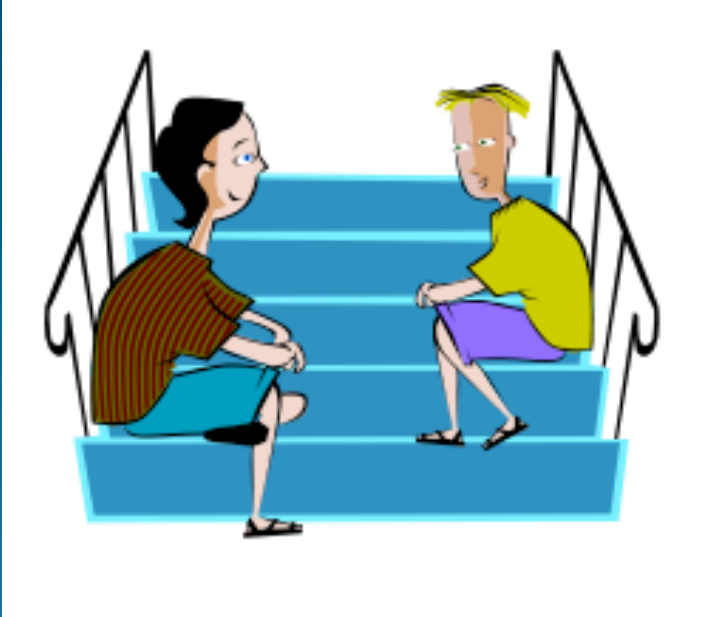# Communication Has a Target (CHAT)

Presented by
Kelly Ligon and Sharon Jones
VDOE T/TAC at VCU

Communication Happens

AAC Myth

- AAC is used only by people who cannot communicate verbally

Use your paddle to mark True or False.

False

- AAC can be used by a wide variety of communicators. We all augment our verbal communication with gestures, facial expressions and so forth.

AAC Myth

- The primary goal of communication is to express wants and needs.

Use your paddle to mark True or False.

FALSE

- For most people, in most situations, expressing needs and wants is secondary to social expression.

AAC Myth

- Using AAC will delay speech development.

Use your paddle to mark True or False.

False

- Studies show that the use of AAC actually improves speech development and it can be argued that it improves language development.

AAC Myth

- We should wait to use AAC until a person is ready for it.

- Use your paddle to mark True or False.

False

- Anybody can use AAC. We do not wait to communicate verbally with a typical child until he/she is ready to talk, rather, we surround them with a wealth of language.

AAC Myth

- We should not overwhelm somebody with access to too many symbols.

Use your paddle to mark True or False.

False

- We should provide more symbols than a person can use at one time.

AAC Myth

- An AAC system should be a goal for all people who are non-verbal.

Use your paddle to mark True or False.

False

- The goal is to have functional communication. An AAC system is a useful tool towards that end.

What student are you thinking about today?

Communication Style Assessment

Three Levels of Communication

Emerging Communicators

An "emerging" communicator does not have a "reliable" method of "expressive" communication through "symbolic" language

Context-Dependent Communicator

Context-Dependent Communicator has "symbolic Communication" that is "reliable" but is limited to particular "contexts" or "partners."

www.setbc.org

Independent Communicator

"the ability to
communicate anything
on any topic to anyone
in any context"

www.novita.org

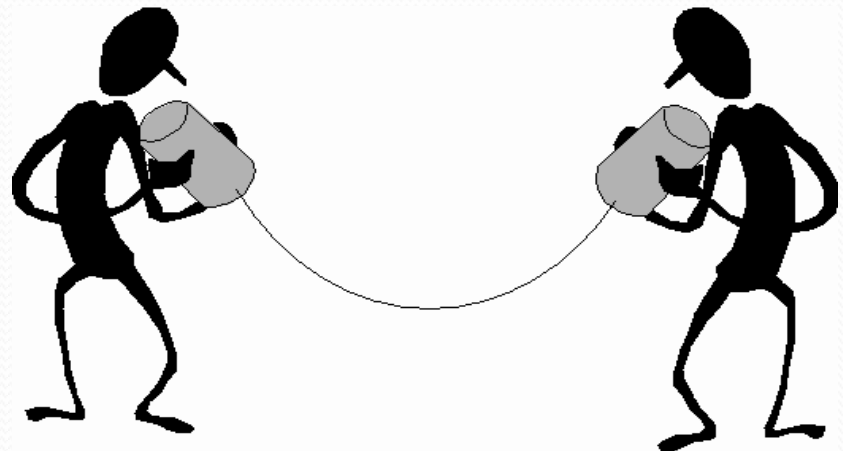ACTIVITY

Towards Communicative Independence

Emerging	Context-Dependent	Independent
Unreliable symbolic communication	Reliable symbolic communication	
	Limited vocabulary	All topics
	Limited partners	All partners

Communication Assessment

- All people communicate. There are no prerequisites for communication.
- Focus on what the student might say; with whom; for what purpose; in what manner.
- Use natural environments.

Student: _____ Date: _____ Time observed: _____

Activity: _____ Grade: _____

Observer: _____

	FORM or BEHAVIOR														FUNCTION or INTENT									
Conversational partners	Gross vocalization	Simple body movements	Simple action on people	Simple action on objects	Point	Facial expressions	Extend hand(s)	Nod/shake head	Other conventional gestures	Object symbols	Picture symbols	Manual signs	Speech	Initiation or response	Protest/reject	Make request	Gain attention	Direct attention	Social interactions/etiquette	Confirm/deny	Comment/label	Ask a question	Other intents	Content/message
_____																								_____
_____																								_____
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Figure 2.3. Blank communication observation form. (From Rowland, C., Schweigert, P., & Stremel, K. [1992]. *Observing and enhancing communication skills*. Tucson, AZ: Communication Skill Builders. Copyright © 1992 by Communication Skill Builders, a division of The Psychological Corporation. Adapted by permission. All rights reserved.)

Student: _Megan_   Date: _3/23/04_   Time observed: _____

Activity: _Story Mapping_   Grade: _1_

Observer: _J.D._

FORM or BEHAVIOR   FUNCTION or INTENT

Conversational partners	Gross vocalization	Simple body movements	Simple action on people	Simple action on objects	Point	Facial expressions	Extend hand(s)	Nod/shake head	Other conventional gestures	Object symbols	Picture symbols	Manual signs	Speech	Initiation or response	Protest/reject	Make request	Gain attention	Direct attention	Social interactions/etiquette	Confirm/deny	Comment/label	Ask a question	Other intents	Content/message
Crystal																								"Megan, want me to be your partner?"
MEGAN	X				X	X								R						X				"Sure!"
MEGAN																								"Okay. We're going to map our story."
MEGAN																								————
Teacher																								"Here are the pictures for Megan to use."
Crystal																								"Okay. Megan, look at these. Get the caterpillar."
MEGAN						X				X				R							X			"This one."
Crystal																								"That's not the caterpillar! Which one's the caterpillar?"
MEGAN										X				R							X			"Okay. This one."
Crystal																								"Yup. That's the caterpillar."
MEGAN	X	X		X	X									I		X								"Can we do something else?"

Trisha

http://www.youtube.com/watch?v=_n_8VF__WMI

Luke

Family Interview

Information provides:

- Input from familiar partners
- Communication attempts in different environments outside of the school environment
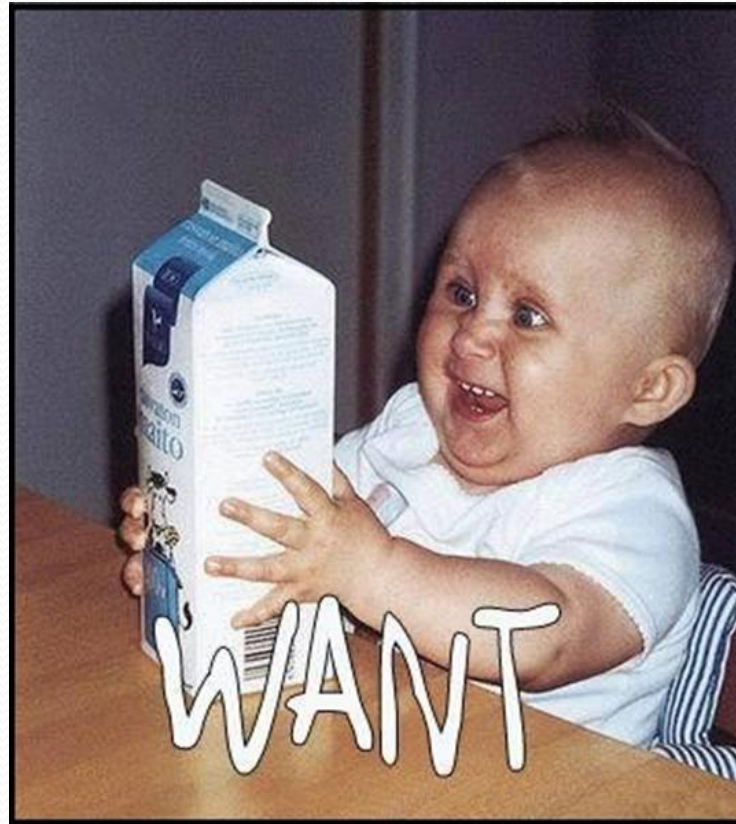- Ideas for vocabulary

Reinforcers/Motivators

- Behavior is communication.
- Motivators help to initiate communication.
- Define the communication and perhaps what message it conveys.
- Write that information down!

ACTIVITY

What Motivates You?

Wisconsin Assistive Technology Initiative

Chapter 1 - Assistive Technology Assessment

WATI

WATI Student Information Guide
SECTION 2
Communication

1. Student's Present Means of Communication
(Check all that are used. **Circle the primary method** the student uses.)

- ❏ Changes in breathing patterns ❏ Body position changes ❏ Eye-gaze/eye movement
- ❏ Facial expressions ❏ Gestures ❏ Pointing
- ❏ Sign language approximations ❏ Sign language (Type_____ # signs_____

 # combinations _____ # signs in a combination _____

- ❏ Vocalizations, list examples_____
- ❏ Vowels, vowel combinations, list examples_____
- ❏ Single words, list examples & approx. #_____
- ❏ 2-word utterances ❏ 3-word utterances
- ❏ Semi intelligible speech, estimate % intelligible:_____
- ❏ Communication board ❏ Tangibles ❏ Photos ❏Symbols ❏ Visual Scenes
- ❏ Combination symbols/words ❏ Words
- ❏ 2 symbol combinations- list examples _____
- ❏ 3 or more symbol combinations – list examples _____
- ❏ Communication book/binder – number of pages in book/binder _____

Does student navigate to desired page/message independently? ❏ yes ❏ no

- ❏ Schedule board(s) – list examples _____
- ❏ Speech Generating device(s) - please list_____ _____
- ❏ Multiple overlays or levels – list examples _____
- ❏ Partner Assisted Scanning – please describe strategies and communication system _____

Critical Barriers to AAC Development

- Communication Partners

- Vocabulary

What is Core Vocabulary?

- Core vocabulary is used to describe words which are used frequently and across contexts
- Core words are those that are basic to the language Words like *give, big, little, and eat are all examples of core vocabulary words.*
- *80% of our what we say is made up of 300 basic core words*

Core Vocabulary

- Core vocabulary changes depending on the user and the situation

- Allows for more flexibility of language

- Allows student to generate more language

- It's fast to use

Core Vocabulary

- What about nouns?
  - more context specific

- How do you use core words and nouns in a communication system?

- For more information, visit www.ttaconline.org
  A Few Good Words by Barbara Cannon

Core Vocabulary

**Core Vocabulary
(based on development)**

mine
what?
stop!
finished
help
more
that
want more
what that
want what?
want help
want stop
want finish
more help
more that
what that?
what mine?
what want?
stop that!
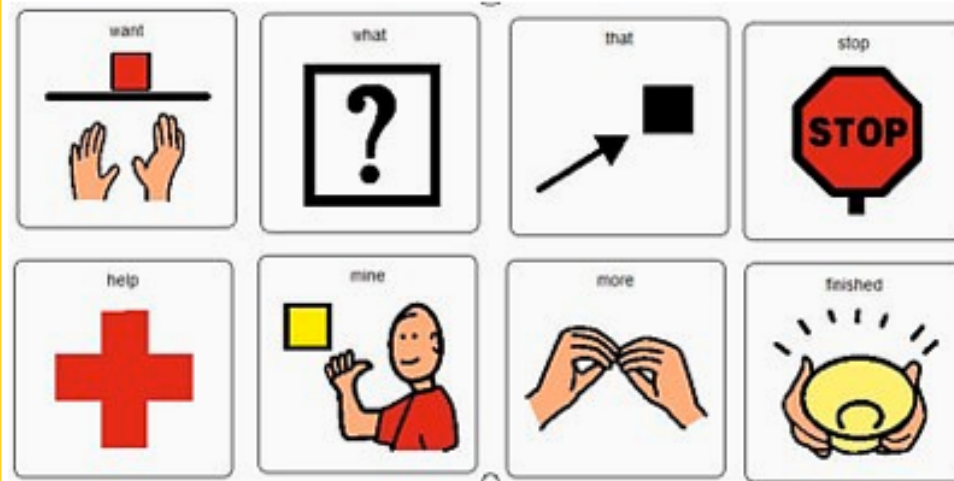
Core Vocabulary Board:
want-what-that-stop
help-mine-more-finished

Source: Board made by the author using Boardmaker symbols
http://www.mayer-johnson.com/default.aspx

Context Specific Vocabulary

What Can You Say With The Words You Have?

Context Specific Vocabulary (based on environment)

I want pretzel
I want popcorn
I want cookies
I want drink
more pretzel
more popcorn
more cookies
more drink
finished

Context Specific Vocabulary Board:
I want-pretzel-popcorn-cookies
box drink-chocolate milk-more-finished

Source: Board made by the author using Boardmaker symbols
http://www.mayer-johnson.com/default.aspx

Core
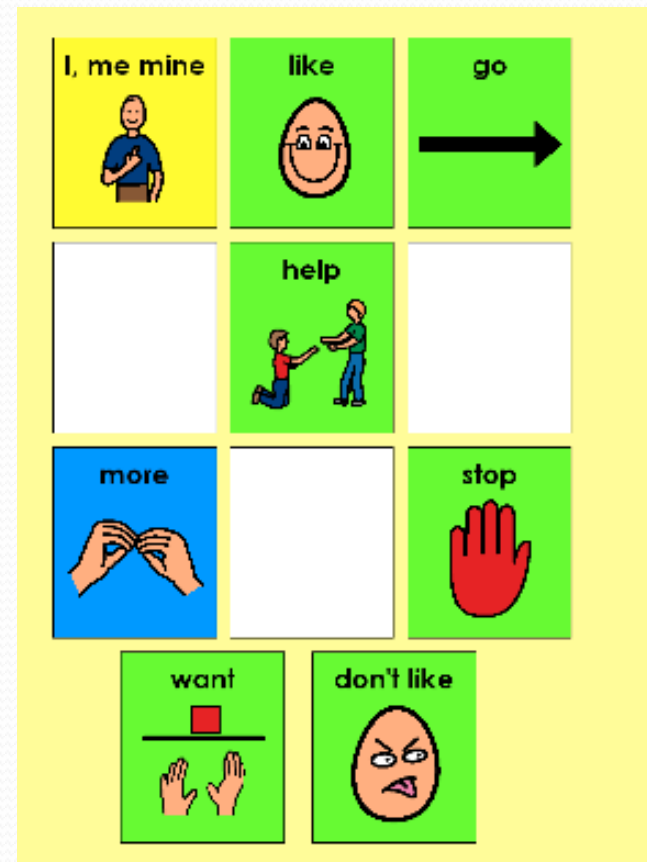
Vocabulary Selection

Activity-Based Language Sample

Student: Ryan   **Date: 1/24/11**

Choose one activity during the day (min. 10 minutes). Record all language/communication that takes place during this activity by the adults, target student and peers. It is also important to indicate the form of communication used (gestures, vocalizations, AAC device, etc.). Capture as many words as possible.

Describe Activity and Materials	Adult's Language	Target Student's Communication	*Form of Communication	Peer's Language and form (specific words and phrases)
Snacktime (juice box, peanut butter crackers, napkin)	Are you ready for snack? Go get your snack. What kind of juice do you have?	I want snack Uhhh Uhhh (asking for help opening crackers) shows juicebox	Voca v v g	Mike-I can't find my snack. Here it is! I got a cookie. It looks like a dog. I don't want that part. My juice all gone. Hey, look at her jello!

ACTIVITY

Selecting Words

3 Volunteers

Other Important Considerations

- Symbol Selection
  - Objects
  - Photos
  - TOBI (True Object Based Icon)
  - Picture Symbols
  - Words

novitatech.org.au

- Device Selection—Feature Match
  - Number of Choices, Selection Size, Visual, Dynamic Display, Portability, Etc.

Teach and Reinforce

Embedding Communication

**Group Activity
Lap Board**

Resources

- Tech Tuesday wiki, www.ttactechtuesday.pbworks.com

- http://ttac.selfip.org/moodle/course/view.php?id=37

- http://www.patrickecker.org/quickpics.htm

Please complete your evaluations!