

AAC and the over 16s

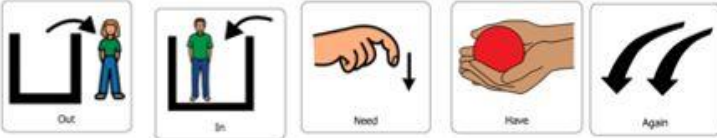
Tapping into the teen, transition and beyond

How did we get here?



How we usually do it!

May 2019



May 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
			Again			
5	6	7	8	9	10	11
	Bank Holiday		Have			
12	13	14	15	16	17	18
			Need			
19	20	21	22	23	24	25
			In/ Out			
26	27	28	29	30	31	
		May Half Term				



Ben Edwards AAC targets

January 2019

Area	Target	Achieved on (date)	Possible activities/examples
Ability Level	Communicates about a broad range of topics with both familiar and unfamiliar communication partners.		Encourage child to speak to unfamiliar people in and around school about what is happening around them.
Linguistic Competency	Uses abstract descriptive concepts: quantitative/qualitative/spatial (at least 2 in each category).		big, small, tall, short, fat, thin/far away, near, close etc
Operational Competency	Navigates by grammatical categories.		Support Ben to think about how to make the message better and where those words may be grouped
Social Competency	Demonstrates conversational turn-taking for more than 2 turns		Support child to ask a subsequent question, make a comment, pass opinion. "Hi" "Bye" plus other conventional openers/closers. Keep communication partner's attention. Ask a question, listen to answer. Make a comment.
Strategic Competency	Uses an introduction strategy with unfamiliar communication partner (e.g., "I use this device to talk." or pointing to the device to show they use it to communicate).		Use a new person joining the class as an opportunity for child to introduce himself.

The word of the week is...



Things to do

"I need to go!" "I need more!" "What do you need?" "I need that!"

The word "need" can be used in any setting and is one of the most frequently used words by children.

The word "need" is often used to request something with an increased sense of urgency. Many children (and adults) tend to exaggerate the urgency of a desire by using this word (e.g., "I need candy" or "I need pizza").

We can teach the meaning of the word "need" without depriving our students of their basic needs. Try gently sabotaging the environment by giving your child soup with no spoon to elicit "I need a spoon" or putting them in the bathtub with no water to elicit "I need water."

The word "need" can be used to comment on items that are missing or lacking. Try teaching this concept when playing with toys like Mr. Potato Head or dolls. Model phrases like "he needs a nose" or "she needs a dress."

Birthdays and Christmas: Make list of things you NEED to get, eg. "For my birthday, I need ___"; "We need to get ___". If students cannot find words in their AAC system Plan a party and make a list of food you NEED to get to serve and eat, eg. "At my party I need ___". You could also plan other party details such as: decorations, party accessories, birthday cake ideas,, etc.

Create shopping lists from recipes you plan to cook, so you know what you NEED to buy to make it.

During craft/art time, you can talk about what you NEED to make the project, eg. "I need a paper bag to make that"

Create digital books for any activity - combining photos and videos with text of students messages/writing, eg. "I need to go to ___", "I need to make ___".

Model NEED as you discuss what you NEED to go somewhere, eg. going outside, NEED a hat; going swimming, NEED towel; going to the library, NEED your book; going home, NEED your bag, etc.

Model NEED as you discuss how you are feeling, and what you NEED to feel better, eg. feeling hungry, NEED food; feeling thirsty, NEED drink; feeling cold, NEED jumper; feeling hot, NEED take off jumper, feeling scared, NEED a hug, etc.

Discuss looking after an animal or a pot plant, what does it NEED?



Proloquo2Go

Steph

Faye

Lewis

Adam



LAMP

Nyven



TouchChatHD

Louis

Brad

Predictable

Wisdom

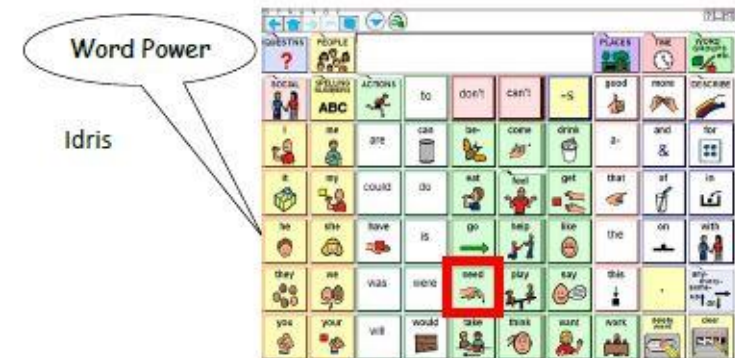
Zeid



Grid

Ben

Liam



Word Power

Idris



Snap+Core

First

Dylan

AAC Word of the week



think

AAC

at

sandfield park

Thought of the week

Use it to think about the past just what it was like. Use it when I'm thinking about how I want to feel. Use it when I'm thinking about how I want to be. Use it when I'm thinking about how I want to be. Use it when I'm thinking about how I want to be.

Eye

Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm seeing.

This is my primary mode of communication.

You can support me by showing me photos of things we talk about.

Mouth

Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm saying.

This is my primary mode of communication.

You can support me by showing me photos of things we talk about.

Nyan

Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm saying.

This is my primary mode of communication.

You can support me by showing me photos of things we talk about.

Wham

Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm saying.

This is my primary mode of communication.

You can support me by showing me photos of things we talk about.

Mouth

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Zeid

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Wisdom

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Mouth

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Zeid

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Andrew

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Mouth

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Zeid

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We ❤️ AAC

thought of the week

Presuming that a nonverbal child has nothing to say is like presuming an adult without a car has nowhere to go.

What are we working on with PODD this week?

This week's PODD communication focus is thinking, planning, and organizing.

word of the week

Dylan Grayson AAC targets

Target	Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm saying.
Goal	This is my primary mode of communication.
Strategy	You can support me by showing me photos of things we talk about.

Lewis Hampton AAC targets

Target	Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm saying.
Goal	This is my primary mode of communication.
Strategy	You can support me by showing me photos of things we talk about.

Wisdom Okoh AAC targets

Target	Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm saying.
Goal	This is my primary mode of communication.
Strategy	You can support me by showing me photos of things we talk about.

Zeid Alabayati AAC targets

Target	Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm saying.
Goal	This is my primary mode of communication.
Strategy	You can support me by showing me photos of things we talk about.

Andrew Heaton PODD targets

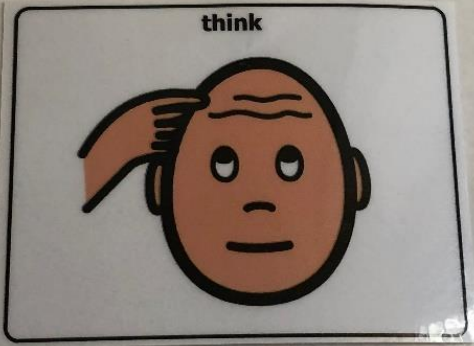
Target	Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm saying.
Goal	This is my primary mode of communication.
Strategy	You can support me by showing me photos of things we talk about.

Lincoln Wilson-Grice PODD targets

Target	Use a Full Intermodal Communication System on my iPad Air 2. I use it to help me understand what I'm saying.
Goal	This is my primary mode of communication.
Strategy	You can support me by showing me photos of things we talk about.


word of the week

think



how

not

W 

What are we working on with PODD this week?

interactive
SPEECH PATHOLOGY

This week's PODD communication focus...

Providing clear, consistent partner-assisted auditory-visual scanning

What is partner-assisted auditory-visual scanning?
Communication partners provide scanning access by pointing to and speaking the names of items to allow access to the communication book. The child responds by indicating yes and/or no to each scan to select their desired message.

Partner-assisted scanning is used for a range of reasons:

- **When a child has not yet developed the fine motor control to directly point to symbols:** the child can rely on their understanding of the spoken labels or visually recognise the symbols
- **When introducing a new PODD communication book with children who have sufficient understanding of spoken language:** By reading aloud the labels on the symbols, a child can communicate using their PODD communication book before they have learnt what the symbols mean. By pointing to and showing the symbols as you read the labels, you assist your child to learn their meanings and the vocabulary organisation of the book. This applies both to children who are learning to use partner-assisted scanning as their primary access method, as well as children who are learning to directly point to their symbols.
- **When a child has cortical vision impairment:** by using both auditory AND visual scanning (rather than relying solely on auditory), you provide visual stimulation towards the development of the child's visual skills.
- **When a child has sensory processing challenges:** some children are stimulated by turning or fiddling with the pages of the communication book and can become distracted from communicating their message. Using partner-assisted scanning with the book held at a distance from the child enables them to focus on their message, rather than be overwhelmed by their sensory needs. "Repeated experiences successfully communicating assists most children to learn to inhibit their desire to turn pages as they begin to focus on communicating their message." (Porter, 2007, p. 12)

When providing partner-assisted scanning, you need to provide a distinction between your conversational speech and your speech for scanning. This means you need to "state the label for each item, or group of items, without changing the wording or using the intonation or expression of social speech" (Porter, 2007, p. 95). Do not lead your child to what you think they want to say by emphasising certain labels, and don't turn each label into a question by raising your intonation at the end of the word.

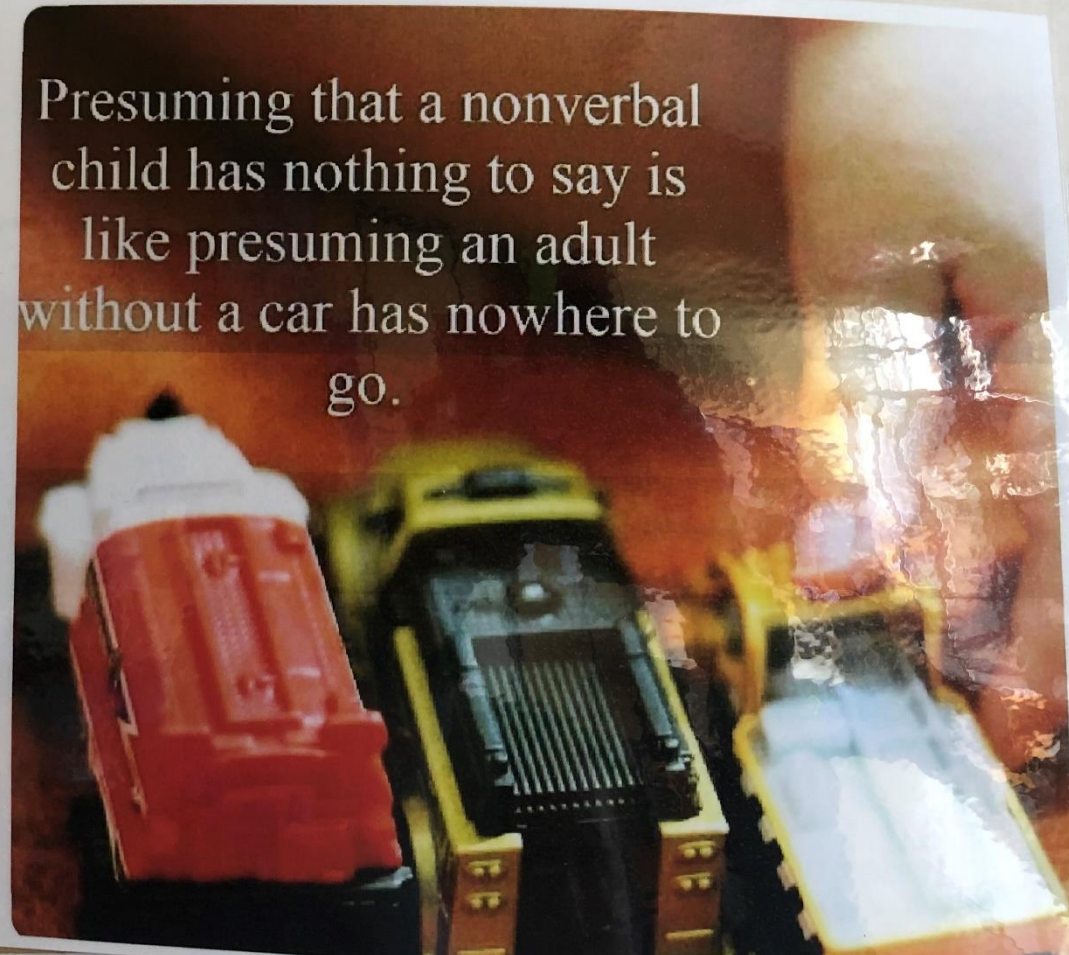
The order of the scan is very important. The symbols in PODD communication books are arranged into columns, which facilitates the visual scanning of the group of words to locate the specific word. "Visually scanning a column uses vertical (up/down) eye movements. Visually scanning across a row requires both horizontal (left/right) eye and head movements." (Porter, 2007, p. 44) Think about writing shopping lists, lists of names, jobs to do, etc - any task that requires you to find a specific word within a group of words. Left-right presentation, on the other hand, is generally used for reading a connected text. Similarly, sentences are built from left to right across the page in PODD communication books.

Yvette Theodoresen BSc (SpHearingSc) CPSP, Interactive Speech Pathology

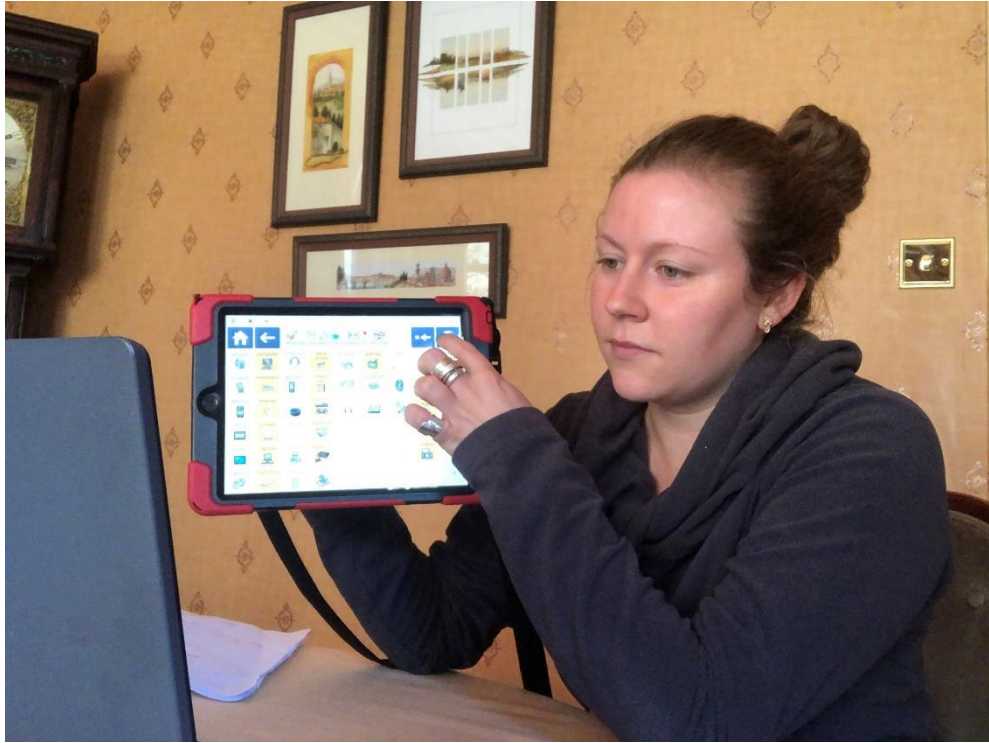


thought of the week

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without a car has nowhere to
go.



What are we doing currently?





Activity Center



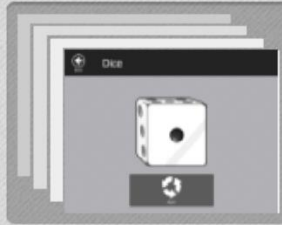
Access Games

4 of 4 Downloaded



Emergent Games

15 of 15 Downloaded



Math Tools

6 of 6 Downloaded



Core First Learning

1 of 1 Downloaded



Book Bridge Sample

1 of 1 Downloaded



Expedition Education Sample

1 of 1 Downloaded

Previous

Boardmaker

Next



Sandfield Park School

EVIDENCE

DOCUMENTS

TAGS

FRAMEWORKS

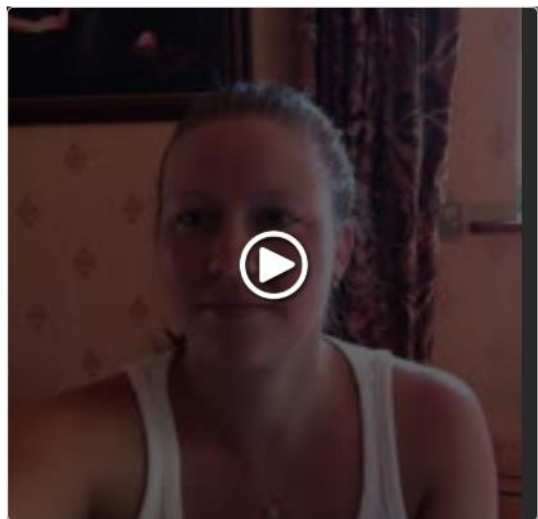
ACTIVITIES

Preview Activity

AAC Scavenger Hunt

The core words of the week this week are "when" and "where" I have devised a way for your child to lead a scavenger hunt.

Mon Apr 27 2020



As families are at home, I am trying to find interesting and innovative ways of teaching and using core words. This week I would like your child to lead a scavenger hunt.

look at the scavenger hunt cards on the website provided

Talk to your child about what they might like to ask people to look for. Remember to use the prompt hierarchy (attached) and think about using the descriptive teaching method (attached). We do not want to be adding specific vocabulary into AAC user's systems which will only be used for this activity, they need to be able to describe what they are talking about, if they can't find it. E.g. if you don't have tyre or wheel, you could say, "it is black, it is round, it rolls, it is on vehicles". (It may be worth forwarding these documents on to the people taking part in the scavenger hunt)

Always take your child's lead, let them choose what they want to be part of the scavenger hunt, so they feel a sense of ownership over the list.

invite your family/friends

Job 4- have fun! Someone should probably be on hand to help your child, if they need it, but remember not to put words in their mouths or over-prompt, allow the awkward silences, allow them to get it wrong and see how amazingly they can sort it out for themselves- they do it in school! (perhaps pre-warn the people invited there will be some silences whilst the AAC user composes their message- this is ok)

Job 5- if you take any photos or videos, send them to me, I would love to give your child some comments or praise

Activity Links

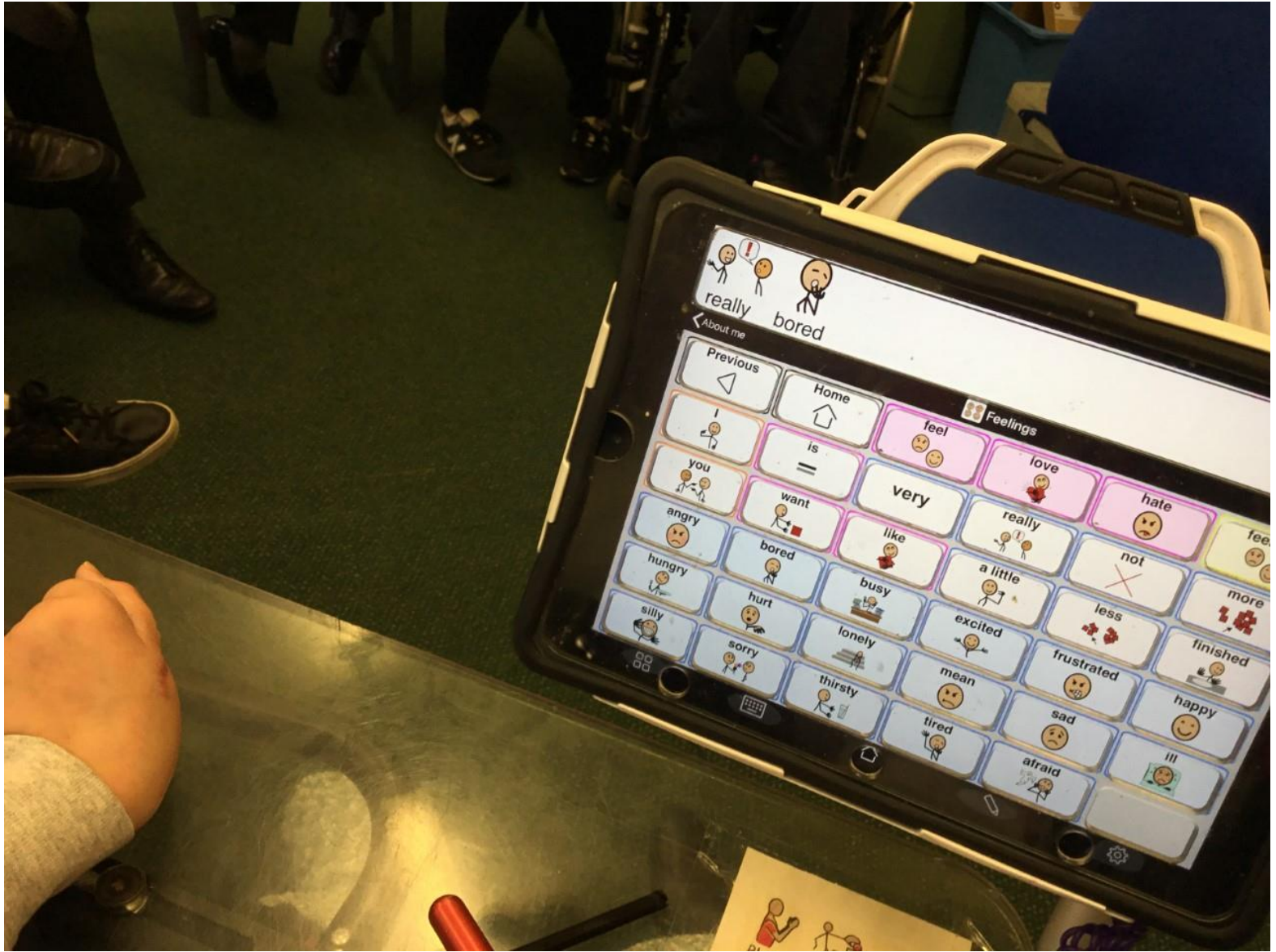
[Scavenger Hunt ideas](#)

Activity PDFs

[Prompt Hierchy](#)

[Descriptive Teaching](#)

Authentic voice



Edit

Search



0

Today



0

Scheduled



12

All

My Lists



Reminders

12

Reminders

- Mind controlled robotic arm
- Look at T&L policy
- Open awards communication
- Meeting with Lynne, Helen, Marianne, dietician
- Project core professional development
- Big plastic pledge
- AAC Dropbox file sort
- Quality mark assessment English
- Alphabetically sort Dylan's swear words
- Email Lianne from Fox Green re: semi formal curriculum and assessments
- Nyven's Dropbox back up and sync sheet
- Ben's friend page for selecting multiple friends

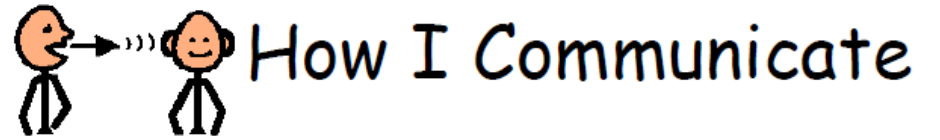
Transition

- Core Words
- Aided Language
- Support
- Procurement of AAC system
- Families
- Staff and training
- Handover
- Communication Passports
- Evidence for Learning
- Presentation for leavers

Staff and training



Communication Passports







- I can speak, I can shout, don't be surprised if I do!
- I am prone to outbursts, you don't know what is going on in my head, but the sentence I say makes total sense and is in context for me, please just try and get on my wavelength and go with it, I like it if you do that.
- I use an AAC device, which is an iPad with TouchChat software. I use this in a very unique way. I like to explore the symbols, I like looking at them and the spelling. People in my school think this might be my way of learning spellings, but they aren't entirely sure!
- I need lots of support to communicate.
- Most of what I say is echolalia.
- I understand sentences pitches at 2 key word level verbally, 3 with symbols or visuals.
- I like to write lists, I like to type these on my device, people around me think this is my organising my thoughts and getting my day sorted.


Evidence for Learning


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Cancel Cloud Evidence Save




 **NOT SHARED with Parents** 

 **EVIDENCE FOR:** 

 **LEARNER(S)**
Louis Chadwick

 **Tue 23 April 2019**

 **PHOTO(S) / VIDEO(S)**



Presentation for leavers

Final thoughts



BBC



SAMSUNG

References

DAGG- Dynamic Assessment Goals Grid via Tobii Dynavox

Pathways app- via Tobii Dynavox

Language Lab- via Saltillo

Core word Classroom- via Assistiveware

PODD communication focus- via interactive speech pathology

Boardmaker Online and Student Centre- via Tobii Dynavox

Evidence for Learning- Via The Teacher Cloud

You Matter training package- Via Ace Centre

Communication passports- via CALL Scotland

Swearing- via Niko, to his wife, from Killing Eve!

Get in touch!

c.hynes@sandfieldpark.Liverpool.sch.uk

Sandfield Park school on:

