

**THANKS TO:**

**THE WYNCOTE FOUNDATION**

**CENTRAL COAST CHILDREN'S FOUNDATION**

**HARVEY PRESSMAN, DOT FRASER AND SARAH  
BLACKSTONE**

**GHANA'S MINISTRY OF ED., DIV. OF SPED**

**GHANA'S UNIT SCHOOL TEACHERS**

**EL'LICIA PRICE, SLP, M.S. STUDENT FOR  
PREPARATION OF THIS BOOKLET**

**DR. CATHERINE CROWLEY, DIRECTOR**

**LINDSAY MILGRAM, CCC-SLP, SENIOR AAC SPECIALIST**

**PROGRAM IN SPEECH-LANGUAGE PATHOLOGY**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**AUGMENTATIVE AND ALTERNATIVE  
COMMUNICATION (AAC)**

**APPROACHES**

**FOURTH ANNUAL**

**PROFESSIONAL DEVELOPMENT  
RETREAT**

**JANUARY 3-5, 2014**

**SUNYANI, GHANA**

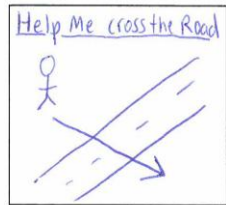
## References and Resources

- Crowley, C., Baigorri, M., Ntim, C., Bukari, B., Osei-Bagyina, A., Kitcher, E., Paintsil, A., Ampomah, O.W., & Laing, A. (2013). Collaborations to address barriers for people with communication disabilities in Ghana: Considering the World Report on Disability. *International Journal of Speech-Language Pathology*, 15(1), 53-57.
- Gray C. A., & Garand J. D. (1993). Social stories: improving responses of students with autism with accurate social information. *Focus on Autistic Behavior*, 8(1), 1-10.
- Gray, C. (2000). *The new social stories book* (illus. ed.). Austin, TX: Future Horizons.
- Millar, S. & Caldwell M. (1997). Personal Communication Passports Paper presented at the SENSE Conference, Westpark Centre, University of Dundee, 13 September 1997, reprint available from CALL Centre.
- Murphy, J. & Cameron, L. (2008). The effectiveness of talking mats with people with intellectual disability. *British Journal of Learning Disabilities*, 36(1), 232-241.
- Scope. (2010). Non-Electronic Communication Aid Scheme, Communication Resource Centre. Community Request Cards. Retrieved December 29, 2013.
- Texas Statewide Leadership for Autism. (2009, March). Texas autism resource guide for effective teaching: Joint Action Routines. Retrieved December 20, 2013.
- <http://leadersproject.org> (videos and blog entries on Ghana work)

## COMMUNITY REQUEST CARDS

*Community Request Cards* help Persons with Communication Disabilities (PWCD) access services in the community, express what they need or want in various settings and be more independent.

### **EXAMPLE TOPIC: Traveling on the highway**



Function: This card allows child to ask for help crossing the road



Function: This card allows child to ask for directions if lost



Function: This card allows child to tell people where they are going

### **How to Make a Community Request Card**

1. Choose an activity that the PWCD regularly participates in.
2. Decide what the PWCD needs to say to complete this activity with more independence. Consider 3 messages/requests, which will each be illustrated on separate cards.
3. Write the request on a card. Use simple concrete language. Draw a picture illustrating the message.
4. Use clear packing tape to laminate the cards. Punch a hole and connect them with twine or string.

### **How to Introduce a Community Request Card**

1. In the classroom, read through each card with the PWCD.
2. Model for the PWCD using each card.
3. Have the PWCD role play using each card.
4. In the community, assist the PWCD in using the cards.
5. Observe the PWCD using the cards independently.

### **Possible Topics for Community Request Cards:**

1. Fetching water from the public stand pipe
2. Traveling on the highway
3. Using the lorry station
4. Using the public toilet
5. Attending the library

## FIVE FINGER – STORY RETELL

The *Five Finger-Story Retell* is a visual tool that helps a person express personal experiences or relay stories. It is used to increase participation within the classroom, increase interaction with other children in the community, and help facilitate communication with family. Each finger represents a key question to be answered within the narrative: **Who (person/people), What (action/thing), When (time/day), Where (place), Why (reason/ explanation).**

### **EXAMPLE:**



### **How to Make the Five Finger Story “Hand”**

1. Draw/trace a hand with 5 fingers.
2. Label each “finger,” with 1 WH-question. Include a picture to symbolize the type of question. These include: Who (person/people), What (action/thing), When (time/day), Where (place), Why (reason/ explanation).
3. Use clear packing tape to laminate the picture.

### **How to Introduce the Five Finger Story-Retell**

1. Have each PWCD trace their hand to make their own Five Finger Story-Retell.
2. Model use of the Five Finger Story-Retell to tell a personal experience. While telling the story, point to the “finger” being discussed.
3. In pairs, have PWCD practice telling stories using the Five Finger Story-Retell picture.
4. As PWCD’s become familiar with using the tool, expand to a variety of environments (e.g. have parents use the Five Finger Story Retell at home).

### **Possible Topics for Story-Retells:**

1. Going to a wedding
2. Helping mom with chores
3. Going to the market
4. Going to watch a soccer game

## JOINT ACTION ROUTINE – (JAR)

*Joint Action Routine (JAR)* is used to facilitate social and academic communication skills in PWCD. The primary objective is to have a joint focus among the participating individuals, who all take on specific roles in the interaction. Pictures with written labels can be used to assist PWCD in remembering what their role is for the day. The roles in each *JAR* are repeated, which allow for frequent practice and rehearsal and builds communication opportunities. Roles can be assigned for daily classroom activities as well as for making goods for sale as part of vocational training.

### **EXAMPLE TOPIC: Classroom Setup**

The following roles can be distributed:

1. Job Assigner (gathers job picture descriptions and assigns jobs)
2. Classroom Sweepers (gathers brooms and assigns sections to be swept)
3. Calendar Organizer (gathers items to be used for calendar activities)
4. Name tags organizer (gathers all name tags for sign-in)
5. Daily schedule organizer (gathers items for schedule and daily activities)

### **How to Make a Joint Action Routine**

1. Select a motivating and meaningful theme for the routine.
2. Assign specific roles that are clear to the PWCD and allow for joint interaction between PWCD/peers/teachers.
3. Make the routine a logical and predictable sequence of events.
4. Make the routine repeatable by incorporating repetitive lines.

### **How to Introduce a Joint Action Routine**

1. Divide the routine into clear roles and then into steps.
2. Model all of the steps of the routine for the PWCD.
3. Model what you want the PWCD to communicate during the routine; provide other AAC systems (e.g. picture cards, sentence strips) if appropriate.
4. Use the same word, phrase or sentence to mark each step of the routine.
5. Keep the routine exactly the same and repeat it as often as possible.
6. When the PWCD is familiar with the routine, encourage them to initiate by interrupting the routine. Continue to interrupt in the same way until the PWCD is used to initiating and then begin to interrupt in a different way. Then, reassign roles.
7. Begin to repeat less as the PWCD initiates with functional communication.

## NARRATIVE SOCIAL STORIES

A *Narrative Social Story* is a tool used to teach or maintain social skills, behavior management skills and daily living skills. They are used to help individuals “read” and understand social situations using a story format. *Narrative Social Stories* provide a deep understanding of the social cues, perspectives of others, and the common responses in order to lead to more effective interactions (Gray, 2000). They also provide acceptable alternative behaviors that the PWCD can use and what the benefits are in using those new behaviors.

### **EXAMPLE TOPIC: Hitting Others**

1. Sometimes I feel frustrated, when I do not get what I want.
2. When I feel frustrated, I might want to hit someone.
3. Hitting hurts my friends and makes them feel sad.
4. Instead of hitting, I can use words to ask for a turn or help. I can say, “Can I play with that?” or “Can you help me, please?”
5. When I use my words, my friends want to play with me. That makes me feel happy.

### **How to Make a Narrative Social Story**

Address each point below on an index card with simple pictures and text.

1. Identify the specific behavior to address.
2. Identify how the behavior affects the PWCD’s family and/or community.
3. Create step-by-step instructions for what the PWCD can do instead, including how to better communicate what they need.
4. Include the social benefits of changing the behavior.
5. Laminate each card, punch a hole and connect them with string or twine.

### **How to Introduce a Narrative Social Story**

1. In a structured situation or environment, introduce the story to the PWCD.
2. Read the story with the PWCD at least twice a day.
3. Establish a routine in repeating the story with the PWCD and expand to a variety of environments (e.g. home, school, church).
4. As the PWCD begins to use the acceptable alternate behavior and communication techniques, reduce the number of readings.

### **Additional Possible Topics for a Narrative Social Story:**

1. Reducing aggressive behaviors (e.g. biting)
2. Reducing distracting behaviors (e.g. yelling)

3. What to expect in new social situations (e.g. going to a funeral, church)

### AAC MARKET CARDS

*AAC Market Cards* are used to establish functional communication for PWCD. *AAC Market Cards* are a set of 3 picture cards that PWCD can use to purchase goods at the local market. The cards have pictures of goods (rice, tomatoes etc.) as well as the monetary amount that the PWCD needs to purchase the items. PWCD show the cards to the market vendor to communicate what they need to buy.

#### EXAMPLE:



#### How to Make AAC Market Cards

1. Use a separate index card to draw and label pictures of items that are frequently purchased from the market.
2. Write the monetary amount typically used to purchase each item.
3. Laminate each card with clear packing tape.

#### How to Introduce AAC Market Cards

1. In the classroom, introduce the cards to the PWCD.
2. Practice using the cards by role-playing market situations.

3. Go to the market and introduce the PWCD to the vendors.
4. Model using the cards to purchase items from the vendors. Use hand-over-hand physical assistance to train the PWCD to use the cards to communicate which goods they want to buy.
5. As the PWCD becomes more independent, fade the cueing.

### COMMUNICATION PASSPORTS

*Communication Passports* provide important information that a PWCD might not be able to communicate if they are lost or in a situation where people do not know them.

#### EXAMPLE:



#### How to Make a Communication Passport

1. The first page contains the PWCD's name, age and disability, including what makes it difficult for the person to communicate.
2. The next pages include:
  - How the PWCD communicates with others (points, gestures, picture cards)
  - Where the PWCD lives and who they live with
  - What the PWCD likes and dislikes
  - How to help if the PWCD is upset or hurt
  - Any other important personal information that others should know
  - Emergency contact information
3. Laminate each page with clear packing tape.
4. Punch a hole and use string or twine to connect the pages for the PWCD to easily carry.

#### How to Introduce a Communication Passport

1. Model use of the Communication Passport with familiar partners.
2. Expand use by modeling with unfamiliar partners in unfamiliar environments.
3. Train the PWCD to use the Communication Passport to introduce themselves in new social situations or environments.

### TALKING MATS

A *Talking Mat* is a symbol-based communication system which enables PWCD to express themselves to others in school, at home and within the community by arranging and rearranging functional symbols on mats. The PWCD arranges and points to a combination of symbols to convey a request, a question or a feeling, etc.

#### EXAMPLE:



#### How to Make a Talking Mat

1. Assess the communication needs of the PWCD in a variety of settings, including home, school and within the community.
2. Select functional symbols based on your assessment and with the assistance of the family.
3. Symbols can be printed or drawn. Include a written label beneath each symbol.
4. Laminate with clear packing tape and attach Velcro or white tack behind each symbol.
5. Affix all symbols to a clean doormat.

#### How to Introduce a Talking Mat

1. Introduce all the symbols to the PWCD on their mat.
2. Model how to communicate using the symbols on the mat (e.g. arranging and rearranging symbols on the mat to convey a message).
3. Assist the PWCD in using the symbols, including hand-over-hand assistance as necessary.
4. Fade assistance as PWCD gains independence.

### NAME TAGS

*Name Tags* are strips of paper that have each student's name written on them. Symbols are also drawn on the tags to help those students who have difficulty identifying the letters of their name. *Name Tags* allow all students to participate in different activities during morning meeting that build communication and social skills. Additionally, they encourage literacy skills and can be used to help teach students how to write their name.

#### EXAMPLE:



#### How to Make Name Tags

1. Write each student's name in big letters.
2. Draw a symbol that represents the student, in the corner above their name, which allows the student to recognize their name.
3. Laminate each name tag with clear packing tape.
4. Use daily during a variety of activities (e.g. to call on students, take attendance, participate in morning meeting, sign-in).

#### How to Use Name Tags During Sign-In:

1. Each morning, engage in "Sign-In."

2. Spread the Name Tags out and encourage students to “find” their Name Tag.
3. Once the student retrieves their Name Tag, have the student use the Name Tag to write their name in the “Sign-In Book.”
4. Initially, students can be encouraged to use the Name Tag to assist with copying letters or spelling.
5. Once the student becomes more independent in writing their name, reduce cues.