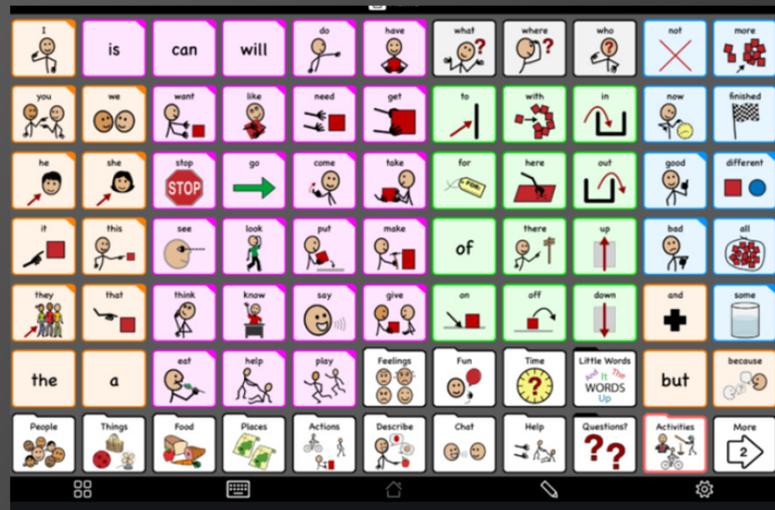


ENHANCING COMMUNICATION FOR INDIVIDUALS WITH AUTISM: PROMPTING AND AAC



Lauren Williams M.A.CCC-SLP
Assistive Technology Specialist

Who I am..

- Lauren Williams M.A.
CCC-SLP
 - Speech Language Pathologist
 - Assistive Technology Specialist



Where I'm From

- We currently have 157 students- 70 are AAC users
- We employ over 170 staff members
- Speech Language Pathologists
- Intervention Specialists
- Behavior Specialists
- Occupational Therapists
- Associate Teaching Staff
- Music Therapist
- Art Therapists
- Transitional Support Staff



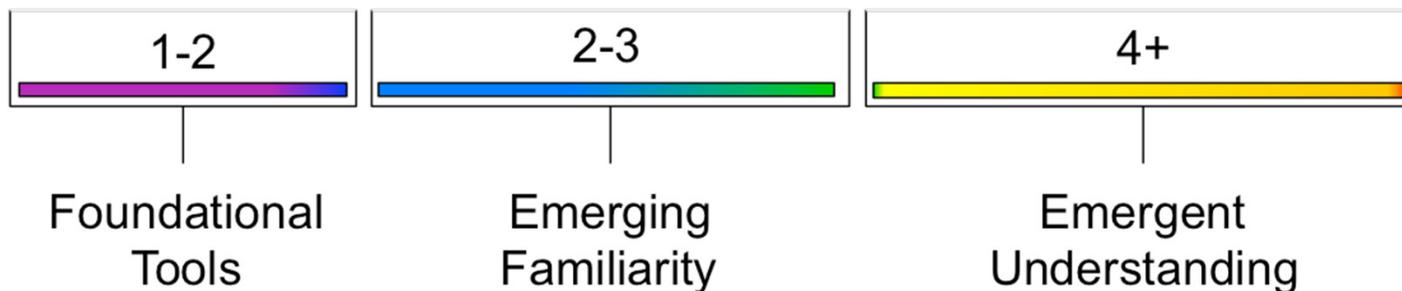
Objectives

- Overview of prompt hierarchy
- Discriminate verbal, gestural, visual and physical prompts with AAC
- Answer questions related to AAC and prompting

“Spectrum” of the Visual Immersion System



1. Pre-scene → 2. Visual → 3. Transition → 4. Grid → 5. Transition → 6. Text
Scene Display (to Grid) Display (to Text) Display



- Real objects
- Dynamic cues (i.e., videos)
- Photographs and symbols combined
- Static cues
- Symbols

Let's Talk About Prompting!



Prompting Types

- Physical
- Partial Physical
- Verbal
- Gestural
- Visual

Prompting at Monarch Defined

P-Code Score	Percentage
5	81-100% - 100% will not be seen in every session
4	61-80%
3	41-60%
2	21-40%
1	1-20%
0	0% - Student did not participate in the session

AI SCALE - Prompt Type	Description
Verbal	When staff use their voice to prompt the student to complete the task.
Visual	A construct provided for the student in order to give them additional visual information to complete the task. (*see above)
Gestural	When staff makes a gesture to something to prompt the student to complete the task.
Partial Physical	When the staff has to tap or start the motor movement physically for the student to complete the task
Full Physical	When staff is doing the task physically for the student completely, hand over hand or the like.

Keep in Mind!

- ◎ In most cases, there are multiple steps for our AAC users to produce a message
 - **PECS**: open book, turn page, remove element
 - **Low Tech**: acknowledge device, activate button, expectant response
 - **High Tech**: Navigation and direct selection

How Many Steps Do You Think are Involved in AAC Communication?



Basic Steps





When staff is physically doing the task for the student
(hand over hand)

Considerations for Physical Prompting





- When thinking of physical prompts and AAC, let's consider how many steps are actually involved in communication with AAC
- To help, let's use what we know about the *FIM*[™] Scale to measure the *percentage* of physical assistance required to interact with one's AAC device

Considerations for Physical Prompts

Functional Independence Measure™

- The *Functional Independence Measure™* or *FIM™* is a widely used tool that assesses functional skills in a variety of healthcare settings
- Used to track the amount of assistance a person may require to carry out everyday activities, set goals and track progress
- Based on an ordinal scale (1-7) assessing areas such as self-care, mobility and communication

Basic Steps



How Much Support Does Your Student Need?

Physical Assistance Level	Operational Definition	Example
Level 4/ total	Student requires staff assistance to complete 4/4 steps of direct selection	Staff isolates student's mode of direct selection (e.g., index finger or stylus) and moves his or her mode of direct selection directly above the target button and aids the student in activating the dynamic screen
Level 3/ max	Student requires staff assistance to complete 3/4 steps of direct selection	Staff isolates student's mode of direct selection (e.g., index finger or stylus) and moves his or her mode of direct selection directly above the target button and the student activates the dynamic screen
Level 2/ mod	Student requires staff assistance to complete 2/4 steps of direct selection	Staff isolates student's mode of direct selection (e.g., index finger or stylus) and moves his or her mode of direct selection to the quadrant of the target button and the student activates the dynamic screen
Level 1/min	Student requires staff assistance to complete 1/4 steps of direct selection	Student isolates mode of direct selection, makes a direct movement towards device. Staff assists student to orient to the appropriate quadrant. Student activates button.
Transition to less intrusive support		partial physicals, gestures or visual supports.

Should I or Shouldn't I?

- ⦿ Does your student have the physical capability to activating a button?
- ⦿ How much work are you doing versus what the student is doing?



When staff uses their voice to prompt student to complete a task

Considerations for Verbal Prompts



When, Why and How?

- ⦿ Indirect verbal prompts
 - “Someone is talking to you.”
 - “Did you hear Miss. Becky?”
- ⦿ Direct Verbal Prompt
 - “You can say....”
 - “Tell me on your talker.”
 - Do either of these help the student with the skill or promote independence?

When staff makes a gesture to something to prompt the student to complete the task

Considerations for gestural cues

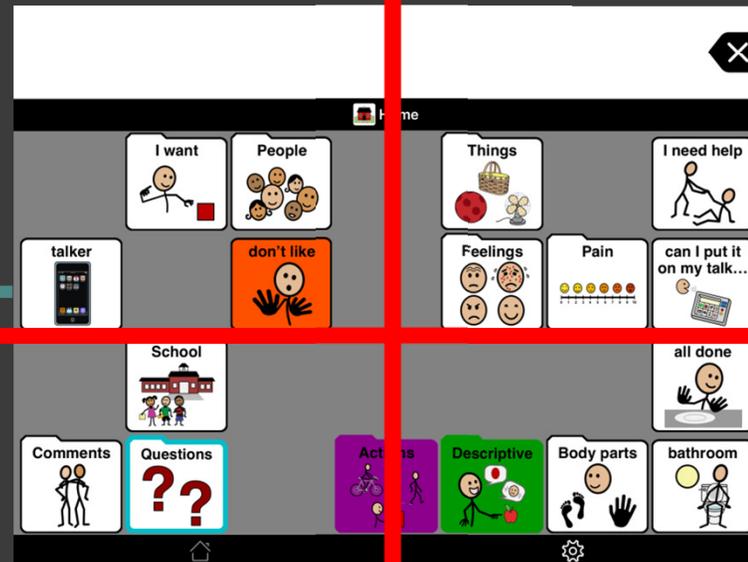


Considerations for Gestural Prompts

Labeling Example- "What is this?"



Gestural
1 Gesture to device
2 Gestures to Device or a gesture to the quadrant of target button. Example: Gesture to locate things folder, second gesture to food folder. Example: Gesture to upper right corner to decrease student's need to scan entire grid.
3 or more gestures or direct Gesture to target button. Example: Pointing directly to button of apple.

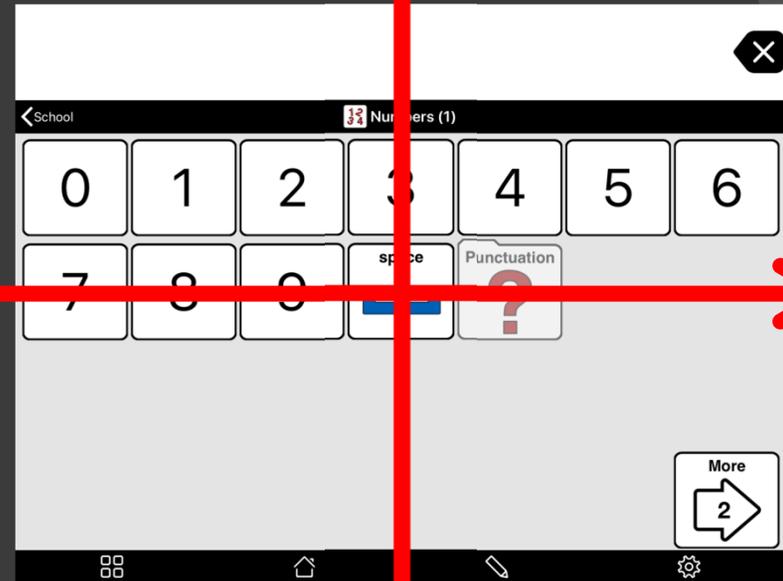


Considerations for Gestural Prompts

Math Example- "How many bananas?"



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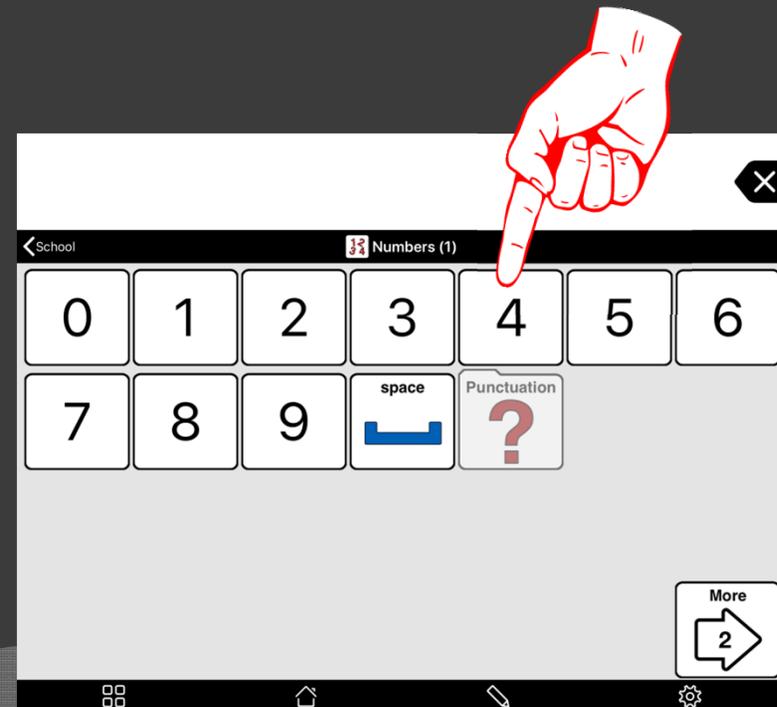


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A construct provided to student in order to given them additional visual information needed to complete the task

Considerations for visual prompting



Considerations for Visual Prompts

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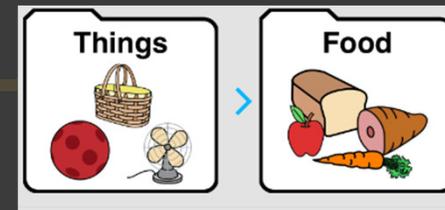
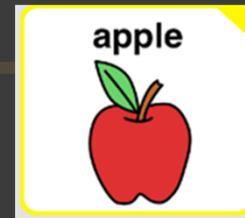


Visual

Any visual representation of any one element.
Example: Photograph or symbol of apple. OR Symbol representing food category.

2 Elements combined
Example: Things + Food

Photograph or symbol of specific target with no expectation of navigation to locate target. Example: Student is already on the food page and you present a symbol of apple and ask them to locate apple. Photographs or symbols of entire pathway is provided. Example: Things + Food + Fruit + Apple

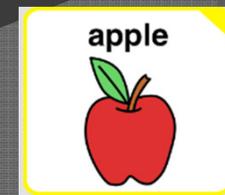
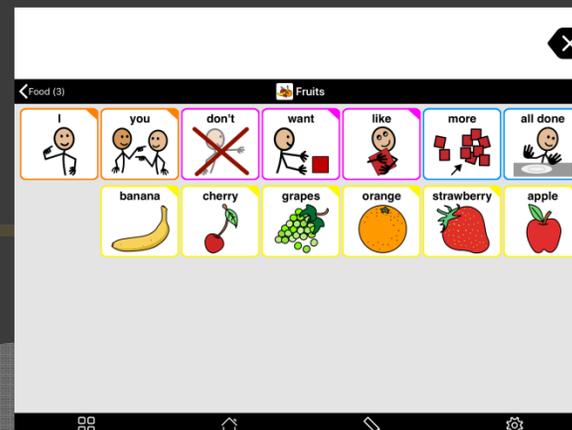


Considerations for Visual Prompts

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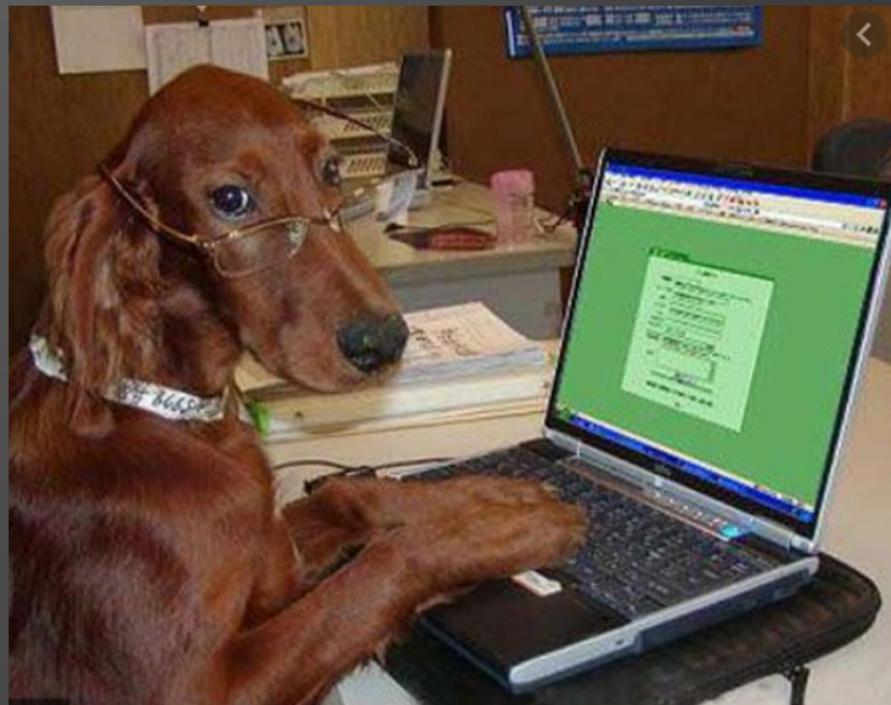
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Pick a Prompt, Any Prompt?

- ⦿ Which prompt style is least restrictive?
- ⦿ What is the short term and long term goals for your student with a target skill?
- ⦿ How is your goal written?

Implications for Goal Writing and Progress Monitoring



Goal: Student will use AAC device to respond to or initiate greetings provided minimal cues.

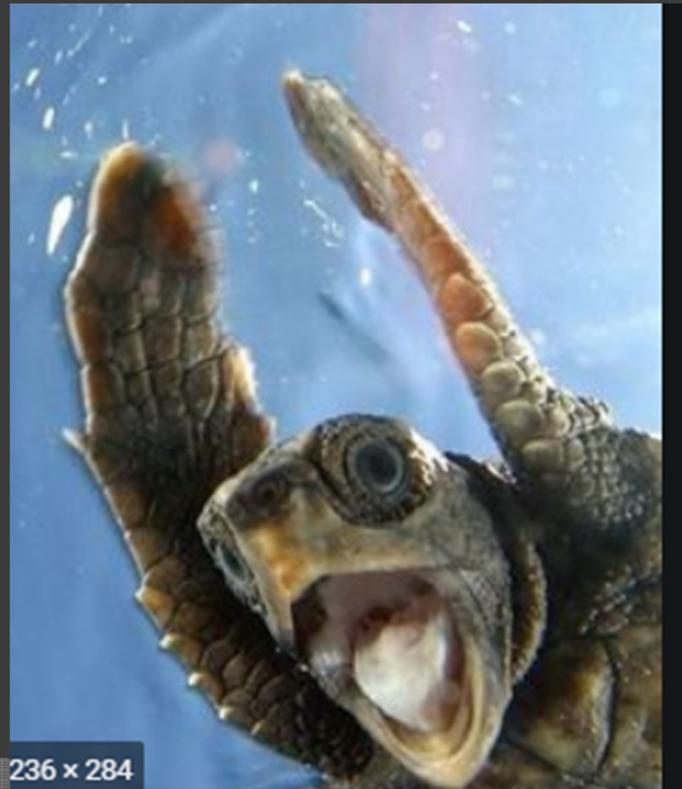
- ◎ Minimal cues = 1 prompt
 - 45% accuracy give minimal gestural or visual prompts. Visual prompts include a visual of the “hello” icon identical to button on device. Gestural prompts include direct gestures to the button on AAC device or simple gesture towards the device.

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Questions?

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