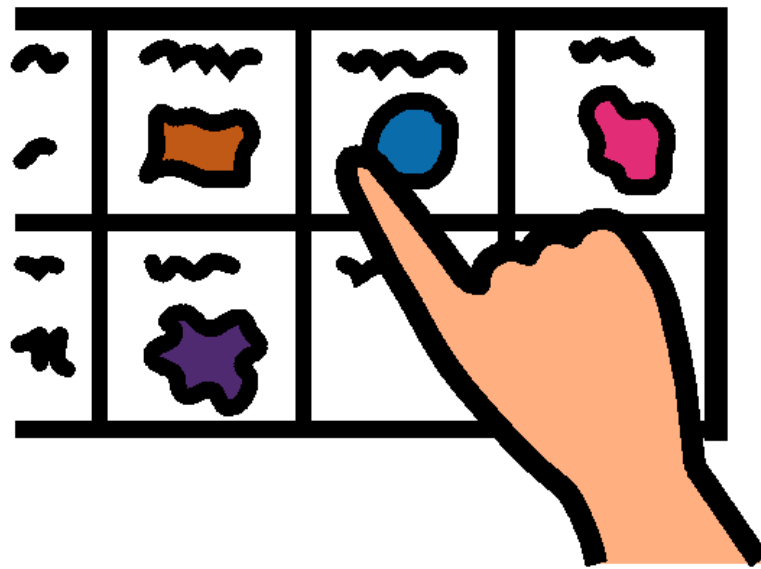


CRANLEIGH SCHOOL

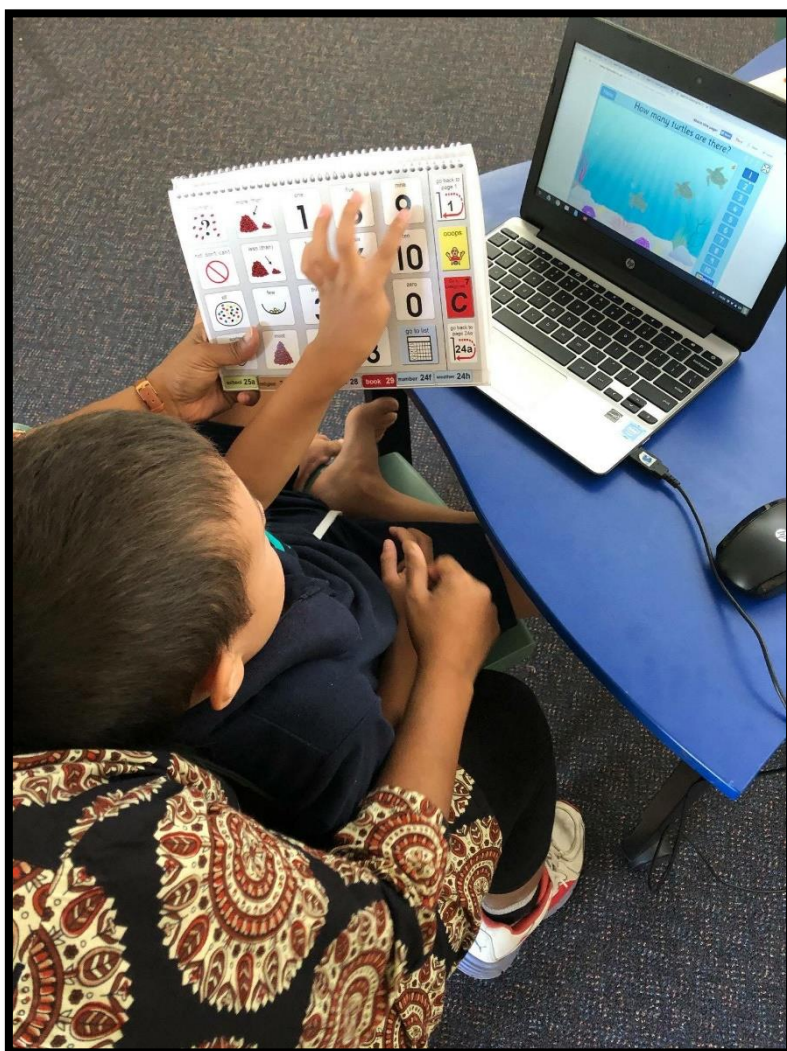


AUGMENTATIVE AND ALTERNATIVE COMMUNICATION HANDBOOK

Introductory Statement

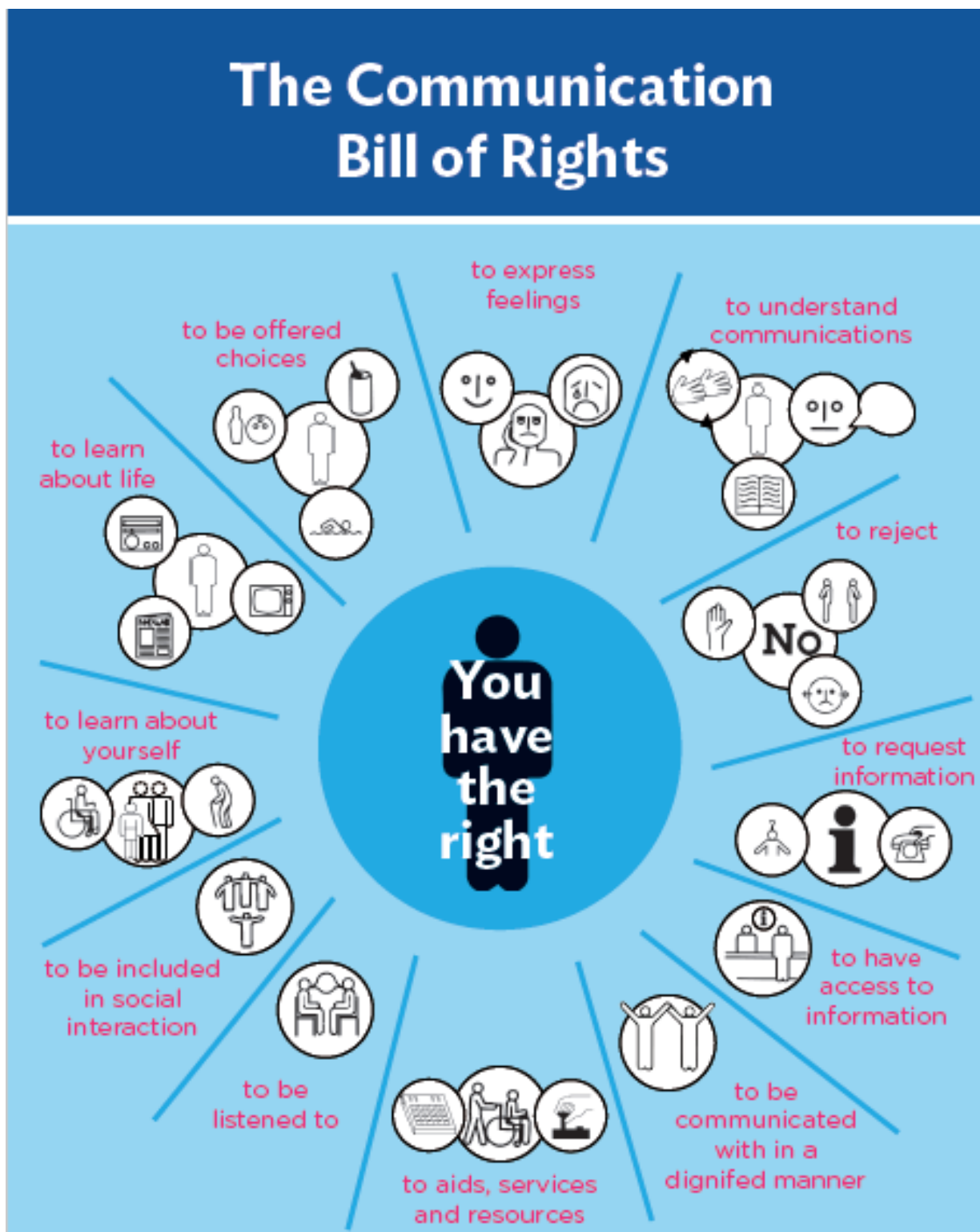
Cranleigh Specialist School has over 80 students aged between four and 12 years of age, most of these students have Complex Communication Needs (CCN). We are strongly committed to providing all children with a voice through a range of communication approaches. This professional commitment is a major focus of each student's Individual Learning Plan (ILP). In partnership with the Network Student Engagement Teams (NSET), private therapy providers and families, a student's communication capability is profiled utilising a range of assessment tools including ABLES. The ROCC (Roadmap of Communicative Competence) assessment tool will be considered as another effective communication assessment tool after its release in early 2019.

A range of Augmentative and Alternative Communication (AAC) systems are used across the school and all staff are supported to acquire the skills to proficiently communicate with all students, this includes being able to communicate with students using their own systems.



Communication Bill of Rights

All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence. Beyond this general right, several specific communication rights should be ensured in all daily interactions and interventions involving persons who have severe disabilities. To participate fully in communication interactions, each person has these fundamental communication rights:



What is AAC?

“The supplementation or replacement of natural speech and/or writing using aided and/or unaided symbols.”

- **AAC Institute**

“Therefore, AAC is the term used for all communication that is not speech but is used to enhance or to replace speech. An AAC System means the whole combination of methods used for communication, for example, gestures, eye pointing, vocalizations and pointing to symbols.” -**NOVITA**

Who is AAC for?

Anyone who has Complex Communication Needs (CCN) that is anyone who has difficulties communicating with speech alone, i.e. people who are non-verbal, people who only have a limited number of spoken words or people whose speech is difficult to understand.

What is an AAC System?

An AAC system is an integrated group of components, including symbols, aids, strategies and techniques used by individuals to enhance communication. The system serves to supplement any gestural, spoken and/or written communication abilities. (American Speech and Hearing Association, 1991)

Types of AAC

UNAIDED AAC: All techniques that do not require any physical aids eg. gesture, sign, facial expression.

AIDED AAC: Techniques where some type of physical object or device is used e.g. object symbols, communication boards, books, wallets. Aided AAC is often divided into high technology and low/light technology or systems.

(Speech Pathology Australia AAC Position Paper, 2004)

AAC Approaches at Cranleigh

- Pragmatic Organisation Dynamic Display (PODD)
- Speech Generating Devices e.g. Proloquo2Go
- Aided Language Displays
- Key word Sign / AUSLAN

AAC At Cranleigh in Action

We strive towards every student with Complex Communication Needs having an AAC system and clear, consistently taught and modelled AAC goals. This whole-school focus is supported by the following professional commitments:

- every child will have an identified communication system
- every child will have an identified ‘yes’ and ‘no’ response
- every child will have access to an AAC system
- AAC systems will be used across the school
- every staff member will be equipped with a PODD, to model with

- staff are expected to be familiar with a range of pathways in PODD and to demonstrate how to use communication for a range of pragmatic functions, including commenting, questioning, requesting, continuing, cessation, negation and rejection.

Communicative Competence in AAC



Janice light (1989) identified four areas of communicative competence which all contribute towards communicative competence and autonomy for an AAC user.

Operational Competence

Skills in the technical production, operation and use of an AAC system.

Linguistic Competence

- Learning the language of the home and community (expressive and receptive)
- Learning symbols that represent vocabulary and the way vocabulary is organised in the AAC system
- Combining words into sentences
- Range of language functions (requesting, commenting, greeting, protesting, sharing information etc.)

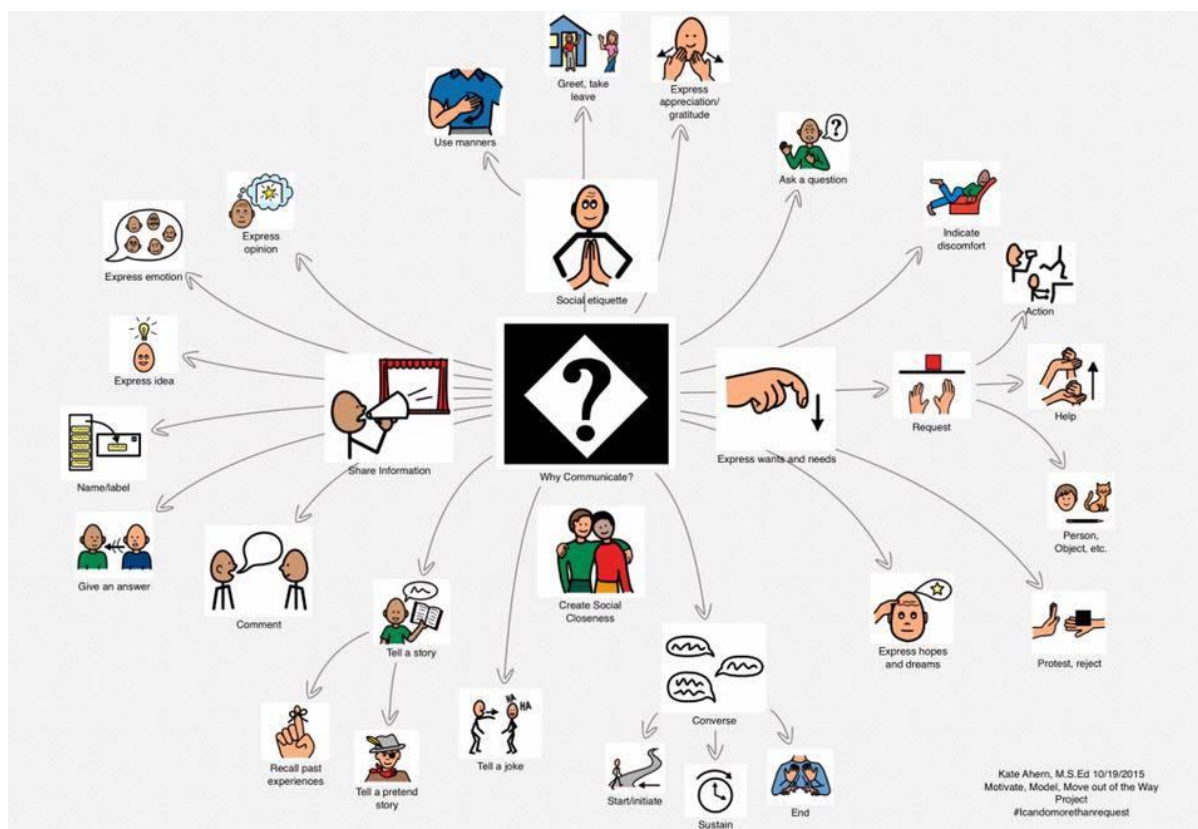
Social Competence

This related to sociolinguistic skills, such as skills in discourse, turn taking, initiation, responding, using a range of interaction functions to build social closeness.

Strategic Competence

Ability to use conversational repair strategies, such as clarification, maintaining a conversation, using compensatory strategies to ensure that they are understood. This also includes selecting the most appropriate vocabulary for their audience

Communication Functions



These communication functions cover the many different reasons why we communicate with each other. It's important to model and teach students all these different communication functions, as it's easy to get stuck on just expressing wants. The communication functions in this document are listed in roughly developmental order within their groups. However, there is no need to teach the functions in a strict order or require mastery of "earlier" skills before addressing "later" ones.

EXPRESSING NEEDS AND WANTS

| | |
|---------------------------------|--|
| Choice making | indicate a choice between options selected by someone else |
| Gaining attention | vocalizing, tapping on the shoulder |
| Requesting | Things - "I want ball" Actions - "I want a hug", "I want to go home" Recurrence - "I want more", "do it again" |
| Refusing, rejecting, protesting | "all done", "no" |

GETTING AND GIVING INFORMATION

| | |
|---|--|
| Simple commenting (joint attention) | "dog", "look", "pretty" |
| Express feelings | "happy", "I feel mad" |
| Asking for information | "when lunch", "where dad", "what that" |
| Discuss (make comments & give directions about what you are seeing & doing) | "put there", "give me", "get it and open" |
| Give opinions | "good", "I like it", "I think Donald Trump has silly hair" |
| Give descriptions | "big", "blue car", "I see big black white gray dog" |
| Talk about past events (could be using present tense) | "Yesterday I go Grandma" |
| Talk about future events (could be using present tense) | "I ride horse tomorrow" |
| Tell a story that really happened | "I went to Disneyland & ride cars" |
| Tell an imaginary story | "Rapunzel and Finn fly to Mars" |
| Plan | "Let's have party with pizza, coke, ice cream & friends" |
| Explain | "Johnny is sad because his Dad went away" |

SOCIAL INTERACTION

| | |
|------------------------------------|--|
| Greeting / saying goodbye | "hi", "bye", "see ya later alligator" |
| Simple politeness | "please", "thank you" |
| Conversational skills | Starting conversation - "want to talk to you" Setting topic - "my dog is sick" Continuing / Maintaining topic - "he won't eat" Changing topic - "I like cats" Non-obligatory turns - "that is not good" Ask partner-focused questions - "Do you have dog?" "How was your weekend?" Ending conversation - "See you later" |
| Tease / Flirt / Giving compliments | "You are silly", "I like your hair" |
| Tell jokes | "Knock knock", etc. |
| Negotiate | "If I eat two more carrots, can I have cookie?" |

AAC REPAIR STRATEGIES

| | |
|------------------------------|--|
| Give simple clarification | eg. just repeat what was already said |
| Ask for simple clarification | "What?" |
| Say it a different way | |
| Give clues | "It's about school. It hasn't happened yet." |
| Describe | "big blue truck broken" |
| Spelling | "It starts with T" |
| Beginning programming skills | "Please add to my device" |

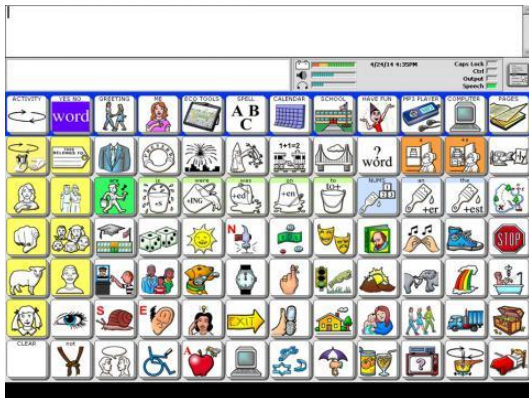
Language Acquisition Through Motor Planning (LAMP)



A therapy approach for speech generating AAC devices which use consistent motor plans to access vocabulary.

- Developed by John Halloran, Cindy Halloran and Mia Emerson
- LAMP imitates the neurological process associated with typical speech development by pairing a consistent motor movement with consistent auditory feedback and a visual response.
- 5 Components of LAMP - Readiness to learn; Joint engagement; Consistent and Unique Motor Patterns; Auditory Signal; Natural Consequences
- Approach has been made into several high-tech apps
- Can be purchased as an iPad app, or can be integrated on a dedicated device

Minspeak



Was developed in the early 1980's by linguist Dr Bruce Baker.

- The system was designed to have minimal keystrokes to access vocabulary - important for individuals with access difficulties.
- Minspeak utilises multi-meaning 'icons' to express a range of vocabulary options
- Icons can be combined in 2 or 3 part sequences in order to communicate a range of different ideas and functions
- Utilises a relatively small set of pictures (less than 100) and teaches the rules for combining those pictures in different sequences

Text To Speech Systems

Presently there are a range of these on the market such as Proloquo2go4text, Verbally and Predictable to name a few. They require an AAC user to have excellent literacy skills in order for them to be able to type a written message for the system to speak.

Eye Gaze systems

There are a range of systems which can be accessed via Eye gaze, either as a high tech or light tech system. These systems are usually prescribed for a person with complex communication needs who may have a range of physical difficulties which prevents them from using their hands to access a communication system.

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