



Saltillo Information Handout

And It The
WORDS
Up

NovaChats

- Built on Android platform
- Sizes: 5/8/10/12
- Weights: .55/1.35/1.95/2.86
- Colored boots: gray/purple/lime green/blue
- SymbolStix, PCS, photos
- Built-in camera
- Range of vocabulary files
 - Phrase
 - Word
 - Spelling
 - Combination
- Vocabulary Files
 - MultChat 15: Student, Adolescent, Adult
 - 4-Basic
 - Essence
 - myCore
 - myQuickChat – adult, child
 - Spelling
 - Vocab PC
 - WordPower: 20/24/30/42/60/80/108
- Customizable

NOTES

	Standard	Plus	Dedicated
NC5:	\$2995	\$3495	\$4495
NC8	\$3495	\$3995	\$4995
NC10	\$3895	\$4395	\$5395
NC12	\$3995	\$4495	\$5495

TouchChat

- App for iDevices
- Full-featured communication solution
- SymbolStix or photos
- Four pre-loaded vocabulary files
- Additional apps can be purchased
 - WordPower: 20/24/30/42/60/80/108
 - Spanish WP 45
 - Gateway
 - Pixon
 - iEssence
 - Talk About AAC
 - Hebrew
- Support
 - touchchatapp.com/support/videos
 - http://touchchatapp.com/support/videos/TCW_P_60_Location

Basic TC	\$149.99
WordPower	\$149.99
Gateway	\$149.99
Pixon	\$ 79.99
iEssence	\$ 99.99
Talk About AAC	\$ 49.99
Spanish Language Pack	\$ 89.99
Hebrew Language Pack	\$149.99

Available from iTunes Store

More information:

www.touchchatapp.com

ChatEditor

- Software for PC
- FREE from Saltillo website
- Support tool; not SGD
- Create page sets on computer then transfer to NC or TC
- SymbolStix and photos transferable
- Free download:
 - NC = <https://saltillo.com/editor>;
 - TC = <https://touchchatapp.com/editor>

NOTES

• Characteristics of “core” vocabulary

- Small number of words.
- High frequency of use.
- Used 80% of time in daily conversation.
- Useful across all environments for most topics.
- Contains a variety of parts of speech:
 - verbs, pronouns, adjectives, adverbs, etc.
- Word flexibility - different word classes.
- Useful in large variety of communication functions.
- Potential for expanding utterance length.
- Less pages to search.

Characteristics of “fringe” vocabulary

- Large number of words.
- Low frequency of use.
- Used 20% of time in daily communication.
- Limited use in environment and topics.
- Mostly proper names/nouns.
- Less word flexibility - limited word classes.
- Useful in fewer communication functions.
- Less potential for expanding utterance length.
- Requires multiple pages.

Goals for AAC users

- Communicate with peers and adults
- Learn Language
- Initiate – not just respond
- Make friends
- Gain independence – say what they want to say + +
- Learn educational content
- Participate in class or workplace
- Learn cause and effect
- Social skills

Myths about AAC

- **Cognition** – too low to learn AAC
- **Behavior** – have to be under control first
- **Proof of desire** – don't think he actually wants to communicate
- **Hierarchy** – none, try everything
- **Motor skills** – need bigger buttons
- **Age** – have to be a certain age for device
- **Verbal speech** – can already talk
- **Symbol representation** – understand before they can use device
- **Hinder verbalization** - consistent auditory feedback provides a model & frequently improve verbal speech skills. Often, a “side effect”.

NOTES

Reasons AAC Users don't use their device/systems

- Users don't have anything to say because the device doesn't have the vocabulary needed to say what they want it to say. (vocabulary selection)
- Users don't understand what's expected.
- Devices contain messages that are not important.
- Users get what they want/need without the device.
- Users don't want to appear different.
- People interpret for them.
- Familiar people can understand their speech (or anticipate their needs).
- The device has been used as a tool for academic learning, not communication. (motivation)

Communication partners' behaviors that do not facilitate communication

- Talk too much.
- Ask too many questions (sometimes more than one at a time).
- Don't provide enough wait time.
- Ask yes/no questions.
- Do not model desired vocabulary
- Do not model correct response
- Position of device/materials
- Position of participants
- No opportunities for turn-taking
- Limited opportunities to practice symbol combinations
- Too much verbal prompting

Five things NOT to say to AAC learners – Carole Zangari

1. “Show me [on your device].” (Instead, build the language of communication, with directives such as “Tell me” or “Say it.”)
2. “Press the switch.” (Instead, refer to the function that the switch is being used for. E.g., “Make it go”) See Ian Bean’s [great post on this subject](#).
3. “Tell me on your talker.” (If they tell you one way, and you understood the message...celebrate, reward, and encourage! If you make them repeat themselves using a different strategy, they may come to view communication using AAC as a chore. And that’s not so good for motivation...)
4. “I know you can do it. You did it yesterday. You’re just being stubborn.” (There are lots of good reasons for inconsistency but even if that wasn’t so, there is no room for calling someone stubborn in a professional context.)
5. “Hurry up.” (Just. Wait.)

Modeling

- AAC users need to see how their way of communicating works.
- Modeling is an AAC technique supported by research and clinical experience as an effective way to teach language (vocabulary & grammar), responsiveness and use of AAC (Goossens’, Crain, Eler, 1980; Binger & Light, 2007; Beck et al, 2009).
- This technique is often referred to as **Aided Language Stimulation (ALS)**.
 - Input before output (L. Burkhart)
 - All children learn from modeling
 - Learning something new takes time



Research results in favor of core vocabulary

- AAC options that consist primarily of nouns & descriptors are limiting.
- Nouns and descriptors restrict users to requesting & labeling.
- Pre-stored messages restrict ability to communicate anything novel.
- Not flexible enough to meet most communication needs.
- Impose ceilings on language development.

Functional communication is learned through broad experiences that provide multiple opportunities for repetition of concepts, use of vocabulary and conversations that are motivating. Students need to learn the power of communication.

- | | |
|---|--|
| <ul style="list-style-type: none">• Initiate/ call attention• Greet• Accept• Reject• Request• Name• Acknowledge• Answer• Comment• Express feelings | <ul style="list-style-type: none">• Assert independence• Ask questions• Share information• Relate events• Talk about past/future• Negotiate/bargain• State opinions• Make up stories• Express manners• Show consideration |
|---|--|

General Beliefs about communication

- Communication is a key life skill!!!
- Children who have significant communication disabilities are at risk in all aspects of their development. Active engagement is critical for academic success and social outcomes. Communication provides ability to:
 - ✓ communicate according to one's own intentions and motivations.
 - ✓ say what you want to say, to whomever you want, and whenever you want.
 - ✓ say it in the manner you prefer. (AAC systems and devices are their voice.)
- Without access to speech there is no efficient means for learning language.
- Without speech there is a risk for social isolation because without the ability to communicate, it is difficult to make friends and develop interpersonal relationships.
- Without speech there is risk for limited literacy skills development which relies on the development of language.
- Without language, all areas of cognitive development are impacted.

Active Engagement

- Vastly more efficient than passive participation.
- High levels of engagement = increased learning.
- Attending and maintaining "on-task" behavior.
- Looks like:
 - ✓ calm body.
 - ✓ joint engagement and attention.
 - ✓ responding to task.

Barriers to Communication

- Learned helplessness.
- Prompt dependency.
- Low expectations.
- No opportunities to say something.
- No access to words to say something.
- Communication partners spend more time suppressing behaviors than giving a child the means to tell how he/she feels.

Physical barriers

- Device not charged.
- Left at home.
- Doesn't work. No back up system.
- Position of student.
- Location of device.

Tips about opportunities

- Create opportunities – remember all kids participate differently.
- Create predictable routines – repeating activities helps kids master the routine.
- Create a sense of control.

Plan for teaching core vocabulary

- Know your student/client: SETT
- Create ways to elicit words: Activity First and Target Activities
- Provide lots of opportunities to practice

SETT = Student, Environment, Task(s), Tool(s)

Critical Elements of SETT

- Shared knowledge
- Collaboration
- Communication
- Multiple perspectives
- Pertinent information
- Flexibility
- On-going process

Where to begin

- Keep motor plan consistent
- Work toward automaticity
- Teach the pattern
- Time to explore
- Hide keys**
- Model device use
- Give feedback no matter what is said
- Use natural settings
- Increase expectations
- Provide communication opportunities
- Teach core words first

Opportunities

- Read a story
- Activities on iPad, etc.
- Play a game
- Crafts
- Role play
- Real life experiences
- Classroom routines and curriculum

Target Activities

- Activity Objective Matrix
- Pick Words First
- Activity First

NOTES

Points to Ponder

- Provide access to core vocabulary in every way.
 - No tech, low tech, high tech
- Don't underestimate the amount of vocabulary needed.
 - Finding the balance between too few and too many takes some clinical judgment-there are no hard and fast rules.
- Keep the process moving.
 - Add more so you can begin to expose them to new vocabulary. It's a fluid process.
- Provide frequent opportunities for core word practice.
- Expect to provide a lot of support.
- It's not about mastery.
 - We do more harm by restricting access to vocabulary than we do by giving them too many words.

Resources

- **American Speech & Hearing Association (ASHA)**

<http://asha.org>

- **PrAACtical AAC** – Supports for language learning

<http://practicalaac.org/?s=teaching+core>

- **Saltillo Corporation: Training, Support, and Implementation**

<http://saltillo.com>

- **Speak For Yourself**

<http://www.speakforyourself.org>

- **TarHeel Reader** - <http://tarheelreader.org/>

- **Unique learning and News2You** – N2Y Library

<https://www.n2y.com/Unique/N2YLibrary#unique>

- **SETT Framework**

<http://joyzabala.com>