
Inclusive Communication Tools for Non-verbal Library Users

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Inspiration

My niece is non-verbal and uses Augmentative and Alternative Communication (AAC) to communicate

- Not a visual disability
- Felt unwelcomed at the library
- Library vocabulary isn't introduced

What is Augmentative and Alternative Communication (AAC)?

Communication is a basic human right for all individuals (Unicef, 1989). However, individuals with complex communication needs do not always have access to easy communication, and thus require AAC.

Augmentative means to add to someone's speech

Alternative means it is used instead of speech

What is Augmentative and Alternative Communication (AAC)?

Types of AAC

1. Low Tech (does not use batteries)
2. Mid Tech (battery required)
3. High Tech (computer operated)

Symbol Communication

- Research proves that using picture symbols, or alternative augmentative communication (AAC) to communicate actually facilitates language development and enhances the student's communication abilities.
- Research from Bodine & Beukelman (1991) and Van Tatenhove (1987) proves that children who are given AAC often develop speech faster than they would have otherwise.

Definition of Functional Communication

A form of behavior that expresses:

- wants
- needs
- feelings
- preferences



Source: American Speech & Hearing Association (ASHA)

Core Vocabulary


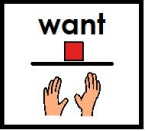
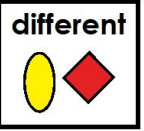
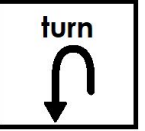


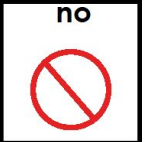
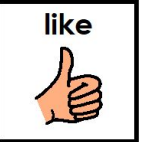
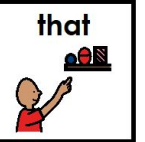
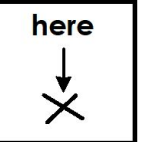


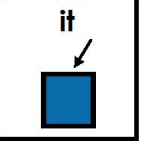
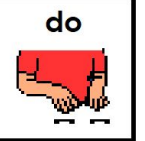
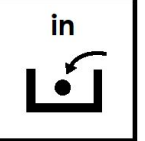
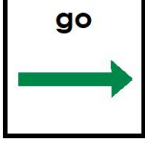

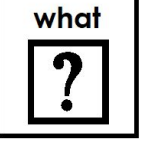
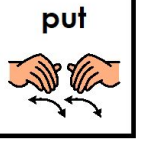
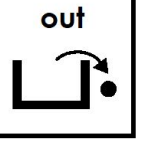
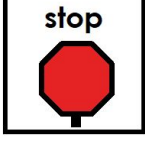
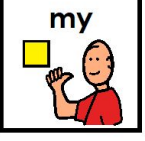
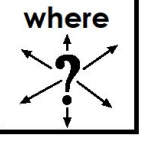
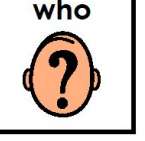
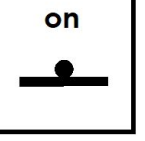
- Makes it possible to share unique thoughts and ideas
- Makes it possible for individuals to be heard and understood
- Core language allows individuals to do more than name and make choices
- Core Vocabulary gives individuals the opportunity to ask, tell, comment, correct, direct, choose, and argue.

Core Vocabulary

“A study by Beukelman, Jones, and Rowan (1989) found that in a recording of nondisabled preschoolers, 250 repeated words made up 85% of their 3000-word samples. Of these words, 25 made up 45% of all words in their language sample. In 2003 (Banajee, Dicarlo, & Buras Stricklin, 2003), researchers found that all 50 of the toddlers in their study used nine words consistently across routines. We call these words “core”.

Core vocabulary words are powerful enough to be used throughout the children’s days and provide a framework for functional language (Banajee et al., 2003).

Interestingly, none of the core words in these studies included nouns (Banajee et al., 2003; Beukelman, Jones, & Rowan, 1989), presumably because most nouns are context dependent. Because of the power of core words, core boards are popular for all types of AAC (low tech through high tech).”

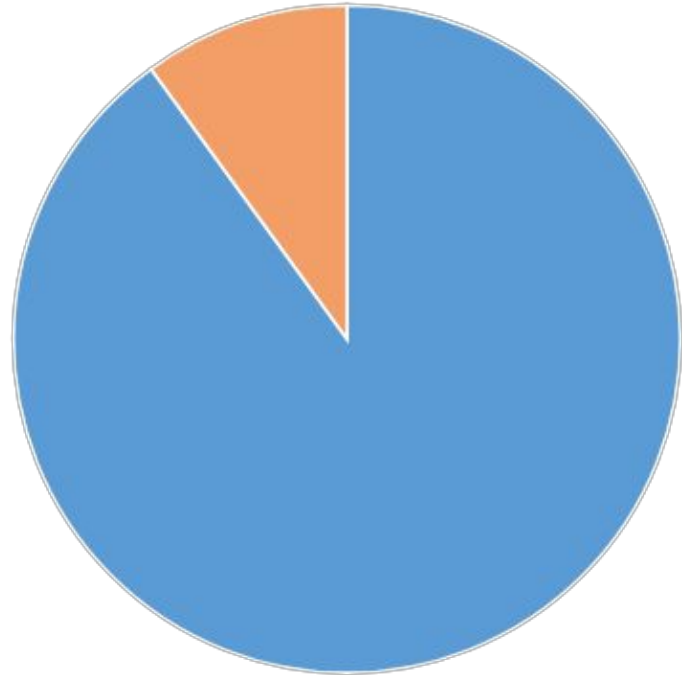
I 	want 	different 	turn 	feel 
help 	no 	like 	that 	here 
you 	more 	it 	do 	in 
go 	done 	what 	put 	out 
stop 	my 	where 	who 	on 

Core Vocabulary Board

Core v. Fringe

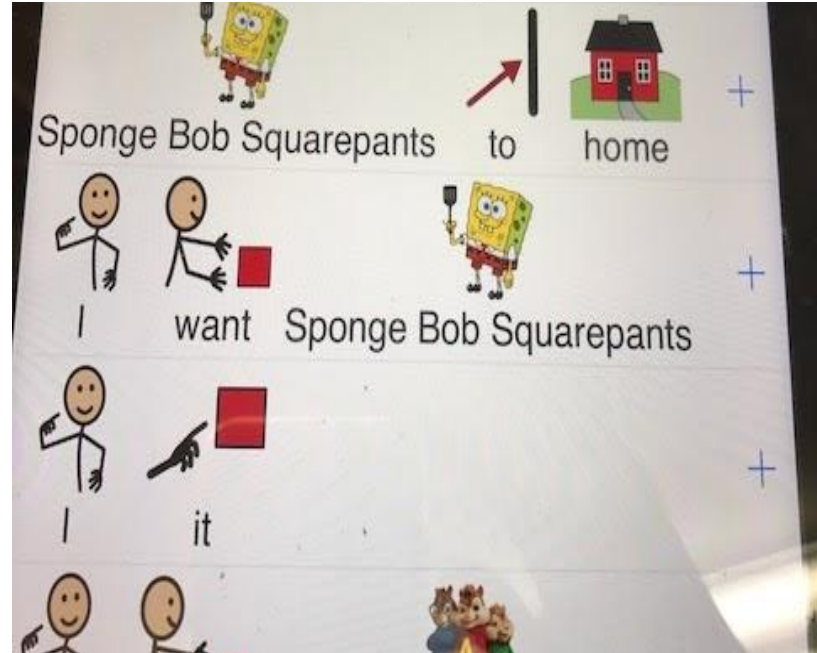
80% of what we say is
Core Vocabulary

20% of what we say is
Fringe Vocabulary



Fringe Vocabulary

Fringe words change
based on the topic
or activity



Three Ways AAC Can Be Used

1. AAC user make a statement.
2. Communication partner responds to AAC user using the same system.
3. Communication partner models models a possible communication for AAC user.

Today (12)



daddy



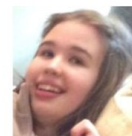
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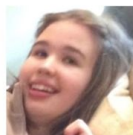
chocolate bar



for



Anna



Anna



need



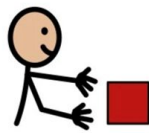
to



wait



I





















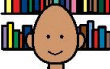






want



chocolate bar



please

I 	want 	different 	turn 	feel 
help 	no 	like 	read 	book 
you 	more 	it 	audiobook 	e-book 
go 	done 	what 	librarian 	checkout 
downstairs 	bathroom 	headphones 	computer 	upstairs 

Core Board with Fringe

Slow... Model... Wait...

Modeling







AAC communication exchanges

When an AAC user initiates communication:

- Wait silently for the individual to complete their communication.
- Honor any type of communication and respect the modality that the individual uses.



Implementing AAC Core Vocabulary Boards

Where to start

1. Get familiar with AAC and Core Vocabulary Boards
2. **Highly recommended** - Work with professional Speech-Language Pathologists
 - a. Reach out to the public school system
 - b. Connect with organizations that work with the non-verbal community
 - c. Research regional, county, or local professional organizations

Implementing AAC Core Vocabulary Boards

Product creation

1. Establish your product goals
 - a. Determine what kind of products you want
 - b. Consider what words your library would need
2. Work with the SLP's for specialized imagery and vocabulary
 - a. Nonfiction, Fiction, program/event
3. Branding or logos
 - a. Obtain the necessary branding or logos
4. Licensing
 - a. Contact the organization that owns the licensing for the images that are used to get permission for public use

Implementing AAC Core Vocabulary Boards

Product creation

5. Final details and proper formatting before printing
 - a. Square icon and wording, branding, logos, and permissions statement size and spacing
 - b. Clarity for desired size of product
 - c. Check with your IT Department or Digital Services Librarian
 - d. Some professional printers can provide this service for a fee

Implementing AAC Core Vocabulary Boards

Funding

1. Grants

- a. Community Financial Credit Union Summer of Sharing
- b. Library of Michigan, ALA, Scholastic, EBSCO Connect, Institute of Museum and Library Services, The Library Corporation

2. Friends of the Library

3. Donations

- a. Private donations
- b. Local business donations

Implementing AAC Core Vocabulary Boards

Costs

1. NDL Product Final Costs

Item	Vendor	Cost
Core Boards	FASTSIGNS	\$518.02
	Oakland County Schools	\$24.14
Core Keyrings	Amazon	\$190.84
Supplies	Amazon	\$39.05
Promotional Material	Get Buttons	\$81.28
	Total	\$853.33

Final Products

- 1 large 27x40 inch Wayne RESA standards 32 square PVC board
- 5 Wayne RESA standards 25 square hand-held hard laminate boards
- 5 Wayne RESA standards 32 square hand-held hard laminate boards
- 6 Oakland County School 48 square hand-help boards
- 6 Behavioral Keyring Autism Supplies and Development cards
- 5 Communication Keyring Autism Supplies and Development cards
- 5 Countdown Keyring Autism Supplies and Development cards
- 5 large 5x35 inch Wayne RESA standards bathroom handwashing schedule boards

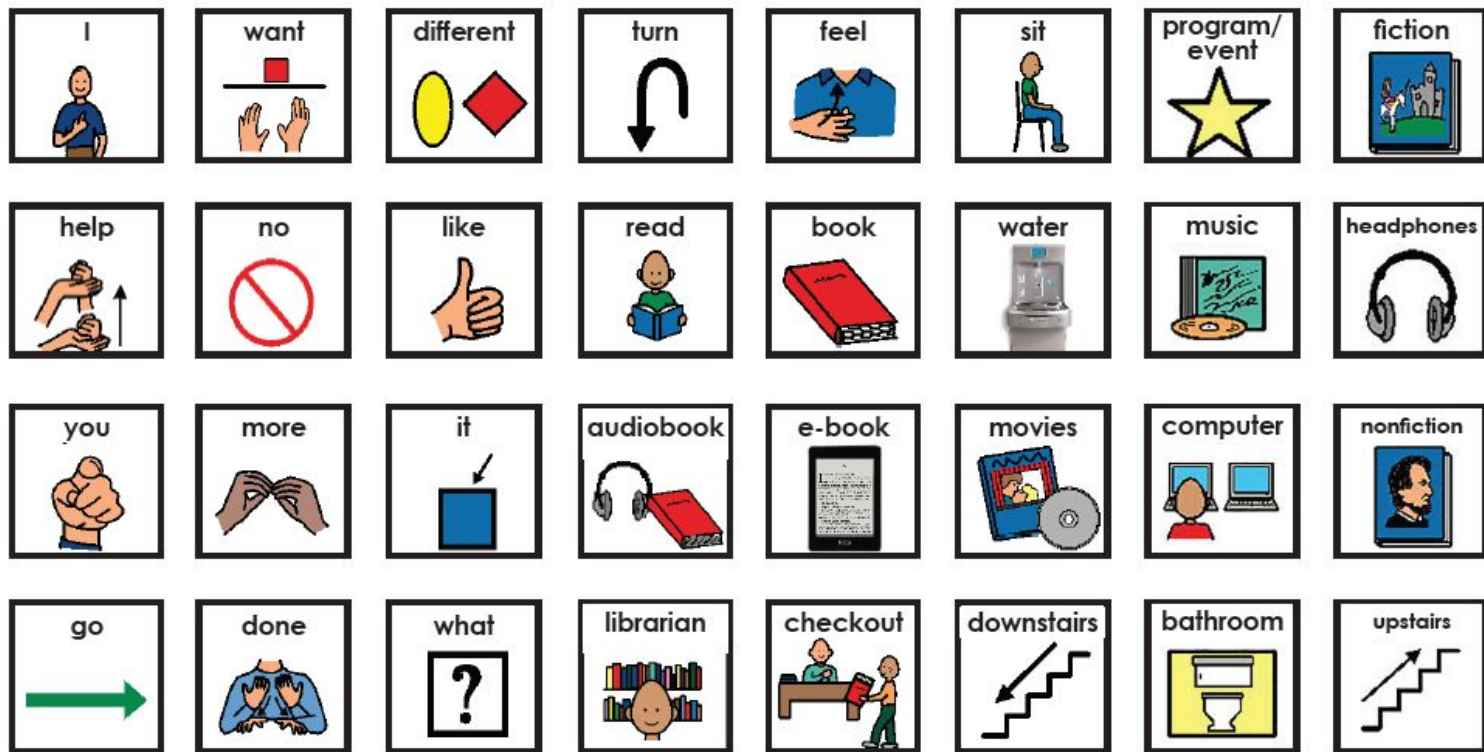




Illustration: Peter Savelle. Boardmaker: Tobii Dynavox LLC. ©2011. All rights reserved. Used with permission.


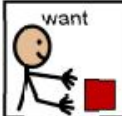
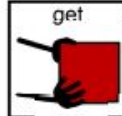
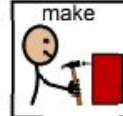

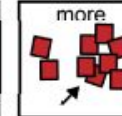
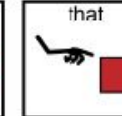


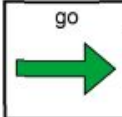
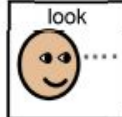
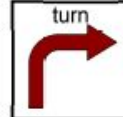

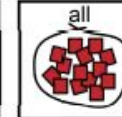
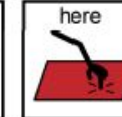

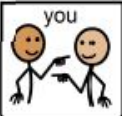
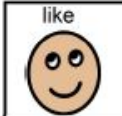



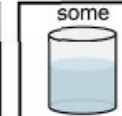
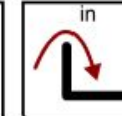

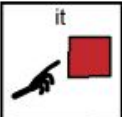
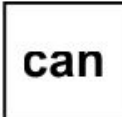

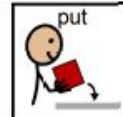

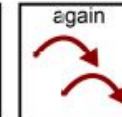
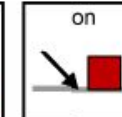

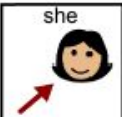


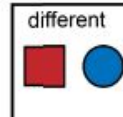
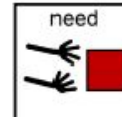
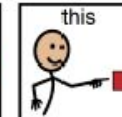
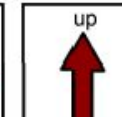

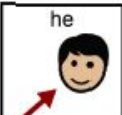
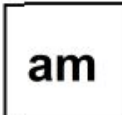
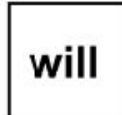
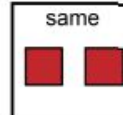
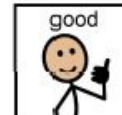

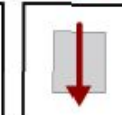
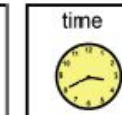
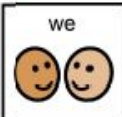



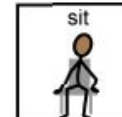
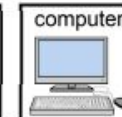
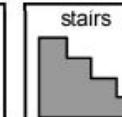
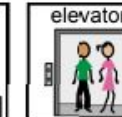

hello

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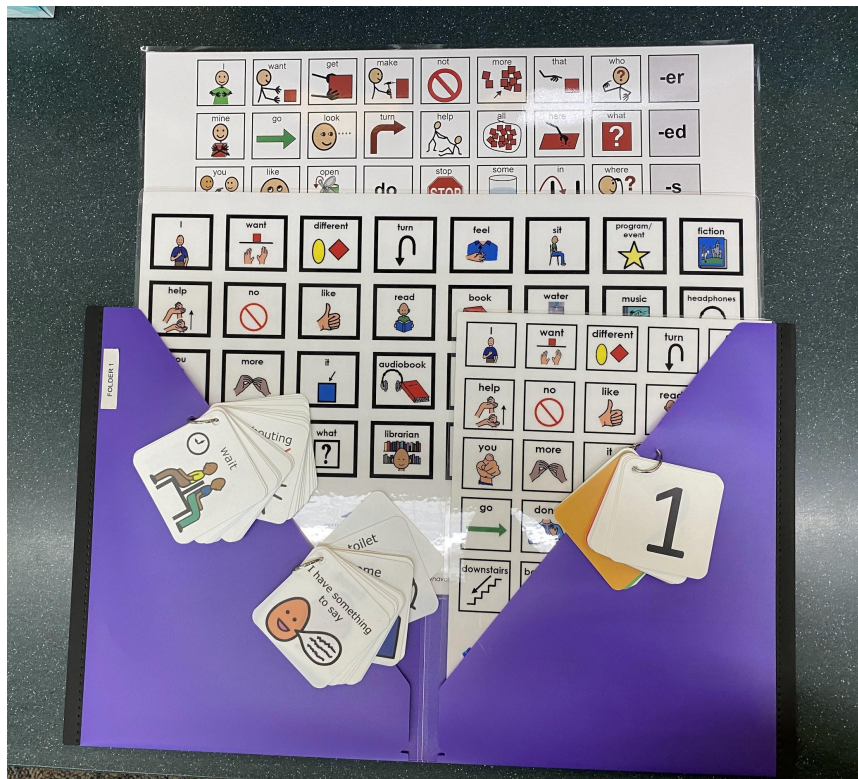
I	want	different	turn	feel
help	no	like	read	book
you	more	it	audiobook	e-book
go	done	what	librarian	checkout
downstairs	bathroom	headphones	computer	upstairs



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	want 	get 	make 	not 	more 	that 	who 	-er
mine 	go 	look 	turn 	help 	all 	here 	what 	-ed
you 	like 	open 	do 	stop 	some 	in 	where 	-s
it 	can 	play 	put 	finished 	again 	on 	when 	-ing
she 	is 	don't 	different 	need 	this 	up 	why 	numbers 1 2 3 4
he 	am 	will 	same 	good 			time 	keyboard Aa Bb
we 	book 	check out 	read 	sit 	computer 	stairs 	elevator 	bathroom 

Final Products



Training Library Staff

Work with your SLPs

1. Ensure a basic level of knowledge; who, what, when, where, why, how
2. Introduce your products
3. See core boards in action
4. Practice

Resources

Communication is Key

<https://www.communicationiskey.org/>

Kevin Miller at Oakland Schools Print Shop

<https://www.oakland.k12.mi.us/print-shop>

Michigan Alliance for Families

<https://www.michiganallianceforfamilies.org/>

Michigan Speech Language Hearing Association

<https://www.michiganspeechhearing.org/>

Super Power Speech & Education: Core Vocabulary
for Evidence Based Practice

<https://superpowerspeech.com/2018/12/core-vocabulary-for-evidence-based-practice-2.html>

Wayne County Speech and Language Association

<https://www.wcsla.org/>

Wayne RESA

<https://www.resa.net/>

Sources

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Thank you and Questions

