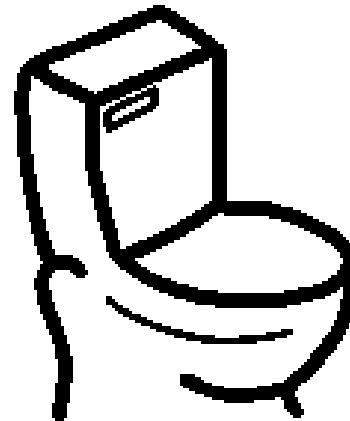
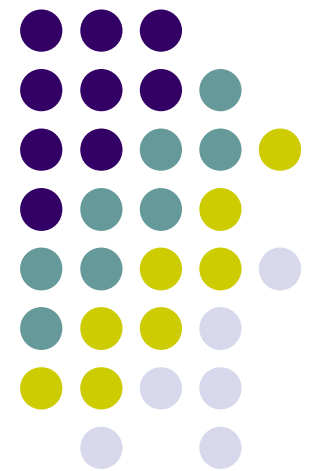
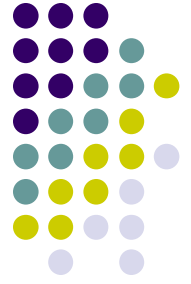


Beyond Eat Drink & Potty

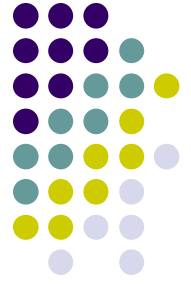
Vicki Clarke, MS CCC-SLP
Holly Schneider, MA CCC-SLP





Agenda

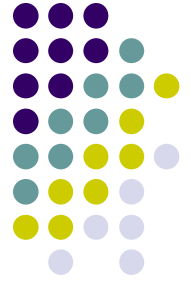
- Introduction to Levels of Communication Independence
- Introduction to Communicative Competence
- AAC Goal Grid
- Intervention Planning
- Q & A



- Dramatic Role Play!



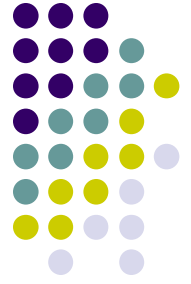
Let's Think...



- *So, why do we limit communication?!!*



The 3 Big “W”s!

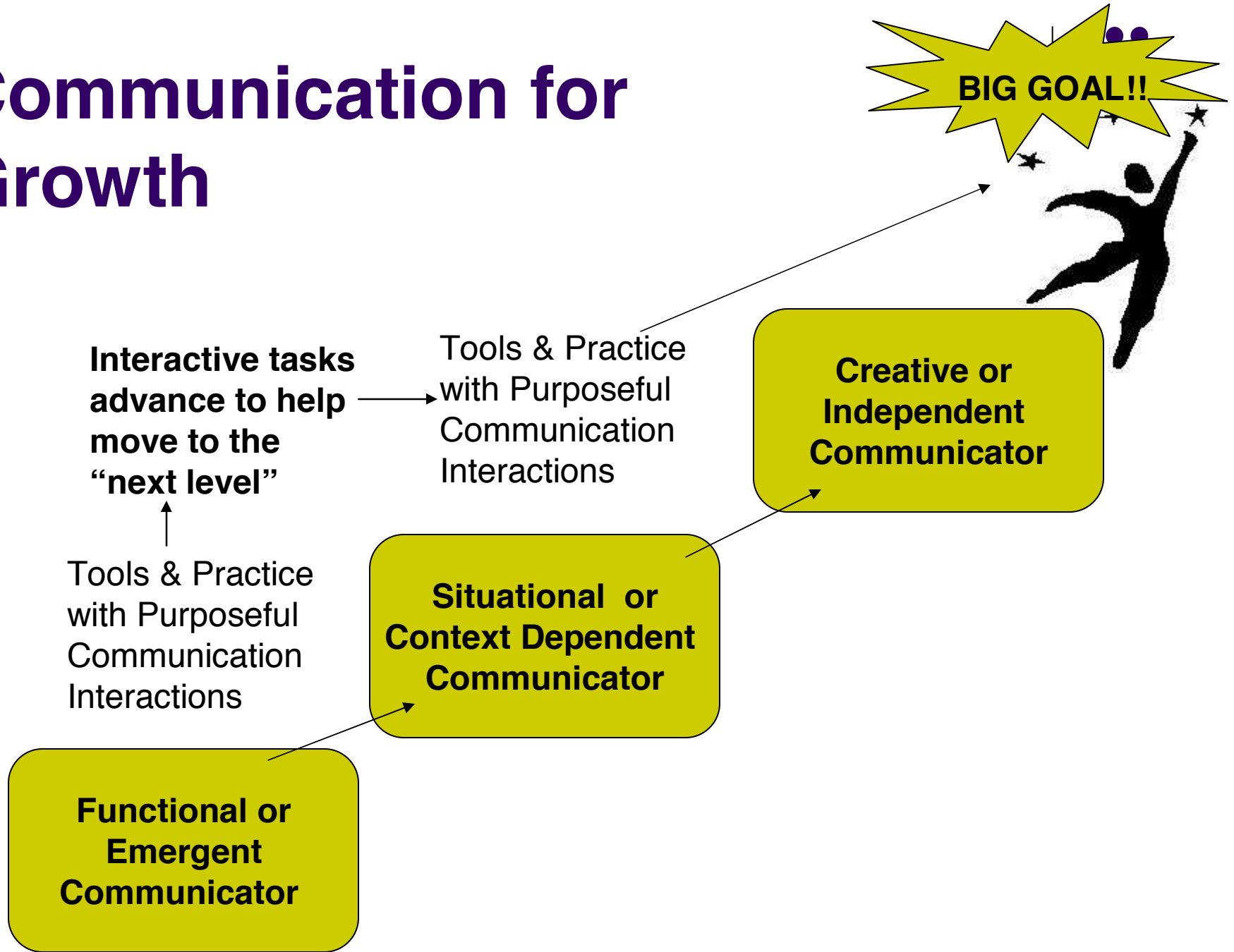


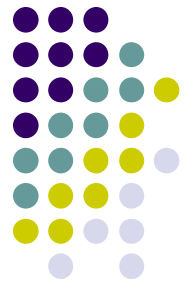
Whatever

Whenever

Whomever

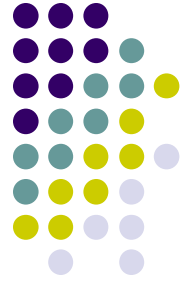
Communication for Growth





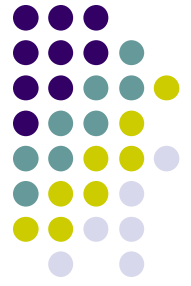
Where do I start?
What do I do next?
What tools do I need?



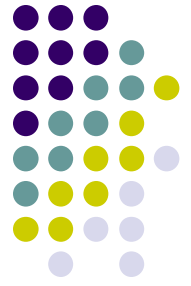


- Know at what level the AAC user is communicating as independently as possible.
 - Levels of Communication Independence (Dowden)
- Focus goals to achieve communicative competence.
 - Communicative Competencies (Light)
- Plan intervention for today & tomorrow goals.
 - Intervention Planning
 - Dynamic AAC Goal Grid

Introduction to Levels of Communication Independence



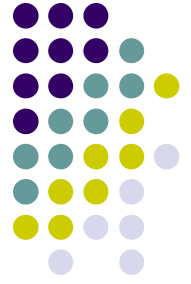
- To begin looking at successful communication at any level, we need to address two areas:
 - **Levels of Communication Independence**
 - **Communicative Competence**



● **Levels of Communication Independence**

- Respects the fact that individuals with complex communication needs fall on a broad spectrum.
- Uses characteristics of individuals with complex communication needs to determine placement on the continuum.
- Based on the idea that communicating **whatever**, **whenever**, and with **whomever** is “independence.”

Levels of Communication Independence



- **Functional (Emergent)**

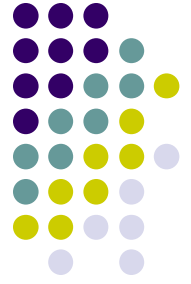
- Difficult to know if these individuals actually understand their communication partners.
- Limited purposeful communication, especially when symbols are involved
- Primarily uses non-symbolic strategies to communicate (gestures, body language, facial expressions, behavior).



- Focus on communicating functional information (basic to the situation).
- Social interactions are limited or just beginning to develop.
- Require assistance from the communication partner to narrow choices or provide other guidance.
- Communicates a limited number of messages in a small set of specific contexts or routines.

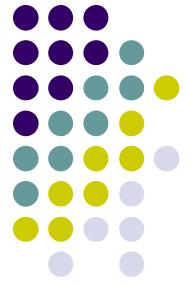


- Emergent does **NOT** equal “**beginner**”!
- An “Emerging” Communicator does not have a reliable method of expressive communication through **symbolic language**
 - Symbolic language allows us to talk BEYOND “here and now”
 - Non-symbolic (pointing, gestures) limits us to “here and now”

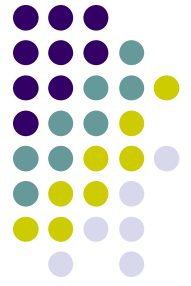


- “Emergent” does **NOT equal cognitive deficits!**
 - There are many stories of accomplished AAC users who were declared “mentally retarded” until someone gave them a means of communication
 - We may not know “why” they don’t have symbolic language until we succeed in developing it!

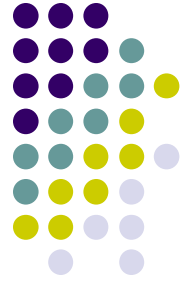
Levels of Communication Independence



- Situational (Context Dependent)
 - Understands simple and clear symbols.
 - Beginning to understand more abstract symbols.
 - Understand most communication about things that are present, but may misunderstand references to people, situations, and items that are not present.

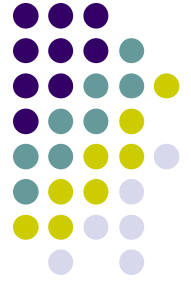


- May communicate effectively in a limited number of situations OR may communicate in a limited way across a variety of situations
- Overall ability to communicate effectively depends on the environment, topic, or communication partner.
- Has very limited ability to creatively combine symbols/words to create new messages.



- Participates in predictable conversational topics or routines but may have difficulty initiating or adding to the topic
- Increasing literacy skills is an important goal.

Levels of Communication Independence



- **Independent (Creative)**

- Understands communication in the same way as others his/her age.
- Able to talk about a broad range of age-appropriate subjects in flexible ways.
- Follows the linguistic rules appropriate for his/her age.



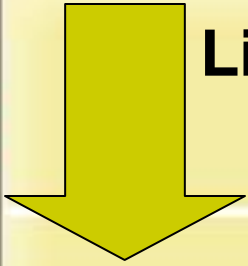
- Socially engaged at his/her age level.
- Writes and spells at or near age level.
- Able to combine single words, spelling, and phrases together to create novel messages about variety of subjects.

DYNAMOX
interAACT FRAMEWORK

EMERGENT ← **CONTEXT-DEPENDENT** → **INDEPENDENT**
FUNCTIONAL SITUATIONAL CREATIVE

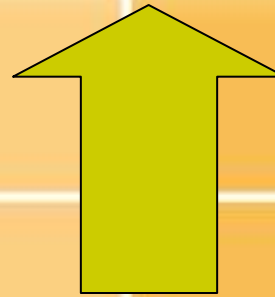
YOUNG CHILD
2-6

Life span



CHILD
7-13

Dynamic continuum



TEEN
14-21

YOUNG ADULT
22-50

ADULT
50+

LANGUAGE USE

LANGUAGE STRUCTURE

LANGUAGE USE

LANGUAGE STRUCTURE

LANGUAGE USE

LANGUAGE STRUCTURE

DYNAMOX
interAACT FRAMEWORK

EMERGENT ← **CONTEXT-DEPENDENT** → **INDEPENDENT**
 FUNCTIONAL SITUATIONAL CREATIVE

YOUNG CHILD
2-6

CHILD
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TEEN
14-21

YOUNG ADULT
22-50

ADULT
50+



	EMERGENT FUNCTIONAL	CONTEXT-DEPENDENT SITUATIONAL	INDEPENDENT CREATIVE
YOUNG CHILD 2-6			
CHILD 7-13			
TEEN 14-21			
YOUNG ADULT 22-50			
ADULT 50+			

LANGUAGE USE
LANGUAGE STRUCTURE

LANGUAGE USE
LANGUAGE STRUCTURE

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LANGUAGE USE
LANGUAGE STRUCTURE

Introduction to Communicative Competence



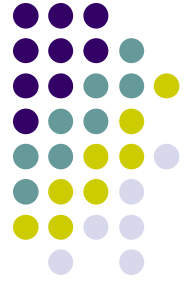
- To begin looking at successful communication at any level, we need to address two areas:

- **Levels of Communication Independence**
- **Communicative Competence**



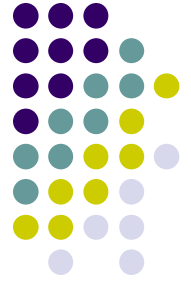


- Communicative Competence (Light, 1989)
 - The ability to communicate functionally in natural environments to meet daily communication needs.
 - **DOES NOT** infer full mastery of communication skills. Nor does it infer that I'm competent in all environments. It implies **achievement of an adequate level of communication to meet the demands of the situation.**



- *Communicative competence is NOT inherent!*

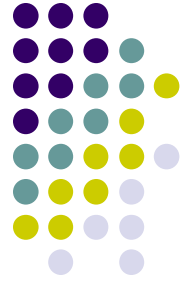
The 3 Big “W”s!



Whatever
Whenever
Whomever

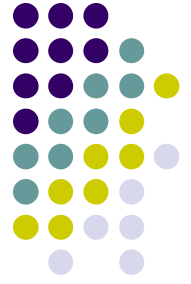


What do we mean by “interaction”?



- Purposes of Communication Interactions
 1. Needs and wants
 2. Information Transfer
 3. Social Closeness
 4. Social Etiquette
 5. Self Talk

Beukelman & Mirenda (1992);
Light(1989)



- At the ***very least***, an interaction using an AAC system includes:
 - Initiating a topic
 - Maintaining a topic (answering or asking questions, acknowledging and/or commenting)
 - Repairing communication breakdowns
 - Terminate the conversation appropriately



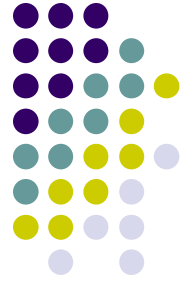
- What does being a competent communicator mean to the **AAC user**?

Whatever

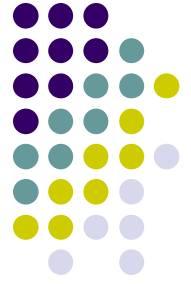
Whenever

Whomever

Goals for Communicative Competence



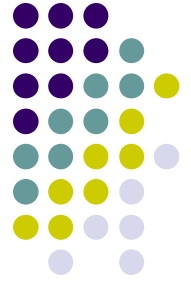
- **Goals** for communicative competence can be divided into four components:
 - Operational competency
 - Linguistic competency
 - Social competency
 - Strategic competency



Operational Competency:

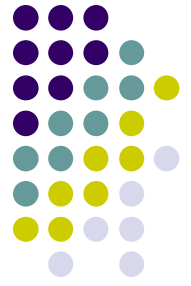
- The ability of the AAC user to operate and maintain their communication system to the greatest extent possible.
- Technical skills for accurate, efficient, and appropriate use.
 - Examples:
 - Skills to produce hand shapes and movements to produce signs or gestures.
 - Skills to use a head pointer to point to items on a communication board.
 - Skills to use a single switch for row-column scanning.
 - Awareness of low battery and skills for recharging or alerting someone else to assist.

Linguistic Competency:

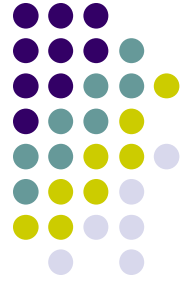


- The ability to learn and apply vocabulary and grammatical rules.
- Linguistic codes unique to one's AAC system
- Receptive and expressive skills in the native language of the family and broader community.
- Examples:
 - Comprehension of spoken language.
 - Understanding the symbols on the AAC system itself.
 - Ability to combine words/symbols to create phrases and sentences.

Social Competency:



- Adhering to the social rules that govern interaction with others.
- Discourse strategies
- Knowledge and application of social rules relating to interpersonal dynamics.
 - When to speak, when not to, and what to talk about, with whom, where, when and in what manner
 - Knowing when an intended communication partner has time to talk

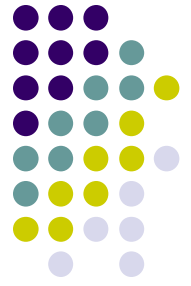


- Social Competency

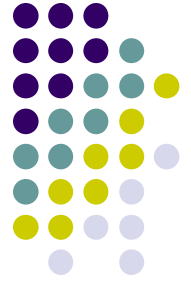
- Examples:

- Skills for initiation, maintenance, turn taking and termination of interactions.
- Skills for knowing how to put communication partners at ease and actively participating in a conversation.
- Skills to express a full range of communicative functions.

Strategic Competency:



- The ability to prevent or repair communication breakdowns effectively.
- Skills to overcome functional limitations of communication:
 - Speed, lack of prosody, unfamiliarity of communication partners
- Strategies to “make the best of what they **do know** and what they **can do**” (Light, 1996).

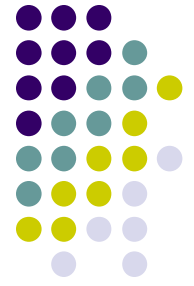


- Strategic Competency

- Examples:

- Introduction strategy for unfamiliar communication partners.
- Communication breakdown plan.
 - “Start Over” or “That’s Not Right” strategies
- Rate Enhancement strategies.
 - Telegraphic
- Conversational control statements.
 - Elaborate or simple (“Yeah”, “uh-huh”, “Wait”)

Introduction to Communicative Competence

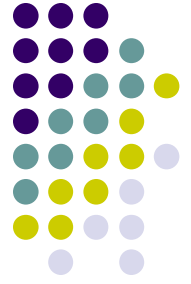


- To begin looking at successful communication at any level, we need to address two areas:

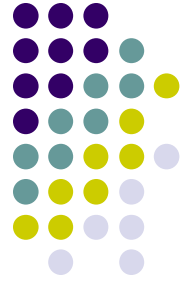
- **Levels of Communication Independence**
- **Communicative Competence**



Today and Tomorrow Goals

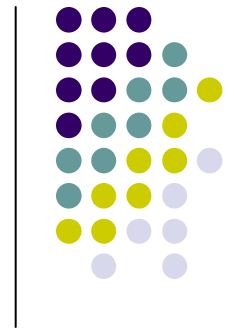


- “Today” goals
 - Should meet the individual’s immediate communication needs & match current capabilities and constraints
- “Tomorrow” goals
 - Based on projections of future opportunities, needs, constraints & capabilities resulting from instruction.

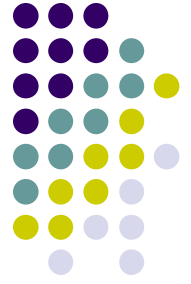


Dynamic AAC Goal Grid

- Integration of:
 - The Levels of Communication Independence
 - Four Areas of Communicative Competencies
- Goal of AAC Grid:
 - ***Determine the characteristics of the augmented communicator today***
 - ***Determine “Today” and “Tomorrow” goals to achieve successful communication as independently as possible***
 - ***Whatever, Whenever, Whomever!***



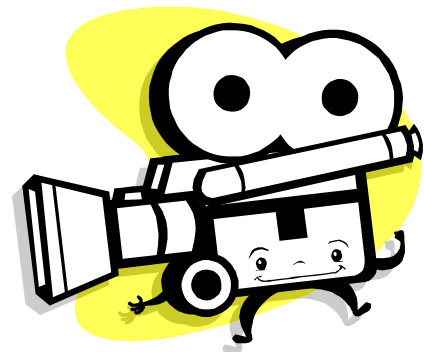
- How do I use it?

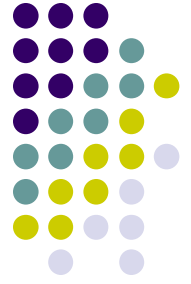


Strategic Competency

- Communication Breakdown Strategies:
 - Susan tries to tell her friend what she did over the weekend.
 - Susan says “movie” and spells “fire” on device (*multi-modal strategy*). Friend doesn’t understand message.
 - Susan retrieves “man dress woman funny” (*simplification or telegraphic strategy*). Friend – not yet.
 - Susan provides “name Robn” (*abbreviation strategy*).

Mrs. Doubtfire!



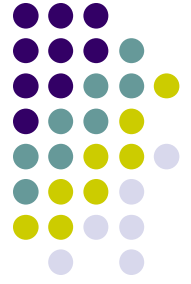


- **Strategic High Tech Goals**

- When his communication partner says “I don’t understand,” _____ will repair communication using communication device in 80% of opportunities.
- _____ will prevent communication breakdowns by independently presenting an introduction message which instructs the communication partner how to participate with her/him 3/5 opportunities.

- **Strategic Low Tech Goals**

- _____ will imitate model to segment message with 100% accuracy when communication breakdowns occur using system.



Operational Competency

- High Tech Goals

- _____ will independently program new vocabulary and information into the device as appropriate for academic curriculum 80% of the time.

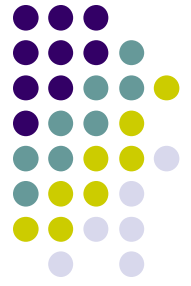
- Mid/High Tech Goals

- _____ will retrieve system, bring it to activity, and independently turn it on without prompting on a daily basis.

- Low Tech Goals

- _____ will independently turn pages in the communication book to locate vocabulary as appropriate to the current topic 90% of the time.

Linguistic Competency



- High Tech Goals

- _____ will sequence at least three single words (subject + verb + object) to respond to questions and participate in activities in 80% of opportunities.

- Low Tech Goals

- _____ will sequence at least three single words (subject + verb + object) to respond to questions and participate in activities in 80% of opportunities.

Social Competency



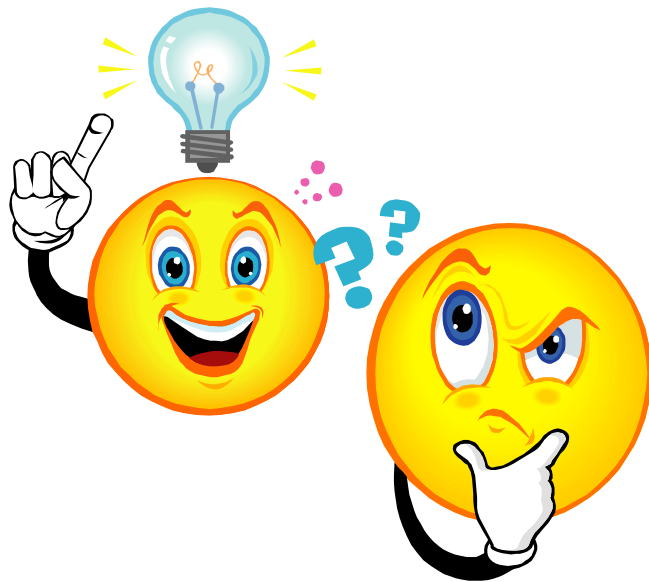
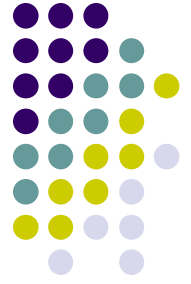
- High Tech Goals

- _____ will initiate a conversation and maintain for 3 turns in 4/5 opportunities.
- _____ will acknowledge speaker during a conversation using system by independently inserting fillers such as “I agree”, “that’s cool” or “uh-huh”, in the appropriate place 80% of the time.

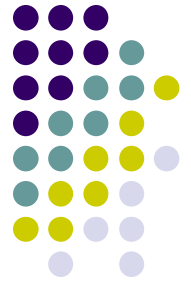
- Low Tech Goals

- _____ will use communication book to request assistance from adults in the school environment (e.g., librarian, lunch helper, computer lab staff) in 4/5 opportunities.

Just Do It!



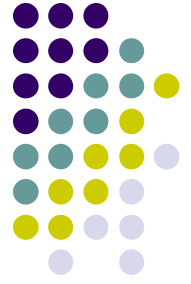
Savannah Shops



- What level of communication independence?
- What strategic competency is Savannah using?
- What social competency?
- What linguistic competency?
- What operational competency?



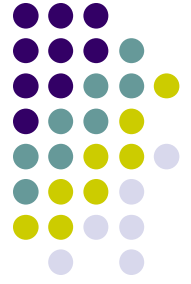
Garrison (Partner Assisted Scanning)



- What level of communication independence?
- What competencies is he working on and/or being introduced to?



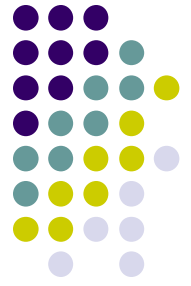
Philip



- What level of communication independence?
- What competencies is he working on and/or being introduced to?



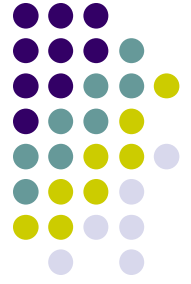
Chad at Burger King



- What level of communication independence?
- What competencies is he working on and/or being introduced to?
- Does he fall in the same level for all competencies?



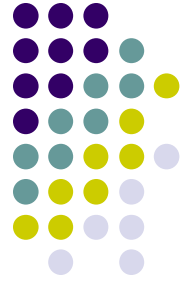
Damon Chatting



- What level of communication independence?
- What competencies is he working on and/or being introduced to?



Lauren Picks



- What level of communication independence?
- What competencies is she working on and/or being introduced to?

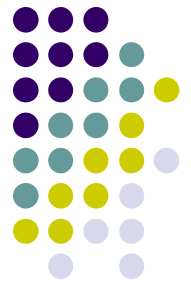


Brittany Celebrates

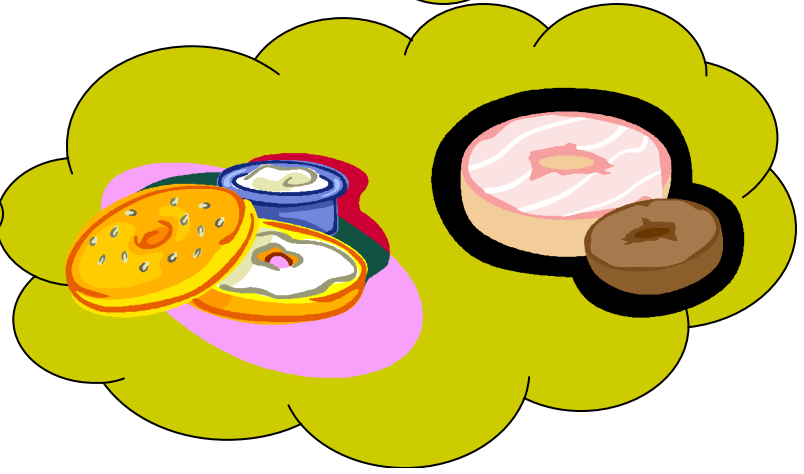


- What level of communication independence?
- What competencies is she working on and/or being introduced to?



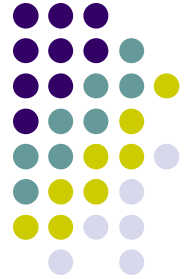


Where do I start?
What do I do next?
What tools do I need?



???

Intervention Planning Tool



- [Intervention Planning Tool](#)



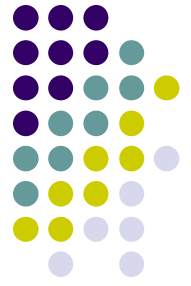
- “The silence of speechlessness is never golden. We all need to **communicate** and **connect** with each other – not just in one way, but in as many ways as possible. It is a **human need**, a basic **human right**. And much more than this, it is a basic **human power**”.

(B. Williams, 2000 – *Speaking Up & Spelling it out: Personal essays on AAC*)



Questions & Discussion

- Vicki Clarke, MS CCC-SLP
 - mydynamictherapy@bellsouth.net
- Holly Schneider, MA CCC-SLP
 - holly.schneider@dynavoxtech.com



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