Communication Effectiveness using AAC: What is it? and how do we know we have achieved it?

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- Specialist Speech and Language Therapist for AAC in Lothian

KEYCOMM
Lothian Communication Technology Service

- KEYCOMM exists to help people with severe communication impairment make use of a range of technologies and strategies to enhance their communicative ability.

- Joint funded by NHS Lothian and City of Edinburgh Council.

- Regional provision and support for AAC for all ages

The C.O.D.E.S Framework
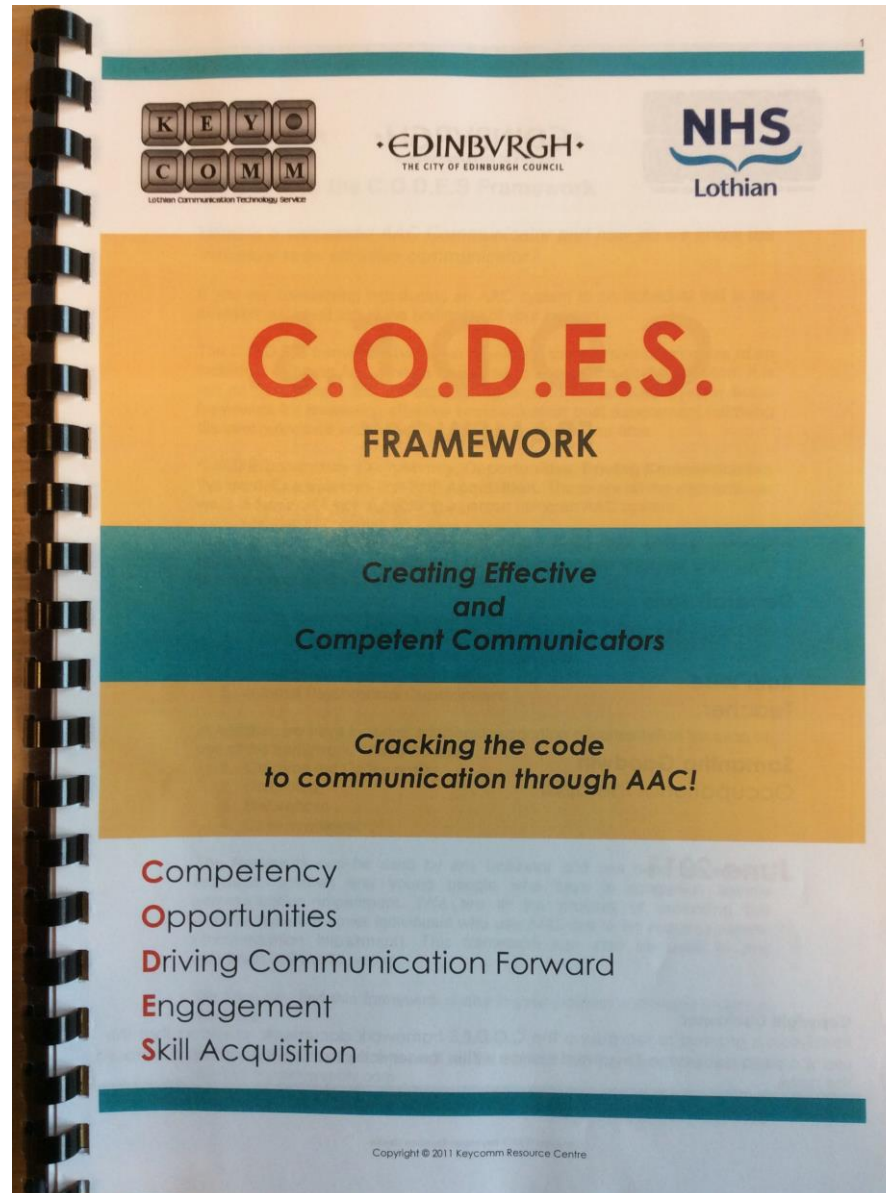
The C.O.D.E.S Framework

- A framework for measuring effective communication post assessment with identifiable clear indicators
- Children and young adults
- Collaborative and joint working is a fundamental principle.
- Framework is made up of 5 broad areas of communication.
- Supporting documents
- CD Rom/Pro Formas

Quick Look View – Part 1

- An overview of existing skills.

- Includes all types of communication including gesture, sign, facial expression and AAC Device.

- Indicators of communication competency

C.O.D.E.S. FRAMEWORK

Communication Competence
To provide an overview of existing skills using AAC systems

KEYOCOMM · EDINBVRGH · THE CITY OF EDINBURGH COUNCIL · NHS Lothian

Name: _____   Date: _____

Linguistic	+/-	Comments	Operational	+/-	Comments
Nouns			Access		
Verbs			Shut Down		
Adjectives			Navigation		
Prepositions			Page Back		
Time Words			Clear Button		
Question Words			Message Window		
Sentence Building			Turning On		
Joining Words			Page Layout		
Pronouns			Programming Independently		

Social Roles	+/-	Comments	Social Interaction / Communicative Functions	+/-	Comments
Initiator			To relay information		
Responder			To make requests		
Messenger			Use social greetings		
Narrator			Answer questions		
Director			Asking questions		
Presenter/Trainer			Give opinions/comments		
Questioner			Make predictions		

Strategic	+/-	Comments	Social Interaction / Communicative Functions	+/-	Comments
Use of gesture, Signing			To tell jokes/riddles		
Use of spelling			To gain attention		
Make up of new words			To protest/reject		
Silences			Engaging in short conversation		
Use explanation/circumlocution			Elaborating on a topic		
Request clarification			Ending a conversation		
Repair a conversation					

Quick Look View – Part 2

- Used to identify current opportunities for functional use of AAC system and to identify new communication opportunities that can be provided.

- Recently revised

C.O.D.E.S. FRAMEWORK

Communication Opportunities

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Name: **Date:**

Where does the person communicate using AAC?

	+/-	Comments
At Home		
Education Setting		
Leisure / Community		
Workplace Setting		

What topics does the person communicate about?

Do they have ways to let you know they are unwell, in pain, needing help?

Favourite topics of conversation

What else would they like to talk about?

Who does the person communicate with?

KEY

SP	Speech	SI	Signing
G	Gestures	V	Vocalisations
H	High-Tech Device	P	Photos/symbols low-tech

Lifelong communication partners:

Main methods of communication

SP		SI		G		V		H		P	

Persons good friends and other close people:

Persons acquaintances:

Main methods of communication

SP		SI		G		V		H		P	

Main methods of communication

SP		SI		G		V		H		P	

Partners who are paid:

Unfamiliar Partners

Main methods of communication

SP		SI		G		V		H		P	

Main methods of communication

SP		SI		G		V		H		P	

Blackstone, S.W., & Hunt Berg, M.(2003)
Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners.
Monterey, CA: Augmentative Communication Inc.

Now select up to 3 targets using pages 1 and 2 and complete the "My targets planning sheet"

C.O.D.E.S. FRAMEWORK	Name:		My targets
			Date:

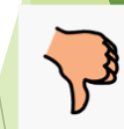| I need to learn…	I am learning this by…	I am using my new skill…	How well did I do
Share my news from home/school.	• Each day I will deliver a 'secret message' to another class. • Using pre-programmed vocabulary, I will share news about my weekend with class mates at news time. • Using the symbols on my Tech 32, when I get home from school I will tell my mum what activities I have done in school.	During structured 'Secret Message' activity in school. In school to share my news at an appropriate time. At home to tell my Mum and Dad what I did at school.	
Say hello and goodbye with my Tech 32.	• Greet/say hello, using my Tech 32, to my classmates at carpet time in the morning. • Say goodbye to staff at the end of the school day. • With support and prompting from adults, I will greet guests to the classroom. I will be rewarded with a sticker on my reward chart every time I say hello to a new person.	At home and school to greet adults and peers and say goodbye when they or I am leaving.	
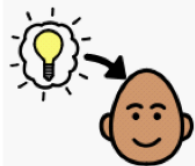
Jay October 2009

- 9 years old
- Physical disability
- Non verbal
- Tech 8
- Using device for 12 months
- Attends special school for children with complex needs

Jay – October 2009

C.O.D.E.S. FRAMEWORK

INCLVSION (NEXIVO COMM) · EDINBVRGH · THE CITY OF EDINBURGH COUNCIL · NHS Lothian

Communication Competence
To provide an overview of existing skills using AAC systems

Quick Look View Table (part 1 of 2)

Name: Jay X   Date: October 2009

Linguistic	+/-	Comments	Operational	+/-	Comments
Nouns	+		Access	+	Right/left index finger
Verbs			Shut Down		
Adjectives			Navigation		
Prepositions			Page Back		
Time Words			Clear Button		
Question Words			Message Window		
Sentence Building			Turning On		
Joining Words			Page Layout	+	
Pronouns			Programming Independently		

Social Roles	+/-	Comments	Social Interaction / Communicative Functions	+/-	Comments
Initiator			To relay information	+	Between home and school
Responder	+		To make requests		
Messenger			Use social greetings		
Narrator			Answer questions	+	
Director	+	Giving directions to others in class	Asking questions		
Presenter/Trainer			Give opinions/comments		
Questioner			Make predictions		

Strategic	+/-	Comments			
Use of gesture, Signing			To tell jokes/riddles		
Use of spelling			To gain attention		
Make up of new words			To protest/reject		
Silences			Engaging in short conversation		
Use explanation/circumlocution			Elaborating on a topic		
Request clarification			Ending a conversation		
Repair a conversation					

Competency

- Linguistic Competency- using nouns, names of things
- Access- fist approach, beginning to use isolated finger movement for direct access 8 location
- Social Roles-Responding in class, Giving directions to others
- Social Interaction-Relay information through news time, Answering questions
- Environment- in class: news time

Identified targets for next 5 months

- Operational- work with OT on Techtalk 32 with integral keyguard isolated finger pointing

- Linguistic-To use verbs (action words), to use adjectives, To use starter phrases for sentence building

- Social roles-to initiate communication

- 12 months later reviewed- Communication opp.-only in class or communication group

Jay – September 2010

C.O.D.E.S. FRAMEWORK			Communication Competence — To provide an overview of existing skills using AAC systems		Quick Look View Table (part 1 of 2)	
KEYCOMM · EDINBVRGH THE CITY OF EDINBURGH COUNCIL · NHS Lothian		**Name:** Jay X			**Date:** September 2010	
Linguistic	**+/-**	**Comments**	**Operational**	**+/-**	**Comments**	
Nouns		+ Names, people	Access	+	Right/left index finger	
Verbs		+ 1 or 2 per overlay, beginning	Shut Down			
Adjectives		+ Colours, feelings	Navigation			
Prepositions			Page Back			
Time Words			Clear Button			
Question Words			Message Window			
Sentence Building		+ Starter phrases	Turning On			
Joining Words			Page Layout	+		
Pronouns			Programming Independently			
Social Roles	**+/-**	**Comments**	**Social Interaction / Communicative Functions**	**+/-**	**Comments**	
Initiator		+ In communication group	To relay information	+	Between home and school	
Responder		+ All times	To make requests	+		
Messenger			Use social greetings			
Narrator			Answer questions	+		
Director			Asking questions			
Presenter/Trainer			Give opinions/comments	+	Beginning, i.e. good/bad	
Questioner			Make predictions			
Strategic	**+/-**	**Comments**	To tell jokes/riddles			
Use of gesture, Signing			To gain attention			
Use of spelling			To protest/reject			
Make up of new words			Engaging in short conversation			
Silences			Elaborating on a topic			
Use explanation/circumlocution			Ending a conversation			
Request clarification						
Repair a conversation						

And then…

- Upgrade to a dynamic display device with 20 location keyguard- Dynavox Maestro
- Operational-turning on, turning off, navigation
- Social Roles-Messenger-delivering messages between classes, Directing others outside class
- Social Interaction-Tell jokes/riddles, using Social Greetings, Asking questions, Gaining attention
- Environment-at home, choosing activities and telling people whether he liked it, out of class activities such as tuck shop
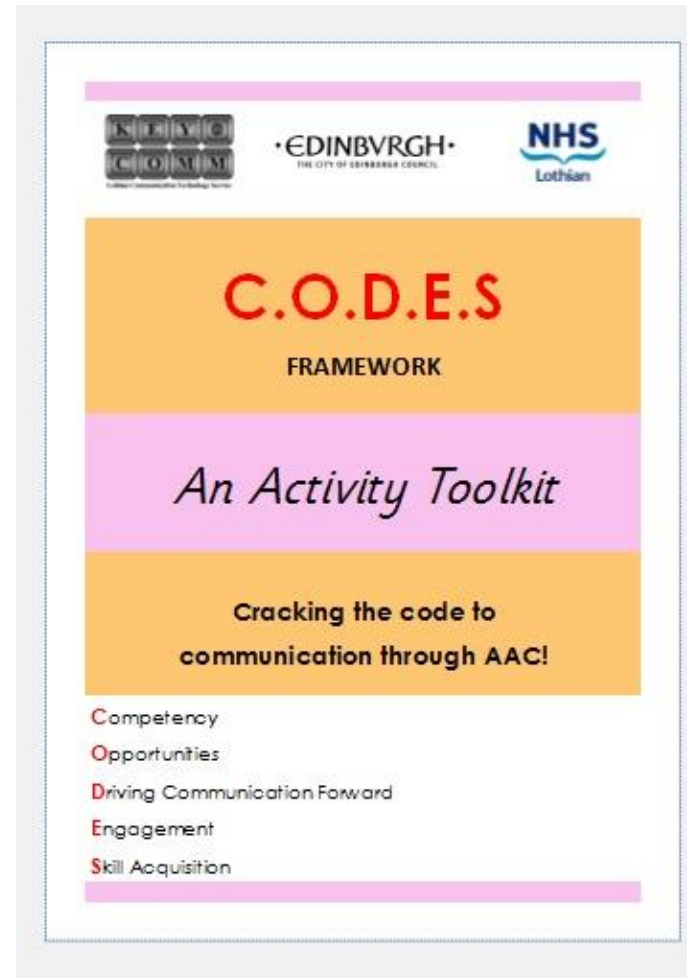
CODES Jay Jan 2014

KEYCOMM · EDINBVRGH · NHS Lothian	Name:	Jay X			Date:	5/10/2011, 28/8/2012, 15/1/2014

Linguistic	+/-	Comments	Operational	+/-	Comments
Nouns	+	Names, people, DVD, places, pets, animals, food, drink	Access	+	Right/left index finger, consistent right index finger, motor planning improved
Verbs	+	1 or 2 per overlay, to comment and sentence build	Shut Down	+	
Adjectives	+	Colours, feelings, opinions, comments	Navigation	+	some prompting, independent
Prepositions			Page Back	+	
Time Words			Clear Button	+	
Question Words	+	Prestored phrases in routines	Message Window	+	
Sentence Building	+	Starter phrases prompted Noun +verb, in structured situations	Turning On	+	
Joining Words			Page Layout	+	20 location Mo3 with Keyguard, no keyguard needed
Pronouns			Programming Independently		

Social Roles	+/-	Comments	Social Interaction / Communicative Functions	+/-	Comments
Initiator	+	In comm group, Simon Says, ,in class, at home	To relay information	+	Between home and school, news, favourite DVD, shares interests and places he has been
Responder	+	All times	To make requests	+	
Messenger	+	A bit, with support more independent	Use social greetings	+	Hello prompted, more consistent in group setting
Narrator			Answer questions	+	More consistent with adults
Director			Asking questions	?	Prompted in routines ,prompted in conv
Presenter/Trainer			Give opinions/comments	+	Started good vs bad, feelings and more consistent
Questioner	+	Pre stored phrases in routines	Make predictions		

Strategic	+/-	Comments			
			To tell jokes/riddles	+	Uses comments and sounds to convey humour
Use of gesture, Signing	+	Facial expressions,	To gain attention	+	Verbally
Use of spelling			To protest/reject	+	
Explanation/circulocution	+	Will describe at times to extend on peer's interaction and to join conversation	Engaging in short conversation	+	Beginning, spontaneously, more consistent more situations

What's next?

- Trial loan of Ipad 2 with Proloquo2go
- Opportunities for Presenting and Directing others
- Continue activities for asking questions
- To tell jokes to a variety of listeners
- Continue to expect more information to elaborate on a topic/conversation

The CODES Toolkit

- A companion to the CODES Framework
- Practical activities to match CODES targets
- Relates directly to the Scottish Curriculum for Excellence - Early and First Levels only
- Ideas to get you started – not a series of lessons or activities
- Activities grouped into the same areas as in the communication competencies
- Whole School Activities included-Asset based approach

C.O.D.E.S. FRAMEWORK		Prepositions		Linguistic
Curriculum for Excellence Level	"I can" statement and CfE Experiences and Outcomes	Activity name	Resources required	Activity
Early	I can use words/phrases such as "inside", "under", "on top of", "beside" and "next to" appropriately. Corresponds with CfE Experiences and Outcomes: *LIT 1-23a* "Throughout the writing process, I can check that my writing makes sense."	"Find my bones!"	• Small stuffed dog • various play bones, • various containers or objects that you can hide things in, on or under	• Tell the child or young person that the dog keeps losing his bones and that they must try and help him find them. • Teacher places the bones around the room in things, under things, on top of things etc. • The child or young person tries to guess where the bones may be hiding using the key prepositions. Each child collects the bones when they correctly identify where it is.

| C.O.D.E.S. FRAMEWORK		Relaying information		Social Interaction/ Communicative Functions
Curriculum for Excellence Level	"I can" statement and CfE Experiences and Outcomes	Activity name	Resources required	Activity
Early	I can take a message to others. Corresponds with CfE Experiences and Outcomes: **Lit 0-09a** "Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message."	**"Secrets, secrets everywhere!"**	• Secret message written on a paper. • Child has the following phrase programmed into device: I have a secret message for you! You can find it in my ….	• Send the child or young person to deliver a secret message to another class, teacher or person. • The secret message is delivered either in writing or verbally. • The person who now has the secret message passes it back to a selected teacher or pupil by the end of the day. A tally is kept as to how many secret messages are collected by one person.

C.O.D.E.S. FRAMEWORK	Ending a conversation		Social Interaction/ Communicative Functions	
Curriculum for Excellence Level	"I can" statement and CfE Experiences and Outcomes	Activity name	Resources required	Activity
First	I can end a conversation at an appropriate time. Corresponds with CfE Experiences and Outcomes: *LIT 1-02a* "When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect."	That's me done!	• Pictures of various familiar items • Some pre-stored phrases for ending a conversation programmed on the device	• The children or young people sit in a circle and each person is given a picture of an item. • Each child or young person has to say 3 things about the picture to the person on their left. • When they have said their 3 things, the child or young person uses a set phrase to end his turn e.g. "I am finished" or "That's me done!"

Price

- C.O.D.E.S Framework £45

- C.O.D.E.S Toolkit £25

- CODES Framework + Toolkit £60

- C.O.D.E.S Training- £50 per person- 2 hour seminar includes copy of CODES Framework

Coming Soon to the C.O.D.E.S. Family

- Measure effective communication for Adults with Acquired Communication Impairments

- Proformas with Indicators

- Questionnaires to identify team and individual attitudes and perceptions

- Communication Partner section

- Case Examples

- Looking for people to pilot this new framework
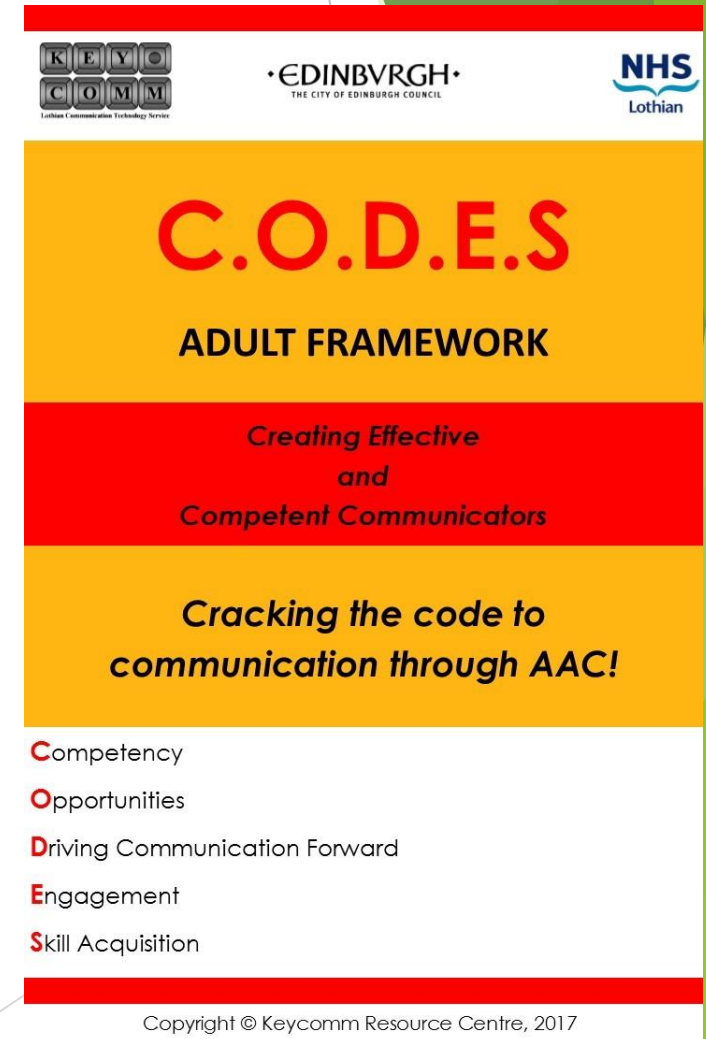
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