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AAC and Adults with Developmental Disabilities, Part 2

Rebecca Eisenberg, MS, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com



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AAC and Developmental Disabilities Part 2

Communicative
Functions, Vocabulary
Selection, Goal
Writing, Therapy
Activities





About the course

- This course is a two-part series about AAC and adults with developmental disabilities. This one-hour course will focus on communicative functions, funding, vocabulary selection, writing AAC goals and AAC implementation with age appropriate activities. Examples of various non-electronic and electronic therapeutic tools to be used during communication therapy with adults with DD will be provided.



Learning Outcomes

After this course, participants will be able to:

- List at least 5 communicative functions for adults with complex communication needs and developmental disabilities.
- Identify 3 communication goals that target vocational and daily living using a variety of communication systems.
- List 3 different apps and 3 different non-electronic materials to be used during communication therapy with adults with developmental disabilities.

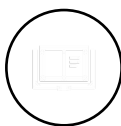


About Me

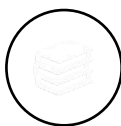
I am a speech language pathologist since 2001. I graduated Teachers College, Columbia University. I have been working in a variety of contexts since 2001 including day habilitation programs, public and private schools, clinics, group home, and private homes. I am currently on the tech team at WIHD in Valhalla and consult with schools on how to implement AAC in the classroom. I also work with adults with developmental disabilities and train both individuals, their families and staff on how to implement AAC in their home, program and community. My passion is for all ages but a keen interest of mine is working with older students and adults using AAC.



Financial and Nonfinancial Disclosure



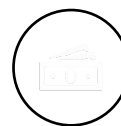
I RECEIVED ROYALTIES FROM SUPER DUPER PUBLICATIONS FROM MY GAMES AND A WORKBOOK THAT WAS PREVIOUSLY PUBLISHED.



I RECEIVE ROYALTIES FROM THE THREE CHILDREN'S BOOKS AND AN EBOOK THAT I HAVE WRITTEN AND PUBLISHED (NOT RELATED)



I HAVE A TPT ACCOUNT THAT I RECEIVE LIMITED ROYALTIES (NOT RELATED TO THIS CONTENT)



I HAVE NO OTHER FINANCIAL DISCLOSURES TO DISCLOSE AT THIS TIME

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Contact info:

- becca@gravitybread.com

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Empowerment is key!
Learning after 21 is
possible!

continued[®]

continued

Focus on chronological age,
not developmental age!



Q8

continued



Age appropriate!
Adults are not
children, don't use
activities for
children and treat
them like adults

continued

Communicative Functions The Foundation of Communication

Communicative Functions	Multi-Modal Communication												Examples/Notes
	Body Language	Facial Expressions	Verbal	Physical Manipulation	Eye Gaze	Unintended Behavior	Signs	Laugh/Smiles	Cries/Whines	Protests	AAC device	Speech	Other or N/A
Requests object													
Requests/Calls someone													
Requests assistance													
Requests action													
Protests/Rejects													
Greets someone													
Name/Label													
Initiates interaction													
Sustains interaction													
Indicates discomfort													
Comments													
Expresses opinion													
Expresses idea													
Shares information													
Tells a joke													
Recalls prior experience													
Tells a story													
Gives an answer													
Asks a question													
Demonstrates emotion													
Express future goals													

Rating Scale
0 = No communicative interaction
1 = Rarely uses this mode
2 = Sometimes uses this mode
3 = Frequently uses this mode

Created by Kelisha Tipton M.A.SpEd

Adapted from Dewart, H., & Summers, S. (1995). The Pragmatics Profile of Everyday Communications Skills in Children / Weatherby, A. (1995). Checklist of Communicative Functions and Means

A Look at Communicative Functions
Created by Kelisha Tipton M.A.SpEd
Adapted from Dewart, H., & Summers, S. (1995). The Pragmatics Profile of Everyday Communications Skills in Children / Weatherby, A. (1995). Checklist of Communicative Functions and Means

Q1

Why are communicative functions important?

- Don't get stuck on requesting
- We need to look at communication with all different partners and in different contexts
- There needs to be real communication that includes conversation, initiating communication, asking questions, sharing information and answering questions.
- We need to share information, consider social closeness, use proper etiquette and express needs and wants.
- Can be used for goal writing and AAC implementation.



Communication is everywhere!



Vocabulary Selection

How do I select my vocabulary? Where do I start?
Most communication apps have the ability to combine different types of communication.

Can be no tech, low tech or high tech

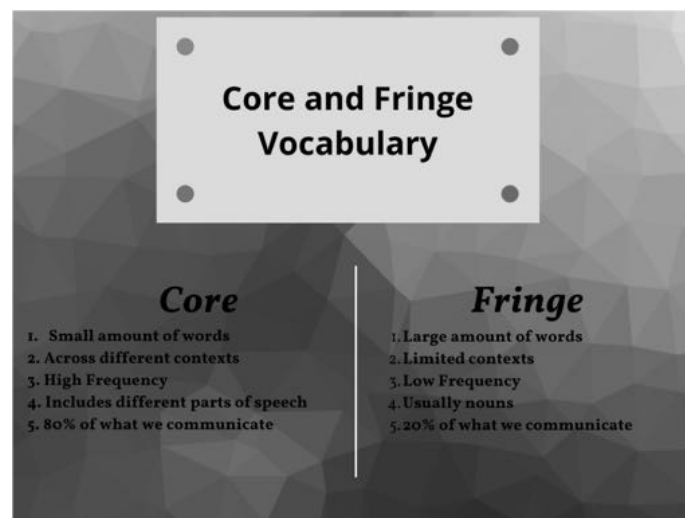
- I am mostly discussing using a high tech communication system throughout the lecture, however no and low tech systems can be very effective forms of communication.
- These include communication boards, communication books, picture exchange communication systems, core boards, low tech devices such as Go Talk, etc.



Choosing the right vocabulary for an AAC user

- Core and Fringe Vocabulary
- Phrase Based Vocabulary: important for quick and easy communication
- Context Based
- Visual Scenes
- Text to speech (keyboard)
- <http://communication.bridgeschool.org/wp-content/uploads/sites/4/2018/03/vocab-selection-older-students.pdf>

What is core and fringe vocabulary?



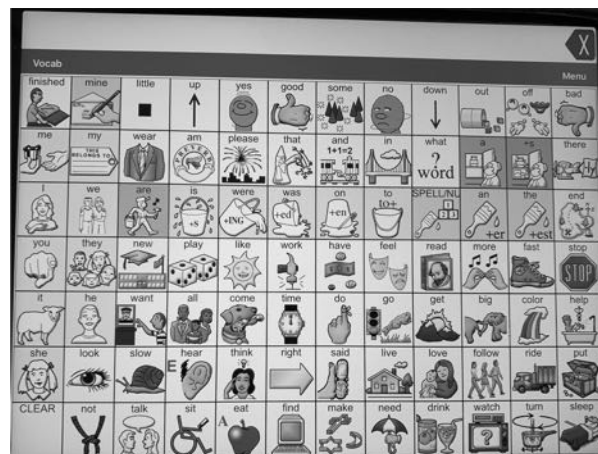
Q2

Need both core and fringe!

Examples of communication apps with core boards:

- Touch Chat with Word Power
- Proloquo2Go
- Speak for Yourself
- LAMP
- Snap and Core First
- Grid

Core Board - LAMP



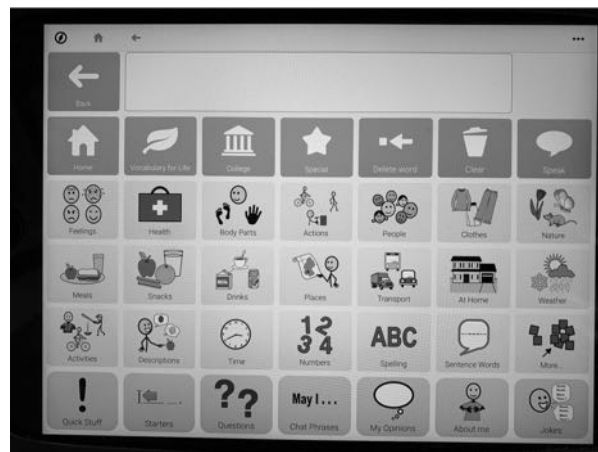
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Topic Based vocabulary-appt



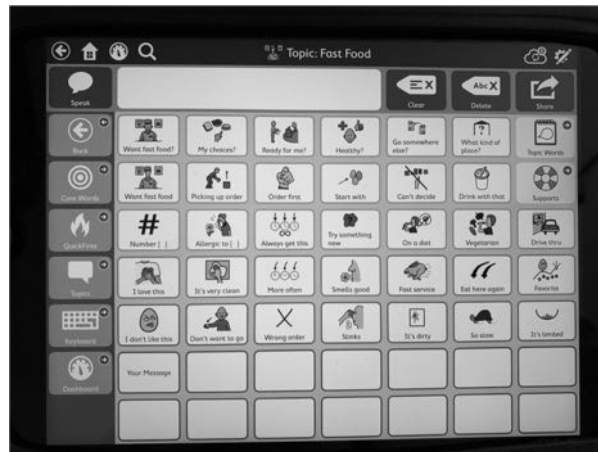
continued

Topic based- Vocabulary for Life



continued

Topic Based – Fast Food



Smart Watches can be very effective forms of communication for adults



Visual Scene- add hotspots



Vocabulary for a College Literate Student

- Keyboard and using other features to speed up communication
- Core vocabulary may be used or just a keyboard
- Needs access to internet depending on the student
- Can't have a limiting vocabulary
- <https://youtu.be/DnGWxuNnDfI>

Vocabulary for Volunteering

- What are they volunteering for?
- What kind of vocabulary do they need?
- Let's discuss!



Vocabulary for Office Vocabulary

- Are they answering phones?
- Do they have specific vocabulary related to the items and actions they need to use?
- Phrase-based vocabulary may be very useful
- Need quick and easy communication
- What vocabulary would you need in an office?



continued

What other phrase-based vocabulary would be important for a work environment?

- What is next?
- I need some help with this task.
- Can you explain what my next task is.
- Hello. My name is _____ and I communicate with a device. Please wait while I communicate my message (for phone conversations)
- The machine is broken. Can you please help me?
- What phrases can you think of?



Q5

continued

Vocabulary for Day Program

- What kind of day program are they in?
- Where are they going on a daily basis?
- What are the other individuals like in the class? Can they be sufficient communication partners?
- Can they communicate with other communication partners?
- Community outings - is the vocabulary available to them?



continued

Vocabulary for going on a trip to the mall:

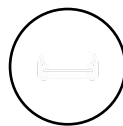
- Need phrase based vocabulary for quick communication
- Need access to both core and fringe
- Need to access different communicative functions (e.g. requesting, commenting, asking questions, etc.



What phrase-based vocabulary do we need for a shopping trip?



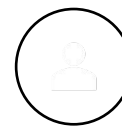
CAN YOU HELP ME?



I NEED TO FIND A FITTING ROOM.



HOW MUCH IS THIS?



ETC.

Vocabulary for Employment

- Where are they going to be employed?
- How does vocabulary differ from a store versus an office?



What is the individual's support network like? Get parents involved!

<https://blog.asha.org/2017/02/16/how-and-why-to-involve-parents-of-adult-clients/>

Ways to help carryover

- If insurance device, invite vendor to train staff.
- Have a staff meeting about communication devices.
- Invite the parents in for a training.
- Push into community activities so other staff can see how the device should be used.

Q9

Funding sources for therapy - this varies by state, check your state!

- Medicaid
- Medicare
- Private Insurance (can cap amount of sessions possibly)
- Private pay
- School District no longer an option!



Q4

Other factors



Need staff to bring adults with DD to therapy



It is very helpful to have family support



Can receive services at day program and/or group home depending on funding sources

Writing AAC Goals for Adults with DD

- Need to be measurable
- Need to be functional
- Need to focus on communication (not identifying, etc.)
- Should be across contexts
- Should be with different communication partners
- These goals should be a part of the ISP (Individualized Service Plan)
- Should also be targeted for medical needs if appropriate (e.g. have stomach condition and needs to communicate with doctor)

continued

“We should also see that group home staff add communication goals to clients’ mandated plans of care. We can do this by modifying our documented goals to fit the group home setting with simple, straightforward, easy-to-measure goals. We must also ensure that residents’ outpatient treatment incorporates staff training on device care, maintenance and programming. Residents’ successful use of AAC is directly linked to the caregivers around them.”

Quote by Carrie Kane, MS, CCC-SLP

continued

Examples of Goals

- Client will order food at a restaurant via his communication system with intermittent prompts and modeling in 4/5 trials over 3 consecutive session/opportunities.
- Client will engage in 1-2 turn conversation via his talker during a structured exchange in a vocational context (e.g. movies) to take care of the customer in 9/10 opportunities over 3 consecutive sessions.
- Client will greet unfamiliar communication partners in 4/5 opportunities given intermittent prompts via her talker over 3 sessions.
- Client will request help from his job coach via his talker in 2/3 opportunities over 3 sessions.
- Client will initiate communication with a peer via his talker (e.g. “hi, how are you?”) in 2 opportunities over 3 sessions.

Q3

continued

Increasing carryover is key!

- Practice communication in different environments.
- Practice communication with different communication partners.
- Train parents, staff, etc. to help facilitate communication.



Be careful not to over-prompt!
<https://www.friendshipcircle.org/blog/2015/07/15/5-reasons-to-reduce-prompting-with-your-child-with-special-needs/>

Modeling shouldn't end at school. Adults need modeling too!

- <https://praacticalaac.org/praactical/praactical-research-aided-language-input-for-people-with-developmental-disabilities/>

Q10

Therapy! Non electronic therapy activities

- Newspapers
- Social stories
- Menu
- Cards
- Age Appropriate Books. Many books from Attainment Company are very appropriate
- Games
- Puzzles
- Magazines
- Bingo
- Practicing Conversation
- Music

Q7

Activities for adults, cont.

- Participate in choral activities
- Practice job interviews
- Go shopping
- Deal with emergency situations
- ADL activities (e.g. washing face, brushing hair)
- Transportation related activities (e.g. how to get from one location to another, subway, bus, travel training)

Topic board



continued

Books!



continued

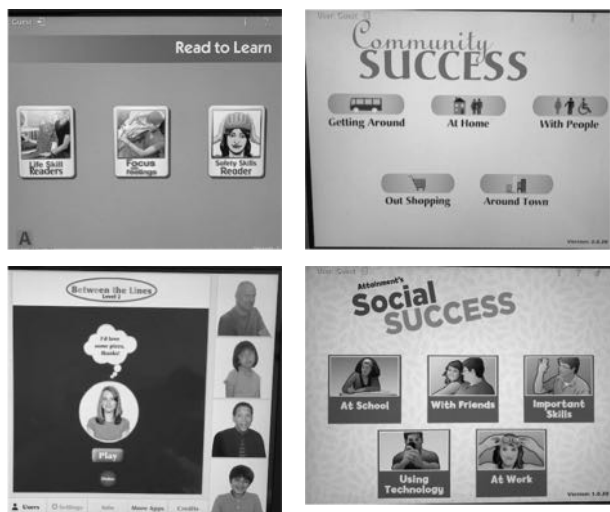
Electronic Therapy Activities



continued

continued

Some apps I recommend....



continued

More apps!

Others not shown: CanPlan, Choice Works, News 2 U



continued

continued

YouTube! Commercials, Autism Goes,
Cooking Videos, Everyday Speech,
there are many more...



continued

Books online

- Tarheel Reader
- Download digital stories via TPT and access on electronic device
- N2Y Library <https://www.n2y.com/>



continued



Some articles that I have written about communication and adults with developmental disabilities:

- <http://blog.asha.org/2014/02/11/top-ten-apps-for-adolescents-and-adults-with-developmental-disabilities/>
- <https://blog.asha.org/2017/02/16/how-and-why-to-involve-parents-of-adult-clients/>
- <https://blog.asha.org/2015/01/27/ten-speech-and-language-goals/>
- <https://blog.asha.org/2016/08/30/using-disney-to-encourage-communication-and-engagement/>
- <http://www.friendshipcircle.org/blog/author/becca-eisenberg/>



Case Studies-Case Study 1

- 30 year old Caroline uses Touch Chat with Word Power to communicate. She goes to a day program and works once a week bagging groceries in a supermarket. She struggles with quick communication because her ability to create sentences is laborious at times when she is on the spot. What kind of vocabulary might you add to help Caroline?

continued

Case Study 2

- 25-year-old Bill is an excellent communicator at program. However, when he goes to his work site at the office, he struggles to communicate with less familiar communication partners. What goal would you create to help Bill communicate more effectively?

continued

Case Study 3

- 50 year old Bill has been having many medical issues lately. However, when he gets to the doctor, he has trouble communicating his medical needs. What goal might be appropriate to work on in therapy? How can you best carryover this goal so he can be successful?

References

- Communicative Functions Worksheet, Created by Keisha Tipton M.A. SpEd. Adapted from Dewart, H., & Summers, S. (1995). The Pragmatics Profile of Everyday Communications Skills in Children / Weatherby, A. (1995). Checklist of Communicative Functions and Means
- McNaughton, David B., and David R. Beukelman. Transition Strategies for Adolescents & Young Adults Who Use AAC. Paul H. Brookes Pub. Co., 2010.
- “Are We Ready for Growing AAC Needs in Group Homes?” The ASHA Leader, leader.pubs.asha.org/article.aspx?articleid=2389204.
- <https://coe.uoregon.edu/cds/files/2016/05/Prompting-Hierarchy-AAC.pdf>
- https://gusinc.com/product/speechwatch-model-a/?fbclid=IwAR0ycEBQ9eaGueS01h3eB7329iSxPG_-inGrt-8VU7RmckKxTsRsSfXpQxqc