



SHELTER IN PLACE AUTISM RESOURCES



Compiled in partnership with
Turning Pointe Autism Foundation
and the Career & Networking Center
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TURNING POINTE
AUTISM FOUNDATION

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Katie's work as a Special Needs Planning attorney evolved from her early background in Estate Planning Law, as she began to represent families who had loved ones with special needs. After then becoming a Mom to a child with special needs in 2009, she decided to devote her legal career to representing families in the special needs community. Katie does this by guiding parents and adults with disabilities through the decisions they face as their child grows and reaches certain milestone years and life events, and offering options to address each challenge along the way.

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Dr. Lisa Konick is a licensed clinical psychologist with expertise in the evaluation and treatment of a range of psychological and behavioral problems, including depression and mood disorders, anxiety, attention and hyperactivity (ADHD), and autism spectrum disorders. Dr. Konick earned her doctoral degree from Northern Illinois University and completed her psychology internship at Alexian Brothers Behavioral Health Hospital.

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Toni Van Laarhoven teaches courses in the areas of developmental disabilities and autism, assistive technology, and applied behavior analysis at Northern Illinois University. She has worked in the field professionally for over thirty years and has conducted and published several research studies on the effectiveness of using video-based instruction for promoting independence among individuals with ASD and/or developmental disabilities.

KIM WHITE, EXECUTIVE DIRECTOR

Kimberly White is the Executive Director of the Career & Networking Center a non-profit organization assisting clients in job/career transition since 1996. Kim is actively involved in her community serving on the Turning Pointe Autism Foundation Board, the Indian Prairie Educational Foundation Board, and is Chair of the Diversity, Equity and Inclusion Committee for the Naperville Area Chamber of Commerce. Kim has been recognized with community leadership and business awards, including, the Naperville Area Chamber of Commerce Woman of the Month and Glen Ellyn Alumnae Chapter of Delta Sigma Theta Sorority, Inc. Woman in Leadership award.

RECOMMENDED RESOURCES FROM PANELISTS

Konick and Associates

This webpage has links to general autism resources as well COVID-19 specific resources.
<https://www.konickandassociates.com/resources>

Rollins Support for Autism Caregivers

Provides tools and resources and advice to those caring for an individual on the spectrum
<https://blogs.rollins.edu/autismsupport/?fbclid=IwAR1bgo4R0V12UJanEU36L52BhTgRkEhcRWe6BS40zCrzrGXmpReQ7-eO3YE>

Special Needs Planning Parent Timeline

Breaks down financial planning steps you should be taking at every age of your child.
[Document attached to the end of this packet.](#)

What is a Special Needs Planning Attorney?

[Guide attached to the end of this packet.](#)

Special Needs Planning Checklist

Comprehensive list of documents to have when planning for your child's future.
[Document attached to the end of this packet.](#)

Career and Networking Center

Includes resources on how to start the career search and useful webinars.
<https://www.careernetworkingcenter.org/job-seekers>

Virtual tours

Includes links to tour museums, art galleries and historical landmarks across the globe.
<https://www.timeout.com/travel/virtual-museum-tours>

Tippy Talk Application

TippyTalk allows a person with a verbal disability to communicate by translating pictures into text messages, which are then sent to a family member or caregiver's phone.
<https://www.tippy-talk.com/>

RECOMMENDED RESOURCES FROM PANELISTS

Educating All Learners Alliance

This organization supports learners with complex needs. They developed a wonderful website with several resources.

<https://www.educatingalllearners.org/>

Distance Learning for Special Education

Resources on this website are provided by educators and families from around the world. We are collaborating to support the needs of students with significant disabilities during the COVID-19 pandemic. These materials are open source and may be adapted to fit your child or student's need.

<https://sites.google.com/view/distance-learning-specialed/home>

Council for Exceptional Children

The Council for Exceptional Children has several free resources for teaching remotely and for parents and practitioners.

<https://cec.sped.org/Tools-and-Resources>

UNC Resources for Supporting Individuals with Autism

Researchers from UNC developed a toolkit for supporting individuals with ASD. There is a free toolkit and it is available at

<https://ed.unc.edu/2020/03/19/unc-team-creates-online-toolkit-for-those-supporting-individuals-with-autism-during-covid-19-epidemic/?fbclid=IwAR1vDtUqbFOelDpFUs0fxIS5clXqQgi1PlnW6wVfFgp4oF1v2ppv0g6Q2cU>

Center for Community Inclusion and Disability Studies from the University of Maine

Developed COVID-19 Disability Resources on their page. There are several links provided that will take you to resources for early childhood, school aged children and more.

<https://ccids.umaine.edu/covid-19-and-disability-resources/?fbclid=IwAR096coWafeyBszcwNO3gOYOhyrG39kGPj0SykZiuqVAmlXumHgGICzH600>

North Carolina Division on Developmental Disabilities

This organization provides free resources for individuals with disabilities.

<https://tinyurl.com/qgjj88k>

Division on Autism and Developmental Disabilities (DADD) of the Council for Exceptional Children

This organization developed an online learning portal with resources for teaching various skills.

<https://drive.google.com/drive/u/0/folders/1TT7BYekli1kXqJfAv58vvUcdZDHPIGqE>

RECOMMENDED RESOURCES FROM PANELISTS

Boardmaker Activities-to-Go

Boardmaker is offering a great resource for obtaining free visually-based teaching resources
<https://goboardmaker.com/pages/activities-to-go>

Assistive Technology Industry Association (ATIA)

This is one of the premier assistive technology associations and they are providing several free webinars and resources for practitioners and families. There are several resources and webinars for supporting communication. <https://www.atia.org/covid19-resources/>

Texas A&M University Assistive Technology Free Resources

This website offers links to assistive technology that is providing free trials or limited trials.
<https://its.tamucc.edu/accessibility/accommodations/covid-19.html>

Shake Up Learning

This blog provides tutorials for how to create learning activities using Google Resources and how to integrate technology in the classroom.

<https://shakeuplearning.com/technology-integration-classroom/>

This link provides remote learning resources for school closures.

<https://shakeuplearning.com/remoteteaching/>

This is a link to how to create drag and drop activities using Google slides from Shake Up Learning.

<https://shakeuplearning.com/blog/how-to-create-drag-and-drop-activities-with-google-slides-suls027/?fbclid=IwAR2zuetnlxMIXI52-IYnRHv0v4Cznm27eli4PAoa6V5s1uXW9wOk9u2x3eg>

New2You

This company has several software titles that are very popular among students with developmental disabilities and/or autism. (News2You, Unique Learning Systems, L2Skills, SymbolStix, and Positivity) and are offering free trials of the software.

<https://www.n2y.com/trial/>

Educating All Learners Alliance Tools and Technology

This page provides outstanding resources and links to technology tools.

<https://www.educatingalllearners.org/tools-and-technology-resources>

Learning Keeps Going

Provides fantastic links to technology resources and webinars.

<https://www.learningkeepsgoing.org/>

ADDITIONAL RECOMMENDED RESOURCES FROM THE TURNING POINTE TEAM

SPEECH/LANGUAGE PATHOLOGY RESOURCES

AAC Daily Calendar

This site has a calendar and ideas for daily activities

<https://sites.google.com/view/escdaac/aac-calendar?authuser=0AAC>

Manual-AAC-for-Caregivers

This resource is produced by the Specialized Assistive Technology Centre (ATC), SPD in conjunction with their AAC for Caregivers program. SPD is a charity in Singapore set up to help people with disabilities of all ages to maximize their potential and integrate them into mainstream society. The Specialized ATC in SPD conducts assessments and intervention for people with disabilities who need Assistive Technology to live, learn, work and play. They also provide training for caregivers and professionals who actively engage with persons with disabilities. For more information about the AAC for Caregivers program, please email atc@spd.org.sg

[Manual attached to the end of this booklet.](#)

OCCUPATIONAL THERAPY RESOURCES

Fun & Function:

This website has OT based activities for families, they also have been releasing free webinars for parents

<https://funandfunction.com/education/corona-learning-resources.html>

OT Toolbox:

This is a huge resource of activities to do at home and explains what skills it will help improve

<https://www.theottoolbox.com/blog/>

OTHER RECOMMENDED RESOURCES

Autism Certification Center

This website offers 30+ hours of educational resources for members of the autism community

autismcertificationcenter.org/here-to-help



Special Needs Planning PARENT'S TIMELINE

A Parent's Guide

Legal and Financial Planning For Children and Young Adults with Special Needs

By Katie Clancy, JD,
Special Needs Planning
Attorney

Birth

LEGAL

- Consult a Special Needs Planning Attorney to establish Estate Plans (Wills, Special Needs Trust, Letter of Intent) to address the child's future. This is a critical step, even if you are not sure whether your child will need long term assistance. Estate Planning is a good idea for all families, not just special needs families.
- Contact the state Child and Family Connections office (800-323-4769) to find out if your child qualifies for Early Intervention ("EI") therapies and services. EI provides in-home therapies and services to your child and can help establish services when your child transitions to school.
- Do not title assets in your child's name; be sure that you also tell your family members not to title assets in your child's name.
- Register your child on the "PUNS" list. State funds are available to those with developmental disabilities - however, services are allocated based on severity and urgency of need. <https://www.illinois.gov/dd/Pages/SignUp.aspx> or call 1-88-DD-PLANS.
- Keep good records of IEPs, diagnoses records and professional test results. These records will be critical when it is time to apply for governmental benefits.

FINANCIAL

- Consult with a Financial Planner who *specializes* in special needs. You will need to plan differently for your family and child, and by starting early, you have the advantage of time.
- Do not title assets in your child's name; tell your family members they should not title any assets in the child's name.

LEGAL AND FINANCIAL

Age 12

- Review your Estate Plan, Special Needs Plan, and Financial Plan - you should review these plans and documents at least every 5 years. If you have not yet prepared these plans, it's time to get started.
- Confirm that your child does not have assets titled in his or her name.
- Transition planning officially begins at age 14 1/2, but have it on your radar earlier. Educate yourself on the options available in your district, or consider hiring an advocate.



Special Needs Planning PARENT'S TIMELINE

Age
17 to 24

LEGAL

- Apply for Supplemental Security Income (SSI) and Medicaid upon age 18.
- Consider applying to the Department of Rehabilitation Services (DRS) for home based services and/or respite assistance. This is a separate option from the PUNS list.
- Consider whether to apply for guardianship of your child when he or she turns age 18. Powers of Attorney are an alternative. Your Special Needs Attorney can guide you through this decision.
- Complete an Education Power of Attorney so you can be sure to be included in your child's IEP and Transition Planning meetings.
- Did your child receive survivor's benefits for a minor child? If so, evaluate whether he or she can qualify for the benefits to continue as an adult.
- Is either parent deceased, disabled and receiving SSDI, or retired? If so the child may qualify for Childhood Disability Benefits (referred to as "CDB benefits"). It is critical to prove that the child had his or her disability prior to age 22 to qualify.
- Review your Estate Plan, Special Needs Plan, and Financial Plan. You should review these plans at least every 5 years.
- Evaluate the family supports annually, and revisit when a parent or caregiver passes away. Evaluate for SSDI and Medicare eligibility.
- Begin thinking about and planning long term living arrangements; consult your attorney for more information.

FINANCIAL

- At age 17, review your child's finances to ensure assets do not exceed \$2,000.
- Encourage your child to work even if it is a very minimal amount of time because some benefits are based on work history/credits.
- If SSI has been awarded, be sure that you understand the rules around how monies can be spent. This is also true for Special Needs Trusts and ABLE accounts.
- Ensure your own plans for retirement are on track. If your adult child is now working, even part-time, be sure you know the rules on earning income and how to organize bank accounts and/or an ABLE account.
- Review your financial plan, especially if SSI or other benefits have been awarded to your child.
- Continue to monitor your child's accounts to be sure they do not exceed \$2,000.

Contact your Special Needs Planning Attorney and Financial Advisor and cross these items off your list!

This Guide is not intended to replace thorough, qualified advice that a Special Needs Attorney or Financial Advisor can provide for your family's unique needs. Please use this information as a guide only, and contact a professional if you have questions or wish to begin creating your own financial or legal plan.

What is a Special Needs Planning Attorney?

A “Special Needs Planning Attorney” works with children and adults who have disabilities and their families. People with special needs may require unique and often comprehensive, varied legal supports throughout their lives. Parents are frequently overwhelmed by their growing ‘to-do’ lists, and how to find the information and resources to help their child *right now*. Daily priorities must come first. A Special Needs Planning Attorney can guide you to solutions that address priorities with an eye on the future, too.



A Special Needs Planning Attorney will assess your family’s current circumstances and develop a concise, ordered plan to implement. Our assessments identify government benefit opportunities, develop a family’s support and financial plan, evaluate a transition plan, draft documents, and build a team of professionals to guide parents. Our shared goal and passion is to create a map that provides the highest quality of life for our clients. We call the result of this work a “Special Needs Plan.”

A Special Needs Plan will differ for each client because it considers the client’s age, supports needed, education plan, finances, family goals for future living, eligibility for government benefits, and parent/family support. A Special Needs Plan must change over time to meet the client’s changing needs – such as entering the transition plan at school, becoming eligible for various government benefits, parents aging and retiring, and unexpected life events.

Special Needs Planning is a unique area of law and considered by many to be highly specialized. Because of the breadth of knowledge and experience necessary, Clancy & Associates, Ltd. practices exclusively in this area of law.

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Special Needs Planning CHECKLIST



To best prepare for your Special Needs Planning consultation, please review the questions below. We will discuss these points when we meet.

Please bring the documents listed below to our consultation. You are also welcome to send them via email to our office prior to your appointment.

- How old is your child or adult with special needs?
- What is the nature of his or her need(s) or disability? Was he/she born with this condition, or was it the result of an accident or illness? What was the age of onset?
- Does your child have any assets in his or her name today? If so, what is the estimated total amount?
- Does he/she receive SSI, SSDI, Medicaid or Medicare? (Circle those that apply)
- Does he/she work? If so, about how many hours per week?
- Does he/she have a Guardian or Power of Attorney?
- Are you considering guardianship for your family member?
- Are you married, widowed, separated or divorced? If not married, please specify dates of spouse's death, separation or divorce.
- Do you have other children? What are their ages?
- Do your other children or extended family wish to be involved in caring for your family member with special needs? (In any capacity, large or small)
- Have you completed your own estate plan? If so, what date was it completed? Please bring or send your existing estate plan to your consultation.
- Please complete the "Asset Inventory" as best you can and bring it to your consultation. This information will greatly assist us in recommending the best strategy for your planning, and identify any areas that could jeopardize your child's government benefits.
- Do you currently work with a Special Needs Financial Planner?

Please bring the following documents to our consultation:

- Most recent IEP and neuropsychological report (if available)
- Completed Asset Inventory for both child and parents
- Any existing estate planning documents

Please bring any questions, concerns or comments to your consultation.



AAC FOR CAREGIVERS



MANUAL



Serving people with
disabilities since 1964

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Introduction

Alternative and Augmentative Communication (AAC) refers to all forms of communication that enhance or supplement verbal speech or writing. It is an internationally recognised area of clinical and educational practice that attempts to compensate, temporarily or permanently, for significant speech, language, and writing disabilities (NIDRR Consensus Statement, 1992).

The *AAC for Caregivers* program was borne out of the strong conviction that AAC has to be implemented at home and in other natural settings for real success. The *AAC for Caregivers* material has been used with caregivers who support individuals who use AAC in one-on-one and group settings. The group facilitation approach saw caregivers coming together in small groups to learn, discuss and share their experiences of using the AAC strategies with each other.

This resource is produced by the Specialised Assistive Technology Centre (ATC), SPD in conjunction with their *AAC for Caregivers* program. SPD is a charity in Singapore set up to help people with disabilities of all ages to maximise their potential and integrate them into mainstream society. The Specialised ATC in SPD conducts assessments and intervention for people with disabilities who need Assistive Technology to live, learn, work and play. They also provide training for caregivers and professionals who actively engage with persons with disabilities. For more information about the *AAC for Caregivers* program, please email atc@spd.org.sg.

This resource can be used as a manual or as separate handouts for caregivers or professionals working with individuals who use AAC. You can...

- ✓ Download the manual and try out the strategies with your child/ the individual under your care
- ✓ Guide caregivers through strategies in this manual and follow up with them in AAC intervention sessions

There are eight strategies covered in this manual:

1. Aided Language Stimulation
2. Following Your Child's Lead
3. Teaching Core Vocabulary
4. The Art of Waiting
5. The Hierarchy of Prompts
6. Our Daily Routine
7. Personalizing Your Child's Voice
8. I Always Have My Voice

These strategies have been trialed and adapted to the local Singaporean context. There are also suggestions for where, when and how to use the strategies. As this manual was developed in Singapore, illustrations and video examples are relevant to Singapore, Malaysia and possibly the South East Asia region/ culture. The strategies are designed to provide caregivers with a set of practical tools to be able to facilitate more effective communication with their children/ individuals under their care. The goal is better, stronger relationships through more effective communication!

*‘For my kids to be able to use AAC, is worth more than striking Toto (lottery). I am very happy! Within a few months they learned so much. Through **AAC for Caregivers**, we caregivers have really benefited from learning together’*

– Vivian, mother of Anders and Jonas, twins who use AAC

Written and compiled by:

Deborah Yong Xinyi, Speech-Language Therapist, ATP



Acknowledgements

Deborah would like to thank everyone in the Specialised Assistive Technology Centre, SPD for their ongoing support and guidance in realising *AAC for Caregivers*. She gratefully acknowledges Sarah M. Yong for her valuable contribution. This resource was also made possible by the generous #ISAAC2018 Conference AAC Lightning Pitch cash prize, supported by @ISAACinternational and Deakin University.

Please note: throughout this manual ‘the individual’ will be referred to as ‘he’.



Strategy 1 **Aided Language Stimulation**

WHAT

Aided Language Stimulation is an approach in which the facilitator points out picture symbols on an individual's communication display in conjunction with ongoing language stimulation. Through the modeling process, the concept of using the pictorial symbols interactively is demonstrated for the individual."

– Goossens', Crain, & Elder (1992)

WHY

Individuals who use AAC require models to learn how to communicate effectively.

Just like how a child learning how to talk has models in the form of adults, siblings and peers who talk to him, an individual learning how to use his AAC system requires models too. This means that communication partners should use the same AAC system when communicating with the individual who uses AAC.

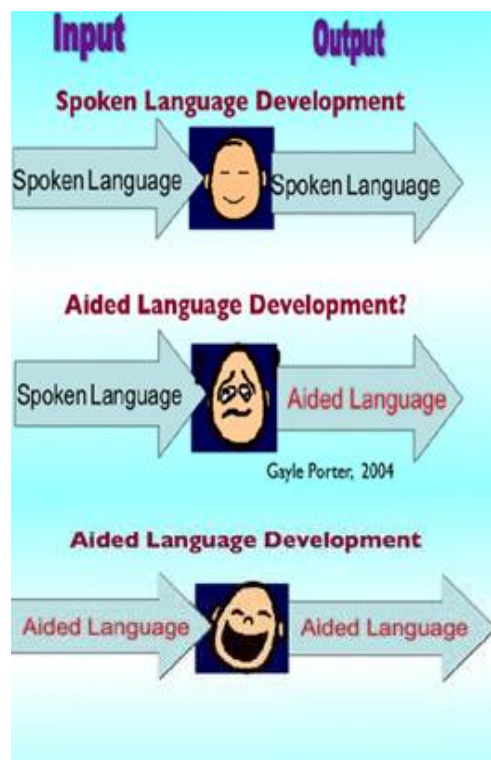


Image taken from Gayle Porter, 2004

HOW

1. Make sure that the individual is attending to the AAC device. Get down to the individual's eye level if needed!



2. Create a message with the selected icons and repeat it verbally to the individual.

*We need to OPEN (point to the symbol for OPEN)
the BAG (point to the symbol for BAG)
and PUT the DUMPLINGS IN (point to the symbol for PUT, DUMPLINGS, IN)
the BOWL (point to the symbol BOWL).*

To better understand how to provide Aided Language Stimulation, visit the following link to view a video starring Lim En Ting and family: <https://bit.ly/2KBG6Ze>

Siblings make great communication partners too as they can provide Aided Language Stimulation and are great fun to be with!

WHEN

I will try to use Aided Language Stimulation in...

Situation 1:

Situation 2:

REFERENCES

Goossens', C., Crain, S., & Elder, P. (1992). Engineering the Classroom Environment for Interactive Symbolic Communication – An Emphasis on the Developmental Period, 18 Months to Five Years. Birmingham, AL: Southeast Augmentative Communication Publications.

Porter, G. (2004) Young children developing language using AAC, AGOSCI National Tour, Australia

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Strategy 2 **Following Your Child's Lead (4Ls)**

WHAT

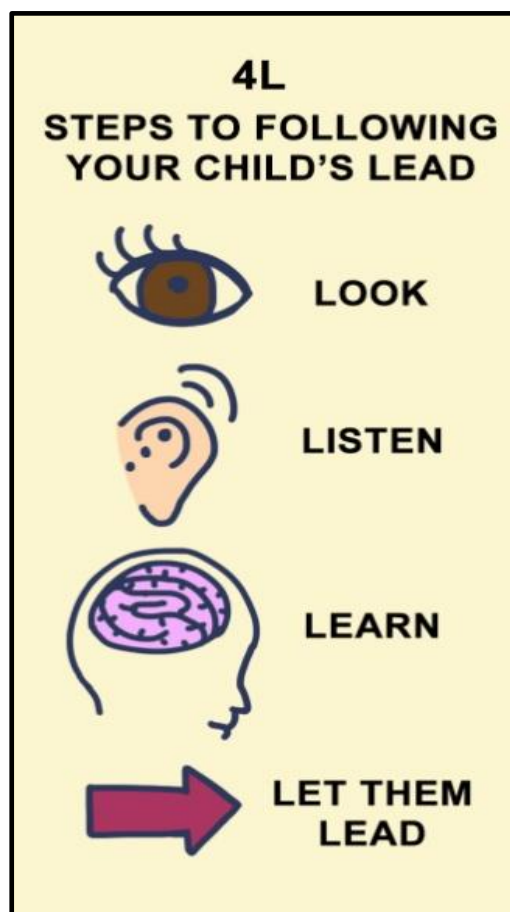
Following Your Child's Lead is a strategy in communication that suggests being present, observant & responsive to your child. This is as individuals of all ages have their own agendas, including the individual who uses AAC. We all learn best when we are interested in something.

WHY

Features of this minimally intrusive model have been shown to effect language development in the following areas

- the advancement of children's vocabulary, morpho-syntax, semantic and pragmatic skills (Wong et al., 2012; McDuffie & Yoder, 2010)
- improved parental language facilitation skills (Kim & Mahoney, 2004)
- generalisation of intervention outcomes (Roberts & Kaiser, 2011)

HOW



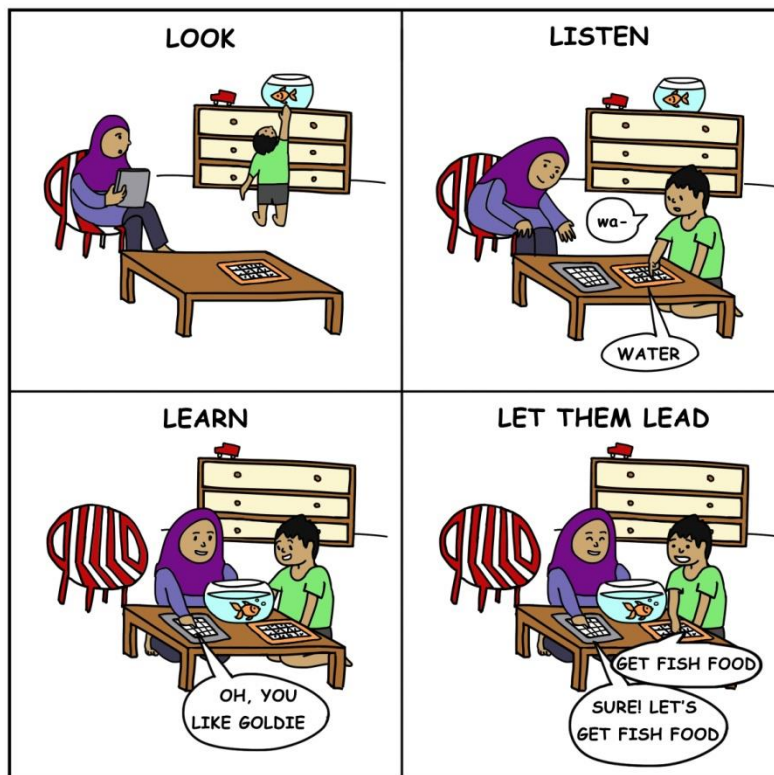
at what the individual is interested in and the gestures they use

to what they say with their communication system/ word approximations

about their interests and hopes

the way in your caregiver-child interaction

Let's live out the 4Ls!



WHEN

I will try to follow my child's lead in...

Situation 1:

Situation 2:

REFERENCES

Wong, T.-P., Moran, C. & Foster-Cohen, S. (2012). The effects of expansions, questions and cloze procedures on children's conversational skills. *Clinical Linguistics & Phonetics* 26(3): 273-287.

McDuffie, A. & Yoder, P.J. (2010). Types of parent verbal responsiveness that predict language in young children with autism spectrum disorder. *Journal of Speech, Language and Hearing Research* 53(4): 1026-1039.

Kim, J.M. & Mahoney, G. (2004). The effects of mother's style of interaction on children's engagement implications for using Responsive Interventions with parents. *Topics in Early Childhood Special Education* 24(1): 31-38.

Roberts, M.Y. & Kaiser, A.P. 2011. The effectiveness of parent-implemented language interventions: A meta-analysis. *American Journal of Speech-Language Pathology* 20(3): 180-199.

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Strategy 3 **Teaching Core Vocabulary**

WHAT

Core Vocabulary

- refers to words used with high frequency
- are vocabulary that make up about 75-80% of the words we use everyday
- should be a main part of all AAC systems because it allows for most flexibility across most situations
- examples include: I, WANT, HELP, OPEN, MORE, LIKE, GO, STOP, IN, YES, NO

Fringe Vocabulary

- is used in a continuum of low-frequency to lower frequency situations (e.g. 'kopitiam', 'Redhill MRT station')
- includes personal vocabulary for individual needs, interests, work, school, or even community

WHY

Core Vocabulary allows individuals to communicate across all situations, in all settings, and with all their communication partners. Intentional teaching of core vocabulary in the home setting or in daily routines can help individuals learn to use core vocabulary for more effective communication.

HOW



Teaching Core Vocabulary OPEN

	Steps (Zangari, 2012)	My plan
1	Introduce the new word(s) using focused AIDED language stimulation	I will ensure that the individual is looking at the AAC device when I provide Aided Language Stimulation. E.g. OPEN THE BOTTLE, OPEN THE DOOR
2	Teach the new word(s) with explicit instruction activities;	I will emphasize the word OPEN by using a slightly louder tone and exaggerating my movements while turning the bottle cap or opening the car door
3	Elaborate on the new word meanings with engaging practice activities;	I will also model the word OPEN when opening the refrigerator/ cupboard to retrieve the individual's favourite foods or opening a drawer to access a favourite toy.
4	Provide repeated exposure to the new word(s) on an ongoing basis; and,	I will repeat OPEN daily and use OPEN in different ways – including opening an app on the iPad and going to a shop that is OPEN.
5	Check for understanding and reteach, as necessary.	I will monitor if the individual understands OPEN and responds accordingly in our interactions at home. I will also observe if the individual starts using OPEN independently.

WHEN

Core Vocabulary 1: I will try to teach _____ in...

Situation 1: _____

Situation 2: _____

Core Vocabulary 2: I will try to teach _____ in...

Situation 1: _____

Situation 2: _____

REFERENCES

Zangari, C (November 3, 2012) Vocabulary Instruction In AAC [Web log post]. Retrieved Nov 21, 2018, from <http://praacticalaac.org>

This handout is part of an information package produced by the Specialised Assistive Technology Centre, SPD in conjunction with the AAC for Caregivers program. For more information, please email atc@spd.org.sg

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Strategy 4 **The Art of Waiting**

WHAT

Everyone who uses AAC needs enough time.

Caregivers and communication partners need to provide enough of it for the person using AAC to

- claim their turn in the conversation
- process what was said and what they want to say
- compose their message

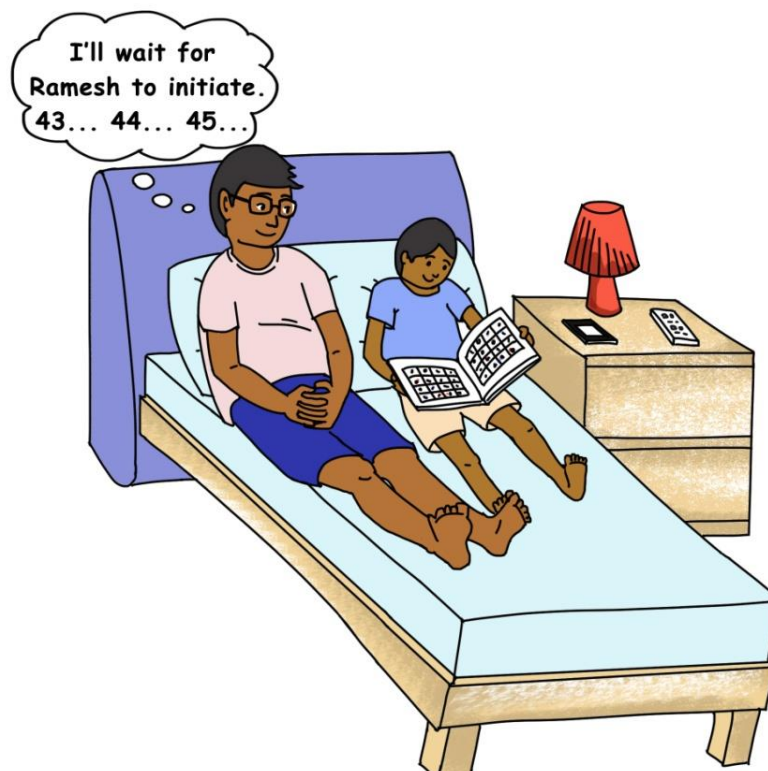
Provide a wait time (up to 45 seconds) to support people who use AAC to claim more conversation turns and use more words (Mathis, 2010).

WHY

In AAC intervention, sometimes a pause is more powerful than anything we can do or say. It is more effective than us repeating or rephrasing, because those can interfere with processing. Waiting is also more helpful than a question or a command, because overuse of those can build prompt dependency or learned helplessness (Zangari, 2014).

HOW

1. Wait for the individual to talk, don't say a word, and keep looking at them.
2. Show how interested you are (you can arch your body towards the individual).
3. Count in your head (One a thousand, Two a thousand...). That may feel like a long time, but it is okay.



Note: At the Specialised ATC, Clinical Manager Sarah Yong has found that it is often when the silence becomes awkward and she feels pressured to say something that the individual initiates a conversation/ takes their turn.

Wait! Because magic can happen.

WHEN

I will practice the Art of Waiting in ...

Situation 1:

Situation 2:

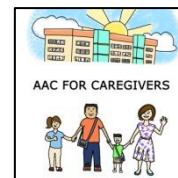
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Mathis, H.J. (2010) The effect of pause time upon the communicative interactions of young people who use augmentative and alternative communication (Master's thesis). Retrieved from Dissertations and Theses database (UMI No 3248)

Zangari, C (July 29, 2014) On Not Talking [Web log post]. Retrieved Nov 21, 2018, from <http://praacticalaac.org/>

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Strategy 5 The Hierarchy of Prompts

WHAT

Prompts support us in remembering what to do and are adapted to our needs. They ensure that learning takes place and goals can be achieved. This is true of using AAC to communicate too.

As the individual's abilities improve, the amount and type of prompts needed decrease. Therefore, we follow a hierarchy of prompts to ensure we are always working towards maximizing the individual's independence with that particular skill. (Rocky Bay, 2010)

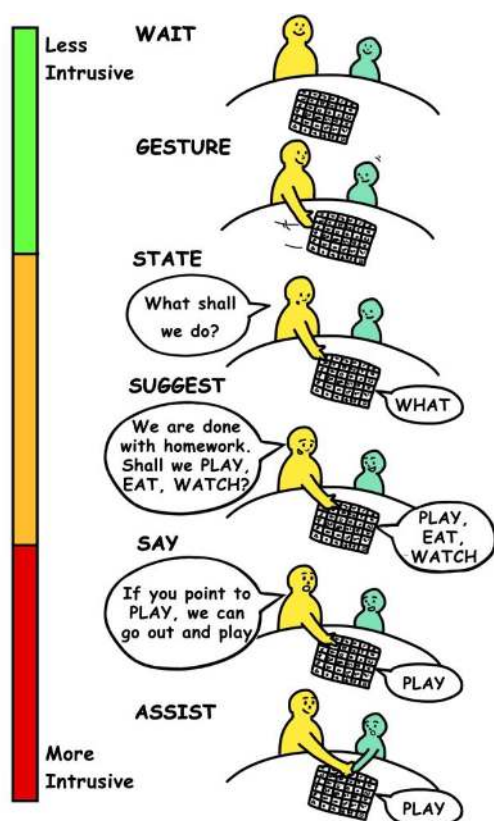
WHY

We often naturally use prompts to help our children achieve success in AAC because they are still learning how to use their AAC system to communicate.

However, we need to consider the danger of *prompt dependence* and *learned helplessness*. We have seen too many individuals who use AAC seek prompts even though they are able to do it independently.

In daily communication, we utilise the least-to-most prompting sequence.

HOW



Wait for him to talk, don't say a word, and keep looking at him. Show how interested you are. Count to five in your head. It may feel awkward at first, but it is okay.

If there is no initiation, glance down at/ touch his talker (AAC device) and smile encouragingly. This is a reminder, that he should be taking his turn.

Make a general statement. You can also ask 'Do you have something to say?'

Be more direct or use Partner Assisted Scanning (read out and point to a few choices to suggest to the individual what he can say).

Tell the individual what to say and point to that particular symbol.

Physically take the individual's hand to touch the symbol for play.

WHEN

I will practice using the Hierarchy of Prompts in ...

Situation 1:

Situation 2:

REFERENCES

Rocky Bay (October, 2010) Prompting Techniques to Support AAC Use [Web log post]. Retrieved Nov 21, 2018, from: <https://www.rockybay.org.au/>

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Strategy 6 **Our Daily Routine**

WHAT

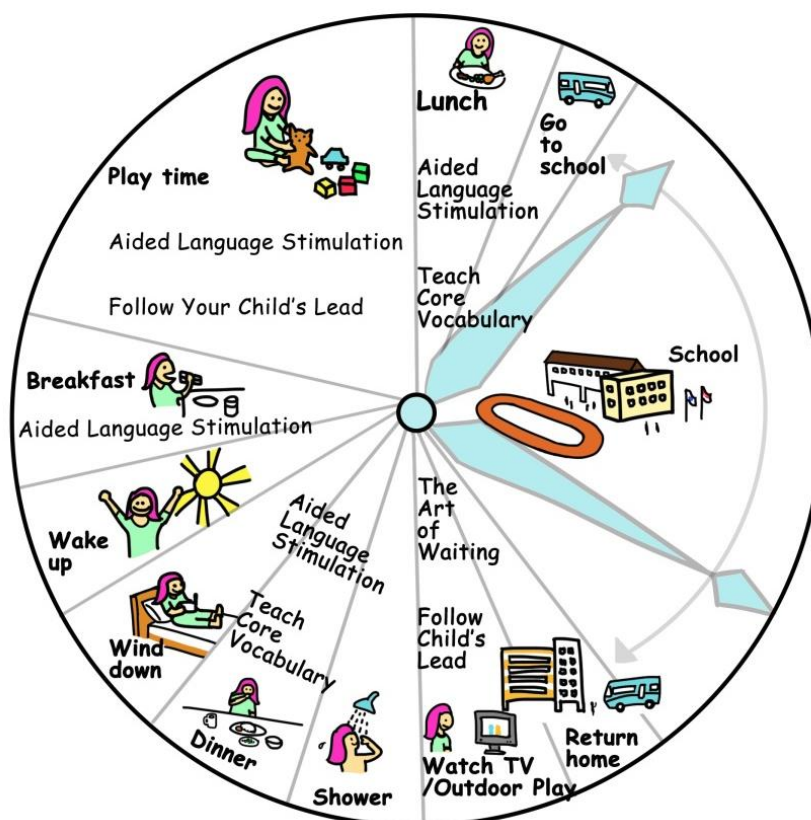
The daily routine the individual has is the best place to start looking for opportunities to put into practice all the AAC strategies you have learnt so far. Just like us, they become proficient in activities they do every day!

WHY

Skills learnt in AAC intervention sessions are often not well generalized into the daily lives of people who use AAC. Research by Raab & Dunst (2004) and Jung (2007) has shown that early intervention services provided in natural environments more effectively promote children's development than traditional intervention models provided in clinic offices or specialized programs.

When care providers use daily routines as the context for a child's developmental interventions, they can integrate them into natural activities without disrupting the flow of what children are doing and learning (Csikszentmihalyi, 1998). This also helps to ensure that the individual gets plenty of Aided Language Stimulation, teaching and opportunities to communicate. It is also a good place to look out for vocabulary to put into the individual's AAC system! Our ultimate goal is for individuals who use AAC to demonstrate autonomous communication in all settings.

HOW



1. Think through the individual's daily routine and fill up the table below (3 examples have been provided). Attach a separate sheet of paper for extra space to complete the table.

2. Decide on the best times to practice your strategies at home

Strategy Recap: Aided Language Stimulation; Following Your Child's Lead; Teaching Core Vocabulary; The Art of Waiting; The Hierarchy of Prompts

Time	Activity	Strategies	Comments
9am	Breakfast	-Aided Language Stimulation	Morning Greetings: GOOD MORNING WEI YI Talk about breakfast choices: WE HAVE PORRIDGE OR KAYA PUFFS FOR BREAKFAST. WHICH ONE WOULD YOU LIKE?
10am	Play time	-Aided Language Stimulation -Follow Your Child's Lead	I will take out a bunch of toys and see which toy Wei Yi chooses. I will model language around that activity. I will attempt to comment about her play.
12pm	Lunch time	-Aided Language Stimulation - Teaching Core Vocabulary	LUNCH IS READY. TIME TO EAT! I will model the word EAT in a sentence and then repeat EAT occasionally when I bring my spoon to my mouth. I will also exaggerate my chewing slightly. I will repeat this again during snack and dinner time.

3. Think of the difficulties you may face and how to overcome them

WHEN

I will try strategies 1-5 in parts of my daily routine. I will start with the following routines:

Routine 1: _____

Routine 2: _____

REFERENCES

Csikszentmihalyi, M. (1996). Creativity: Flow and the psychology of discovery and invention. New York: Harper Perennial

Jung, L.A. (2007). Writing individualized family service plan strategies that fit into the ROUTINE. Young Exceptional Children, 10(3), 21-27.

Raab, M., & Dunst, C. (2004). Early intervention practitioner approaches to natural environment interventions. Journal of Early Intervention, 27, 15-26.

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Strategy 7 **Personalizing Your Child's Voice**

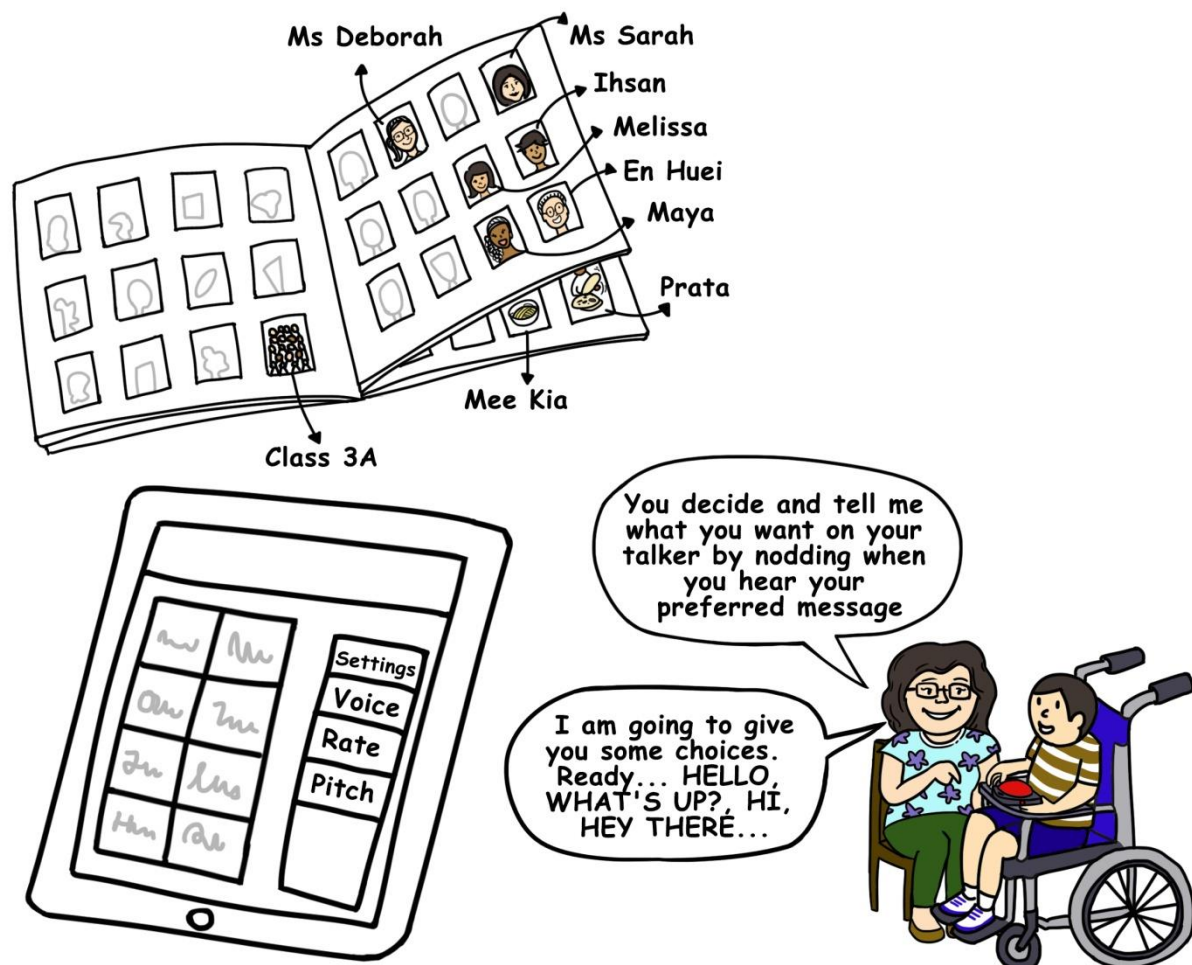
WHAT

Personalizing Your Child's Voice refers to editing the individual's AAC system to make it their voice.

It may involve the following...

1. Inserting information about the individual in the folder 'About Me'
2. Adding important names, specific words, personalized social phrases etc to the individual's AAC system
3. Changing the voice, speech rate, number of rows required for the message bar etc on the individual's AAC system
4. Co-constructing personal stories to share with others

The individual who uses AAC should be involved in the process too by determining the placement of additional symbols/ preferred symbol for a certain word/ speech rate etc.



WHY

A personalized AAC system is important so that the individual is able to communicate his needs efficiently and for him to realize that using AAC is fun! It helps reinforce the fact that the AAC system is indeed his voice!

Caution: Good AAC systems come with research-based core word vocabularies designed for individuals who use AAC. It is suggested that with robust AAC systems, editing of the AAC system can focus on the 4 areas suggested under the 'WHAT' section and movement or deletion of core words and the general template should be avoided if possible. This is as it will affect motor planning in accessing the AAC system and may affect efficacy of Aided Language Stimulation by professionals in a group setting (due to the huge difference in an individual's AAC system when compared to the general template of the same AAC system). Do review why we provide Aided Language Stimulation in the first place!

HOW

1. Find out from your AAC team on how to edit the AAC system
2. Search for the AAC system manual online and refer to it (if applicable)
3. Add a button in the AAC system that says 'Please add a word to my device'.
The individual who uses AAC should be taught how to use the button effectively.

WHEN

I will start to personalize my child's AAC system by...

(Tick all that apply)

- ☐ Inserting personal information in the folder 'About Me'
- ☐ Adding important names, specific words, personalized social phrases etc
- ☐ Changing the voice, speech rate, number of rows required for the message bar etc
- ☐ Co-constructing personal stories with my child to share with others

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Strategy 8 **I Always Have My Voice**

WHAT

I Always Have My Voice refers to the individual having his AAC system with him at all times! This includes school time, outdoor play time, mealtimes and the list goes on.

This strategy requires us to ensure that the AAC device gets charged when the individual is not using it or attaching a power bank to it. It also means that even if the individual is repeatedly pressing buttons on his AAC device instead of listening in class, you should teach him to use a 'quiet voice' (just like how you would with other neuro-typically developing individuals) and not take the AAC device away from him.

WHY

Just as you shouldn't (and can't) take away an individual's voice, you shouldn't take away an individual's AAC device. This ensures that they *always have a voice* in any situation and allows them to seize any communication opportunity that comes up.

If the individual is using sign language, you don't need to worry about it because his hands are always there. However, if the individual is using picture symbols or a device of some kind, you will want to make sure the device is with him and functioning at all times (Clark, 2013).



HOW

1. Refer to the individual's routine in the handout - Strategy 6 (Our Daily Routine)
2. Plan how the individual can carry his voice or retrieve his voice independently in all situations
3. Think of possible hurdles to the individual carrying his voice wherever he goes
4. Come up with a plan on how to tackle the hurdles when they happen

WHERE

A) Indoors

How will the individual retrieve his voice independently/ always have his voice?

Solution:

B) Outdoors

How will the individual carry his voice?

Solution:

REFERENCES

Clark, C (March 12, 2013) Teach your child to use an AAC device [Web log post]. Retrieved Nov 21, 2018, from <https://www.speechandlanguagekids.com>

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CONGRATULATIONS!

You have now learned 8 strategies that can be used to support communication with your child/ the individual under your care.

Do always remember

- 1) to encourage autonomous communication
- 2) to support full and effective participation (in your child's various social roles)
- 3) to trust that you have what it takes to be your child's best advocate

“If all my possessions were taken from me with one exception,
I would choose to keep the power of communication,
for by it I would soon regain all the rest”
— Daniel Webster