



# CUSTOMIZING AAC: IDENTIFYING THE “ACTIVE INGREDIENTS”

IDENTIFYING *WHAT* WORKS FOR YOUR CLIENT AND *WHY*

**Stephi**

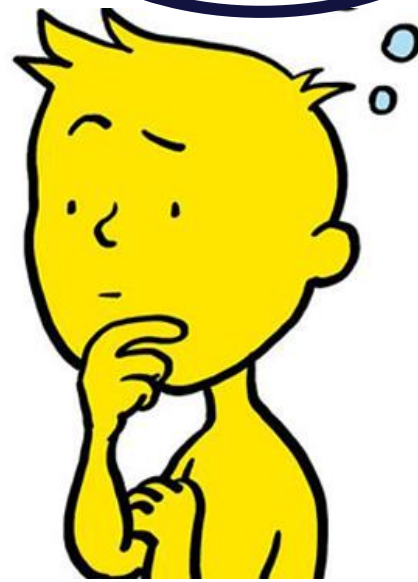
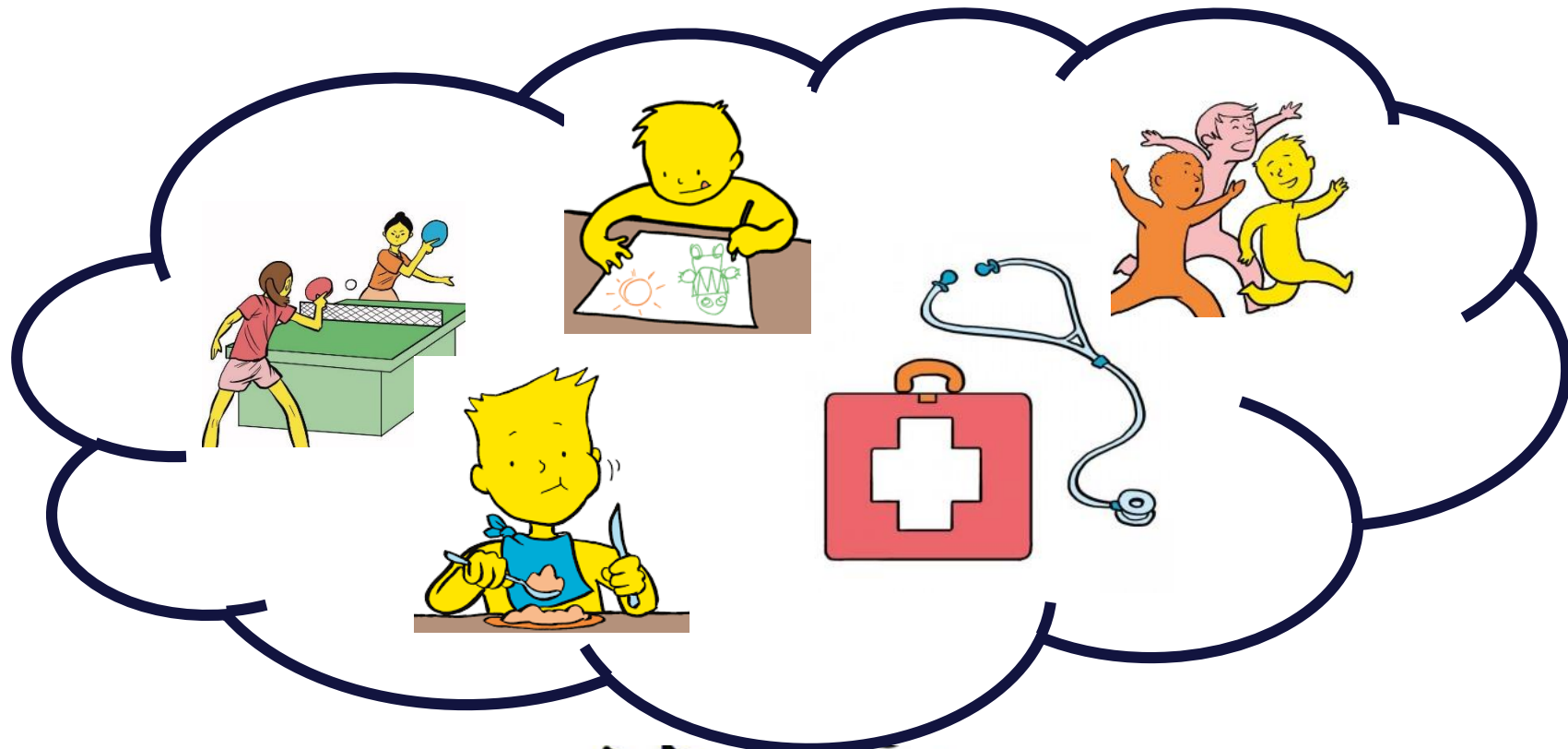
SLP-CCC, ABA, Ph.D. Candidate

# IMPORTANCE OF COMMUNICATION



“If all my possessions were taken from me, I would choose to keep the ability to communicate because with it I would win back all the rest”

- Daniel Webster



# Augmentative & Alternative Communication



*The main goal of AAC is the most effective communication possible.*

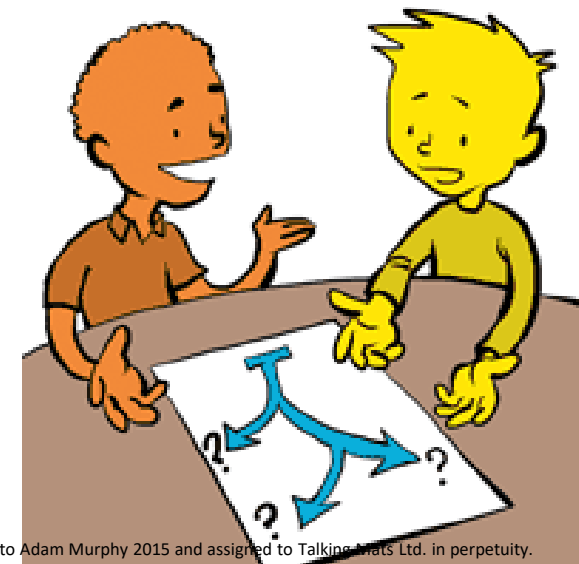


# Workshop Overview



**Goal:** To develop effective communication programs and strategies for clients who could benefit from an alternative modes of communication

- ❖ What is Augmentative & Alternative Communication (AAC)?
- ❖ Augmenting AAC
- ❖ Your Communication Toolbox
- ❖ Deciphering Communication Attempts
- ❖ Working with your Therapy Team

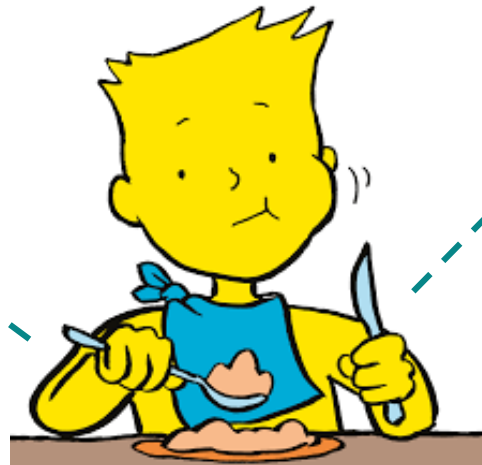


# Augmentative & Alternative Communication

eat / food



Unaided



Static

Low Tech

|              |                |                |             |
|--------------|----------------|----------------|-------------|
| peach<br>    | banana<br>     | pineapple<br>  | plums<br>   |
| cherries<br> | watermelon<br> | apple<br>      | lemon<br>   |
| grapes<br>   | orange<br>     | strawberry<br> | berries<br> |

Aided



High Tech

Dynamic

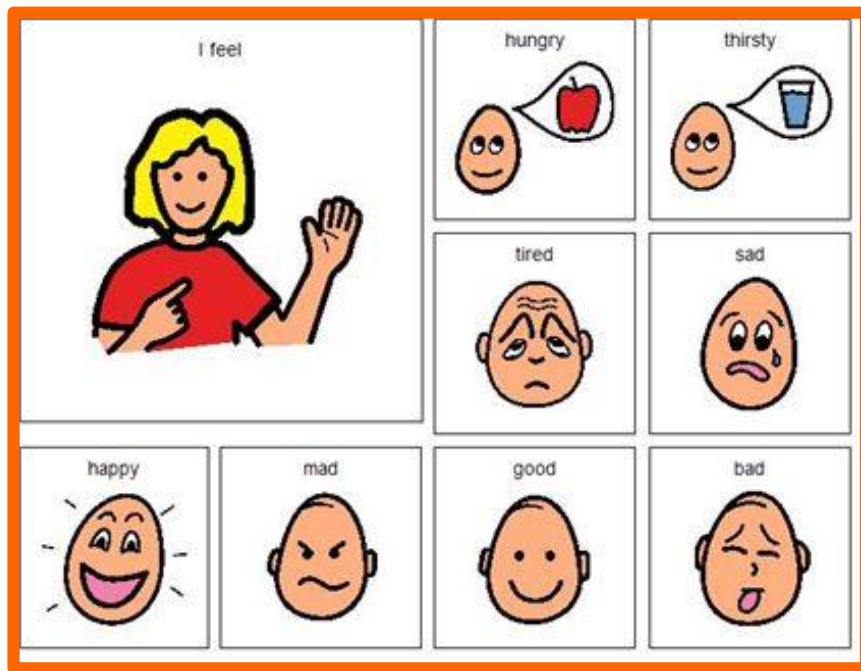
# Augmentative & Alternative Communication



Verbal

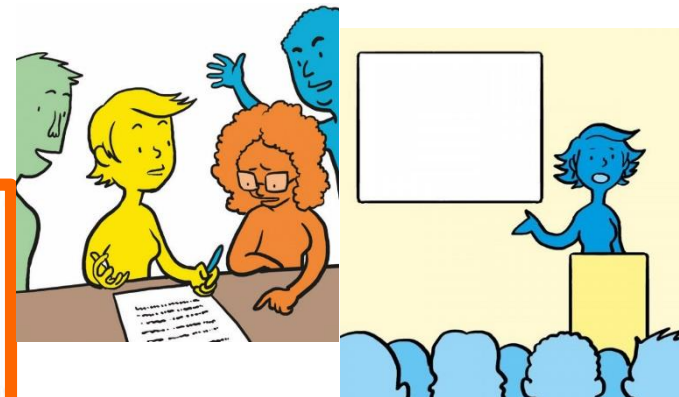


Behavior



Non-Verbal

AAC



Expressive

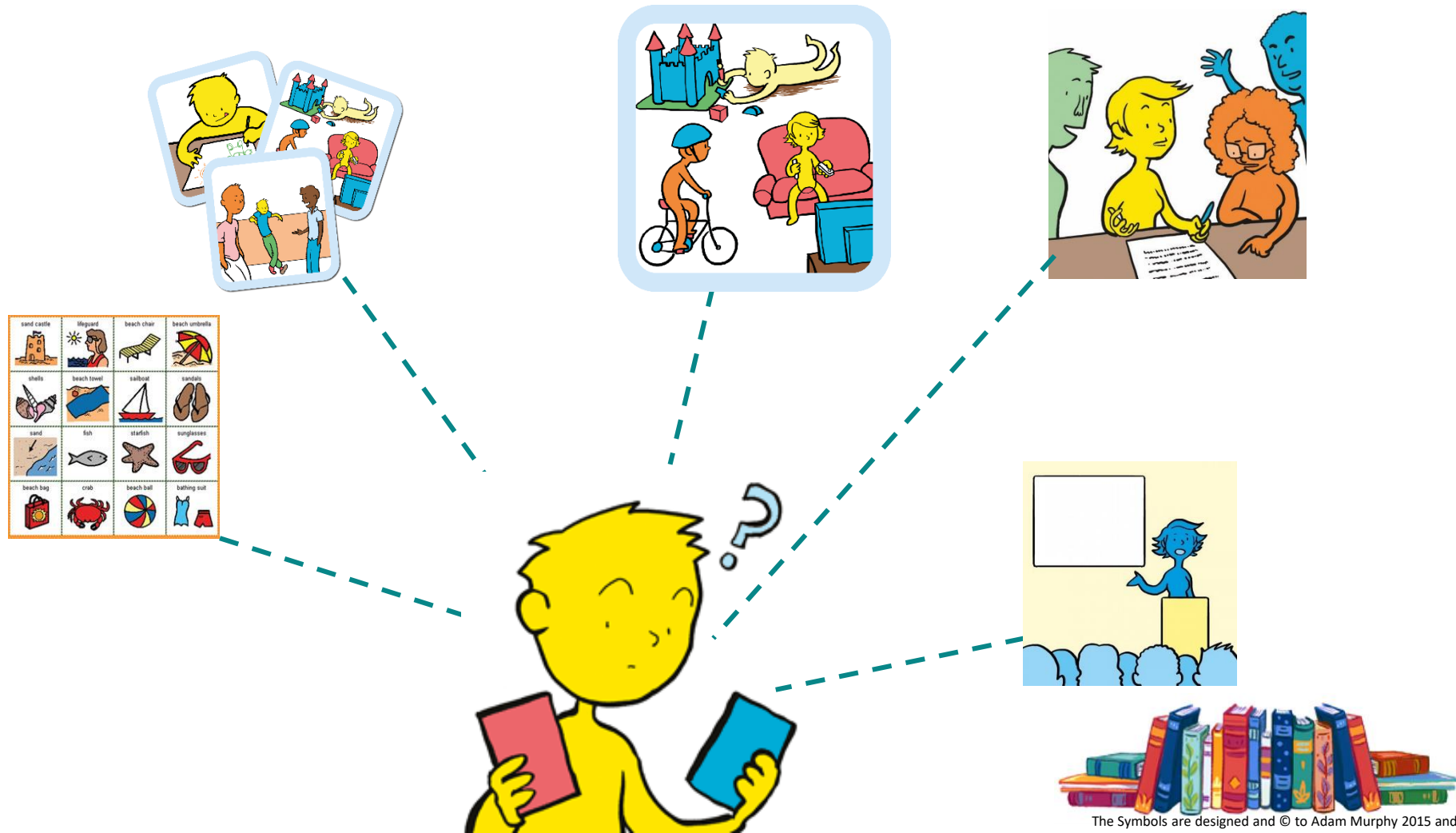


Receptive



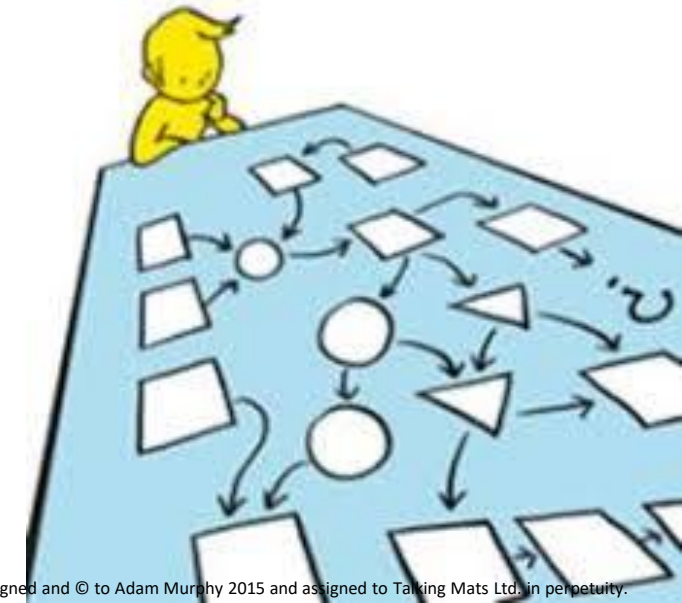
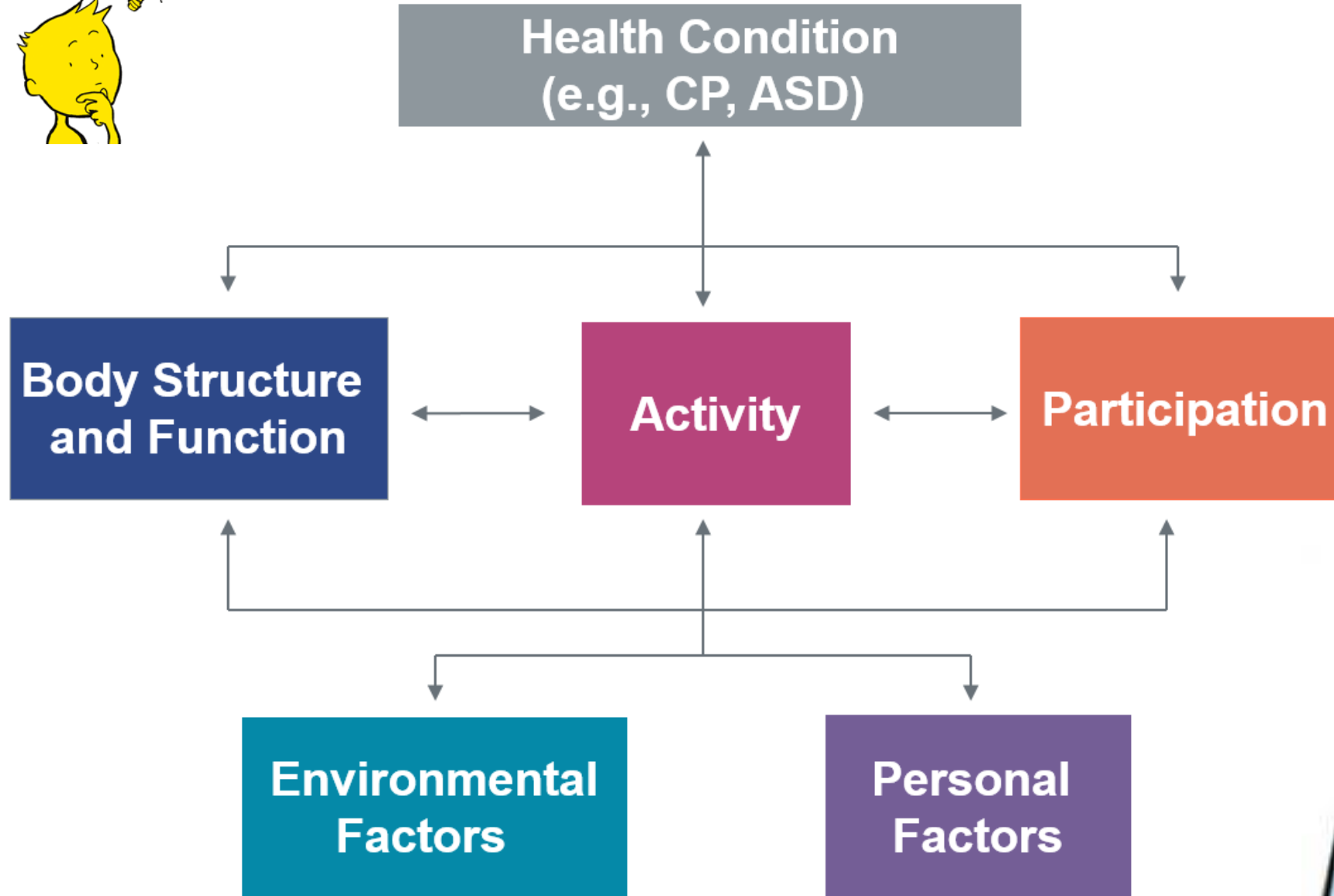
# The AAC Decision Process

*What are the “active ingredients” to successful AAC Communication?*





ICF



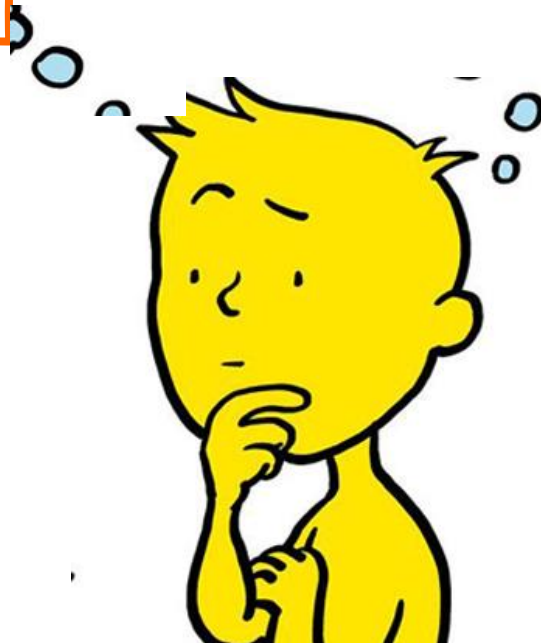
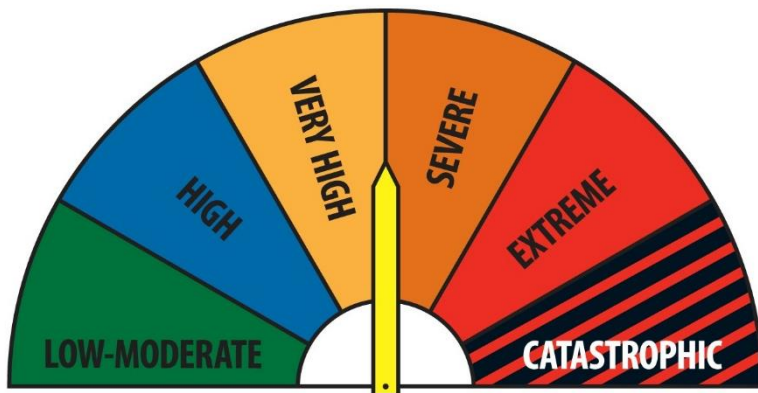
The International Classification of Functioning, Disability and Health

The Symbols are designed and © to Adam Murphy 2015 and assigned to Talking Mats Ltd. in perpetuity.

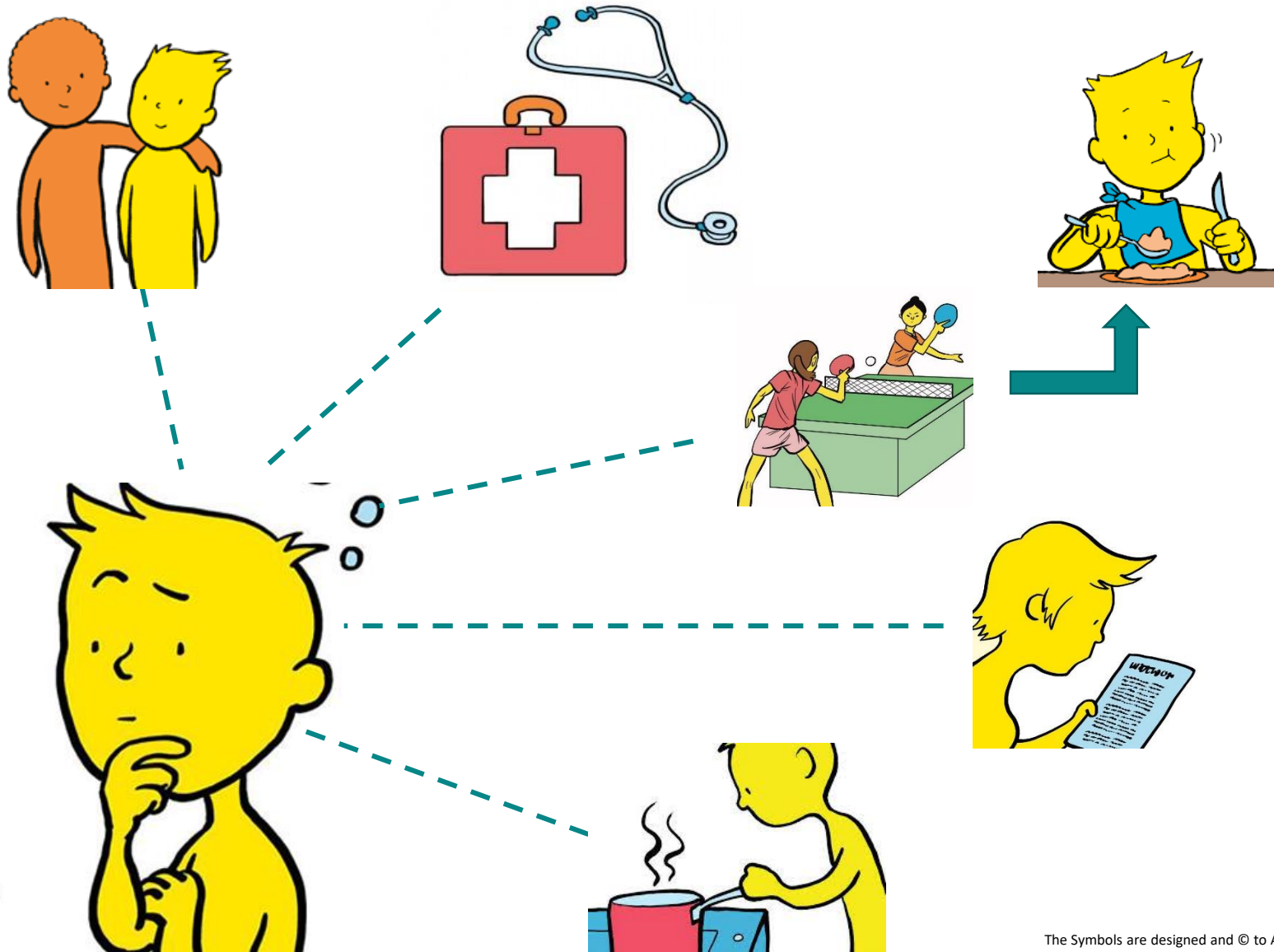
## Barriers



## Opportunities



# Who is my client?



# Body Structure and Function

## Body Structure

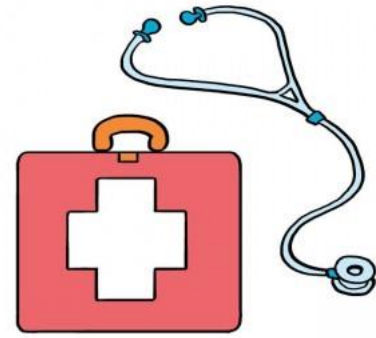
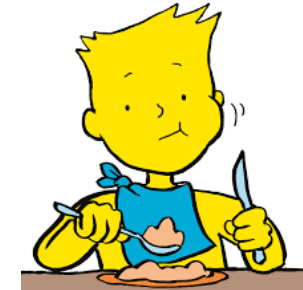
### Structures related to the ....

- Nervous system
- Voice + Speech
- Cardiovascular, Respiratory
- Immunology
- Digestive, Metabolic
- Movement

## Body Function

### Functions related to ....

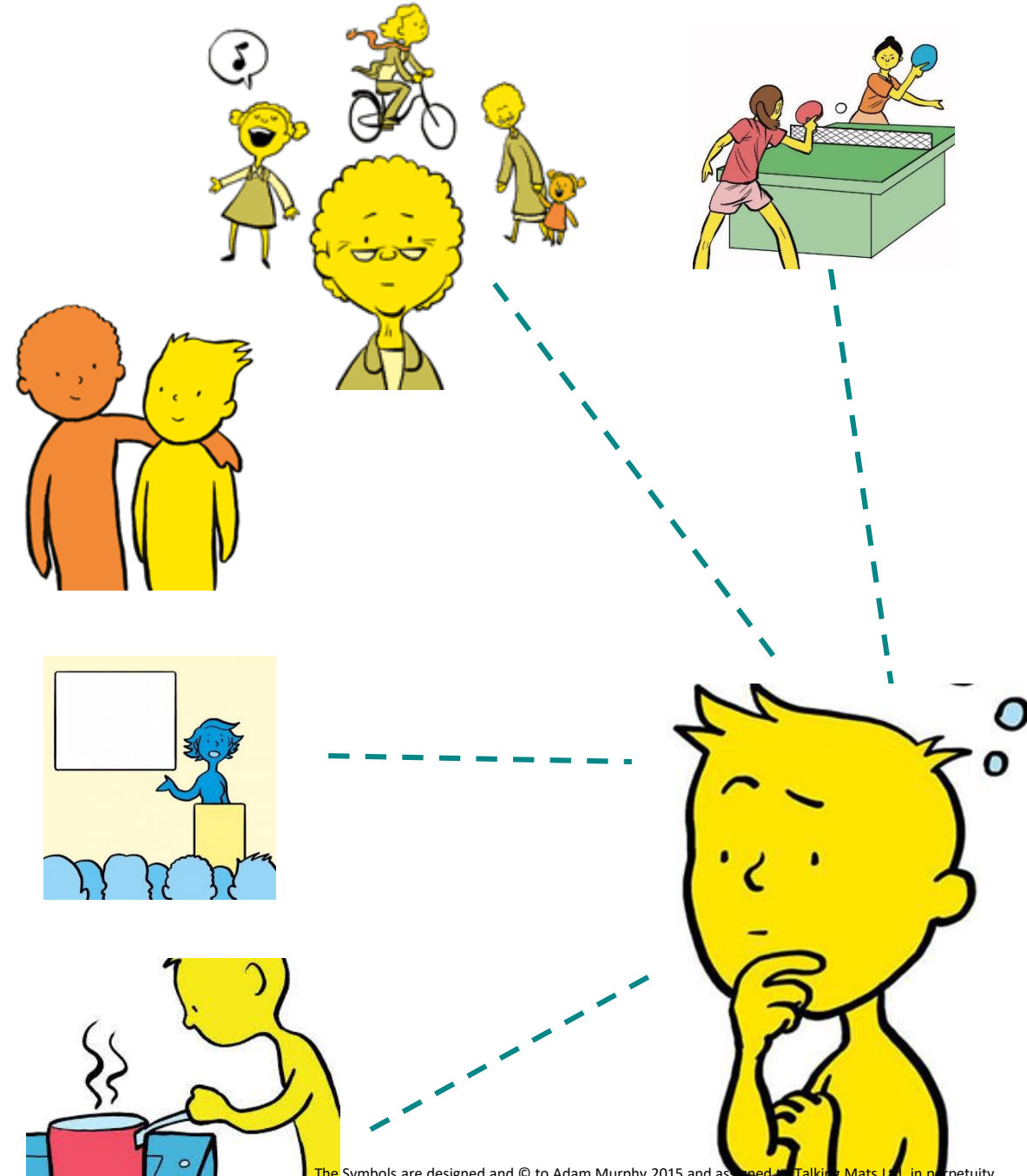
- Mental
- Sensory + Pain
- Voice + Speech
- Cardiovascular & respiratory
- Neuromusculoskeletal & movement

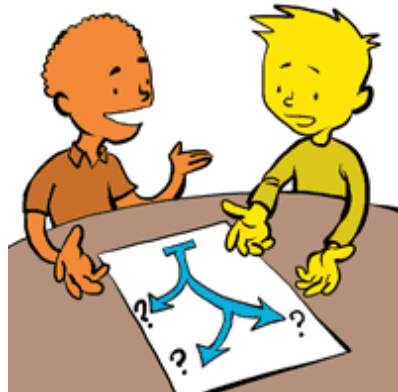
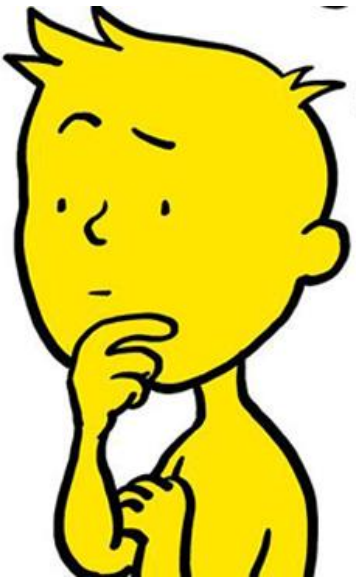
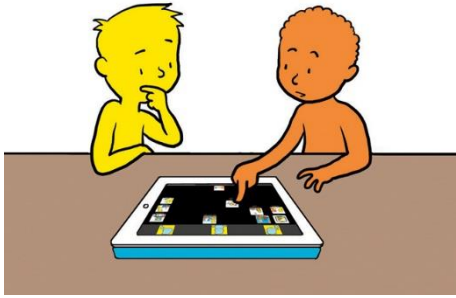


# Activity

# Participation

- ❖ Learning & applying knowledge
- ❖ Completing daily tasks
- ❖ Communicating
- ❖ Mobility
- ❖ Self-care & domestic independence
- ❖ Social interactions & relationships
- ❖ Community & social interactions





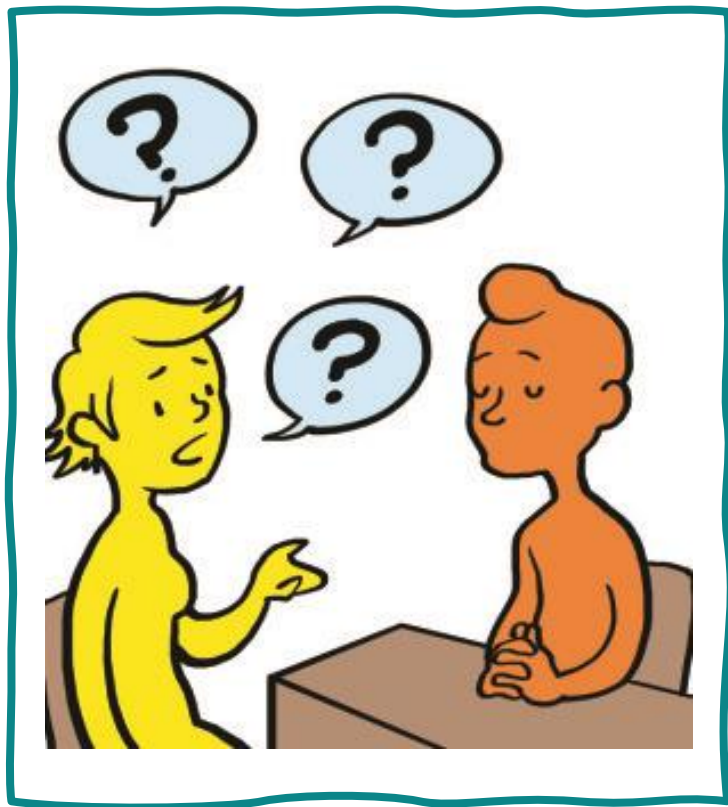
# Environmental Factors

- ❖ Natural environment
- ❖ Human-made changes to environment
- ❖ Support systems + Attitudes
- ❖ Attitudes
- ❖ Policies



# Supporting Client thru - Supporting Communication





## Intrinsic Factors

### \*Linguistic

Receptive and expressive language



### \*Operational

Skills to operate AAC systems  
(physical & cognitive)

### \* Strategic

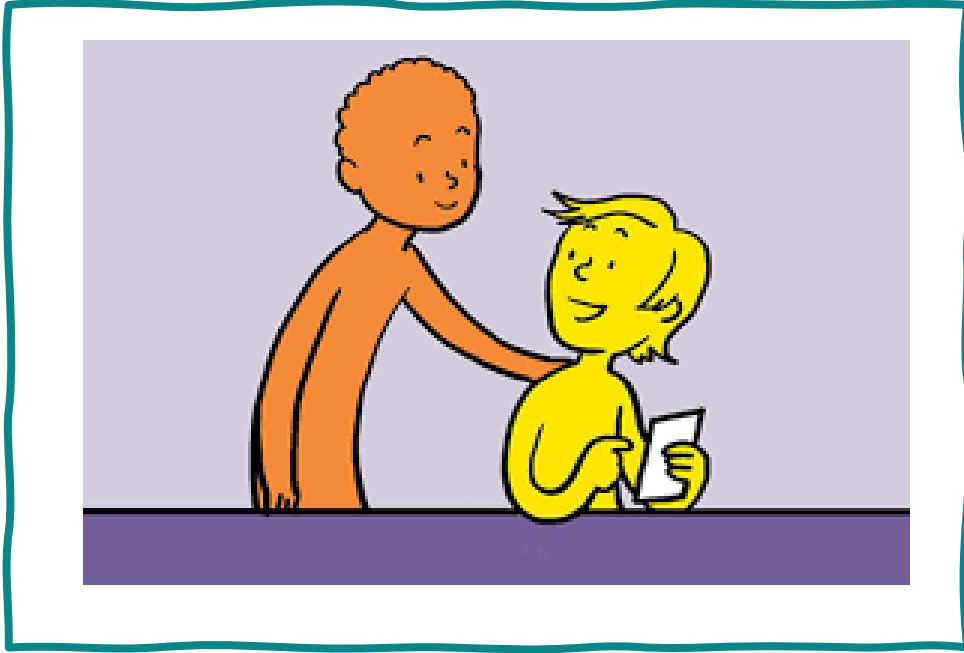
Compensatory strategies to  
overcome/prevent communication  
breakdowns



### \* Social

Skills to initiate, maintain, and end  
interactions for communication  
purposes

# Extrinsic Factors



**Communication Demands**



**Environmental Barriers & Supports**

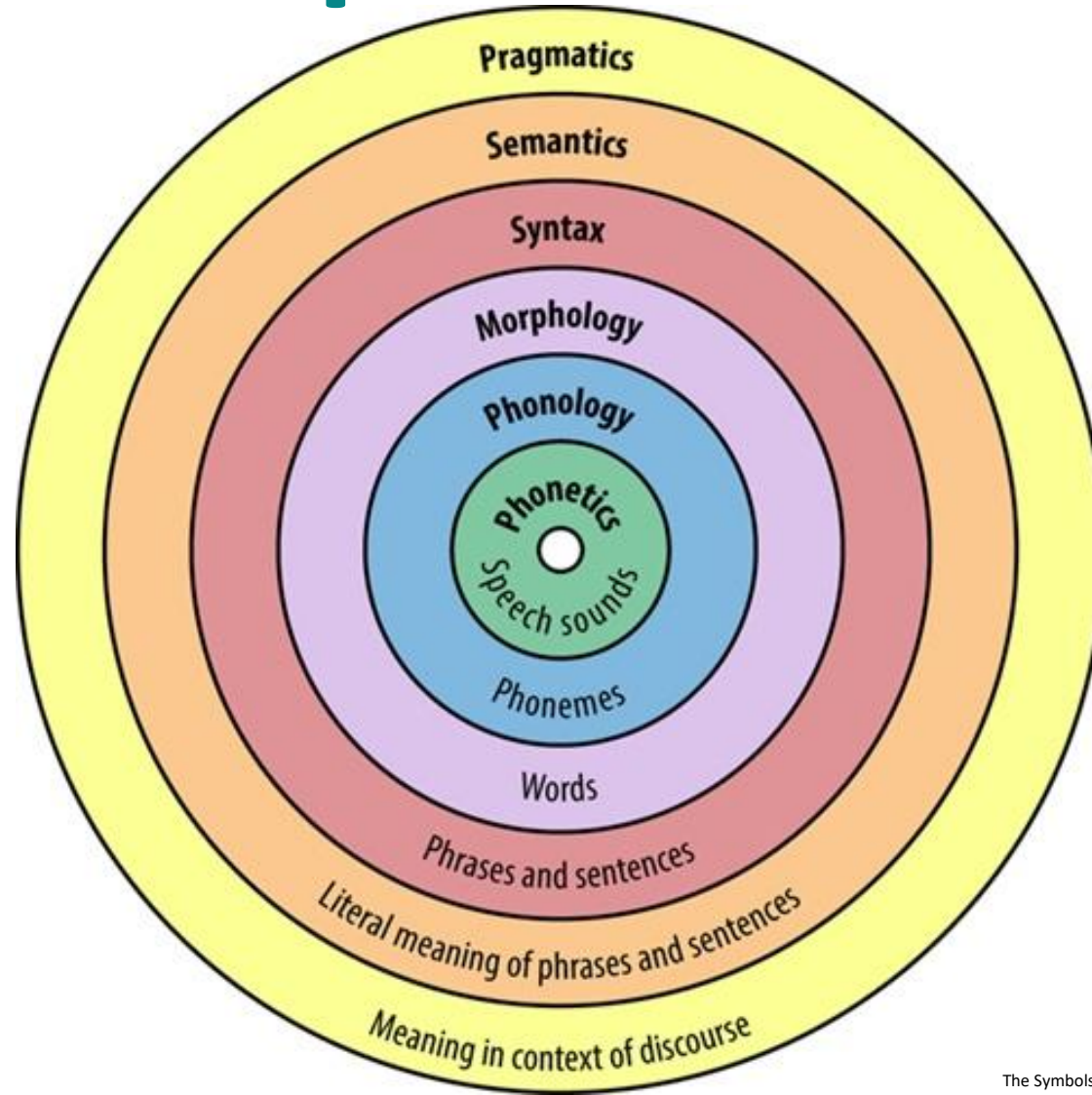
# Intrinsic Factors Linguistic Competence

## Form:

- ❖ Syntax
- ❖ Morphology
- ❖ Phonology

## Content:

- ❖ Semantics



## Language



## Use:

- ❖ Pragmatics

# Linguistic Competence













## Semantics & Syntax

# AAC & Our User

## Pragmatics



## Symbols

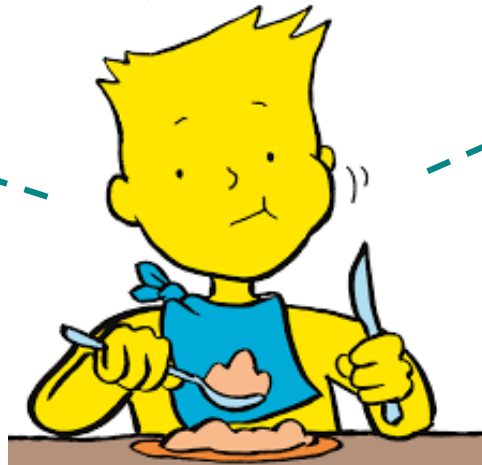
|   |   |   |   |
|---|---|---|---|
| peach   | banana  | pineapple   | plums   |
|  |  |  |  |
| cherries  | watermelon  | apple   | lemon   |
|  |  |  |  |
| grapes  | orange  | strawberry  | berries   |
|  |  |  |  |



## Vocabulary Organization

## \*Linguistic

Receptive and expressive language





# Augmentative & Alternative Communication

## Types of AAC

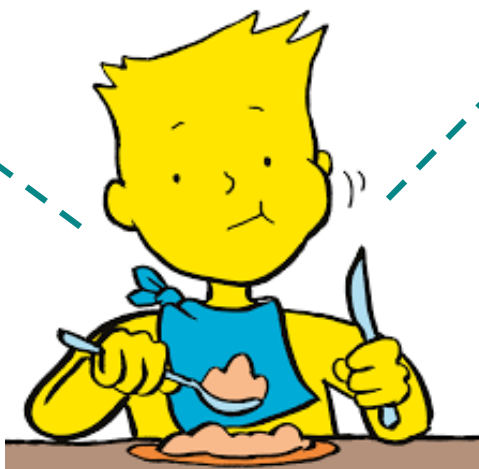
eat / food



Unaided



Let's Review!



Static



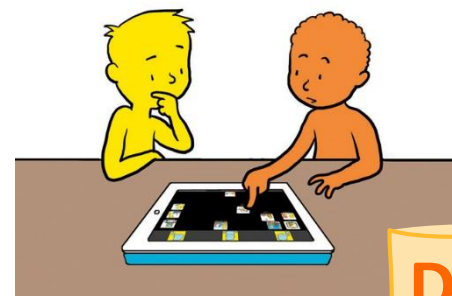
Low Tech

|         |            |         |       |
|---------|------------|---------|-------|
|         |            |         |       |
| herries | watermelon | apple   | lemon |
|         |            |         |       |
| orange  | strawberry | berries |       |
|         |            |         |       |

Aided



High Tech



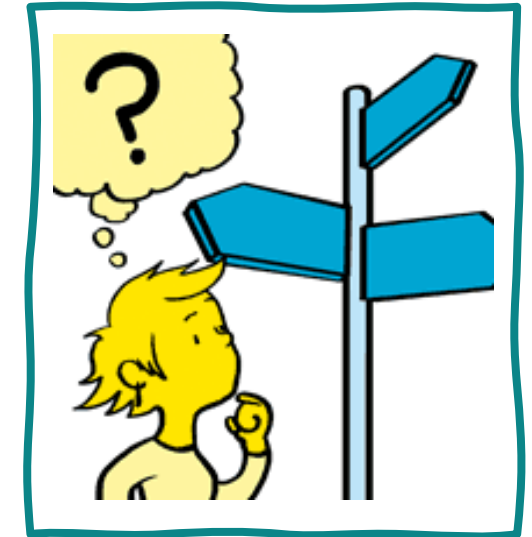
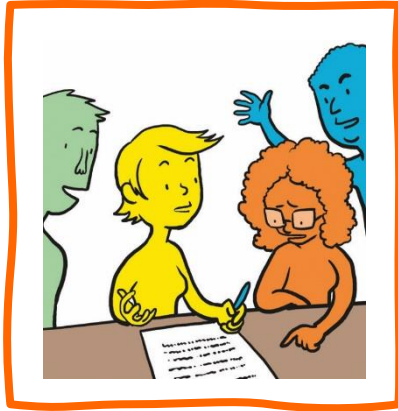
Dynamic



# Linguistic Competence

## Operational Competence

# AAC & Our User



## \*Operational

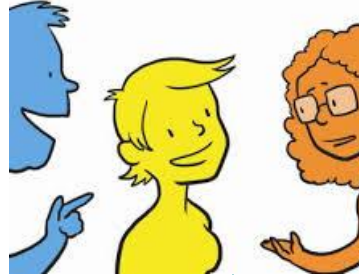
Skills to operate AAC systems  
(physical & cognitive)

# Linguistic Competence

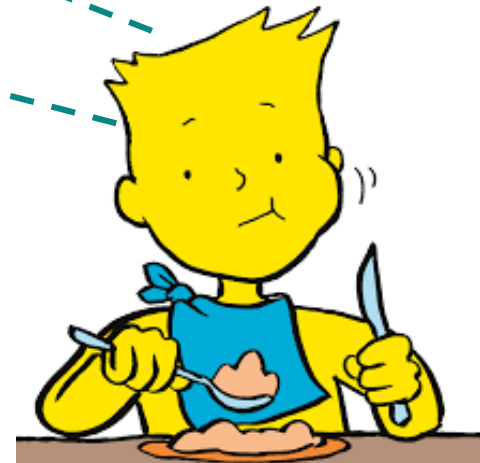
## Social Competence

# AAC & Our User

Skills in the social rules of interaction



Strategic Competence



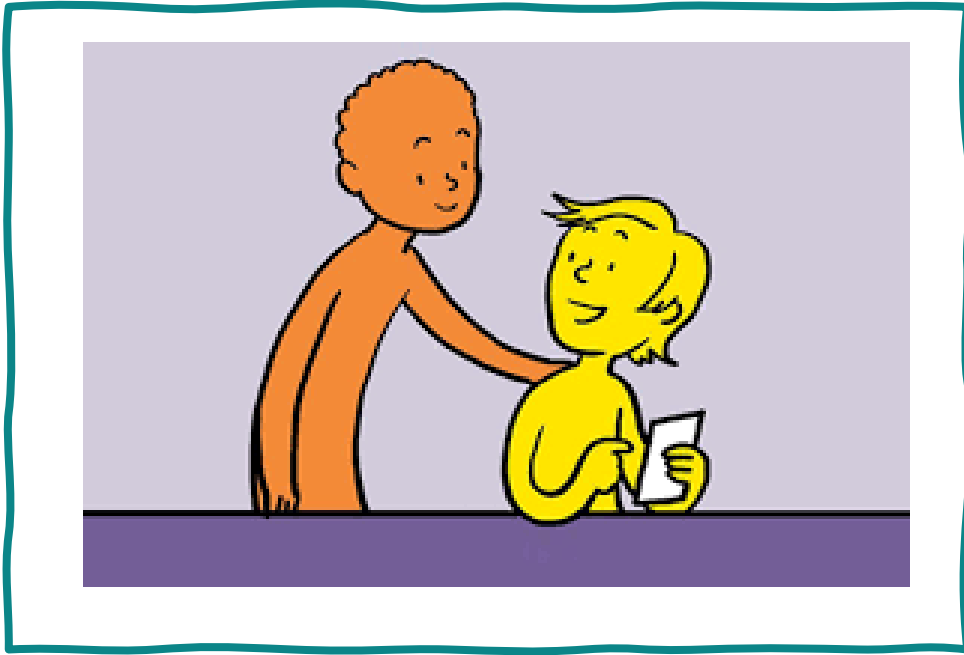
Compensatory strategies to overcome communication breakdowns



### \* Social

Skills to initiate, maintain, & end interactions for communication purposes

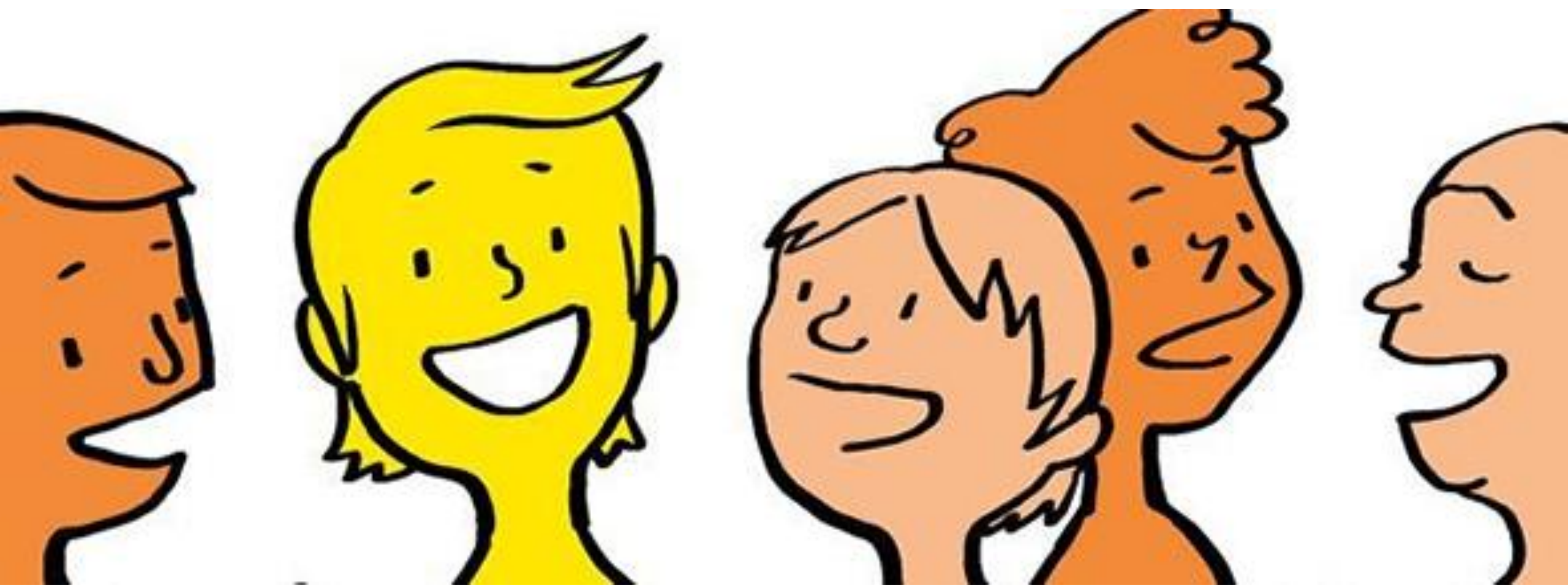
# Extrinsic Factors



**Communication Demands**



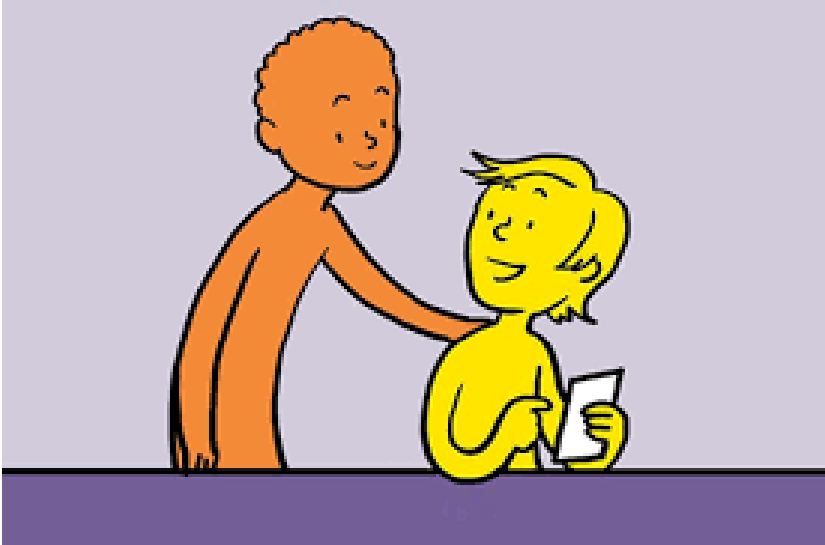
**Environmental Barriers & Supports**



# Supporting Communication Strategies



# Supporting Communication Strategies



## Facilitating Language Acquisition

Aided Language Simulation  
Environmental Engineering

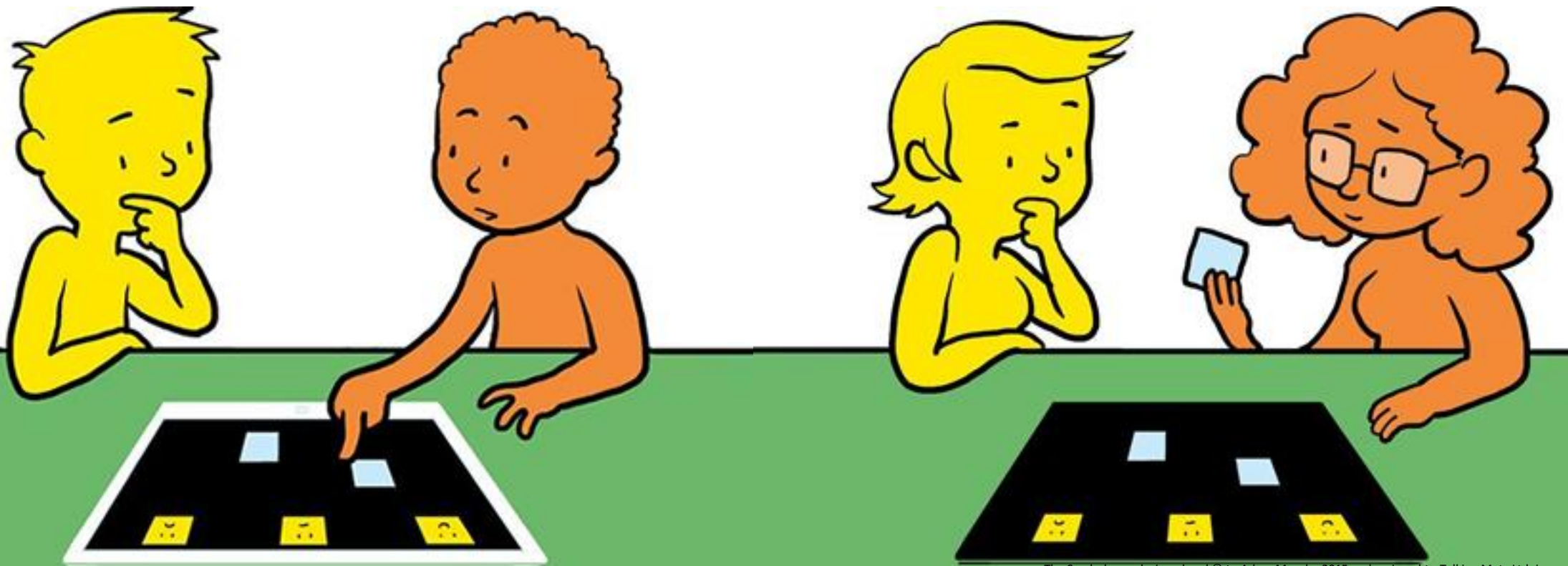


## Communication Partner Strategies

Maintain and changing conversations  
Repairing breakdowns

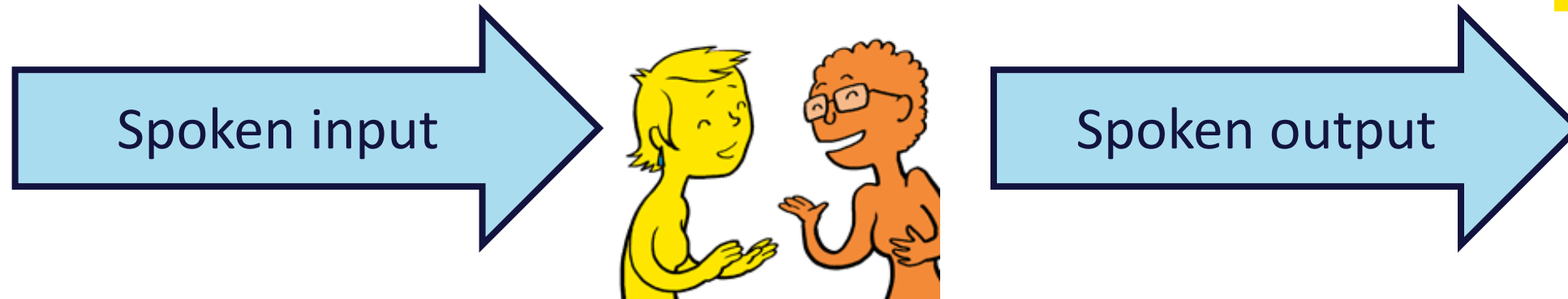
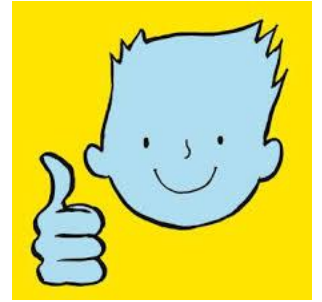
# Facilitating Language Acquisition

- Aided Language
- Environmental Engineering

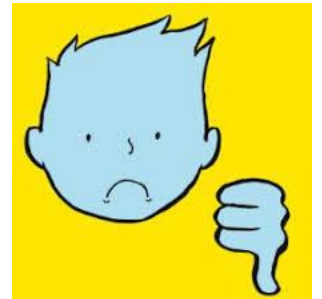




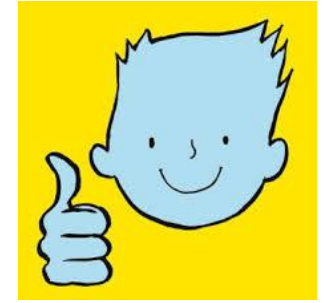
# Spoken Language Development



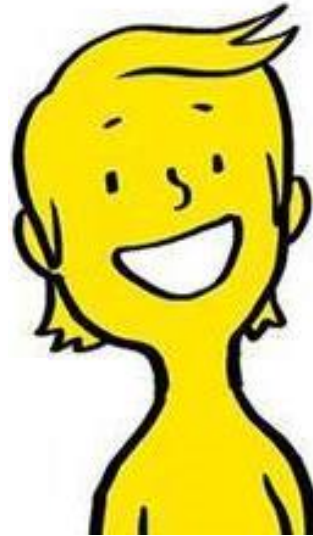
# Aided Language Development



# Aided Language Development



Augmented input



Augmented output

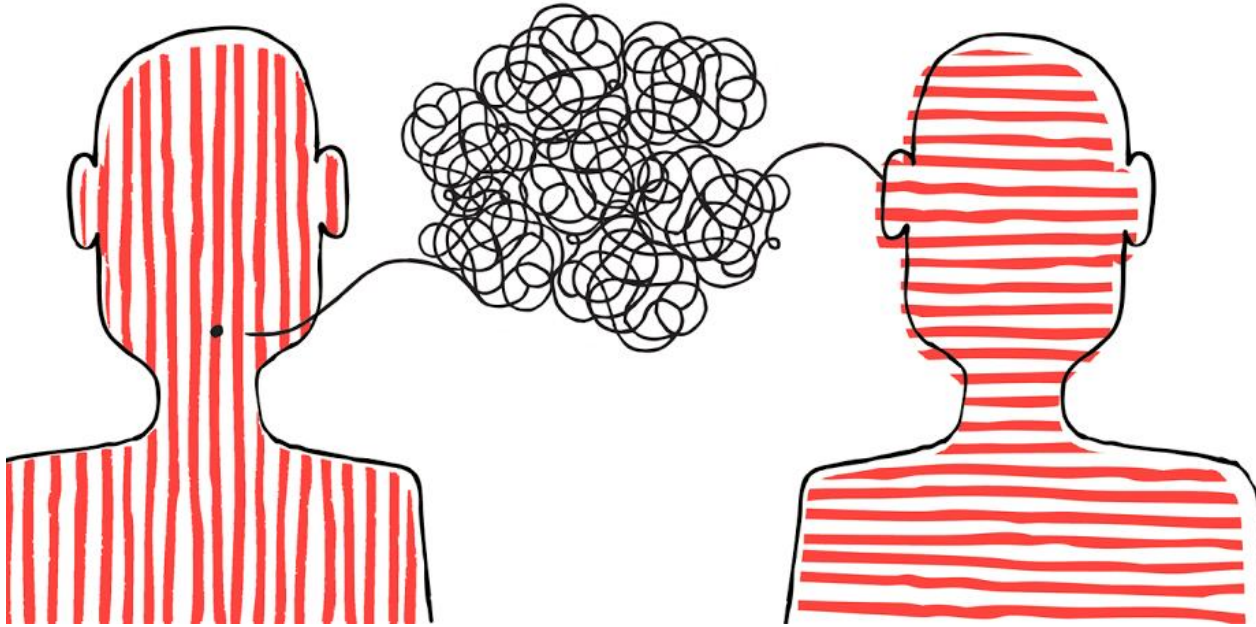


**\*AAC Communication user is NOT a passive role \*\***



# Communication Partner Strategies

## Maintaining Communication & Turn Taking



- ❖ Go beyond yes/no questions
- ❖ Wait Time
- ❖ **Symbols:** *more time, finished, please wait, and your turn*

# Communication Partner Strategies: Environmental Engineering

## *Temptations*

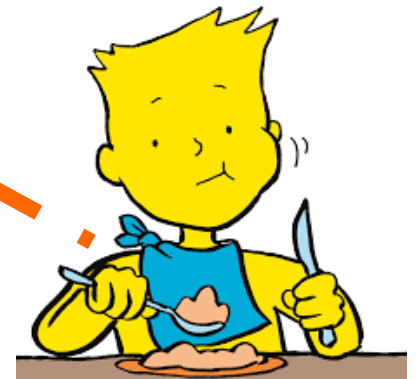
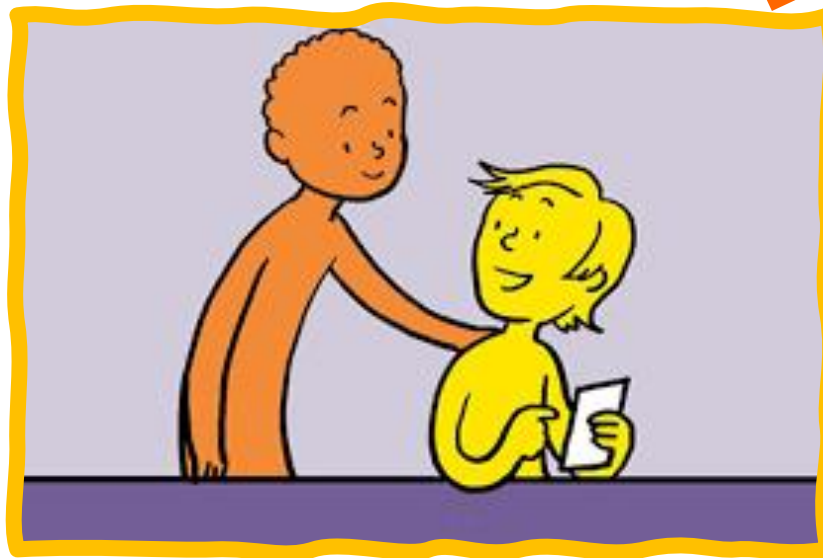
Set up with environment to “tempt” the person to communication

## *Sabotage*

Alter items in the environment to encourage communication

## *Stupidity*

Shift the making to the AAC user by pretending not what to do





**IS THIS EVEN WORKING?**

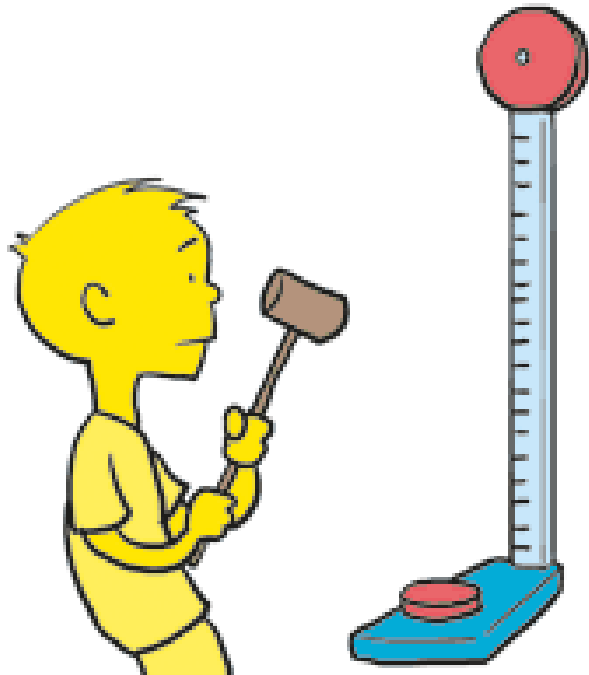


# Gauging Success

❖ **Decoding Behavior**

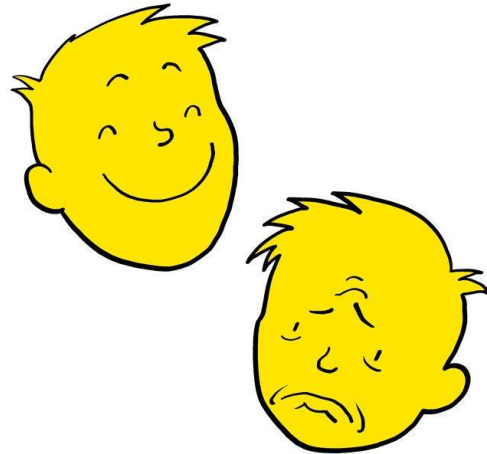
❖ **Goal Setting**

❖ **Communicating with Therapy Team**





# Decoding Behavior As Communication



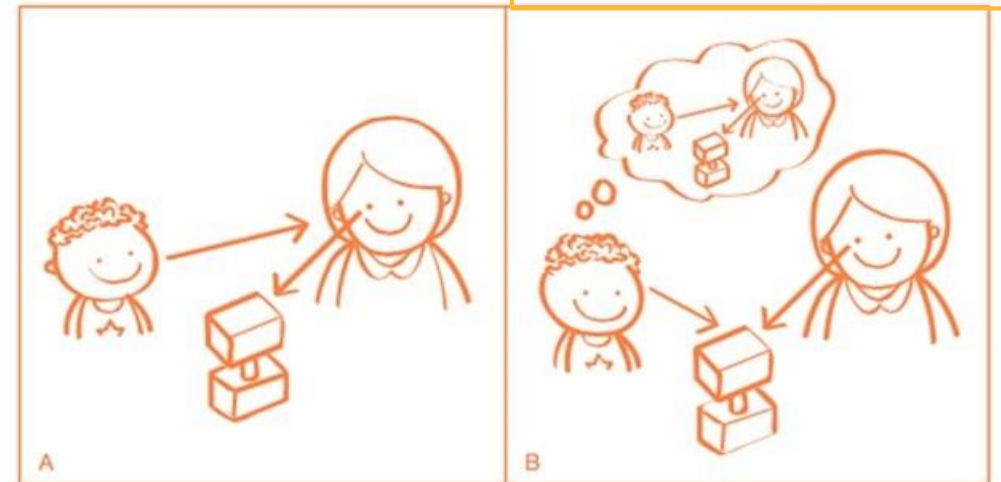
**Facial**

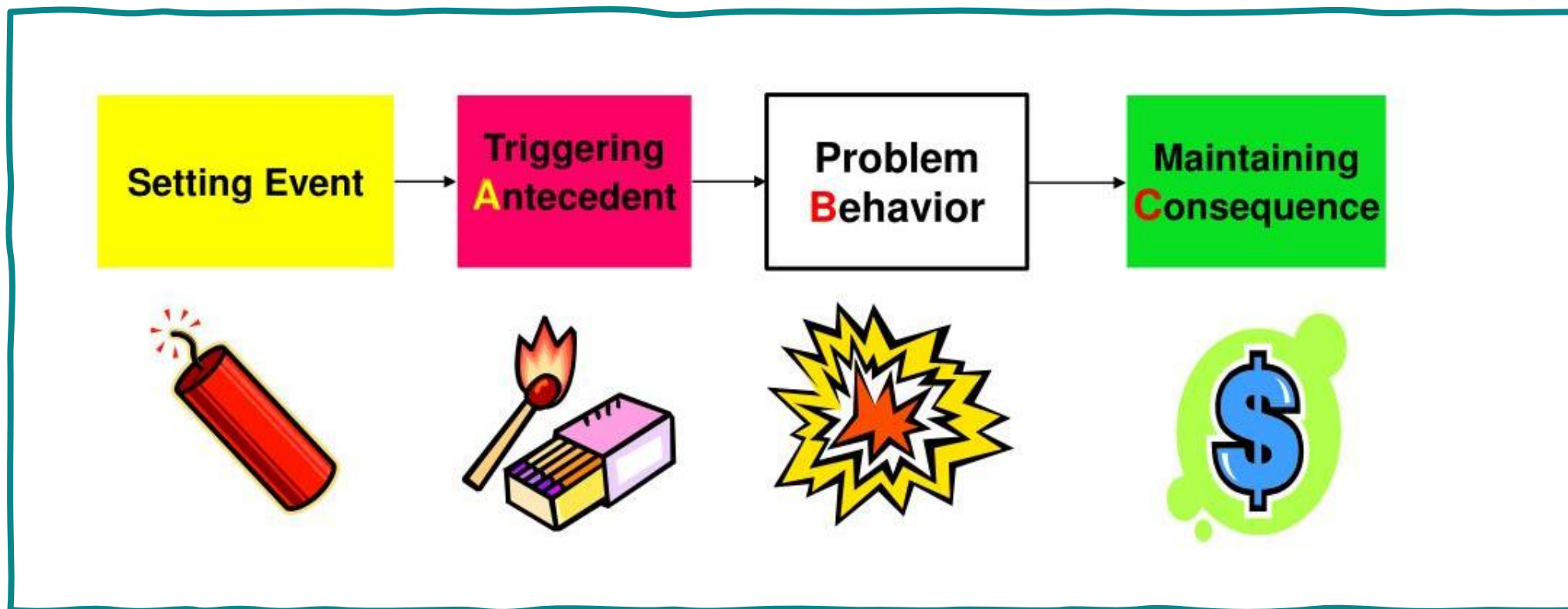
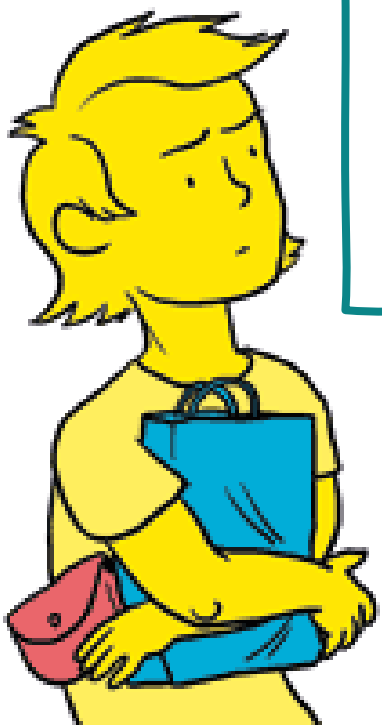


**Gestures**



**Joint Attention**





# Setting & Measuring Goals





# Questions?

**Contact: Stephi**

SLP-CCC, ABA, Ph.D. Candidate

[stephanie.sievers@griffithuni.edu.au](mailto:stephanie.sievers@griffithuni.edu.au)

# DISABILITY SUPPORT WORKERS CONFERENCE

## MADE POSSIBLE BY:

