AAC IMPLEMENTATION
Keeping it simple and effective!

Presented by: Gretchen Storm MS, CCC-SLP

Introduction!

Agenda
• Types of AAC Users
• Considerations
• Modeling to Teach
• AAC Goals
• Tools Available for Implementation
• Coaching/Cuing (parent/teacher/paraprofessional coaching)

 AAC Users
• Verbal
• Partially Verbal
• Non-verbal
• Typical Motor Coordination
• Complex Motor Coordination
• In-tact Vision
• Vision Deficits
• Word Finding Challenges

Considerations
• Access Method
• Device Vocab
  • What are we looking for in a vocabulary?
    • Growth?
    • Word prediction?
    • Keyboard?
    • Symbol type
    • Layout?
• Tools within the device available
• Resources
  • Websites for sharing information
  • Downloadable files
  • Activities available within the device to teach

What is the difference between the options?
Access
• Direct Select (with extremity)
• Eye Gaze
• Switch Scanning
Symbol Options

- Minspeak
- PCS (Boardmaker)
- Symbol Stix

Current Device and App Companies

Device Companies
- Prentke Romich Company (PRC)
- Tobii Dynavox
- Saltillo
- FRS Solutions

App Companies (with robust vocabulary options)
- TouchChat
- LAMP
- CoughDrop
- ProLoQuo2Go
- GoTalkNow
- Speak for Yourself

Devices on the Market!

Company: Saltillo
NovaChat
- Android based
- Symbol Sets
  - Symbol Stix and/or PCS Symbols
  - Option for LAMP (Minspeak vocab)
- Core Vocabularies
  - Vocabs from 15 buttons per page to 120 buttons per page
- Screen Sizes
  - 5 inches to 12 inches
- Keyguard Options
  - hinged (comes with a set for several vocabs)
  - fixed (comes with one customized keyguard)
- Switch Scanning Options

Cool Features
- Phonics Keyboard
- Visual Scenes
- Home/School News
- Literacy Pages
- Siri and Alexa Pages

Company: Tobii Dynavox
Eye Gaze Device
- Windows Based
- Symbol Sets
- Symbol Stix and/or PCS Symbols
- Core Vocabularies
  - Snap Scene
  - Snap + Core First
  - Communicator
  - Grid 3
  - I-12 (12 inches) or I-15 (15 inches)
- No Keyguard Option
- Switch Scanning Options

Cool Features
- Eye FX and Look 2
- Learn Eye Gaze
- Learning Programs
- ALL Literacy Program
- Environmental Controls

Company: Forbes AAC
ProSlate
- iPad Based
- Pick your app
  - Consider: TouchChat or LAMP
- Core Vocabularies
  - Depending on the app chosen
- Screen Sizes
  - ProSlate 8 (8 inches) OR ProSlate 10 (10 inches)
- Keyguard Options
  - Only for specific apps and only magnetic
- Switch Scanning Options
  - Only with specific apps
  - TouchChat and GoTalk apps scan well

Cool Features
- Detachable Microphone (can be worn around the neck)
  - Specify NOT fixed in report

Company: Accent
- Tablet Based
- Symbol Sets
- Minspeak
- Core Vocabularies
- Predetermined Vocabs from
- Screen Sizes
  - 8 inches to 12 inches
- Keypads
- Keyguard or Touch Guide
- Switch Scanning Options

Cool Features
- Phonics Keyboard
- Visual Scenes
- Literacy Pages
- Can plug in to the computer and type directly into a Word Document

www.prentrom.com

www.forbesaac.com

www.tobiidynavox.com

www.saltillo.com
What is the difference between the vocabulary options?

- Vocabulary
  - Simple Pragmatic Organization (Functional Language)
  - Grammatical and Noun Categorical Organization
  - Context Based Messaging (Visual Scenes or Grids)
  - Single Message Core Vocabulary
  - Multi-Meaning Core Vocabulary

- These types of language representation systems have research supporting their efficacy as tools to assist non-verbal communicators in developing and using language. Robust vocabulary systems will often contain more than one type.
**Device Screens**

<table>
<thead>
<tr>
<th>Static Screen</th>
<th>Dynamic Screen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screen doesn’t change</td>
<td>Screen changes as tutors are pushed</td>
</tr>
<tr>
<td>How much can the vocabulary grow?</td>
<td>How basic do the vocabularies start?</td>
</tr>
<tr>
<td>How much work will it take to edit/grow the vocabulary?</td>
<td>How complex is the most complex pre-made vocabulary?</td>
</tr>
<tr>
<td>How flexible is the programming?</td>
<td>What is the vocabulary based on?</td>
</tr>
<tr>
<td>Is it predictive?</td>
<td></td>
</tr>
</tbody>
</table>

**Symbol Options**

- Minspeak
- PCS (Boardmaker)
- Symbol Stix

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**Devices on the Market!**

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**Devices on the Market!**

**Company: Accent**

- **Tablet Based**
- **Symbol Sets**
  - Minspeak
- **Core Vocabularies**
  - Pre Stored Vocabs from
- **Screen Sizes**
  - 8 inches to 12 inches
- **Keyguards**
  - Keyguard or Touch Guide
- **Switch Scanning Options**

**Cool Features**

- Phonics Keyboard
- Visual Scenes
- Home/School News
- Literacy Pages
- Siri and Alexa Pages

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**Cool Features**

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What is Core Vocabulary?

- Messages and words that are frequently used by many individuals across many contexts. This vocabulary typically consists of “functor” words such as “is, was, he, she” and common nouns and primary verbs (e.g., person, like, want).

[Beukelman & Mirenda, 1992]

Classes of Words – CORE vocabulary

- VERBS:
  - Go, get, do, want, like, make, play, stop
- ADJECTIVES:
  - Big, little, red, funny, wet, dry,
- PREPOSITIONS:
  - Under, over, on, off, in, out
- PRONOUNS:
  - I, my, you, yourself, he, her, she, it
- INTERJECTIONS:
  - Yes, no, please, all done, cool, hey
- QUESTION WORDS:
  - What, where, when, why
- ADVERBS
  - Here, there, always, never, not

What class of words is missing?

NOUNS

Fringe Vocabulary

- More specific than core vocabulary
- May be different for different people
- Mostly nouns

CORE VOCABULARY – AAC Users

- Words that are the “lowest common denominator” of language
  - Rocket: big thing, fire, under, go up fast, go far
  - Volcano: hot come out, hot mountain

- Core words are words that can be used in multiple situations
  - Playdoh/legos/iPads/stories/academics/social

Fry’s instant 100 sight words vs. 100 Core words
Resources Available

• Word Finder
• Plug in to type directly into Word
• Data Logging
• Phonics Keyboard
• Sharing
  • Vocab Files
  • Things Said
• Websites for sharing files
• Ability to write with the symbols on the device
• Support reps
• Etc.

Modeling

What do we need to remember about modeling?

1. It's similar to learning verbal language
   • I think of it as typical language therapy with visuals to point to as I go.

2. Make it as natural as possible
   • Incorporate activities that are already being done at home or in the classroom

3. You owe it to the user to be one step ahead of them on their device.
   • If needed, take time to practice on their talker outside of therapy sessions to ideally be able to expand on their language just as you would for someone who is verbal.

How is modeling typically viewed?

“Make sure the student uses the talker ____ times per day.”

“Use your talker!”

“Touch ____.”

“Make sure to show the student what to touch so they can make the sentence on their talker.”

Meghan Conover’s Adaptation
(Colorado Consultant for Saltillo)
WHAT HAPPENS WHEN YOUR LANGUAGES DON’T MATCH?

What can we do?

Model - Teach others to use the device
Don’t expect that they know it!

Considerations
• Can’t model if you don’t know the device
• Encourage everyone to use “Word Finder”
• Teach vocabulary location through shared reading and structured errorless activities
• Doesn’t matter the symbol set but have to specifically teach icon location in each device

Bruce and His talker

Modeling without expectation: talking to a student without expecting them to answer.

• Self-Talk
  • Example: Talk to yourself saying things like “get out”, “make it hot”, “wash it”, “put it away”, etc. while in the kitchen.
• Push buttons to mirror verbal speech when talking to the user and when talking to others in the user’s presence.
• Use low tech visuals with sentence strips to model communication with symbols in other ways than on the speech generating device.

*Check out Saltillo’s website at www.Saltillo.com for a pre-made core-board!
Modeling without Expectation

- Notice during the video, the child doesn't use his device at all.
- Notice the focus is on playing with goop and being with his mom not on the talker.
- The talker becomes less of a demand and more just part of the play communication.
- Thoughts?

Self-Talk

- Use the communication device to self talk and comment on what other students are doing.

So what happens...

- Users don’t learn the parallel between verbal communication and communication using a device.
- Users will likely not use a communication device if no one else is using one.
- If a user is asked to “say it on their talker” it is placing an extra demand on their already demanding communication situation.
- The user will become frustrated if we ask them to repeat what was already communicated (signed, gestured, spoken), again on their communication device.
Attribute meaning to AAC use...

- www.aacintervention.com

Attribute Meaning to AAC

Give No Bones, and I’ll hike (long)

Meaning: - When a student develops a routine on their AAC device to express meaning. "Give me no bones. I will hike long!"

Echoing: - When students echo what they hear on the AAC device for the student.

Exploring: - When students explore and determine what combination of AAC symbols and words (letters, words, etc.) make up the idea of a great expedition.

What are the meaning to AAC?

- Use visual prompts to encourage students to use their AAC system.
- Use low tech visual cues to prompt students.
- Read a book while sitting next to the user and utilize the communication device to recall.
- Apply the AAC system to other areas of the classroom.

Shift our thinking...

- Start thinking about how you will prompt others to communicate using visuals not just the user. Use low tech visuals as a reminder/guide.

- Use symbol pathways to prompt others with where to start.

<table>
<thead>
<tr>
<th>Context</th>
<th>Student Says</th>
<th>Partner Attributes Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiting for the bus</td>
<td>WANT</td>
<td>Did you get your backpack? Yes!</td>
</tr>
<tr>
<td>Doing art</td>
<td>CAN</td>
<td>You CAN! You could sell, look at COME LOOK!</td>
</tr>
<tr>
<td>Eating</td>
<td>EAT</td>
<td>NOT again, it’s EAT yet. And we can’t EAT THAT part!</td>
</tr>
<tr>
<td>Reading a book</td>
<td>PUT</td>
<td>Oh, should I PUT what I’m picking? WHAT are they DOING? Let’s read MORE.</td>
</tr>
<tr>
<td>Science Experiment</td>
<td>DO</td>
<td>Do DIFFERENT MAKE.</td>
</tr>
</tbody>
</table>

Dr. Caroline Ramsey Musselwhite Tip # 2, 2018

Attributing Meaning continued...

Dr. Caroline Ramsey Musselwhite Tip # 2, 2018

Home Phrases

- When playing with a peer, here are some things I can say:

- When greeting others, here are some things I can say:

- When refusing something, here are some things I can say:

- Read a book while sitting next to the user and utilize the communication device to recall.

- To make this really easy take icon sequences and actually tape them into the book.
Implementation Tools

• Core Boards
• Icon Books

Core Board

Classroom core boards – low tech option

Use Peers

• Peers are amazing tools.
• Consider having peers sit down and read to the student using the student’s talker.
• Can use premade books for this.
• Consider reading the “Bruce” book. It opens up nice conversation for classmates.
• Set morning routine questions.

Core board with a few add ons…

Pre-Made Icon Sequence Books

Teach core vocabulary locations in the communication device while also doing shared reading!
Here is a book where the symbol in the book matches the symbol in the device.

Targeted Book for Teaching Vocabulary

Personal information to share

Something about the weekend

Monster Adjectives Example

Where do you go from here?

Move into activities which don't always include the exact pathway.
Structured Errorless Activities

- Phrase boards to use with activities in the classroom
- Question boards with icon sequences
- Games/Activities with specified phrases

Phrase boards

- Give specific instructions written on the board
- Something like “Pick one or two phrases that apply to an activity. Flip the board over and Velcro only the target phrase/s to the back.”
- Use these phrases yourself and encourage ____ to use the phrase to participate as well.

Give specific instructions - example

Concrete instructions for carryover are important!

Question Boards with Icon Sequences

- Develop question boards with the icon sequences
- I like to start with morning routine type questions and expand from there
  - What is for lunch? What did you do last night? What special do we have today.
- Encourage peers to do this with the student
- Teach peers to gesture prompt if needed and then also to answer the questions using the communication device

Morning Questions
Back and forth communication with symbols

Games with phrases

Game with Phrases
- Simple matching game
- Identify if "same" or "different"

Use the Core Board to adapt games and books!

Once the user is easily matching the icon pictures to the icons in their communication device it is important to start fading the visual prompts. Ideas for ways to do this:

Home Activities for Carry Over

Find on Teachers Pay Teachers: Gretchen Storm
Example of Using Chat Editor for Social Story

Editor Software

- These don't work on Macs unless you can change to a Windows platform

- Saltillo- Chat Editor
- PRC- NuVoice
- MyTobiiDynavox- Communicator, Snap + Core First

**Google these: ALL are available for FREE downloads and use**

Writing Using High Tech AAC

- Can also upload pictures taken on the communication device and make conversational topics with them.
- Visual scenes:
  - Can then look like this to promote diverse conversation topics.

Snap Scene

Home and School News

- To record school news:
- Record using first person
- Example: “Today we got to play basket ball in PE. During lunch I went on the swings with ____.”
Writing with the talker

• Use phonics keyboard to sound out words
• Use the copy/paste feature to make own buttons
• Have student use talker to talk about a picture or video and scribe for them.

Time to Expand!

• See the talker as a tool that can be used to provide visuals throughout Olivia’s day.
• Example of how to do this during shared reading in class.
• Choices for writing topics and expansion on writing.
• Writing.*Magazine example video

Goal Writing

• Utilize information from
  • The QUAD Profile
  • https://speechdudes.wordpress.com/2015/05/21/the-quad-profile-a-quick-and-simple-language-evaluation-tool/
  • Communication Matrix
  • www.communicationmatrix.org
  • Functional Communication Assessment
    • Linguisystems
  • AAC Profile
    • Linguisystems

Goal Writing Resources Online

• http://praacticalaac.org/toolbox/
  • Go to “Therapy”
  • Select “PrAACtical Goals that Matter Draft 1”
• www.aaclanguagelab.com
  • Go to “Resources”
  • “Language Reference Charts”
• https://www.tobiidynavox.com
  • Go to “Support & Training”
  • “Resources”

School Resource:

MORE Resources
AAC Language Lab ($9.95 per year)

APP Lesson Plans for AAC

Speech Therapy of the Rocky Mountains, LLC

Thank you for coming!

Questions?

References

Don't hesitate to contact me with questions:
Gretchen Storm MS, CCC-SLP
Speech Therapy of the Rocky Mountains, LLC
Implementation resources available on my website:
www.stormspeechtherapy.com

References