

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION: UTILIZING RESOURCES TO OVERCOME CHALLENGES WITH AAC IMPLEMENTATION

Pediatric Speech Seminars
Summer 2020 Webinar

PRESENTERS

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LEARNING OUTCOMES

- Attendees will learn resources and strategies to incorporate in needs assessment and goal writing for complex communicators.
- Attendees will learn strategies for organizing a language system and overcoming barriers.
- Attendees will learn strategies for implementing AAC in the group setting.

OVERVIEW



We are frequently asked to help colleagues with three main areas of AAC practice:
Assessment, Goal Writing, and Implementation of Goals

During this presentation, we will answer the following questions related to these areas of practice:

- During the assessment process, how do I identify the needs of my patient/student and use that information when choosing AAC solutions?
- How do I write goals that are functional that address the AAC competencies my patient/student needs to develop?
- After my patient receives his AAC system, how do I organize the language system to meet their needs?
- How do I work with my student who uses AAC in a group setting?

IDENTIFYING COMMUNICATION NEEDS

During the AAC assessment process, how do I identify the needs of my patient/student and use that information when choosing AAC solutions?



FEATURE MATCHING

- In feature matching, we identify relationships between an individual's strengths/capabilities and communication needs in relation to various features of a device
- Feature-matching refers to the process of matching the skills and **communication needs** of the AAC user with the features of a given AAC system. This process requires an in-depth exploration of the potential user's current language comprehension, literacy, communication skills, and potential for progress and learning.



FEATURE MATCHING



Who is the **individual**?

- First, obtain information about the child's capabilities.
- Capability assessment: Determine cognitive, sensory, perceptual, social, motor, reading/literacy, writing, and linguistic capabilities
- Tools to use for capability assessment-
- Interview-AAC Assessment Protocol
- Chart review-hearing, vision, motor skills, developmental history
- Assessment tools-Communication Inventory, Functional Communication Profile, standardized language measures if you are able

FEATURE MATCHING



What are the **primary communication needs**?

Needs Assessment:

- Determine parent/caregiver-identified communication needs
- Use capability assessment data to identify communication needs

Areas to consider when identifying needs:

- Spoken communication
- Written communication
- Environmental control/adapted play/visual supports
- Communication environments
- Communication partners

FEATURE MATCHING



What **features of a communication system** match the individual's *capabilities and needs*?

Features of AAC devices to consider:

- **Vocabulary/Language System**-Language representation system
- **Voice Output**-Digitized/Synthesized
- **Display**-Static/Dynamic
- **Access**-Direct selection (finger extension, eye gaze, joystick)
 - In-direct selection (switch scan method)
- **Portability and Durability**-Size, weight, mounted etc.
- **Training/Support**
- **Additional features**-Environmental control, Computer access

THE PROCESS OF **IDENTIFYING NEEDS** IS IMPORTANT FOR THE FOLLOWING REASONS:

1. It helps us choose the features of a communication system the child needs.
2. It drives our goal writing.
3. It helps us in choosing the vocabulary system and organization of vocabulary on a child's device.



TOOLS TO HELP DURING NEEDS ASSESSMENT

- Functional Communication Profile: <https://www.proedinc.com/Products/34040/fcpr-functional-communication-profilerevised.aspx>
- Communication Matrix: <https://www.communicationmatrix.org/>
- Pragmatics Profile:
<https://aaclanguagelab.com/materials/pragmaticsprofileforaacprintfilllockedaspdf.pdf>
- Tobii Dynavox Needs Assessment:
<http://download.mytobiidynavox.com/MyTobiiDynavox/AAC%20Needs%20Assessment.pdf>

DOCUMENTATION OF THE NEEDS

Examples from AAC assessment reports

- Identified Communication Needs:

Julie does not yet have a way to request specific toys or people, seek attention without fussing, say her name, consistently respond yes/no, or protest with a word. Her mother reported that Julie is fussy a lot of the time and they would like for her to be able to communicate if she has a specific need or wants attention.

- Identified communication needs:

-Brandon is not able to say words to request specific objects and actions.

-Brandon is not able to verbally respond to questions to provide personal identifying information (e.g., What's your name?, How old are you?)

-Brandon does not say "help" and does not have a word to seek attention from others.

-Brandon has severe dysarthria of speech. His word approximations contain multiple speech sound errors and omissions and are difficult to understand.

ADDITIONAL RESOURCES

- ASHA: https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942773§ion=Key_Issues
- Praacticalaac: <https://praacticalaac.org/practical/throwback-thursday-aac-assessment-corner/>
- AAC Assessment forms: <https://praacticalaac.org/practical/aac-assessment-forms/>



Writing Goals that Matter

Martha Lynch Lecture

July 20, 2020

Amanda Oakes, M.S., CCC-SLP

Assessment Principles Inform Goal Writing

➤ Participation Patterns

- Social interaction goals, goals related to using the AAC system in different communication contexts or environments, knowledge barrier goals related to device training

➤ Capability Assessment

- Goals related to improving language comprehension, vocabulary development, visual attention to photos and picture symbols

➤ Feature Matching

- Goals related to finding the best AAC match for a patient such as trailing eye gaze or shifting components of AAC system to meet context needs

AAC Competencies that Guide Goal Writing

1. AAC Profile

Utilizes Light & Binger's AAC Competencies

Link: <http://www.linguisystems.com/products/product/display?itemid=10547>

2. Tobii Dynavox Dynamic AAC Goals Grid

Link: <https://www.mytobiidynavox.com/support/professional-resources>

3. Saltillo AAC User Abilities

Link: <https://saltillo.com/downloads/chat/hands-on-tools-strategies-for-enhancing-collaborative-aac-support-teams-resources-for-organized/AAC%20Ability%20Levels.pdf>

AAC Competencies

1. Linguistic Skills
2. Operational Skills
3. Strategic Skills
4. Social Skills

(Light, 1989)

Linguistic Skills

Linguistic Skills include receptive and expressive language skills in the native language spoken by the family and broader social community

These include the linguistic code of the AAC system

Examples:

- Vocabulary
- Verb Conjugation
- Icon Sequences

(Light, 1989)

Operational Skills

Operational skills refer to the technical skills required to use AAC systems accurately, efficiently, and appropriately.

Examples:

- Finger Point
- Eye Gaze
- Switch Scanning

(Light, 1989)

Strategic Skills

Strategic skills refer to compensatory strategies that may be utilized by individuals who use AAC to overcome functional limitations that restrict their effectiveness as communicators.

Examples:

- Providing new partners with information about how to communicate with the AAC user
- Repairing communication breakdowns

(Light, 1989)

Social Skills

Social skills refer to knowledge, judgment, and skills in the social rules of interaction. Included are skills to initiate, maintain, develop, and terminate interactions; skills to develop positive relationships and interactions with others; and skills to express a full range of communicative functions.

Examples:

- Greeting
- Asking a partner focused questions
- Using humor

(Light, 1989)

Why Write Goals?

1. IEP
2. Treatment Plan
3. Insurance required
4. Method to measure progress
5. Drive treatment and session planning

Types of Goals

- Remember the basics: Keep it SMART
 - Specific, Measureable, Attainable, Relevant, Time
- Keep it Functional!
- Specific to individual needs
- AAC Therapy is Language Therapy

Types of Goals

Operating Equipment vs. Effective Communicator

“A focus on language and communication means that we have to consider all of the various ways that the person communicates”



Building Effective Communicators: Step 1

- Write all component of AAC System
 - High Tech SGD
 - Low Tech Supports: Big Mack, Go Talk, Quick Chat, Picture Symbols, PODD, Core Words Board, Twin Talk, Choice Making Devices, Plexi Glass Eye Gaze Board
 - Sign Language
 - Gestures
 - Verbal Productions
 - Vocalizations
- Utilize Communication Inventory to aide in creating this list
- Remember: These components will evolve over time



Communication Activity Inventory

<u>Setting/ Activity</u>	<u>Communication Need</u>	<u>Current Mode of Communication</u>	<u>Goal</u>	<u>AAC Supports Needed</u>
Morning Circle	State “I’m here” Answer Questions about weather	Gestures	Participate with peers	Go Talk 9 with topic vocabulary overlay
Snack Time	Request desired snack item (changes daily); comment on snacks; interact with peers	Using high tech device, aide reprograms choices daily	Request efficiently, comment, interact with peers	Picture choice board for snacks AND High Tech Device for commenting

Writing Goals that Matter

Goals that Matter **DO** address skills that make the communicator happier or more independent.

Goals that Matter **DO** teach things that enable the communicator to be a more efficient learner.

Goals that Matter **DO** provide a strong foundation for further language development.

Goals that Matter **DO** positively influence how other people treat the communicator.

From PrAACtical AAC

Writing Goals that Matter

Goals that Matter **DON'T** address a skill just because the communicator missed it on a test/evaluation instrument.

Goals that Matter **DON'T** teach something just because it is part of a goal sequence that someone developed for a generic program.

Goals that Matter **DON'T** assume that because someone hasn't mastered “early skills” that “later skills” are out of the question.

Tools for Goal Writing

—

AAC Competencies

Use these areas to guide goal writing

Consider these areas in a systematic manner to ensure nothing is left out

PrAACtical AAC Post lists sample goals for each competency area:

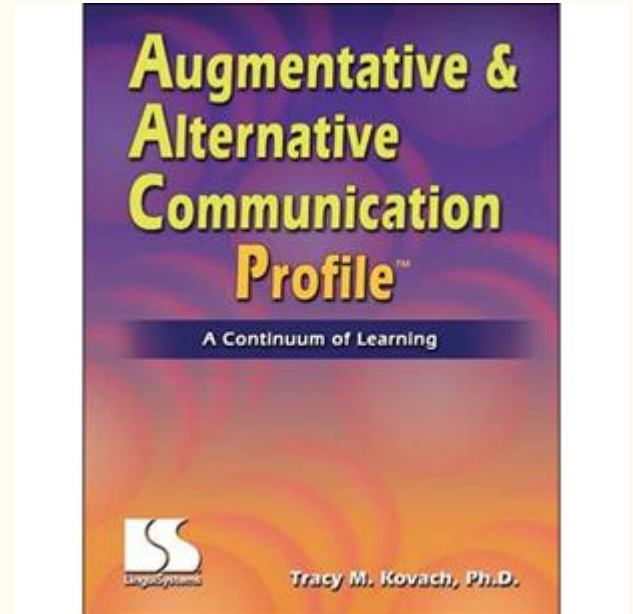
<https://praacticalaac.org/praactical/praactical-suggestions-writing-goals-for-people-learning-aac/>

AAC Profile: A continuum of learning (Linguisticsystems)

Complete during assessment

Review at regular intervals

Use to aide in generating ideas for goal writing



Tobii Dynavox Dynamic AAC Goals Grid II (DAGG-II)

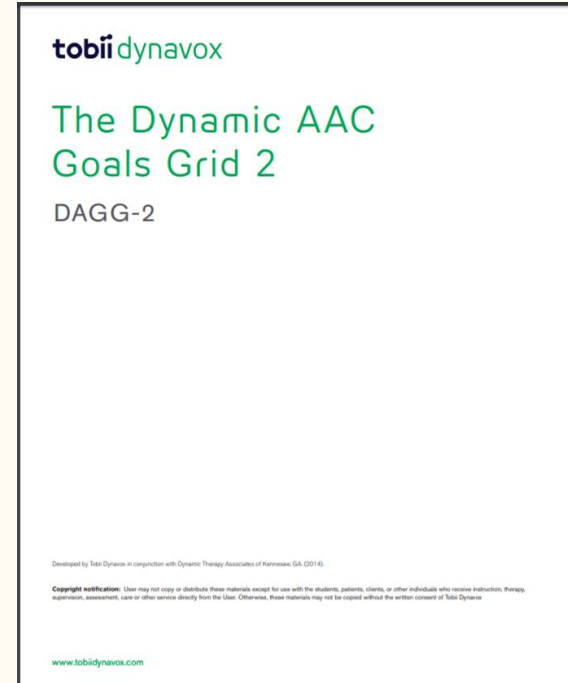
Available online for free (also available in the Pathways applications)

www.mytobiidynavox.com

Identifies communicator level (Emergent, Emergent Transitional, Context Dependent, Transitional Independent, Independent)

Identifies target goals and level of prompting

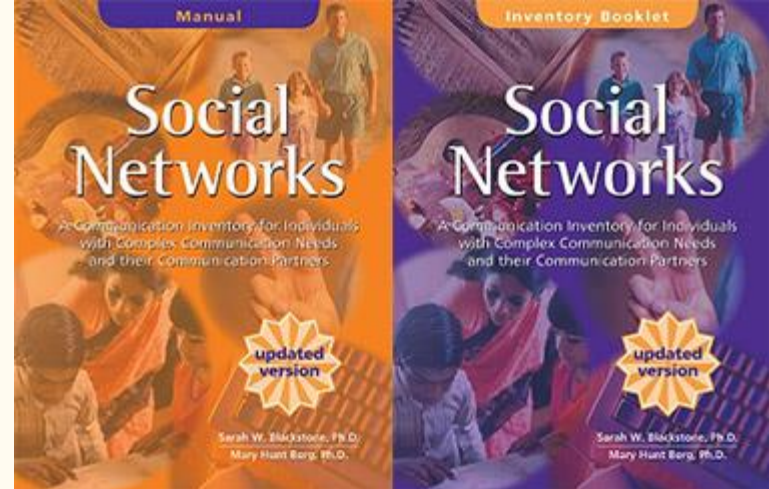
Use for assessment, reassessment, and to monitor and update goals as needed



Social Networks

Use to generate goals for AAC use in social settings

May also use to gain buy in from caregivers, educators, aides and older AAC users



Summary

AAC Therapy is Language Therapy: write goals for language development

Use the four competency areas to guide goal writing

Write implementation and training goals

Keep it functional

Practice

<u>Setting/ Activity</u>	<u>Communication Need</u>	<u>Current Mode of Communication</u>	<u>Goal</u>	<u>AAC Supports Needed</u>
Morning Circle	State “I’m here” Answer Questions about weather	Gestures	Participate with peers	Go Talk 9 with topic vocabulary overlay
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Goals

Student will use her Go Talk 9+ to greet three peers by saying “hi” at morning circle time without a prompt from an adult for at least three consecutive days.

Student will use her Go Talk 9+ to answer “I’m here” when her name is called without a prompt from an adult for four out of five days.

Student will use the Core Words page on her Tobii Dyanvox I-110 to comment on her snack (i.e. “like it”, “don’t like it”) with a point cue from her aide when elicited with a question from her teacher at least four out of five days.

Student will point to a desired snack item to make a choice on a snack choice board when presented by her teacher at least four out of five days.

References

Light, J. (1989) Toward a definition of communicative competence for individuals using augmentative and alternative communication systems. *Augmentative and Alternative Communication*, 5, 137-144.

Zangari, C. (2012, July 18). PrAActical suggestions: Writing goals for people learning AAC [Blog post]. Retrieved from <https://praacticalaac.org/practical/practical-suggestions-writing-goals-for-people-learning-aac/>

Zangari, C. (2012, October 11). PrAACtical goals that matter [Blog post]. Retrieved from <https://praacticalaac.org/practical/practical-goals-that-matter/>

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Hold the ASHA CCC-SLP and RESNA ATP



Vocabulary Organization

What goes where?

WHAT'S THE DIFFERENCE— HIGH TECH?

The primary differences in language systems are the layout of vocabulary.



There are two main approaches:
Sentences/phrases or single words

**Many users benefit from a
mixture of the two**

BUT THEY STILL LOOK DIFFERENT!

Single Words

Allow the most flexibility in message delivery

No cap to what can be expressed

May require more navigation

Should consider 80/20 split for core and fringe

Phrases/Sentences

Allow quick presentation of messages

Easy to get early success for common messages

May not always have what the user wants to say

Tends to focus more on cause/effect than syntax and morphology development

CORE VS. FRINGE

Core

Makes up 80% of what is said across languages

Set of 300-400 words

Often have multiple meanings

Can be hard to picture

Adjectives, Verbs, Pronouns, Prepositions,
Adverbs, Interjections, Question Words

Fringe

Makes up 20% of what is said across languages

1000s of words

Typically used in very specific contexts

Easy to picture

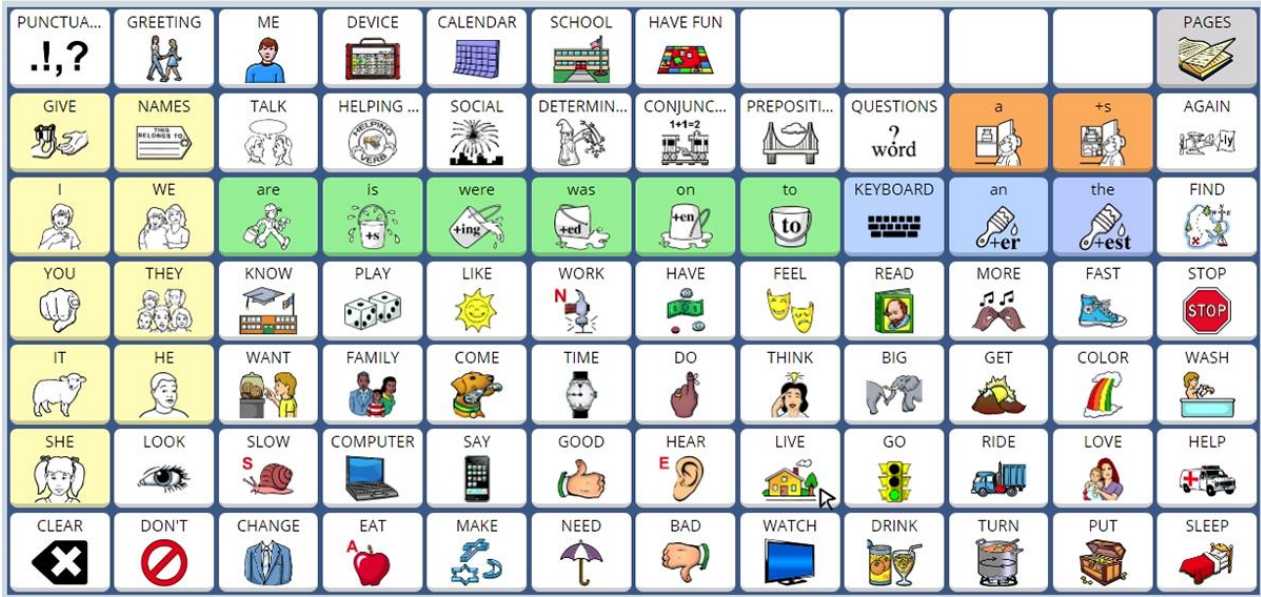
Nouns

PRC, some Saltillo

Keeps a consistent approach to location for vocabulary

May work especially well for children with autism

May be less intuitive for some individuals with high levels of receptive language or support staff



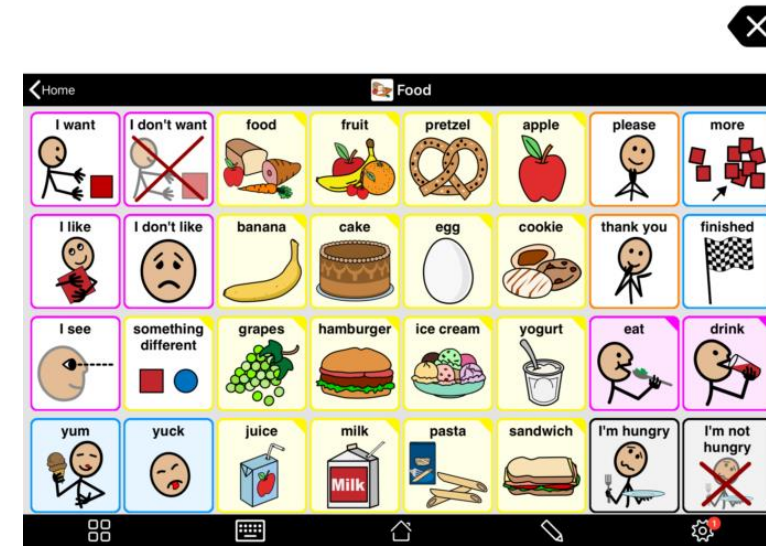
CATEGORIES

Tobii-Dynavox, Proloquo2go

Like words or phrases are paired together

Often stay on one page through an activity to decrease keystrokes

May make it difficult to talk about other subjects immediately



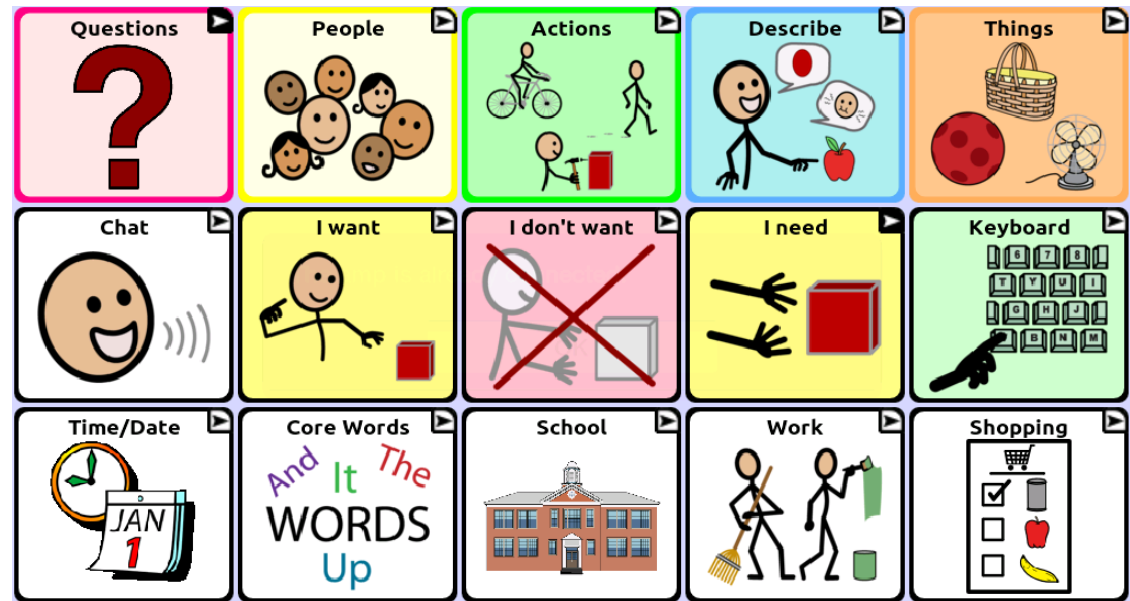
PREDICTIVE

Saltillo

May be prediction of icons or just predictive spelling

Can be especially useful for children with dysarthria and apraxia as there is less of a learning curve to vocabulary locations

May not always predict the word/phrase you want



Vocab						Menu
PEOPLE 	QUESTN 	PLACES 	SOCIAL 	TIME 	GROUPS 	ABC 123
I 	can	to	ACTIONS 	come 	good 	DESCRB
my 	do	drink 	eat 	feel 	a	more
it 	have	finish 	help 	go 	the	that
you 	is	like 	listen 	play 	stop 	EXTRA And It The WORDS Up
your 	don't 	.	want 	watch 	work 	clear

PROGRAMMING DOS AND DON'TS

Do

Provide access to frequently used words/phrases

Give access to social language

Program highly motivating topics and personal information

Keep it consistent

Don't

Get too caught up on academic units that won't be used regularly

Push for the user to say things they don't want to talk about all the time

Look for compliance over communication




Tips and Tricks

- Have a single designated programmer
- Don't leave the toolbox unlocked for the child to make unexpected changes
- Maximize use of hide-show tools to gradually increase vocabulary
- Word Finder is your best friend

WHAT'S THE DIFFERENCE— LOW/MID TECH?

These are often a limited subset of words
that are needed when high tech isn't
available or for users not yet ready for
high tech



What is the most important word or
message for this user?

In what situations will these
words/phrases be needed?

While it's still important to introduce core, there is often a greater emphasis on nouns for requesting or frequently used phrases at this level.

These resources can also be useful for supporting academic words in the short-term.



THE BIGGEST THINGS TO REMEMBER!



No two kids are the same!



Just because something comes formatted in one version, does not mean you cannot adjust



Do what works for your user



Many users will benefit from a mix of high tech and low tech



TURN IT INTO COMMUNICATION

When you get a new communication device that you've never seen, are you able to fully communicate without time to learn?

On a familiar device, can you fluently express every idea you know or want to say?

SOME REASONS AAC FAILS

1. Unrealistic expectations
2. Others reject the device
3. Others refuse to use the device with the individual
4. Others do not do their part in making the device available
5. Others refuse to follow through with AAC objectives
6. Too few individuals who communicate with the individual voluntarily
7. Others feel they do not need the device to communicate effectively
8. Partners haven't been taught how to interact (inadequate conversational support)
9. Insufficient emotional support of the device
10. Not enough opportunities to see other users



SOME REASONS AAC FAILS (CONT.)

- 11. Insufficient number of quality settings for functional use
- 12. Not enough reasons to use device over the course of the day
- 13. Not enough opportunities to use the device throughout the day
- 14. Insufficient/inappropriate vocabulary
- 15. Programming difficulty
- 16. Rate of communication is too slow
- 17. Too much time to learn
- 18. Technical issues

<https://scholars.unh.edu/cgi/viewcontent.cgi?article=1384&context=thesis>



SO WHAT DO I
DO?





ONE OF THE BIGGEST THINGS YOU
CAN DO TO HELP YOUR AAC USER
IS TO MODEL THROUGHOUT THE
DAY AND MAKE SURE THE DEVICE
IS ALWAYS AVAILABLE.

WHAT'S THE DIFFERENCE IN MODELING AND PROMPTING?

Modeling

Modeling: Demonstrating how a task is completed or can be used

- Only the modeler is expected to initially complete the task

Prompting

Prompting: Using cues to assist someone else in completing a task

- Two active participants

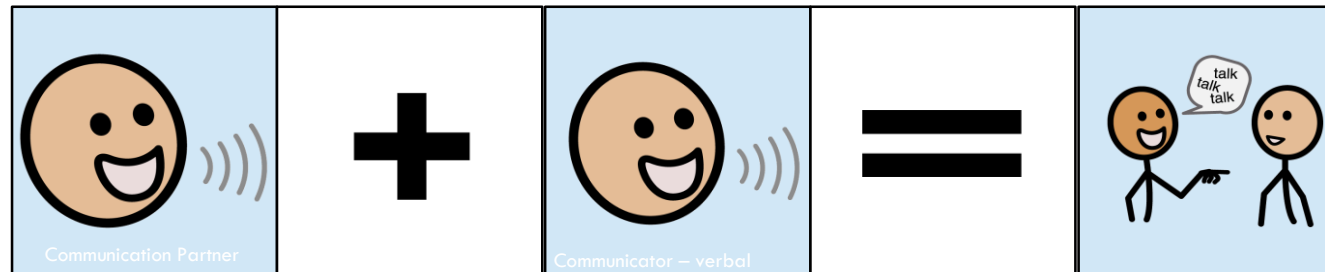
START WITH MODELING

Research has found that **modeling** decreases student error, positively affects the perceived importance of a task and increases self-regulated learning.

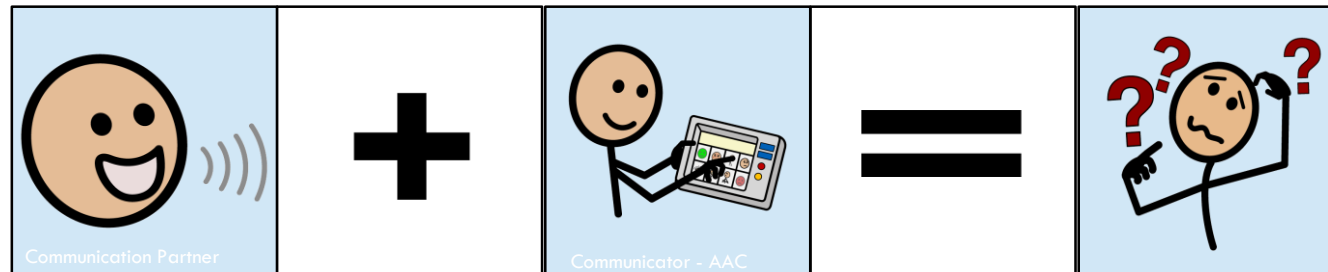


“A Brief Review of Effective Teaching Practices That Maximize Student Engagement,” by Kristin Harbour et al., Preventing School Failure: Alternative Education for Children and Youth, 2015, Volume 59, Number 1.

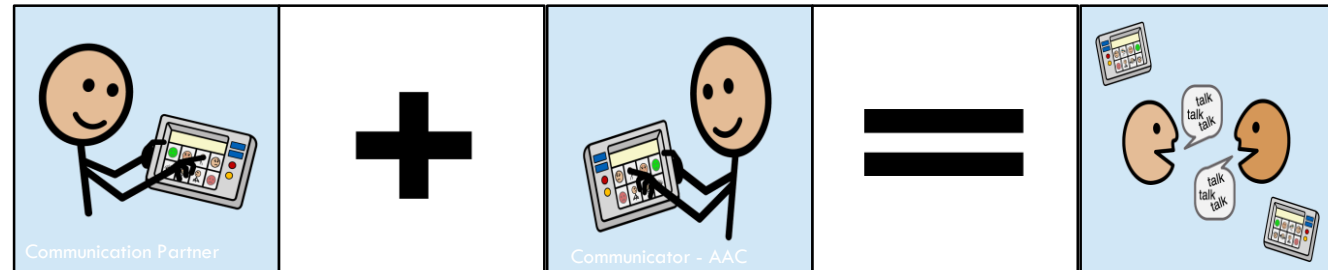
LANGUAGE MODELING TO VERBAL CHILDREN



LANGUAGE MODELING TO CHILDREN USING AAC



IF WE CHANGE OUR DEFINITION OF LANGUAGE MODELING



LEARN THE LANGUAGE SYSTEM

- It's difficult to teach something you don't know.
- Know how to find words on the AAC system.
 - Understand the architecture and organization
 - Explore the device
 - Use Word Finder
 - Take a class offered by the manufacturer
- Learn with your child
 - Think aloud while learning
 - "I don't know where the word *clean* is on your talker as in *clean* up. Let's go on a hunt and find it. Let's look under picture of the bathtub because we get clean in the bath. There it is, *clean*."

ADDITIONAL RESOURCES

www.aaclanguagelab.com (PRC/Salttillo)

www.mytobiidynavox.com

www.praacticalaac.org

ASHA SIG 12

KNOW WHAT YOUR USER CAN SAY

Throughout the day give your user the chance to make their thoughts and opinions known to overcome opportunity barriers

Opinion: good/bad, like/don't like, yum/yuck, awesome/boring

Social: Hello, what's up, no way, cool, see ya later

Self-advocacy: help me, I need a break, I don't know, what?

Comment: funny, sad, smooth, loud, weird

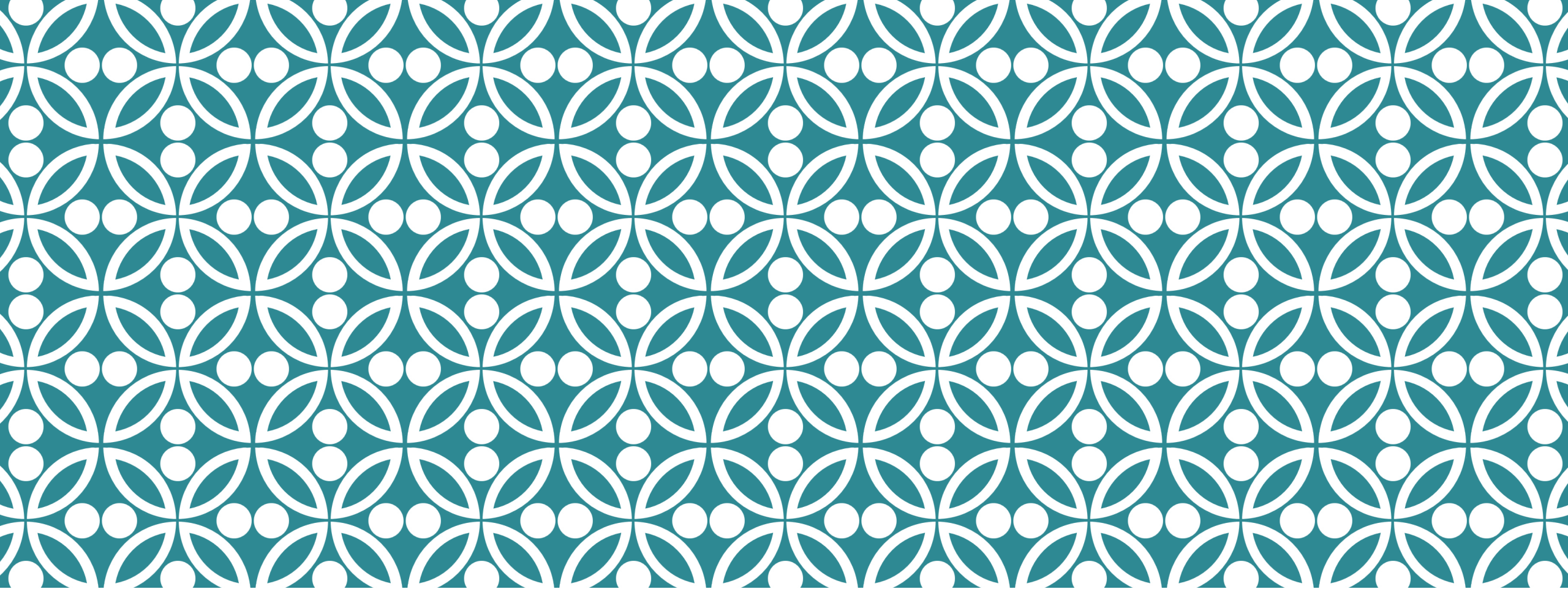
ALLOW COMMUNICATION TO BE FUN AS THE CHILD FIRST BEGINS

Let your user lead with their
interests

Don't overcorrect "wrong"
activations

Encourage exploration





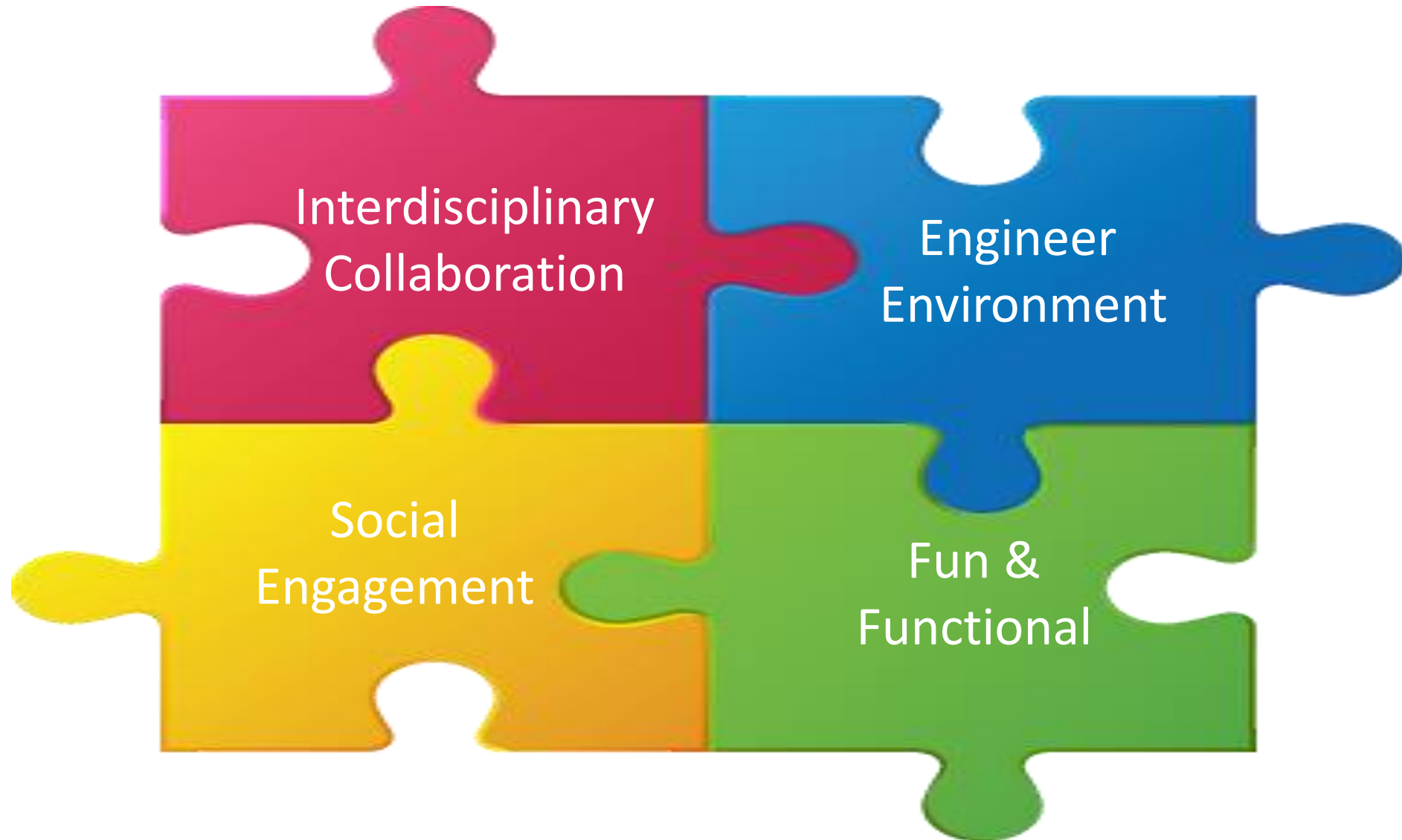
**NEVER EVER TAKE A CHILD'S DEVICE
AWAY AS PUNISHMENT**

Working in Groups

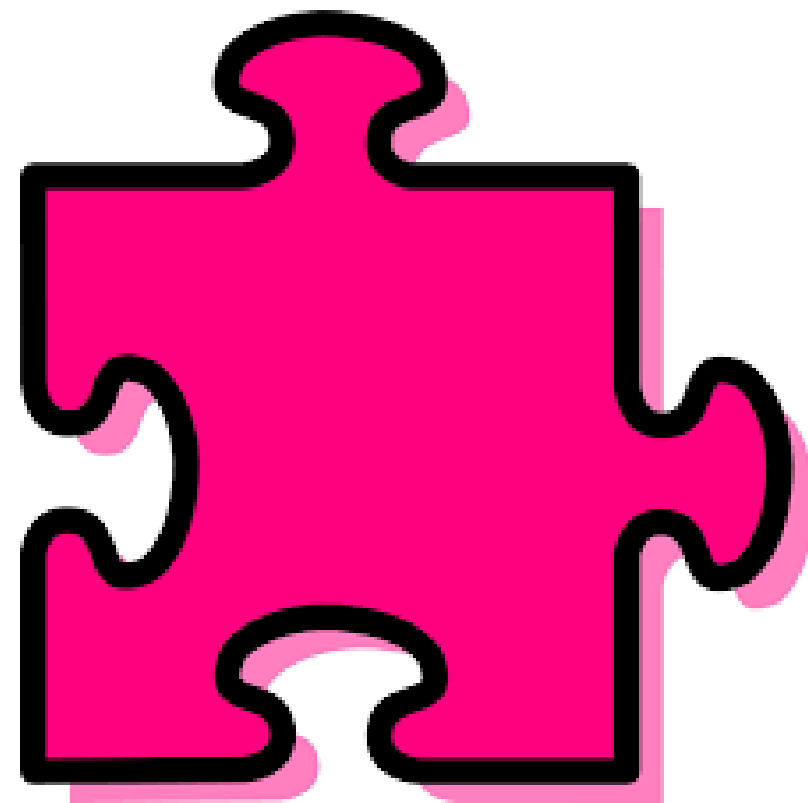
Challenges with AAC group therapy

- Multiple children with different AAC systems
- Mixed Groups
- Participation and Engagement
- Keeping activities functional while meeting goals and collecting data
- Behavior

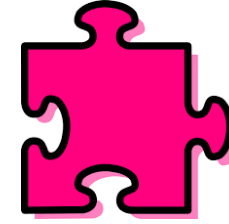
Strategies for the group setting



Interdisciplinary Collaboration



Interdisciplinary Collaboration



“There is a growing body of evidence, along with expert opinions, recommending that clinicians understand the principles of intervention of related disciplines.”

- Occupational Therapy
- Physical Therapy
- Teachers
- Educational Aides
- Parents
- Behavior Therapy
- Physicians
- Audiology
- Vision Specialists
- Outside Resources

Boyer & Thompson, 2013.

Interdisciplinary Collaboration

Environmental Adaptations:

- Dimming Lights
- Noise canceling headphones
- Allowing movement - therabands on chairs, therapy balls
- Bean Bag Chairs
- Quiet Times
- Changing position of work





Interdisciplinary Collaboration

Gross Motor: Strength, Coordination, and Calming

- Example Activities: Obstacle Courses, Ball Play, Running, Relay Race, Yoga

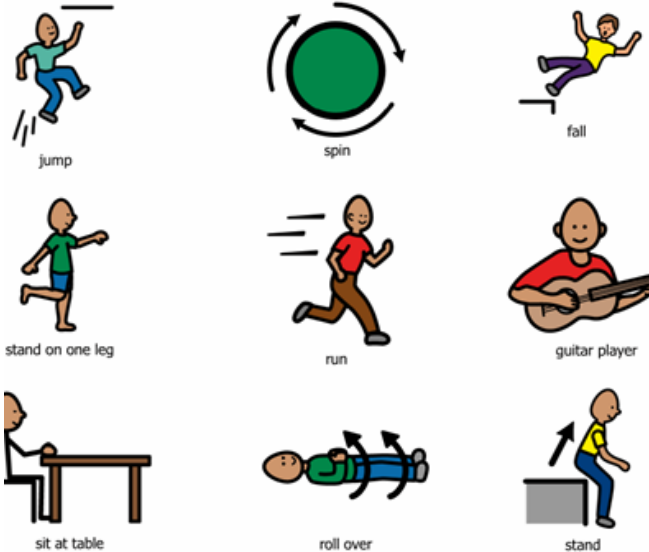
Heavy Work: Calming, self regulation, body awareness

- Example Activities: Gross motor activities including pushing, pulling, lifting, yoga, wheelbarrow walks, animal walks.

Vestibular Input: Body Awareness, Coordination, Self Regulation, Alerting, Calming

- Example Activities: Swinging , Monkey Bar, Jungle Gym, Scooters Boards, Balancing, Blindfold Activities, Wagon Rides

Video Example



SPRING YOGA



I am the sun.
EXTENDED MOUNTAIN POSE

I am a tree.
TREE POSE

I am a flying bird.
WARRIOR 3 POSE

I am the falling rain.
STANDING FORWARD BEND

I am planting seeds.
SQUAT POSE

© Heidi Pagan Skovran



Outdoor Sensory Scavenger Hunt

THE CHAOS AND THE CLUTTER



Interdisciplinary Collaboration

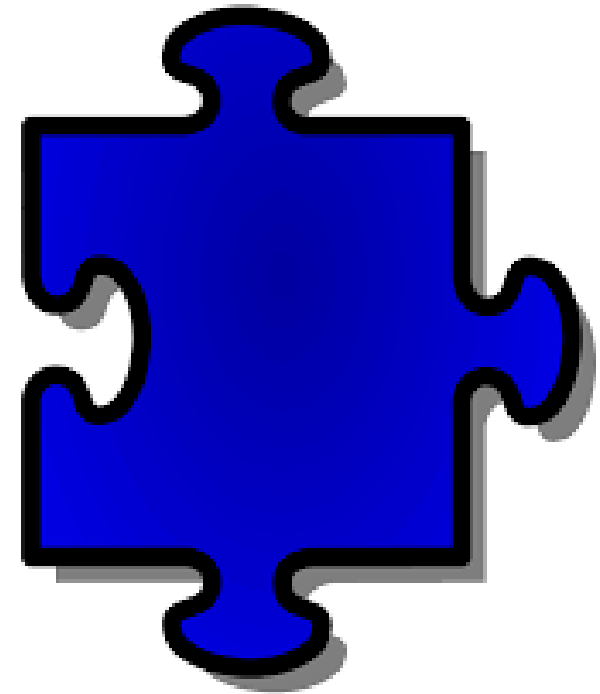
Sensory Messy Play

Target: Exploring various types of tactile input, calming or alerting responses

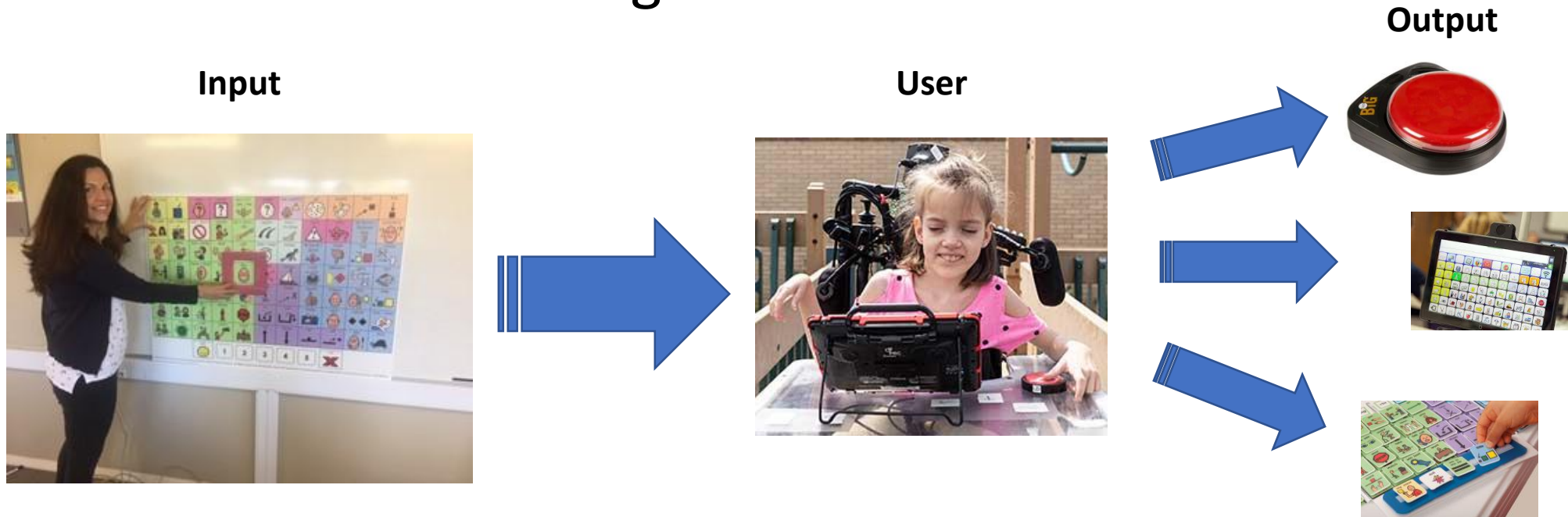
Examples: play dough, slime, play snow, sand, finger painting, shaving cream, water beads.



Engineer the
Environment



Engineer the Environment



Engineer environment for input (aided language stimulation) and output (communication opportunities)

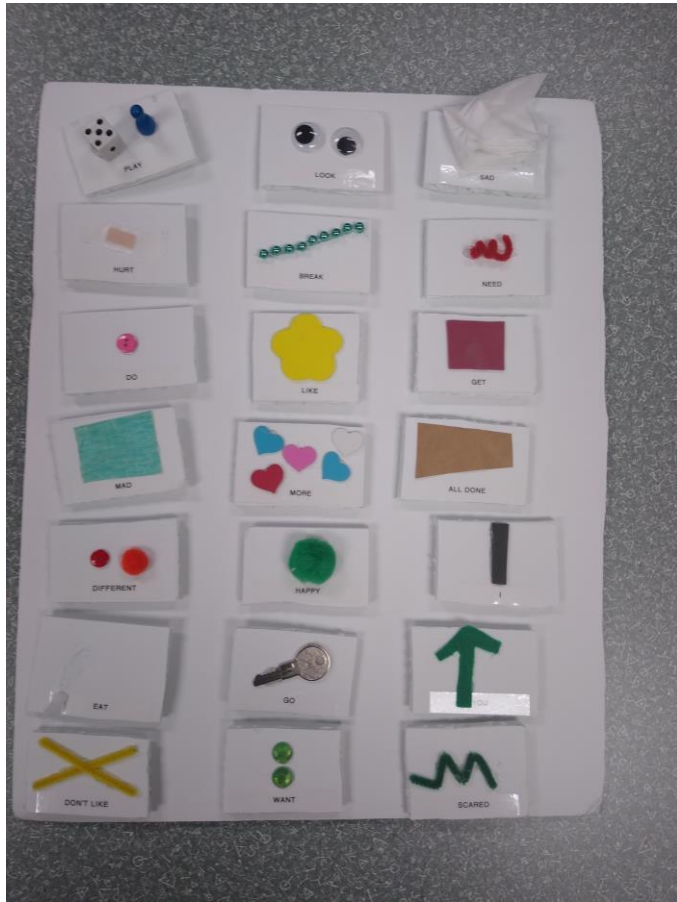
Easy access to multiple communication supports throughout the environment



Engineer the Environment

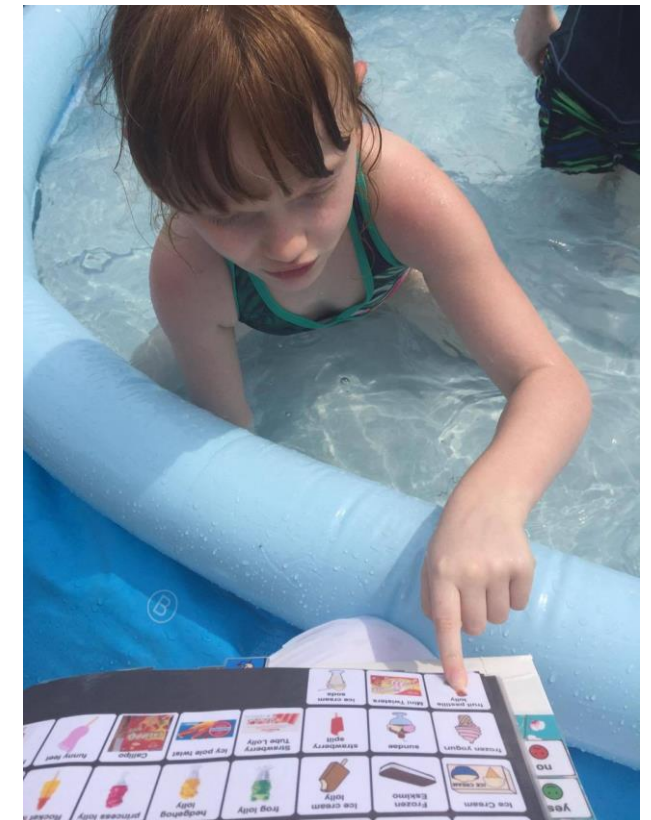
Provide “Big Core” visuals for all group members

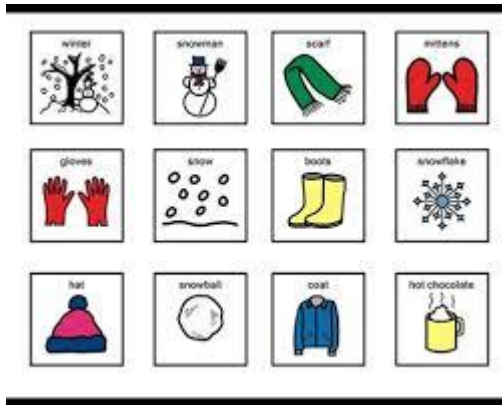
- Central Location
- Use Aided Language Stimulation
- Allows for peer modeling and a total communication approach
- **Resource:** www.ProjectCore.com



Engineering Environment

- Visual Supports throughout the group environment to assist with behavior
 - Visual schedules
 - First/Then
 - Supports for replacement behaviors
- Communication supports throughout the child's environment to access more language.
 - Fringe Vocabulary
 - Total communication system for environments that are not conducive to high tech (water play, playground, gym class, etc.)

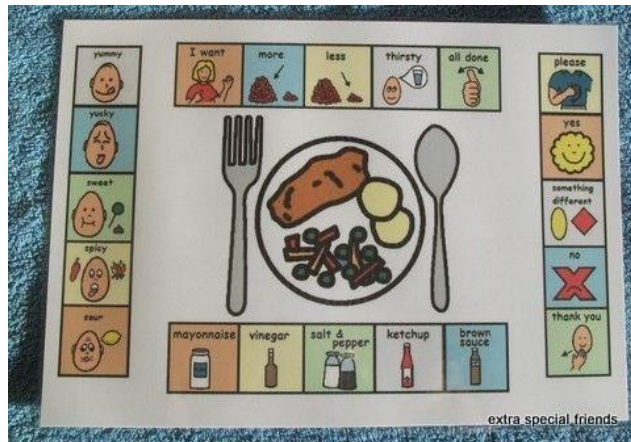




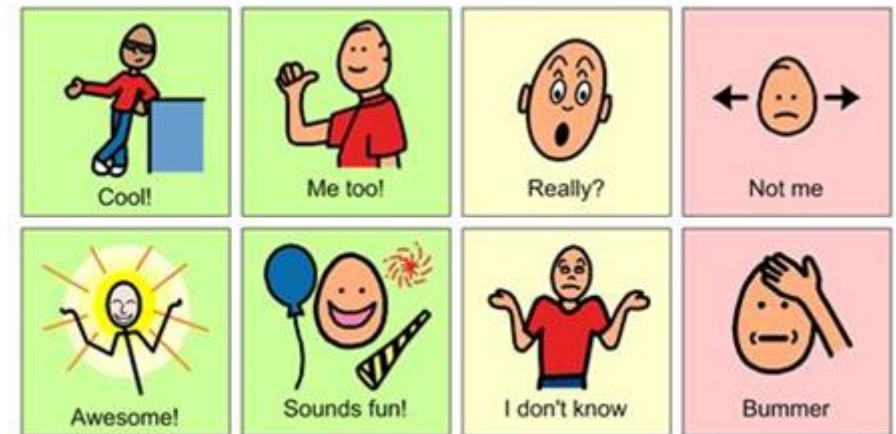
Topic Board



Replacement behaviors

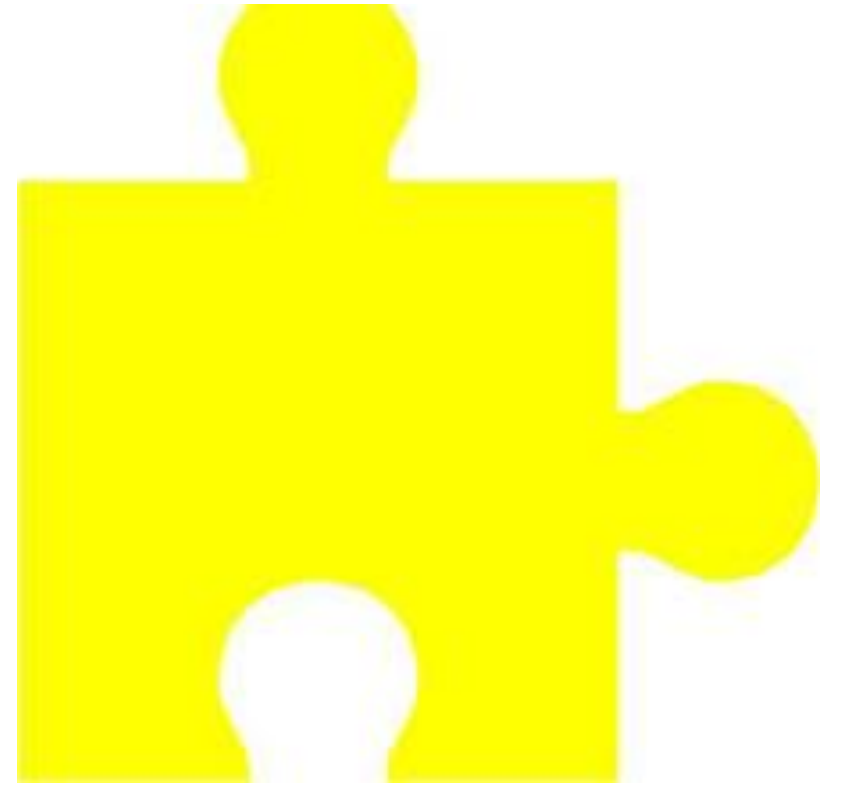


Snack Mat



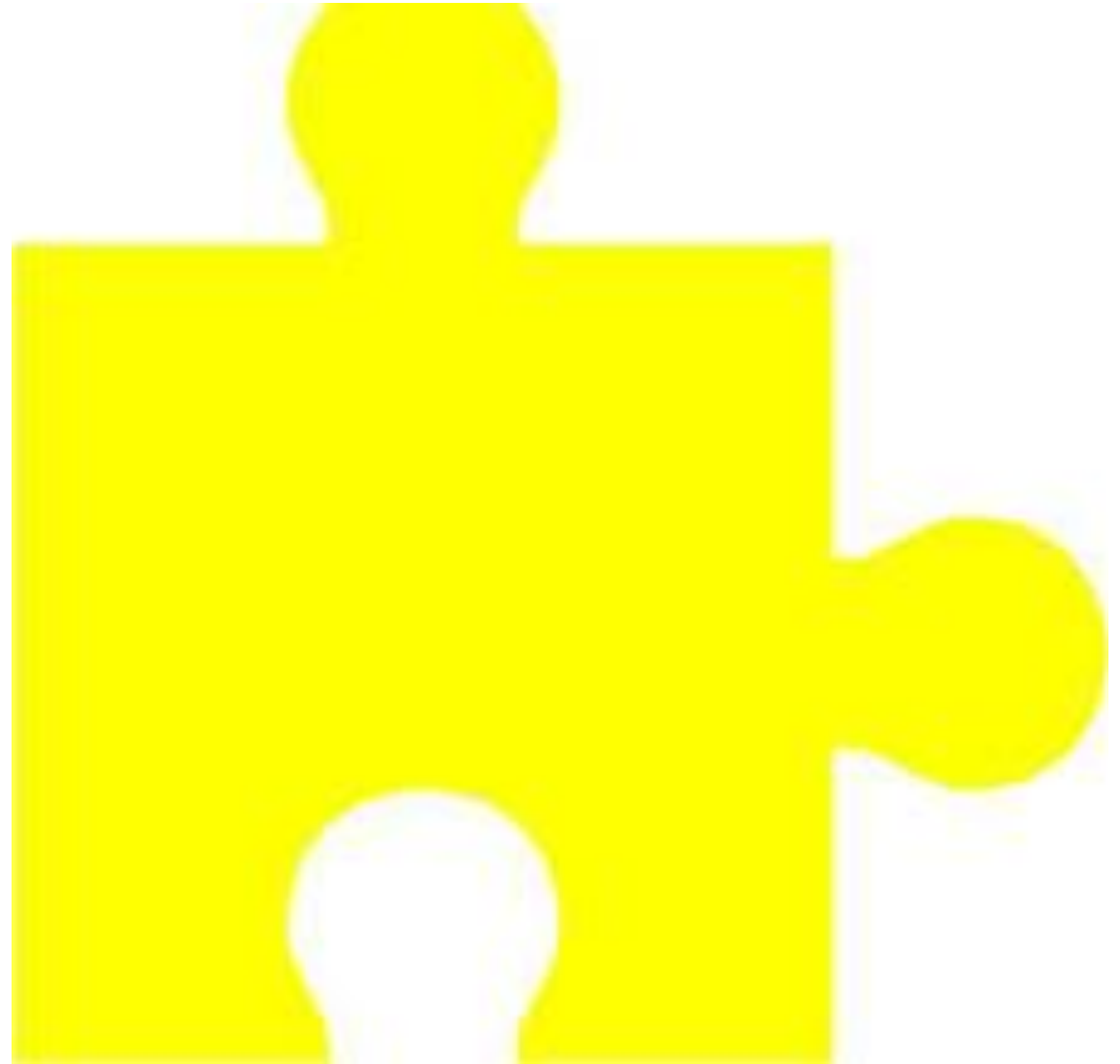
Social Comments

Fun and
Functional



Fun and Functional

"Learning takes place most effectively within the context of a meaningful event and not in isolated drill and practice sessions." - Linda Burkhart



Fun and Functional

Contextualized language intervention (CLI)

- Teaching language and concepts in the moment
- “Language is best learned when children engage in activities with more skilled participants who provide them with models and support within authentic communicative interactions (Vygotsky, 1978)”
- With a contextualized approach linguistic, social, and cognitive skills may be targeted simultaneously rather than in isolation.

Decontextualized language intervention (DLI)

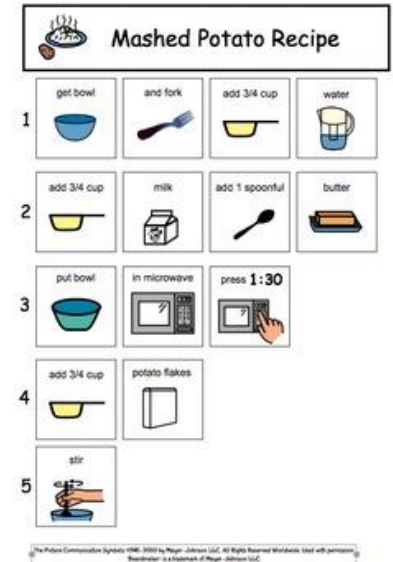
- Children are taught language skills in discrete, teacher-directed activities with minimal topic continuity across the activities.
- Drill Based Therapy, Flash Cards, Apps, rote memorization, etc.

Fun and Functional

- Activities for contextualized learning:
 - Cooking Resource: Adapted cookbooks- TPT, Boardmaker Onilne
 - Science Experiments- Sciencebob.com
 - Adapted play
 - Sensory/motor experiences
 - Life skills

Cooking video:

<https://www.youtube.com/watch?v=kGFqjhKajdM>



Fun and Functional

“Field Trips”

- Take a “field trip” to the playground, library, cafeteria

Collaborative Art Projects

- AAC Camp Example





Fun and Functional



Fun and Functional

Things to consider with adapted play:

- Goal is not just requesting and building cause/effect
- Go beyond just cause and effect to pretend play routines. (E.g. switch-activated cooking set)
- Don't forget about sensory and motor play!
- Motor: adapted soccer, baseball, bowling
- Sensory: sensory bin, slime, shaving cream, play doh.
- MODEL MODEL MODEL!



Fun and Functional

Language Experiences:

Experience Activities: Language experience activities are events that make the key concept, word, or skill evident in a meaningful context.

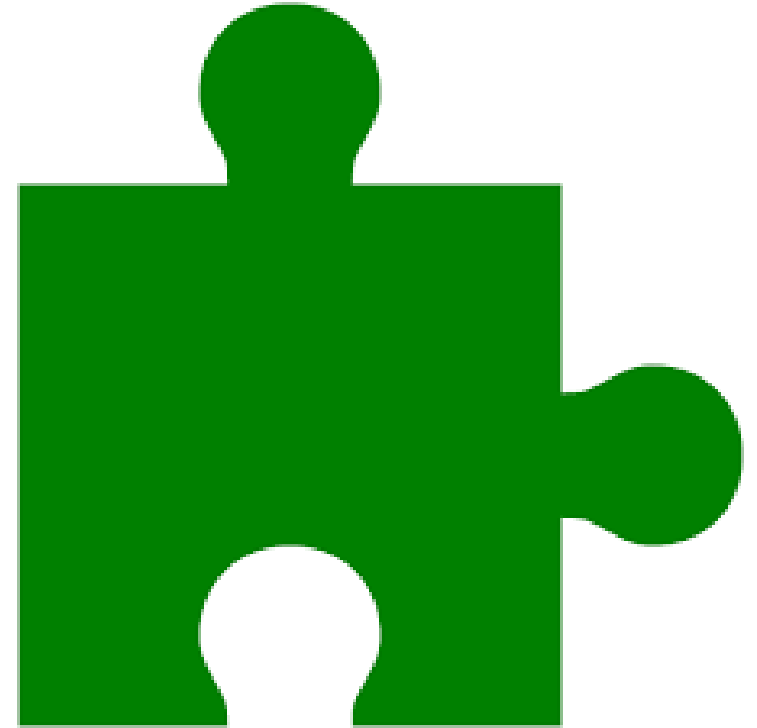
Help the AAC user grasp the concept through meaningful instruction and memorable events.

Principles of creating a Language Experience:

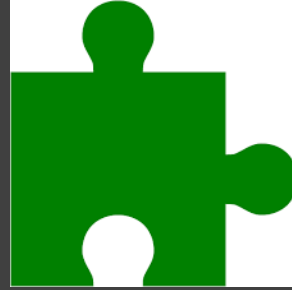
- 1) Elicit the concept frequently
- 2) Aided Language Input
- 3) Errorless Learning - unless you are teaching polar opposites
- 4) Make it extreme - Memories are tied to emotion!

<https://practicalaac.org/practical/why-we-love-aac-language-experience-activities/>

Social
Experiences



Social Experiences



- Social Scripts - are a conversational tool that can be used by any child
- Targets:
 - Initiation a conversation
 - Social closeness
 - Sharing information
 - Humor
 - Partner focused questions
 - Waiting during a conversation
 - Commenting

(Musselwhite &Burkhart, 2004)

Social Surveys

- This activity targets multiple goals simple conversational skills
- Assists the communicator in initiating conversational exchanges using AAC.
- Targets partner focused questions
- Waiting during conversational exchanges
- Terminating a conversation

• <http://praacticalaac.org/praactical/can-i-ask-you-a-question-using-language-experience-surveys/>





Social Experiences

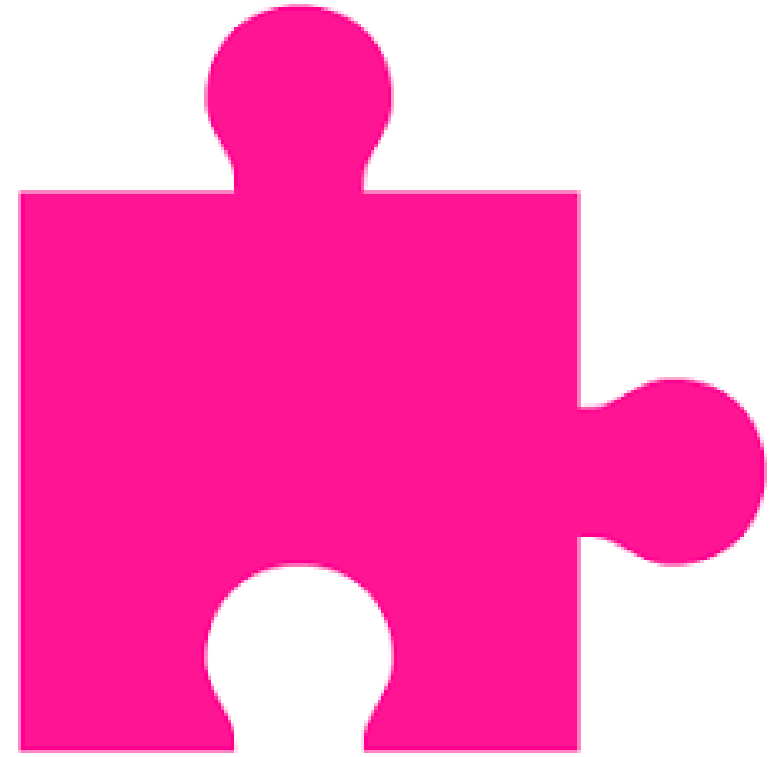


Social Commenting

- What motivates the student?
- Emerging Communicators can work on errorless communication in fun interactive activities: “oh no!”, “pretty”, “wow!”, “uh oh”, “that’s funny”
- Older students with more communicative competences can use phrases to make their communication exchanges more age appropriate and motivating. Example...”dad joke!”

https://www.youtube.com/watch?v=Rh2EDmdm_RY

AAC and Literacy



AAC and Literacy

Encourage active participation in literacy activities.

- Use of literacy manipulatives/props
- Make it fun!
- Use a total communication approach- high tech, low tech, visual supports, pictures symbols.
- Thematic Units to create a language experience
- Encourage Independence and love for literature
- Adapted Page Turning
- Talk to your OTs





AAC and Literacy



Sensory Stories incorporate multiple sensations (e.g. sight, sound, touch, taste, and smell)

With each page, the student experiences new sensations. Helps students engage in books and make connections.

Theme based (e.g. beach, insects, pets, pumpkins, etc)

Engagement leads to more *in the moment* communication and learning opportunities.

(Patterson, 2016)

AAC and Literacy

Core Word Books

- MyTobiiDynavox.com - **FREE!**
- Prentke Romich AAC Language Lab
- Core words children's literature
 - No David!
 - Go Dog Go!
 - Going on a Bear Hunt
 - Eric Carle Books

No, no, not that!



Trains go!



3

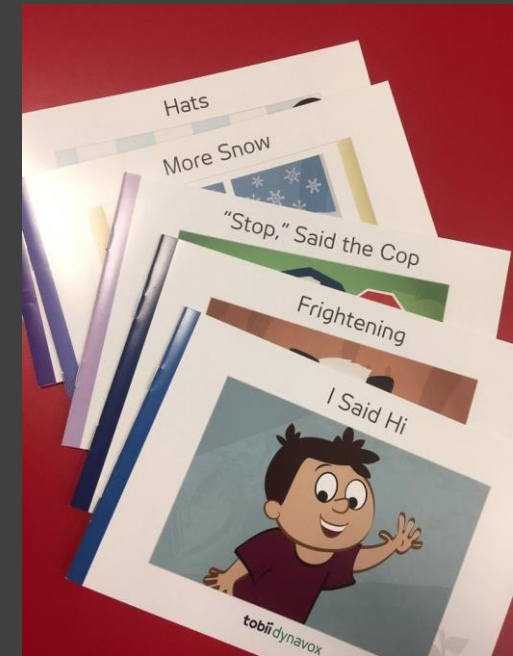
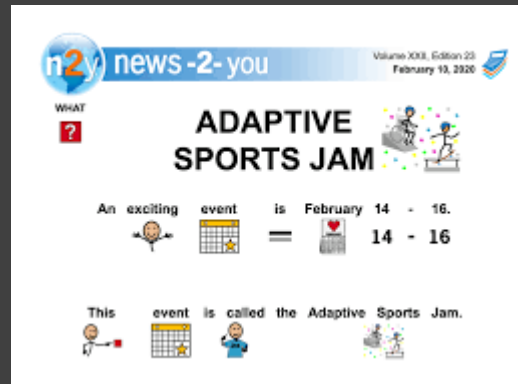


Go, Dog. Go!

AAC and Literacy

Resources

- News2You
- TimeMagazine for Kids
- Tarheel Readers- FREE
- TobiiDynavox Core Word Books- FREE
- AAC Literacy Planner
- Saltillo Calendars
- PRC Language Lab
- Reading A-Z
- National Geographic for Kids
- Zoobooks



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