



COMMUNICATION AT ERS

PRESENTED BY THE ERS SPEECH PATHOLOGISTS



OVERVIEW

- 2024 Speech Pathology Team
- Visuals & AAC
- Schoolwide visual supports
- Schoolwide programs

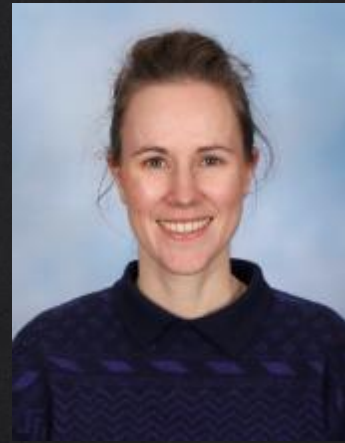
2024 SPEECH PATHOLOGISTS



CONWAY GU



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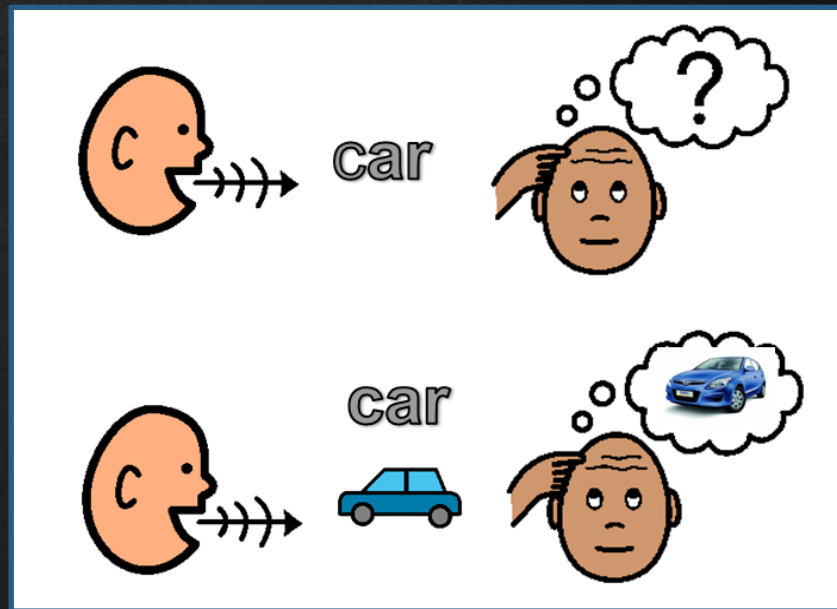
DAN COKIS

SOME TERMS..

- Receptive language – Understanding and comprehending words and language; the information going in.
- Expressive language – The ability to communicate our thoughts and feelings through words, signs or symbols.
- Visual supports – A picture or other visual item that can support receptive language and expressive language.

WHY USE VISUALS?

- Receptive language support
 - Understanding
 - Memory
 - Processing time
 - Overload
 - Distractibility
- Expressive communication
 - Alternative to speech
 - Enables students to provide more information
 - Vocabulary development
- Reduce challenging behaviours



WHAT IS AAC?

- AAC = Augmentative & Alternative Communication
- Tools and strategies to enhance speech or provide a completely different means of communication

SCHOOLWIDE VISUAL SUPPORTS

AIDED LANGUAGE DISPLAY (ALD)

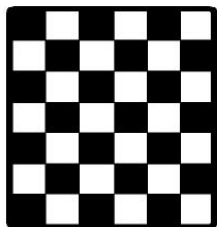
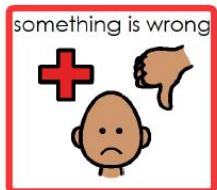
An **A**ided **L**anguage **D**isplay is a way of making language visible.

- Promotes understanding of language
- Provides a way to create their own message
- Can support social interactions



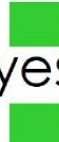




CORE BOARD

/I'm/me	more	help	yes	no	time	before	now	soon	later
you/yours	do	play	the	is/was are/be	a	not/don't	it	that	check schedule
my/mine	have/has	want/need	and	with	but	for	outside	classroom	first
we	open	close	again	to	because	out	here	inside	next
who	go/went	stop	turn	off	on	in	there	away	then
what	get	come	work	up	down	none	some	all	something else
where	give	put	make	broken	same	different	hungry	thirsty	choose
why	say/tell	look/see	like	large/big	small/little	quiet	good	loud	don't know
can	find	feel	don't like	happy	sad	angry	funny	great	toilet



Available on Google Drive

ENVIRONMENTAL AID

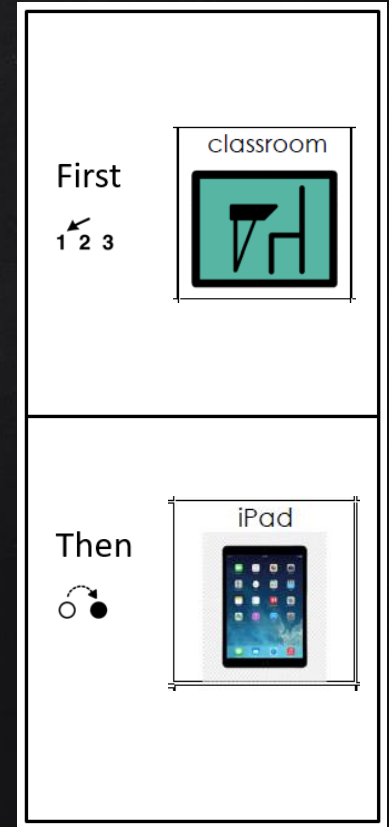
I/I'm/me 	more 	help 	yes 	no 	check schedule 	break 
you 	do/did 	play 	lunchbox 	drink 	first 	wait 
my/mine 	have/has 	want/need 	outside 	inside 	then 	something is wrong 
what 	open 	turn 	trampoline 	classroom 	choose 	
can 	go 	stop 	playground 	desk 	toilet 	

COMMUNICATION IPADS



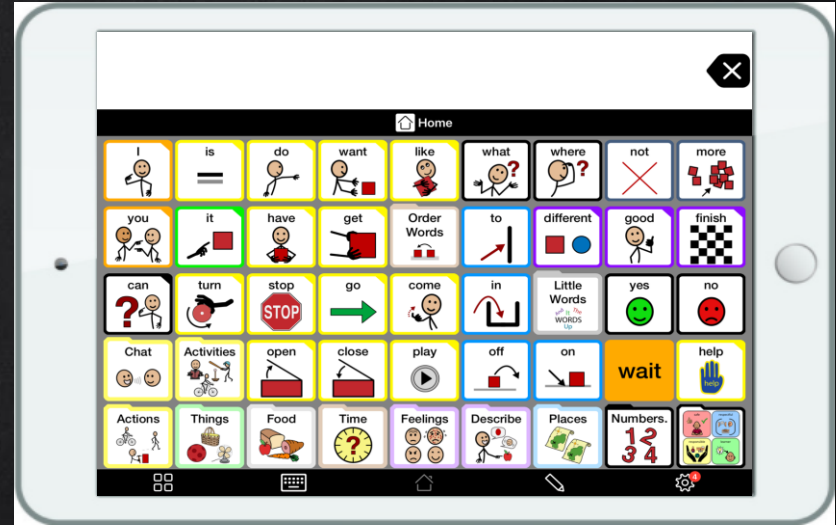
FIRST-THEN SCHEDULES

- Times when visual schedules can be useful:
 - Classroom activities
 - Transitioning
 - Waiting
 - Preparation for what is coming next
- What if you need a visual schedule and you don't have one handy?
- First-then Lanyards! Ready-made to clip onto a lanyard.
- Customise to add activities/locations/motivators specific to your class.



WHAT IS PROLOQUO2GO?

- x Symbol-based AAC app for iPad
- x Has speech output
- x Widely used by students at ERS
- x Provides a comprehensive and robust set of vocabulary
- x Very customisable



SCHOOLWIDE PROGRAMS

WORDS OF THE WEEK (WOW)

Ways to WOW!



do

"What are you **DOING**?"

"You can **DO** it"

Model "**DO**" during turn taking

e.g. "I do.." "You do.."

"**WHAT** do you want to eat?"

"**WHAT** is that?!"

Model "**WHAT**" when using
schedules e.g. "**WHAT'S** next?"



what



you

"**YOU** did it!"

"What do **YOU** want to do?"

Model **YOU** during any activity to
describe what students can do,
e.g. "**YOU** can sing"



Handouts available
on Google Drive

WOW VIDEOS ON GOOGLE DRIVE



COLOURFUL SEMANTICS

/I'm/me	more	help	yes	no	time	before	now	soon
you/yours	do	play	the	is/was are/be	a	not/don't	it	that
my/mine	have/has	want/need	and	with	but	for	outside	classroom
we	open	close	again	to	because	out	here	inside
who	go/went	stop	turn	off	on	in	there	away
what	get	come	work	up	down	none	some	all
where	give	put	make	broken	same	different	hungry	thirsty
why	say/tell	look/see	like	large/big	small/little	quiet	good	loud
can	find	feel	don't like	happy	sad	angry	funny	great

things

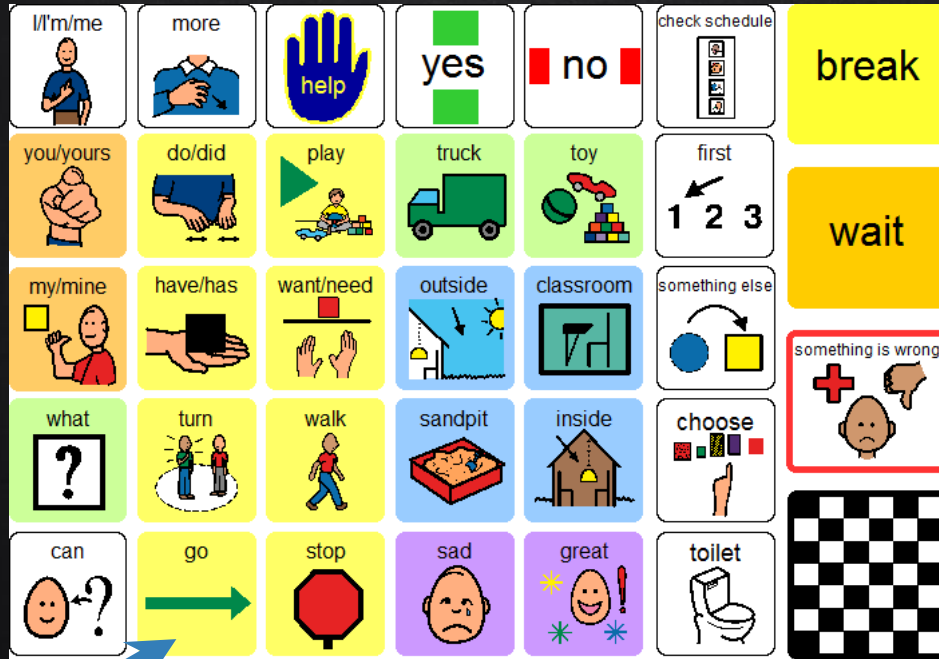
place

do

people

describe

MODELLING



It's time to GO!

Always couple visuals with speech. They are an aid to help you understand spoken language, not a substitute for words.

WHAT CAN YOU DO AT HOME?

- Create a supportive language environment
- Model!
 - Add one word to what your child is currently doing
 - Respond naturally
 - Comment rather than question

TAKE-HOME MESSAGES

- Visuals and AAC help students learn and understand
- Model communication on visuals and AAC
- You can find the Core Board, WOW handouts, WOW videos & more on Google Drive (scan the QR code)
- Contact the speechies if you have any questions or need any support





THANKS!

