

# Achieving Authentic Communication: An Implementation Tool Kit

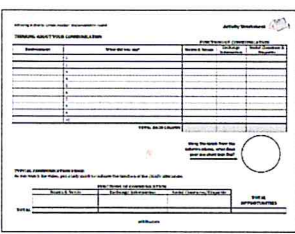
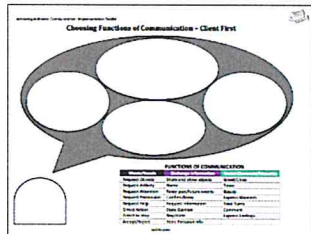




## Agenda

- Communication
  - Authentic Communication
  - Functions of Communication
  - Communication Partners
  - Environments
- Creating Communication Opportunities
- Other Tips and Tools

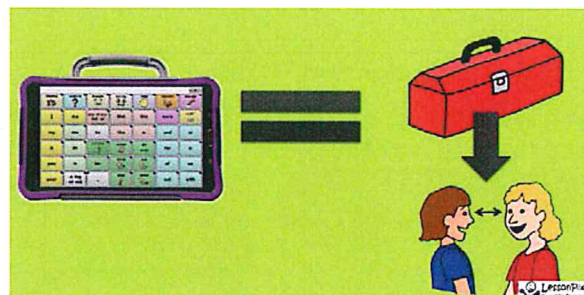
Authentic  
Communication  
"Real or Genuine"

## Handouts- Your "Toolbox"

<p>1. Activity Worksheet</p> 	<p>2. Choosing Functions of Communication</p> 	<p>3. Choosing Vocab Activity First</p> 	<p>4. Look Plan Do</p> 
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## Authentic Communication

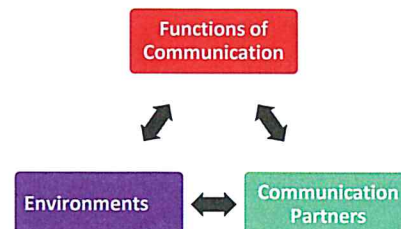
- Communication is about the people.
- It is NOT about the technology.
- Technology is the tool.
- People and interactions need to be our focus.



## What is Communication?

Two way process

- Functions- purpose of communicating.
- Environment- how and where we communicate.
- Communication Partners- anyone with whom a person using AAC may interact.

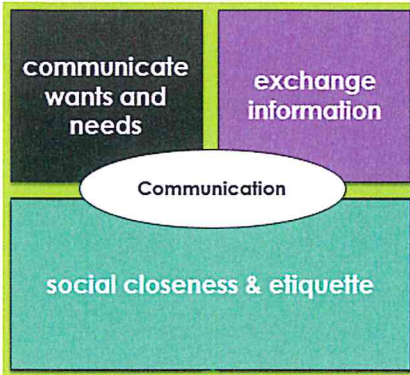


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## Functions of Communication

Reason we communicate



- \* Build relationships
- \* Learn
- \* Share
- \* Manage
- \* Participate

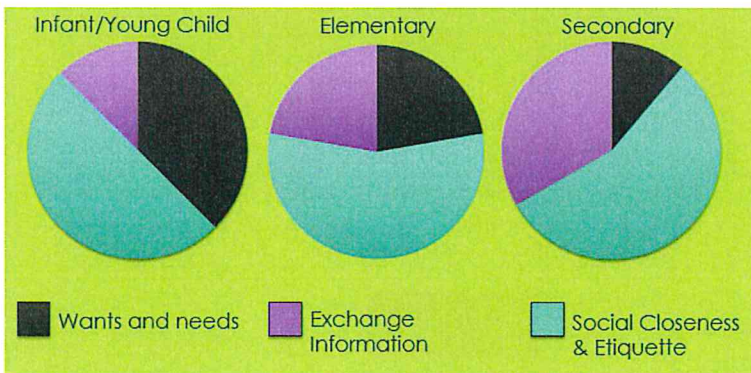
### Functions of Communication

Wants/Needs	Exchange Information	Social Closeness/ Etiquette
Request Objects	Share and Show Objects	Greet/ Close
Request Activity	Name	Tease
Request Attention	Relay Past/ Future Events	Gossip
Request Permission	Confirm/ Deny	Express Manners
Request Help	Request Information	Take Turns
Direct Action	State Opinion	Comment
Direct to Stop	Negotiate	Express Feelings
Accept/ Reject	State Personal Info	



**ToolBox\*\*Activity Worksheet\*\***

### Functions of Communication Over Time



Cumley (2001), Light (1988, 1997, 2005)

Notes



**ToolBox\*\* Choosing Functions of Communication\*\***



# Achieving Authentic Communication:

## An Implementation Tool Kit

### Environments

How and Where

- **WHO** is communicating?
- **WHAT** is happening?
  - What is heard
  - What is seen
  - What is felt
- **WHERE** are things located?
  - The device
  - The AAC user
  - The communication partner(s)
  - The objects



What can we adjust?

Notes:

### Communication Partners

Who is interacting?

- 8 of 10 most frequently reported reasons for device abandonment were related to partner training and support issues. (Johnson, Inglebret, Jones & Ray, 2006)
- The role of communication partners is crucial for achieving positive outcomes for people who use AAC. (Bech, Bain & Vass, 2008)

#### Communication Partner Roles:

- Assist in operational components
- Advocate
- Establish Goals
- Identify Barriers
- Monitor Progress
- Communicate/Interact
- Model – using same modality
  - Know the vocabulary organization
- Create Opportunities

#### Excellent Resources (there are many, many more!)



<https://saltillo.com/implementation>



<http://practicalaac.org/>



<https://www.pinterest.com/>

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## Modeling Notes:

Speak the same language

What do I model?



What can I use to model?

**Creating Communication Opportunities -  
AUTHENTIC**  
Motivating-Meaningful-Age Appropriate

Communication partners arrange the environment to help communication happen

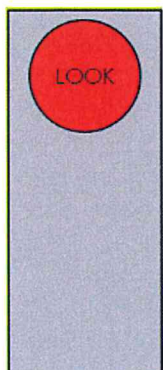
Why create opportunities?

- AAC users often have fewer opportunities.
- More likely to communicate if they have a reason and opportunity
- Typical opportunities have focused on requesting, labeling- **WE CAN CHANGE THIS by creating opportunities.**
- Create opportunities through planning



ToolBox\*\* **Look Plan Do** \*\*

The form is titled 'CREATING COMMUNICATION OPPORTUNITIES'. It has three main sections: 'LOOK at the environment', 'PLAN for the opportunities', and 'DO (communicator part)'. Each section has a set of lines for notes and a small table for tracking.



**Look** at the environment

\***WHO** is communicating?

\***WHAT** is already happening? (step by step)

1. Teacher announces snack.
2. Students wash hands.
3. Students sit down.

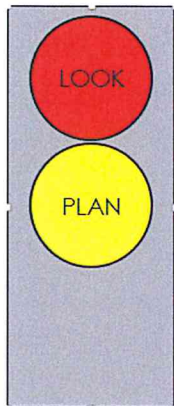
\***WHERE** are things located?

- ✓ Device
- ✓ Communication Partner
- ✓ Materials/items client needs/wants



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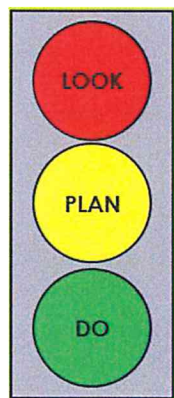
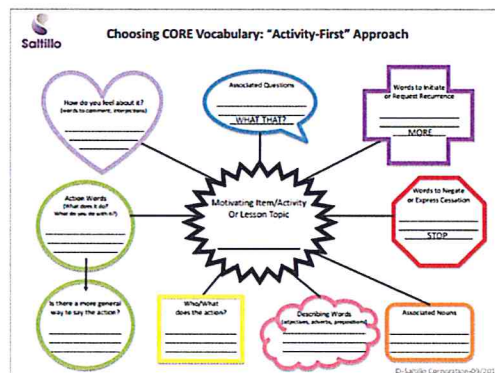


**Plan** for opportunities by:

- \*Modifying the environment.
  - \*Move things out of the way
  - \*Put materials in an opaque bag
  - \*Have things up on a shelf
  - \*Only give a small amount
  - \*Set it up so client needs help
  - \*Involve peers
  - \***WAIT** and look expectantly



**ToolBox\*\* Choosing CORE Vocabulary\*\***  
Try this to help plan your activity



**DO:** help client communicate

- \*Know the vocabulary
- \*Model the vocabulary
- \*Provide feedback

### Other Tools and Tips

Chat Editor- Button Capture

Free download <https://saltillo.com/products#chat-editor>

Great for creating many types of supports

- \*Add button sequences to stories
- \*Visual supports in the room

Two webinars about Chat Editor

<https://saltillo.com/webinars>



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## Questions/Discussion/Reflections

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