AAC Systems and Strategies for Individuals Diagnosed With DS/ASD





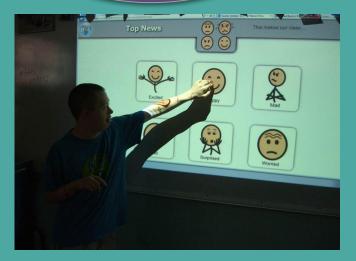
Down Syndrome Connection of the Bay Area Empower - Inspire - Support Kati Skulski, M.S. CCC-SLP Speech Language Pathologist

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Webinar Objectives

Gain an understanding of:

- AAC terms
- When AAC is needed
- Evaluation Process
- AAC systems
- AAC teaching strategies
- AAC programs at the DSCBA
- A parent's perspective

Expression Connection Core Beliefs

"Just because I don't talk does not mean I don't have anything to say."

"Everyone deserves a voice"

"Voices can be different things for different people."

"It's our job to listen and learn."

AAC Overview



Terms

Assistive Technology (AT): any tool and /or system implemented to improve and/or maintain the capabilities of an individual with a disability

- Writing
- Reading
- Computer Access
- Communication
- Play
- More...

Alternative/Augmentative Communication (AAC): a subset of AT; AAC involves the study of, and when necessary compensations put in place for individuals with severe speech and language disorders (ASHA, 2005)

Speech Generating Device (SGD): systems that enable individuals with severe speech impairments to verbally communicate their wants, needs, emotions, thoughts, etc.



No Tech

Systems an individual uses with no additional tools or technology (motor, vocalization, sign, proxemics, gestures, etc)

Low Tech





Light Tech





High Tech



Why do you use AAC?

- Moderate-Severe expressive speech/language disorder(s)
 - Limited speech output
 - Poor speech clarity
 - Language Disorder
- Expressive/Receptive Gap: understanding more than you can say
- Frustration
- Limited speech improvement with therapy
- Frequent communication breakdowns

DS/ASD Profile & Communication

It's complicated

Many moving parts

- Multiple areas of impact
 - Cognitive
 - Linguistic
 - Sensory
 - Motor
 - Behavior
- Competing strengths and challenges
- Learning styles

A Parent Perspective



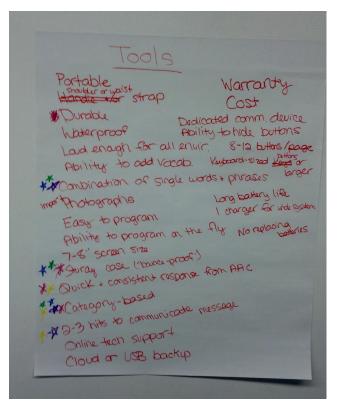
Nick age 27, dual diagnosis of DS-ASD and Verbal Apraxia

Nick's AAC Journey

- The power of pictures
- AAC evaluation age 5, Livermore, CA
- Pairing pictures with PECS icons
- Proper training in usage of Picture Exchange System (PECS)
- Re-evaluation AAC age 13, Chicago, IL
- Re-visiting AAC with the IEP team



AAC Evaluation Overview



When to explore an AAC eval

• Documented evidence of:

- Moderate-Severe expressive speech/language disorder(s)
- Expressive/Receptive Gap: understanding more than you can say
- Limited speech improvement with therapy
- Frustration

Who provides an AAC eval

- Medicare National Coverage Guideline (2001)
 - Licensed Speech Language Pathologist (SLP)
- Internal Funding with School Districts
 - AT Specialist
 - Licensed SLP

Assessment Components

Background Information

Comprehensive Assessment

Motor: ambulation, access Sensory: vision, hearing, tactile Cognition Behavioral

Communication

Speech Receptive & Expressive Language Unaided & Aided Communication **Communication Needs**

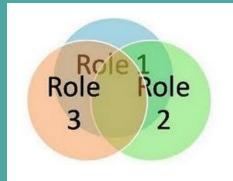
Needed Features

System/Device Trials

Recommendation(s)

The Collaborative Team

- **Essential** for AAC success
- Team meetings and open communication
- Includes:
 - User
 - Family Members
 - Teacher
 - AAC Specialist
 - SLP
 - o OT
 - And more...



- Role Delineation and Overlap (transdisciplinary)
 - Roles are assumed by various team members
 - These roles are shared with team members (i.e. OT shares access with team)
 - Team members implement roles to ensure success (e.g. SLP implements access with SGD)

System/Device Trials = Diagnostic Intervention

• What is diagnostic intervention?

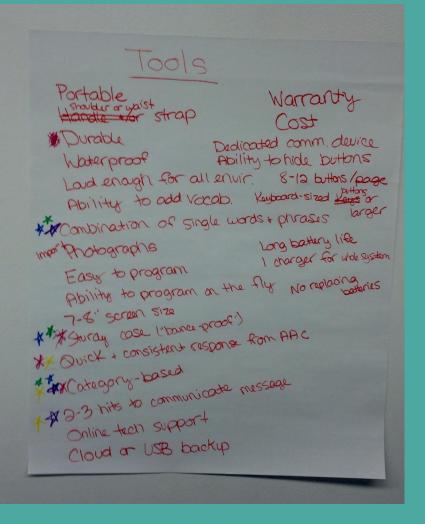
- trying various systems as you are teaching communication
- \circ when one system is not working, trying another
- data collection
- may be a recommendation of the AAC evaluation
- may be a long(er) process
- Why diagnostic intervention?
 - importance of trialing and providing access to a multitude of AAC systems to facilitate successful communication (Foreman & Crews)
 - Limit communicative failures to encourage the use of communication (Foreman & Crews)
 - Intervention is an art and science (Drager & Light)

A Parent Perspective

SETT is an acronym

for <u>Student</u>, <u>Environment</u>, <u>Task and Tools</u>. The team gathers to ask key questions and get information that will help to pinpoint what AAC technologies would best suit the student.

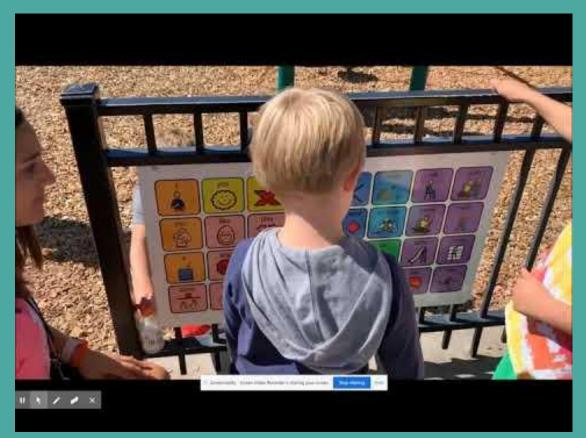
- **S= Student** (abilities, learning styles, concerns)
- **E= Environment** (What places will the talker be used and how)
- **T=Tasks** (What type of work and learning will the student be doing?)
- **T=Tools** (What tools are needed on the device to make it a success for Nick?)



AAC in Action



Low Tech



Light Tech



High Tech



A Parent Perspective

Nick's AAC Systems

- Proloquo to Go with low tech PECS
- Go Talk with low tech PECS







Strategies



Tie it all together

Use strategies we know work for the ASD/DS Profile

- TEACCH framework
- Structure
- Visual aides
 - Limit verbal input

Our favorite strategies

Create a supportive and positive communication environment

Multi-Modal/Total Communication (:54)

• Respond to and encourage all forms of communication

Partner Augmented Input (Goosens', Crain, & Elder, 1992)

- Point to pictures and use communication tools when talking to the AAC user to model and encourage AAC use
- Getting other children involved!!!

Scripting

Tips for successful interactions

Interactions must be:

- Open ended questions ensure success
- Motivating
- Functional



- Implemented across environments and partners
- Accessible- easy to get to

A Parent Perspective: Tips & Strategies

- Diagnostic Intervention, trial and error, observation to hone in on the most effective AAC for the child
- Start early, be consistent and readily available using AAC across all environments
- Communication should be an interaction with no right or wrong answer or feeling of failure
- Give choices/options= A sense of control over their environment
- Model, Model, Model
- Find their motivation, most desired items and activities-Control access
- Reinforce immediately with lots of praise
- Find opportunities to use AAC in your day (What you like/ don't like, More/ all done, What do you see when reading books, watching movies, at the park, zoo, What color are you wearing, etc.)
- Pause 10 seconds before prompting. Resist the urge to do it for them.
- What action item will you take away from today and try at home?

A Parent Perspective: Tips & Strategies

• Visuals are key





Our offerings



Down Syndrome Connection of the Bay Area Empower - Inspire - Support

Welcome to our LTL (low tech library)

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Legend- PLEASE READ	CORE BOARDS	LITERACY	MATH ACTIVITIES	PLAYTIME	ART & MUSIC	COMMUNITY
HOW TO USE THIS LIBRARY: WHAT IS IT? The Low Tech Communication Board Library is a collection of boards (OPF files) as well as helpful links you can click on () → video; website;] song) to use with individuals with communication needs. VIDEO TUTORIAL: Click on the video icon to view a 10 minute video tutorial on how to use the library:) WHAT IS LOW TECH? What IS LOW TECH? Now tech includes methods of communication sapicture communication symbols, communication symbols, voice output devices that have dynamic displays and synthesized voices (e.g. iPad communication	What are CORE BOARDS? Core boards are communication boards containing 'core vocabulary'. Core vocabulary is very powerful as it accounts for 80% of what we say when communicating. Fringe vocabulary, or nouns/objects accounts for only 20% of what we say. Core vocabulary words include verbs, pronouns, prepositions, descriptors and Wh? questions. You can create sentences using only core words. Select a core board below! Core 12 Core 12 Core 12 Core SCS Grid Size #: 12 Boardmaker Online link Activity Link: Parent Coaching: Integrating a Communication Board Aided Language Stimulation Explained	Reading A Book Description: core vocabulary for reading a book Lons: PCS Grid Size#: 12 Dendrative Infoliation Comparison of the Infoliation Comparison of the Infoliation Comparison of the Infoliation West Hop on Pop- Full AAC West Hop on Pop- Full AAC West Hop on Pop- Full AAC West Hop on Pop- Full AAC Comparison of the Infoliation Actionary Comparison of the Infoliation Comparison o	Math Communication Board Description: Communication board containing vocabulary related to Math basic concepts. Icons: PCS Grid Size #: 45 Boardmaker Online Link Image: Communication board Image: PCS Grid Size #: 35 Boardmaker Online Link	Playing a Game Description: vocabulary for playing a game Icons: PCS Grid Size #: 12 Boardmaker Online Link Activity Link: Amanda's AAC Activities: Memory Memory Memory Memory Playing a Game PbF document padlet drive Outdoor Scavenger Hunt- Sensory Items Description: sensory vocabulary for an outdoor scavenger hunt Icons: PCS Grid Size #: 16	Colors Description: color words Lons: PCS Grid Size #: 15 Boardnaker Online Link Activity Links: © 20 Color Activities For Preschoolers Colors PDF document pader drive Arts & Crafts Colors PDF document pader drive Colors PDF document PDF docume	<section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header>

Expression Connection

Consultation

- Home
- School
- Community
- Workplace

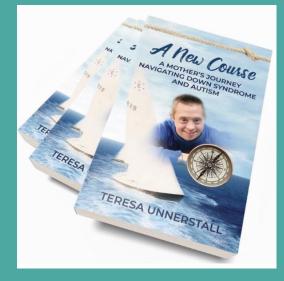
AAC Lending Library

- High-tech
- Low-tech
- Light-tech

Linguistic supports

Referrals

For more information about navigating DS-ASD, consultations, book and blog at <u>www.teresaunnerstall.com</u> Follow us on FB and IG @ Down Syndrome with a Slice of Autism



Questions & Comments

For More Information visit The Down Syndrome Connection of the Bay Area at:

www.dscba.org

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