If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

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- Clear browser cache using these instructions
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

Still having issues?

- Call 800-242-5183 (M-F, 8 AM-8 PM ET)
- Email customerservice@SpeechPathology.com
An iPad for AAC? What You Need to Know

Stephanie Meehan, PhD, CCC-SLP

Moderated by:
Amy Natho, MS, CCC-SLP, CEU Administrator, SpeechPathology.com

Need assistance or technical support?

- Call 800-242-5183
- Email customerservice@SpeechPathology.com
- Use the Q&A pod
How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of 80% or higher
  - Within 7 days for live webinar; within 30 days of registration for recorded/text/podcast formats
- Two opportunities to pass the exam

An iPad for AAC?

Stephanie Meehan, Ph.D., CCC-SLP
Hello!
Dr. Stephanie Meehan
Clinical Assistant Professor, University of Kansas, Speech-Language-Hearing Department
Introduction to AAC, MA level course
Promoting Access & Advocacy to Communication and Education (PAACE) team

Today’s Topics
Short Introduction
A Word on Comprehensive Assessments
Options for AAC on iPad/tablets
Just in Time Programming
Resources for Success
Communication Partner Training
Resources
Learner Outcomes

After this course, participants will be able to:

- List comprehensive and robust AAC applications and accessibility features available on the iPad.
- Identify common communication partner behaviors and describe methods of training.
- Describe "just in time" programming.

I hold these truths to be self-evident...

Communication is a human right.
There are no prerequisites to accessing a high-tech, dynamic, robust AAC system.
AAC does not hinder verbal communication.
It's never too early or too late.
Start with what you have, right now.
AAC and the iPad

iPads are:
- Relatively inexpensive
- Socially acceptable
- Readily available
- Portable

iPads are not:
- AAC devices
- Accessible to all (in a variety of ways)
- Durable
- Universally funded

As SLPs we have an ethical responsibility to complete a comprehensive AAC assessment.
AAC Assessment Resources


PrAACticalAAC.com, https://praacticalaac.org

Communication Matrix, https://communicationmatrix.org

Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs, David R. Beukelman and Pat Mirenda

AAC Evaluation Genie (Hump Software, iTunes)
Domains for Assessment

Cognition
Language
Literacy
Motor
Sensory

Strength based approach

Feature Matching

A process in which a person who uses AAC strengths and needs (current & future) are evaluated and matched to specific features of AAC symbols, strategies, & devices. (Costello & Shane, 1994)

Feature matching provides a framework for clinical decision making rather than making a recommendation based on media coverage, public testimony, personal thoughts, experience, or comfort level, and well meaning friends and family.
Access

Access methods are a very important feature.
Traditionally iPads have only been accessible via direct selection. However this is changing.

- You can use Bluetooth capability to use switches
- You can also use the built in accessibility features of the iPad to use eyegaze capability, currently limited

Assessments can include iPad applications but...

Assumptions should not be made!
Contact AAC device and application manufactures to acquire devices and apps for assessments
SLPs with their CCCs can get some apps for free
iPads are not always fundable
Assessments should include three separate dedicated devices
Options for AAC and the iPad

<table>
<thead>
<tr>
<th>LAMP WFL (PRC)</th>
<th>Speak for Yourself</th>
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<tr>
<td>TouchChat (Saltillo)</td>
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<td>Snap Scene (TobiiDynavox)</td>
<td>Project Core*</td>
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<td>Snap + Core First</td>
<td>AACorn</td>
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</table>

Core Vocabulary?
Just In Time Programming

- Concept researched by Janice Light and colleagues
- Enables communication partners to program vocabulary relevant to immediate interest and environment
- Takes advantage of visual scene displays (VSDs depict scenes of natural life events involving people, Light et al., 2004) and hotspot technology
- Reduces operational demands
- Very flexible, can increase turns
- May be impermanent
Make the Most of using iPad for AAC

Guided Access
Dedicated iPad for communication ONLY
Mounts
Cases
Harnesses
Switches
EX. Blue 2 Bluetooth Switch
https://www.ablenetinc.com/blue2-bluetooth-switch

Look out for sales!
— AAC Awareness Month (October)
— Autism Awareness Month (April)
— Better Speech and Hearing Month (May)

Guided Access

How to enable Guided Access on iPhone and iPad
Launch the Settings app on your iPhone or iPad.
Tap on General.
Tap on Accessibility.
Tap on Guided Access under the Learning section.

Tap General, tap Accessibility, tap Guided Access

Tap the switch to turn on Guided Access.
Tap on Passcode Settings.
Tap Set Guided Access Passcode to set a passcode.

Tap the switch to turn on Guided Access, tap Passcode Settings, tap Set Guided Access Passcode, set a passcode

Toggle Accessibility Shortcut to On, which allows you to triple-click the Home button and enter Guided Access at any time.
Accessibility features of iOS

Speak Screen
Turn on Speak Screen and swipe down from the top of the screen with two fingers, or just tell Siri to Speak Screen, to have all the content on pages read back to you.

Display Accommodations: Adjust the contrast
Go to Settings > General > Accessibility > Display Accommodations > Invert Colors

Switch Control:
Bluetooth switch or Made for iPhone switch, Screen: Tap the screen to use a switch or press and hold, Camera: Move your head to use the iPhone front-facing camera as a switch. You can use the camera as two switches: One when you move your head to the left, and the other when you move your head to the right.

Add a switch and choose its action:
Go to Settings > General > Accessibility > Switch Control > Switches.
Tap Add New Switch and choose a source.
Follow the steps to choose how you want the switch to work.

Turn on Switch Control, so you can use your new switch. Settings > General > Accessibility > Switch Control and turn the setting on or off our triple-click the Home button or the Side button on certain models at any time to exit Switch Control.
Assistive Touch

1. Go to Settings > General > Accessibility > Assistive Touch, then turn on AssistiveTouch.
2. Tell Siri “Turn on AssistiveTouch.”
3. Go to Settings > General > Accessibility > Accessibility Shortcut and turn on AssistiveTouch.

You can use Assistive Touch to make using the gestures on your iPad easier or use other methods of controlling the device.

Communication Partner Training

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

-Jane Korsten
Communication Partners

- Control the conversation
- Ask too many questions
- Ask yes/no questions
- Take majority of turns
- Interrupt
- Speak in an age disrespectful tone, rate, and pitch

- Speak about the person who uses AAC in front of them
- Speak to the caregiver instead of the person who uses AAC

Reinforcement of stereotypes/low expectations
Limited opportunity for communication or language development
Interaction with someone who has complex communication needs
Low expectations
No AAC system

Consequences to lack of training and education

Meehan, 2018
Partner Communication Training and Tips

**ImPAACT** (Kent-Walsh, Binger, McNaughton)

**SMORRES** (Senner and Baud, 2016)

**MODEL**

4:1 ratio of comments to questions

**WAIT**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Pretest and commitment to instructional program</td>
<td>Take pretest measurements; Introduce target strategy; Discuss strengths and weaknesses; Communication partners commit to participate in program</td>
</tr>
<tr>
<td>Strategy description</td>
<td>Describe strategy; Discuss impact of implementation</td>
</tr>
<tr>
<td>Strategy demonstration</td>
<td>Model the strategy and explain steps</td>
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<tr>
<td>Verbal practice of strategy steps</td>
<td>Practice naming and describing all steps</td>
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<tr>
<td>Controlled practice and feedback</td>
<td>Practice strategy in controlled contexts with feedback</td>
</tr>
<tr>
<td>Advanced practice and feedback</td>
<td>Practice strategy in multiple contexts with feedback</td>
</tr>
<tr>
<td>Posttest and commitment to long-term use</td>
<td>Document and review mastery of strategy, compare to baseline. Elicit feedback. Create action plan to generalize.</td>
</tr>
<tr>
<td>Generalization of targeted strategy use</td>
<td>Practice strategy in more settings; plan for long term use.</td>
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### SMORRES

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<td>S</td>
<td>Stop</td>
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### References


 References

And the feature matching process. Mini seminar presented at the annual convention of the 

Core Vocabulary, Attribution and Aided Language with Preschool Students with ASD (PDF, 
42 pages, 42.5 MB) by Kathryn Dorney and Dr. Karen Erickson

Project Core Implementation Model: Putting into Practice with Communication Apps and 
Devices (PDF, 70 pages, 4.4 MB) by Dr. Lori Geist

Project Core Reexamined: Year 3 Review (PDF, 60 pages, 6 MB) by Dr. Lori Geist, Dr. 
Karen Erickson, Kathryn Dorney, and Sofia Benson-Goldberg

Senner, Jill & R. Baud, Matthew. (2016). The Use of an Eight-Step Instructional Model to 
Train School Staff in Partner-Augmented Input. Communication Disorders Quarterly. 38.