



Building successful communication with Proloquo2Go

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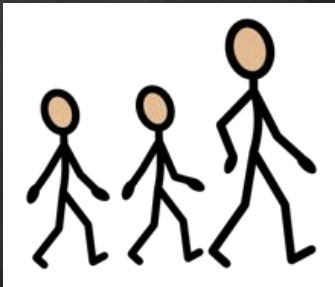
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Everyday we see people with little or no speech struggling to say what they think and feel. How can we give them everyday opportunities to develop language and real communication? How can we integrate this so they can show us what they know and have genuine interactions with the people around them?

Combining Proloquo2Go with best practices in Augmentative and Alternative Communication (AAC) really gives us opportunities to achieve success in communication.

This webinar will give real and practical ideas for how to support a person to develop communication using the Crescendo Core Word vocabulary within Proloquo2Go. As we look at ways to build engagement, develop language and integrate literacy, we will also get to see many of the unique features within the Proloquo2Go app.

Guiding principles of AAC



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These core belief or guiding principles will drive our best practice in how we support and implement AAC.

Presume Competence



No prerequisite skills or age to start using AAC



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<http://practicalaac.org/tag/presume-competence/>

<http://www.janefarrall.com/aac-dont-demand-prerequisite-skills/>

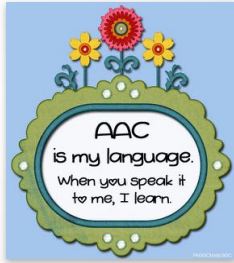
Multi-modal Communication



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<http://www.assistiveware.com/dos-and-donts-aac-multi-modal-communication>

Modeling



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<http://www.assistiveware.com/dos-and-donts-aac-modelling>

<http://www.assistiveware.com/support/faq/page/353>

AAC Systems



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One of the biggest changes we have seen in AAC in recent years is the strong shift (and even research) into a core word approach. We realise when we give AAC learners access to core words, those small building blocks of language that are frequently used and early to develop, that we give them the greatest power and flexibility to say what they want! We can help them to develop language skills and real communication.

<http://www.assistiveware.com/teaching-core-words-building-blocks-communication-and-curriculum>



How many different things can we say with this core word board?

Balanced Vocabulary

- Core words are verbs, pronouns, adjectives, prepositions, articles, conjunctions - not nouns!
- Nouns are more likely to be fringe words - very specific words that don't get used as often as core words
- Balanced vocabulary gives access to both core and fringe words - but gives quickest access to core for speed and power



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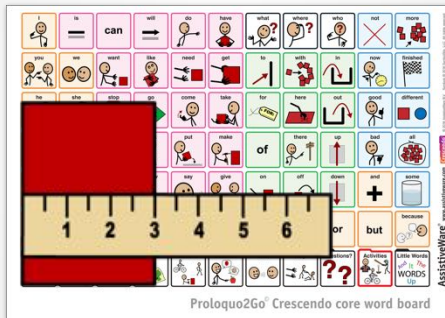
The Crescendo Vocabulary in Proloquo2Go gives us a balanced vocabulary.

While languages usually vary in what percent of their core words are pronouns, verbs, adjectives, and prepositions, one finding is very consistent – nouns are rarely core words.

Nouns are usually considered fringe words. These are the highly specific words like “giraffe”, “leaping”, “bored”, and “Julia” that are needed to communicate very specific messages.

Having access to fringe words is essential for clear and specific communication, but each individual fringe word is not used that often. While it may be very useful to be able to say “velociraptor”, it doesn't usually come up in daily conversation. Even more common fringe words like “apple” are highly personal. Some people may need quick access to “apple” while others prefer different fruits.

Size matters..



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Choose grid size based on what user can SEE and TOUCH



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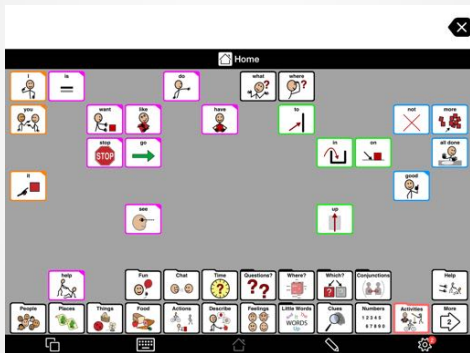
When selecting the grid size, we should choose the number of buttons that the user can see and touch.

So we do consider their Vision and Physical access skills.

And we do not worry about their receptive language, cognitive functioning their ability to match photos/objects to symbols or what we think they can do.

In doing this, we are giving students more words, giving them a better chance at developing language and real communication.

Progressive Language in Proloquo2Go 5



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<http://www.assistiveware.com/progressive-language-helps-your-communicators-progress-full-communication>

Setting up the environment for AAC



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<http://www.assistiveware.com/dos-and-donts-aac-access-aac>

<http://www.assistiveware.com/making-paper-based-aac-book>

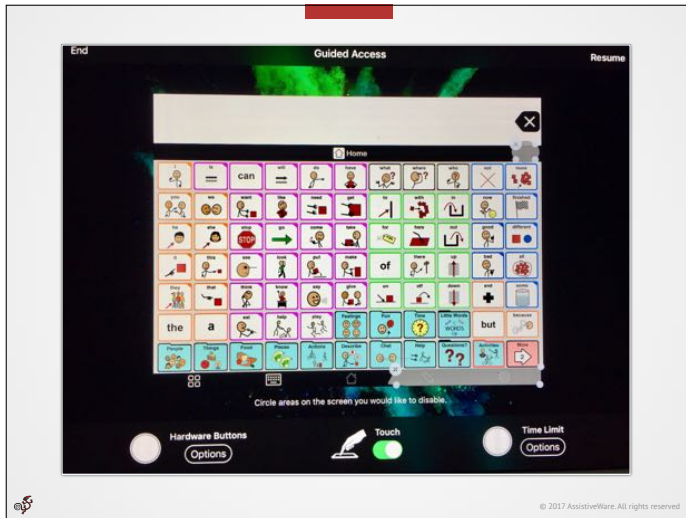
Setting up the environment

- AAC always available
- Instant access to AAC
- iPad and low tech backups

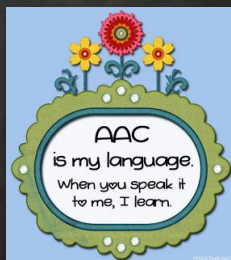
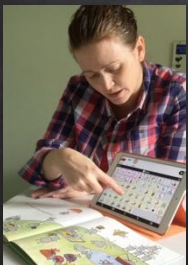


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<http://www.assistiveware.com/support/faq/page/136>



Modelling



Modelling

- Point/press words on the AAC system as you speak
- Don't need to point to every word you say
- Doesn't need to be completely grammatically correct



HOW



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Modelling

“The average 18 month old has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system (AAC) and receives speech/language therapy 2 times/week for 20-30 min. will reach the same amount of language exposure (in their AAC language) in 84 years”

- Jane Korsten



WHY



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Modelling Do's and Dont's

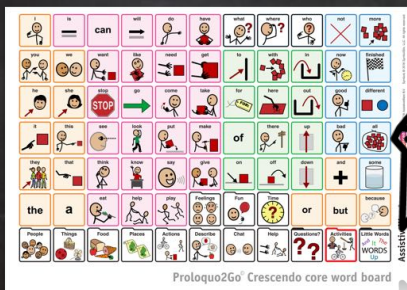
- Don't need to model every word you say!
- Don't worry about getting the grammar perfect!
- Don't ask questions all the time - make comments, talk about yourself instead!
- Don't get stuck only modeling requests!
- Do model on any system!
- Doesn't matter if learner is not looking!
- Learner doesn't have to copy your model!
- Don't stop!
- One is never enough!



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<http://coreword.assistiveware.com/t/modeling-videos/109>

What to model?



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AssistiveWare Core Word Classroom has many resources that support the implementation of core words; resources to help you figure out what to model.

<http://coreword.assistiveware.com>

Choose Communication Functions

Getting and Giving Information				Social Interaction				AAC Repair Strategies			
Sample commenting	Express feelings	Asking for information	Discuss	Greetings	Simple politeness	Topics: F1/F4/ Giving compliments	Tell jokes	Give simple clarification	Ask for clarification	Say it a different way	Give clues
Give opinions	Give descriptions	Talk about past events	Talk about future events	Negotiate	Starting a conversation	Setting topic	Continuing/maintaining topic	Describe	Spelling	Beginning programming skills	
Tell a story that really happened	Tell an imaginary story	Plan	Explain	Changing topic	Non-obligatory turns	Ask partner-focused questions	Ending conversation	Choice making	Gaining attention	Requesting	Refusing, rejecting, protesting

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<http://www.assistiveware.com/aac-more-requesting-moving-and-getting-strong>

What words?

Proloquo2Go® Crescendo core word board

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Include words for today's goal, but also words for the next communication goal



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<http://coreword.assistiveware.com/c/core-word-5-minute-fillers>

CORE WORD 5 MINUTE FILLER

SONG OF THE DAY

Once a day, choose a good/bad/silly song to play for the class! Listen, sing, dance and say what you think!



CORE WORDS	NEEDS & WANTS	GETTING & GIVING INFORMATION	SOCIAL INTERACTION
EXAMPLE WAYS TO USE THE WORDS	want want more want different no more not that stop, stop that, need help do it again I want more ____ I/you need help now. I want to play it again. can you stop that song?	Verbs: want, go, like, help, stop, need, play, can, pick, look, turn Describe: not, all done/finished, different, good, bad, favourite, new Quantity: more, some, all Prepositions: on, off, up, down Questions: what, who Pronouns: I, you, it, that Time: now, again play it what like? who likes it? like that/ not like that turn it on/turn it off turn it up/turn it down pick one look for it we can play that song again. I don't like that. you pick a song. can we look for it on YouTube?	what think? that good/bad what music do you like? what song is your favourite?




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<http://coreword.assistiveware.com/c/core-word-of-the-week>

AssistiveWare Core Word Classroom

WORD OF THE WEEK
'DO'
Modeling core words for success!



SENTENCE EXAMPLES USING 'DO'

NEEDS & WANTS	GETTING & GIVING INFORMATION	SOCIAL INTERACTION
do this! do that! want to do it I want to do that. want do more I do / you do (instead of my turn/your turn) not do don't do that! don't do it! stop doing that!	do it! do you want to? do you like it? what to do? what are you doing? who can do it? how do you do it? I do it, you do it. do it now, do it again do more, do some more do it all, do it differently I will do it, I can do it	how do you do? can you do it for me please? what did do you on the weekend? you can do it! you did good! if you do it, then I will ____

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<http://www.assistiveware.com/how-be-super-communication-partner>

Communication Partner skills



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Model, always model!



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Wait time Expectant pause



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Prompting

- Verbal Prompts
- Gestural Prompts
- Physical Prompts



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Notes:

Avoid physical prompts

Avoid prompt dependency

<http://teachinglearnerswithmultipleneeds.blogspot.com/2016/03/rethinking-aac-prompting-hierarchy-in.html>

Response Strategies

- Acknowledge
- Attribute meaning
- Expand
- Recast



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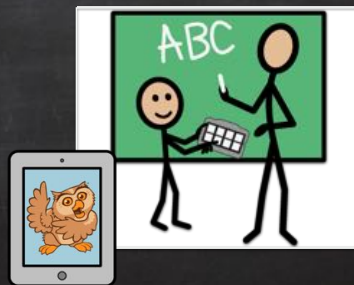
Create opportunities

- Giving an incorrect item
- Items out of reach
- Omitting a step
- Performing an incomplete action
- Performing an incorrect action
- Performing mischievous action



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Practical ideas for success



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Engagement and Purpose



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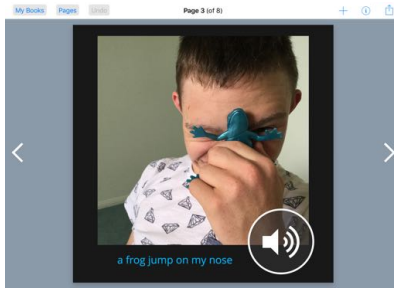
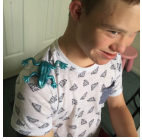
<http://www.assistiveware.com/hook-em-and-build-language-strategies-engaging-autistic-students>

Communication



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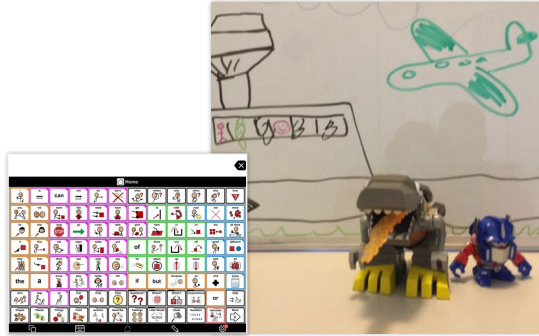
Fave Things



Describing



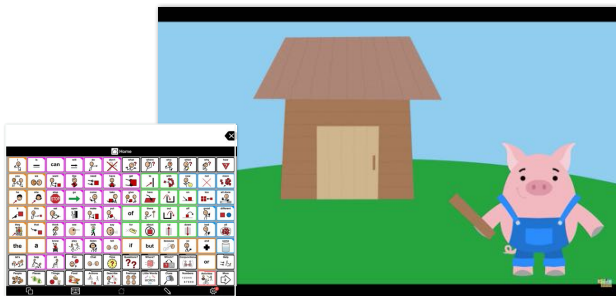
Story creation with toys



Amanda Hartmann, Speech Pathologist

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Stories from sequence pictures



(Searched 3 Little Pigs in YouTube for this!)

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Script write what characters will say



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Record AAC voice onto these things..



Songify

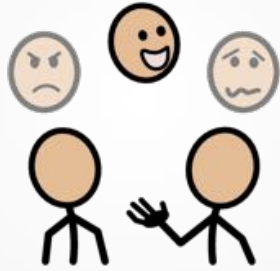


AutoRap

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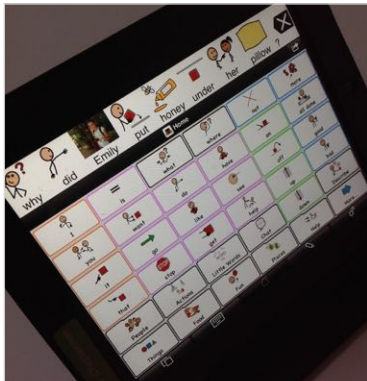
Social Engagement



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Jokes



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Personal Stories

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News & Stories

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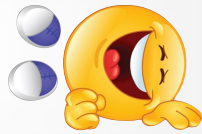
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“Cool vocabulary”

Totes Amazing



ROFL



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- Use peers to gather “cool” vocabulary to program new vocabulary and phrases into the device

Communication with Emoji!



Amanda Hartmann, Speech Pathologist

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- Use peers to gather “cool” vocabulary to program new vocabulary and phrases into the device

Silly Questions



Generate and then ask some silly questions, eg. Do I have purple hair? And have them answered by the app: **Magic 8 ball**.

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Guess what's in the bag?



Bag game

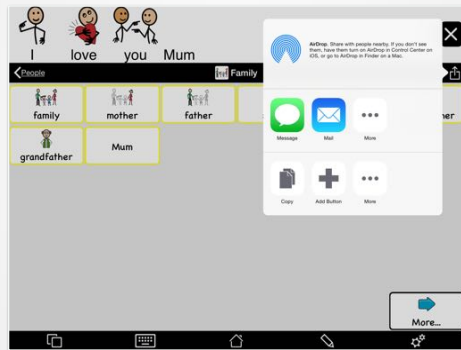


Generate and then ask questions to guess what is in the bag, or make it high-tech when combined with the iPad app **BAG** game.

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Email/Text



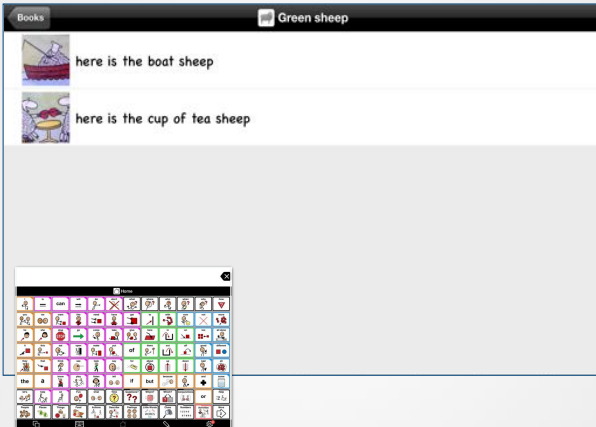
Literacy



Text Innovation



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My Books Pages 2 and 3 (of 9)

Bill Martin Jr / Eric Carle
Brown Bear, Brown Bear, What Do You See?

Sharae, Sharae, What do you see?

I see a pink tiger looking at me.

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Word families, link to AAC

not hot

can very just

_ot hot not

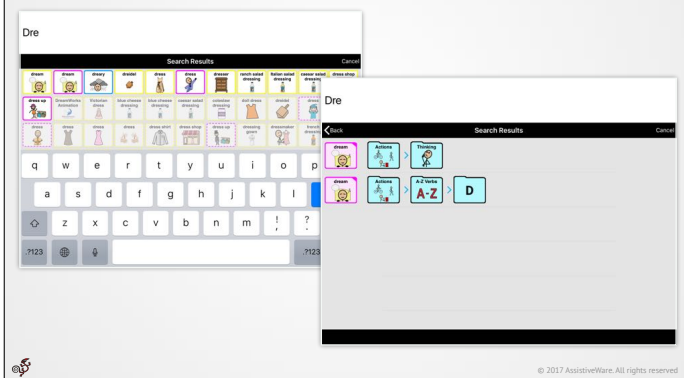
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Modeling using Keyboard



<http://practicalaac.org/practical/text-based-aided-language-making-the-literacy-communication-connection-for-children-with-autism/>

Search



<http://www.assistiveware.com/let-us-help-you-find-words-search>

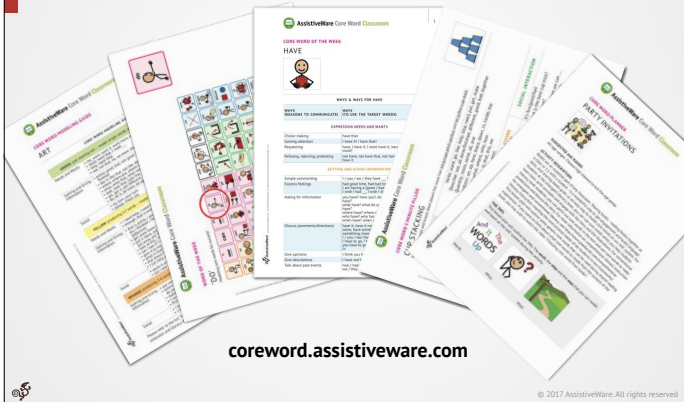
“Having a communication device
doesn't make you an effective
communicator any more than having a
piano makes you a musician.”

- Beukelman, 1991

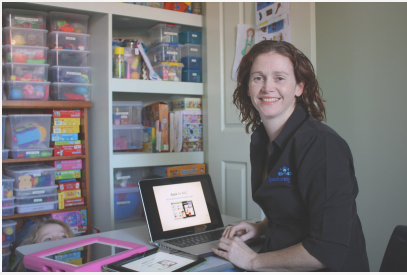


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