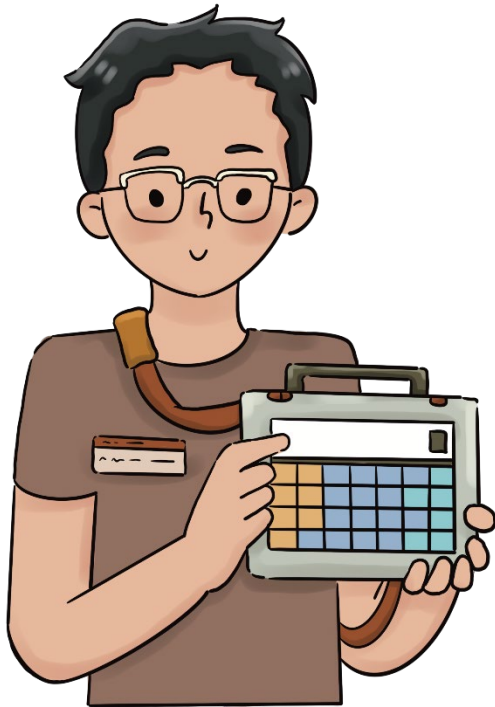


Supporting Students Who Use Talkers to Communicate



Miranda Crumb, M.A., CCC-SLP, Reg. CASLPO

Speech-Language Pathologist

Speech and Language Services

HWDSB

What topics will we discuss?

Page 3 - What is a talker?

Page 4 - What is AAC?

Page 8 - Types of AAC

Page 13 - Model without Expectation

Page 17 – Modelling Video Examples

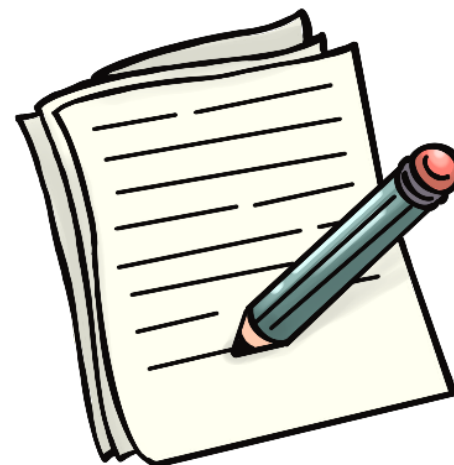
Page 19 - Declarative Language Strategy

Page 23 - Communication Temptations

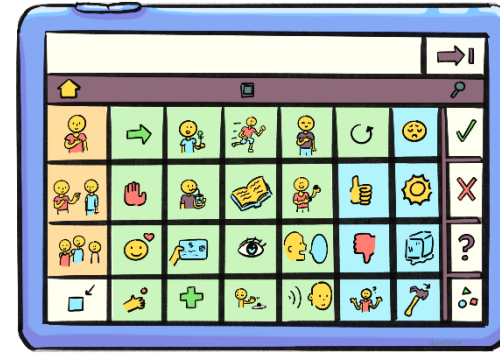
Page 28 - Editing Considerations

Page 29 - Guided Access

Page 30 - Proloquo2Go How To



What is a TALKER?



A talker is:

- ▶ A computer-based system that provides an electronic voice for individuals unable to speak. It is a form of AAC (see slide 4).
- ▶ Also known as:
 - ▶ **Speech generating device (SGD)**
 - ▶ **Voice Output Communication Aid (VOCA)**
 - ▶ **Communication device**

What is AAC?

Augmentative and Alternative Communication (AAC)

- ▶ “All the ways that someone communicates besides talking.”
 - ▶ **Augmentative** - to add to someone's speech
 - ▶ **Alternative** - to be used instead of speech



What is AAC?

AAC stands for augmentative and alternative communication. It refers to tools and strategies that can enhance speech or provide a completely different means of communication.

AAC can be aided (i.e., using a tool) or unaided (i.e., no tool needed), such as sign language or gestures. The truth is we all use some AAC. We text, type, write and use gestures. Additional tools, such as communication devices, books or apps, can provide a means of communication for individuals who are unable to speak or for whom speech is not always their primary mode.

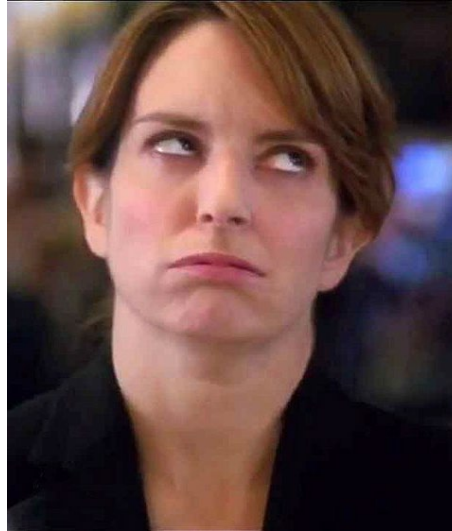


It's not just about the words...

"I like it too."

"I'd love to."

"Sure, let's go there."





Ask a Speech
Language Pathologist
about all the ways
we communicate!!

@drawntoaac

Types of AAC

1. No-tech AAC (requires no materials other than one's body)

► Gestures, facial expressions, other body movements

pointing

shaking head

blinking eyes

looking up

thumbs up

waving hand

moving/kicking legs

nodding head

turning head to left or right

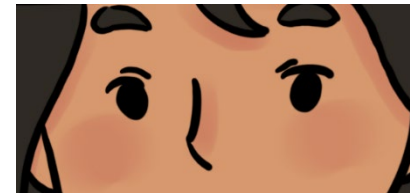
closing eyes

looking down

thumbs down

shaking hand

clapping hands



Types of AAC

2. Low-tech / Light-tech) AAC (simple, paper-based)

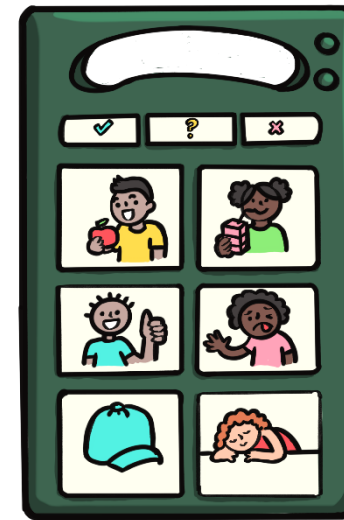
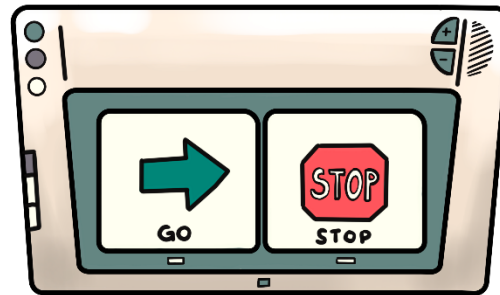
- ▶ Writing
- ▶ Drawing
- ▶ Spelling words by pointing to letters
- ▶ Pointing to and/or exchanging photos (Picture Exchange Communication System - PECS), pictures (Picture Communication Symbols - PCS) or written words
- ▶ Communication boards



Types of AAC

3. Mid-tech AAC (electronic but simple)

- ▶ Big Mack
- ▶ Step by Step
- ▶ GoTalk

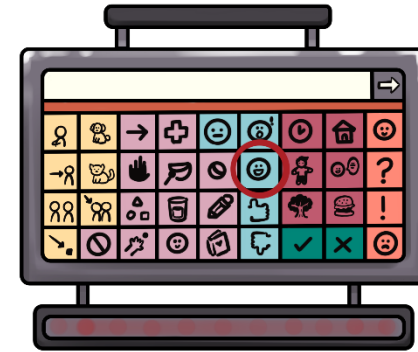
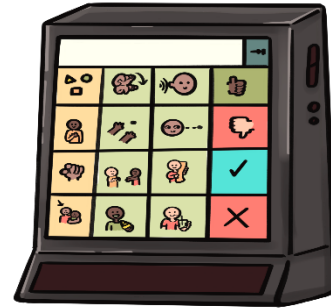


Types of AAC

4. High-tech

- ▶ Electronic buttons, like Big-Mack or Step-by-Step
- ▶ Apps for iPads, tablets, computers
- ▶ Many of which have a “voice” that speaks
 - ▶ **Talker a.k.a. Speech-Generating Device (SGD)**
- ▶ You may hear about different talkers for different students, but don’t worry about the specifics. The way we support students is very similar!

Company	Software
AssistiveWare	Proloquo2Go
Tobii Dynavox	TDSnap, Communicator
Smartbox	Grid 3
Saltillo	TouchChat, LAMP Words for Life

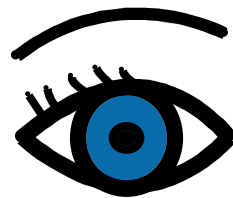


Access Methods

In other words, how does the student use their AAC?

There are different ways depending on each person:

- ▶ Tap a button with their finger
- ▶ Tap a switch with their hand, head, elbow, etc.
- ▶ Type words into a keyboard (those that can spell)
- ▶ Use their eyes



Model Without Expectation!

What does that mean?

- Using AAC to talk without expecting a particular response from your learner
- Creating an environment of aided language immersion
- Not prompting or cueing your learner to use the device, particularly for specific language
- Focusing on teaching and exposure rather than testing
- Limiting questions directed toward the AAC learner, especially those you know the answer to!

Why should I do it?

- It's what we give children who speak. Why would we give AAC learners any less?
- Respects the autonomy of your AAC learner's communication - they get to pick when and what they communicate!
- Allows your AAC learner to observe without the pressure to respond
- Decreases the risk that your learner will experience AAC use as "work" and resist using it
- Provides a greater variety of language models than teaching approaches that focus on a learner's expression from the start
- Establishes a foundation for language learning while allowing a relationship built on connection rather than compliance

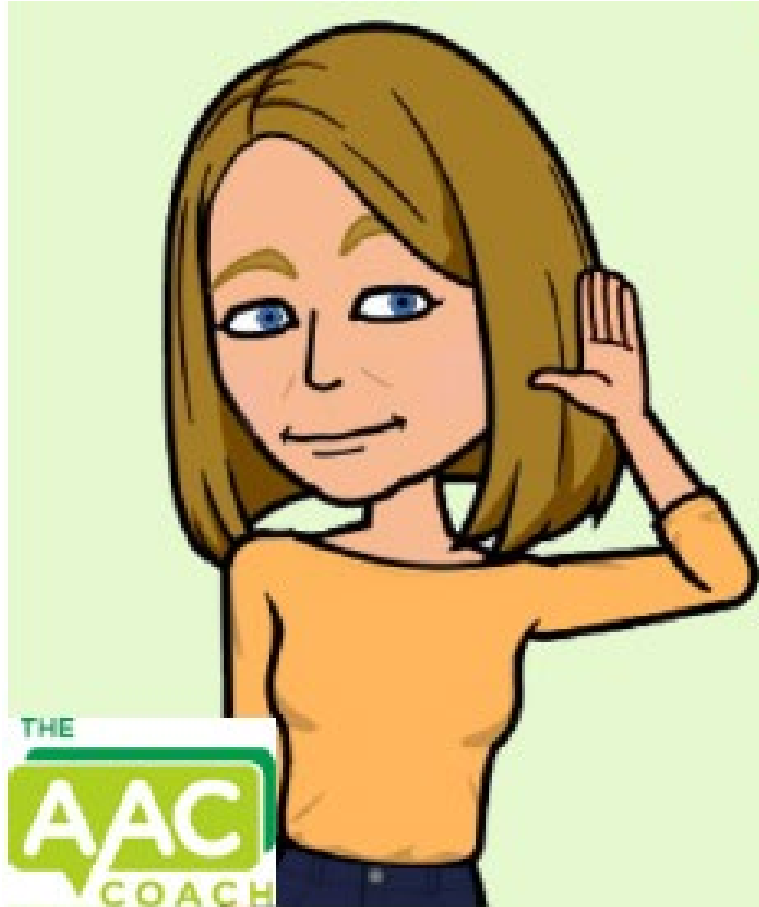


@the.aac.coach



Modeling Without Expectation Sounds Like...

- "Oh, you're pointing at the fridge. I wonder if you FEEL HUNGRY."
- "Hahahaha! This movie I THINK IT'S / FUNNY!"
- "Pee-ew, your feet are SMELLY. Let's TAKE BATH."
- "UH,OH OH, NO! I spilled the milk!"
- "I see you standing by the door. Maybe you're thinking GO OUT. That's a great idea!"
- To another adult: "Hey! You turned off the TV. I DON'T LIKE IT / IT MAKES ME MAD!"
- "My belly is full. I am ALL DONE eating."
- To sibling: "Almost bedtime! I think it's time to BRUSH TEETH."



- "I hear your voice. Sounds like SOMETHING'S WRONG / UPSET. You seem really upset. Let's figure it out together."
- "Hmmm I wonder WHEN MOM HOME?"
- "Oh you popped all the bubbles! Let's do MORE BUBBLES!"
- To whole family: I'M TELLING YOU SOMETHING/ IT'S GOING TO HAPPEN / VISIT / GRANDMA / TOMORROW."

CAPITALS = Modeled on AAC

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Modelling Video Examples

Hands on Examples:

- ▶ **Modeling with AAC – Proloquo2Go**
▶ <https://www.youtube.com/watch?v=LqeAipcciVQ>
- ▶ **AAC: Modeling, Prompting, & Responding – Game of Sticks**
▶ <https://www.youtube.com/watch?v=ISN318WaJzA>
- ▶ **POV Modeling: “Mealtime” – TouchChat**
▶ <https://www.youtube.com/watch?v=Eiyho2PxJzE>

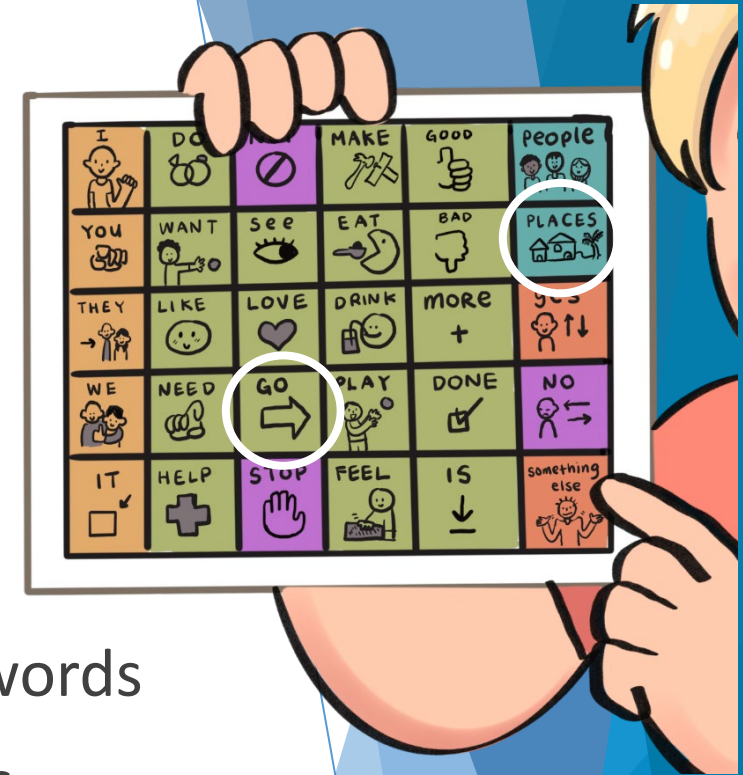
Videos with Information:

- ▶ **AAC Implementation in the Classroom**
▶ <https://www.youtube.com/watch?v=KHq2oGrIqKI>
- ▶ **Modelling AAC**
▶ <https://www.youtube.com/watch?v=mXj1Btf0qFw>

How do I help find the word my student needs?

Don't panic!

- ▶ No one expects you to know where all the words are!
- ▶ It takes a lot of practice to know where to find certain words and different student's can have words in different spots.
- ▶ It is really helpful for your student to see you problem-solving!
 - ▶ Say outloud: "Hmmm I wonder where **gym** would be so I can let you choose what we do next? It's a **place**... It's somewhere we want to **go**! Let's try that! (tap **go** + **places**)



Strategy: Declarative Language

The words you choose can change how an interaction feels for your AAC learner. Choose words to create a comfortable, engaging interaction. Declarative language (e.g., comments, statements) does not require a response or put your learner on the spot. Focus on using comments and statements while modeling AAC. Limit your use of questions and directions. Talk about the same things; just say it a little differently!



What do you want to eat? Tell me with your talker.

What's that? What do you see?

What do you want?

Tell her what we did yesterday.

How do you feel?

Get the book



I wonder what we should EAT for lunch. I know YOU LIKE mac & cheese!

Wow! I SEE a plane. COOL!

I see you standing by the door. GOING OUT is a GREAT idea!

We saw a movie. THAT was FUN!

Oh, that's hard! You seem FRUSTRATED!

Oh, THAT's a GREAT book.



"Model with the
intent to connect!"

Linda Burkhart
www.lindaburkhart.com



@the.aac.coach

FUNCTIONS of Communication

Make Requests



Reject / Refuse



Make Comments



Express emotional and physical states



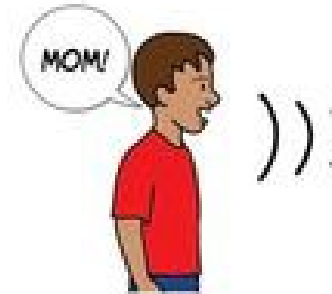
Label



Answer questions



Call someone



Functions of Communication (continued)

Assert Independence



Greet



Ask questions



Direct other's actions



Share personal experiences



Share thoughts and ideas



Share factual information



Express Manners



Communication Temptations

How to set up the environment to tempt students to communicate with us!

- ▶ The rationale for using them: **a student is much more likely to communicate if they have a reason for doing so!**

How to do it:

- ▶ **1. Find an activity or an object that the student really enjoys.**
 - ▶ Look for an activity that is easily stopped and started (e.g., bubbles, a swing, a game, a song) **or** an object that has multiple parts that you can hand to the student (e.g., crackers that he loves to eat, cars for a car track, pieces to a puzzle, pieces to a game).
- ▶ **2. Arrange the environment** so that you create an obstacle to getting that object, but so that the student can see the object.
 - ▶ For example, put the favorite item up on a high shelf, or put the pieces in see-through containers the student can't open.



Communication Temptations (cont'd)

- ▶ **3. Start the activity**, have a bit of fun and then stop.
 - ▶ ie: Put the lid on the bubbles, give a few pieces of food or parts to an item and keep the rest in the container.
- ▶ **4. Wait!** It is easy to forget this part, but it's an important one.
 - ▶ **Give the student a chance to communicate first.**
 - ▶ Ideally, we want the student to communicate without us helping them (we want them to initiate the communication), so always **wait** first.
 - ▶ Observe what the student does.
 - ▶ Look expectantly at the student, like you are waiting for them to do something (which, of course, you are!)



Communication Temptations (cont'd)

▶ 5. When the student communicates with you:

- ▶ If the student isn't yet using words, wait until they do something--anything-- to indicate that they want more (e.g., moves their body in anticipation, points, reaches).
 - ▶ When the student does (and they will!), say the word for what the student wants, wait just a few moments more, and give it to him.
- ▶ If the student vocalizes to indicate they want more but doesn't actually say the word, say the word, wait just a few more seconds, and give the student what they want.
- ▶ If the student imitates the word, or even part of the word, give the student what they want and praise them!
- ▶ If the student always imitates your words, but doesn't say them on their own, try waiting progressively longer before you say the word for what they wants.
 - ▶ Wait for one second and then say the word
 - ▶ Then (the next time), wait for two seconds before saying the word
 - ▶ Then (the next time), wait for three seconds before saying the word....and so on.
 - ▶ If the student gets frustrated, go back to waiting a shorter amount of time and build up again.

1...

2...

3...

Communication Temptations Video Examples

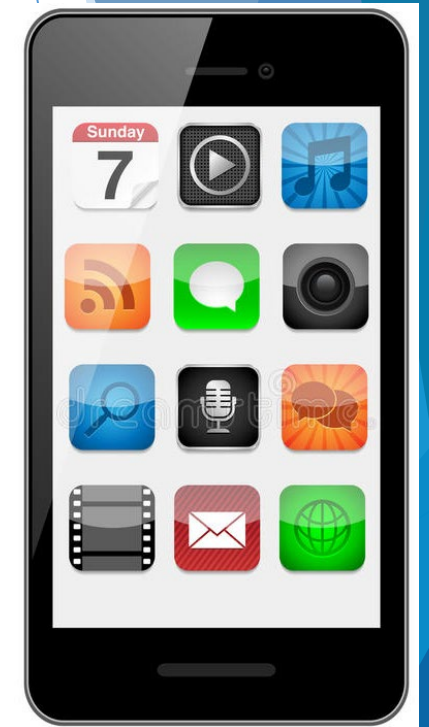
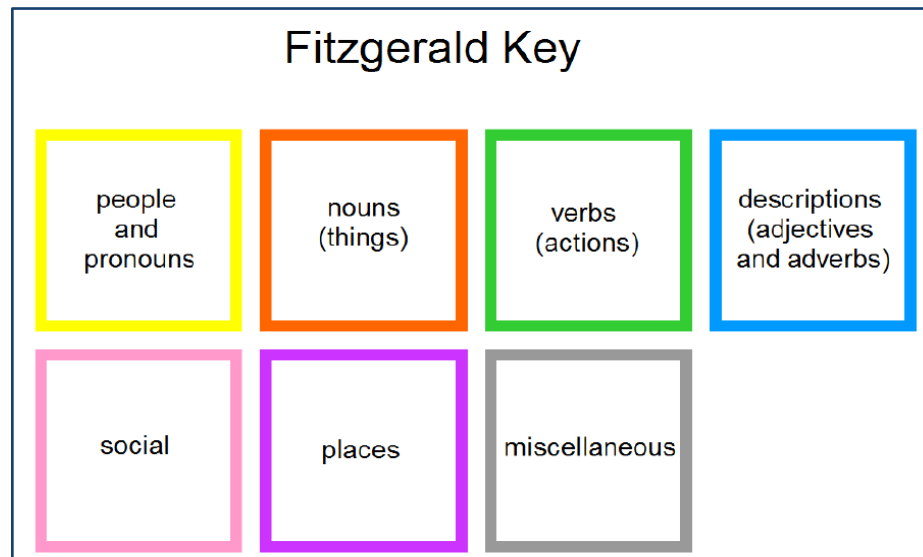
- ▶ **Communicative Temptations**
- ▶ <https://www.youtube.com/watch?v=rWNQWFGWYZw>
- ▶ **Model at Snack Time with AAC**
- ▶ <https://youtube.com/shorts/7Te5DcbB7E8?si=vUPqaxCohemOzCHc>

AAC Strategy Cheat Sheet

- ▶ When modelling, remember to **think out loud** and **model without expectation**
- ▶ Use communication temptations
 - ▶ Look for opportunities in **routines**
 - ▶ Offer **choices**
 - ▶ **Be the keeper** (piece by piece)
- ▶ Remember to **wait** and **give extra time**
- ▶ Be a **detective** (observe the student and **interpret** for them)
- ▶ **Only prompt when necessary**, encourage independence!
- ▶ Ensure the talker is always charged and always nearby.
 - ▶ Remind the student to carry their AAC system with them

Editing buttons/folders: Considerations

- Try not to add many new buttons and change the location of buttons often.
- It might be helpful to consult with your SLP first.
- Students begin to learn where their words are.
 - If you move them around it is like moving around all of the apps on your phone. This would probably cause you frustration, as it would take a while for you to find what you need.
- Motor memory begins to develop, you just know where to tap to find something.
- When adding a new word, ensure the colour is consistent with the Fitzgerald Key.



Guided Access

- ▶ A student's talker is meant to be used for communication only.
- ▶ Proloquo2Go/TDSnap should be on the screen all day.
- ▶ To help with this, ensure **guided access** is always on by tapping **iPad settings – accessibility – guided access**.
- ▶ Check the guided access password in settings, then triple tap the home button to start guided access.

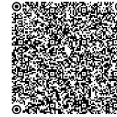


Accessibility



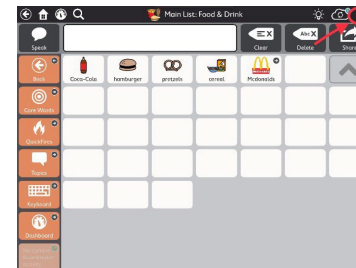
Guided Access

TD Snap App “How to” Manual

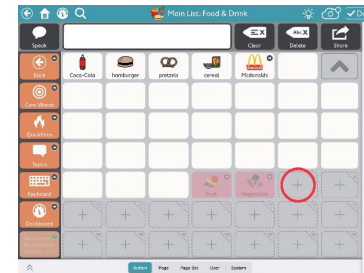


Adding Vocabulary

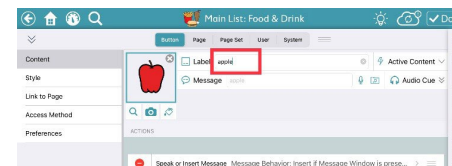
1. Select the Settings symbol.



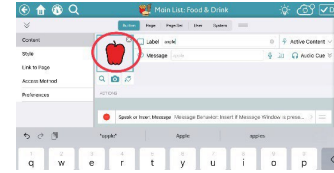
2. Select the “+” to add a button.



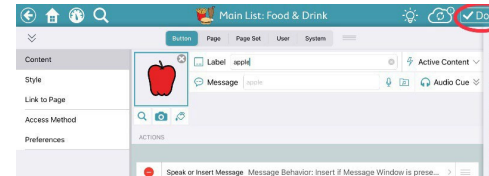
3. Type in your item



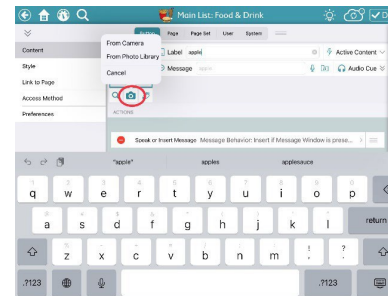
4. To change the symbol, select the current symbol and choose a different one



5. Select “Done” to save



6. To take a photo rather than selecting an image, press the camera icon



7. Choose the photo from the camera roll or take a photo

8. Remember to hit “Done” to save your edit

Watch the “How to add a button” video:



Moving a button

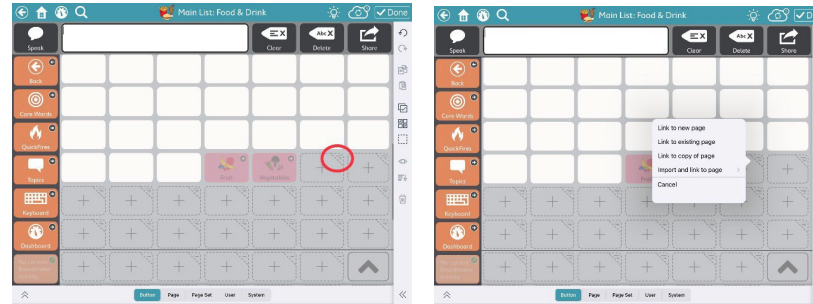
1. Select the Settings button.
2. Press and hold the button you want to move until it becomes translucent.
3. Move the button and wait until the other button you are replacing moves.
4. Let go of the button.
5. Select "Done" to save your edit

Watch the "How to move a button" video:



Adding a Folder

1. Select the Settings button. Select the shaded tab at the corner of a blank button to add a folder



Link to New Page: This is an empty folder without any pre-loaded vocabulary.

- a. Select "Link to New Page".
- b. Add the name of your folder.
- c. Change the symbol if you want something different
- d. Select "Create".
- e. Select "Done" to get out of Edit mode.
- f. Start manually adding vocabulary to your folder.

Link to Existing Page: When creating a new folder you have the option to link it to a folder that already exists.

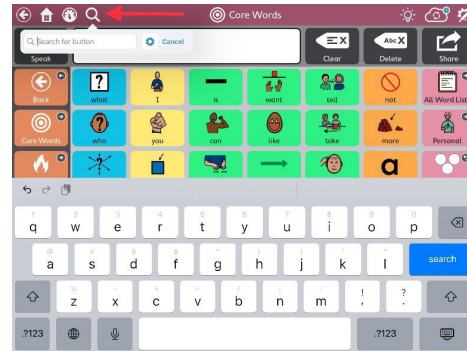
- a. Select “Link to Existing Folder”.
- b. In the Search Bar, enter the folder you want to link to and select it.
A blue checkmark will appear on the left side of the menu.
- c. Select “Create”.
- d. Select “Done” to get out of Edit mode.

Watch the “How to add a folder” video:



Search Function

1. Select the magnifying glass symbol



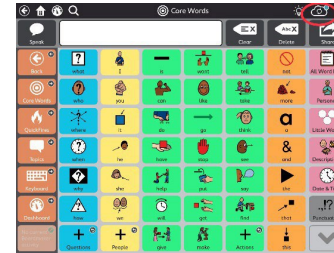
2. Type the name of the item you are looking for in the window (e.g. bubbles)
3. Click on the desired item and follow the navigation to its location.

Watch the “How to search vocabulary” video:



Backing up your student's device

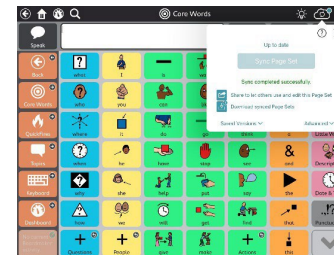
1. Click on the cloud icon in the top right corner of the screen.



2. Select "Sync Page Set".



3. Wait until the page set has been synced.
You will get a notification that it is done.



4. Click the "X" to exit out of the screen

Watch the "How to back-up the device" video:



Proloquo2Go How To



How to find a word (search)

- ▶ Tap  at the bottom left of the app, then tap 
- ▶ Google search – p2go search
- ▶ <https://www.assistiveware.com/support/proloquo2go/basics/search>

How to add a button

- ▶ Tap  then select the + sign to add a new button or the folder symbol to add a new folder
- ▶ Google search – p2go add a button
- ▶ <https://www.assistiveware.com/support/proloquo2go/organize/buttons/add-a-button>

How to turn on edit mode

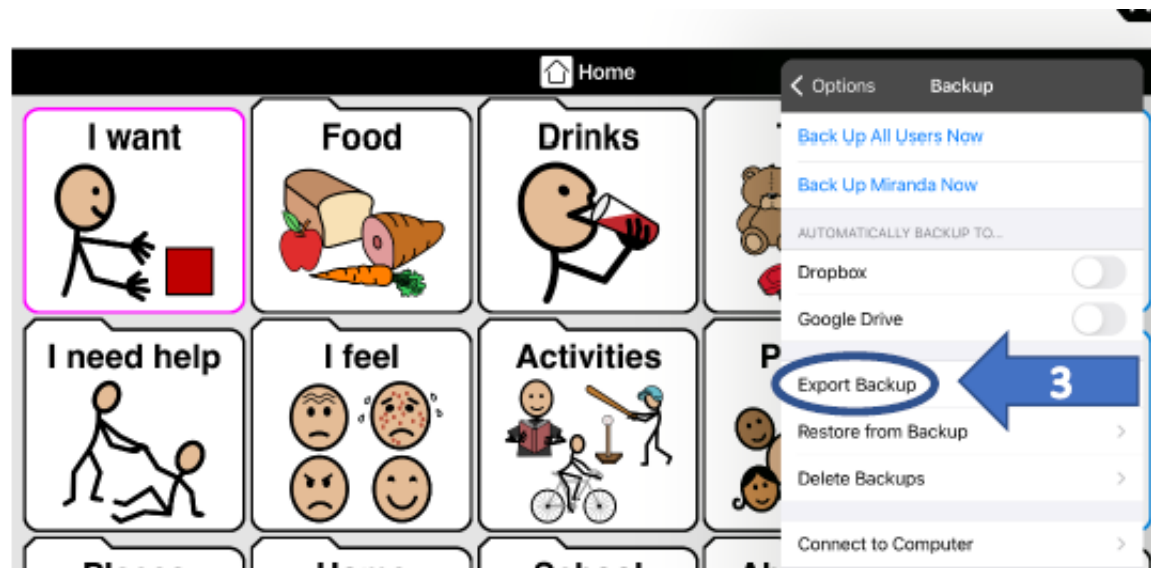
- ▶ If the  is not there, tap  then go to *restrictions* and turn *edit mode* on
- ▶ Google search – p2go edit mode
- ▶ <https://www.assistiveware.com/support/proloquo2go/protect-share/hide-show-edit-options>

****If you make changes to the grid, it is important to do a backup so your hard work is saved!**

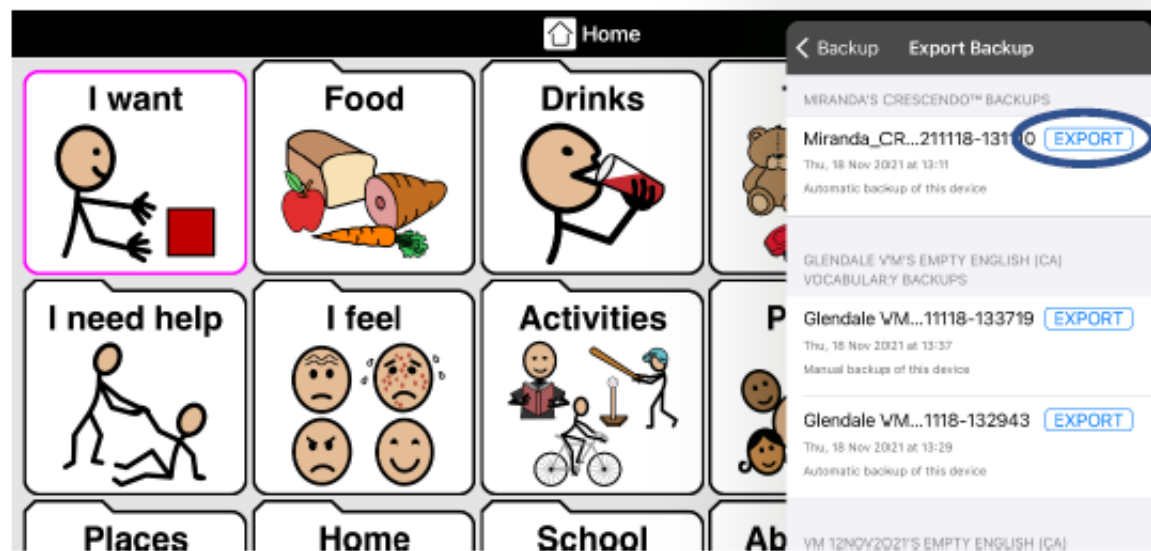
How to Back up Proloquo2Go to OneDrive

*Check to make sure the student is logged in to their OneDrive account.

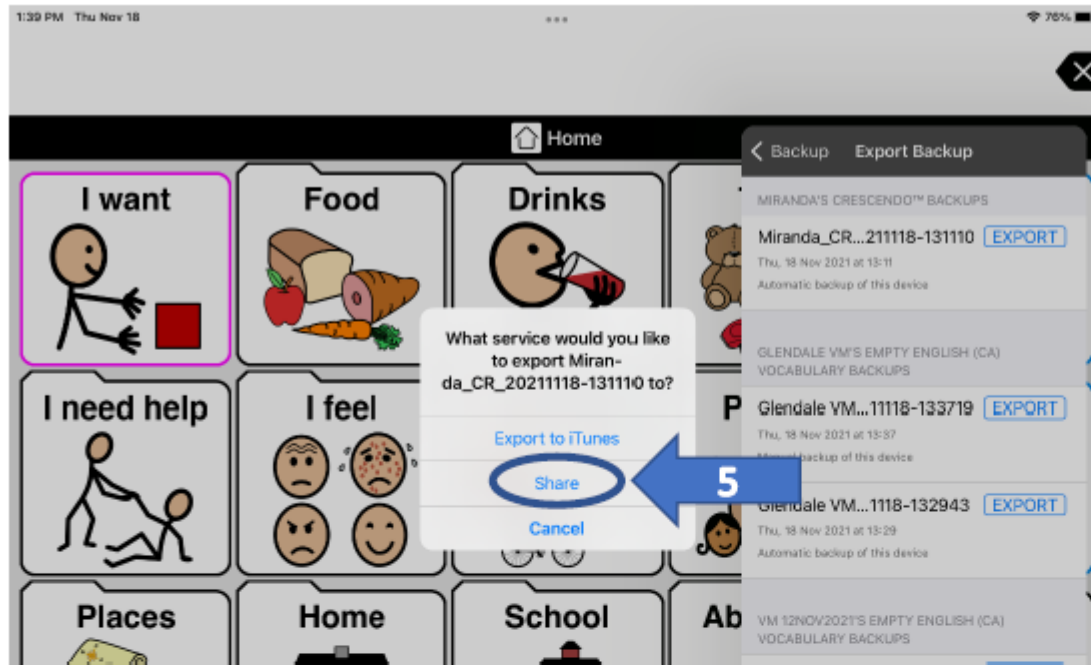




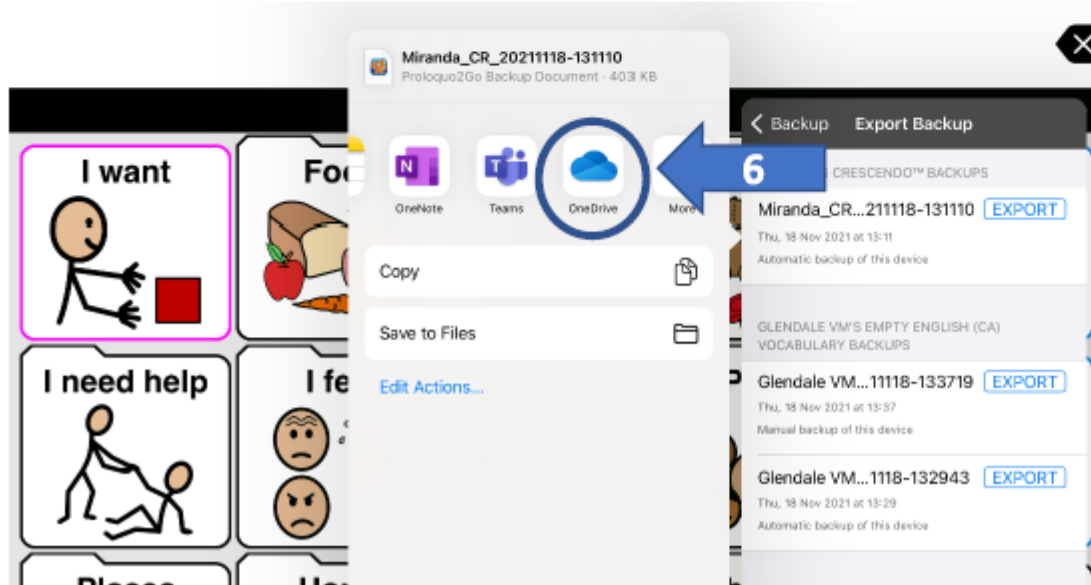
3. Tap 'export backup'



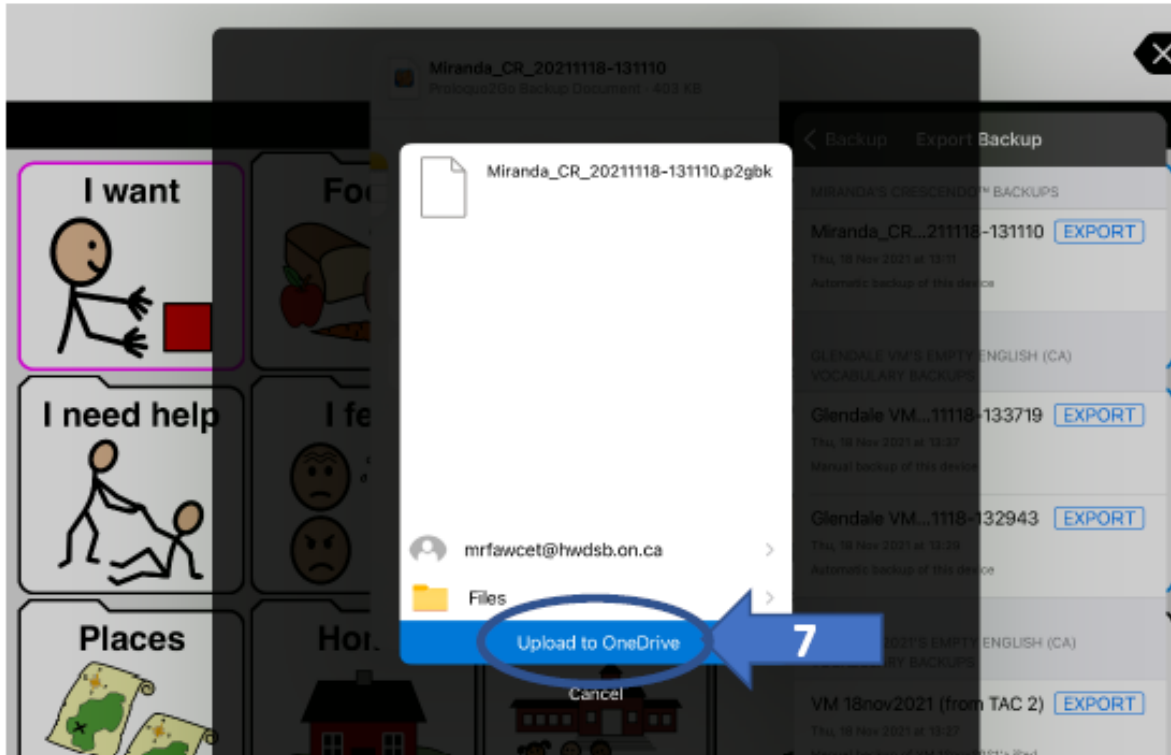
4. Tap 'export' on the most recent version.



5. Tap 'share'.



6. Scroll to the right and tap 'OneDrive'.



7. Tap 'Upload to OneDrive'.

Editing Proloquo2Go App

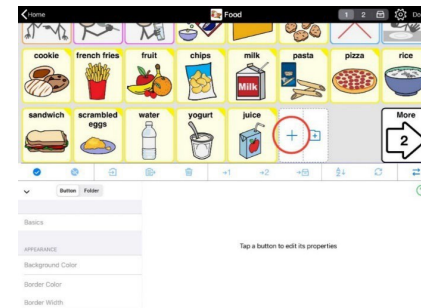


Adding Vocabulary

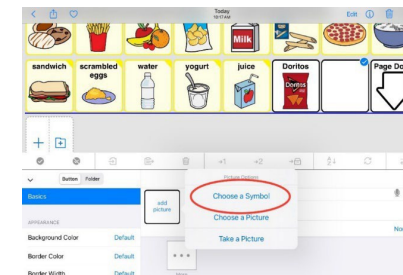
1. Select the pencil tool in the tool bar



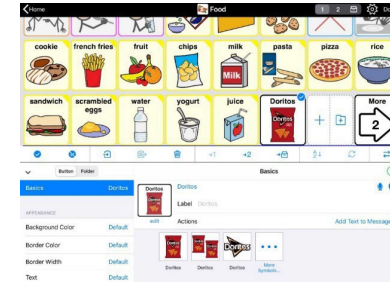
2. Select the + to add a button



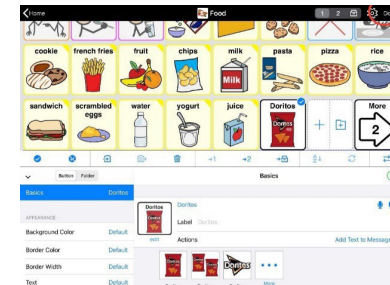
3. Select Choose a symbol



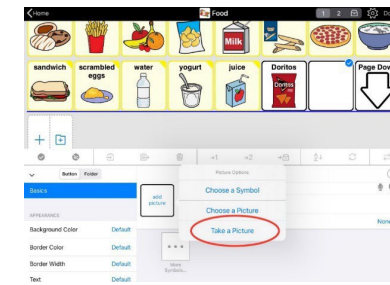
4. Type the name of the item in the Text to Speak row (e.g. Doritos). Select from the images/options provided



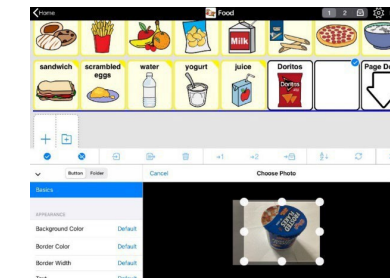
5. Remember to hit Done to save your edit



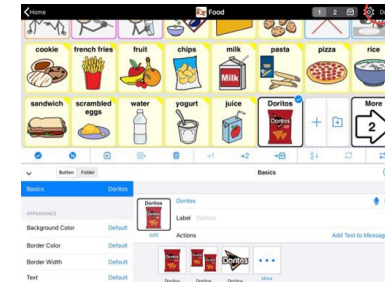
6. To take a photo rather than selecting an image. Choose Take a picture



7. Choose the photo from the camera roll or by taking a photo live (e.g. frosted flakes cereal cup)



8. Remember to hit Done to save your edit

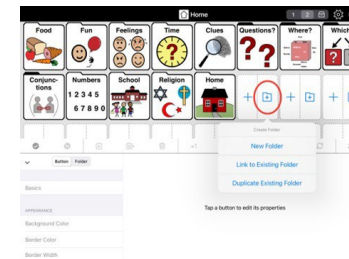


Watch the “How to add a button” video:



Adding a Folder

1. Select the pencil tool in the toolbar.
Select the folder symbol (+ file) to add a folder



New Folder: This is an empty folder without any pre-loaded vocabulary.

- a. Select New Folder.
- b. Scroll down to the bottom and select No Template.
- c. Select Next.
- d. Enter the label you want for the folder in the Folder Name text box.
- e. Select Add Picture. See step 6 and 7 of this guide for instructions on how to add a picture/symbol.
- f. Once you’ve added your picture, select Done on the right side.

Link to Existing Folder: When creating a new folder you have the option to link it to a folder that already exists.

- a. Select Link to Existing Folder.
- b. In the Search Bar, enter the folder you want to link to and select it.
Select Next.
- c. Select Done.

Duplicate Existing Folder: Allows you to make a copy of an existing folder, up to one folder deep. A. Select Duplicate Existing Folder.

- b. In the Search Bar, enter the folder you want to duplicate and select it.
Select Next.
- c. You can edit the label of the folder in the first text box.
- d. Select Done.



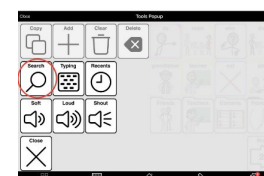
Watch the “How to add a folder” video:

Search Function

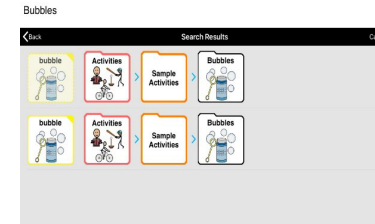
1. Select the 4 squares symbol in the tool bar



2. Select the Search symbol



3. Type the name of the vocabulary item you are looking for in the window (e.g. bubbles)



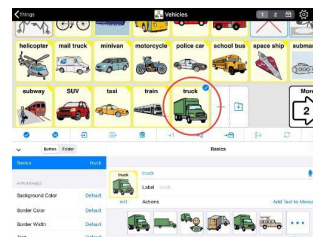
Deleting a Button

*Use caution when deleting vocabulary from a student's communication system

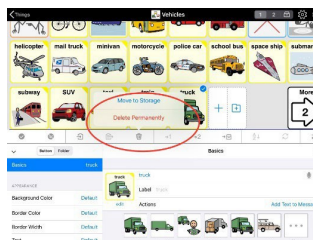
1. Select the editing button (pencil)



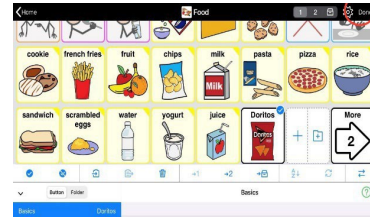
2. Select the button(s) on the screen that you want to delete. A blue check mark will appear on the button(s) you have selected



3. Select Delete (garbage can). Select Delete Permanently



4. Select Done to save your changes



Watch “How to back-up the device” video:



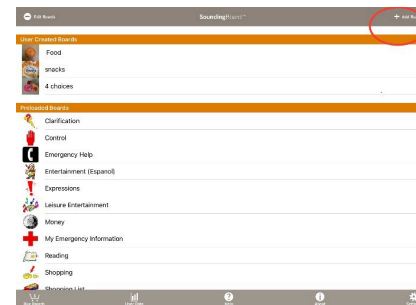
SoundingBoard App

Creating a New Communication Board

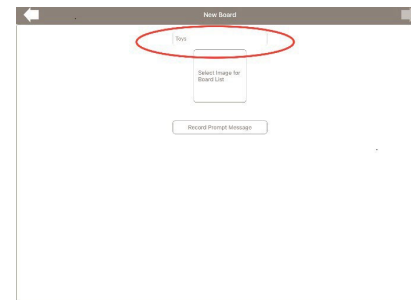
1. Select/Open the SoundingBoard app



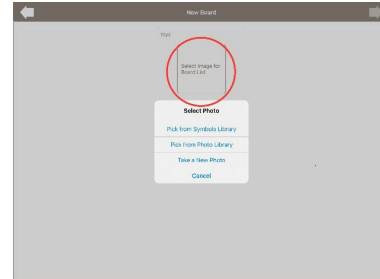
2. Select Add a Board in the top right corner



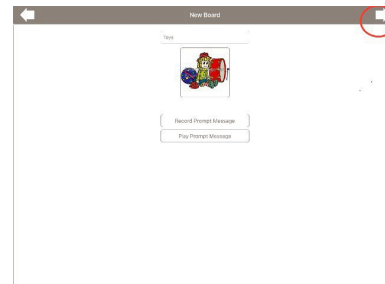
3. Title the communication board



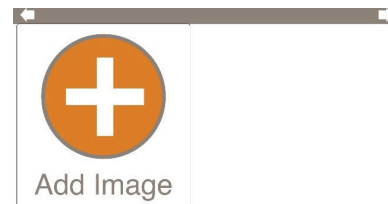
4. Add a photo or select a symbol from the library



5. Select the arrow in the top right corner to save your changes/edits



6. Once you are in the blank communication board select add image to begin adding vocabulary and customizing your new communication board. SoundingBoard app will allow 1-20 messages to be programmed. Contact your SLP for instructions about PCS vs Photo and how many messages per board is best for your student.



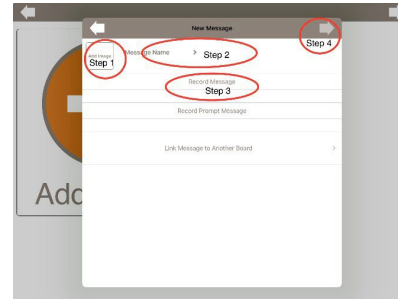
7. Step 1: Add your image (Photo from camera, library or by selecting a symbol)

Step 2: Title your vocabulary item

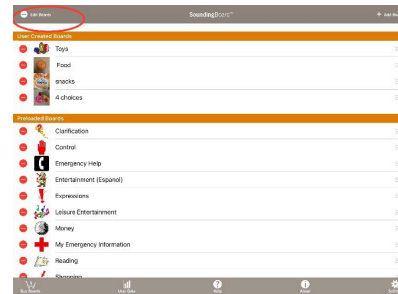
Step 3: Record a message (e.g. Apple, I want an apple etc)

Step 4: Select the arrow in the top right corner to save the changes and edits made

***** if all steps are not completed the app will not save the changes made**

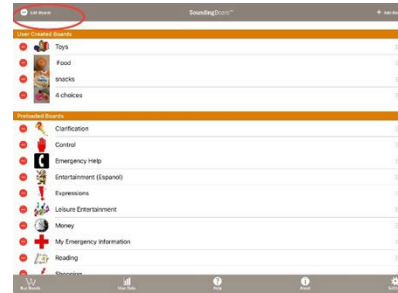


8. Turn edit mode off by Selecting Edit board. You will notice the red circles will disappear



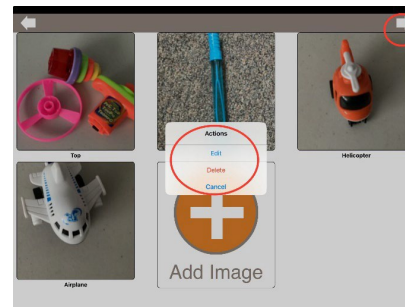
Deleting a Button

1. Select Edit Boards in the top left corner to make changes to a communication board

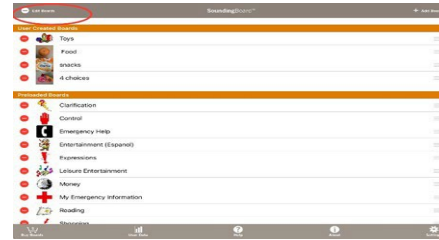


2. Select the communication board you would like to edit (e.g. Toys)

3. Once the communication board has been selected, tap the photo you would like to edit. You will be provided an option to delete or edit. Once you have deleted or edited the image select the top right arrow to save your edits/changes.



4. On the main page slide Edit Boards off



Watch the SoundingBoard “How to” Video:





What QUESTIONS

do you have for me?



Speech and Language Services, HWDSB

speechandlanguage@hwdsb.on.ca



Clipart images credit: drawntoaac