


**DynaVox  
Mayer-Johnson**

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**Don't Settle for a Piece of the Pie!**  
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 Manager, Education Development  
 and Implementation Training



### Learning Objectives

- As a result of this presentation, the participant will be able to:
  - Describe six different elements of language that are useful for individuals who use AAC.
  - State how the proportion of language elements change based on the communication ability level of the individual and the demands of the situation.
  - Describe two ways that communication can be negatively impacted if access to only one language element is provided


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














### Agenda

- Introduction—the problem
- The Whole Pie
  - Quickfires
  - My Phrases
  - Common Constructions
  - Word Lists
  - Keyboards
  - Core Words
- Balance
- One Final Element
- Questions and Discussion


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















### Do you know someone like Katie?

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











• 6 months later...


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• 1 year later...

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### Or someone like Jill?

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### Or maybe someone like Carl?

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Why aren't Katie, Jill, and Karl as successful as we want them to be?  
*and*  
 What can we do to help them be more successful?

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### The Whole Pie

### The Whole Pie

Has several different pieces

- Quickfires
- My Phrases
- Common Constructions
- Word Lists
- Keyboards
- Core Word Strategy

### Piece #1

- Quickfires (Pop Talk)
  - Short, quick messages that allow for *timely* interaction
  - A part of many different conversations
  - Messages that serve multiple functions
    - Express opinion
    - Provide direction
    - Social interaction
    - Social etiquette
    - Interaction management

## Piece #2

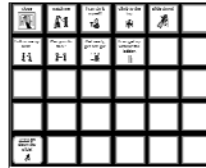
- My Phrases (Pop Talk)
  - Complete thoughts that have a specific purpose and may be used in multiple different conversations
  - Various categories of formulaic sequences (Wray, 1998)
    - Greetings
    - Comments
    - Questions
    - Sayings
    - Standard situational utterances (e.g., *Can I help you?*)



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## Piece #3

- Common Constructions (Phrases in EZ Sets, Talk Topics)
  - Messages that are typically or frequently said by individuals in a certain context
  - Not necessarily appropriate in other contexts
  - Can be both phrases and sentences
  - Can have variable elements



## Examples

### Videos



- Quickfires—Evan says “Gross”
- Quickfires—Zach during ALL
- My Phrases—Jerome during lesson
- Common Constructions—Holden
- Common Constructions—Isaac

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## Summary

- Some situations are routine
- They require vocabulary that is
  - Efficient
  - Successful
  - Flexible
  - Routine (formulaic)

Formulaic sequences may comprise as much as 70% of the language produced by verbal communicators (Clendon, 2006)

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## Summary

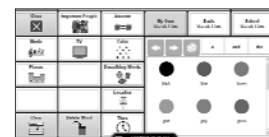
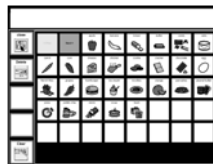
- Routine (formulaic) vocabulary includes
  - Quickfires (Pop Talk)
  - My Phrases (Pop Talk)
  - Common Constructions (Phrases in EZ Sets, Talk Topics)

Language Use

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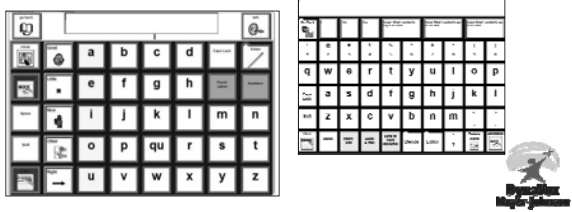
## Piece #4

- Word Lists (My Words, Vocab Lists, Lists)
  - Single words that fit into a category (food, drink, action)
  - Can be used alone, but typically used with other messages for description or clarification
  - Can be used in conjunction with core words



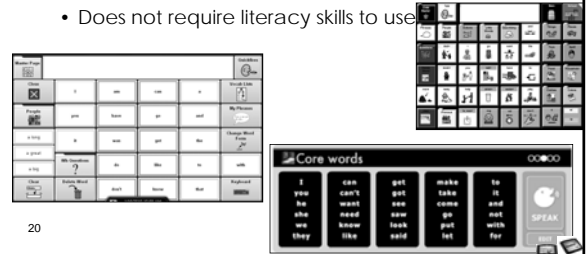
### Piece #5

- Keyboards
  - Promote participation in literacy activities
  - Allow spelling of any words (within abilities)
  - Utilize word and phrase prediction



### Piece #6

- Core Word Strategy
  - Single words to combine to create phrase and sentences
  - Tools learn/use grammatical skills
  - Does not require literacy skills to use



### Examples

#### Videos



- My Words—Wyatt animal sounds
- Keyboard—Todd wants a drink
- Core Words—Scotty plays a game
- Core Words—Colin shreds

### Summary

- Some situations are less common
- They require vocabulary that is
  - Highly accurate (precise or detailed)
  - Useful in new contexts (not routine)
  - Flexible
  - Successful
  - Creative

Creative language systems allow the freedom to say what is unexpected (Clendon, 2006)

### Summary

- Creative (novel) vocabulary includes
  - Word Lists (My Words, Vocab Lists, Lists)
  - Keyboards
  - Core Word Strategies

Language Structure

### The Whole Pie

- Language Use and Language Structure elements allow our AAC users to communicate like we do!
  - Todman (2000): There is some evidence that we do as much remembering of holistic phrases as we do creating of new ones
  - Clendon (2006): "Adults and children who use spoken language as their primary mode of face-to-face communication also rely heavily on pre-fabricated language forms."

## The Whole Pie

- Wray (1998): We need to use formulaic language to support efficient conversations and "save" our creative language for when we must be precise
- Blockberger & Sutton (2003): Providing sentences, phrases, and single words is the best approach given "what we know now"

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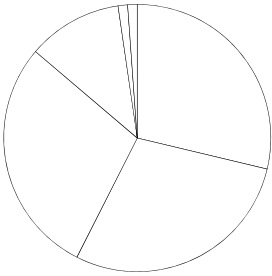
## Balance

*"Can anyone tell me what is going to happen next."*



## Balance

- Emergent Communicators

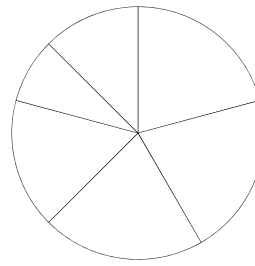


- Language Use - Quickfires
- Language Use - My Phrases
- Language Use - Common Constructions
- Language Structure - My Words
- Language Structure - Keyboards
- Language Structure - Core Word Strategy



## Balance

- Context Dependent Communicators

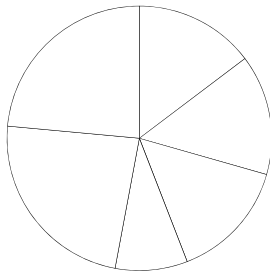


- Language Use - Quickfires
- Language Use - My Phrases
- Language Use - Common Constructions
- Language Structure - My Words
- Language Structure - Keyboards
- Language Structure - Core Word Strategy



## Balance

- Independent Communicators



- Language Use - Quickfires
- Language Use - My Phrases
- Language Use - Common Constructions
- Language Structure - My Words
- Language Structure - Keyboards
- Language Structure - Core Word Strategy



## One Final Element

- "Better communication in daily life often has its roots in the changed behavior of the partner." (Visch-Brink et. al., 1993)



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## One Final Element

- Tools for Communication Partners



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<http://www.dynavotech.com/training/toolkit/>

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### Implementation Toolkit

**GO!**  
A new comprehensive training program!  
The Implementation Toolkit is a collection of video and print-based resources created to help you facilitate successful interaction using AAC. Start searching the Toolkit or watch this exciting featured video!

**LEARNING PATHS**  
Our Learning Paths will present information on particular topics in pieces that are manageable for time and content.

**Teaching Vocabulary in InterACT**  
How do you teach the vocabulary in InterACT? These lesson/therapy plans contain activities that will help you. Use them in 1:1 or group sessions as well as in classrooms. They can be modified for individuals varying in age and language skills.

**Introduction to InterACT Language Elements**  
This learning path contains print and video resources introducing the language elements in InterACT including Quizzes, My Phrases, Common Constructions with Visual Scenes, Core Word Strategies, Vocab Lists/My Words and Keyboards.

**Opening the Box**  
These resources are designed to assist you in "opening the box" to successful communication. Use these resources if you have just received your device or would like an orientation to the Series V. We will help you create a custom user based on age and communication ability, learn the language and ...

**Communication Partner Techniques**  
Communication partners and assistants play an important role in enhancing independence in communication and encouraging use of more complex language skills. The five techniques presented in these resources can be used to expand communication skills in AAC users of varying ages and communication abilities.

**MY FAVORITES**  
**NEWEST RESOURCES**  
**MOST POPULAR**

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### Implementation Toolkit

#### Teaching Vocabulary in InterACT

How do you teach the vocabulary in InterACT? These lesson/therapy plans contain activities that will help you. Use them in 1:1 or group sessions as well as in classrooms. They can be modified for individuals varying in age and language skills.

**Lesson/Therapy Plans - InterACT - Common Constructions**  
Learning where the vocabulary is located in an AAC device and how to use it for communication is vital to the individual's success. InterACT has six language elements. Use the activities in this lesson/therapy plan to teach functional use of Common Constructions. This lesson/therapy plan is appropriate for use in a variety of settings (e.g., individual and group therapy, day programs, classrooms, home) for any age group. State educational standards are referenced for those using it in a classroom setting.  
Resource Type: Handout

**Lesson/Therapy Plans - InterACT - Common Constructions Intro Video**  
This 2 1/2 minute video accompanies our "Lesson/Therapy Plan - InterACT - Common Constructions" resource. It is a quick introduction to the general of Common Constructions to open the door to communication in specific contexts.  
Resource Type: Instructional Video

**Lesson/Therapy Plans - InterACT - Quizzes**  
Learning where the vocabulary is located in an AAC device and how to use it for communication is vital to the individual's success. InterACT has six language elements. Use the activities in this lesson/therapy plan to teach functional use of Quizzes. This lesson/therapy plan is appropriate for use in a variety of settings (e.g., individual and group therapy, day programs, classrooms, home) for any age group. State educational standards are referenced for those using it in a classroom setting.  
Resource Type: Handout

#### Teaching Vocabulary in InterACT Learning Path

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### Implementation Toolkit

#### Introduction to InterACT Language Elements

This learning path contains print and video resources introducing the language elements in InterACT including Quizzes, My Phrases, Common Constructions with Visual Scenes, Core Word Strategies, Vocab Lists/My Words and Keyboards.

**Interacting with InterACT - Overview of Language Elements Video**  
Use this 7 minute video to become familiar with the language elements for language use and structure in InterACT (e.g., Common Constructions, Quizzes, Core Word Strategies).  
Resource Type: Instructional Video

**Communication Partner Preparation - Learning Common Constructions**  
Information about what Common Constructions are, how they expand communication and how to learn those that are available in InterACT. View our Communication Partner Preparation video as well as additional print resources in the Implementation Toolkit (e.g., Communication Partner Preparation - Introducing AAC into an Activity Checklist).  
Resource Type: Handout

**Interacting with InterACT - Visual Scenes**  
Updated! Information about the benefits of visual scenes for AAC users. Learn more about the language elements in InterACT with our "Interacting with InterACT" video and print resources.  
Resource Type: Handout

**Lesson/Therapy Plans - InterACT - Common Constructions Intro Video**  
This 2 1/2 minute video accompanies our "Lesson/Therapy Plan - InterACT - Common Constructions" resource. It is a quick introduction to the general of Common Constructions to open the door to communication in specific contexts.

#### Introduction to InterACT Language Elements Learning Path

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### Implementation Toolkit

#### Opening the Box

These resources are designed to assist you in "opening the box" to successful communication. Use these resources if you have just received your device or would like an orientation to the Series V. We will help you create a custom user based on age and communication ability, learn the language and communication contents of the device and walk you through introducing the device to the AAC user. We suggest that you view them in the order listed.

**InterACT Framework Guide**  
InterACT Framework Guide to help you select an appropriate user based on age and level of communication ability. Learn more about the language elements in InterACT with our "Interacting with InterACT" video and print resources.  
Resource Type: Handout

**Selecting a User - Overview of Users Video**  
In this 10-minute video, we will prepare you to create a custom user in InterACT based on age and communication ability.  
Resource Type: Instructional Video

**Selecting a User - Creating a Custom User Step-by-Step**  
This 10-minute step-by-step video leads you through creation of a custom user based on age and communication ability using information you gathered in the "Selecting a User - Overview of Users Video". Download and print these instructions with our "Selecting a User - Selecting a User in InterACT Instructions."  
Resource Type: Instructional Video

**Selecting a User - Selecting a User in InterACT Instructions**  
Step-by-step instructions to create a custom user based on age and level of communication ability. This resource accompanies our "Selecting a User - Overview" video and our "Selecting a User - Selecting a User" video.  
Resource Type: Handout

#### Opening the Box Learning Path

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