

Appendix 1

RESOURCES FOR 'EFFECTIVE AACs'

Part of Module 8 'Lifelong Learning'

Developing Baseline Communication Skills

Catherine Delamain and Jill Spring

Winslow Press

ISBN 0 86388 277 3

Full of ideas for groups – can be adapted to all suit all levels and all physical abilities

Children using Communication Aids and their Classmates

A Practical Guide to Improving Interaction

Mike Clarke and Katie Price

Available from: The Wolfson Centre, Mecklenburgh Square, London WC1N 2AP

ISBN 1 898081 35 2

Links with the National Curriculum in England (English, PSHE and Citizenship)

Games for Language Learning

Andre Wright, David Betteridge and Michael Buckby

Cambridge University Press

ISBN 0-521-27737-X

Many of these games can be adapted for people who use AAC

APPENDIX 2

**GAMES TO ACCOMPANY THE SECTION ‘EFFECTIVE AAC SKILLS’
Part of Module 8 ‘Lifelong Learning’**

The following games and activities are referred to in the above module. They can be used to offer enjoyable practice of AAC skills.

Group games and activities offer the AAC user a valuable opportunity to practise turn-taking, preparing messages ready to speak and other skills in a ‘safe’ environment. Some group members will be less able, giving the more able a confidence boost, while the less able have the opportunity to observe good models of AAC.

The Group leader should remember that all the games and activities are meant offer an enjoyable way of learning. There will necessarily be waiting time while the AAC users prepare their messages, so a dynamic approach is needed to keep the ball rolling.

See Appendix 1 for books containing suitable games and activities. Hyperlink to Module 4 Games

Number of Game/Activity	Description of Game/Activity	Adaptations
Game 1	<p>Team Game</p> <p>The first member of team A asks the opposing team (team B) a question. Each person in team B tries to answer within a set time limit. Then someone in team B asks a new question. Marks can be awarded for the number of people who succeed in answering and for originality or length of answers.</p>	<p>Write out potential questions using symbols to give clues to the meaning.</p>
Game 2	<p>Introduce a visitor – a real person or a doll - to the group and explain it is a stranger from another planet. S/he feels very shy and worried. Take the visitor round the group introducing him to each person. Everyone in turn must say something to help the visitor feel welcome.</p>	<p>If there are less able students in the groups, they can be encouraged just to look at the visitor and make a friendly face etc.</p>

Number of Game/Activity	Description of Game/Activity	Adaptations
Game 3	<p>Team Game – like Game 1, but players in Team A think of a topic, e.g. TV, Music, Weather, Work, School, Food, Drink, Transport/cars, Animals, Jewellery, Cakes, Boy/girl friends, Family.</p> <p>Any player in Team B can come up with a relevant comment, e.g. Team A “The Topic is Sport.” Team B “Man U is the greatest.” Team A “The Topic is Cars.” Team B “I need some petrol in my car.”</p> <p>Then Teams swap roles.</p> <p>Points for every comment.</p>	<p>Use symbols or pictures to prompt the choice of topic.</p> <p>Leader could choose the topic.</p>
Game 4 You mustn't say "Yes" and you mustn't say "No"	<p>Players take turns to ask questions.</p> <p>The answer must never contain either “yes” or “no”, e.g. Question: “Do you support Manchester United?”</p> <p>Answer : “Well, I do when they win!” or “Never!”</p>	<p>Keep the questions concrete using pictures or objects.</p> <p>e.g. show a picture of a dog and ask “Is this a cat?” Answer “Dog”.</p> <p>Show a picture of a hair brush. “Can you clean your teeth with this?” Answer “Brush hair”.</p> <p>Show a picture of a car and ask “Is this a car? Answer “It is!”</p>
Activity 5	<p>Group makes up a quiz to find out personal information about other people. Ask each other/ go round the classrooms/ask friends</p> <p>The information could be made into a chart or graph to show to others.</p>	<p>See quizzes in Appendix 3 if you need to prompt ideas.</p>
Game 6 I went to market and I bought	<p>Pre-store as much as necessary to keep the game enjoyable, e.g. if you store “to market and I bought”, the student has to practise only “I went” and to think of the last person’s purchase and a new one, e.g. “I went to market and I bought a cat and a hat.”</p>	<p>Have a basket full of potential purchases to avoid the need to think of something and to ease the burden on memory.</p>

Number of Game/Activity	Description of Game/Activity	Adaptations
Game 7	<p>In a group, take turns: person A makes a statement; person B asks for an explanation; person A answers beginning 'because' or 'so'. Zany statements make this activity fun, e.g. "I'm going on a spaceship to the moon." "Why?" "Because I want to see if it's really made of cheese."</p>	
Activity 8	<p>Ideas for group discussion: It's OK to take drugs. School uniform should be compulsory/be abolished/be changed to.... Women should always wait on their husbands (or vice versa!) We should be able to choose whatever we like for dinner. Parents should go to prison if they don't make their children go to school. Everyone should give a quarter of their income to charity. There should be no rules limiting the sale of alcohol and cigarettes to children. I should be allowed to have chocolate for my dinner every day. Christmas celebrations should be abolished. Having a lot of money does not make you happy. Only sport-sports object to smoking. Children should get at least £5 a week pocket money.</p>	<p>Symbols and pictures can help to make discussion topics more concrete and easier.</p>

Number of Game/Activity	Description of Game/Activity	Adaptations
Activity 9	<p>Leader asks the first person a question, e.g. "What sort of things do you like to eat?" S/he answers "Well, I'm thinking" or "Well I need to think about that." Leader can pretend to get exasperated to make this fun. Continue round the group. Practise the other 'filler' words in the same way.</p>	
Game 10	<p>Someone comes into the room and talks quietly to the Group Leader. S/he displays body language that shows s/he is angry, frightened, worried, puzzled, cold or hot etc. When s/he leaves, the leader asks the group how they think the person felt.</p>	<p>Use symbols or pictures to support the meaning. Start by miming exaggerated body language.</p>
Game 11	<p>Students take turns to pick up a card with phrases such as: "I went shopping with my mum and I felt...(bored!)." Other suggestions: "I went on holiday and I felt...(happy/relaxed)." I went to a disco and I felt... (shy/nervous/excited) I went to hospital because I felt...(ill, sick) I went to bed because I felt... I went to a party / to school/ to a pop concert/ to Disneyland etc Or I had a present and I felt... I ate a big box of chocolates and I felt ... I was kissed by my boy/girlfriend and I felt... Or I saw a ghost/ a vampire/ Britney Spears etc ...</p> <p>The student finishes the sentence with the appropriate feeling. Feelings could be written on a separate set of cards: I was happy. I was fed up. I felt sick. I was scared etc – this could be quite funny, e.g. "I was kissed by Britney Spears and I felt sick."</p>	<p>As above</p>

Number of Game/Activity	Description of Game/Activity	Adaptations
Game 12	Each student has 4 objects. Student A asks for an object from another student. Student B says "Why" or "Why do you want it?" Student A has to give a reason. Everyone decides if it's a good enough reason. At the end of the game, there's a prize for the most objects. e.g. Comb, mirror, hat, gloves, coloured pens, drink, flannel, chocolate button. "Flannel please" "Why?" "Because my face is dirty" "Chocolate please" "why?" "Because I am hungry"	Suggest a choice of potential reasons – appropriate and inappropriate to Student A
Game 13	One student goes behind a screen or has an object in a box so that no-one else can see it. Everyone else tries to guess the object: "Is it transport?" "Is it big as a mouse?" "Is it red?" "Can you eat it?" Alternatively the student who can see the object gives clues until someone guesses the object.	Start by describing something you can all see, for the students to guess, e.g. "I can see something that is red." "It has wheels." "You can ride on it." Choose a selection of objects carefully so the students have to listen to several clues before someone can get the right answer.

Appendix 3

QUESTIONNAIRES

TO ACCOMPANY 'EFFECTIVE AAC SKILLS' Part of Module 8 'Lifelong Learning'

These questionnaires are not suggested as prescriptive. It is hoped that students will make up their own questionnaires, but the tactful leader may find the questions a useful basis from which to offer prompts to facilitate students' formulating their own ideas.

Questionnaires can also be used as the basis of fact-gathering to make charts and graphs in Maths, or as a whole-school/residential home/college project to practise speaking to relative strangers. In those circumstances there is also an opportunity to practise interrupting appropriately and introducing a topic.

Quiz 1 TWENTY 'FEELINGS' QUESTIONS		
Date	Encourage students to think beyond sad/happy	Possible answers
	When Christmas is coming you feel.....	Happy, excited
	If you didn't have any friends you would feel	Sad, lonely, miserable, fed up
	If you get caught out in the rain with no umbrella you get....	Wet, soaked
	When it snows you feel	Cold
	If you were taken to hospital your mother would be...	Worried, anxious
	If your best friend took your boy/girlfriend you would be	Angry, jealous, cross, mad, hurt, fed up, upset
	When someone gives you a present you are ...	Happy, pleased
	If you are going to go to a disco, then you get ill and you can't go you are.....	Disappointed, fed up
	If you wore your scruffiest old clothes and everyone else had on their party clothes you might feel.....	embarrassed
	If you get a certificate for good work, you feel...	Proud, pleased
	If you had to sing a song/speak/act etc in front of a lot of people you would get	nervous
	If you broke your mother's favourite ornament you would be	sorry
	If you wore a thick coat, hat and gloves when the sun was shining, you would feel..	hot
	If you went away from home and you missed your family, you would be.....	homesick
	When you have to sit still and listen to someone talking for a long time, you get...	bored
	If you saw a spooky ghost you might be....	Frightened, scared
	If a friend you haven't seen for ages suddenly comes to see you, you feel....	Surprised, pleased
	When someone tells you that you look very nice, you feel.....	Pleased, proud, happy
	If someone you know died, you would feel.....	Sad, lonely
	If you eat too many sweets, you feel....	Sick, ill

Encourage students to think of other situations when they might experience these feelings.

Quiz 2 TWENTY PERSONAL INFORMATION QUESTIONS		
Choose the questions that would be appropriate.		
Date	Question	Record Answer
	Do you have any pets?	
	Do you have any brothers or sisters?	
	Who lives with you in your house?	
	Where do you live?	
	What work do you do?	
	What school/college do you go to?	
	Where would you like to go on holiday?	
	What is your favourite pop group?	
	Do you have a car, if so what sort/colour?	
	Have you ever been in a plane?	
	What do you like best to drink?	
	What do you like best to eat?	
	What is your favourite colour?	
	Which football team do you support?	
	What is your favourite TV programme?	
	Do you like animals?	
	Have you ever been to the zoo?	
	Which book/video do you like best?	
	What is your favourite sport?	
	How do you get to school/work?	

APPENDIX 4

Part of Module 8 ‘Lifelong Learning’

See next page for certificate.

Certificate of Merit

This certificate is awarded for

**Effective Augmentative and Alternative
Communication to**

.....

For Achieving

.....
.....

Date Awarded.....

Signed.....

Appendix 5

Part of Module 8 'Lifelong Learning'

Balandin, S. and Iacono, T. (1999) Augmentative and Alternative Communication, Volume 14, September 1999.

Brown, R. (1973) A First Language: The Early Stages; Cambridge, Mass: Harvard University Press.

Light, J (1997) Augmentative and Alternative Communication, Volume 13, September 1997

Romsky, M. A. and Sevcik, R (1996) Breaking the speech barrier: Language development through augmented means; Baltimore: Paul H. Brookes.

Rubin, P. C. and Wilson, L (1995) Interaction: Spring 1995; Canadian Child Care Federation.

Appendix 6

Personal information profile and vocabulary information

It is essential to make communication systems relevant and personal to the person using them. The Personal Information Profile enables you to gather information that will both facilitate conversations with someone with little or no speech and allow you to personalise their communication system(s).

The Personal Information Profile contains questions that could be relevant to either adults or children. Some parents who have been asked to complete the Profile on behalf of their child, have been a little surprised to see the question about the name of spouse/partner and children, but it is easy enough to remove or cross out.

The Vocabulary Information is intended to enable you to gather information from other people the AAC user comes into regular contact with. If you give it to people periodically to complete, you will enable the student to keep up-to-date with new names and current topics.

Appendix 7 contains suggestions for a Basic Vocabulary, to which personal details need to be added.

VOCABULARY INFORMATION	
The purpose of this form is to provide information on the topics and activities to be covered in the next few months. This will enable the person using Augmentative and Alternative Communication (AAC) to anticipate the vocabulary that they will need to have stored on their communication systems.	
1 What is your role in relation to the student? eg: carer, lecturer in horticulture, friend, etc	
2 What events/outings/topics will be covered in the next few months?	
3 Please list any words and phrases that the student would find useful to be able to say in your area.	Words
	Phrases
Please make any other comments you feel might be useful, on the back of this form.	
Form filled in by:..... Date.....	
Position/department.....	

PERSONAL INFORMATION PROFILE	
Completed by	
Assisted by	
Date	
PERSONAL DETAILS	
Name	
Date of birth	
Address	
Who else lives here	
Telephone number	
Emergency contact number and name of contact	
Spouse/partner	
Children's names and ages	
Father (name and occupation)	
Mother (name and occupation)	
Other (eg. carer/facilitator) (Name, relationship, occupation)	
Brothers (names, ages and relevant details)	
Sisters (names, ages and relevant details)	

Do you have any nicknames for any of the family?	
Do you have a nickname?	
Names of close relatives and any relevant details. Only list those that you are likely to mention regularly.	
Names of friends and any relevant details: 1. 2. 3. 4. 5.	
Please note any special names or nicknames that you are likely to use for any of the above.	
Has anything happened to one of your family recently which might be on your mind?	
Pets (names and species)	
To which are you most attached?	

VISION/HEARING		
Do you have any problems with your eyesight?		
Do you wear glasses/contact lenses – if so, when?		
Do you have any problems with hearing?		
Do you wear a hearing aid - if so, when?		
PREFERENCES	Favourites	Dislikes
Food		
Drinks		
Clothes		
Colours		
TV Personalities/Singers etc		
Other		

LEISURE	
Do you use the telephone? If so, what support do you require? (eg. how do you operate and communicate over the telephone?)	
Who do you telephone?	
Do you like to send emails, if so, who to?	
What are your hobbies or particular interests?	
Which games do you like to play?	
Do you play or like to watch any sports? Which ones? Do you have a favourite team?	
Do you watch TV? Please list your favourite programmes/videos.	
Do you listen to the radio? Please list your favourite programmes.	
Do you like music? What sort?	
Favourite groups/singers	

Do you sing or play an instrument?	
Do you - or have you ever - belonged to a club? What sort?	
Have you ever been abroad? Where and why?	
Are there any places that you are likely to visit often? Where and why?	
Do you have any particular religious conviction?	
Do you attend a religious service regularly? Please give details (eg. place of worship, names of people, favourite parts of the service, etc).	
Are there any activities you do on a regular basis? (eg. swimming on Monday, shopping on Saturday, etc).	

PERSONALITY	
What sort of person are you? (eg. quiet, serious, humorous, short tempered, cheeky, studious, etc)	
Do you have any behavioural problems? If so, is there anything that may provoke this behaviour?	
Is there anything that may help?	
Do you know about your disability?	
What are your feelings about disability?	
Can you think of any topics that should be avoided because of painful associations?	
Can you think of anything else which might stimulate your interest, bring back memories, and generally help to encourage communication?	
Additional comments	

COMMUNICATION	Eye-pointing to things.....
Apart from speech, how do you communicate? Please tick what you use and add anything else.	Objects of reference.....
	Photographs.....
	Symbols such as Bliss/Rebus/PCS.....
	Written words.....
	Voice-output communication aid.....
	Signing
	Please say what else you use.....
Is this alternative form of communication used regularly:	
	at home?
	at school/college/work?
	with friends?
	elsewhere (eg.shopping)?
Do you like to communicate?	
About how often do you communicate?	
How do you react when someone doesn't understand?	
How do you get attention?	

EDUCATION	
Which schools have you attended?	
Did you like or dislike school? Please tell me the reason for your answer.	
Are there any members of staff with whom you are still in contact?	
How long can you concentrate?	
What may affect your concentration?	
Can you read?	
Can you write?	
Can you use the computer to write stories/letters/emails?	With words: With symbols:
Can you spell?	
Do you write often? (eg letters/ emails/stories/to communicate)	
Do you look at/read: newspapers comics magazines catalogues If so, which ones?	
Do you have any favourite books or authors?	

HOPES FOR THE FUTURE	
Where would you like to live?	
Who would you like to live with?	
What kind of work are you interested in?	
Which social activities would you like to pursue?	
Other ambitions	
It would be helpful if you could let us have photographs of family, friends and animals that you may want to talk about. Please write names and details on the rear of the photographs.	
THANK YOU FOR YOUR HELP AND TIME FILLING IN THIS PROFILE	

Appendix 7 Part of Module 8 ‘Lifelong Learning’

Suggested Basic Vocabulary				
<p>The aim of the Suggested Basic Vocabulary is to provide a starter set of vocabulary to use with high and low technology aids. This vocabulary is not intended to be prescriptive, sequential or developmental. It is important to use personal vocabulary and any words that are motivating. See Appendix 6 for suggestions of how to collect the necessary information.</p>				
<p>Key</p> <p>WT = Working Towards Prom. = Prompted Spont. = Used Spontaneously</p> <p>Insert dates in these columns</p>				
<p>Student Name</p>				
Words and Phrases	Comments	WT	Prom.	Spont.
Phrases				
News items about what the student has been doing recently				
My name is...				
I live in...				
My phone number is...				
I need some help				
I need to go to the toilet/loo				
I am...(age)				
I go to .. (school/college)/ I work at				
I'm worried about something				
I want to talk to...				
I'd like something to eat				
I'd like something to drink				
I want to phone...				
I need more time/Hang on a minute				
I want to tell you something with my communication board				
I'm uncomfortable				
I want to...				
I want to go				
What I want to say is not on my VOCA/ book/board				
I like it				

Words and Phrases	Comments	WT	Prom.	Spont.
Negative Phrases				
I don't like it				
I don't want to go				
I don't want to				
It's not fair				
I don't want to chat				
That's not what I meant				
I don't feel very well				
Social Words				
Yes				
No				
Hello				
Goodbye				
Please				
Thankyou				
Sorry				
OK				
Excuse me				
People				
Mum				
Dad				
Brother				
Sister				
Friend				
Carer				
Teacher				
Add people's names				
Feelings and Describing Words				
Happy				
Sad				
Angry				
Boring				
Hot				
Cold				
Embarrassed				
Clean				
Dirty				

Words and Phrases	Comments	WT	Prom.	Spont.
Wet				
Dry				
Broken				
Good				
Bad				
Pain				
'Cool'				
Pronouns				
I				
Me				
You				
He				
She				
It				
We				
They				
Verbs				
Encourage the use of pronoun + verb eg I want, He likes				
Be (I am, you are etc)				
Chill out				
Do				
Drink				
Eat				
Feel				
Get				
Give				
Go				
Have				
Help				
Know				
Like				
Look				
Need				
See				
Sleep				
Stop				
Talk				
Think				
Want				
Wash				
Work				
Shopping				
Swimming				

Words and Phrases	Comments	WT	Prom.	Spont.
Drinks				
Beer				
Blackcurrant				
Coffee				
Coke				
Lemon				
Milk				
Orange				
Tea				
Water				
Wine				
Food				
Biscuit				
Bread				
Cake				
Chips				
Chocolate				
Crisps				
Dinner				
Pudding				
Places				
Bank				
Church				
Club				
College/school/work				
Disco				
Home				
Pub				
Shop				
Rooms				
Bedroom				
Lounge				
Kitchen				
Hall				
Classroom				
Bathroom				
Toilet				

Words and Phrases	Comments	WT	Prom.	Spont.
Dining room				
Office				
Electrical Equipment				
Cable				
Charger				
Computer				
Light				
Music				
Switch				
Telephone				
Television				
Video				
Vehicles				
Car				
Bus				
Wheelchair				
Taxi				
Questions and Answers				
How are you?				
What are you doing?				
Where are you going?				
What is your name?				
Where do you live?				
What is your phone number?				
Can I have...?				
Where?				
What?				
When?				
Why?				
Who?				
How?				
What's your favourite...?				
Prepositions				
At				
Of				
With				
In				
To				

Words and Phrases	Comments	WT	Prom.	Spont.
Down				
For				
From				
On				
Out				
Up				
Conjunctions				
And				
Because				
But				
Demonstratives				
a/an				
That				
The				
This				
Adverbs				
Any				
Every				
More				
Really				
Some				
There				
Colours				
Black				
Blue				
Brown				
Green				
Grey				
Orange				
Pink				
Purple				
Red				
White				
Yellow				
Clothes				
Coat				
Jumper				
Shirt				
Skirt				
Trousers				

Words and Phrases	Comments	WT	Prom.	Spont.
T shirt				
Socks				
Shoes				
Shorts				
Body Parts				
Body				
Head				
Tummy				
Arms				
Legs				
Feet				
Hair				
Mouth				
Teeth				
Eyes				
Nose				
Ears				
Bottom				
Back				
Hand				
Days				
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Weekend				
Holiday				
Christmas				
Birthday				
Books				
Book				
Board				
Letter				
Paper				
Email				

Words and Phrases	Comments	WT	Prom.	Spont.
Equipment				
Bib/apron				
Brush				
Cup				
Fork				
Knife				
Plate				
Spoon				
Straw				
Animals				
Dog				
Cat				
Rabbit				
Horse				
Fish				
Bird				
Numbers				
1-10				
10 -31				
Money				
Pence				
Pound				
Money				
Expletives				
Shut up				
Get lost				
Oh shit				
Rubbish				
Miscellaneous				
Jokes				
Songs				