

Communicating
During COVID:
Tips and Tricks
for Successful
Use of AAC over
Virtual Platforms



WAISMAN CENTER
AUGMENTATIVE & ALTERNATIVE COMMUNICATION (AAC) PROGRAMS

Presenter Information

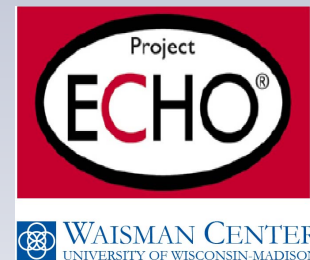


Cat Kanter
SLP at CASC



Stasia Wilson
WI LEND Trainee
AAC User

Agenda



AAC
Models

Quick Tips
for Success

Final
Thoughts

AAC MODELS

AAC | Models of Telepractice



Direct
Therapy



Caregiver
Coaching



Caregiver &
Team
Consultation



Hybrid

From Rachel Madel M.A., CCC-SLP's presentation on
PrAACtical AAC

AAC Intervention | Which Model Should I Pick?

Direct

Can maintain attention to session

Caregiver willing & able to participate

May be better with established system

Consultative

Established system

Knowledgeable communication partner

Building on success

Coaching

Still completing feature matching/customizing system

Caregiver uncertain of technology or techniques

Hybrid

Can maintain attention

Caregiver requires ongoing coaching & support

Can allow for direct time with client & indirect with caregiver

TIPS FOR SUCCESS

Tips for Success | Set Expectations

Setting Expectations

Be clear with parents + communication partners what your session will look like. This is dependent on the type(s) of service delivery models you choose. Tell parents when they will **need their child present** (e.g. first we will talk for 15 minutes and then we will read a book.”)

LISTEN:	Ask for updates since last session, review at-home practice, troubleshoot problems, answer questions that came up.
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TEACH:	Choose a mini-lesson, specific strategy or concept to teach or review. Prepare communication partner for session’s activity(s).
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COACH:	Start an activity and help communication partner model on the device or practice facilitating language.
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RECAP:	Ask: How did that go for you? Allow for self-reflection, discussion and planning of at-home practice. Give insight into next session targets.
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From [Rachel Madel M.A., CCC-SLP's presentation on PrAACtical AAC](#)

Tips for Success | Set Expectations

Before

- SLP chooses target words & a repeatable activity to demonstrate

During

- SLP demonstrates where word is
- SLP leads activity first time & shows modeling of word
- SLP encourages caregiver to model second time & provides feedback

After

- SLP & caregiver decide on practice before next session together

Tips for Success | Set Expectations

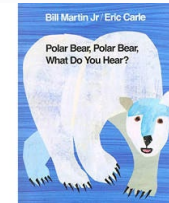
Before

- SLP chooses HEAR



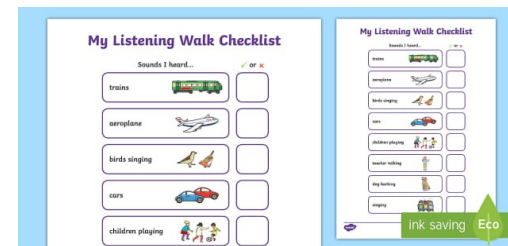
During

- SLP reads Polar Bear, Polar Bear
- Parent reads Polar Bear, Polar Bear/ Leads Old Macdonald



After

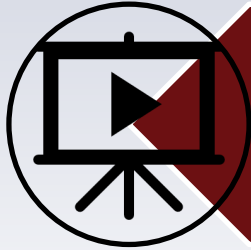
- Parent decides to talk about what they HEAR on daily walks



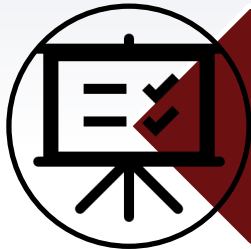
Tips for Success | Practice

- Set up a practice room and work with your SLP or parents to get used to functions
 - [Zoom](#)
 - [Google Meet](#)
- Use tele-platform resources for learning and troubleshooting

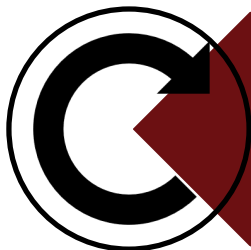
Tips for Success | Modeling



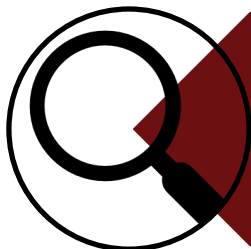
Video or pathway to
vocabulary



Create shared goals for
vocabulary to be modeled



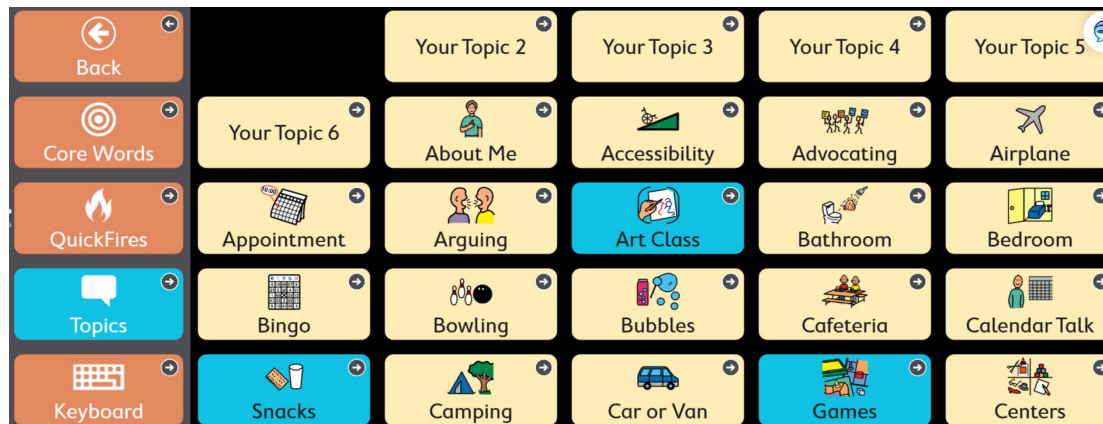
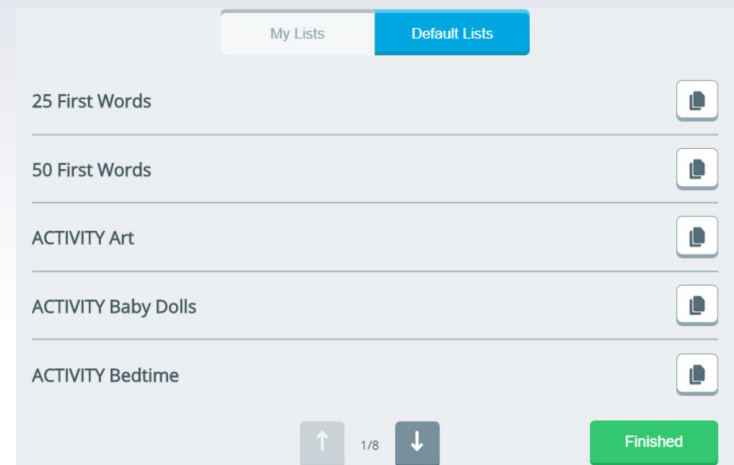
Visual cues to find
vocabulary




Use built-in features

Tips for Success | Modeling

- Visual Cue Examples



Tips for Success | Modeling



The image is a collage of various educational software interfaces. In the top left, there is a green banner with the text "Speech without Limits" in a stylized font. Below this, there are several software windows. One window shows a grid of icons with a central owl character. Another window shows a grid of icons with a central "TouchChat" logo. A third window shows a grid of icons with a central "LAMP" logo. A fourth window shows a grid of icons with a central "Core Words" logo. The background is a solid green color.

**Monday Modeling Tip:
Word Finder**

Tips for Success | Modeling



tips for slps

PARENT COACHING

*wait
time*

@rachelmadelslp

Tips for Success | Maximizing Attention

- Identify motivators before the session
 - Complete a Reinforcement Inventory
- Plan session to occur during daily routines
 - Meal times
 - Outside play

Reinforcement Inventory

Parent/guardian:

We are asking you to please help our team find out what items/activities your child enjoys. This will help the team, working with your child, in selecting items/activities to use as reinforcers during communication and work completion tasks. Although food may not be the best reinforcer to use while in the classroom, it may be an item that can be used at home. Varying over skills being learned at school. Please check items below and return the form to the classroom teacher. If you would like to share other information, please include below. Thank you for working with us as a team!

<input type="checkbox"/> Blowing bubbles <input type="checkbox"/> Blocks <input type="checkbox"/> Legos <input type="checkbox"/> Coloring/drawing <input type="checkbox"/> Painting <input type="checkbox"/> Stickers <input type="checkbox"/> Puzzles <input type="checkbox"/> Train sets <input type="checkbox"/> Superheroes <input type="checkbox"/> Toy cars	<input type="checkbox"/> Slime <input type="checkbox"/> Scented <input type="checkbox"/> Noise wheel <input type="checkbox"/> Pinwheel <input type="checkbox"/> Hand clappers <input type="checkbox"/> Play tubes <input type="checkbox"/> Play dough <input type="checkbox"/> Sensory bottles <input type="checkbox"/> Spin light <input type="checkbox"/> Wind-up toys <input type="checkbox"/> Beach ball	<input type="checkbox"/> Jumping rope <input type="checkbox"/> Chaperone <input type="checkbox"/> Dancing <input type="checkbox"/> Listening to music <input type="checkbox"/> Singing <input type="checkbox"/> Games <input type="checkbox"/> Water <input type="checkbox"/> Sand <input type="checkbox"/> Noise makers <input type="checkbox"/> Rocking	<input type="checkbox"/> Story time <input type="checkbox"/> Reading <input type="checkbox"/> Gym time <input type="checkbox"/> Playing with friends <input type="checkbox"/> Working on board <input type="checkbox"/> Extra recess <input type="checkbox"/> Time with an adult <input type="checkbox"/> Classroom helper <input type="checkbox"/> Messenger
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☐ Ice cream
☐ Cookies
☐ Goldfish crackers
☐ Lollipop
☐ Fruit juice
☐ Popcorn
☐ Chips
☐ Cheesecake

Tips for Success | Access to Technology

– Access to Technology

- Contact your vendors!
- Check with your district
- Partner with clinics offering in-person evaluations
- Explore free trials of comparable apps to D-SGD options
- Don't forget about low-tech!

Tips for Success | Access to Technology

- [PRC-Salttillo AAC TeleTips](#)
- [TobiiDynavox Virtual Assessments](#)
- [Talk To Me Technologies Remote Support](#)
- [Forbes AAC Teletherapy Assessment Program](#)
- [Mount'n Mover Evaluation Kit](#)
- [Feature Matching Comparison Chart](#)
- Local district/AT teams for loaner equipment

Tips for Success | Access to Technology

- [Saltillo Chat Corner](#)
- [PRC Literacy Planner, Active with AAC](#)
- [MyTobiiDynavox](#)
- [Talk To Me Technologies Lesson Plans, Social Stories, Etc.](#)
- [Project Core Lesson Plans](#)
- [Tar Heel Game Play](#)
- [Tar Heel Reader](#)

FINAL THOUGHTS & RESOURCES

AAC Teletherapy | Final Tips



Communication Should be
FUN!



Be kind to yourself, your
students, & families



You can do this!

AAC Teletherapy | Tips from an AAC User

Be Patient

Have a Support Person

Listen to Family & Individual

Be Flexible to Use Other Tech Options

References

- Beukelman, D.R. & Light, J.C. (2020). *Augmentative & Alternative Communication, Supporting Children and Adults with Complex Communication Needs* (5th ed.). Baltimore, MD: Paul H. Brookes Publishing Co.
- Fishman, I. (2011). Guidelines for Teaching Speech-Language Pathologists About the AAC Assessment Progress. *SIG 12 Perspectives*, Vol. 20, No. 3, September 2011.
- Kent-Walsh, J. & McNaughton, D. (2005). Communication partner instruction in AAC: Present practices and future directions. *Augmentative and Alternative Communication*, 19, 104-124.
doi:10.1080/0743461031000112043
- Rush, D.D. & Sheldon, M.L. (2011). The early childhood coaching handbook. Baltimore, MD: Paul H. Brookes Publishing Co.

Additional Resources



- Sarah Gregory's presentation:
https://www.youtube.com/watch?v=goCNhuMALOU&list=PL8_c51K6963dIWYdynqzliS-onpnhaE1K&index=3&t=2963s
- AAC Teletherapy:
<https://www.youtube.com/watch?v=DbPbjfFj378&t=528s>
- Rachel Madel's
Presentation:https://docs.google.com/presentation/d/1h_zpv-hENx7Ja1cHcOQLetlEEhusPNXIRBMVUMJKM40/edit#slide=id.g81a84282c0_0_23