

AAC Learning in the Digital Age

Carole Zangari, Ph.D., CCC-SLP

College of Health Care Sciences

Center for Autism and Related Disabilities

Nova Southeastern University

www.PrAACticalAAC.org

If we teach *today's* students as we taught *yesterday*, we rob them of tomorrow. John Dewey



Our lives are increasingly digital.
Consider that....

Image Credit: Martin Hill

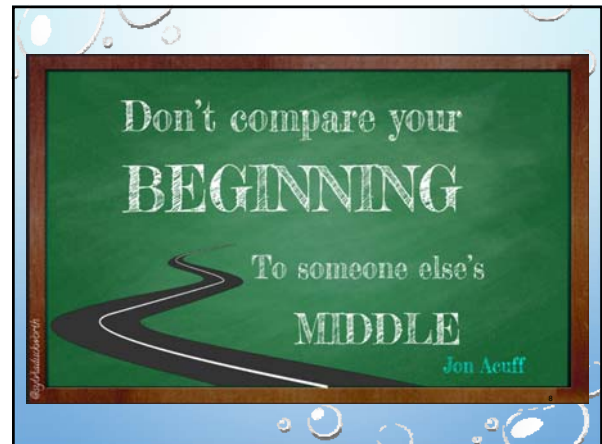
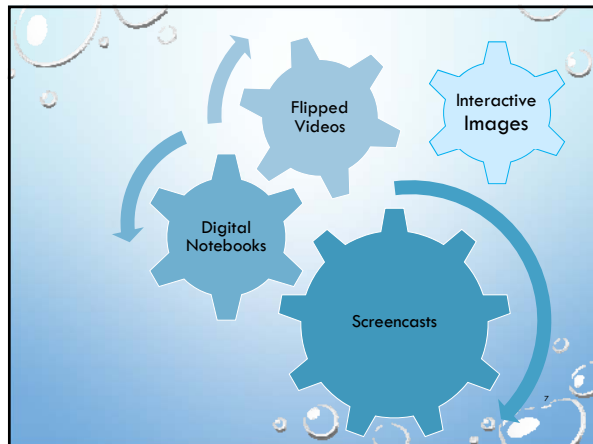
 Uber World's largest taxi company Owns NO Taxis	 airbnb World's largest Accommodation provider Owns NO Real estate	 WhatsApp World's largest Phone companies Owns NO Telco infra	 Alibaba Group World's most Valuable retailer Owns NO Inventory
 facebook Most popular Media owner Owns NO Content	 SocietyOne World's fastest Growing bank Owns NO Actual money	 NETFLIX World's largest movie house Owns NO Cinemas	 Apple Google World's largest Software vendors Owns NO Apps

Teaching and therapy
can take a toll on us.

Connectedness helps.



Our Premise:
Technology can lead to better
AAC outcomes & more satisfied
AAC team members.



Tool # 1

SCREENCASTS

AKA short videos of your computer screen (with or without narration)

Visual scene displays are a way to use photos to help people with autism and other communication difficulties express themselves. They contain hotspots...

Screencasting Tools

- Several available which have:
 - Free and Pro (paid) versions
 - Free online sharing sites
 - Mac and Windows versions
- Two main (free) ones
 - Screencast-O-Matic (www.screencast-o-matic.com)
 - Jing (www.techsmith.com)

Using Jing

- Download & install the program

1. Start it from a tool bar or the 'Sun' icon
2. Select area of the screen to capture
 - Choose video or image
3. Begin recording at the prompt
4. When finished, save or upload to Screencast.com
 - Generates a unique URL that you can use to view the video

Screencast.com

View of the Screencast.com website where video is shown.

Can send the link by email or embed in PPT, website, etc.

Can also save it using digital curation

Ethical Decision-Making (Chabon & Morris, 2004)

```

graph TD
    A[Identify the ethical dilemma faced] --> B[What are the relevant facts, values, and beliefs?]
    B --> C[Who are the key people involved?]
    C --> D[State the dilemma clearly]
    D --> E[Evaluate:  
1. Ethical Principles  
2. Code of Ethics  
3. Social Rules  
4. Self-Interests]
    E --> F[Does your proposed course of action lead to a moral dilemma?]
    F --> G[If yes, then proceed.]
    G --> H[Analysis]
    H --> I[What are the possible courses of action one could select?]
    I --> J[Proposed Course of Action]
    J --> K[What are the possible consequences of each action?]
    K --> L[What are the possible consequences of each action?]
  
```

Image captured with Jing

You can also use it to capture still images.

Phrase of the Week: I do.

friend	boy	girl	mother	father	brother	sister	head	hand	foot	feet
I	me	what	where	now	later	today	same	different	big	little
myself	is / am	are	to	first	next	last	all gone	ready	busy	happy
it	can	have	come	feel	know	give	messy	good	bad	
you	do	eat	drink	finish	get	sing	that	a	the	and
your	don't	go	help	open	put	see	again	in	away	on
here	there	like	play	read	stop	walk	show	out	up	off
yes	no	want	take	tell	turn	watch	write	front	down	with

“Me??? Make a screencast??
Why would I do that?”

Connect with Families

- Word of the Week
- Suggestions for reading books
- Demo of a website that they can use at home

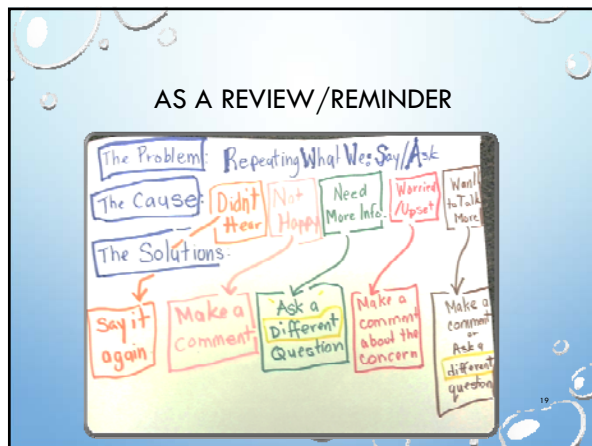
INTRODUCE A RESOURCE
(No Prep)

The Little Red Hen

EXPLAIN A RESOURCE
(A Teeny Bit of Prep But No Polish)

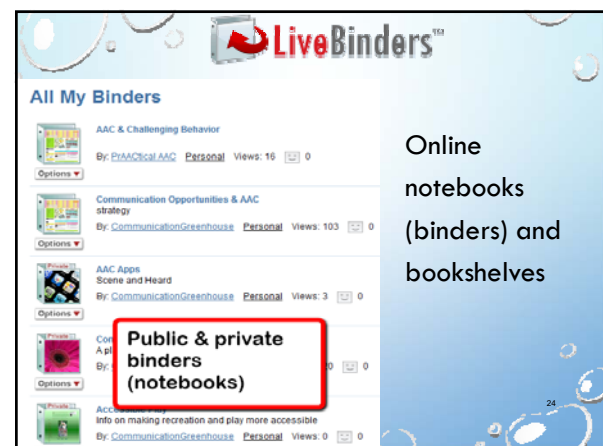
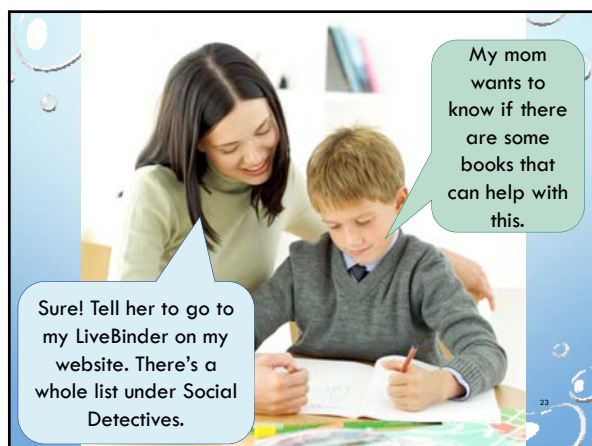
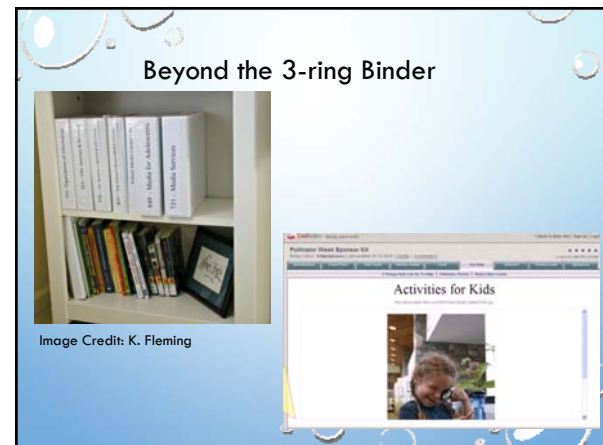
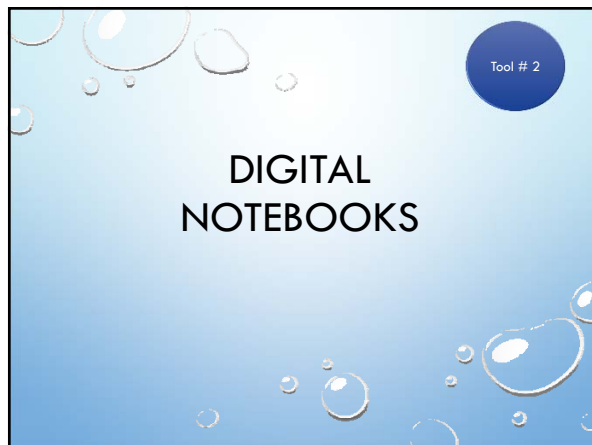
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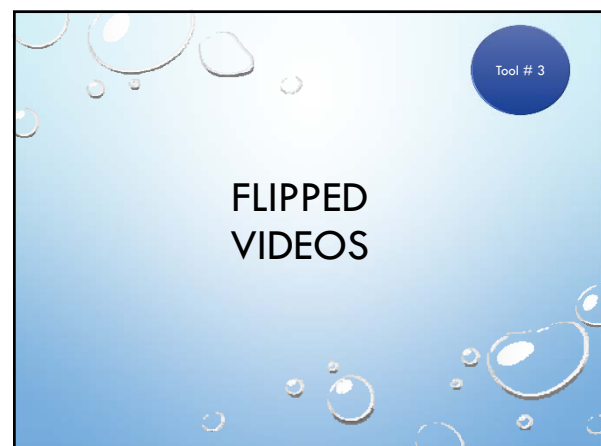
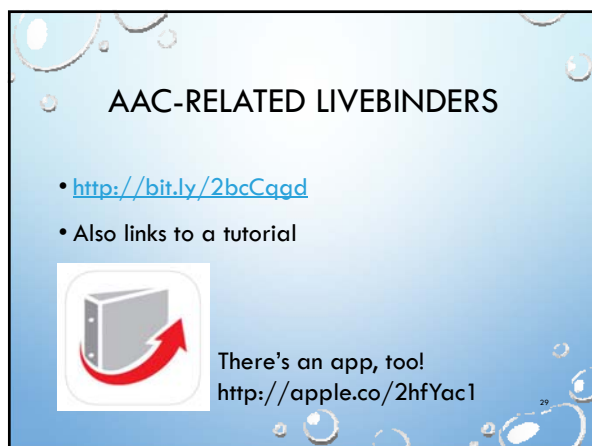
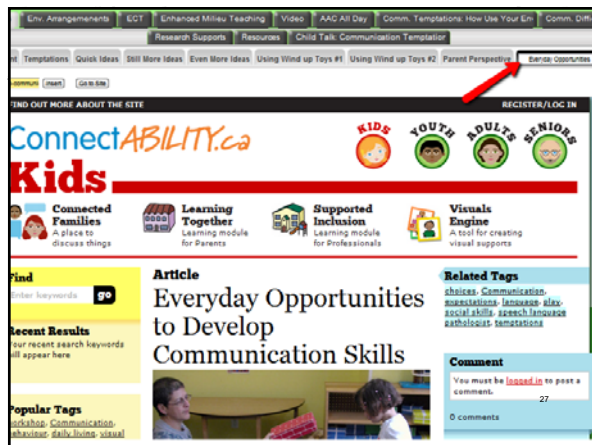
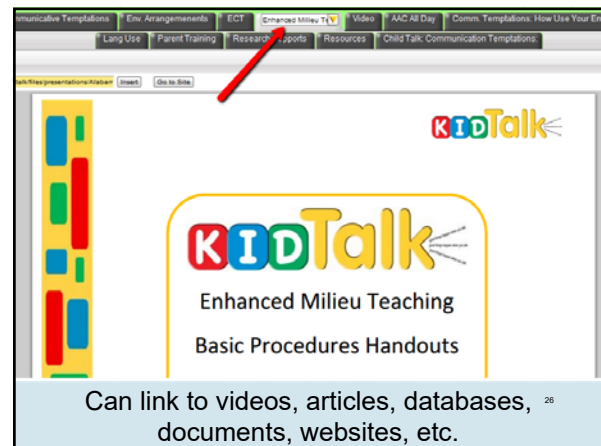
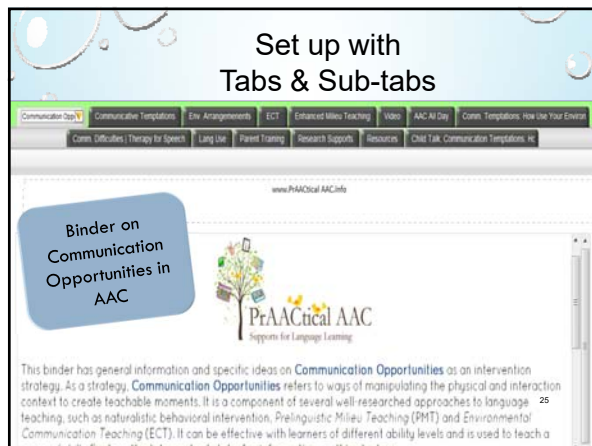
friend	boy	girl	mother	father	brother	sister	head	hand	foot	feet
I	me	what	where	now	later	today	same	different	big	little
myself	is / am	are	to	first	next	last	all gone	ready	busy	happy
it	can	have	come	feel	know	give	messy	good	bad	
you	do	eat	drink	finish	get	sing	that	a	the	and
your	don't	go	help	open	put	see	again	in	away	on
here	there	like	play	read	stop	walk	show	out	up	off
yes	no	want	take	tell	turn	watch	write	front	down	with



Lots of uses!

- Demonstration of strategies or tools
- Show something to administrator, therapist, paraprofessional, or parent
- Weekly home practice activities
- Co-creation with students as part of the lesson or in therapy
 - Video note that they can send to family
 - Reminder





Why use flipped videos?


- Expand the learning environment
 - Cover more content in the course
- Deepen their understanding
 - Focus more on the application of content in face-to-face time
- Use content from around the world
- Model the use of digital tools that they can use in their careers post-graduation

You Decide: Ellen

LESSON CREATED BY CAROLE ZANGARI USING TED Ed
VIDEO FROM barneslyet YOUTUBE CHANNEL

Let's Begin...

Ellen is a competent communicator who uses a sophisticated high-tech SGD for verbal expression. Ellen's spontaneity and the extensive movements in her upper extremities make accessing her device very challenging. As you watch the video, think about the ways in which her access issues impact your decision about how to set up her AAC device.



Watch
Think
Dig Deeper

TedEd <http://ed.ted.com>

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How is Ellen accessing her SGD?

- ☐ direct selection with contact
- ☐ direct selection with no contact
- ☐ indirect selection with large switch scanning
- ☐ indirect selection with two switch scanning
- ☐ pattern assisted scanning



Watch
Think
Dig Deeper

TedEd <http://ed.ted.com>

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Using Ted Ed to Create Flipped Videos

- Select a YouTube video
- Add title and some introductory information
- Add your reflection points and/or questions
- Upload to Screencast.com
- Share the URL with your students for them to watch before class
- Build class activities based on the video


<http://bit.ly/TedEdFlippedVideo>

Using Prestored Messages

LESSON CREATED BY CAROLE ZANGARI USING TED Ed
VIDEO FROM AAC Checka YOUTUBE CHANNEL

Let's Begin...

Prestored messages are one way of sharing variability in an AAC device. In this clip, Nick and Michelle are creating video together. What do you suppose they're using a prestored message screen designed for this purpose. How do you think some of the variability challenges she is using?




Watch
Think
...And Finally

Bryn & His Mom

TedEd <http://ed.ted.com>
LESSON CREATED BY CAROLE ZANGARI USING TED Ed
VIDEO FROM skareagle YOUTUBE CHANNEL

Let's Begin...

Beginning communicators face many challenges. In this video, you will see a mother trying to support her young son with autism. Although she uses some helpful tools and strategies, she struggles to make his preferences clear. As you watch, think about the interaction in terms of what improvements could be made to make communication more successful for both partners.



Watch
Think
Dig Deeper

Customize This Lesson 1

Create and share a new lesson based on this one.

Let's Begin...

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Bryn is communicating in several different ways. If you were using this clip to create a communication profile for him, you would need to identify the different strategies or forms he uses for communication. Using AAC terminology, create a list of the different ways in which Bryn communicated to his mother.

Watch
Think
Dig Deeper

Save My Answer

Grid of 12 TED-Ed lessons:

- Damon & His Therapist
- General 11/10/2012 Lingraphica
- Kingsley and his Dad
- Supporting David
- Knead Using Dynavox v10
- Scott Shares His A Day in His Life
- Dealing with Frustration: Rudy & Gail
- Brady's AAC Therapy
- Cammy Can: Clinical
- You Decide: Ellen
- Stephen Murray Gains
- Liamna Speaks

Objects as Symbols: Schedules

Created 5/16/2012

14,844 Views

17 Students
0 Discussions

Share Edit Delete

Review Student Work

Objects as Symbols: Schedules

Created on May 16, 2012
Lesson Stats: 17 Students

Active Students

Sort By: Name Last date of activity

Last Activity: June 22, 2015 9:26

Multiple Choice	Open Answer	Discussions	Student Responses
0/0 Completed Correct First Attempt: 0 Total Attempts: 0	3/3 Completed	0 Replies	40 Responses

Last Activity: May 18, 2016 22:02

Multiple Choice	Open Answer	Discussions	Student Responses
0/0 Completed Correct First Attempt: 0 Total Attempts: 0	2/3 Completed	0 Replies	40 Responses

View Answers for **Objects as Symbols: Schedules**

LESSON CREATED BY CAROLE ZANGARI USING TED-Ed
VIDEO FROM ocalvideo YOUTUBE CHANNEL

Let's Begin...

In this short video, you will see how objects are used to represent common activities in a daily schedule. Using this, helps learners with very limited receptive language understand what will be happening throughout the day. Reflect on the questions and then return to the course site to post your responses to the weekly discussion board.

How would you go about selecting an object to represent activities throughout the day?

In order to select an object to represent activities throughout the day, one should select an associated item that is small enough to be manipulated when utilizing an object schedule. This differs from a miniature schedule where either a miniature version of the target item or area or even a miniature associated item can be used.

Watch
Think
Dig Deeper

Give Feedback

Customize TED ED lessons created by other people

TED-Ed Lessons Worth Sharing

Lessons Series Clubs

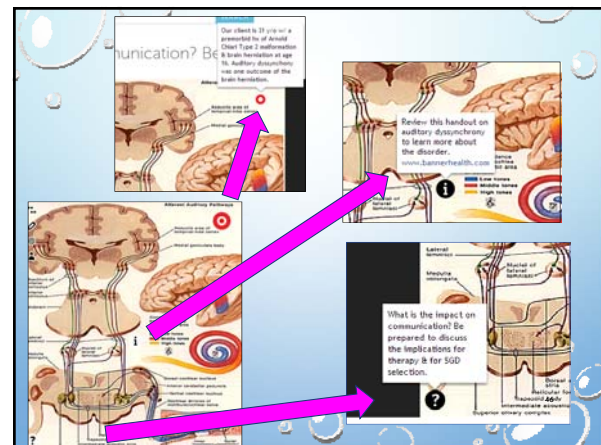
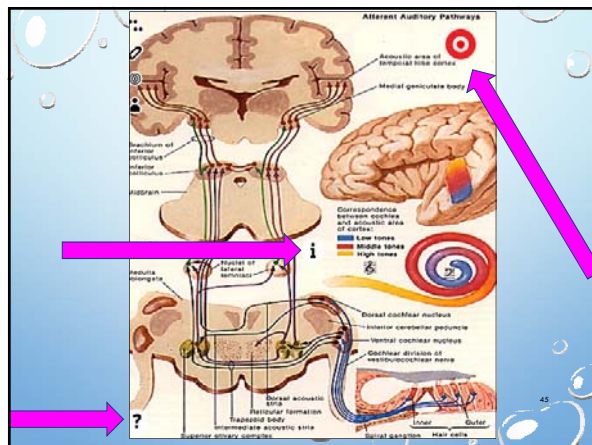
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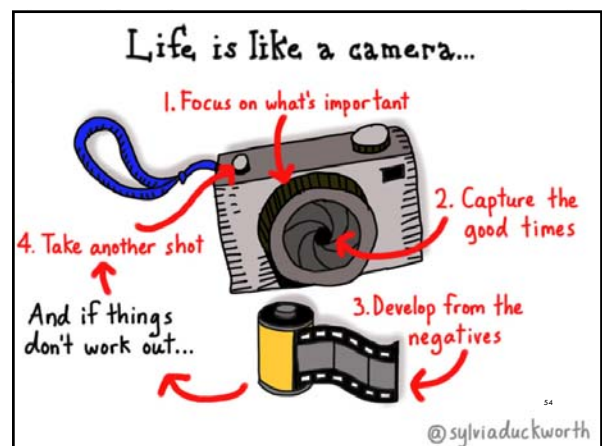
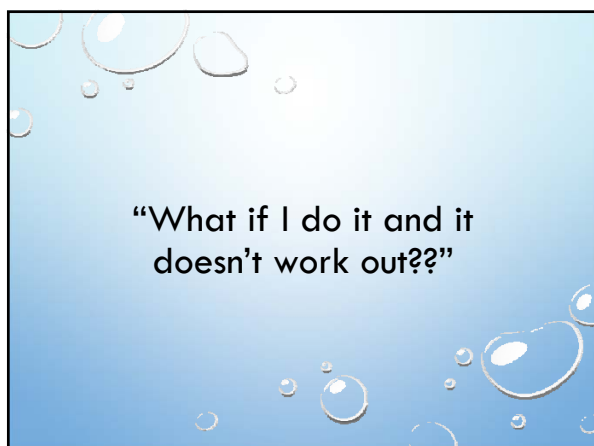
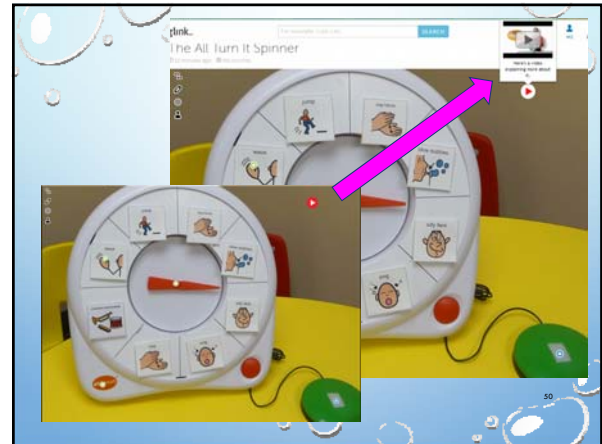
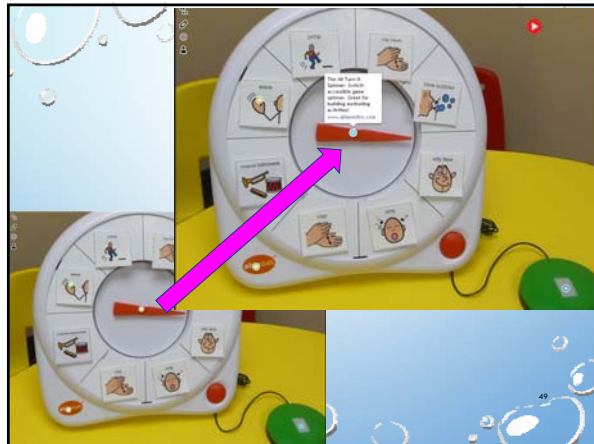
Filter by: All Results TED-Ed Lessons TED-Ed Selects

100 Ed Lessons

- A new video to help students understand the world of autism.
- How I discovered DNA - James Watson
- The world needs all kinds of minds - Temple Grandin
- The way we see the world - Temple Grandin
- How the world is changing - James Watson
- How the world is changing - James Watson
- How the world is changing - James Watson
- How the world is changing - James Watson

<http://bit.ly/TedEdCustomize>





Digital tools can help us:

- Work smart
 - Save time
 - Be more thorough & consistent
- Engage our students
- Help us connect with families



Thank You!

zangaric@gmail.com

www.PrAACticalAAC.org