

>> Hi everybody who's jumping on right now, thanks for joining.

This is Bridging the Gap Before an SGD Arrives: Ideas to Support Communication Partners.

For anyone that's jumping on right now, welcome.

We're just going to get started in just a minute here,

I've just have a couple of housekeeping introduction things to get started with.

First, everyone can just join as they come on.

I'm super excited to be here with you today.

My apologies in advance if it sounds like my voice is giving out a little bit here.

I do have an AAC device with me if I need it for backup,

so you should be good to go.

I think I'm going to turn off my webcam here just so everybody can focus on the slides.

Let's go ahead and get started.

I'm going to share a little bit of background about who I am before we jump in.

My name is Eliza Smith and I live in the greater Seattle area in Washington State.

I'm a speech pathologist.

I joined PRC-Salttillo about two years ago now.

Prior to that, I worked in pediatric outpatient clinics and rehab hospitals where I served on a multi-disciplinary AAC eval and implementation team.

Now I have the opportunity to serve Washington and the Coeur d'Alene area of Idaho as the consultant for PRC and Salttillo.

Just a couple of disclosures here to share.

I do want to mention that while we will be discussing strategies that would be beneficial when implementing any high-tech AAC system, the products, and the apps, and the communication boards that I'm going to show today are exclusively from PRC-Salttillo.

I also want to mention that I am a PRC-Salttillo employee-owner,
and my non-financial disclosures are that I'm a WSLHA member here in Washington,
[inaudible 00:02:16] state organization, and an ASHA member,
and I'm also an ASHA Sig 12 member.

Now that I've shared who I am,

I'd love to hear what your role is on your team before we get started.

If you could type it right into the questions window,

I'd love to hear if we have some speech therapists here today,
school or private practice speech therapists, OTs, teachers.

A lot of speech therapists.

Speech therapy grad students, hi.

AT specialists, SLP in the schools, wonderful.

Lot's of SLPs.

With Albuquerque Public Schools too, wow, that's great.

I used to live in New Mexico.

Wonderful. A lot of SLPAs, great.

AAC specialists.

One more follow-up question for you for the speech therapists that are here today,

I'm curious to know are you the SLP that is typically doing the AAC evaluation,

or do you refer to another evaluating speech therapist?

I'll ask this in a yes-no question so it's a little bit

easier to answer in the questions window.

Are you doing the AAC evaluation?

You can write a Y for yes or an N for no.

[NOISE] We have a mix of yes and nos.

It seems about 50/50.

Great. That'll be helpful.

I'll do my best to tailor what we're going to be talking about today based on the folks that have joined and then whether you are doing your AAC evaluation. A lot of times we'll be working with children who have already had the speech therapy AAC evaluation completed, and so we'll talk specifically about those cases too.

[NOISE] Today we're going to start off by touching on some of the barriers to success the teams encounter as they're waiting for their high-tech AAC devices to arrive. We'll address some solutions to these barriers and then outline specific ways we can use low-tech supports and something called device companion software programs as tools to support communication partners both before and after a high-tech device arrives.

By the end of the hour, my goal is for you to be able to describe the benefits of introducing these supplemental systems prior to receiving a device and after implementing a device to ultimately support AAC use in everyday contexts for your clients, whether that's at home or at school or within the community.

It sounded like we have a bunch of SLPs from the school districts here, which is great, so we'll talk specifically about that.

If you do have questions as we go along, go ahead and type them into the questions window.

I'll do my best to periodically check that window throughout, but then I'll make sure to revisit all of the questions at the end of the hour if I miss any as we go along.

There is a handout included with this presentation and it's essentially a list of curated resources

that it will support you in
your AAC implementation journey if you
choose to use any of the strategies that we're going to talk about today.
I'll reference these resources as they come up during the hour,
and I want you to know there is that handout
attached with this presentation and I believe Becky had also
[inaudible 00:06:20] out ahead of time [inaudible 00:06:26].
Now that we've reviewed what we are going to cover today,
I did also want to mention since this is only an hour-long session,
we don't have enough time today, unfortunately,
to dive into the specifics of how to use and download,
install, and set up
these companion software programs that we're going to talk about today.
But there are separate recorded webinars.
There's actually live classes and then available
recorded webinars that I've done all of those things for you.
So I've listed them here on the screen but they're also in your handout,
and the QR codes to get to those resources are also in your handout.
If you need additional help learning more about
these programs after you get a sneak peek of them today,
you can take a look at those resources or, of course,
you can always contact me with specific questions and I'll follow up.
I'll make sure to have my email on the last slide too,
but it's also in your handout. Here we go.
Let's jump in and set the stage here.
We are going to pretend that you are part of a team in which
your client or your student recently

completed an AAC evaluation with their speech therapist.

Perhaps you're at the school and you are not the SLP that completed this AAC evaluation.

The speech therapist is recommending

a speech-generating device with a specific language system in mind.

For example, perhaps the SLP recommended NovaChat 8 with

WordPower 60 Basic or maybe an Accent 1000 with Unity 84 Sequenced.

Next, the speech therapist completes

the needed paperwork and then initiates

the funding process and submits a funding packet to the AAC device company,

who will then submit it to the insurance provider on the client's behalf.

I'm hoping this is a familiar situation; the eval happens,

the speech therapists get the paperwork together and then submit their funding packet.

[NOISE] But you are a member on

this team and we need to know what's going to happen next.

I want to know what are you immediately thinking about?

What are questions that you might have as another member on

this team who didn't complete the AAC evaluation yourself?

If you're thinking about any questions,

feel free to join them in the questions window,

and I'm going to start us off here.

Some questions I'm automatically wondering if I didn't do the evaluation myself,

what is the recommended device that that speech therapist have recommended?

Maybe not just what is the recommended device but what is that device look like?

What language system is going to be on there?

Maybe I'm wondering about the timeline,

so how long is it going to be until we have that device in our hands?

Depending on how long it's going to take to get this device,
what do I do in the meantime?

[LAUGHTER] What should we be working on? I love that.

A question that came through,

how many buttons are going to be on the grid?

That's a great question to ask.

What AAC features does the student need?

Wonderful question to ask.

Maybe I want to know what am I going to do with this device when it gets here?

Depending on what my familiarity and comfort level is with AAC,

do I know what to do before and after it gets here?

What's the access method look like?

You guys are asking great questions.

I'm also thinking how do I help support the family,

especially if I'm the school-based SLP?

We're still doing some virtual learning across the country right now,

how do I help support this family with a new device? I love that.

Somebody mentioned, what about some low-tech systems to use in the meantime,
what can we do right now? That's a great question.

I threw this in at the end.

I might also be thinking my schedule is already packed,

[LAUGHTER] what and how am I going to

help support this team and in what ways can I be most

efficient in supporting this team when we are

all busier than ever in our new virtual world?

I think what this shows is once that AAC evaluation is completed,

there's still a lot of what-ifs and questions that happen immediately right after.

[NOISE]

These thoughts, all of these questions,
they have some overarching themes.

Many of these can fall into funding,
time or knowledge and skill barriers.

Let's tease these out,

so we can come up with some ideas to help with these barriers.

Let's start with funding and time barriers.

These are often very much intertwined.

After a speech therapist submits the funding paperwork for a speech generating device,

what does the rest of the team do during this next period?

I know this part from experience because it has happened to me.

We wait, while we do other things,

but we certainly are waiting.

The time from the original evaluation to

the time the client has their own device in hand,

can span several months,

if not longer, depending on a wide variety of factors.

There can be a lot of waiting and a lot of variability based on

the requirements and processing times of different funding sources.

Sometimes we're at the mercy of funding sources in this case.

Generally there's just a lot of moving parts in this area of the process.

So in addition to this waiting period,

the time barriers can also relate to the time available from team members to dedicate

to learning this new high-tech system

and also then supporting the user of the device once they have it.

Like we just mentioned, everyone's busier than ever in our virtual world now.

We have to figure out ways to support our clients who are getting new devices and make the most of the time that the team has.

Hopefully, when the hour is over you'll have a better idea of how to go about doing that.

Some practical strategies and ideas for that.

The knowledge and skill barriers here relate to the possibility that there may be limited team knowledge and comfort working with this specific AAC system and in knowing how to support the client after the device arrives.

Even if that's not necessarily you as the speech therapists, perhaps the OT or the teacher, perhaps the parents have never heard of this system before.

The time before the device arrives can be a really critical time to help support the team and communication partners in understanding this new system and how it's going to play a role in therapy in the whole therapy process moving forward no matter what setting you're working in.

This can really be productive time to work on, to work with the child's team, and then to lay some crucial groundwork for supporting communication and language now and in the future.

We're constantly thinking about what can we do right now and how is that going to support later on.

I said now and in the future, we know that ongoing support is critical for successful device implementation.

This idea relates back to that finding the appropriate devices,

the first step in the journey to successful AAC implementation.

The other point to keep in mind here is that the device itself or the technology is really just a tool to support communication and language development.

We know this now.

This is becoming more of an accepted point in our field.

But I love this quote by Dr. Janice Light.

She said, "Technology use is not the end goal."

In fact, technology use has no inherent value in and of itself.

It is communication, not technology use, that is the essence of human life.

It helps to center us, even though this is a presentation about AAC technology,

I like keeping that in mind that the goal is really never to learn, the technology itself.

It's to learn and use language, know this as speech therapists.

This is another point I like to keep in mind too, and especially as we talk today because I use this term communication partners quite a bit.

We know our clients need support in learning to use this new tool that they're getting to facilitate their communication and language growth.

But communication partners also need support and learning how to use this new tool.

Remember communication partners are really anyone involved, anyone who's going to be communicating with the person who's using the AAC system.

That's immediate members of the team,

like occupational therapists, paraprofessionals, teachers, parents, but it's also people like bus drivers.

Sorry, question coming through.

Dr. Janice Light was the author of the quote that I just read.

Thank you for checking with that.

I want to briefly touch on the crucial role that communication partners play in implementation here.

The following evidence-based strategies have been proven to facilitate successful AAC implementation.

We know that use of aided language input, or otherwise known as modeling, is proven effective.

We know modeling is when communication partners use the AAC system as they're verbally communicating with the goal of teaching language.

We know that providing contingent responses, expanding communication, using expected delay, using open-ended questions.

These are all strategies that facilitate implementation for AAC.

If you want to dive deeper into what these strategies are and how to use them, the specifics of how,

PRC and Saltillo have have implementation based trainings on their websites that you can reference.

If we have time at the end,

I'll point you in the direction of where those are too.

For the purposes of the presentation today,

we know that these strategies are helpful.

We're not going to dive deep into how to do them or more in detail about what they are.

But I want to focus on how to support

other members of the team to understand and use these strategies in meaningful contexts.

What tools do you have as the speech therapist to help support the rest of the team?

Then furthermore, how do we do this all without a device present?

Because remember, we're waiting for the device right now.

How do we do this without the device?

Not just that actually,

but now more than ever,

teams need a way to connect and coach both virtually and in person.

How do we do this, via tele therapy and via virtual learning?

Teams and the individual who will be

using a device are often separated in our virtual world now,

so we need practical strategies and tools that can support communication partners

in-person and remotely and then

both before the device arrives and after the device arrives.

One of the strategies we just mentioned was modeling.

What can we use to model if we don't have the clients device yet?

Even when we do have the device eventually,

usually there's only one device and that's with the client or the student who's using it,

and the support staff need away to model robust language.

In this current scenario,

we're assuming no one has the device yet.

We're going to talk about how low tech options

and how companion software programs can help

support communication partners for modeling both in-person and remotely.

Both PRC and Saltillo have free online resources where you

can access and print low tech supports for their language systems.

On the Saltillo website at the chat corner,
is where you'll find flip books.

There's word power flip books,

as well as a personal communication boards and poster sized communication boards.

These can be used right away to begin instructing your teams about modeling core words using the language system that will be on the client's communication device.

In order to pick the manual communication board that will match the device, you would need to know what language system or some people call them vocabulary files,

that were recommended at the AAC evaluation.

If you weren't the SLP who completed the evaluation,

you could get in touch with that evaluating

SLP to find out more information about that first.

One more note. Keep in mind,

if you're using these communication boards that are pre-made,

since these aren't customized boards,

they might look different from the exact vocabulary file

that was recommended in the AAC evaluation.

But that's okay.

The goal here really is to give access to language as

soon as possible so the team can start modeling and using it with the client.

The link and the QR code for these low tech supports that are on the Saltillo website, that is in your handout,

but there's also a QR code on the screen there if you want to get to it right away.

Then PRC's low-tech communication supports can be found on

the AAC language lab under resources,

there's a tab at the top for resources,
and then you can click on manual boards.

The link and the QR code for those is available in your handout too.

I will mention the AAC Language Lab is an annual subscription of 19.95 per year,
but these manual boards are part of,
you can get to those without the subscription.

I do still recommend the subscription is wonderful,
it gives you full access to the whole plethora of resources on the site,
but you can still access those manual boards without subscription.

Then in addition to these communication boards,
there are often Companion Software programs.

Some people call these emulation software programs
that correspond with the recommended device.

This software directly can address
two potential barriers to successful device implementation.

One being communication partner knowledge about the AAC vocabulary system
itself,

and then thinking about how do we incorporate this system into daily life.

We're going to talk about the Companion Software programs from PRC-Salttillo,
and how they can be used as another way to model and
to help support solutions against those barriers.

But if another device is on its way from a different company,

I would encourage you to reach out to that company and find out
more information if they have

a companion device program like the ones we'll look at today.

Before we dive into how,

let's talk about what this is and where to find it.

The Companion Software is a free download and it allows you to run the various language configurations that are found on PRC-Salttillo devices without having the device itself.

Salttillo software is called Chat Editor and PRC has PASS and Empower.

We'll talk about both of those briefly in a minute.

From these Companion Software programs,

you can set them up to show different language systems or vocab files.

For example, I could set up my Chat Editor with

WordPower 42 Basic or I could set up my PASS software with LAMP Words for Life full.

You could set them up with the same language system that is going to be on your student's device.

At this point, these can only be downloaded to

a Windows computer or to a Mac that's running Windows emulation software.

It won't run, unfortunately,

on a Chromebook or on a Mac that doesn't have the Windows emulation software.

It also won't run on an iPad or another non-Windows tablet.

Then a quick note about speech output on these programs.

In case you're wondering,

do these programs have the speech output, the voice?

For PASS, when you download it,

you have speech output for the first 90 days,

but after 90 days,

the voice will stop.

When the PASS software is first downloaded,

you'll be asked if you want to activate the voice.

Makes sure if it's your IT team at your school who downloads the PASS software for you,

that they put your e-mail in here because
you'll get an e-mail to activate that 90-day voice trial.

After the 90 days the voice goes away,
but you can still use the rest of the features for free forever.

Then for Chat Editor,
the speech output is initially disabled,
so you don't have speech output right away.

But if you connect a Saltillo device like
a NovaChat or an iPad with TouchChat app to your computer,
this will turn on the voice output,
so you'll have speech.

But keep in mind, even without the voice for both of these programs,
they can still be extremely helpful as you get started.

Chat Editor, it can be downloaded from the Saltillo website.

There are links for that download in your handout and
a QR code here on the screen to get you to that site that you can download it from.

Then for PRC, we mentioned there's the two different companion software programs
for PRC.

The PASS software is at the top of the screen.

This is for devices running new voice software,
which it has a familiar in an original toolbox.

If you're using a device that has a toolbox that looks like
the yellow buttons on the left and the different multicolored buttons,
you are going to want to download PASS,
so that it matches.

An Empower is the newer,
updated software that has a bit more of a user-friendly toolbox.

You can see that one on the bottom part of your screen.

If your device is going to be using Empower,
you're going to want to download that one.

For the purposes of this presentation,
we're going to stick with new voice, the PASS software,
because it has a few features in particular that can be really
helpful in supporting teams when creating visual supports.

But in general though,
if you're going to need to transfer a vocabulary file,
we'll talk about that in a bit,
you're going to want to use the software that the client's device will be using.
That's a good rule of thumb.

Again, both the PASS software and Empower demo can be found
on the PRC website and the link is in your handout too,
the QR codes are in the screen.

Now that we know how to get that Companion Software,
let's explore those different software systems and break them down
into strategies that you can use before and after the device arrives.

Chat Editor and PASS have lots of different functions.

You can use them to explore vocabulary.

You can use them to customize the vocabulary without having the device present.

You can create visual supports and pictured here like a visual schedule,
or you can use them to interact with the environment in a classroom
or glued situation in person or remotely.

We're going to look at each of these individually in more detail.

Remember how we talked about how limited communication partner knowledge
about

the AAC language system could potentially be a barrier to success.

Using the Companion Software to explore

the vocabulary before the child receives the device,

can help different members of the team feel more

comfortable with the location of vocabulary words on the device.

Being able to locate core words on a device system

will support a team to provide consistent aided language input.

Either you could use the low-tech support now or later on a high-tech device.

I often hear from teams that I work with a barrier to modeling,

is that the team doesn't know yet where words are on the device.

There's this learning period where this takes place.

The idea here is, if we use Companion Software like Chat Editor or PASS,

it can support teams in learning the system before the device gets there,

at least make it a little bit more familiar.

Let's take a quick peek at Chat Editor first so you can see it in action.

Just give me one minute here while I switch screens.

[NOISE] I'm going to have you look at,

this Chat Editor and this has WordPower 60 Basic.

My speech output might not come through go to webinar, but that's okay.

You'll still see it in action and get the idea.

[NOISE]

[BACKGROUND]

>> Oh, look like when you get your nova chat.

>> That is what it looks like if you are using chat editor,

this is on WordPower 60 basic,

but you can switch it to the vocabulary file that your client will be using.

You can do the same idea with

our PASS software so just for the sake of showing you what that looks like,
if this is brand new,
I'm going to switch to PASS.

Wait a second.

So this is my PASS software,
and I have showing this is unity 84 sequenced.

It says the vocabulary file that it is right under
the white speech display bar in white text here and same thing about the voice.
I'm not sure that the voice is going to come through the go-to webinar,
but that's okay, you can still get an idea.

[NOISE]

If you've never seen chat editor or passed before these
are the companion software that go with the PRC Saltillo devices.

Quick second while I switch back here.

As the team becomes more familiar with the vocabulary,
they might choose to start customizing
a vocabulary file to make it more personalized for their student.

So the team can make changes,
they could add things like family members' names or
highly motivating activities that might not be pre-programmed into the device,
and then they have the file ready to be transferred to the new device once it arrives.

A little caveat here that we've kind of touched on briefly already,
but I think it's worth noting.

This is where it's really important to understand what device, the software,
and the language system that the client will be using once the device arrives.

If you want to transfer later,
the file from the emulation software to the device,

those have to match.

This transfer it's functional if you're using the same software.

So if the client's new device will be

using the 84 sequenced with new voice that I just showed,

then you can use the PASS software to set it up and customize it and transfer it over.

I'll mention two, just while we're talking about customizing.

If you're gonna be customizing a vocabulary file ahead of time,

I would make sure to start that conversation with the team.

Sounds like most people here are the speech therapist, so that's great.

If talking with other members of the team,

I always like to start the conversation that

I'm chatting with the speech therapist is a good first step here,

just to make sure that everybody understands the original vocabulary organization so that

the system will work now and in the future as your students' language and skill grow.

It's just helpful to make sure you know your starting point here.

I will mention too, the webinars for how you customize using chat editor,

our PASS, are also in your handout.

I know we're not specifically talking today about,

how do I use those software programs to customize the files,

but those are part of the resources in your handout.

Explore chat editor is one of them.

Then there's another webinar for PASS.

Another barrier to success that we talked about

was knowing what to do with the device when it arrives.

In other words, how do we use this device in real life?

In addition to vocabulary exploration,

companion software programs can also be used to create visual supports with a child's vocabulary system.

One option is to print whole pages of a vocabulary system to create an alternative low-tech system that coincides or matches the language of the high-tech device.

I know we talked about that there's already low-tech communication boards resources online, but each client is different and has unique needs and so there may come a time or a situation where printing a customized board for a client would better fit the needs of the team versus using one of those pre-made communication boards online.

Then when the high-tech device arrives, that customize vocabulary file can be transferred immediately right to the new system, so it's ensuring consistency there.

We're not going to go through the steps of printing, but again, that handout, those recorded webinars that I keep referencing, they do a deep dive on how to carry out those features within the companion software programs.

So you have those ready if you want to take a look.

In addition to printing whole pages, we're also going to look a little bit further at two other tools to help create visual supports.

You can use the Capture Feature in chat editor and Writing With Icons in PASS.

Using the Capture feature in chat editor, you can create those visual supports.

You can do lots of different things with these.

You can use them to label the classroom or label the client's home if they're doing virtual learning.

These visual supports will actually show the pathway for locating the words within the device.

They can be really helpful for communication partners who are modeling new target vocabulary or learning where words are within our system for the first time.

For example, on the screen you can see that I have, near the next to the picture of the door, you have, "Go out."

You can print those symbols and then post them on the classroom door or email them to a parent to print them out and post them on their home door.

Same thing with the sink, you could print out the symbol for wash or email the symbol for wash to mom and dad to use at home.

Someone mentioned I make sentence strips using the Capture Feature all the time, that's great.

There are two links, again, in your handout to dive deeper into this tool, the explored chat editor and the second one is all the things you can do a chat editor make and take.

That one is a great Webinar that you actually come away with resources afterwards, so that one's really fun.

I think we have time for me to show you briefly what this looks like.

So I'm gonna pull up my Chat Editor software.

Here I am looking at chat editor again,

this is WordPower 60 basic.

At the top, there is a button called Capture and when I touch this button, a box pops up, you can move it out of your way.

I'm going to move it down to the bottom here.

Now everything that I touch on the chat editor screen is going to get recorded and will be listed down here at the bottom.

If I want to use that example with the door, like to say, "Go out."

I have both of my symbols here at the bottom.

I can touch "Copy to Clipboard"

and you can open a Word document and paste those in there.

Then you can print them or you can e-mail them to family either way.

The nice thing about chat editor is that it's not just the buttons themselves, it's the pathway for how to get there.

So if I wanted to use our example for wash by the sink,

I don't see wash on my home screen,

so I'm going to touch the "Action Man,

" and then copy paste onto a Word document.

In this way, the Capture feature can be really supportive for communication partners because now family can see,

"How do I model the word wash?"

I touch the actions first and then find

wash." So it can be a really nice tool for communication partners.

[NOISE]

Okay.

Then in the past software,

there's a similar tool.

It's a little bit different though, but we'll take a look at it.

It's called Write with Icons.

You can make visual supports to label

the environment like you did with Chat Editor, the Capture tool.

For example, you might have the pathways for on and

off near light switch in the bathroom, same deal.

I should mention, these resources again are in your handout,

but I want you to just see it in action so that you get an idea.

Those resources though, we'll give you

more ideas about different things that you can make,

visual supports that you can make when implementing these language systems.

[NOISE] I'm going to switch to my PASS software again.

[NOISE]

How you're going

to use the Writing with Icons feature.

At the very top of the PASS software,

you have a button for a vocabulary,

and then you're going to go down to Vocabulary Display Options.

Hover over that and it comes up with a new menu,

and you can go down to Write with Icons.

[NOISE] This is really cool.

This screen that pops up,

you can change how big the size of the icon,

so sometimes, I like to make them a little bigger.

Otherwise, I leave everything else as the default.

But sometimes, you might need the icons to be slightly bigger,

so this is the toggle that will change that.

Then you just say Okay here.

At the top, these are directions.

For the purposes of today,

since we're walking through it together,

you can go ahead and skip over those directions.

But keep in mind if you need help while you're using Writing with Icons,

there's some helpful tips in there.

Now let's come up with some visual supports that we want to make.

I don't know, I'm just going to throw out an activity.

Let's pretend we are playing with cars,

and you want to have some core words to model while you're using the cars.

Go ahead and type in the questions,

any core word that comes to mind.

Oh, love it. We've got go.

I'm going to type in the word and just touch Enter.

When I type in the word and touch Enter,

it's going to come up with a pathway for how to get to that word.

Go, we've got fast,

[NOISE] slow, up, down, you got it.

You could come up with your list of words and then when you're ready,

you can say File,

and Save And Open,

and it will transfer it to a Word document for you.

Quick note about both the Capture feature and the Writing with Icons.

This is another time where you really want to be

aware of which vocabulary file your client is going to be using

when the device comes because the picture pathway for how to get to

a word can change depending on which language system they're using, even which grid size.

For example, if you're in WordPower 60 Basic,

out is on the home page,

but if you're in WordPower 42 basic,

you have to first touch extra words,

and then out, so the pathway is a little bit different.

Then when you want to get back to your PASS software, I'll mention,

you're going to touch the Vocabulary button at

the top and then Return to Emulator, that'll help you get back.

In your handout, again,

you have those webinars,

but there's also YouTube videos.

There's a writing with Icons tutorial that will

go a little bit into more detail in what we just did there,

so you have those ready for you.

In addition to making these visual supports

with the language system that will be on the device,

you can also use these companion software programs during class times.

Teachers and SOPs can screen share

their companion software programs during online meetings,

essentially just like I'm doing here.

You can use them to support your class.

Depending on which online meeting platform you're using,

you might also be able to give mouse control to

your student virtually while you're screen-sharing.

You have PASS on your computer and you show your screen and the online meeting,

but you give the student mouse control

so they can activate the PASS software from their computer.

If you're interested in doing this,

there are instructions and videos for how to do this

on PRC-Salttillo's aacteletips.com website.

You're going to want to look for the Technology Considerations and Demos section,

and then select the meeting platform you're using.

If you don't see the meeting platform there,

try watching the other videos anyway and see

if you can replicate the concept on the platform you're using.

This resource is really helpful if you are providing any virtual services.

It has video tutorials and handouts already

made that you can either use for yourself or you can send them to parents.

If a parent is not really sure how to do some of

these things that you're asking them to do on a virtual platform,

there's videos already made on there,

which is really nice.

I threw this in here as an extra bonus trick that I've found to be helpful while

supporting students virtually on

their devices if you're using these emulation software programs.

We had noticed that sometimes,

families couldn't see the cursor.

The cursor would be invisible and it varies depending on online meeting platform,

and it just wasn't always consistently visible to them.

If you're providing Tele-AAC services,

this trick might be helpful.

To change the cursor feedback in PASS,

you can follow these steps here.

This will help so that your client or your audience can see what you're clicking on if they couldn't see the cursor before.

I listed these out here, but essentially,

it's a way if you look at the picture on

the right-hand side when I'm hovering over an icon,

I have a pointer that looks like a hand and an outline around the button.

If you want to replicate this,

if you want to use these settings,

this is available on the AAC TeleTips website too just to draw people's attention to it.

Sometimes we don't realize that people can't see our cursor,

so I check about this all the time.

Then Chat Editor doesn't have a cursor visible,

but you can add Button Selection Feedback.

When I was pressing the buttons on my Chat Editor, they flashed red.

There's a way to change that in your chat adverse software,

and I'll show that to you really quickly so you have an idea. One second, sorry.

[NOISE]

We're finished with that.

If you're in Chat Editor,

when I touch a button, it flashes red.

It gives you feedback to know what I've touched.

To do that, you can look at the Settings tab in the top left corner,

and hover over input.

Make sure that Show Button Press is checked,

that's the first step.

This is a two-part process and this is the first part.

Make sure Show Button Press is checked.

Then the other setting you want to check to make sure is going under Settings, and Style,

and Button Style, and then all the way at the bottom under Gradient Fill,

you want to make sure that Saturation is not checked, and say Okay.

These steps are listed for you and shown in videos on that AAC TeleTips website.

[NOISE] You can also

project PASS and Chat Editor software onto the wall in

your classroom to make a larger than life manual board that students can access,

or if you have a Smart Board at your school,

you might be able to set it up so that when the students touched the icons,

the software activates just like a gigantic size communication device.

You might need to involve

your school's IT team here to get this working in your classroom.

Unfortunately, PRC-Salttillo doesn't have tech support to

help get this hooked up on a Smart Board at your school.

But I've worked with lots of teams who have done this without trouble,

so it's definitely manageable.

Remember, if you're using PASS,

it won't have the voice after 90 days,

but you can still use your voice.

I want to show you what this looks like in action.

It will be a video taken from

Sarah Fisher's classroom from Adams 12 District in Colorado.

It was shared with me by our Saltillo consultant who supports that area.

Sarah provides literacy education daily in her class.

She makes it look so easy as you'll see in

just a minute just to give you

a little background about her class before you take a look.

She has eight kids,

two of the kids use AAC devices and have some speech,

and six are verbal speakers with no AAC but have some receptive language concerns.

Every morning, Sarah works on shared reading for 30 minutes with these students,

and she chooses repetitive phrasebook to read.

After she reads a page,

each student has the opportunity to come up to

the Smart Board and read the page to the class.

They're also reading in their seats too.

In this video, you'll see Sarah read a page and then her student,

Conor, gets up to read the same page.

One second while I pull it up.

[NOISE]

>> The fox jumps over?

Watch me first. You ready Lo?

Are eyes on me?

Eyes on me because fox is tricky on some of your devices.

[NOISE] The fox, while some of you have to go to the next page.

>> Fox.

>> What am I listening for at the beginning?

>> Fox.

>>What letters, Emily?

>>Yeah.

>> What letter's that, May?

I'm listening for is f. The fox jumps over.

Boy, I almost forgot my period.

The fox jumps over.

Your turn. Connor, you want to write it up here, again?

>>Yes.

>> All right. Go for it, friend.

Ready? Strum down.

The fox [NOISE] [BACKGROUND].

>> Symbol animal system.

>> Fox.

>> Fox.

>> Jumps.

>> Jumps over.

>> Good. I would like how you remember, you'd ask Connor.

>> Try again, Connor.

>> Over.

>> Hit it one more time Connor.

>> Keep it going.

>> There you go.

>> Nice job.

>> Now, we read. Connor that was perfect. Thank you friend.

[LAUGHTER] He likes to listen to music?

>> Yes. [LAUGHTER]

>> Nice job. Did you add a detail?

>> Yes.

>> Yeah. We could say that he jumps over something.

What does he jumping over?

>> A log.

>> A log. If you wanted to add a detail, Connor,
you can say jumps over the log.

>> A log.

>> I don't know, is it here?

>> How about a stick?

>> Stick.

>> Over the stick. That's the detail that you can add.

That's okay, friend.

I like your thinking outside.

>> All right.

I love that video for so many reasons,

but it clearly shows that Sarah has verbal communicators in her classroom too.

But she's using the companion software to help

support the literacy skills of all of the kids in her class.

I think that's great.

I also loved that this is a teacher and not an SLY because it
shows that all members of the team can use these supports.

I bet that Sarah would be pretty comfortable on her students
device that uses word power after using chat editor like this.

She seems extremely proficient.

I hope you could hear the audio okay there.

Okay, drum roll, please.

The device has now arrived.

Now, what do we do once it's here?

In addition to what we've already talked about,

so you can backup and transfer all the customizations that you've done.

Remember, as long as you're using that same software system.

We want to keep supporting communication partners using those same ideas that we outlined above so you can keep modeling.

Remember, you still have

those wonderful low-tech options that you used before the device arrives.

You can still use those supports for

communication partners to model even after the device gets here.

Either using Chat Editor PASS or Empower,

you can transfer your customized file to your device.

You can also backup and save your customized vocabulary

file from the device to the companion software for safekeeping.

Those webinars that I keep referencing from your handout,

those will go through the exact steps for how to

backup and transfer those customizations.

I have to mention SmartCharts too.

Another way to support

communication partners really more so after the device arrives too,

is you can make a SmartChart of the words you have available

showing when you're using vocabulary builder on a PRC device.

For those who aren't familiar with vocabulary builder,

it's a tool used to reduce

the visual and linguistic complexity of the screen by

masking vocabulary that you're not currently targeting.

When vocabulary builder is turned on,

you only see and have access to the words that you want to target,

instead of having access to the whole vocabulary.

SmartCharts are a way to take those words and then

list the pathways for those specific target words.

Unfortunately, we don't have time to go into more detail about how to do this, but those other webinar resources will show you how to make a SmartChart.

If you need visual cues to help support staff or peers to

model while they're reading on a PRC device,

the SmartChart in a separate page can be helpful.

You can keep it in the back of the book and use it to model targeted words.

As a quick side here,

because we're mentioning SmartChart in reading.

The SmartCharts are an alternative to symbol

leading text in books or embedding the symbol in the reading.

We know we want to exercise caution in symbol

leading texts with early developing readers because

there's research that shows that this can hinder the acquisition of the reading skills.

We want to focus on the words and the pictures in

the story and not matching the symbols on the page.

Instead of using PASS to symbolate in the textbook,

you can create a separate SmartChart and it helps

the communication partner model those target words.

I listed a resource on your references sheet in the handout for Dr.

Karen Erickson and David Koppenhaver's comprehensive literacy

for all that talks more about that idea as well.

Some quick takeaway tips as I know we're coming to the end of the hour here.

The idea here is you don't have to wait until

the device arrives to really hit the ground running and

supporting the communication partners and

the person who's going to be using the AAC device.

We're going to use

those low-tech supports and companion software to start supporting the team.

But you don't have to forget about the low-tech options just because your high-tech device is coming to the mix now.

Hopefully, these tools are going to help you ease the transition from the time of the evaluation until your device arrives.

As we're wrapping up today,

I'd just like to finish off,

what is one action item that you think is manageable that you are going to do while you wait for your AAC device to arrive?

Any idea that you might have taken from today's hour.

You can type it into the questions window just as some last minute thoughts for the group.

Yeah, use a low-tech board,

explore vocabulary, practice navigation skills,

printing some boards, creating supports,

picking target core words, yes, download PASS.

Awesome. So much you can do ahead of time.

Train on aided language.

Yes, I love it.

All right everybody.

Well, this is my contact information.

I'm going to leave here on the screen with my email and my cell phone number.

If you have questions,

you can also contact your local PRC-Salttillo Consultant.

Either on the PRC or Saltillo website,

it can direct you to find your local consultant to help with

your specific questions in your territory wherever you live.

I'm going to take a quick peek at the questions and see if I missed any as we were going along.

Thank you, everybody.