

# An Implementation Tool Kit for AAC: Achieving Authentic Communication

## Agenda

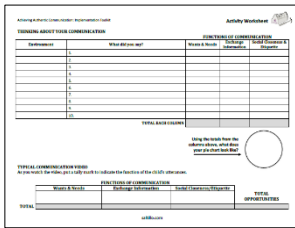
- Communication
  - Authentic Communication
  - Functions of Communication
  - Communication Partners
  - Environments
- Creating Communication Opportunities
- Other Tips and Tools

Authentic  
Communication  
“Real or Genuine”

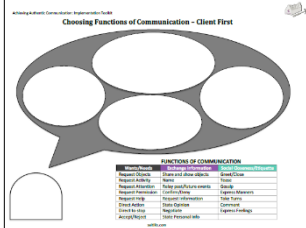
## Handouts- Your “Toolbox”




### 1. Activity Worksheet



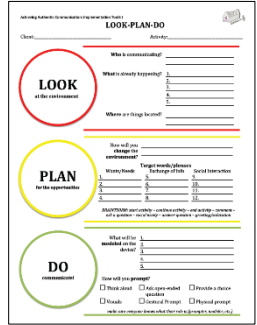
### 2. Choosing Functions of Communication



### 3. Choosing Vocab Activity First

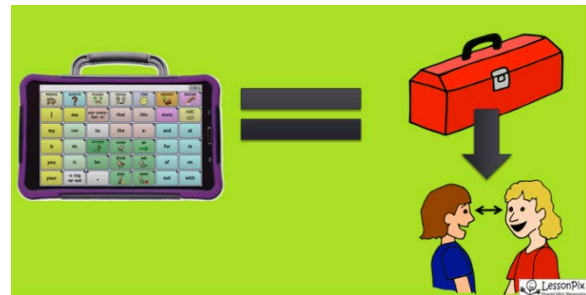


### 4. Look Plan Do



## Authentic Communication

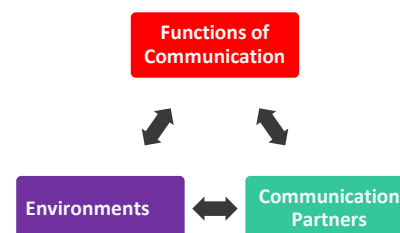
- Communication is about the people.
- It is NOT about the technology.
- Technology is the tool.
- People and interactions need to be our focus.



## What is Communication?

Two way process

- Functions- purpose of communicating.
- Environment- how and where we communicate.
- Communication Partners- anyone with whom a person using AAC may interact.



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## Functions of Communication

Reason we communicate



- \* Build relationships
- \* Learn
- \* Share
- \* Manage
- \* Participate

## Functions of Communication

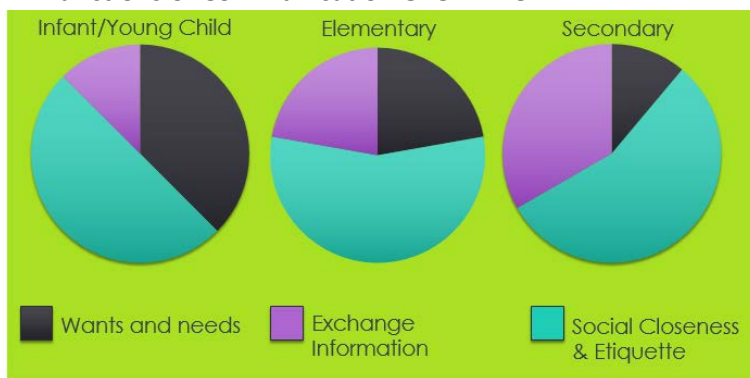
Wants/Needs	Exchange Information	Social Closeness/ Etiquette
Request Objects	Share and Show Objects	Greet/ Close
Request Activity	Name	Tease
Request Attention	Relay Past/ Future Events	Gossip
Request Permission	Confirm/ Deny	Express Manners
Request Help	Request Information	Take Turns
Direct Action	State Opinion	Comment
Direct to Stop	Negotiate	Express Feelings
Accept/ Reject	State Personal Info	



**ToolBox\*\*Activity Worksheet\*\***

Notes

## Functions of Communication Over Time



Cumley (2001), Light (1988, 1997, 2005)



**ToolBox\*\* Choosing Functions of Communication\*\***

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## Environments

How and Where

- **WHO** is communicating?
- **WHAT** is happening?
  - What is heard
  - What is seen
  - What is felt
- **WHERE** are things located?
  - The device
  - The AAC user
  - The communication partner(s)
  - The objects



What can we adjust?

Notes:

## Communication Partners

Who is interacting?

- 8 of 10 most frequently reported reasons for device abandonment were related to partner training and support issues. (Johnson, Inglebret, Jones & Ray, 2006)
- The role of communication partners is crucial for achieving positive outcomes for people who use AAC. (Bech, Bain & Vass, 2008)

### Communication Partner Roles:

- Assist in operational components
- Advocate
- Establish Goals
- Identify Barriers
- Monitor Progress
- Communicate/Interact
- Model – using same modality
  - Know the vocabulary organization
- Create Opportunities

### Excellent Resources (there are many, many more!)



<https://saltillo.com/implementation>



<http://praacticalaac.org/>



<https://www.pinterest.com/>

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## Modeling Notes:

Speak the same language

What do I model?



Gayle Porter, 2004

What can I use to model?

**Creating Communication Opportunities -**  
*AUTHENTIC*  
Motivating-Meaningful-Age Appropriate

Communication partners arrange the environment to help communication happen

Why create opportunities?

- AAC users often have fewer opportunities.
- More likely to communicate if they have a reason and opportunity
- Typical opportunities have focused on requesting, labeling- **WE CAN CHANGE THIS by creating opportunities.**
- Create opportunities through planning



**ToolBox\*\* Look Plan Do\*\***



**CREATING COMMUNICATION OPPORTUNITIES**

Client: \_\_\_\_\_ Activity: \_\_\_\_\_

**LOOK**  
at the environment

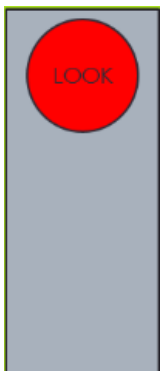
Who is communicating? \_\_\_\_\_  
What is already happening? \_\_\_\_\_  
Where are things located? \_\_\_\_\_

**PLAN**  
for the opportunities

How will you change the environment? \_\_\_\_\_  
Target words/phrases: \_\_\_\_\_  
Wants/Needs: \_\_\_\_\_  
Social Interactions: \_\_\_\_\_  
Situations: \_\_\_\_\_  
Activities: \_\_\_\_\_  
Materials: \_\_\_\_\_  
People: \_\_\_\_\_

**DO**  
communicate with

What will be modeled in the activity? \_\_\_\_\_  
How will you prompt? \_\_\_\_\_  
Visuals: \_\_\_\_\_  
Auditory: \_\_\_\_\_  
Tactile: \_\_\_\_\_  
Olfactory: \_\_\_\_\_  
Gustatory: \_\_\_\_\_  
Physical: \_\_\_\_\_  
Verbal: \_\_\_\_\_  
Non-verbal: \_\_\_\_\_  
Other: \_\_\_\_\_



**Look** at the environment

\***WHO** is communicating?

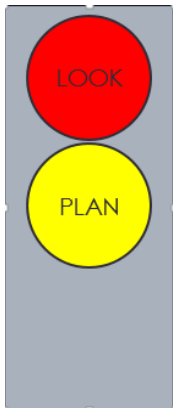
\***WHAT** is already happening? (step by step)

1. Teacher announces snack.
2. Students wash hands.
3. Students sit down.

\***WHERE** are things located?

- ✓ Device
- ✓ Communication Partner
- ✓ Materials/items client needs/wants

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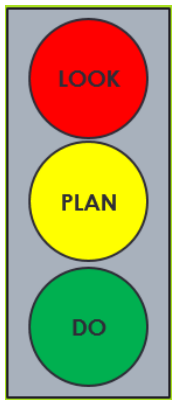
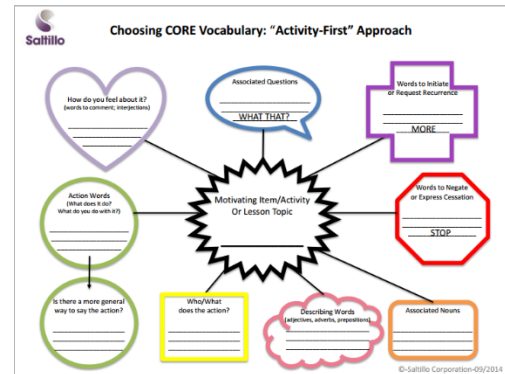
**Plan** for opportunities by:

- \*Modifying the environment.
  - \*Move things out of the way
  - \*Put materials in an opaque bag
  - \*Have things up on a shelf
  - \*Only give a small amount
  - \*Set it up so client needs help
  - \*Involve peers
  - \***WAIT** and look expectantly



**ToolBox\*\* Choosing CORE Vocabulary\*\***

Try this to help plan your activity



**DO:** help client communicate

- \*Know the vocabulary
- \*Model the vocabulary
- \*Provide feedback

## Other Tools and Tips

### Chat Editor- Button Capture

Free download <https://saltillo.com/products#chat-editor>

Great for creating many types of supports

- \*Add button sequences to stories
- \*Visual supports in the room

Two webinars about Chat Editor

<https://saltillo.com/webinars>



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## Questions/Discussion/Reflections

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