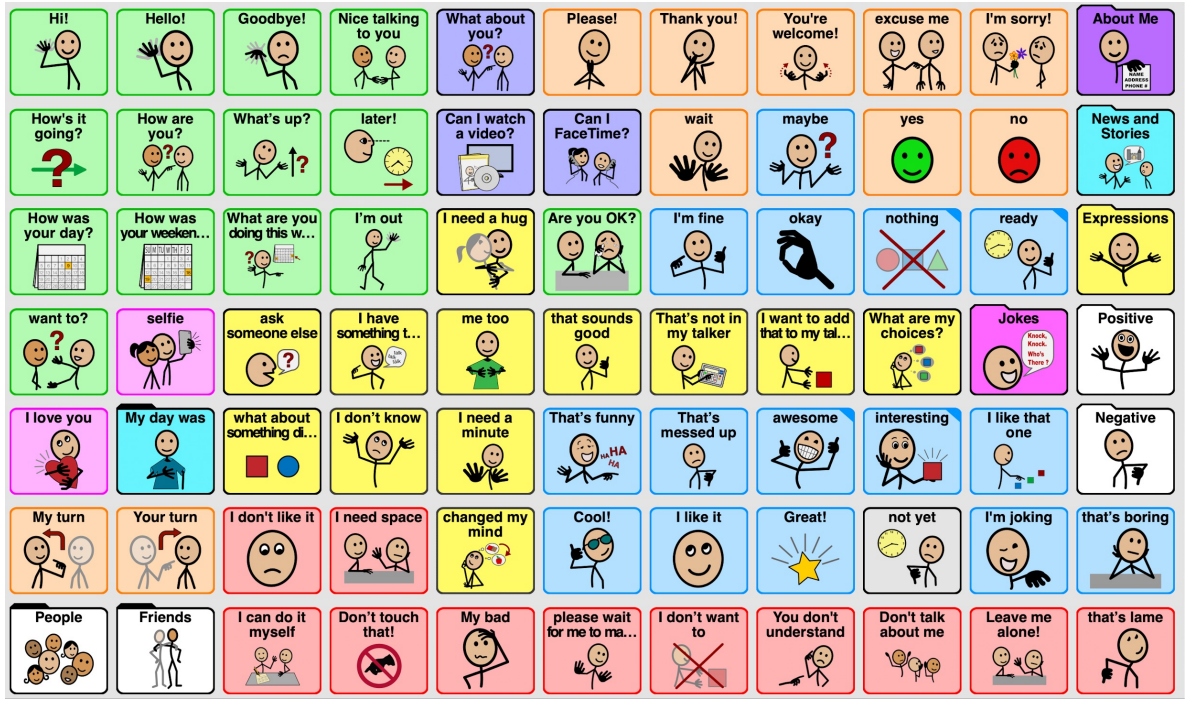
The Ladders

Communicare, LLC

Engagement and Motivation

How to learn the vocabulary?

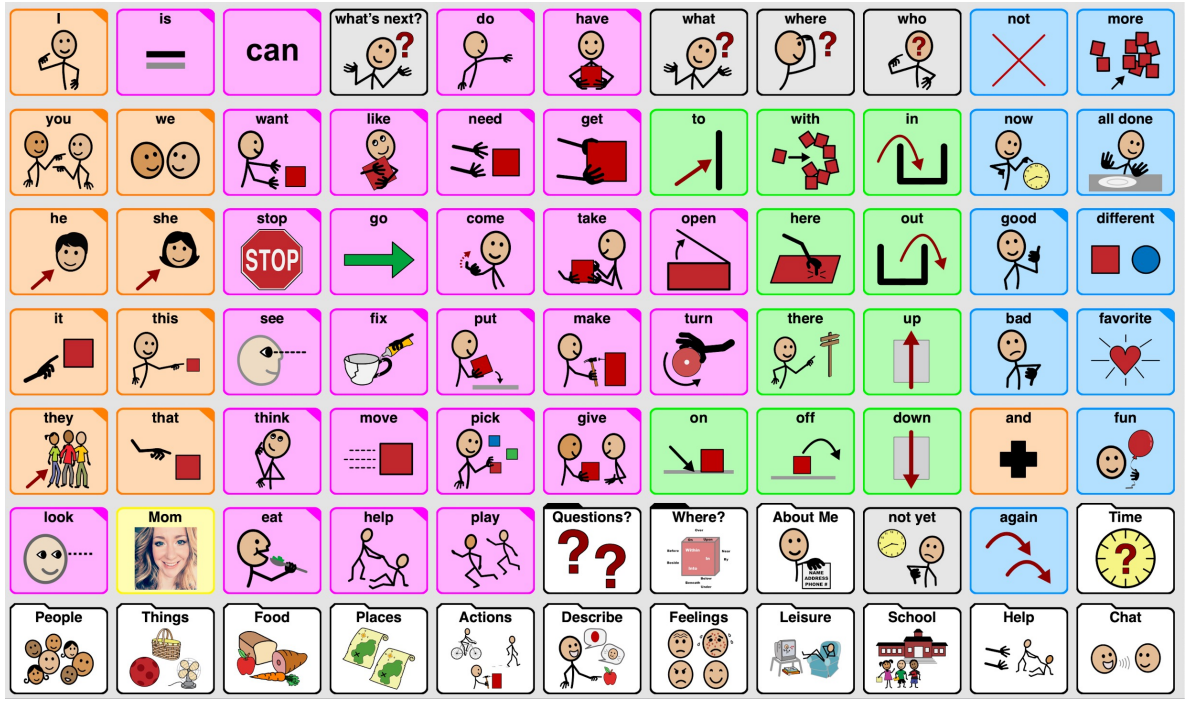


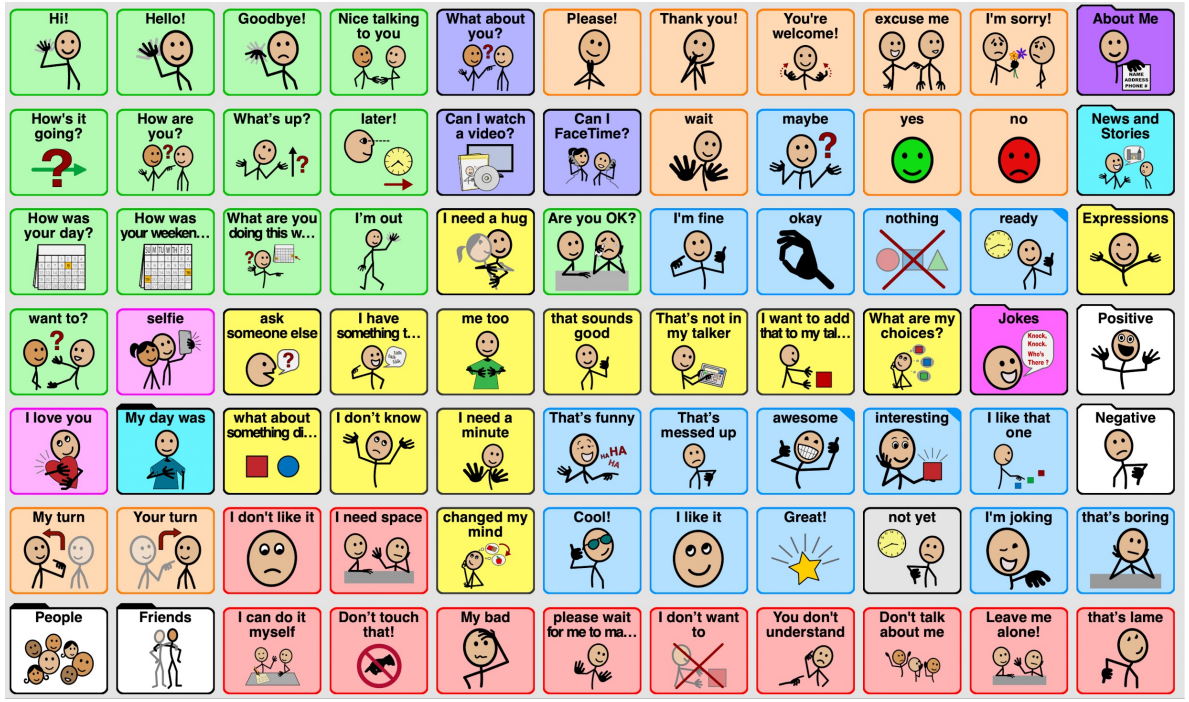


Communicare, LLC

Where to start?

Main Page and Chat



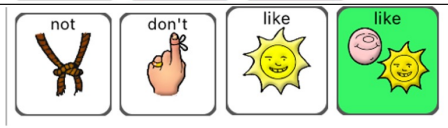
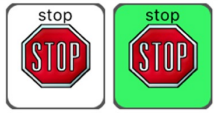
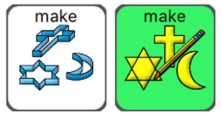
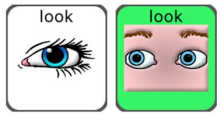


Communicare, LLC

It might seem overwhelming at first, but you just have to jump in, and practice and do it. Ask your clinician and team for guidance of where and how to start.

Start small and feel the successes to build on.

How do you do Core?

Core Words	Navigation	Opportunities	Word Combination ideas (to model- not expect)
open		• Containers • Cooking • Something locked	• Help open • Open it • Open more
Don't like		• Food/snack • Brother annoyance • Book/game • Smell/taste of something	• Don't like
stop		• Brother annoyance • Removing a reinforcer • Stop work/task	• You stop • Connor/Patrick stop • Stop it • Please stop
Don't want		• Food/snack • Game/activity • Offered something • Task avoidance	• Don't want
Make		• Cooking • Arts/craft • dishes	• Make it • Make more • Make sandwich • Make big • Make little • Make clean
Look		• Timer is going off • Laundry is done • Draw attention to look at something in book/photo/video	

Communicare, LLC

Parent involvement is key!

Advice for Clinicians

More parent involvement, as part of the process not just sharing how the process went.

Meet the Parents Where They Are

Get to know what they are able to do.

Meet them where they are

Ask them what would be helpful for them.

Explaining Purpose of Communication

Communication partners like to know the lingo and what it is we are focusing on. Be explicit- it helps.

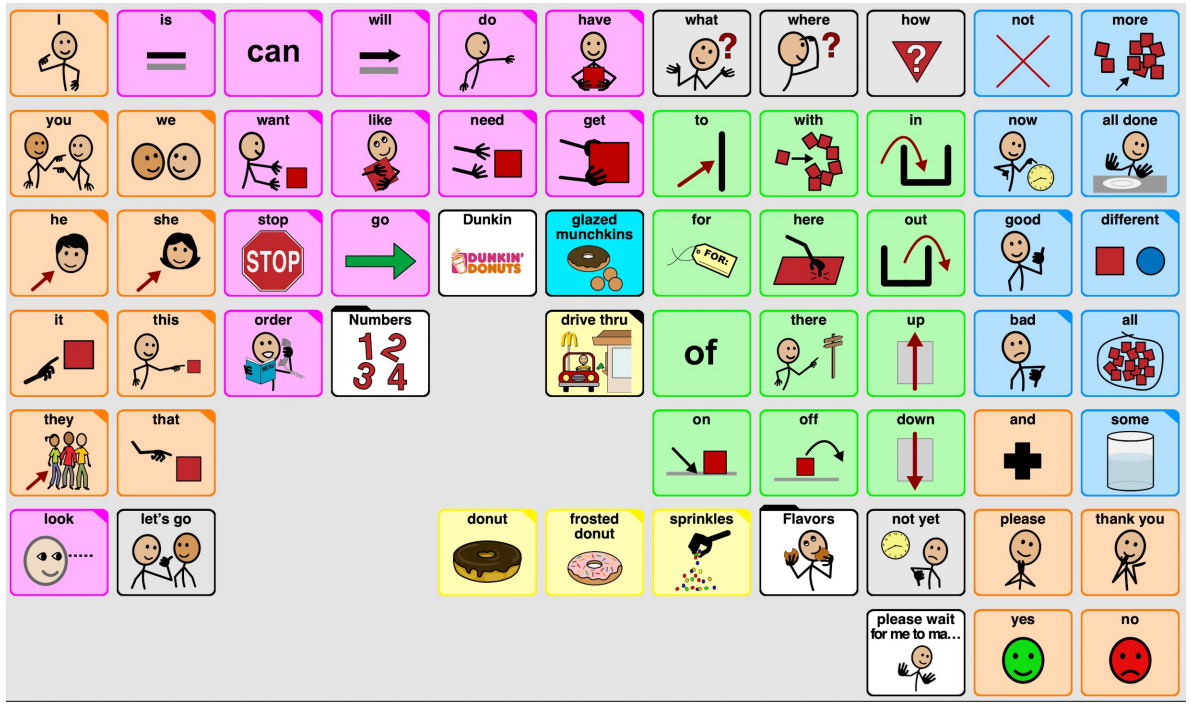
Struggling to create communication opportunities

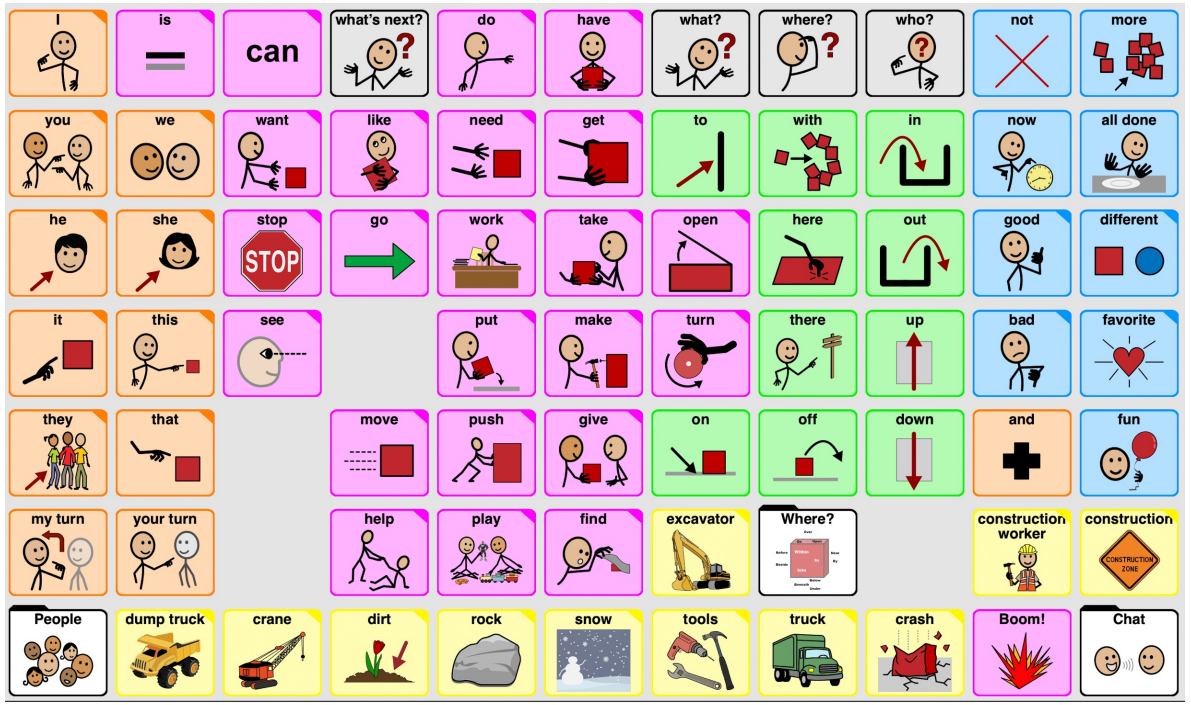
Use individual's interest and motivation

Science Experiments, Sensory, STEM, Switches, Planting, Basketball

Communicare, LLC

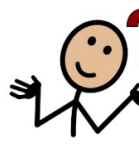
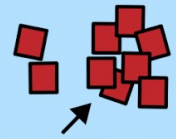
Topic Pages- Ease of Access

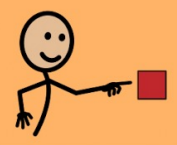
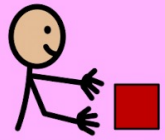


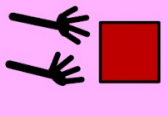
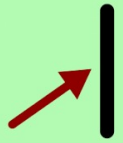
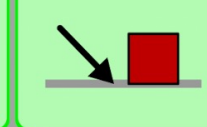
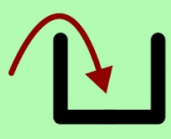


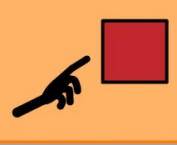
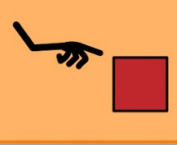
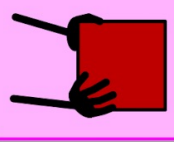
Communicare, LLC

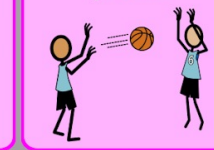
I	is	can	do	have	what	where	who	not	more
you	this	want	like	need	to	on	in	good	all done
it	that	get	dribble	foul	guard	pass	out	bad	different
	help	stop	go	rebound	score	shoot	up	down	
play	throw	basketball	basket	basketball coach	basketball game	basketball guard	basketball player	and	court
free throw	referee			So close	Oh man	Slam dunk	Swoosh	Nice shot!	More

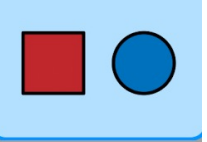



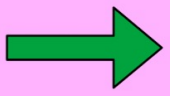



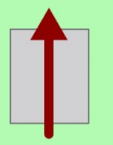
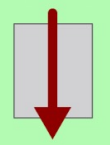





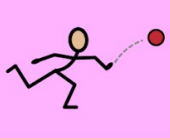




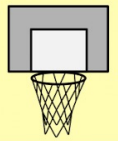


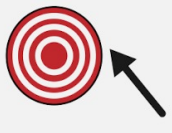










I	is	can	do	have	what	where	who	not	more
you	this	want	like	need	listen to music	on	in	good	all done
it	that	get	put	take	ride	here	out	bad	different
Granby	South Hadley	stop	go	left	right	there	fast	slow	wrong way
Belchertown	Ludlow	see	come	drive	road	bridge	river	and	home
Amherst	Holyoke	Look at that!	Are we there yet?	Change the song.	Turn it up!	building	car	Restaurants	Stores

The One and Only Ivan

GO BACK		The One and Onl...	Katherine Appleg...	Ivan	Stella	Bob	Ruby	George	Mack		CORE
				gorilla	elephant	dog	baby	janitor	owner	crayon	art
I									favorite	money	glass box
you				like		buy	paint	color	more		
it	he		friend			sell			mall		Africa
she					good		live				
CLEAR	not			make		bad	watch				

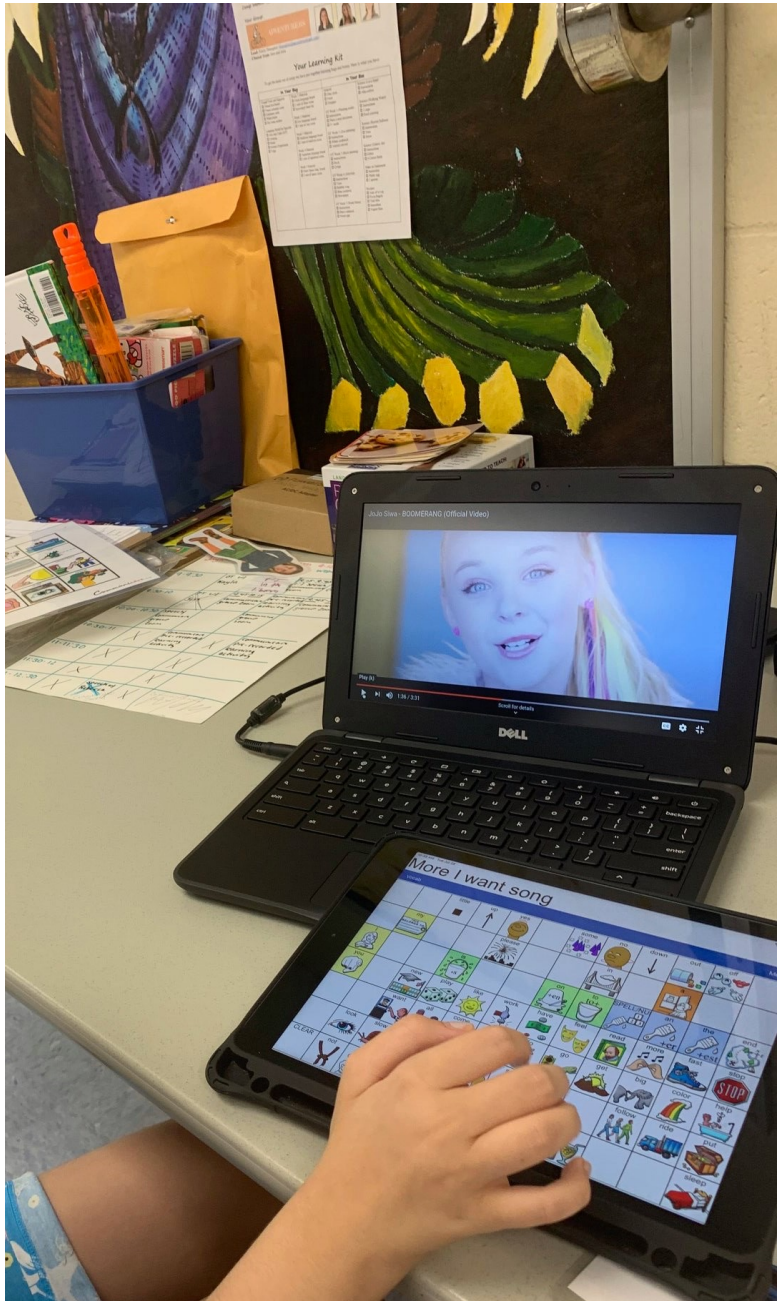
Embed AAC/Communication expectations into activities that are motivating and already occurring.

Use the natural environment.

Language Purpose

Remember to include multiple functions of communication (think beyond requesting).

- Commenting *I like that.*
- Protesting *That's boring!*
- Directing another's behavior *Turn it up.*
- Asking Questions *What's next*
- Sharing Information *That's JoJo Sewa*



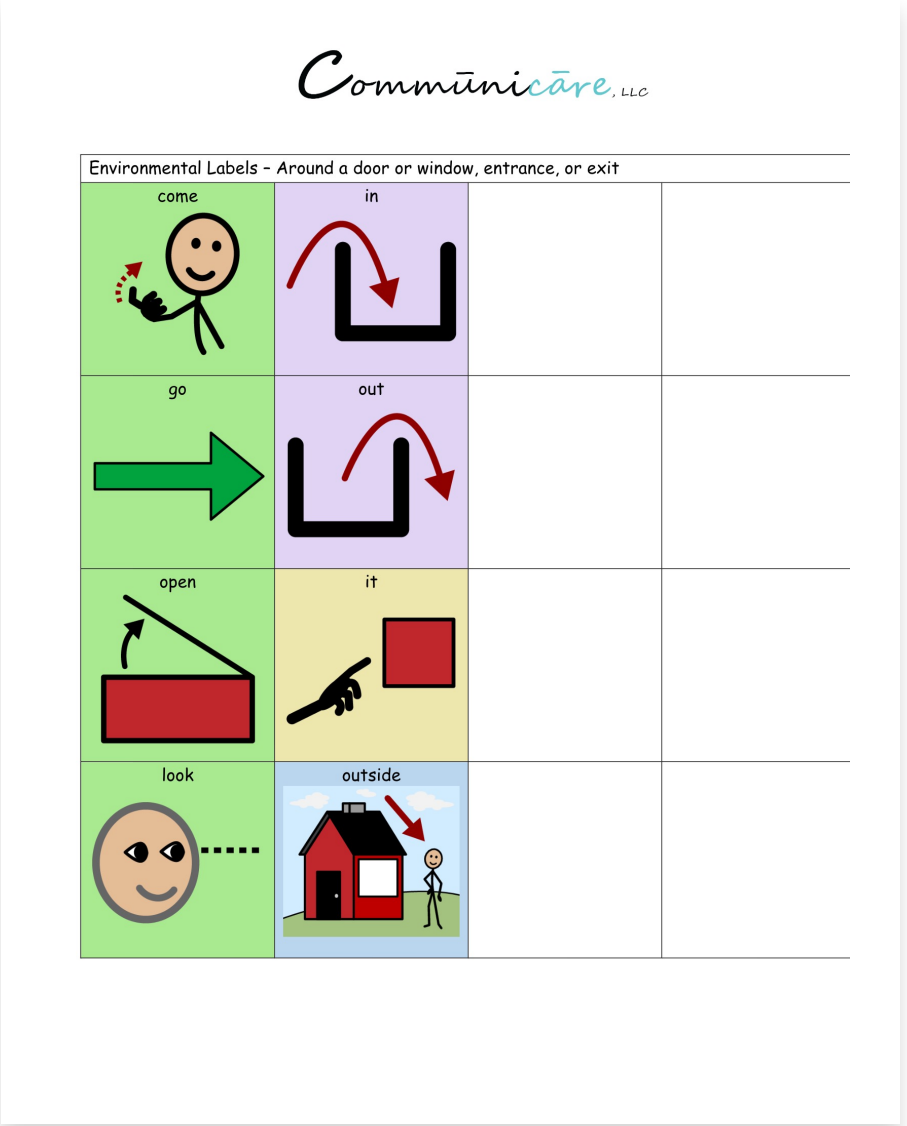
Lite-tech Supplements

Communicare, LLC

- Language Board
- Comment Cards
- Environmental Labels

Support ease of access to AAC within activities

Environmental Labels



In Environment

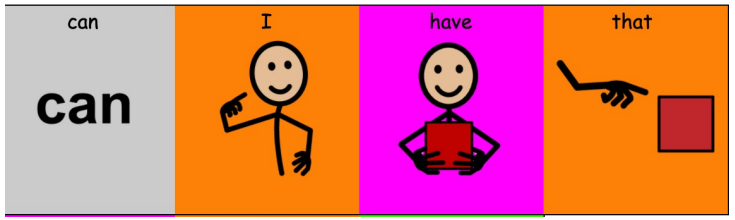
Communicare, LLC

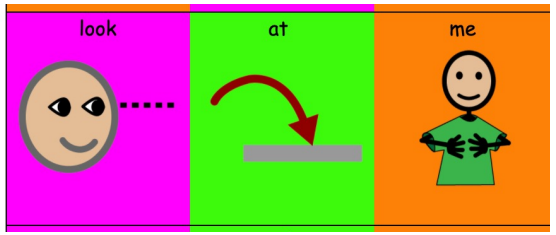
What does successful arrangement of the environment look like?

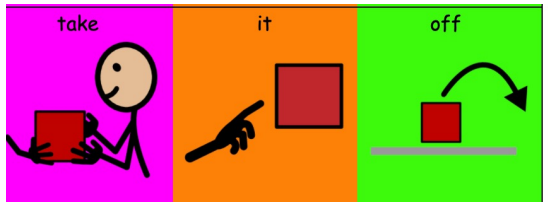
Follow individual's interest

Communicare, LLC

Look at how the individual is already communicating in that environment/activity. Can we expand on that or use AAC to have access to more specific language?







Think of alternative prompts other than verbal prompting for expansion.

- Visual prompts
- Expectant pause
- Clinical sabotage

Communicare, LLC

Make it fun and engaging!

Five Little Monkeys (w Symbolstix)

Hide and Seek w LAMP

60 views • May 18, 2020

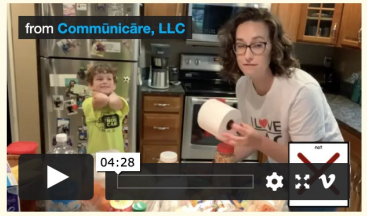
0 0 SHARE SAVE

Communicare, LLC
521 subscribers

SUBSCRIBE

More Examples of AAC and FUN!

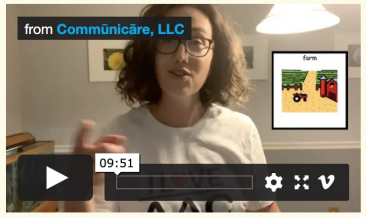
Symbol Set: LAMP and Unity



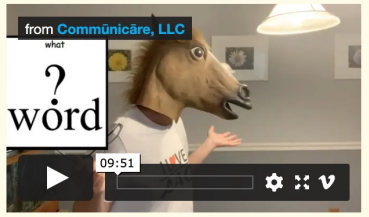
Symbol Set: Symbolstix

Learning Activity:

Play charades with Hillary! Try to make guess as to which vocabulary word she is acting out. Find the vocabulary words within your AAC System or use this weeks language board or vocabulary icons to show your answer. Play your own game, too!



Symbol Set: LAMP



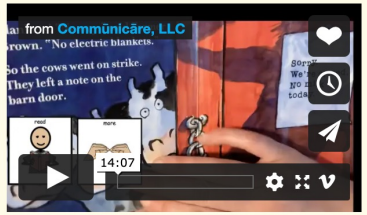
Symbol Set: Unity

Symbol Set: Symbolstix

Learning Activity:

Join Hillary reading Click, Clack, Moo. This is a fun book and is definitely worth the watch!

Symbol Set: LAMP and Unity



Symbol Set: Symbolstix

Remember Partner Fundamentals

- Prompting
- Modeling
- Communication Opportunities
- Language Expansion

Communicare, LLC

Wait…

- Wait time can be hard to do but worth working on = goal is independence and initiation of communication.
- Watching videos can be good feedback for yourself.

Communicare, LLC

AAC BOOT CAMP

Getting AAC Users COMMUNICATING

regardless of AAC system used (no tech, low tech, high tech) or skill level...

DON'T do this.....	DO this.....
DON'T expect a user to know how to communicate w/o direct models & instruction	✓ MODEL MODEL MODEL *model expected communication behaviors BEFORE expecting to see those behaviors from the user*
DON'T do ALL the talking	✓ PRESUME COMPETENCE
DON'T overprompt	✓ FOLLOW prompt hierarchy
DON'T teach ONLY requesting	✓ TEACH language functions *including directing, commenting, requesting assistance, etc...*
DON'T re-prompt too quickly	✓ WAIT 10-20 sec. (w/an expectant look) before re-prompting!! *Count in your head!!* 1 2 3
DON'T provide ONLY nouns	✓ PROVIDE CORE WORDS *including verbs & describing words (in addition to nouns)*
DON'T focus on vocabulary that won't be functional/used tomorrow	✓ COLOR CODE parts of speech
DON'T remove the device	✓ KEEP icon placement constant *keep repeated icons in the same location on each page/screen*
DON'T move symbols	
DON'T stop all "babbling" *(exploring, button pressing)*	✓ ALLOW user time to explore and learn the system
DON'T keep the AAC system in their desk, cubbie, or backpack	✓ MAKE AAC available at all times
DON'T expect sentences right away	✓ PROVIDE Aided Language Input
	✓ ASK open-ended questions

Created by Lauren Enders with content by Lauren Enders, Pat Mervine, Melissa Skocypec, & Cathie VanAlstine - February 2013

Ask more open-ended questions, provide aided language stimulation and other must dos!

Communicare, LLC

After Action Review

- Review what worked
- Review what didn’t work as well
- Review next steps

AAC Coach-Celebrate the Wins

- Have the device present
- Modeled more than yesterday
- Individual was looking while modeling

Communicare, LLC

Early AAC Successes Worth Celebrating!

(EVEN BEFORE YOUR LEARNER BEGINS TO USE IT!)

- We had the talker with us all day today!
- I modeled a little more than yesterday.
- They were looking when I modeled!
- I modeled a new communication function (e.g., asked a question, commented).
- Modeling helped them understand what I was saying.
- I modeled during a new routine.
- I learned some new words to model.

THE AAC COACH

@the.aac.coach

Communicare, LLC

Communicare Learning...