

Time for us to share news again. For the first time this newsletter includes articles from Paul Marshall and Tien Hoang, both friends who use augmentative communication. With their help, we are introducing a new section on the achievements, advocacy roles, and impact that people who use augmentative systems are making worldwide. Also included this time is a report and reference to an inspiring video from FOFA, South Africa; an article by Diane Bryen who has developed communication displays for use during emergencies and natural/man-made disasters; there are updates from Egypt and from Jeddah; blogs from Bolivia and Canada; more about Apps appropriate for AAC use and finally Harvey's Place with ideas and resources. I have also included a call for your help as we at CCCF complete the 'AAC Kit' project. We hope the Kit is useful to people who visit remote areas to support the spread of AAC. So, let's get started!

FOFA: Spread your wings and fly (South Africa)

NOTE: A video description of this excellent project is available on You-tube. Take a look. The link is <http://www.youtube.com/watch?v=hnFk4pIRKtU>

A pioneering project to facilitate communication and empowerment development for youth who use AAC by Dr. Michal Harty

Over the last six years, the Centre for AAC (at the University of Pretoria, South Africa) has assisted young adults with severe communication disabilities to map out their own personal and professional dreams. Staff at the Centre for AAC, through the FOFA AAC Youth Empowerment Project, create an opportunity for individuals and their personal assistants to put supports in place so their dreams can become a reality. The FOFA project ("fofa" means "to fly" in Northern Sotho) is the first of its kind in Africa. It began in September 2005 with substantial input from Dr. Diane Bryen, the mastermind behind the ACES empowerment program in the USA. Currently the program supports individuals from five of South Africa's nine provinces and their personal assistants. Goals are to:

- *Increase the communication competence of participants (by assisting them to communicate more effectively using their communication devices)*
- *Facilitate the participant's development of empowerment and leadership skills*
- *Expose participants to options for employment and independent living.*

After one-week of onsite training at the University of Pretoria, the participants return to their homes and implement their newly learned skills. Personal assistants and community-based persons provide support.

The desired outcome of the project is for these individuals to develop sufficient communication skills to become advocates for AAC within South Africa.

With this project, we are able to assist young people with communication disabilities who do not yet have access to communication, to participate in a meaningful way in society,” says Prof Kitty Uys, initial project leader.

Lebogang Sehako, one of the first participants to enroll in the programme, recently stated, “I am like a tree that bears fruit. I also want to help others get communication devices.”

The FOFA program provides an opportunity for individuals who use AAC to meet fellow AAC users and become role models or mentors. Perhaps most importantly, it provides individuals who can benefit from AAC with an opportunity to shape the landscape of disability within South Africa by developing competent communicators who can become strong leaders within the disability arena, and contributors in their own right within the broader society.

If you would like additional information about this project, please contact:

Dr. Michal Harty, (current project leader); Tel: (012) 420 2001; Email: michal.harty@up.ac.za

Website: www.caac.up.ac.za

You tube video link: <http://www.youtube.com/watch?v=hnFk4pIRKtU>

AAC News from Egypt

Many people will know of Yvette Malek from her previous contributions to our ACWN newsletter and her contributions at ISAAC conferences. Yvette’s energy and enthusiasm for AAC continues. She has recently completed a project for the Ministry of Social Solidarity in Cairo --- read on.

During the past year, I have been working in several schools where, with considerable effort, we have managed to add augmentative communication to the physical education, art therapy, computer, vocational kitchen, theatre and drama, and speech programs.

Let me first talk about the AAC field in my country. It has not been easy for the staff at these programs to accept the idea of AAC. Their main concentration has always been on traditional speech training even for students who are adults.

One problem is we do not have specialists in the fields mentioned above, *not even in speech*. Teachers may receive a speech course for a few weeks or even days. Thus, individuals who provide speech and AAC in these schools are teaching assistants rather than professionals.

First, I taught the staff about alternative means of communication. I also provided communication assessments and helped staff decide on an appropriate AAC program for their students. We then made AAC materials in the form of schedules, daily living and school routine needs, and puzzles. The teachers made these AAC resources from papers, cartoons, and colours, as you will see in the photos.



We made communication boards for the home and for the “Club.” We have the contents of each display spread out so that the students can take a picture and place it the right location (for example, 'bed' in the home board and 'swing' in the Club board). We made books for trips to the zoo, starting with the bus picture, then the places, then the animals we see at the zoo and what we eat, such as biscuits. Later we made up stories about our experiences to establish (1) the sequence of events, (2) an understanding of our feelings and (3) the means to communicate in a real situation.



In my project, I appointed specialists in each field to follow up the work in each school. One problem I faced was to convince the *trainers* about the value of AAC. We had many discussions. In one school it was particularly hard to convince the teacher to use AAC, but she finally accepted it. Then we selected the students who could benefit and made an AAC programme.



I worked in three schools. We had 30 girls who needed AAC in one; 5 boys in another; and 20 students in the third school. On the last day of each school term, the team made “open day” so they could show all the activities: Physical Education, Art, Kitchen, Speech and AAC and Theatre. We displayed educational materials for AAC that had been made by the teacher.

Next I will also write a report of our program for the young children, and how AAC has changed their lives.

For more information, please contact Yvette Malek yvetteegypt@gmail.com

FROM THE TRENCHES

Paul Marshall really enjoys seeing how lives can be drastically enriched by the power of AAC (whether it is low or high tech) and by the vital skill of being literate. He has a passion for what is taking place in countries where AAC is just developing, especially Peru where he has presented at AAC conferences. Paul chaired the Town Hall Meeting at the recent Breaking the Ice (BTI) Conference . This is a session during which only people who use augmentative communication can speak.

Tien Hoang co-chaired the BTI conference with great skill and personal charm. Tien has worked extensively to raise awareness of AAC via the Augmentative Communication Community Partnership Canada (ACCPC). Thanks to both men for helping us launch a focus on the activities of people who choose to use AAC throughout the world.



The AAC Journey of One's Existence by Paul Marshall

Come and partake in my journey, as I travel as a person who uses many forms of Augmentative and Alternative Communication (AAC). It isn't a lifestyle of the rich and famous, but it is full of richness and meaning beyond measure. Come and enter my world, as one that has to communicate and live beyond the usual and expected.

Rooted and grounded within a small farming community, my journey began. Everyone knew each other, everyone worked hard to carve out their next meal. From childhood to adulthood, I learned to cope with my

disability in this amazing environment. I learned to drive farm tractors and slide down snow-covered hills with two older brothers. This was my world, but it was also a springboard that threw me into the future with energy and self-worth.

It is critical that AAC youth living with a disability grow up in environments which allow them to dream big and to create an independent lifestyle.

The ability to communicate didn't happen for me until I was twelve. The early years of my childhood were a constant battle zone, a lasting war within, trying to find ways to express myself to family and the people around me. Without a way to communicate, human beings, become islands of isolation – we slowly die! This is why we must always be advocating for ongoing AAC support and training throughout the world. We can't, and must not, let any voice be unheard.

At the age of twelve, I learned Blissymbolics (Bliss), which really was my lifesaver. My family and I knew in the first week that Bliss would be the bridge to a new and wonderful world of real communication. My depression broke and a new beginning started. Bliss also gave me a good solid platform for developing literacy skills. As the years go by, I realize more and more that AAC users need strong language and literacy skills to achieve their fullest potential.

Since my early twenties, I have been greatly blessed to be a contributor to the AAC field. I have published articles like this one in local, provincial, federal and international publications, and I have gone overseas to speak and help out at conferences. My most enriching experiences have come from helping in AAC developing countries, such as South Africa and Peru. These trips were life-changing, and life-giving moments. I have returned home with renewed energy and new convictions.

We live in a global community. We are our brothers' and sisters' keepers - especially within the AAC community. Whether you use high tech or low tech or work in the AAC environment, you can help. It doesn't necessarily mean a plane ride. It does, however, mean going out your door and being a change agent for people in your communities. It can mean writing articles, sending emails and just being available on the electronic highways to light the spark that leads to change.

If you get opportunities to help in other places in the world, please go for it. Your skills and knowledge are much needed, and your own life will be enriched immeasurably. You can be a powerful tool of much needed change in other lands! Go and be present in your own world. Show that any disability is only skin-deep. Change won't follow you – you must create it. Because you are the change that is so valuable; you can enter and affect the hearts and minds of others.

You can contact Paul at paulmarshall477@gmail.com



Breaking the Ice, A View from My Balcony by Tien Hoang

Note: The Breaking the ICE conference (BTI) took place in Toronto, Canada, June 3rd -5th 2011. (www.breakingtheICEconference.ca).

Now that I have nothing to do but sit on my balcony and watch the most beautiful view of a modern city in all of Canada, I can give myself a break and share what I did over the weekend. I had a great time at the *Breaking The ICE* Conference. For the first time, I experienced what it's like to chair an event.

To be honest, I never thought I could be comfortable on a stage, operating my Dynavox Vmax while dressed in professional clothing over several days. But, considering my nervousness, ironically, I overcame my fears and doubts. I realized I was being given the chance to prove to myself what I can do.

I told myself to "calm down" and "focus on the job." And I did. I managed to control myself even when the Friday opening wasn't going smoothly. There were a few last minute changes in our opening schedule. Nora Rothchild (my co-chair) and I went to Plan B because we had started late. We decided I would give half of my welcoming speech and then let everyone have their dinner.

I was stressed out because my device's battery was running low and was feeling a little nervous. I took a deep breath and calmed myself. I clicked on the first part of my speech and felt happy, noting that my audience was paying attention. I love attention!

After dinner, I introduced John Draper, our keynote speaker. John delivered an excellent keynote speech with his great sense of humor and inspirational thoughts. He talked about his childhood, his school life, and how he came to believe in the possible. After John's speech, our gold level sponsor, Quilsoft, made a short address.

On Saturday, our first presenter was Justin Clark. Justin gave a remarkable speech outlining the 47 years of his life; including his accomplishments, his struggles, and how he stood up for himself after having to spend his entire childhood and teenage years in Rideau Regional Centre. After Justin's emotional presentation, we got a live hook-up with Gail Taylor Fisher and her son, Skye Wattie, of Kilometres for Communications from Calgary. Kyle is riding across Canada to raise awareness and money for AAC. (*See ACWN Blogs*)

The Town Hall Meeting – our main event - gave AAC participants the chance to share their thoughts, feelings and ideas with others around them. The Town Hall was monitored by two well known AAC users, Paul Marshal and Nola Millin. Remarks were based on the conference's theme, "Embracing Life." The *Breaking the ICE* Committee went around the ballroom with microphones to get each participant's comments. Most people had prepared what they wanted to say in advance; it was amazing to hear each individual. I took part in the meeting because it was a great feeling to have my own voice heard along with other people like me.

That night, after the dinner plates were empty and the dance floor was cleared, a group of Native Drummers and a dancer came to play a few songs and tell us about the ways Aboriginal people play their music and dance. Then a DJ arrived. We stormed the beautiful ballroom. Most participants (including myself) danced for the rest of the evening. It was a terrific night, perhaps one of the most memorable of my life.

The next morning, we had a hilarious presentation by a young fellow named Liam Steep, on “Perseverance.” He made an excellent comedy out of it. Barbara Collier, the Executive Director of the Augmentative Communication Community Projects of Canada, was our last presenter. I have worked with Barbara on her projects over many years. She is a most passionate and caring person who works hard to bring positive changes for the AAC community. So, I sat there crossing my legs and smiling while I watched Barbara give updates on the work we have done.

Then, it was time for my farewell speech. It was a sad moment for me to say good-bye, however, I didn’t act on my emotions like I used to. I was smiling away until the end of the day. The conference was over!

I got back to my apartment before four P.M., went out for dinner an hour later, and collapsed in my bed before the sun went down. Based on my own experience, I had the best time since ages. I was honoured to contribute my passion and pride in the AAC committee by fulfilling my duty as the co-chairman of the 5th Biennial *Breaking The ICE Conference Canada*. I would love to have another opportunity to do something like this again.

You can contact Tien at Tien_n_hoang0011@yahoo.com

EMERGENCY COMMUNICATION

Diane Nelson Bryen has worked toward making the goals of independence, productivity, inclusion, and full participation a reality for and with people with disabilities. As a Fulbright Specialist she has supported AAC programmes in Kolkatta, India and Sakhnin, Israel and in South Africa via the Neville Cohen Award. Diane has done work in Australia, U.S. Virgin Islands, and Guam with 3 main foci -- AAC, criminal justice, and inclusive education.

Emergency Communication4ALL

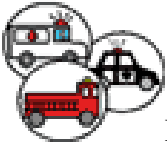
Communication during times of emergency is critical. However, many individuals may not communicate effectively due to their disability, injury, or shock. For others, their spoken language may not be effective because of language differences. Since communication is so important, Dian Bryen and her staff at Temple’s Institute on Disabilities developed free downloadable communication aids in English, Spanish, and Haitian Creole. These aids can be used during times of emergency when spoken English, Spanish, or Haitian are not effective. These communication aids were developed in English in response to Hurricane Katrina along the Gulf Coast, in Spanish in response to the earthquake in Chile, and in Haitian Creole in response to the disaster in Haiti. As part of an AAC-RERC project, Diane researched what words are needed during and after emergencies. These words can be found at <http://disabilities.temple.edu/aacvocabulary/EMERGENCY.shtml>.



If you are a **person with a disability** or someone who doesn't speak English or Spanish or Haitian Creole, these communication aids may help you. It is advisable to prepare a communication display in advance and have it available.



If you are a **person who does not hear well or read well**, these communication aids may help you too.



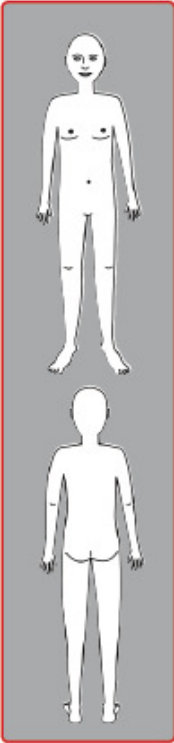
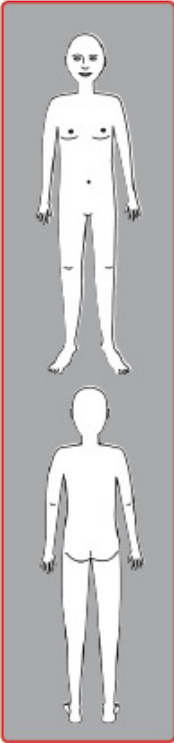
If you are an **emergency responder**, having these communication aids may improve your communication with:

- a person with a disability
- someone who doesn't hear so well
- someone who doesn't speak English, Spanish, or Haitian well.

Below are downloadable displays in English, Spanish and Haitian Creole.


The first two boards pictured below are Word and Letter Boards in English and Spanish. The Picture Boards are available in English, Spanish and Haitian Creole. Boards have two sides. Side One is a communication board related to emergencies. Side Two is for personal information. See next pages.

The English Word/Letter Board can support people who are literate to communicate during an emergency. Side 1 has vocabulary related to emergencies. Side 2 has personal information and is typically prepared in advance.

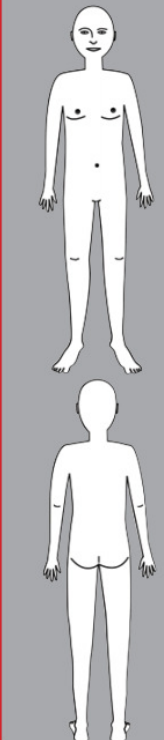
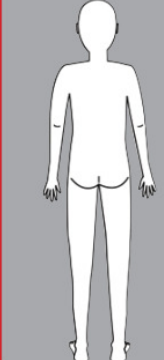
Emergency Communication 4 ALLLetter/Word Communication Aid														
FREE SPACE (for your custom message)					MY NAME IS...		Ask me questions if you need to, but please wait patiently for my replies.							
A	B	C	D	E	I can't speak but I can hear and understand you.		I will point to where I hurt. →							
F	G	H	I	J	WAIT. Please be patient.		My vital information is on the back of this page.							
K	L	M	N	O	Oops! Help		My technology needs to be charged.							
P	Q	R	S	T	Bathroom Hungry		Please contact my family.							
U	V	W	X	Y	Afraid Sick		0 1 2 3							
Z	?	.	!!	SPACE	I need/want I can't		4 5 6 7							
							YES 8 9 NO							

Copyright © 2009 (www.dissabilities.temple.edu/asccvocabulary/s4all.shtml) Developed by Diane N. Bryen & Rachel Ravitch through a grant from the National Institute on Disability and Rehabilitation Research #H133ED33018.

PERSONAL INFORMATION		6. PRESCRIPTION MEDICATIONS	13. EQUIPMENT/SUPPORT NEEDED FOR INDEPENDENCE	Emergency Communication 4 ALL
1. NAME _____		Name & Dosage _____	Personal Assistance Services	
DOB _____		Name & Dosage _____	Name _____	
Address _____		Name & Dosage _____	Phone _____	
Cell Phone _____		Name & Dosage _____	Allotted Hours _____	
Home Phone _____		Name & Dosage _____	Mobility/Transferring _____	
Email _____			Communication _____	
2. EMERGENCY CONTACT		7. OVER THE COUNTER DRUGS	Hygiene/Toileting /Vision _____	
Name _____		1) _____	Telephone Use _____	
Address _____		2) _____	Finances/Writing _____	
Cell Phone _____		8. PHARMACY NAME _____	Cooking _____	
Home Phone _____		Contact Person _____	Eating and Diet _____	
Relation _____		Phone _____	Transportation _____	
3. 2ND EMERGENCY CONTACT		9. ALLERGIES [complete list] _____	Service Animals _____	
Name _____				
Address _____		10. RELEVANT MEDICAL HISTORY [brief] _____		
Cell Phone _____				
Home Phone _____		11. SUPPORT AGENCY [if applicable] _____		
Relation _____				
4. DOCTOR		12. MEDICAL EQUIPMENT/TECHNOLOGY SUPPLIER _____		
Name _____				
Address _____				
Phone _____				
5. HEALTH INSURANCE				
<input type="checkbox"/> Private <input type="checkbox"/> Medicare <input type="checkbox"/> Medicaid <input type="checkbox"/> Other _____				
Policy Number _____				
Date Issued _____				



The Spanish Word/Letter Board is for people who are literate in Spanish. Side 1 has emergency-related vocabulary. Side 2 has personal information. It is typically prepared in advance.

COMUNICACIÓN DE EMERGENCIA PARA TODOS.....Letra o Palabra que Faciliten Comunicación														
ESPACIO VACÍO (para su mensaje personal)					ME LLAMO...		Hágame preguntas si necesita hacerles, pero por favor tenga paciencia y espere mi respuestas.							
A	B	C	D	E	No puedo hablar pero si lo puedo oír y entenderlo		Yo señalaré dónde me duele. →							
F	G	H	I	J	Por favor espere y tenga paciencia.		Mi información importante está en el reverso de esta página..							
K	L	M	N	O	¡Huy!	Ayúdeme	Necesito cambiar mis máquinas.							
P	Q	R	S	T	Baño	Tengo Hambre	Por favor póngase en contacto con mi familia.							
U	V	W	X	Y	Tengo Miedo	Estoy enfermo (a)	0	1	2	3				
Z	?	.	!!	Spacio	Necesito o Quiero	No puedo	4	5	6	7				
							sí	8	9	NO				

Derechos de reproducción © 2009 (www.disabilities.temple.edu/aacvocabulary/le4all.shtml) Elaborado por Diane N. Bryen & Rachel Ravitch por medio de una subvención del Instituto de Discapacidades y Estudios Clínicos de Rehabilitación (#H133E033018).

INFORMACIÓN PRIVADA		6. MEDICINAS CON RECETA		13. MÁQUINAS NECESARIAS PARA AUTOSUFICIENCIA FOR INDEPENDENCE	
1. NOMBRE _____		Nombre y Dosis _____		Ayuda para Servicios Personales	
Fecha de Nacimiento _____		Nombre y Dosis _____		Nombre _____	
Dirección _____		Nombre y Dosis _____		Teléfono _____	
Teléfono celular _____		Nombre y Dosis _____		Horas Asignadas _____	
Teléfono de casa _____		Nombre y Dosis _____		Movilidad o Traslado _____	
Correo electrónico _____		7. MEDICINAS DE VENTA LIBRE (SIN RECETA)		Comunicación _____	
2. CONTACTO EN CASO DE EMERGENCIA		1) _____		Higiene, aseo personal o Visión _____	
Nombre _____		2) _____		Uso de teléfono _____	
Dirección _____		8. NOMBRE DE LA FARMACIA _____		Finanzas o Escribir _____	
Teléfono celular _____		Contacto _____		Cocinar _____	
Teléfono de casa _____		Teléfono _____		Comer y ponerse en un regimen de dieta _____	
Parentesco _____		9. ALERGIAS [lista completa] _____		Transportación _____	
3. SEGUNDO CONTACTO EN CASO DE EMERGENCIA		10. HISTORIAL MEDICO PERTINENTE [en breve] _____		Animales de Ayuda _____	
Nombre _____		_____			
Dirección _____		11. AGENCIA DE APOYO [si hay alguna] _____			
Teléfono celular _____		_____			
Teléfono de casa _____		12. PROVEEDOR DE EQUIPO MÉDICO O TECNOLOGÍA _____			
Parentesco _____		_____			
4. DOCTOR		_____			
Nombre _____		_____			
Dirección _____		_____			
Teléfono _____		_____			
5. MEDICINAS CON RECETA		_____			
<input type="checkbox"/> Privado <input type="checkbox"/> Medicare <input type="checkbox"/> Medicaid <input type="checkbox"/> Otro _____		_____			
Número de póliza _____		_____			
Fecha emitida _____		_____			

The English Picture Board supports people with limited literacy skills (children, people with learning disabilities, people with limited education, etc.). Side 1 has emergency-specific vocabulary. Side 2 has personal information, typically prepared in advance.

Emergency Communication 4 ALL										Picture Communication Aid									
FREE SPACE (for your custom message)										I can't speak but I can hear and understand you.		My technology needs to be charged.		Ask me questions if you need to, but please wait patiently for my replies.					
										My vital information is on the back on this page.		Please contact my family.		I will point to where I hurt. →					
MY NAME IS	I, me, my	Bleed	Infect	Allergy	Disability	Help	Bathroom	0	1	2	3	4							
WHO	You, yours	Broken	Need/Want	Blanket	Disaster	Home	Walker	5	6	7	8	9							
WHERE	She, her, hers	Burn	Rescue	Clothes	Emergency	Hospital	Wheelchair	A	B	C	D	E							
WHAT	He, his, him	Choke	Spell	Cold	Family	Sick	Wind	F	G	H	I	J							
WHEN	They, them, their	Communicate	Talk	Damage	Fire	Pets	Worried	K	L	M	N	O							
WHY	We, ours	Evacuate	Understand	Danger	Flood	Shelter	Worse/Worst	P	Q	R	S	T							
HOW	YES	Hurt/Injure	Wait	Communication Device	Heat/Hot	Seizure	NO	U	V	W	X	Y	<small>The Picture Communication Symbols © 1981-2009 DynaVox Meyer-Johnson LLC. Used with permission. All rights reserved worldwide.</small>						
								Z	?	.	!!	SPACE							

Copyright © 2009 (www.disabilities.temple.edu/academic/vocabulary4all.shtml) Developed by Diane N. Bryen & Rachel Ravitch through a grant from the National Institute on Disability and Rehabilitation Research #H133ED033018.

PERSONAL INFORMATION		6. PRESCRIPTION MEDICATIONS		13. EQUIPMENT/SUPPORT NEEDED FOR INDEPENDENCE	
1. NAME _____		Name & Dosage _____		Personal Assistance Services	
DOB _____		Name & Dosage _____		Name _____	
Address _____		Name & Dosage _____		Phone _____	
Cell Phone _____		Name & Dosage _____		Allotted Hours _____	
Home Phone _____		Name & Dosage _____		Mobility/Transferring _____	
Email _____		7. OVER THE COUNTER DRUGS		Communication _____	
2. EMERGENCY CONTACT		1) _____		Hygiene/Toileting /Vision _____	
Name _____		2) _____		Telephone Use _____	
Address _____		8. PHARMACY NAME _____		Finances/Writing _____	
Cell Phone _____		Contact Person _____		Cooking _____	
Home Phone _____		Phone _____		Eating and Diet _____	
Relation _____		9. ALLERGIES [complete list] _____		Transportation _____	
3. 2ND EMERGENCY CONTACT		10. RELEVANT MEDICAL HISTORY [brief] _____		Service Animals _____	
Name _____					
Address _____					
Cell Phone _____		11. SUPPORT AGENCY [if applicable] _____			
Home Phone _____					
Relation _____		12. MEDICAL EQUIPMENT/TECHNOLOGY SUPPLIER			
4. DOCTOR					
Name _____					
Address _____					
Phone _____					
5. HEALTH INSURANCE					
<input type="checkbox"/> Private <input type="checkbox"/> Medicare <input type="checkbox"/> Medicaid <input type="checkbox"/> Other _____					
Policy Number _____					
Date Issued _____					

Emergency Communication 4 ALL

Institute on Disabilities
TEMPLE UNIVERSITY
College of Education

The Spanish Picture Board is similar to the English Picture Board, but in Spanish.

COMUNICACIÓN DE EMERGENCIA PARA TODOS										Materiales de Comunicación con Imágenes									
ESPACIO VACÍO (para su mensaje personal)					No puedo hablar pero si lo puedo oír y entenderlo.					Necesito cambiar mis máquinas.					Hágame preguntas si necesita hacerles, pero por favor tenga paciencia y espere mi respuestas.				
					Mi información importante está en el reverso de esta página.					Por favor póngase en contacto con mi familia.					Yo señalaré dónde me duele. →				
Yo, mí, mío Tú, tuyo Ella, de ella, suya Él, suyo, él Ellos, les, de ellos Nosotros, nuestro Si Heir, lastimar Espera Aparato de comunicación Calefacción, Caliente Ataque NO					Sangrar Infectar Alergia Discapacidad Ayuda Baño Quebrado Quiero o Necesito Frazada Desastre Hogar Andador Quemar Rescatar Ropa Emergencia Hospital Silla de ruedas Ahogarse Deletrear Frio Familia Enfermo (a) Viento Comunicarse Hablar Daño Fuego Mascotas Preocupado Evacuar Entender Peligro Inundación Refugio, Albergue Peor. El peor Aparato de comunicación Calefacción, Caliente Ataque NO					0 1 2 3 4 5 6 7 8 9 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ? . !! Espacio									

Derechos de reproducción © 2004 (www.stilllives.temple.edu/sovcabulary/leal.shtml) Elaborado por Diane H. Byen & Rachel Ravlich por medio de una subvención del Instituto de Discapacidades y Estudios Clínicos de Rehabilitación (#H133E033018).

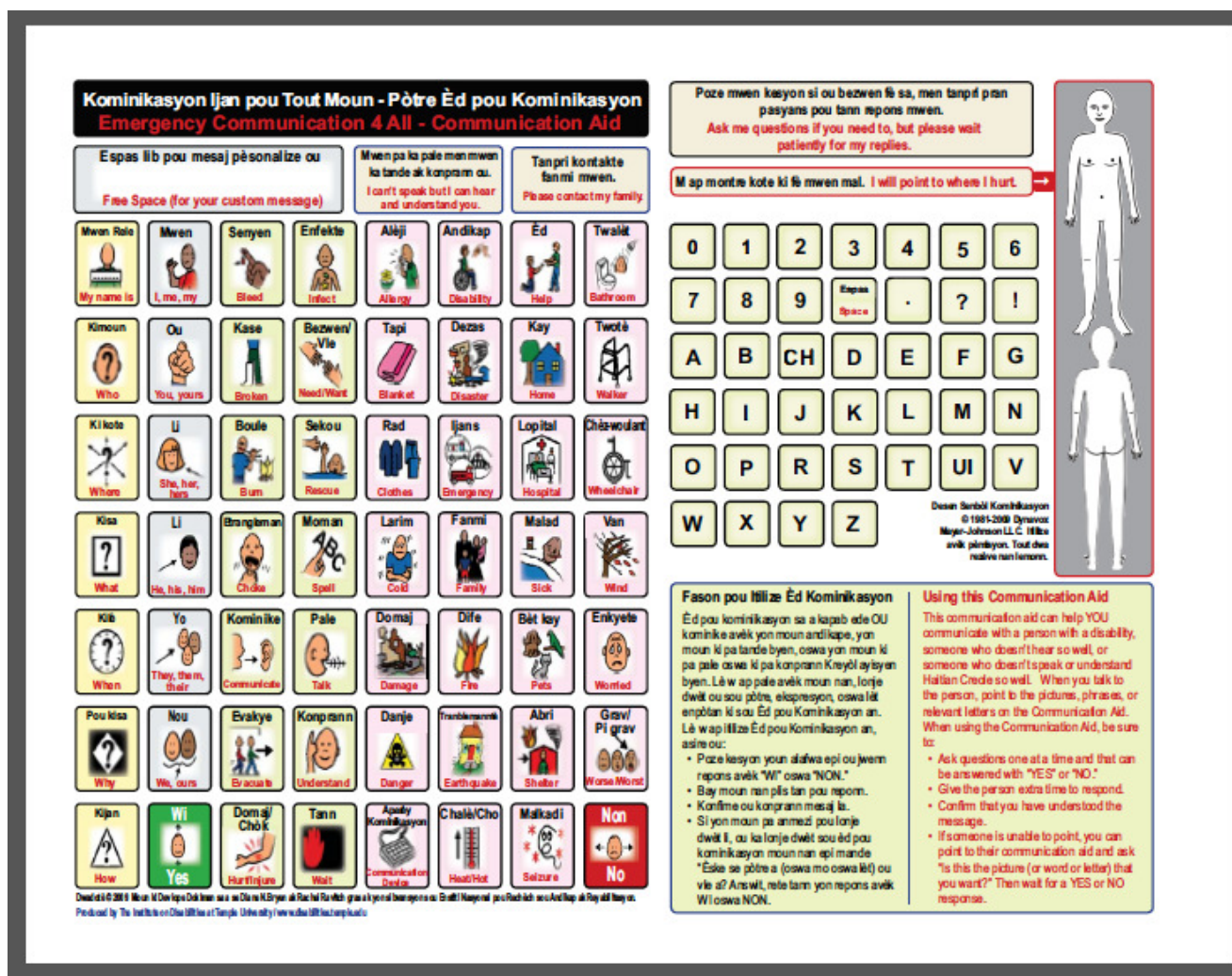
Las imágenes de comunicaciones por símbolos © 1981-2004 Dynavox Meyer-Johnson SRL, Sociedad de Responsabilidad Limitada, sus siglas en inglés LLC. Usado con autorización. Todos los derechos reservados mundialmente.

INFORMACIÓN PRIVADA		6. MEDICINAS CON RECETA		13. MÁQUINAS NECESARIAS PARA AUTOSUFICIENCIA FOR INDEPENDENCE	
1. NOMBRE		Nombre y Dosis		Ayuda para Servicios Personales	
Fecha de Nacimiento		Nombre y Dosis		Nombre	
Dirección		Nombre y Dosis		Teléfono	
Teléfono celular		Nombre y Dosis		Horas Asignadas	
Teléfono de casa		Nombre y Dosis		Movilidad o Traslado	
Correo electrónico		7. MEDICINAS DE VENTA LIBRE (SIN RECETA)		Comunicación	
2. CONTACTO EN CASO DE EMERGENCIA		1) _____		Higiene, aseo personal o Visión	
Nombre		2) _____		Uso de teléfono	
Dirección		8. NOMBRE DE LA FARMACIA		Finanzas o Escribir	
Teléfono celular		Contacto		Cocinar	
Teléfono de casa		Teléfono		Comer y ponerse en un regimen de dieta	
Parentesco		9. ALERGIAS [lista completa]		Transportación	
3. SEGUNDO CONTACTO EN CASO DE EMERGENCIA		10. HISTORIAL MEDICO PERTINENTE [en breve]		Animales de Ayuda	
Nombre		11. AGENCIA DE APOYO [si hay alguna]			
Dirección		12. PROVEEDOR DE EQUIPO MÉDICO O TECNOLOGÍA			
Teléfono celular					
Teléfono de casa					
Parentesco					
4. DOCTOR					
Nombre					
Dirección					
Teléfono					
5. MEDICINAS CON RECETA					
<input type="checkbox"/> Privado <input type="checkbox"/> Medicare <input type="checkbox"/> Medicaid <input type="checkbox"/> Otro					
Número de póliza					
Fecha emitida					

Comunicación de Emergencia para TODOS

Institute on Disabilities
TEMPLE UNIVERSITY*
College of Education

The Haitian Creole Picture Board was developed after the earthquake.



All these communication boards can be downloaded free from the Institute on Disabilities at Temple University website. Go to <http://disabilities.temple.edu/aacvocabulary/e4all.shtml>

Tips for Emergency Response Personnel Interacting with Someone Who Needs Communication Assistance

In addition to the Emergency Communication 4 ALL communication aids, the Temple University website has some **Tips for Emergency Response Personnel Interacting with Someone Who Needs Communication Assistance**:

Note: Tips (and additional information) are also available from the AAC-RERC at <http://aac-rerc.psu.edu/index.php/pages/show/id/18>

1. Begin by identifying basic communication methods (pay attention to pointing, gestures, nods, sounds, eye gaze and eye blinks)
 - o Take time to listen carefully.
 - o Give the person extra time to respond.

- Always repeat the person's actions and/or what they tell you to confirm that you have understood.
 - Say, "Show me how you say YES."
 - Say, "Show me how you say NO."
 - Ask questions one at a time and ask questions that can easily be answered with a YES or NO response.
 - Say, "Show me how you point to something or someone you want."
2. After communication methods have been identified, ask a few basic questions.
- "Is there someone here who can help me communicate with you?"
 - "Do you have a communication board, communication book, or a speech generating device?"
 - "Did you bring it with you?" If they indicate YES, ask them where it is and help them retrieve it. If they indicate NO, show them the 2 **Emergency Communication 4 All** downloadable communication aids and ask them which one they want to use. Remember to ask simple questions that can be answered with a YES or NO.

NOTE: If a person is unable to point to a communication aid, someone can point to the communication aid for them (e.g., point to a picture, word, or letter on their board) and ask "Is this the picture (or word or letter) that you want?" Then wait for a YES or NO response. The person who is pointing should always confirm the correct choice before going on. For a video demonstration of this approach, click on this link:

<http://www.youtube.com/watch?v=pLb6-Oi3uR0>

To download the communication displays, go to <http://disabilities.temple.edu/aacvocabulary/e4all.shtml>

For more information, go to <http://aac-rerc.psu.edu/index-46053.php.html>

You can contact Dr. Diane Nelson Bryen at
diane.bryen@temple.edu

AAC NEWS FROM JEDDAH.

Areej Asseri is sharing a website that she and Mohamed Fares are developing: www.wusul.org. The site is in Arabic and provides some basic information about AAC. Areej says it still has many sections that need work, and she is encouraging her students and former students to write small bits and pieces about AAC, including brief reviews of interesting articles.

Areej also writes: *For May 2011, Better Hearing & Speech Month, we are having a "Give Silence A Voice" Campaign on Saturday, 28 May. Our Social Responsibility office along with my students posted the event on Facebook with many "likes" and numerous people expressing their desire to join. Our group worked to create a simple video (bilingual) advertising the event* <http://www.wusul.org/events>.

Areej would appreciate feedback from her colleagues around the world. You can contact her at areejasseri@gmail.com

BLOGS

Kilometres for Communication was initiated by three people: Kerr Wattie, Skye Wattie and Gail Fisher-Taylor. Kerr is an artist, activist and presenter. He speaks using AAC. Kerr knows from personal experience that there are misconceptions about people without speech. He also knows about the exclusion and isolation that can result. Kerr's proactive younger brother came up with the idea to cycle across Canada to meet with

alternative communicators, raise awareness and funds. Skye is presently cycling from coast to coast across Canada. You can follow his journey and blog at <http://kilometresforcommunication.com>

Bolivia Bound.

From May 21 until June 18, sixteen students and four supervisors from the speech-language pathology (SLP) program at Teachers College at Columbia University made their way to La Paz, Bolivia. Here is an excerpt from one of their blogs:

Today was an interesting day in La Paz. Due to a national strike of the public transport system (buses, taxis, etc.), our group decided to stay in the hotel and dedicate our efforts to prepare for our “charlas,” which we will be giving at our placements during our last week here. Our “charlas” are workshops that aim at familiarizing family, teachers, and professionals (doctors, directors, nurses, social workers) with the work we have done with the children in our placements thus far, while also training them in the methods we have used to make our work in La Paz sustainable after we leave. These workshops are meant to be interactive, so the majority of our preparation today included providing examples, handouts, and case studies to be completed by participants as they learn to utilize the skills being presented.



Major components of the “charlas” include emphasizing the importance of bilingualism (Spanish, Aymara, Quechua, ASL), language stimulation, and the acquisition of a functional communication system. Students at the CEREFÉ placement were assisted by students from the other placements in creating communication books, lessons, and Picture Exchange Communication System (PECS) boards to be utilized by the teachers at CEREFÉ. We translated common stories such as the “The Hungry Caterpillar” to Spanish and traced the pictures of the story to create a copy of the book for three classes. Additionally, we have provided each teacher with a master copy of the book so they can create future lessons based on the story. Meanwhile, students at CAMINO have focused on the creation of handouts that exemplified CAMINO’s Visual/Tactile (V/T) cuing system, which is used as assistance for spoken communication with ASL users. This system was created by one of the teachers at the school, Paola Pastor, who based it on the work that former Teachers College supervisors and students had been doing. Emphasizing the importance of this system, therefore, implies encouraging parents to use spoken language (Spanish) together with visual and tactile cues aimed at enhancing communication with their children.”

The entire blog can be found at <http://boliviabound.blog.com/>

NEW PUBLICATIONS

Communication without speech: Practical augmentative and alternative communication, edited by Helen Cockerill and Lesley Carroll-Few, is about children with physical and learning disabilities who fail to develop sufficient speech for successful communication. The book identifies ways in which these children can communicate, describing alternative and augmentative communication (AAC) approaches. The book is for doctors and health care professionals who may have no prior knowledge of the field.

<http://www.fishpond.com.au/Books/Communicating-without-Speech-Helen-Cockerill-Lesley-Carroll-Few/9781898683254?cf=3>

Other Ways of Speaking, by the Communication Trust in the United Kingdom, is an excellent, simple, clear, colorful 52-page booklet that introduces the basic ideas of AAC. The contents include sections on

1. Why should I read this booklet?
2. How does communication work?
3. What is Augmentative and Alternative Communication?
4. What are some of the different ways to support speech?
5. What are the benefits of using alternative ways to communicate?
6. How can I support someone who uses Augmentative and Alternative Communication?

You can download this publication from

<http://www.thecommunicationtrust.org.uk/~media/Communication%20Trust/Documents/Other%20Ways%20of%20Speaking%20FINAL.ashx>

Communiquer autrement : Les communications alternatives by Elizabeth Negre. E

lizabeth writes (in French) about her new AAC book (in French):

Chers collègues et amis, je suis heureuse de vous dire que mon livre sur le thème de la communication et l'accompagnement des personnes avec troubles de la parole et du langage est paru aux éditions Solal. Il concerne les personnes elles mêmes, les familles et les professionnels, et toutes personnes concernées par cette problématique...

J'espère simplement qu'il contribuera à améliorer l'accompagnement et la vie de ces personnes là, au delà de leur déficience.

(Harvey Pressman suspects she's telling us that she's happy to announce the publication of her book about folks with speech and language difficulties, and that it is addressed to persons with disabilities, their family members, AAC professionals and everybody with an interest in this issue. She also hopes that the book might contribute in some way to the improvement of conditions for folks who rely on AAC.)

You can read more about the book at <http://communiquerautrement.posterous.com/>

Sans oublier le site d'ISAAC francophone. <http://www.isaac-fr>

.....

Additional Resources

The Ongoing AAC Apps Story. The RERC is committed to addressing the needs of people with complex communication needs. Recently an AAC-RERC White Paper was prepared and is available at www.aac-rerc.com. This paper is based on interviews of many AAC stakeholders and addresses issues, concerns and opportunities related to the use of mobile technologies and AAC Apps.

Free and inexpensive AAC Apps. *Harvey Pressman and Andrea Pietrzyk have put together an extensive list of free and inexpensive AAC Apps. They are sharing their work with many AAC Centers and colleagues*

throughout the world. Go to :

<http://www.centralcoastchildrensfoundation.org/FreeandInexpensiveAACAppsFinal.pdf>

Many thanks to Nora Rothschild, an avid AAC surfer, for the following three references.

The **QIAT Listserv** is the oldest community of practice in assistive technology. This list serv is extremely active. Currently, over 1,000 individuals participate in this online community. Among the unique features are the availability of a daily digest of messages and a searchable archive of over 10,000 messages (by title, author, topic, and keyword). The QIAT Listserv is hosted at the University of Kentucky. Go to the QIAT web site: <http://www.qiat.org>

The **ConnSENSE Bulletin** began in 1984. It's founder and Executive Editor is Chauncy Rucker. Dr. Rucker, Professor Emeritus of the University of Connecticut, served as director of the Assistive Technology graduate program. The NEW ConnSENSE Bulletin is dedicated to becoming an essential resource for the latest assistive technology news and information. Check out their **Apps for Education: Update – March 2011!** Compiled by Carolann Cormier, it is posted at [AT Information & Resources](http://www.connsensebulletin.com/2011/01/apps-for-education-update/) <http://www.connsensebulletin.com/2011/01/apps-for-education-update/>

Spectronics is Australia and New Zealand's largest supplier of special needs software and assistive technologies. Spectronics staff prefer to think of their interest as "inclusive learning technologies", that is those technologies which foster real success and inclusion in educational or community-based settings. Their team is made up of staff from teaching, speech pathology, occupational therapy, and technical backgrounds. They work closely with a wide network of professionals and technology users to provide quality support to both education and disability groups throughout Australia, New Zealand and South East Asia.

The spectronics website <http://www.spectronicsinoz.com/article/iphoneipad-apps-for-aac> offers a chart of Apps for the iPhone and iPad. The chart is divided into three application areas: (1) Apps with symbols/pictures only; (2) Apps for symbols and text-to-speech and (3) Apps for text only. Some Apps are free, others are inexpensive. Of particular interest is **Verbally**, a free text to speech apps with word prediction and phrases. Also available free are **Small Talk** apps for Aphasia, conversational phrases, activities, dysphagia and intensive care facilities.

App	Price \$AUD	Price \$USD	iPhone/ iPod touch	iPad*	Symbol System	Pre-programmed pages and customisations	Voice Output/ Speech	Access options	My Rating#
Apps with Symbols and Text to Speech									
AutoVerbal GirlTalk v1.0	\$12.99	\$9.99	Y	Y	A range of clip art and words as buttons.	Can customize what some buttons "say" but cannot add your own buttons. Word/phrases do not go into the message window. Has a message window for typing your own text to be converted to speech.	Female synthesised speech	Direct access	4.5
AutoVerbal GuyTalk v1.0	\$12.99	\$9.99	Y	Y	A range of clip art and words as buttons.	Can customize what some buttons "say" but cannot add your own buttons. Word/phrases do not go into the message window. Has a message window for typing your own text to be converted to speech.	Male synthesised speech	Direct access	4.5
AutoVerbal Talking Soundboard PRO v1.0	\$23.99	\$19.99	Y	Y	A range of clip art and words as buttons.	Can customize what some buttons "say" but cannot add your own buttons. Has a message window with a pop up keyboard for typing your own text to be converted to speech and a second message window that words and phrases go	Male or female synthesised speech. Better quality speech when device is on internet.	Direct access	4.5

Example of chart with AAC apps



Screen shot from Verbally

Harvey's Place

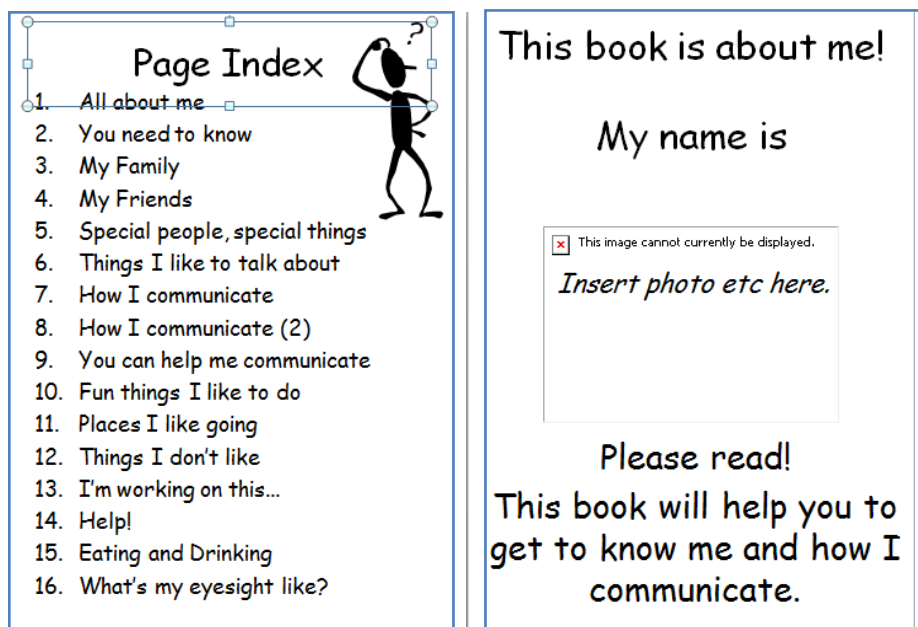
Doorway Online is a collection of free learning activities originally developed with funding from Scottish Borders Council. The suite comprises highly accessible educational activities that learners will find easy to use independently. Each exercise has range of accessibility and difficulty options.

<http://www.doorwayonline.org.uk/>

The JISC (Joint Information Systems Committee) **Regional Support Centre Scotland North and East** provides advice and guidance on the use of Information and Communication Technologies (ICT) in education and acts as a gateway to JISC and its many services and initiatives. EduApps, one of their initiatives, consists of several useful software collections that are free to download and use. The newest of them, **Create&Convert** is a tool that brings together a range of free tools such as the open source software developed by the DAISY Consortium that can quickly and capably translate electronic documents into accessible alternative formats.

<http://www.daisy.org/news-detail/826>

Personal Communication Passports. The CALL Centre (Scotland – Sally Millar) provides a series of freely downloadable templates in Microsoft PowerPoint; the 'Basic' (all-purpose), and variants the 'Consulting Template' that emphasizes more how to find out what the child thinks (i.e. rather than telling you what he thinks) and the 'Adult Template' that may appeal more for adults. For example pages, see below



Download these by clicking

[Basic Passport \(Powerpoint, 112kb\)](#)

[Adult Passport \(Powerpoint, 186kb\)](#)

The templates consist of a title page (see above), an example Index page, and about 16 further page suggestions. (You don't have to use them all; Passports should generally not exceed 20 pages.) The pages contain a title, one or two small graphics (PCS – replace with your own graphics if you don't have BoardMaker or a license for PCS symbols) and a single text box (write in the 'click to add text' box to get bulleted lines - not too many per page). <http://www.communicationpassports.org.uk/Resources/Creating-Passports/Templates/>

Easy Bib. For the writers and researchers out there. "EasyBib is a free web-based bibliography formatting tool. You can use it to compose, format, alphabetise & print out your citation list. You simply enter your sources onto a basic form, and click 'Cite this'. EasyBib will format your references according to the most updated

standards (MLA, APA, etc.) & will export the list to MS Word or GoogleDoc, within a few seconds."

<http://www.easybib.com/>

Children with Special Educational Needs (SEN)

Soft Power Education: Education thru Friendship thru Adventure. Soft Power Education is working with communities in Uganda to improve quality of life through education. Funding comes from overland groups, independent travellers and sponsors from around the world.

<http://softpowerededucation.com/Projects/SpecialNeedsProject/tabid/258/Default.aspx>

Roger Ebert reflects on his communication challenges at TED 2011. For a man whose life has been built around communication, the loss of the ability to speak is a particularly cruel fate. But it's one that film critic Roger Ebert demonstrated that he could overcome, in a talk at the TED 2011 Conference in Long Beach, California, in February.

These are my words, but this is not my voice, Ebert told the audience of nearly 2,000. This is Alex, the best computer voice I've been able to find, which comes as standard equipment on every Macintosh. For most of my life, I never gave a second thought to my ability to speak. It was like breathing. In those days, I was living in a fool's paradise. After surgeries for cancer took away my ability to speak, eat or drink, I was forced to enter this virtual world in which a computer does some of my living for me.

To view his speech, go to <http://www.cnn.com/2011/OPINION/04/17/ebert.voice/index.html?hpt=C2>

.....

AAC TRAVEL KIT FOR THE INTRODUCTION AND ASSESSMENT OF POTENTIAL USERS OF AAC

We are asking for your help.

The AAC World Network is putting together an AAC Travel Kit. The idea is to make the Kit available to people who are working and/or living in emerging AAC countries who are supporting the growth of AAC. We are developing a preliminary list of Kit items below. What do you think is missing? What should we take off the list? What should be our priority items? Please email me with your thoughts and suggestions.

awarrick@rogers.com

Item	Comments	Item	Comments
A variety of handouts introducing AAC		Displays: Picture, Word, Alphabet in 3 grid sizes.	
Grids/Overlays in 1 inch, 2 inch, 3 inch grids		8 x 11 inch sheets of paper.	
Small suction cups.		8 x 11 inch page protectors.	
8 x 11 inch cardboard (dry cleaners use for shirts)		Pens, pencils, coloured markers (washable). Erasers	
Sticky back papers		Sticky back Velcro	
White labels.		Masking tape.	
Glue stick.		Photo albums – 3 sizes.	
Talking Photo Album		Scissors	
Ruler		* Menus for displays	
Tongue depressors (for page strengthening, labeling and turning).		Culturally appropriate small toys: cars, animals, dolls + clothes	
informal language assessment – objects, concepts etc).		Matching pictures for ‘parts of speech’ – informal	

		language assessment.	
Culturally appropriate picture books/picture dictionary/visual dictionary.		Other?	
<ul style="list-style-type: none"> Go to www.emenucovers.com for an example. 			

Final Thoughts

I hope you have enjoyed reading about the impressive AAC programmes that are taking place throughout the world. I am privileged to be attending the Eastern and Central European Regional AAC Conference in Warsaw at the end of June. I look forward to writing about that in the third quarter edition of the ACWN newsletter. Until then I look forward to hearing from you about the ‘Kit’ or any other subject of your choice.

Anne.
awarrick@rogers.com