DAY 3 – Saturday 4th May

AAC within a multidisciplinary paediatric intensive group

Meggen Beer
Amanda Denley

This presentation shares the development and implementation of AAC within a multidisciplinary paediatric intensive group ("Skill to Go"). The clients age between 2-5years with a primary diagnosis of cerebral palsy. Their needs include communication, physical skills, mobility, play and self care. AAC strategies utilised within the group include;

- facial expression and eye gaze
- Key word signs and gestures
- communication boards and books
- static and dynamic communication devices

Parents and carers participate in the group whereby the therapists assist them in developing their skills to best support their children in everyday tasks. The client's communication performance and parent feedback has been very positive.

Eye-gaze success: more than meets the eye.

Anna Bech
Tracey Bode
Karyn Muscat
Kerrie Potgieter

These days almost everyone is using a computer at school, at home, at work and "out and about". One way to use the computer is by looking or gazing at the screen. This is called 'eye-gaze' or 'eye-control'. This can be useful if the person cannot use his or her hands to operate the regular computer keyboard and mouse. This presentation will show how different computers can be used with eye-gaze. The computers may be on a desk, or they may be portable computers used for communication with a voice. We will also tell you what is needed to try 'eye-gaze'. Examples of people using these systems will be shown.

Multi-modal, Multi-cultural – AAC in Vietnam.

Elizabeth Brownlie

There is a training program for speech therapists in Vietnam. Australian speech therapists have gone to Vietnam to help the students with their clinical work. Some of the Australian speech therapists use a lot of AAC. They have taught the Vietnamese students how to use AAC to make a difference to the lives of people who have little or no speech.

Self Determination through a process of obtaining informed consent from an individual with complex communication needs

Alicia Gorman

In this session I will talk about how I worked with a man for him to tell people about what he wanted to do.
The man uses a communication book, signs and says some words. He went to university and made a movie with his friends for his teachers.
The teachers at the university wanted to know if they could show the movie to other people.
They teachers needed to ask the people in the movie if they said 'yes', 'not sure' or 'no' to showing the movie to other people.
I worked with the man so they he could show the teachers and other people if he wanted to say 'yes', 'not sure' or 'no'. We used symbols in a Talking Mat. This helped other people understand if the man was ok for other people to see the movie he was in.
It is important to ask people what they think and give them a choice.
I will talk about why and how I worked with the man to tell people his choice.

Sharing our stories helps us connect - supporting people with complex and lifelong disabilities to tell their stories.

Shona Hojem

Telling stories about their lives help people to connect with each other. Being able to tell those stories has been shown to improve the quality of life for people in care. People living in group homes also have stories to tell, but they may need help to tell their stories.

In this presentation I talk about how a Speech Pathologist worked with Disability Support Workers to set up regular story telling sessions in two group homes. I explain about the equipment used and what was done to improve the group sessions. I discuss the success of the groups and the problem of keeping the groups running when a Speech Pathologist is not able to attend.

Supporting Adults with Intellectual Disability and Limited Speech to have Friends

Hillary Johnson

People with intellectual disabilities and difficulty speaking have few friends. We don't know how to help these adults develop relationships. We do know they spend a lot of time with disability support worker or family members

This paper talks about ways in which we can help disability support workers (and others) to develop friendly relationships with the people they support.
To do this we need to be able to

- *Recognise individuality* –know who the person is and be able to tell others about them in a positive way
- *Share the moment*- know how to spend time with the person and have fun with them
- *Connect* – know how to help the person feel safe and understand your communication
- *Share the message* – know what is important to tell others so they can get to know and like the person

If the people who support adults with an intellectual disability can enjoy spending time together then they can help new people to get to know them. Then people with intellectual disability and little speech can have more friends and good lives.

Expanding the Circle: Functional Communication in Morning Meeting

Jennifer Marden

Students who use AAC spend a lot of time talking about the months and days of the week. This happens in a class called Morning Meeting or Circle Time. Students who use AAC do not spend enough time using their AAC to talk about other things. Talking about the months and days of the week takes up too much of their time. Students who can speak get to talk about many things all day long. They get to talk about reading, writing, and math. They get to talk to their friends and teachers about their lives and their ideas. In some schools, students who use AAC to speak only get to talk about months and days of the week. We will talk about changing Morning Meeting so students who use AAC can learn how to talk like speaking students do.

WHOLE CLASS THERAPY TO IMPLEMENT HIGH TECH SPEECH GENERATING DEVICES FOR STUDENTS WITH PHYSICAL DISABILITIES

K. E. Margetson
S. N.Carman
K. Short
E.Friesen

Augmentative and alternative communication (AAC) devices are vital tools for children with physical disabilities and complex communication needs. Effective AAC devices can allow children to participate more in school both socially and academically. Research indicates that many AAC devices are prescribed but not used. While our clients made significant progress in using their AAC devices in individual therapy, they rarely used their devices in class. Therapy is most effective if it involves the people who will use the device regularly and occurs in the places that the device will be used in - that is, inside the classroom with teachers and friends. We designed a trial to explore the potential benefits of a whole class approach. The whole class therapy program aimed to introduce speech generating devices to children, their teachers and friends in the school environment. One support unit classroom was involved in the study. Seven children aged 5 to 11 years old were part

of the program. Most of these children were nonverbal or had severe speech difficulties. Some had started the process of trialling speech generating devices individually. The speech pathologist, occupational therapist, teacher and aide carried out the therapy sessions in class for 10 weeks. The sessions focussed on using speech generating devices for everyday communication tasks. Video of the class was taken before and after the 10 week therapy program. Parts of each video were coded for the type of messages that were communicated and how often the speech generating devices were used. Barriers to using AAC in the classroom were also identified.

Changes in how the children take part in class before and after therapy will be reported. The results will lead to discussion regarding the impact of therapy on environmental barriers in the classroom. We will also discuss the experience of whole class therapy and future directions for services.

Beyond Speech Alone: Making counseling accessible to people with complex communication needs

Viviana Ortolan
Jo Watson

This paper is about a video that looks at counseling for people who use little or no speech. This video was made by the Bridging Project, a program of SCOPE and Monash University's Centre for Developmental Disability Health Victoria. People who use little or not speech find it hard to find counseling services that are suited to them. This is because most counseling services rely on the use of speech and language. In 2006 the Bridging Project wrote a booklet called 'Beyond Speech Alone: Guidelines for Practitioners Providing Counseling Services to Clients with Disabilities and Complex Communication Needs'. It was written to help Psychologists counsel people who use little or not speech. This video contains the same information in a video format.

How to use videos, photos and the Internet to make communication profiles and stories

Naomi Rezzani

You can use multimedia profiling to make a story about a person's life. The story is called a multimedia profile. A multimedia profile can also show others how a person communicates.

Multimedia includes
- photos
- video
- voice/sound
- pictures, and
- text.

In 2010, Scope's Communication Resource Centre (CRC) got money to work on a new project from
- Telematics Trust
- Jack Brockhoff Foundation.

The money helped make multimedia profiles for people with a disability, who do not use speech to communicate.

Ten people with a disability were part of the project. Support people helped each person with a disability to make their profile. The support people were called a circle of support. Each circle of support had family members, support staff and therapists.

CRC helped each circle of support to
- plan what the profile would look like
- find old videos and photos
- take new video and photos
- edit videos on a computer
- create the profiles on a computer.

We saved the profiles on
- DVD or USB, or
- a website called Multi-me. www.multime.com

What the project achieved
- multimedia profiles for 8 people
- we got new information for people's communication aids (i.e. Book About Me and Personal Communication Dictionary)
- we got information for new aids, such as a Sign Dictionary
- we made tip sheets
- we did training with the circles of support
- we all learned more about how each person communicates

Many people from the circles of support said multimedia profiles made it easier to find out about a person and their communication. Many people also said they would like multimedia profiles in group homes, because it was easier and faster than reading information in files.

<u>Keeping it Simple: Training Health Professionals to Use Plain English and Create Accessible Information.</u>
Harmony Turnbull
Felicity Burke
Lisa Manton
Caroline Cummins
Kate Bell

46% of the population of Australia might struggle to understand information from newspapers, magazines, brochures, job applications, payroll forms, maps, timetables etc. (The Adult Literacy and Life Skills Survey summary, 2006)
This might be because of:
- Not knowing the area (jargon, medical terms etc.),
- attention difficulties (information is too long),
- vision problems (colour blindness), or
- educational level (grammar is too complex).

agosci inc.

We will talk about training that teaches about making information accessible and the use of plain English. We will show that this training can improve knowledge and skills.

Communication Access –The story so far.

Denise West
Hank Wyllie

Communication Access is when everyone can get their message across – including people who have no speech or speech that is difficult to understand.

In 2011 Scope's Communication Resource Centre (CRC) and Victoria's Communication Access Network (CAN) launched *The Communication Access symbol.*

Some businesses, organisations or services now display this symbol. If you see this symbol it means that the place or service is 'communication accessible', in other words, a person with a communication difficulty:
- will be treated dignity and respect
- will be given time to get their message across
- will be able to use their preferred communication method
- will have a positive communication experience

How does a business or service get the Communication Access symbol?
- Scope and CAN train people with communication disabilities to be assessors
- Assessors visit businesses or services and use a checklist to decide if the business or service is 'communication accessible'
- The assessor gives feedback and makes recommendations

This paper provides more information about:
- The criteria in the Communication Access Checklist
- How businesses, organisations and services become 'communication accessible'
- Why "Good Communication is Good Business"