



Addressing AAC and CVI at home

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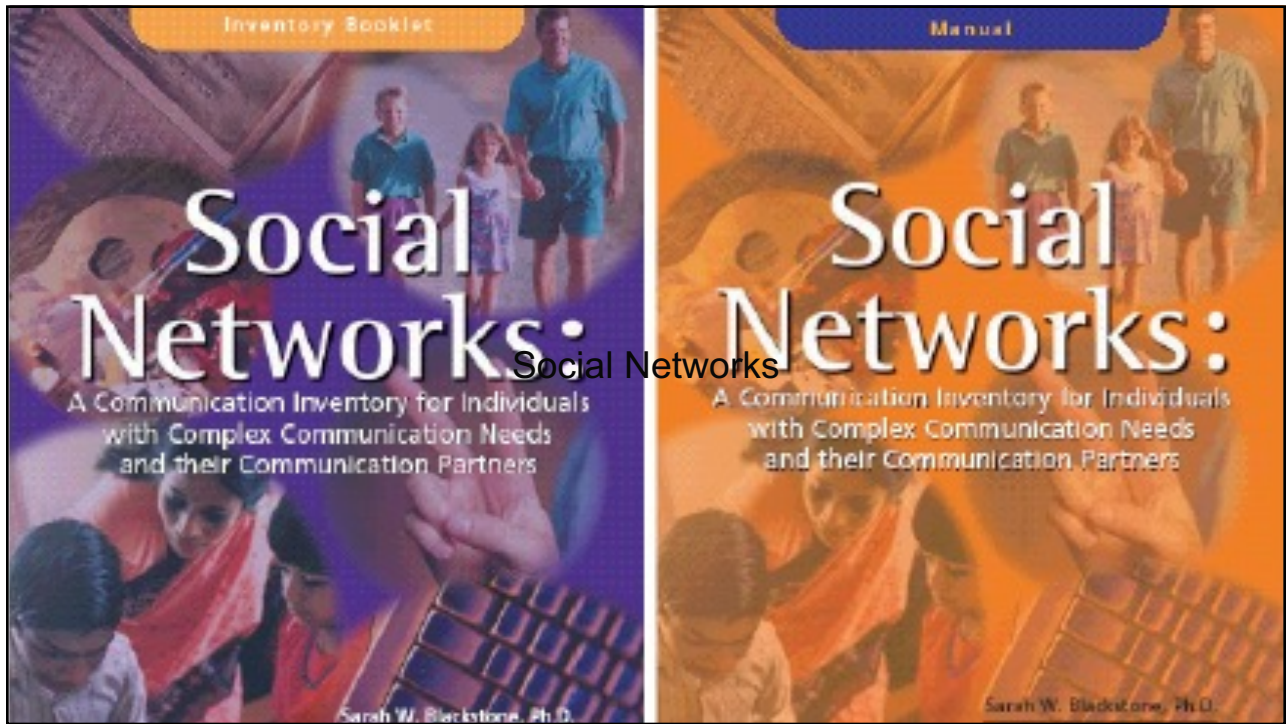


Our role as parents

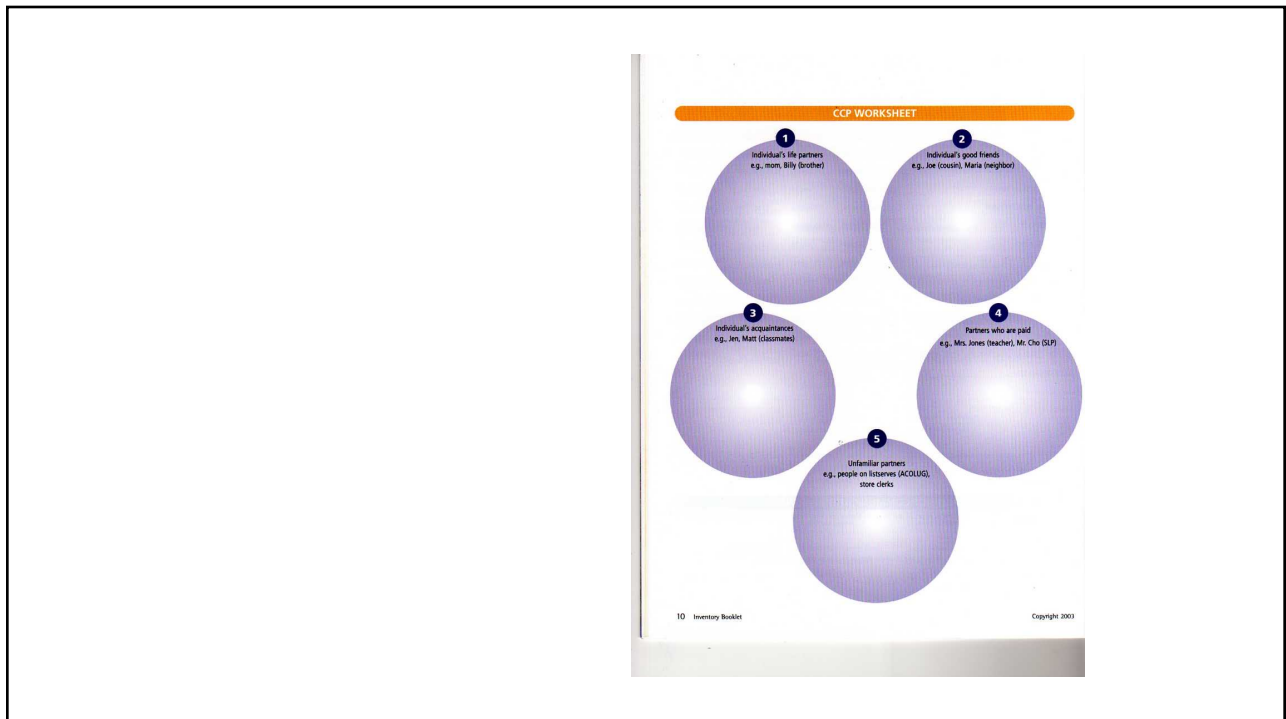
My experience



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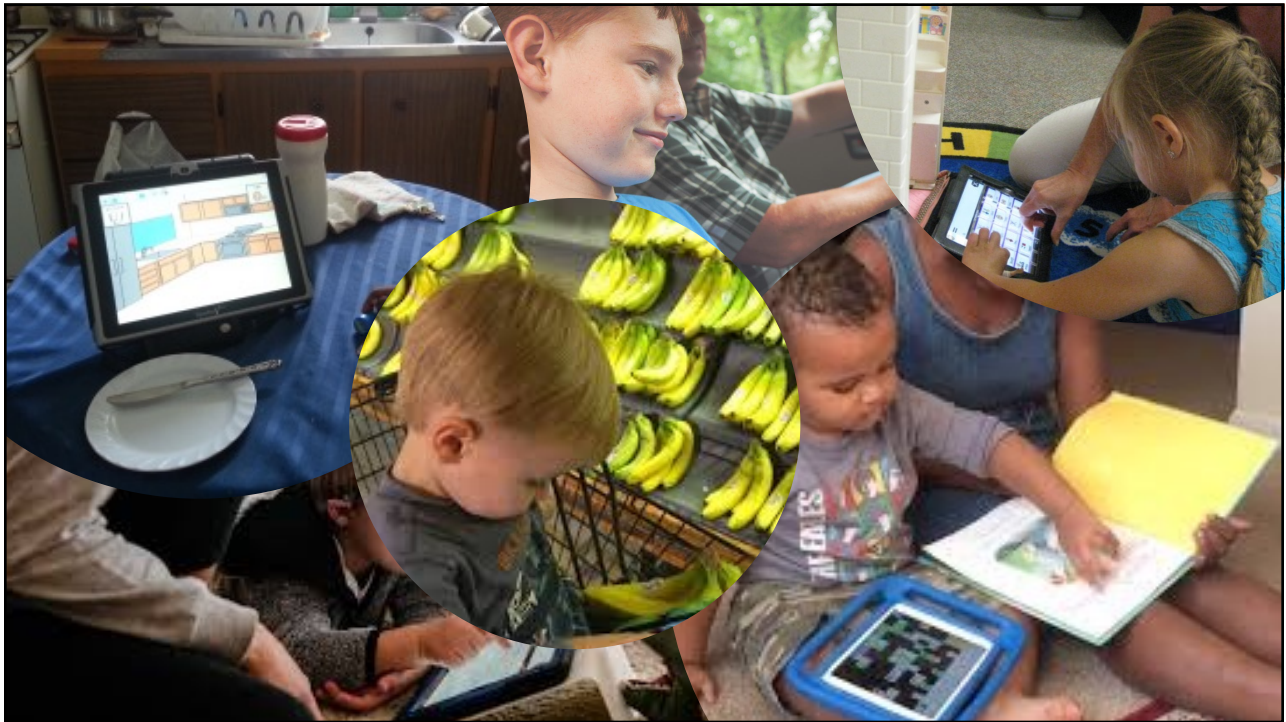
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Activity	What is everyone doing?	What is our child doing?	Participation barriers	Comments
1				
2				
3				
4				
5				

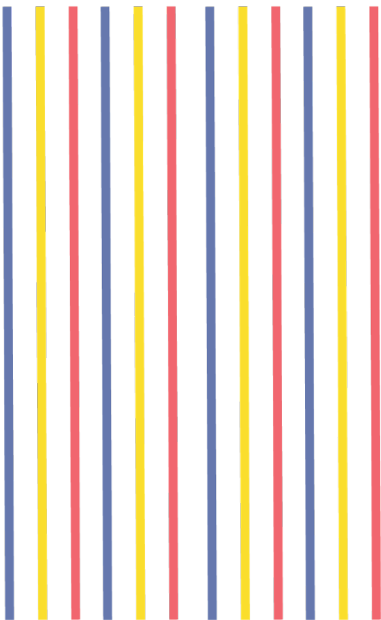
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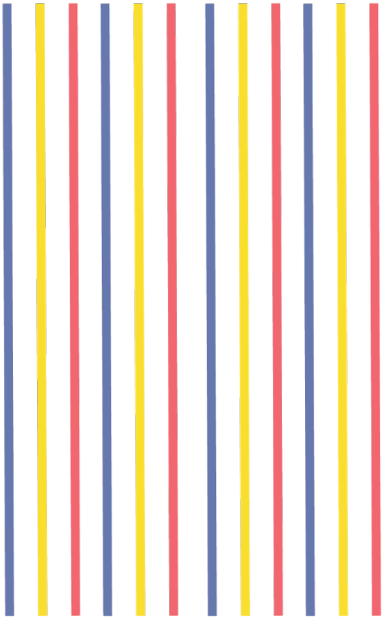
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Considerations

- Planned with the family and person
- Laid on top of an already occurring activity
- Frequent
- Motivating
- Involve family members (invite them to know the system so they can provide a good model)
- Have a clear goal
- Choose communication tools and strategies (different modes for different circles)
- Consider time of the day: fatigue

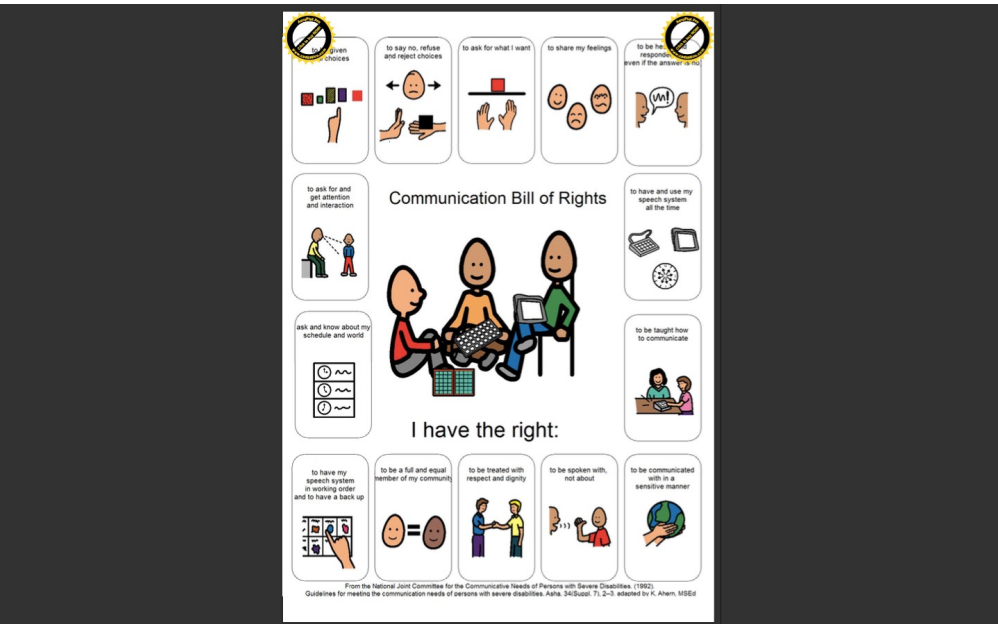
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Communication tool always available

- Message:
communication is always expected
your opinion matters

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Communication Bill of Rights


I have the right:





- to have choices
- to say no, refuse and reject choices
- to ask for what I want
- to share my feelings
- to be heard, responded to, and even if the answer is no
- to ask for and get attention and interaction
- to have and use my speech system all the time
- ask and know about my schedule and word
- to be taught how to communicate
- to have my speech systems in working order and to have a back up
- to be a full and equal member of my community
- to be treated with respect and dignity
- to be spoken with, not about
- to be communicated with in a sensitive manner

From the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities, (1992). Guidelines for meeting the communication needs of persons with severe disabilities. Asha, 34(Suppl. 7), 2-4. adapted by K. Ahern, MS&D.


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Work in your schedule


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CVI/AAC Schedule

Name:		Date:		
Activity	Student Goal (what is the function)	AAC Tools, Strategies and Accommodations	CVI Accommodation (from The CVI Range Assessment)	Other (mobility, Tactile, Auditory, AT)
Morning Meeting: 	1. Greet 2. Choose a person 3. Participate and take turns	-does a high five - Use her eye gaze SGD choose a person -Use her eye gaze SGD to pick a song for the activity	-present 2 simplified photos on backlit SGD with black background -give 15 second wait time -reduce movement and sound in the environment -cue with gesture (point to the location on SGD) 	Positioned in upright walker
Language Arts: 	1. Listen to the story presented on a computer 2. Make choices using objects 3. Participate and take turns in a routine	-adapt the story (add a repeated line) select target vocabulary and represent with object -on a mid-tech SGD provide a set of messages to direct partners, comment (ex. turn) the page, read it	-reduce complexity of image on story by using backlit displays and simplified images -use familiar objects with 2-3 colors -teach salient features of objects related to story -reduce movement and sound in the environment 	-provide quiet wait time for exploration of object

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AAC-CVI

project

Thank you!

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