



AGOSCI 11th
Biennial Conference
Hilton Sydney 1-4 May 2013

Plain English Abstracts

DAY 1 – Thursday 2nd May

“So Now What...?” (10 questions families with a new SGD need answered).

Kate Anderson
Susan Balandin
Roger Stancliffe

Children with a disability sometimes use a speech generating device to help them talk. For example, they may talk using a DynaVox® or a Minspeak® machine.

Speech generating devices are complicated and can take a long time to learn. It's important that families feel comfortable with the device and understand how it works. That way, they can help their child to use it at home. When families don't feel good about a device, they may stop using it.

Speech pathologists can help families learn more about their child's device. BUT... speech pathologists are often very busy and may not know enough about the device to help! This means that families sometimes get a device, but are not given enough help to learn how to use it.

Evaluation & generalisation of the Language Acquisition through Motor Planning (LAMP) program in a range of settings.

Mary-Ann Bedwani

The Language Acquisition through Motor Planning (LAMP) is a program that aims to help people with speech difficulties, communicate (talk) with others. LAMP involves teaching people how to make words using a device that talks for you. The theory is that when you do an action many times, it starts to become automatic. When we teach people to use a device in this way, they can communicate with others quickly and smoothly.

This presentation is about how Autism Spectrum Australia (APSECT) used this device with eight children aged between 4 and 12 years old. The children and their families were taught to use the device, by a Speech Pathologist at their school or at home.

All the families found that the device helped their children communicate. They were more involved in activities with other people, they used more words, and they wanted to interact and speak to others around them.

Their teachers and parents also found the device helpful.

This presentation will explain what happened in this program and why it is important.

AAC and The Gadget Generation: a match (made in China)

Elizabeth Brownlow

Nicole is 17 years old. It is hard to understand what she says.

Just like most teenagers, Nicole loves computers. This was big help when we looked for ways to help her talking. Nicole now has a ChatPC Silk to help her.

This is about

- how we chose the ChatPC Silk
- how having good computer skills helps.



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* Photo of ChatPC Silk taken at the start of the trial.

'Connect' to support AAC options - Best practice guidelines for Speech Generating Device Prescription'

Debbie Burmester

Diane Clarke

Medical Aids Subsidy Scheme (MASS) and Cerebral Palsy League (CPL) have worked together to develop a framework to help therapists make decisions about Speech Generating Devices (technology that talks) for people.

The International Classification for Functioning (ICF) from World Health Organisation (WHO) has been used to support the framework, as it:

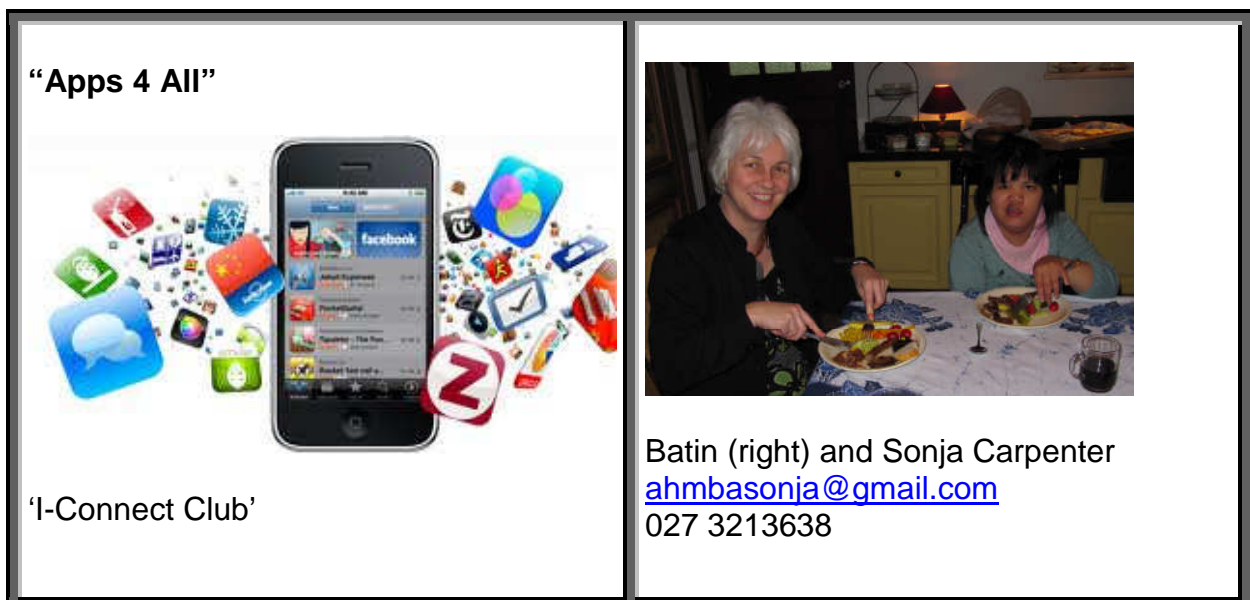
- Gives an overall picture of the person, and takes into account the things that they are good at, as well as things that can be hard.
- Looks at a person's everyday activities and how best they can join in with family, school, work and community life.
- Recognises that each person's situation is different. There are things that make it easy and things that make it hard, to choose the best technology.

We will share the framework with you at AGOSCI to:

- Remind people of the important things to remember when looking at talking devices.
- Show people all the good things that are out there already that can be used to help make decisions.
- Encourage people to trial different options
- Give some handy hints for writing goals and measuring outcomes during trials to help with decision making.

Connecting in the Community through the development of an I-device Club

Batin Carpenter (an AAC user).



Batin (right) and Sonja Carpenter
ahmbasonja@gmail.com
 027 3213638

I love my I Pod and would love to have an I Pad. I wanted to meet other people who use I-devices and learn more about different Apps. I use a communication device to communicate. I also use sign, texting, writing notes and now my I Pod.

I tell my story about how I helped start and run an I-device club at our local library. I wanted to meet people and learn how to use more Apps. I called our club 'Apps-4-Life' because we wanted to:

- use Apps in everyday life
- to be able to communicate more
- to have fun
- to connect with our community.

I will also talk about;

- What impact did participating in the I-device club have on my circle of friends (social networks, Blackstone, S., Hunt Berg, M., 2012)
- What did I learn from helping to set up and run the Club?
- My top-ten Apps from an AAC user's perspective.

The Path Down Lamp Lane

Leanna Fox
Nicoli Cooper



Children with autism can find it hard to learn how to get their message across. LAMP is a new way to help children with autism get their message across.



We heard about LAMP at AGOSCI 2011.



We learnt about LAMP and tried it with some children.



We will talk about how we learnt LAMP and how the children went.

OTs, physios and doctors can use key word sign too! Changing Attitudes and practice in the use of key word sign in a multidisciplinary team.

Sandra Godlonton

This presentation will talk about changes in attitude and practice in the use of key word sign (KWS) amongst allied health and medical staff in a paediatric allied health unit that offers services to children with a range of disabilities.

Previously there was confusion and negativity about the benefits of KWS to support a child's communication skills and it was not recommended routinely in practice. Changes were made resulting in increased staff understanding of the benefits and use of KWS. The changes in attitudes enabled staff to connect and communicate better with children and families on their caseload.

Connecting Students with Autism Spectrum Disorder to a Speech Generating Device

Tracey Hanigan

Communication devices can help students with autism who do not talk.

In my paper I will talk about using a communication device to help students with autism to communicate.

I am using this communication device to help students at Southern Support School in Tasmania.



This communication device helps students with autism because:

- Students learn to say words that can be used with different people in different situations.

The student uses the same button presses each time they say a certain word. This helps them to remember how to say the word quickly

Investigating assistive technology assessments that can be applied to switching

Grace Hoppenbrouwers



Computerised technology can assist people in everyday activities. Using a switch to operate these technologies (switching) can provide children with disabilities the opportunity to play, move, communicate and control their environment. There is a lack of valid tools to assess a child's ability to use a switch and therefore a need to further investigate the assessment tools available.

Child using a switch to activate a toy
([Oklahoma ABLE Tech 2013](#))

Aim: The aim of this study was to review assessments which can be applied to switching for children with physical and multiple disabilities

Methods:

To be included in this study articles had to meet the following criteria:

- 1. Describe an assessment tool designed to assess children with physical and multiple disabilities use of computerised technology
- 2. The assessment tool had to be able to assess a child ability to use a switch.
- 3. Only studies written in English and from peer reviewed journals were considered.

Medical, nursing, allied health, education and engineering journals were searched for relevant articles.

The features of the assessment tools and information on how accurate and reliable they are have been collected.

Results:

The results of this study provide a description of the current assessment tools available to assess a child's ability to use a switch.

Conclusion:

This review will assist therapists to identify assessment tools available for switching. This study also highlights current gaps and limitations related to switch assessments for children with physical and multiple disabilities.

Seeing Me Behind The Autism

Louisa Jensen

I am Louisa Jensen and I am a 23 year old non-verbal woman with many skills and roles. I enjoy writing and love meeting people. I am a daughter, sister, friend, community member, and I live with Autism. My paper describes what life is like with Autism and Dyspraxia, from my own personal perspective. I have one 'me' as seen

from the outside, and another 'me' who is trapped inside. The real me is hidden from the world until I am given the opportunity to communicate.

My presentation tells my life story giving people a chance to get to know the real me. I talk about my experiences and achievements, including starting my own business. My presentation will include PowerPoint slides and opportunities to ask me questions via facilitated communication and WordQ.

Streamlining the process for state funding of communication devices for individuals with complex communication needs

Amy Litton

This project has been run by the Independent Living Centre WA for the last 18 months. The main aim of the project is to decrease the time that a person has to wait for their device to be funded. This project allows people who complete a successful trial to keep their device.

The project is based on the South Australian Statewide Complex Communication Needs Project. It has been funded by Disability Services Commission. The project has involved Speech Pathologists and people who can access CAEP (Community Aids and Equipment Program) funding.

This presentation will share

- goals of the project
- feedback from people in the project
- good experiences
- problems
- case studies

suggestions for trialling and keeping communication devices.

My Journey of Connecting with Others Using AAC

Sevinc MacCue

This presentation is about my perspective on what it's like to be non-verbal (not speaking). I tell you about connecting with people and about all the different communication devices I've used.

My messages are:

- Communication can be difficult, but it is worth it and wonderful!
- New technology can make it easier to communicate.

The outcomes of the presentation are:

- Learning about what it's like to be non-verbal.
- Learning about the challenges of being non-verbal.
- Learning about how smart phones and tablets can be great communication devices.

Encouragement to put in the extra effort to have a conversation with us!

EnableNSW: Connecting People to Technology

EnableNSW buys devices for people who have difficulty speaking. These devices help people communicate.

There are more and more people asking for these types of devices.

The people who work for EnableNSW have realised that people also need other supports.

| What support was needed | What we did |
|---------------------------------|---|
| Education about communication | Sponsored some people to attend a workshop on communication |
| Having devices to trial | Set up a loan pool of devices |
| Getting expert help and advice. | Started a pilot project where people can get expert advice. |

We will talk about each of these projects in our presentation.

Facilitating conversation skills using video modelling in verbal and non-verbal individuals with ASD: A systematic review

Abirami Thirumanickam

Video based interventions have been found to successfully develop and facilitate a range of skills in individuals with Autism Spectrum Disorder (ASD). However, there is a dearth of evidence on using video based interventions to facilitate conversation skills in this population. Given that conversation deficits are highlighted in ASD, it is important to determine an effective method for developing conversation skills in individuals with ASD. This systematic review will inform the effectiveness of video technology in facilitating conversation skills in verbal and non-verbal individuals with ASD. Specifically, the systematic review aims to determine the difference between using video based intervention as a sole intervention versus as an intervention package for facilitating conversation skills for individuals with ASD.

'Adapt' to 'Connect': The role of the communication partner.

Emily Wailes

People with intellectual disability sometimes find it hard to understand speech. The person they are communicating with (the communication partner) can help by changing (adapting) their communication. For example, the communication partner can use



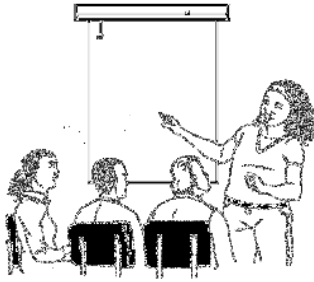
- Photos
- Pictures
- Objects
- Touch cues



This presentation is about a research project. The research looked at communication in a college for young adults with severe intellectual disability. I wanted to find out:

1. Do communication partners change their communication to help the person understand?

2. What helps communication partners change their communication?
3. What makes it hard for communication partners to change their communication?



My presentation will tell you what the research project found out. I will also talk about what other researchers have found out about communication. We will look at ways you can change your communication to help people with intellectual disability understand.

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