




Communication: the use of AAC for ensuring communication is relevant to the needs of adults and children with a variety of disabilities



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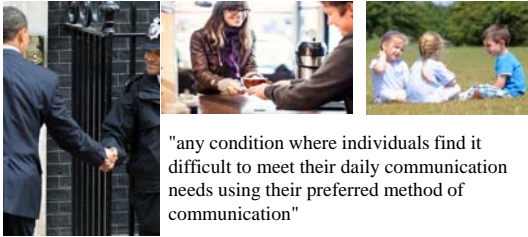
Agenda

- Introductions
- What is communication?
- Brainstorm – Issues with communication
- Augmentative and Alternative Communication
- AAC in Sport? Practical Solutions
- Feedback

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Severe communication difficulties?



"any condition where individuals find it difficult to meet their daily communication needs using their preferred method of communication"

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break		Augmentative and Alternative Communication (AAC)		popcorn
fruit				candy
drink	water	juice	soft drink	coffee

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“AAC is an umbrella term that encompasses communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language.”

bread	cheese	French fries	hot dog	popcorn	
fruit	banana	ice cream	cookie	candy	
drink	water	juice	soft drink	coffee	

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Types of AAC:

- Unaided (eg speech, gesture)
- Aided – light tech (eg symbol board)
- Aided – high tech (Voice Output Communication Aids – VOCAs)

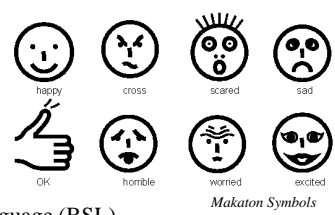
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Unaided AAC Systems

- Speech
- Gesture
- Sign Language
 - British Sign Language (BSL)
 - Makaton




Makaton Symbols


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Aided AAC Systems




Pen&Paper




Etran (Eye Transmission)




Letter / word boards




Lightwriter (TCL)



Swift (TCL)



Tobii C12 (Tobii)



iPad / Android / mobile phones

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Types of Tech-based AAC

- Voice Recorders
- Visual Scene Displays
 - Hot spots on pictures
- Dynamic Screens
 - Categories - Picture- words
- Semantic Compaction
 - Mnemonic coding of language
- Literacy
 - Word prediction
 - Abbreviations






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Types of Light-Tech AAC Strategies using symbols

- Symbol board
- Symbol book
- Picture Exchange Communication
- Task lists / timetable
- Communication Passport
 - Purpose
 - Information

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	PCS	Rebus	Elissymbols
house			
happy			
sad			
big			
small			
fall			

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Types of Light-Tech AAC Strategies using literacy

- Alphabet boards
- Word boards

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Access Methods

- Direct Selection
 - Pointing
 - Typing
 - Eyegaze
- Coding
- Eg Etran
- Scanning

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

Letter / word boards



Etran (Eye Transmission)

AAC Strategies

Relevance to Sport?

What should we consider?

1. How much does my athlete understand?
2. How am I going to communicate with my athlete?
3. How well will my athlete be able to follow instruction?

1. How much does my athlete understand?

- Don't assume
- Gather information
 - Communication
 - Body language
 - Life stories

2. How am I going to communicate with my athlete?

- Position yourself
- Look at your athlete
- Speak to your athlete
- Introduce yourself
- Use appropriate language / strategies
- Take time

3. How well will my athlete be able to follow instruction?

- Communication is expressive and receptive
- SCERTS Framework:
 - Social Communication
 - Emotional Response
 - Transactional Support



Transactional Support: Social Stories (1)

A Social Story can be a written or visual guide describing various social interactions, situations, behaviours, skills or concepts and were introduced and described by Gray and Garand (1993).


Transactional Support: Social Stories (2)

- Can be used at home to prepare an athlete to attend a sports session.
- Can be individualised stories for a particular sport.
- Helps an athlete to respond appropriately.

Playing games can be lots of fun.
I like winning.
But sometimes I will lose.
That is okay.
I will say to the other players, "Well done!"
It is good to play games.
And I will have a good time.
It is okay not to win every time.

Transactional Support: Useful resources



- ICE (In case of emergency) Communication Card
 - <http://www.widgit.com/resources/health/ice-communication-cards/index.htm>
- Preparation, e.g. Social Stories
 - www.handsinautism.org
- Topic Boards
 - www.widgit.com/resources

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Top Tips

DO'S

- TAKE TIME
- Speak directly to the person
- Ask how person communicates
- Ask person to show you yes/no
- Use the AAC system
- Try to elicit stories
- Develop topic boards
- Give choices
- TAKE TIME

DONT'S

- Don't be afraid
- Never accept that a person has no AAC
- Don't ignore the person
- Don't communicate only through carers
- Don't guess too quickly
- **AND DON'T ASSUME ANYTHING – don't be afraid to ask**




Further Resources

- Speech and Language Therapy Departments
- www.communicationmatters.org.uk
- www.isaac-online.org
- PCS - www.tobiidynavox.com/en-GB/support--training/boardmaker/
- Rebus - www.widgit.com
- www.communicationpassports.org.uk

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