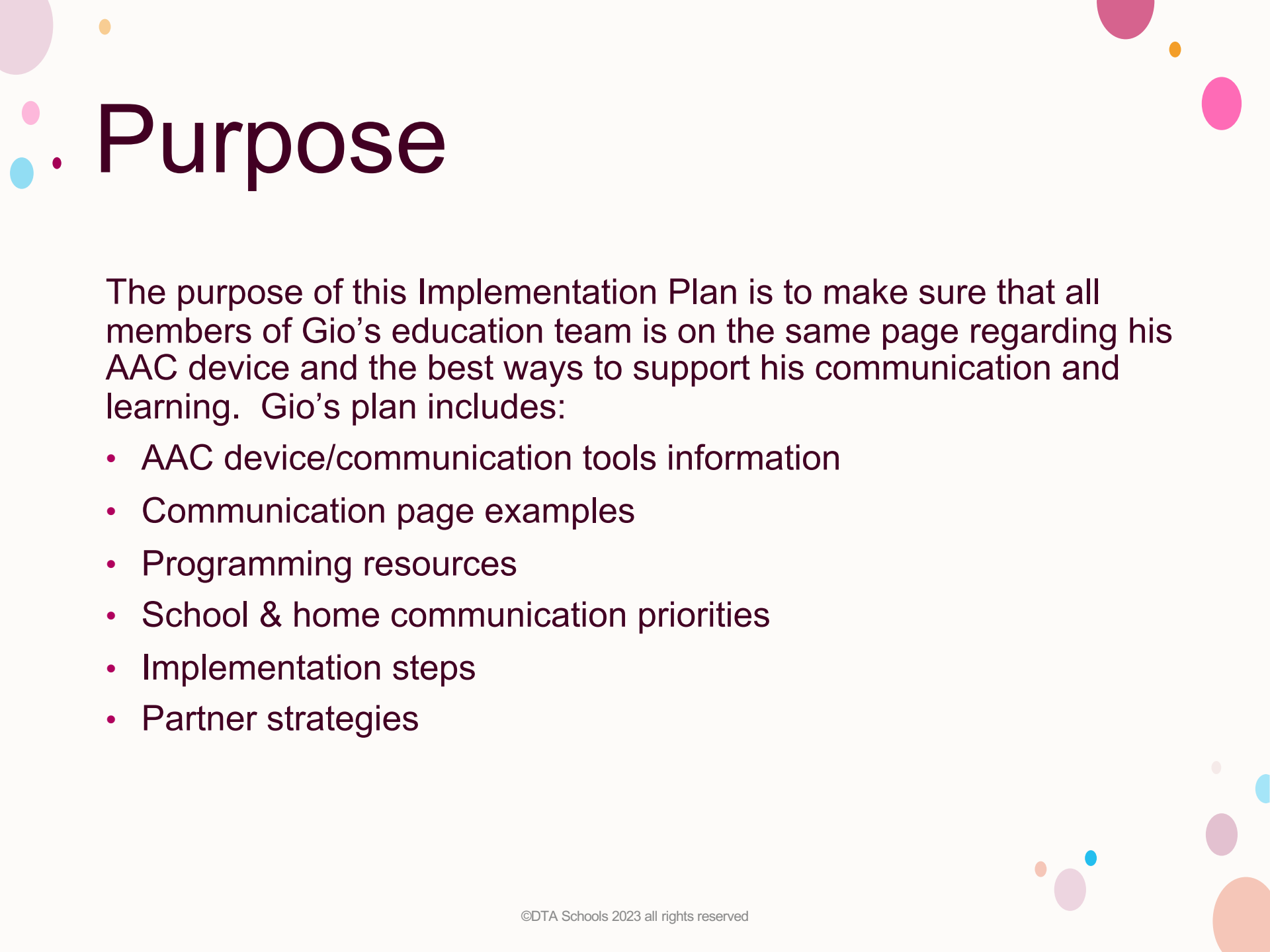


AAC Notebook & Implementation Plan

Student:	
Date:	
School:	
Planning Team	





Purpose

The purpose of this Implementation Plan is to make sure that all members of Gio's education team is on the same page regarding his AAC device and the best ways to support his communication and learning. Gio's plan includes:

- AAC device/communication tools information
- Communication page examples
- Programming resources
- School & home communication priorities
- Implementation steps
- Partner strategies

Team Members & Contacts

Parent:	
Teacher:	
Speech Pathologist- School AAC:	
Speech Pathologist- Private:	
Teacher of Visually Impaired:	
AAC Specialist:	
Intervener:	
Occupational Therapist:	
Additional Team Members:	

Communication Tools

Robust AAC Application & Equipment:

Light Tech Supports

Access Tools:

Equipment Specifications

Type of AAC System	i110
Manufacturer	Tobii Dynavox
Manufacturer's Website	https://www.tobiidynavox.com/support-training/i-series/
Representative	Gillat Sternberg Email: Gillat.Sternberg@tobiidynavox.com
Phone	Customer Support 1-800-344-1778



Equipment Specifications

Type of AAC System	I-13 or I-16 Eye Gaze
Manufacturer	Tobii Dynavox
Manufacturer's Website	https://www.tobiidynavox.com/support-training/i-series/
Representative	Denae Morris denae.morris@tobiidynavox.com
Phone	Customer Support 1-800-344-1778



Equipment Specifications

Type of AAC System	NovaChat 5, 8, 10, 12
Manufacturer	Saltillo
Manufacturer's Website	https://saltillo.com/support
Representative	
Phone	Customer Support 1-800-382-8622



Equipment Specifications

Type of AAC System	Quicktalker Freestyle
Manufacturer	Ablenet
Manufacturer's Website	https://quicktalkerfreestyle.com/
Representative	ablecare@ablenetinc.com
Phone	Customer Support 651-294-3101



Equipment Specifications

Type of AAC System	Proslate 4,8,10,13D
Manufacturer	Forbes
Manufacturer's Website	https://www.forbesaac.com/proslate-series
Representative	Raven Dawson ravend@forbesaac.com
Phone	Customer Support 419-589-7688



Equipment Specifications

Type of AAC System	Winslate with Enable Eyes
Manufacturer	Forbes
Manufacturer's Website	https://www.forbesaac.com/winslate-series
Representative	Raven Dawson ravend@forbesaac.com
Phone	Customer Support 419-589-7688



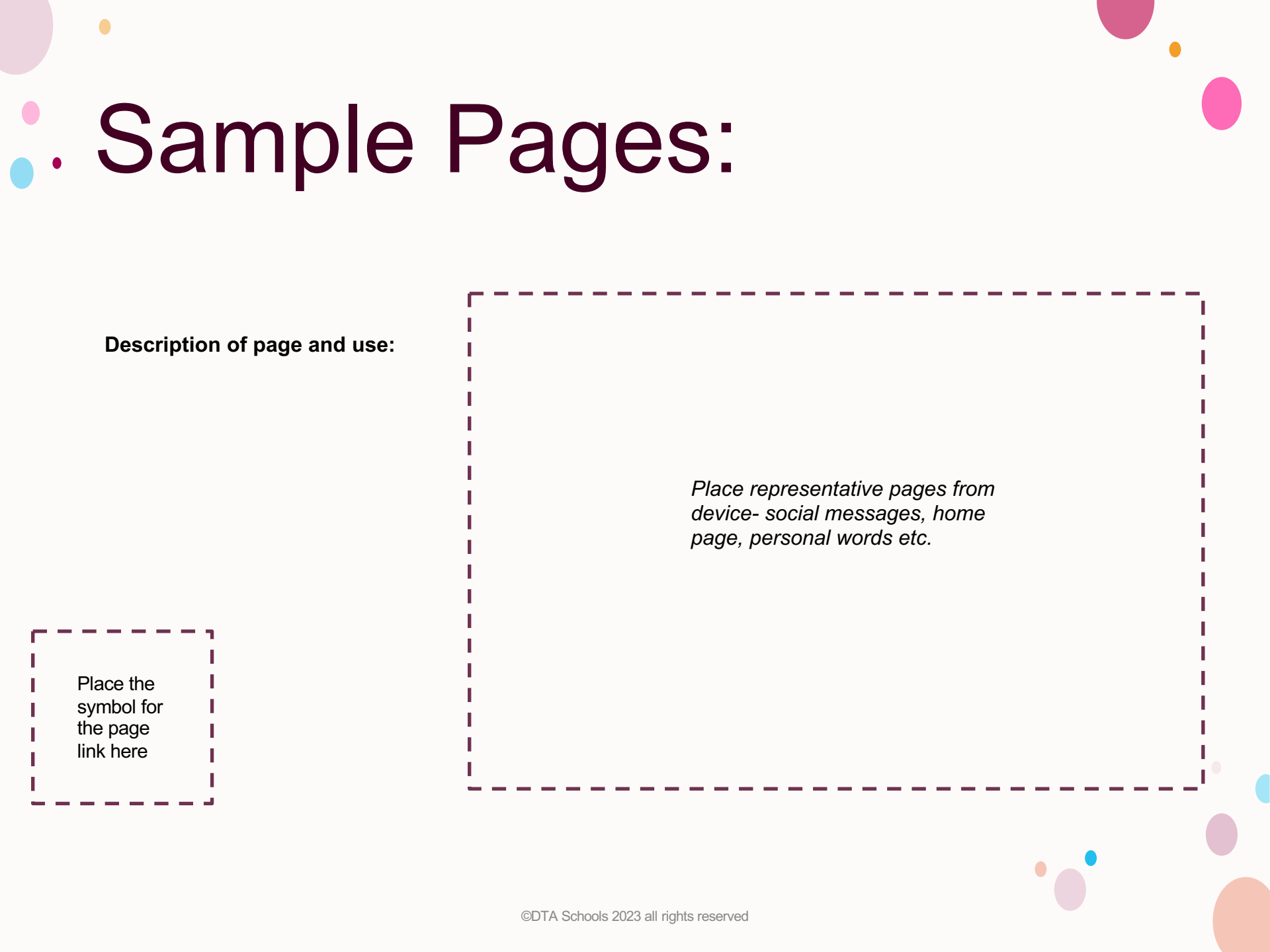
AAC Display: Page Characteristics

grid size

size & spacing of buttons

color coding

Additional customization:



Sample Pages:

Description of page and use:

Place representative pages from device- social messages, home page, personal words etc.

Place the
symbol for
the page
link here

QuickFires (Home Page)

Fast messages for social interacting!

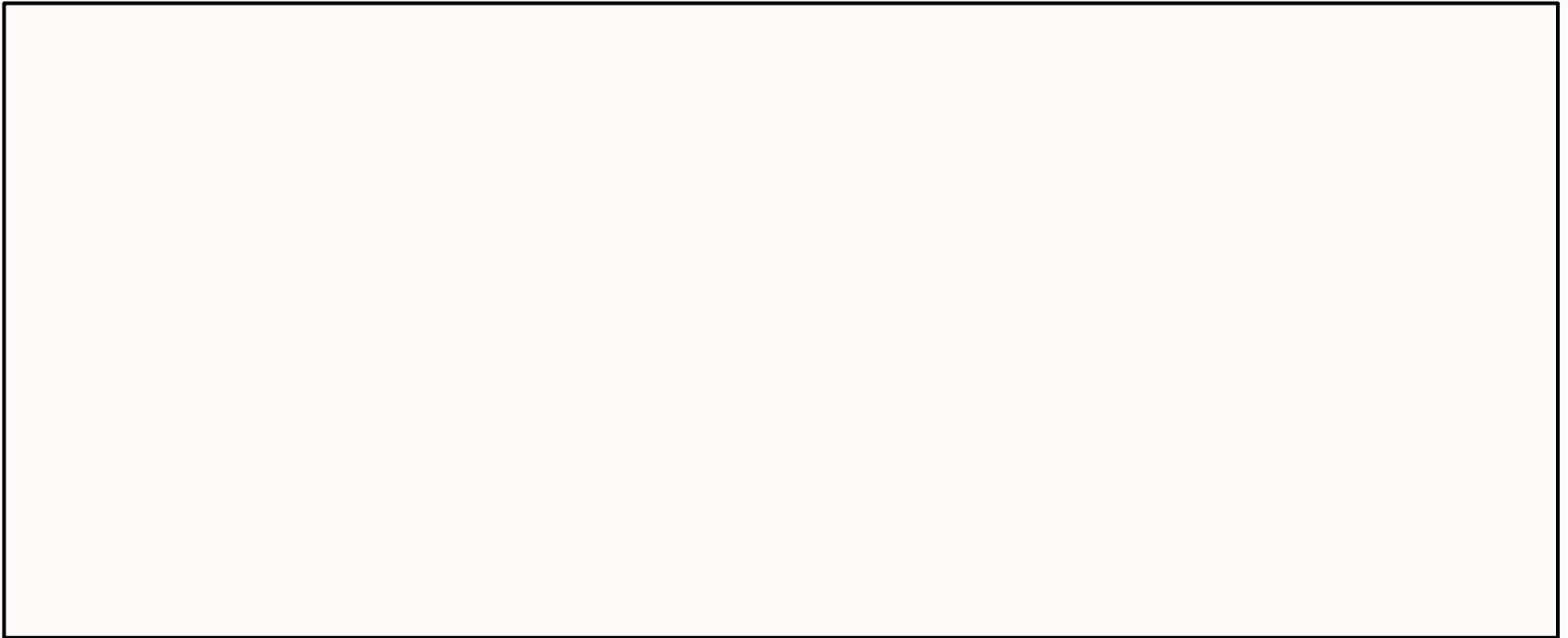
example



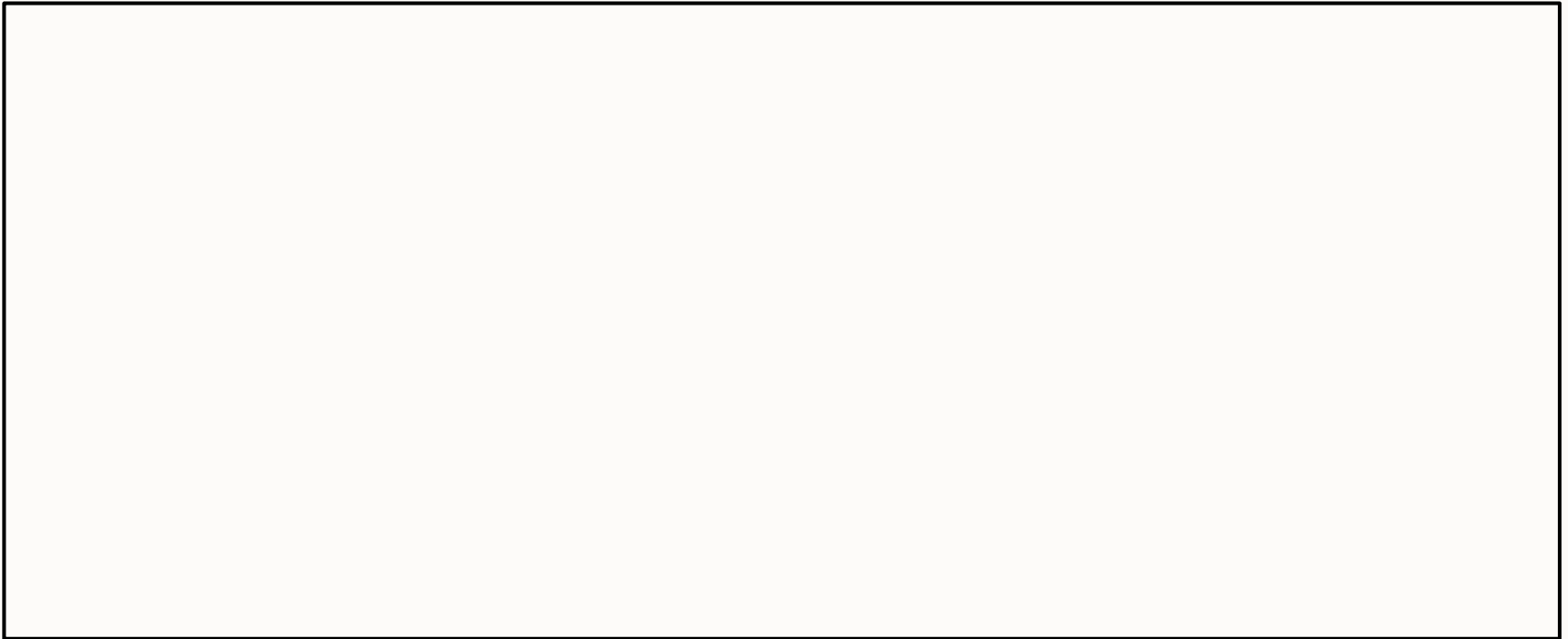


Access & Mounting Tips

Physical and Sensory Supports and Adaptations, Settings



Auditory Scanning/Switch Access

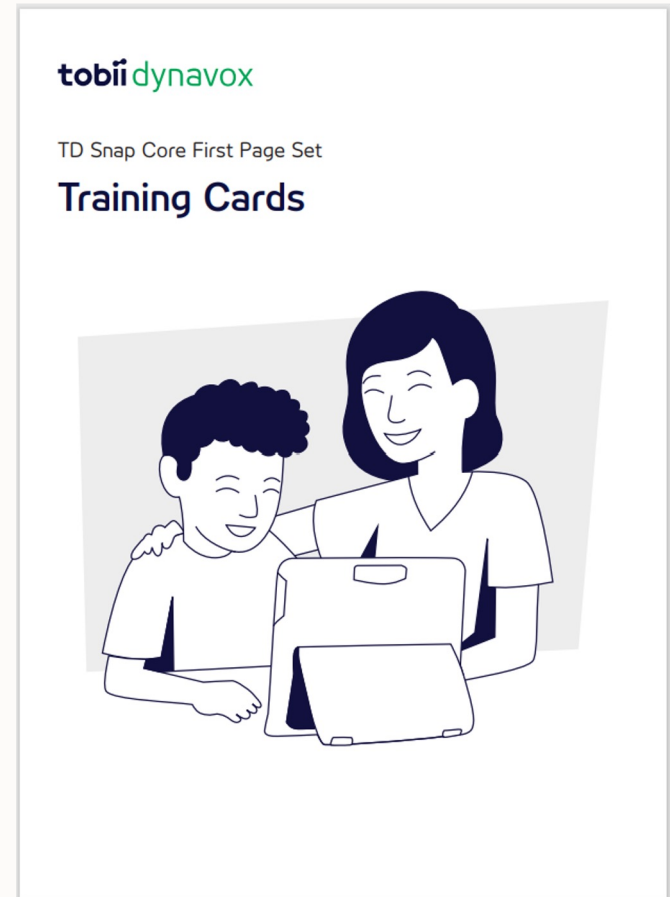


AAC Application Programming Notes

DATE	Modifications Made	Synced with Family/Team as needed? Y/N

Shared with Accounts:	
-----------------------	--

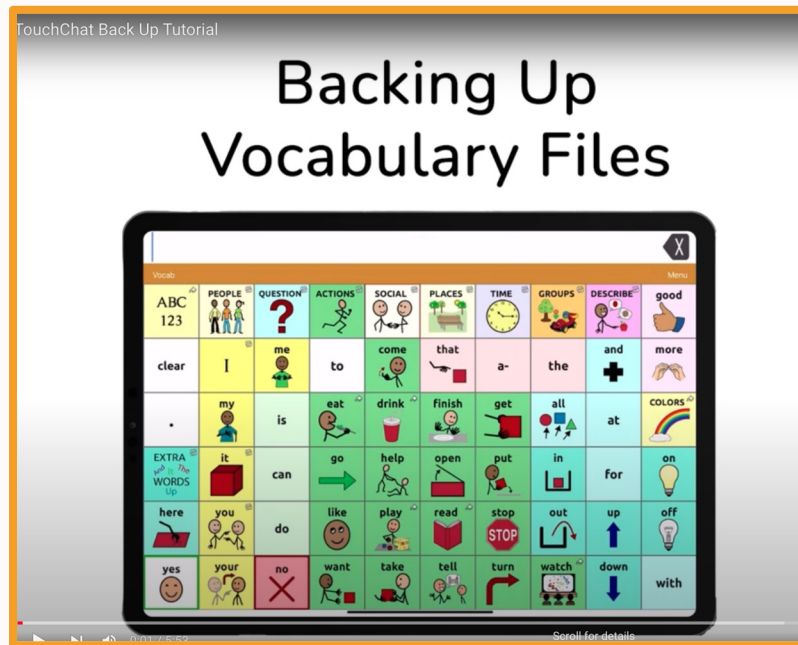
Training Cards: TD Snap



How to Sync & Share Pagesets



How to Backup & Share Vocabularies



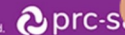
How to Backup & Share Vocabularies



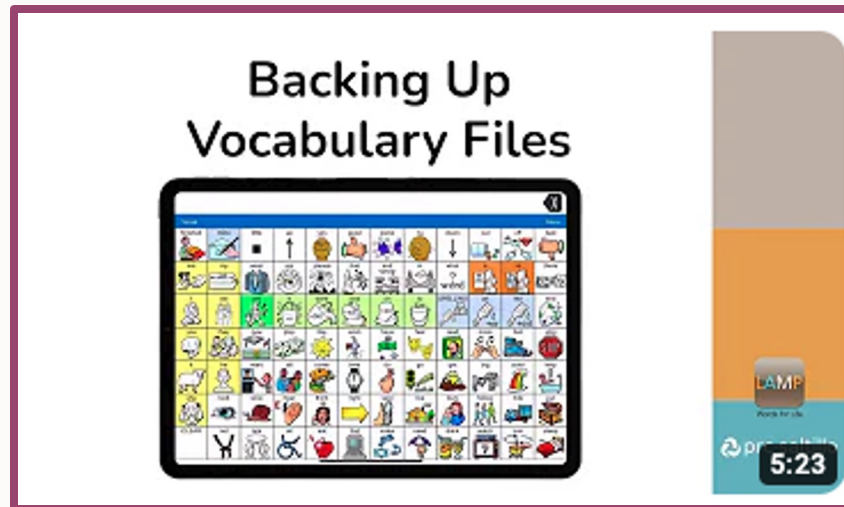
Back Up and Transfer
Vocabulary files or User
with Dual USB drive



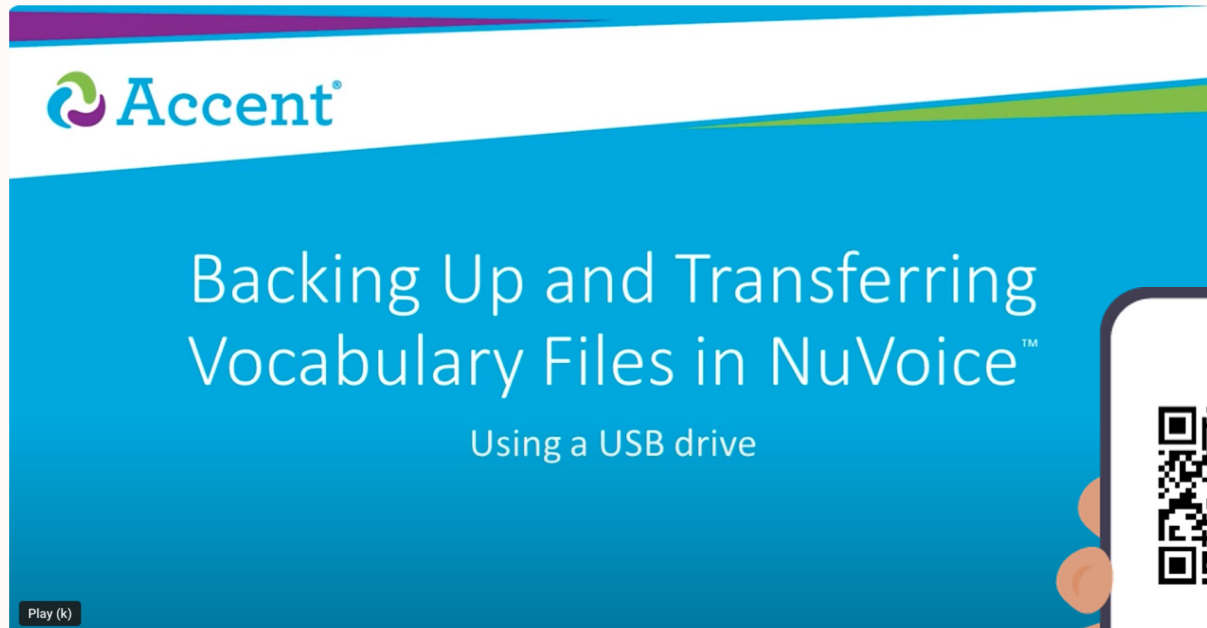
© 2023 PRC-Satillo. All Rights Reserved.



LAMP WFL BACK UP TUTORIAL

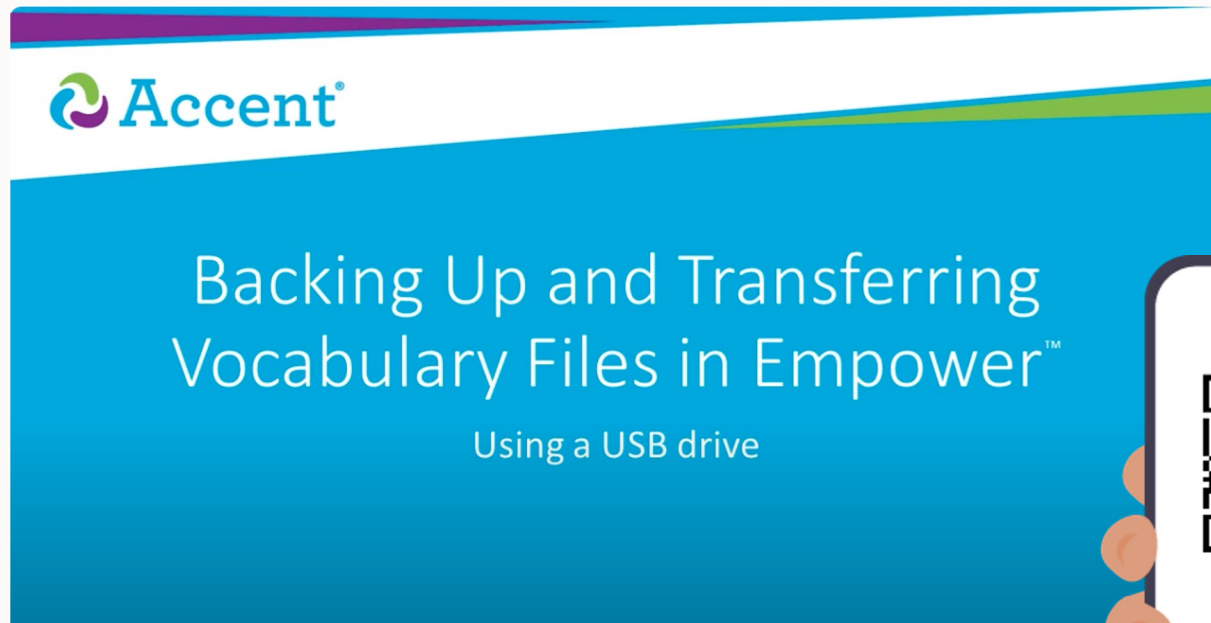


Accent NuVoice Backup



<https://www.youtube.com/watch?v=aLyARzaiw00>

Accent Empower Backup



<https://www.youtube.com/watch?v=LcsdipkHdis>

The Grid Getting Started

Grid 3 is for everyone



Everything you need in one platform

- Content for all ages
- Content for all abilities
- Supports all access
- Supports all popular speech engines
- Supports all popular symbol sets
- Supports IR and radio control
- Supports progress between vocabularies
- Constantly evolving

Grid 3

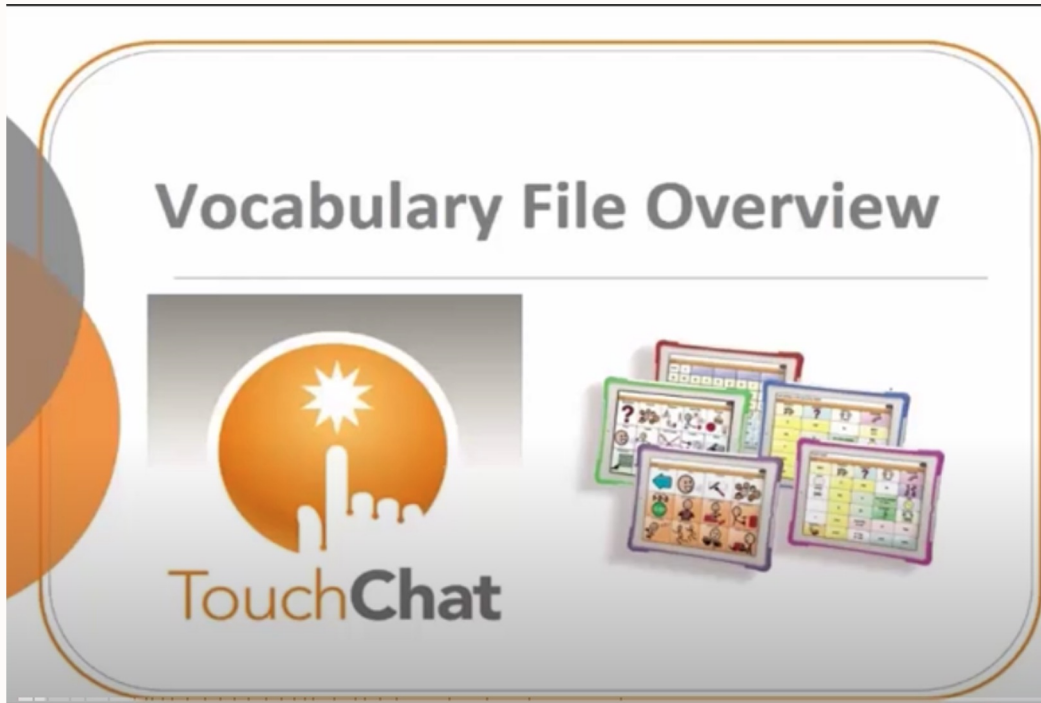
Smartbox



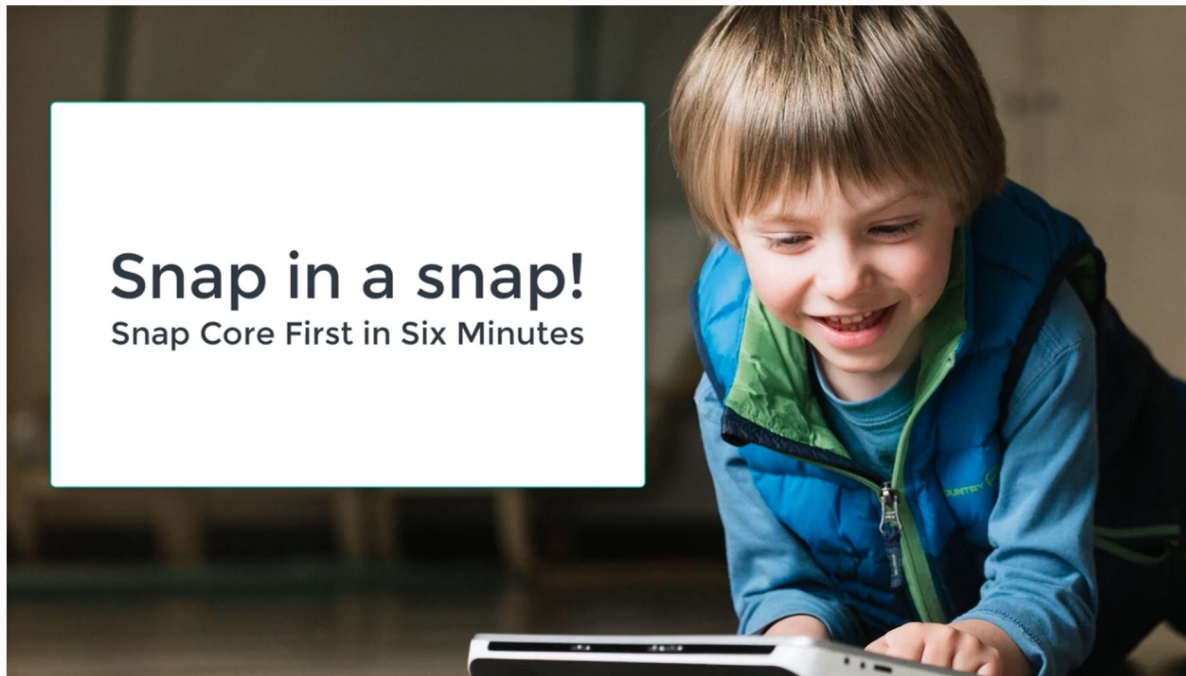
Word Power Program Overview



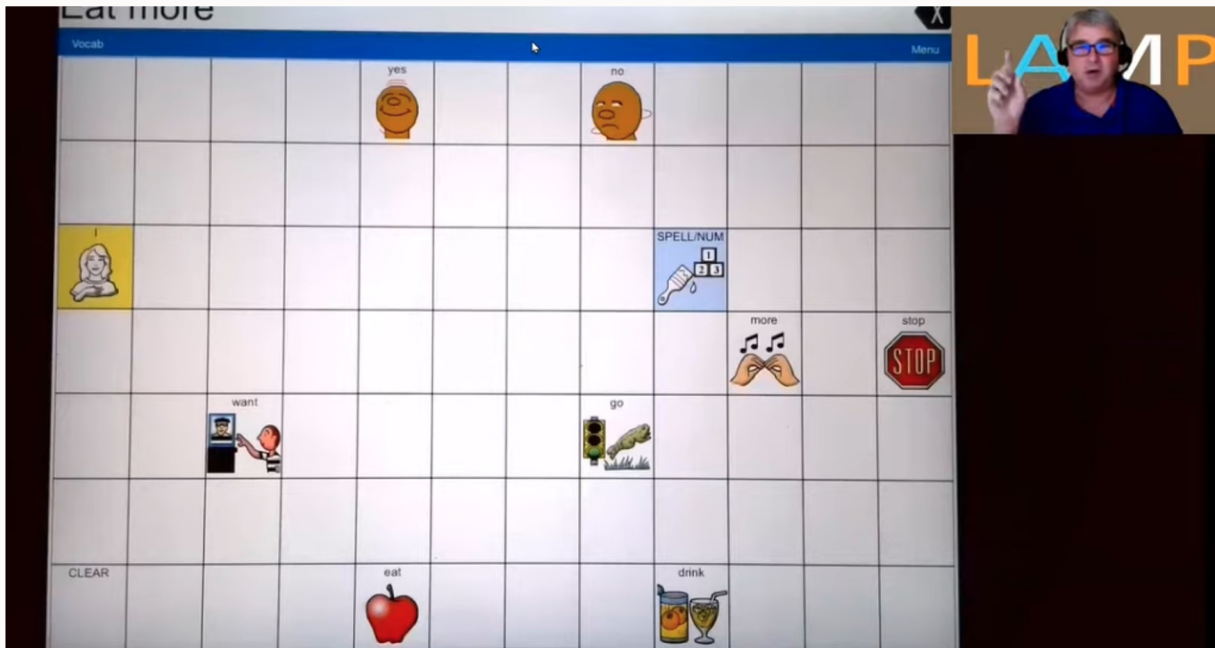
TouchChat Vocabulary Overview



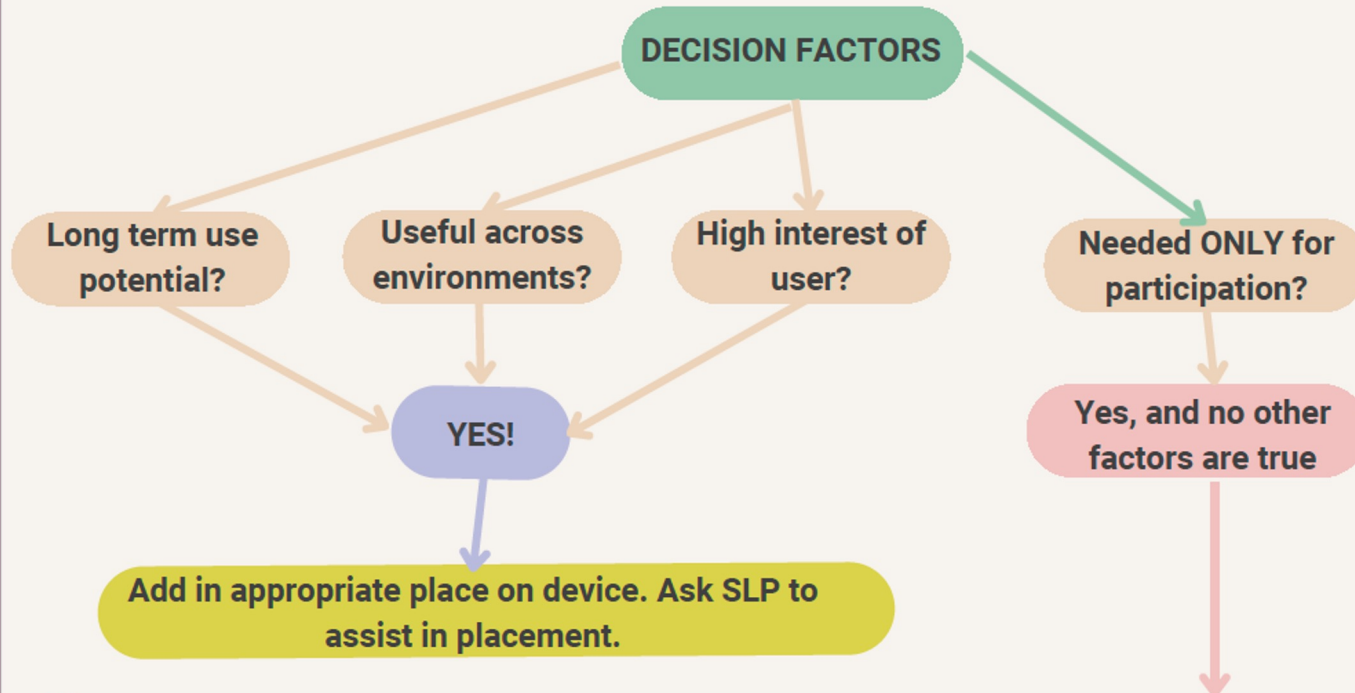
TD Snap in a Snap Overview



LAMP WFL Program Overview



So You Want to Add a Word to Your Robust AAC System...

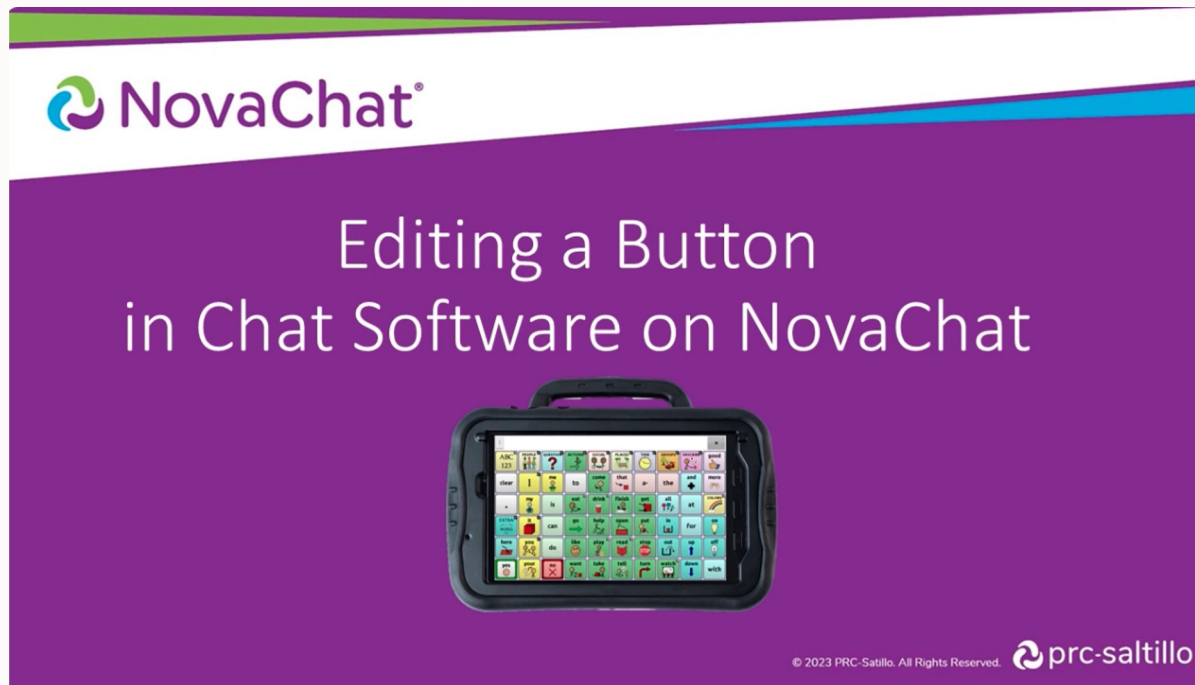


Use descriptive teaching to help student use other words to communicate the message.


Consider adding a temporary notebook page for academic words, which can be removed or permanently placed in system after unit of study is completed with user's input.


Make the symbol available in another way (printed symbol, single message switch, mid tech digital device- "GoTalk").


Customizing your NovaChat



Customizing LAMP Words for Life





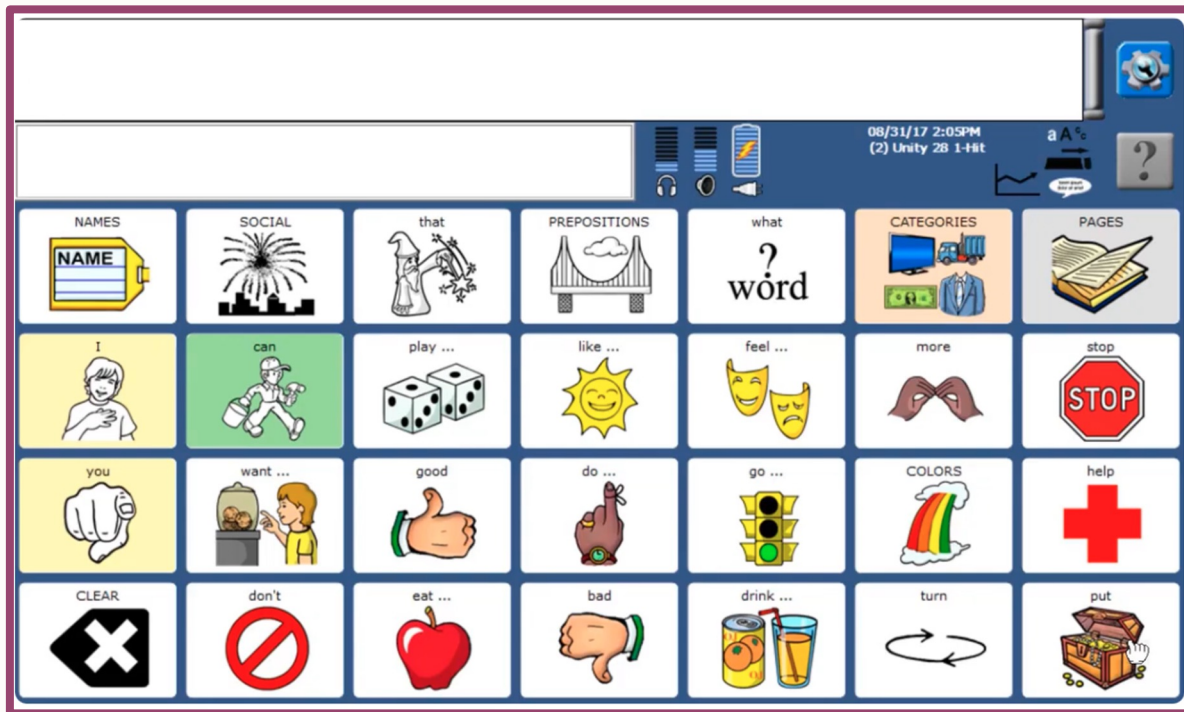


Adding a Word in the Via®Pro, PRiO®, or iPad app

EMPOWERING TODAY, INSPIRING TOMORROW



Customizing Unity



Customizing TD Snap

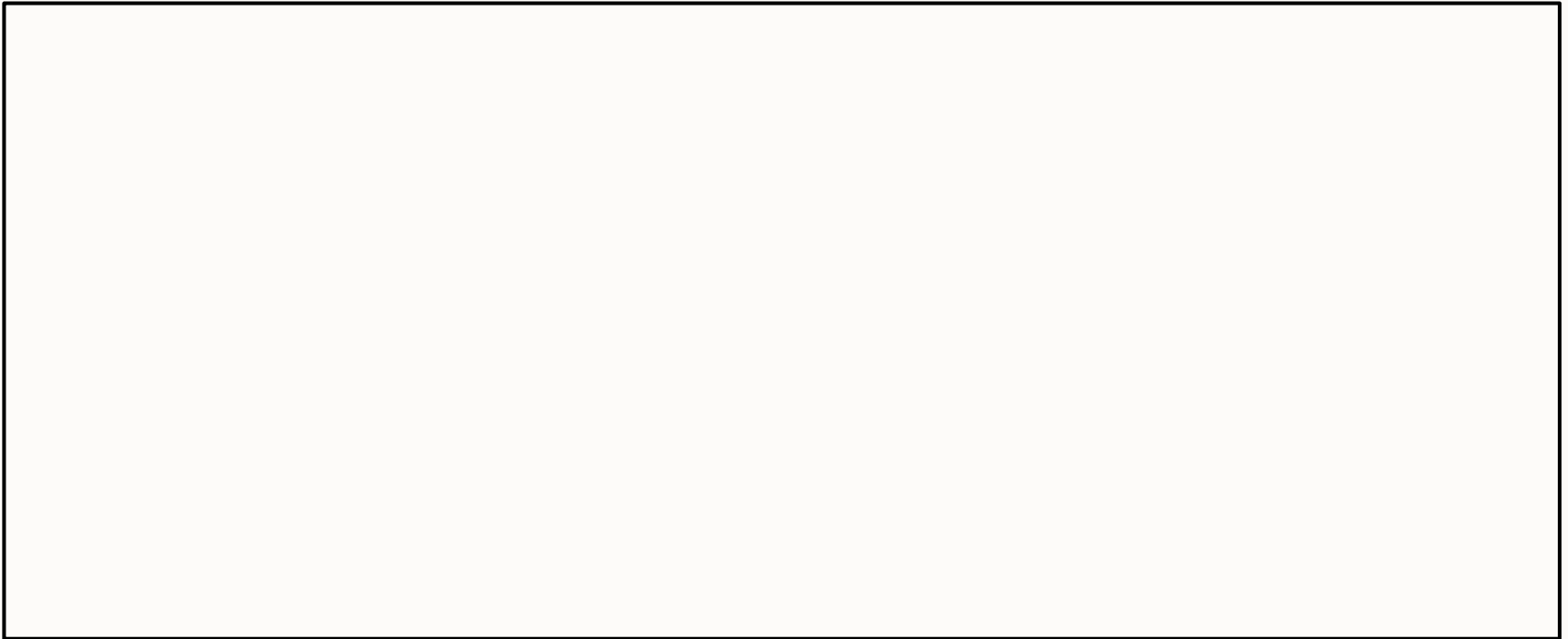
Snap Core First:
Edit a Button



Customizing Grid 3



Light Tech AAC Supports





• School Communication Priorities

We know it's working when...





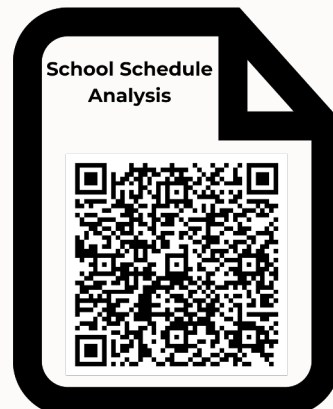
Home Communication Priorities

We know it's working when...



Step One: TARGET

How the team will choose the targeted words and messages for instruction?





Step One: TARGET

DETAILS & NOTES:

Step Two: TRAIN

*How we will train student & team to access their targeted words- by touching, seeing and hearing- NON-COMMUNICATION ACCESS. This should be fun and motivating with a **PURPOSE** for student, not for simple drill.*

Ideas: Games (BINGO, I Have Who Has, Memory), Picture Dictionary Books, Google Searches, Core Word Books, Targeted YouTube Videos, Sensory Bins (exploration), Environmental Labeling, Tarheel Reader books and authoring

DETAILS & NOTES:

Step Three: TAKE IN

How will we immerse the student in an environment that communicates in the targeted mode of communication.

Ideas: Aided Language Input (modeling) during planned, scheduled activities

Planning Documents: Routine Communication Target Planner,

Rotating Routine Communication Target Poster

Routine
Communication
Target Planner



Rotating Routine
Communication
Target Poster



DETAILS & NOTES:

Step 3: Aided Language Input (Modeling)



Scan and Watch Video



Modeling AAC has many names! Aided language input, aided language stimulation...it all basically means the same thing. When a communication partner is speaking, the words are also "modeled" or shown using the AAC system. Think of it as talking with two forms of communication. This can be speech with a communication board, speech with a high tech AAC device, or speech with a symbol posted in the classroom. If a student also communicates using sign language, modeling includes the communication partner using sign language combined with their verbal speech!

Step Four: TRY IT

How the student will be encouraged to try new words/messages. Prompting cues etc.

PARTNER STRATEGIES: Expectant Pause, Consistent Access to AAC, Engaging Activities, Respect & Reflect Natural Communication, Repetition with Variety, Expansion, Communication Temptations, Open Ended Questions, Momentum Strategy, Descriptive Teaching Model, Recasting, Joint Action Routines

DETAILS & NOTES:

Open Ended Questions

It's very easy to get caught in the habit of asking questions that only require a "yes" or "no" response when you are talking to your student using AAC. Why? Let's take a look at another way to get those questions answered! We want our students to be successful and while we are both learning an AAC system, we may not be sure our student knows how to locate more specific answers on their system. Additionally, we might not be sure WE know enough to help them find the words. But, open ended questions are POWERFUL! Authentic, self-determined responses, Opportunities for vocabulary development, Fewer inaccurate responses, and Decreased cognitive challenges!



Communication Temptations



- How do you encourage spontaneous communication? Sometimes it's as simple as setting up a situation that gives your student an interesting reason to communicate! Understanding what activities and items are motivating allows us to set up situations that help our student want to interact. Watch your student to see what they consistently are interested in. That will be what they are most likely to communicate about! Can you set up a situation that makes it easy for them to get what they want simply by asking? How about asking for help opening a box, turning a handle, reaching the cookies? Communication Temptations are best when they mimic real life. Think about situations your student will encounter naturally and try to set up your temptation to match it, like doors & containers that need to be opened to get our favorite item. Make sure the student has the ability to say the word, touch or give the symbol easily!



WORD OF CAUTION! Be sure you don't make things MORE difficult for your student! If every time you or the communication device or boards come out, life gets more challenging, you might find your student rejects both YOU and the DEVICE. So be mindful of your student's ability to tolerate these challenges!

Descriptive Teaching Strategy



The Descriptive Teaching Model is a strategy that teaches students to use high-frequency, common words rather than more rarely used words. This is important because it allows students to talk about academic concepts using the words they already know, and ones that are more likely to be available on their AAC system. In this video, our DTA Schools team talks about WHY this is helpful for students using AAC, explains how it works, and shows examples on a speech generating device.



Expansion Strategy

Scan & View Video

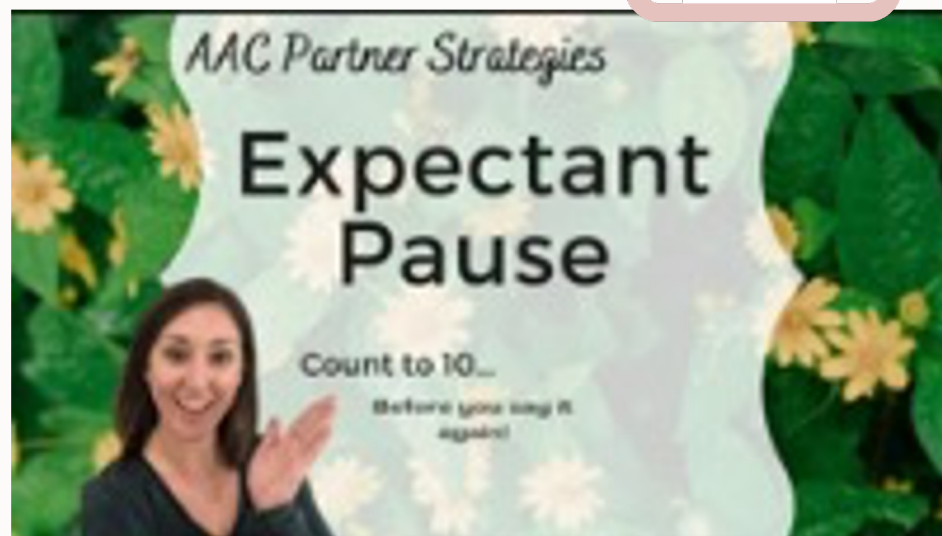


Most children learn language one word at a time. Once they have enough of these word (around 50!) they can begin to put them together to create their own unique messages. The expansion strategy is a way to help bridge the student's learning, from single word messages to multiple word messages. It's a very simple strategy! Once your student is using single words, you can respond to them with a slightly longer model. If they say "eat," you can say, "Yes, you eat!" If they say "go," you can model "go fast!" using your voice AND the AAC system. Give it a try!



Expectant Pause Strategy

Is it as simple as being quiet and listening? Yes! Sometimes just waiting 10-15 seconds is all it takes to encourage our student to begin to use their AAC system to tell us something! Make a statement, ask a question, or comment then WAIT for your student to do, say or touch something. Silently count to 10 before you coach, prompt, repeat or encourage. This gives your student a chance to think about what you said, consider what they want to say and then figure out how to say it. They need this time as they are learning. Another benefit is that we humans don't like empty air, we are compelled to do or say something. That little PAUSE might be all your student needs to respond. What if they don't? Repeat, add a little extra prompt, then count to 10 again! Before you use pause cues, make sure you've taught your student what they could say and how they can say it. Say it yourself ("MODEL"), give the a few choices ("you could say this or this."), tell and show them what to say ("touch..."). Once you know they have the idea, then you can present the opportunity for them to say something and WAIT. When you are talking to a student using AAC symbols, as you talk, point to the symbols, just like you expect the student to, then WAIT! Easy and Effective!



Respect & Reflect

In this video mini-training, we are discussing the Senner & Baud strategy, Respect & Reflect. This is a simple concept! We partners will "listen" to our student's natural communication: facial expression, body language, behaviors and sounds, and then acknowledge and respond to it. NEXT we will give them a model of another way they could also say their message! This is a wonderful teaching strategy to expose students to additional communication methods, on topics of their own choosing!



Consistent Access to AAC

Keep it out, charged and ready to use!

Scan & View Video



Student Engagement Strategy



Research tells us that students learn best when they are engaged and self-motivated. Learning to communicate is no different. Communication is how we express our thoughts, feelings and preferences. It's how we make connections and build meaning. When we are teaching students to communicate, we must ensure that they are interested and engaged so that they will attend, learn and remember how to say what they want to say, when they want to say it! When we hear, "he doesn't want to use it" to describe a student's use of their AAC system, you can bet that they haven't been encouraged, or taught, how to say what THEY want to say! This strategy kit helps us think about student engagement and begin to plan how we will support this for our students!



Role of Motivation



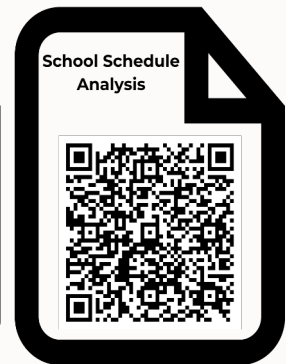
When we consider the process of teaching new skills and language to our AAC users, it is imperative that we remember the role of motivation and fun when teaching. If the student is motivated by a favorite activity, person or toy, they will be much more likely to learn and ENJOY learning! Effective and efficient with a side dish of FUN!



Step Five: TALK

How the student will begin to talk with the new words: when this expectation is in place, for what messages, with what partners, for what purposes.

Tools: Consider using the



Be on the lookout for natural communication attempts you can shape using the AAC system!

Review the AAC 101 Target Planning Worksheet to target message the student needs to be able to communicate!





Step Five: TALK

DETAILS & NOTES: