

# Building Classroom Communities to Support AAC Users

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# Who is this for?

- AAC devices are sitting unused on shelves
- Feeling overwhelmed with AAC systems
- Don't know how to get started

# Objectives

- Discuss current barriers to AAC implementation in the classroom
- Determine a starting point for effectively (and efficiently) increasing AAC in the classroom
- Create a training plan to support classroom staff to use AAC

# Typical Profile

- 50% AT Professional
- 50% SLP - middle and high school
- 100% busy

# My Inspiration

2014 PODD training with Gayle Porter

- “Dump and Go” model doesn’t work
- Lay the foundation
- It takes a long time to change attitudes

# Our End Goal:

You can say:

**what** you want to say,

**when** you want to say it,

to **whom** you want to say it.

# Step 1: Identifying Needs

| AAC Training Plan   |   |                               |
|---|---|-------------------------------|
| <b>End Goal:</b> Say what you want to say, when you want to say it, to <del>whomever</del> whoever you want to say it to. |   |                               |
| <b>Areas to Work On:</b>  | <b>Short-term Goal(s) [include time frame]:</b> |                               |
| <b>Brainstorm Solutions:</b>  |   |                               |
| <b><u>Action Plan:</u></b>  | <b><u>Resources Needed</u></b>                  | <b><u>Implementation:</u></b> |
|   |   |                               |

# Identifying Needs

Informal Conversation

Google Forms - Quizzes

Poll Everywhere (<http://www.polleverywhere.com>)



# Identifying Needs

## Initial Check In

Please answer the questions below to share your initial thoughts on low verbal/none verbal students in your classroom

\* Required

**Low Verbal/Non Verbal students in my classroom benefit from a communication system \***

- YES!
- Yes, but I don't have time to implement communication systems as much as I'd like
- Students in my class have them, but we don't really use them very much in instruction.
- My low verbal/nonverbal students communicate effectively without additional communication systems
- I don't have low verbal/non verbal students in my class
- Other:

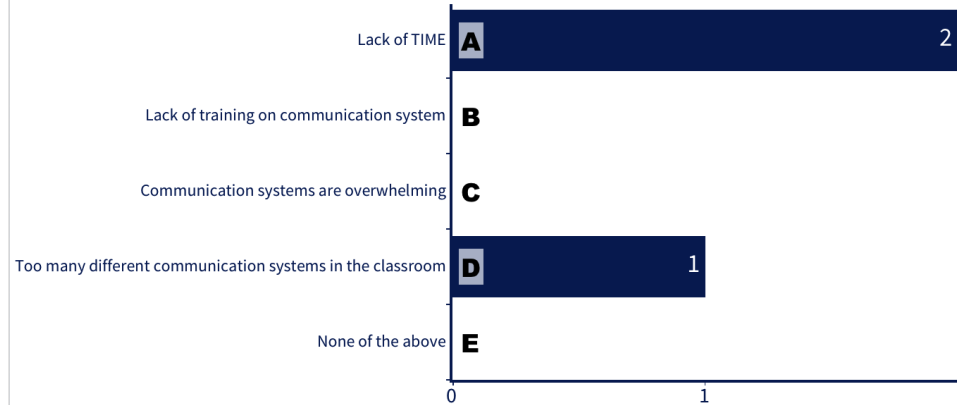
**The GREATEST barrier to using communication systems in the classroom is: \***

- Lack of TIME
- Lack of training on communication systems
- Communication systems are overwhelming
- Too many different communication systems in the classroom
- I use communication systems effectively for my students
- Other:

Submit

SMART link  
**The GREATEST barrier to using communication systems in the classroom is:**

Respond at [PollEv.com/ar006](https://poll-ev.com/ar006) Text **AR006** to **37607** once to join, then **A, B, C, D, or E**



powered by **Poll Everywhere**

Live Audience Polling

# The Data Shows:

- **School employees are SWAMPED**
  - Lack of resources, knowledge, and time to support low verbal/non verbal students
- **Lack of consistent use of AAC**
  - across the day
  - from year to year
- **Where to start?**
  - Student refusal to use systems

# More Information...

## Federal Laws:

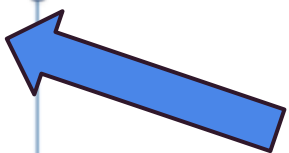
- IDEA
- Title II of the Americans with Disabilities Act of 1990
- Section 504 of the Rehabilitation Act of 1973

# Review: What We Know

## AAC Systems Should Be:

- present
- consistently organized
- modeled
- recognized as a voice
- useable across contexts

# Brainstorm Possible Solutions & Goals

| AAC Training Plan  |  |   |
|--|--|---|
| <b>End Goal:</b> Say what you want to say, when you want to say it, to <u>whoever</u> you want to say it to.   |  |   |
| <b>Areas to Work On:</b> <ol style="list-style-type: none"> <li>1. AAC is not being used by all team members across the day</li> <li>2. AAC is not consistent from year to year</li> <li>3. Staff need more training</li> <li>4. No time to implement communication systems</li> <li>5. Where to start?</li> </ol>   | <b>Short-term Goal(s) [include time frame]:</b> <p>By January 30<sup>th</sup> 2015, all system level teachers will have consistent resources to assist in instruction and implementation of core vocabulary including:</p> <ul style="list-style-type: none"> <li>• 1 large core 40 word board (with Velcro)</li> <li>• 2 smaller direct select boards</li> </ul>  |  |
| <b>Brainstorm Solutions:</b> <ol style="list-style-type: none"> <li>1. All staff needs to be on the same page about AAC</li> <li>2. Need to implement evidence based practices when selecting AAC</li> <li>3. Provide foundational training on AAC</li> <li>4. Give teachers something they can do NOW</li> <li>5. Start with what's available - first 40</li> </ol> | <p>By the June 12<sup>th</sup> 2015, all system level teachers in the district will:</p> <ul style="list-style-type: none"> <li>• Be provided with training to...               <ul style="list-style-type: none"> <li>○ Increase positive attitudes about AAC</li> <li>○ Understand the importance of core vocab</li> <li>○ Understand and begin to implement ALI with AAC users</li> </ul> </li> </ul> |   |
| <b>Action Plan:</b> <ol style="list-style-type: none"> <li>1. Design board using core 40 vocab to send to printer</li> </ol>   | <b>Resources Needed</b> <p><a href="http://www.med.unc.edu/ahs/clds/resources/core-vocabulary">http://www.med.unc.edu/ahs/clds/resources/core-vocabulary</a></p> <p>Money for printing</p>   | <b>Implementation:</b> <p>Write grant to pay for printing</p> <p>Design board</p>   |

# Action Plan:

<http://praacticalaac.org>

Following this process:

“How I Do It: Encouraging AAC Implementation” by  
Lauren Enders

# Lauren Enders' Process

1. Core Language Explanation
2. Importance of Modeling/Aided Language Input
3. Resources

# My Action Plan

| <u>Action Plan:</u>                                    | <u>Resources Needed</u>   | <u>Implementation:</u>   |
|--|---|--|
| 1. Design board using core 40 vocab to send to printer | <a href="http://www.med.unc.edu/ahs/clds/resources/core-vocabulary">http://www.med.unc.edu/ahs/clds/resources/core-vocabulary</a><br>Money for printing | Write grant to pay for printing<br><br>Design board  |
| 2. Provide staff training                              | Myths and Misconceptions<br><br>Core Vocabulary<br><br>Aided Language Input introductions<br><br>Goal Writing and Data Collection Introduction          | Key Stakeholders <ul style="list-style-type: none"> <li>Small group monthly/bimonthly meetings</li> <li>More in depth discussion of topics</li> </ul> Introductory level <ul style="list-style-type: none"> <li>One large group training</li> <li>Facilitated by key stakeholders</li> </ul> |
| 3. Follow-up and Next Steps                            | Meeting with key stakeholders<br><br>Survey for continued needs   | Key stakeholders report on progress and report needs<br>Google survey Intro Level  |



# Core Vocabulary - Place to Start



## UNC Center for Literacy and Disability Studies

<http://www.med.unc.edu/ahs/clds/resources/core-vocabulary>

- Dynamic Learning Maps™ (DLM) Core Vocabulary
  - 1st 40 core vocabulary words

# Core Vocabulary - Place to Start

NOT meant to replace anything in the classroom

|   |  |   |  |  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|--|--|
| I   | he   | is  | want   | look   | help   | not  | more   | what   | who  |
|   |   | <b>is</b>   |   |   |   |   |   |   |   |
| me/my mine  | she  | are   | need   | get  | stop   | don't  | different  | when   | where  |
|   |   | <b>are</b>  |   |   |   |   |   |   |   |
| you   | it   | do  | like   | go   | put  | finished   | here   | in   | up   |
|   |   |  |   |   |   |   |   |   |   |
| this  | that   | can   | make   | turn   | open   | some   | all  | over   | on   |
|  |  | <b>can</b>  |  |  |  |  |  |  |  |



# Funding - Thank You!

CHCCS Public School Foundation

A Better Image Printing - Chapel Hill

# Staff Training

## Key Stakeholders

- Front line of defense
- More in depth & frequent training

## Introductory Level

- Basic level training
- Extended training through key stakeholders

# Training Topics

## Key Stakeholders

1. Myths & Misconceptions
2. Core Vocab
3. Aided Language Input/Modeling
4. Goal Writing/Data Collection

## Introductory Level

1. Myths and Misconceptions
2. Core Vocab Intro
3. Aided Language Input/Modeling Intro

# Myths and Misconceptions

## Get everyone on the same page:

- AAC does not harm speech development
- There are no prerequisites for AAC use
- Students do not need to immediately use AAC to mean it's working
- A student is never too old for AAC
- You do not know what someone wants to say

Zangari, Carol. (2013, May 31). AAC myth buster wrap up [blog post]. Retrieved from

<http://praacticalaac.org/praactical/aac-myth-buster-wrap-up/>

# Language Stealers

## YouTube: Language Stealers



# Aided Language Input

Also known as:

- Aided language stimulation
- Partner-Augmented Input
- Natural Aided Language
- Aided Language Acquisition



# Aided Language Input

## What is it?

- Good Video from PrAACtical AAC:

<http://practicalaac.org/video/aac-teaching-begin-with-aided-language-input/>

- From the AAC Institute:

“Aided language stimulation (ALS) is a communication strategy, where a communication partner teaches symbol meaning and models language by combining his or her own verbal input with selection of vocabulary on the Augmentative and Alternative Communication (AAC) system. This is done by simultaneously selecting vocabulary on the AAC system and speaking.”

# Aided Language Input

Following slides include information gathered from Linda Burkhart's handout from her presentation at the 2014 ATIA Conference in Orlando.

## **Practical Strategies for Implementing Aided Language Stimulation**

[http://www.lburkhart.com/handouts/Implementing\\_aided\\_lang\\_14.pdf](http://www.lburkhart.com/handouts/Implementing_aided_lang_14.pdf)

# Aided Language Input

## Linda Burkhart Basics:

- Talking to the student using the device
  - Students need to be talked to in their language!
- **No demands on students**
- We need to create an appropriate environment

# Aided Language Input

## Getting Started:

- Pick 1-4 core vocabulary words to model *across the day*
- Follow the student's lead
- Try to match what our student is already communicating with body language/ gestures/unconventional communication...
- Shut up and wait

# Aided Language Input

## Reminders:

- Model multiple communication functions in multiple contexts
- Modeling = prompt/cue
- **KEEP IT NATURAL!!!!**

# Aided Language Input

## Do This:

- Model the target

“I want \_\_\_\_\_”

- Model with no expectations
- Model in natural contexts

## Not That:

- Only ask questions

“Do you want \_\_\_\_\_?”

- Move through prompt hierarchy
- Model in contrived situations

# Intervention

Inclusive therapy

Child Directed

Peer Modeling

# Goal Writing - for Key Stakeholders

Following information gathered from another amazing handout from Linda Burkhart & Gayle Porter's 2012 ISAAC presentation:

## **Assessing During Instruction: Measuring REAL Success for Communication**

<http://www.lburkhart.com/handouts/Assessing%20during%20ISAAC%202012%20handout.pdf>



# Goal Writing

Focus on receptive input first

- learn the power of the system

No Testing/Drill

- goals can't be too prescriptive

Focus on *appropriateness* of communication

# Goal Writing - Getting Started

We are focusing on aided language input

Goals should focus on the student *increasing attention to ALI*

- with models
- in different contexts
- what support is needed to facilitate attention

# Goal Writing - Getting Started

## Customize an Attention Scale for that Student

| <b>Johnny Appleseed<br/>2014-2015 IEP Data</b> |  |  |  |   |  |
|--|--|--|--|---|--|
| <b>Date /<br/>Conext</b>                       | <b># Opportunities<br/>Presented<br/>(someone uses<br/>communication<br/>system to talk<br/>to Johnny)</b> | <b># of<br/>symbols<br/>in<br/>message</b> | <b># of<br/>symbols<br/>Johnny<br/>attended to</b> | <b>Attention Scale<br/>1. No attention<br/>2. Looked in general direction of board<br/>3. Looked Towards individual symbols<br/>4. Touched the board<br/>5. Intentional Selection following a<br/>model<br/>6. Spontaneous Initiation</b> | <b>Overall<br/>Total (# of<br/>symbols<br/>attended<br/>to/#<br/>symbols<br/>modeled</b> |
|  |  |  |  |   |  |
|  |  |  |  |   |  |

# IEP

Think outside the formula “3 times per week for 30 minute sessions”

Schedule sessions per quarter/semester/year

- front-loading, teach/observe/teach

RSSD to capture time spent with staff

# Implementation: Think Outside the Box

- **Powerpoint Recording**
- Video a training
- Blog
- Google Sites

# Next Steps

- Get TEACHER input!!!
- Gathering materials to support vocabulary instruction of first 40 word
- Video Bank for models ALI
- Continue individualized AAC evaluations

# Questions?

# Resources: General

AAC Animation Project (2010, January 30). *The language stealers*. Retrieved from <https://www.makewav.es/story/106100/title/thelanguagestealersastoryofattribution>

Enders L. (2013, January 17th). How I do it: Encouraging AAC implementation [blog post]. Retrieved from <http://praacticalaac.org/praactical/how-i-do-it-encouraging-aac-implementation/>

Zangari, Carol. (2013, May 31). AAC myth buster wrap up [blog post]. Retrieved from <http://praacticalaac.org/praactical/aac-myth-buster-wrap-up/>



# Resources: Core Vocabulary

Dennis, A., Erickson, K., and Hatch, P. (2013). The Dynamic Learning Maps core vocabulary: Overview [technical review] <http://www.med.unc.edu/ahs/clds/files/vocabulary-overview>

Dynamic Learning Maps™ (DLM) Core Vocabulary. (2013). [PDF Grid of 1st 40 vocabulary terms]. *Dynamic Learning Maps™ (DLM) Core Vocabulary 1st 40 Grid*. Retrieved from <http://www.med.unc.edu/ahs/clds/files/dlm-core-vocabulary-40>

# Resources: Aided Language Input/Modeling

Parker, Robin. (2013, August 11). Be the best AAC facilitator: Begin with aided language input. [Blog post]. Retrieved from <http://practicalaac.org/video/aac-teaching-begin-with-aided-language-input/>

ICAN™ Talk Clinics. (2011). AACtion point: Aided language stimulation. Retrieved from <http://www.aac institute.org/aactionpoints/130627AidedLanguageStimulationResource.pdf>

Burkhart, L [with ideas from Gayle Porter] .(2014, February 7). *Practical strategies for implementing aided language input* [PDF of powerpoint slides]. Retrieved from [http://www.lburkhart.com/handouts/Implementing\\_aided\\_lang\\_14.pdf](http://www.lburkhart.com/handouts/Implementing_aided_lang_14.pdf)

# Resources: Goal Writing and Data Collection

Burkhart, L. & Porter, G. (2012, August 1). *Assessing during instruction: Measuring REAL success for communication* [PDF of powerpoint slides]. Retrieved from <http://www.lburkhart.com/handouts/Acessing%20during%20ISAAC%202012%20handout.pdf>