



***Getting to the  
Heart  
of  
Communicating***

Baltimore County Public Schools  
Office of Technology in Special Education  
Assistive Technology  
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# Your Goals/Challenges

# Today's Goals

- Using the SETT Framework
- Understanding real communication
- Integrating
  - Function
  - Flexibility
  - Generative language

# Getting to the Heart of Communication

- Traditional VS communication specialist
- All I do is create and programming!
  - Use what is available
- Presume Competence
- Making communication happen

# SETT Framework

## ■ Student

- Strengths
- Needs

## ■ Environment

## ■ Tasks

- Educational

## ■ Tools

- Current
- Suggested

# Levels of Communication

<b>Emergent (Functional)</b>			
Difficult to know if these individuals actually understand their communication partners.	Beginning to communicate using a variety of methods (gestures, body language, facial expressions, simple symbols, behaviors).	Focus on communication functional information (basic to the situation).	Beginning to interact socially.
<b>Context Dependent (Situational)</b>			
Show understanding of simple and clear symbols.	Beginning to understand more abstract symbols.	Understand most communication about things that are present, but may misunderstand references to people, situations, and items that are not present.	May communicate effectively in a limited number of situations Or may communicate in a limited way across a variety of situations.
<b>Independent (Creative)</b>			
Understands communication in the same way as others his/her age.	Able to talk about a broad range of age appropriate subjects in flexible ways.	Follows the linguistic rules appropriate for his/her age.	Socially engaged at his/her age level.

# Participation Plan

Content Area:	Educational Participation Level	Integration (Physical Participation Level)	Social Participation Level	Independence with Technology Level
	<input type="checkbox"/> Competitive <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Full <input type="checkbox"/> Selective <input type="checkbox"/> None	<input type="checkbox"/> Influential <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Complete <input type="checkbox"/> With Set Up <input type="checkbox"/> Assisted

# Activity Selection

Activity	Mode of Communication	How Ineffective?	Motivation for Task	Communication Opportunities	Total
Reading	Verbal	3- really doesn't work	2	3	8
Math	AAC display	1	3	2	6

# 4 Level Planning Guide

## All students are

- reading books, listening, worksheets

## Observable tasks

- task analysis-look at books, visually scan, answer questions, explaining, commenting, requesting, complaining, refusing, asking for assistance, socializing)

## Alternative form

- accommodation- visual displays, communication books, speech generating devices, writing, typing

## Supports

- modeling, pointing to the icon, cueing, wait time, access to the system, opportunity to communicate, presume competence, aligned attitudes and expectations

# 4 Level Planning Guide

## **All students are**

- reading books, listening, worksheets

## **Observable tasks**

- task analysis-look at books, visually scan, answer questions, explaining, commenting, requesting, complaining, refusing, asking for assistance, socializing)

What are  
they really  
saying?

**Center**



**Essence**

**Hub**

**Core Vocabulary**

**Heart**

**Foundation**

**Nucleus**

# Core Vocabulary

- 78 % of the words
  - Daily use
  - Core of < 400 words
- Consistent across clinical populations
  - activities
  - places
  - topics
  - demographic groups

(Bruce Baker Seminar, May 2005)

# Core Vocabulary

- High frequency use
- Generation of language in various settings.
- Supports novel utterances
- Covers many forms:
  - Pronouns,
  - Nouns- typically absent
  - Adjectives,
  - Verbs & Adverbs

# Vocabulary Study


























Language analysis of 2-3 year old children

- 10 consistent words used across all activities and environments
- Variety of syntactic functions
- Pragmatic and semantic functions
- Lack of nouns noted



















(Banajee, DiCarlo & Stricklin, 2003)

# High Frequency Vocabulary of 2-3 year olds










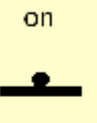


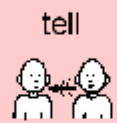

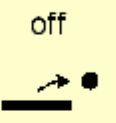
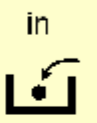


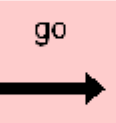


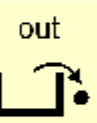






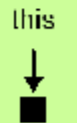







I	It	what	some
No	that	On	help
Yes/yea	a	in	all done
My	go	here	finished
The	mine	more	
Off	want	out	
is	you	off	

I 	it 	want 	to 	more 	here 		
my 	you 		the 	on 	off 	mine 	yes 
what 	is 	go 	a 	in 	out 	please 	no 
		help 	that 	some 			all done 

level 2

I 		want 				to	stop 	don't 
you 		like 		help 	put 			
			tell 				in 	
	look 			go 				
it 		give 						
			can 	do 		take turn 	finished 	

level 6

 I	who	want 	get 	try 	make 	to	stop 	don't 
 you	what	like 	feel 	help 	put 	for	on 	not 
 it	where	find 	tell 	know 	start 	off 	in 	with
 they	why	think 	use 	go 	wish 	up 	out 	down 
 me	mine 	give 	have 	do 	eat 	look 	more	now
 this	 that	come 	can 	do 	work 	take turn 	finished 	bathroom 

# Sample Sentences

- I want that.
- Yes, it is mine.
- Is that what you want?
- Help! It is in here.

- I want some more please.
- What is it you want?
- No, go in here.
- Give it to me!

# Generative Language

- Generalize meanings of words-  
language acquisition
- Give experience using words in  
multitude of settings and situations
- Beware of limiting semantic use

# Beware of Limiting Semantic Use of Vocabulary

- Turn here
- Turn on off up
- My turn
- Turn around
- Turn it
- Turn over
- Turn there
- His turn
- Go away
- Go here
- Go there
- Go today
- Go ahead
- Go on
- Go behind
- Go for it

AT

# Fringe Vocabulary

- Specific to a topic or situation
- Frequently consists of primarily nouns
- Verbs, adjectives, etc. are directly related to the topic
- Allows conversation for very specific events



# Make it Real

- Be efficient

- Amount of language

- How does everyone else respond?

- What page are we on? = What page?

# Vocabulary Selection

Language of Typically Developing Student	Core	Fringe
What page are we on?	What on	page

# SETT = 4 Level Planning Guide

## □ Tools

### ■ Current

### ■ Recommended

## □ Alternative form

- accommodation- visual displays, communication books, speech generating devices, writing, typing

# SETT = 4 Level Planning Guide

## Tools-SETT

### Supports- 4 Level

- Model
- Working with teacher
- Time to collaborate
- Staff needs/training
- Wait time



Responsibilities	Roles											
	Student	Parents	Special E d  T e a c h e r	Assista n t	SLP	OT	PT	AT	Admini s t r a t o r	Person a l A s s i s t a n t	Genera l E d  t e a c h e r	Due  D a t e

Who is responsible for what & when?

# Getting to the Heart of Communication

- SLP as a communication specialist
- Hung up on the creating and programming?
  - Use what is available
- Making communication happen
- Presume Competence
- Go ahead get started
  - Initiate the use of visual strategies
  - Communication system prior to us coming in

**Questions and Comments?**

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