Slide 1

Assistive Technology Lab
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OHSU

Complex Access & Communication:
A 3-Part Approach for Emerging Communicators

A webinar series hosted by the University Center for Excellence in Developmental Disabilities at Oregon Health & Science University & the Assistive Technology Lab at Community Vision

Learn more at https://www.ohsu.edu/university-center-excellence-development-disability and http://cv-atlab.org/

Slide 2

Disclosure Information

Planning Committee Disclosures
- Luis Rivas Vazquez, BS
  - I or my spouse/partner have no financial relationships with any commercial interests to disclose.
- Hannah Sanford-Keller, MS, CCC-SLP
  - I or my spouse/partner have no financial relationships with any commercial interests to disclose.
- Lindsay Sauve, MPH
  - I or my spouse/partner have no financial relationships with any commercial interests to disclose.
- Angela Stapleton, MPA
  - I or my spouse/partner have no financial relationships with any commercial interests to disclose.

Speaker Disclosures
- Kim Elliott, MS, CCC-SLP, ATP
  - I or my spouse/partner have no financial relationships with any commercial interests to disclose.
- Carrie Luse, MSR, OT/L, ATP
  - I or my spouse/partner have no financial relationships with any commercial interests to disclose.

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Slide 3

Housekeeping

- Please stay muted during presentation
- Questions: During session & also time at the end
- Webinar will be recorded
- CME/CPD/Speech & Language Pathology Cont. Ed hours
- Evaluation available at end of webinar

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Slide 4

Kim Elliott, MS, CCC-SLP, ATP

Carrie Luse, MSR, OT/L, ATP

Assistive Technology Lab
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Slide 5

Complex Access & Communication

PAL Approach for Emerging Communicators
Session 3

KIM ELLIOTT & CARRIE LUSE
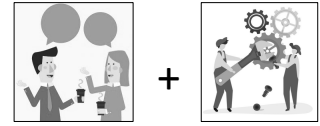MAY 14, 2020

Slide 6

Framing the Session

1. **Review** components of PAL
2. Explore specific tools/ideas for **Participation**
3. Explore specific tools/ideas for **Access Practice**, modeling
4. Supporting **Language**: Modeling, Smart Partner
5. Discuss benefits of **Light-tech AAC**
6. Introduce handout for **'organizing tools'** within PAL framework

Review of Part I

AAC uses **External Tools**

Knowledge of the **Language**

+

Ability to use it in real life (**Social**)

+

Visual-Motor **Operation** of a machine

+

What is PAL?

Participation – Use in real life (Social)

Access – Operation of AAC tools

Language – Knowledge of words, grammar, meaning

For communicative competence!

Recap!

PAL Approach:

1. **Engagement** is the *key* to build communication
2. **Participation** *First & Always!*
3. Separate goals *at first* (e.g. Access & Language!)
4. **Fun** Access Practice (*positive* experiences with technology)
5. **Language can't wait!** (for access)

Participation

IDEAS, EXAMPLES & TOOLS

Singing!

Old MacDonald

Step by Step
or
Single Message Button

Countdown at Camp!

Telling Jokes

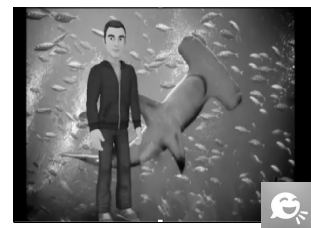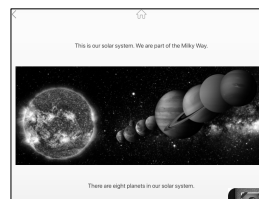Being Silly with Friends

Role Call!

Sharing News
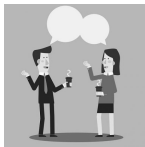
Step by Step Communicator

Presentations, stories...

Programming SGD for Participation
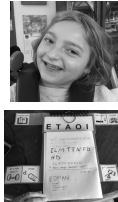
Eye Gaze Pledge of Allegiance

Sequential Scripts

- Program to reduce "unanswerable" responses.
- Best used in *predictable* interchanges.
- Think about *natural flow* of a conversation.
- End with a statement/question that marks the end of the script.

Also helps with Reciprocity & natural timing in conversation – **Social Skills!**

Stella – Hangman!

Access

IDEAS, EXAMPLES & TOOLS

Access

- Play-based (↓ cognitive load)
- Engaging, Fun, & Self-directed!
- Easy, Automatic
- Visual, Motor, & Auditory skills
- Model!
- Can take time/practice for accuracy to be good enough not to cause frustration