# Visual Supports for Supported Decision Making

## Describing notes for Powerpoint Presentation The Conversation: Supported Decision Making Hui

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General notes about this presentation

* There is a new page for each slide and each page is headed with the slide number – there are 42 slides.
* Images and graphics are described under ‘Picture’.
* The background in each slide is a plain white with no embedded graphics.

# Slide 1 – Title slide

## Slide title:

Using Visual Supports to Assist Supported Decision Making

## Picture:

TalkLink Trust logo. The logo features the title ”TalkLink” in large, blue font. In a smaller, blue font is the subtext ”Wahanga Tu Korero”. Below this, in smaller, black font is the subtext ”Assistive Technology Services”. To the right of the text is a white koru design.

# Slide 2

## Slide title:

TalkLink Trust: Who are we?

## Slide text:

Contract Extracts:

* Charitable Trust, established 1991 in Auckland.
* Provide services throughout New Zealand. Regional offices: Auckland, Wellington, Christchurch
* Staffed by therapists (SLTs and OTs), teachers, technical support and administrative teams
* National contracts with the Ministry of Health and ACC
* Not a therapy service; work with existing teams

## Picture:

A blue outline of the New Zealand map with Auckland, Wellington and the South Island labelled. The top half of the North Island is a darker shade of blue than the rest of New Zealand.

# Slide 3

## Slide title:

What do we do?

## Slide subtitle:

***Linking you to the right Assistive Technology***

## Slide text:

**Our purpose:**

* To enable all people with communication impairments to interact and participate to their full potential.

**TalkLink provide:**

* Assistive Technology (AAC) Assessments
* Equipment Trial
* Recommendations and Reports
* Training and on-going support

## Picture:

An illustration of a yellow man with white gloves pressing buttons a smartphone-like device. An illustration of two outlines of people with speech-bubbles floating over their heads.

# Slide 4

## Slide title:

Augmentative and Alternative Communication (AAC)

## Slide text:

* Refers to all communication that supplements or augments speech
* Augmentative system – adds to or assists existing speech or communication
* Alternative system – another means of communicating
* Is Multimodal

<https://isaac-online.org/english/what-is-aac/>

## Picture:

An illustration of a man in a blue shirt and red tie with 5 arms all carrying out different tasks. Two arms are being used to write on paper, one is being used to hold a mug, another is holding a phone and the last is holding up a booklet.

# Slide 5

## Slide title:

Who uses AAC?

## Slide text:

* Anyone who is unable to be understood. Common aetiologies include:
  + Life long disabilities such as
    - Cerebral Palsy
    - Autism Spectrum Disorder
    - Learning/Intellectual Disability
  + Acquired disabilities / Progressive Neurological Conditions such as
    - Stroke
    - Traumatic Brain Injuries
    - Motor Neurone Disease
    - Parkinson’s Disease
    - Multiple Sclerosis
    - Dementia

## Picture:

No image.

# Slide 6

## Slide title:

Skills and Abilities of the individual

## Slide text:

No text.

## Picture:

A blue diagram. The first box, titled ’Skills and Abilities’, branches off into three boxes titled ’Language Areas’, ’Related Areas’ and ’Assistive Technology Use’. The three boxes contain lists that reads as follows:

* Language Areas
  + Receptive
  + Expressive
  + Speech
  + Writing
  + Reading
* Related Areas
  + Adaptive Beahviour
  + Vision
  + Hearing
  + Motor Function
  + Cognition
* Asssitive Technology Use
  + E.g. AAC device
  + Wheelchair
  + Glassses
  + Hearing aids
  + Walker
  + Pointer
  + Switch

# Slide 7

## Slide title:

Language

## Slide text:

* is one means of communication
* is a rule governed system that helps us communicate
* uses symbols such as speech, manual signs, picture symbols and words

## Picture:

No image.

# Slide 8

## Slide title:

Involves

## Slide text:

* Speech – the combination of particular sounds to produce words
* Receptive language – the ability to understand language
* Expressive language – the ability to prepare oral, written or signed messages that are meaningful and appropriate to the listeners. It includes the capacity to organise thoughts in accordance with the capabilities of other speakers/listeners.

Picture:

A cartoon at the top of the page features two figures. One is turned to another with its mouth open. The other figure is face on with two prominent ears. An arrow is pointing from the first figure’s open mouth, and short vertical lines following the arrow to the second figure’s ear.

# Slide 9

## Slide title:

Functions of Language

## Slide text:

* Requesting
* Commenting
* Asking questions
* Protesting
* Getting attention
* Expressing feelings & interests
* Initiating
* Greeting
* Answering.

Picture:

No image.

# Slide 10

## Slide title:

We make choices / decisions all the time

## Slide text:

* *what* to do
* *when* to do it
* *who* to do it with
* morning/evening routine
* clothes to wear
* menus/food
* chore schedule
* recreation / leisure / community options.

## Picture:

To the right of the text is red box with the words ‘Life is all about choices’ in white text.

# Slide 11

## Slide title:

Circles of Communications Partners

## Slide text:

Text only featured in diagram – explained below.

## Picture:

This slide is made up of five blue ovals, all overlapping each other slightly and vary in sizes but not significantly. There is black type in each oval: 1 – Acquaintances, 2 Life Partners, Good Friends, Paid Partners (smallest oval), Unfamiliar Persons (one of the largest ovals)

# Slide 12

## Slide title:

High Tech: Speech Generating Devices

## Slide text:

No other text

## Picture:

This image features a range of 10 different high tech AAC speech generating devices.

# Slide 13

## Slide title:

Low Tech Visual Supports / Strategies …

## Slide text:

Things we *see* that enhance communication

* Can be aided or non-aided
* Body language
* Natural environmental cues e.g. signs, logos, labels
* Traditional tools for organising and giving information e.g. calendars, schedules, shopping lists, maps

## Picture:

To the left of the text is a picture of a shopping list, to the right is a the fast food McDonald’s logo (large yellow M on a red background), a red ‘STOP’ sign, and a photograph of Winston Peters holding up a ‘NO’ sign.

# Slide 14

## Slide title:

No / Low Tech

## Slide text:

* Little maintenance
* No batteries
* Simple to use
* Visual Schedule Boards, Social Stories, Souvenir Books
* Simple choice making, requesting – PECs
* News: ability to share info, Share Stories
* Decisions making – Talking Mats

## Picture:

There are four examples of Low Tech visual aids to support communications and decision making. The first is chart with words in a coloured box. Words in the boxes include: People, Social, Feelings, Items, Home & Furniture, Activities, Places, Transport, Food, Illness, Questions, Colours, Numbers, Alphabet, Days of Week and Months.

The second picture is a schedule board. It features 20 boxes set out in 5 columns and 4 rows. The first box in each day has the day of the week typed in, then three boxes below each with a picture of the respective activity, transport, and activity. The 1st column: Monday – Workshop – Walk – Library; 2nd column Tuesday – Workshop – Van – Bowling; 3rd column: Wednesday – Workshop – Van – Supermarket; 4th column: Thursday – Workshop – Van – Hairdresser; 5th column: Friday – Workshop – Walk – Gym.

The third picture is made up of a grid of words and pictures – 15 boxes make up the grid – 3 columns, and 5 rows – its title is ‘Places’. Each box includes a word/s and a picture representing the word in some of the boxes. Words include: Home, Dairy, Foodtown, Bank, Puni Primary, WINZ, Auckland, Pukekohe Medical Centre, Pukekohe, Henderson, Middlemore Hospital, Super Clinic Greenlane, and Port Waikato. The last two boxes are blank.

The fourth picture features a row of three boxes with yellow backgrounds. There is a cartoon person in each one. The 1st box shows a smiling face and a thumbs-up sign; the 2nd box shows the figure with a straight line for the mouth and is shrugging; the 3rd box shows the figure with a downturned mouth and the thumbs-down signal.

# Slide 15

## Slide title:

Why use visual strategies?

## Slide text:

* Help people understand auditory input.
* They are non-transient – can provide a record
* Help focus attention
* Help express ideas

## Picture:

There is a picture to the right of the text. It shows a red box with 7 stylised figures in and around it, along with a number of random letters and punctuation marks. One figure is holding onto a question mark; on is looking into a magnify glass, two figures are shaking hands, one figure is looking through a pair of binoculars, another is holding a sign with the 9/10 fraction written on it.

# Slide 16

## Slide title:

Core Communication Boards

## Slide text:

No text.

## Picture:

There are two photographs – one shows the close-up of a communication board with words and respective pictures set in a grid on the board. The other photograph shows communication boards set out on a table.

# Slide 17

## Slide title:

Considerations when implementing an AAC strategy

## Slide text:

* There are multiple considerations for the introduction of any communication strategy (even what may be thought of as a simple strategy)
* Step 1 = AAC strategy must be seen as useful, functional & achievable by both the individual & their support person/team
* It needs to be used all the time
* It’s not a quick fix – it takes time and effort to be successful.

## Picture:

No graphics.

# Slide 18

## Slide title:

Develop “Listening” skills

## Slide text:

* + WAIT  
    - for person to initiate topic  
    - for responses
  + Value communication attempts
  + Respond consistently and appropriately
  + DON’T fake your understanding - Say “sorry I missed that – can you tell me again or another way?”
  + Think multimodal

## Picture:

Stylised figure holding a sign about its head featuring the word ”Wait!”.

# Slide 19

## Slide title:

Special Considerations for Progressive Conditions

## Slide text:

* Ongoing assessment
* Consider the disease progression. For example cognitive-communicative skills – have strategies in place early to try and reduce frustration now & later on use strategies that are ‘naturalistic’ & don’t involve learning new tasks
* People need to have consistent approaches

Fletcher (1997)

## Picture:

No image.

# Slide 20

## Slide title:

Supplement your own speech

## Slide text:

* Model the strategies that you’re asking the person to use
* Reinforce understanding by using simple written language, drawing, rating scales, maps, gestures, cue cards, pointing to objects/momentos/illustrated step by step cookbooks, memory books, reminder cards, memo boards with written activity suggestions are useful for reminding people of the activities they would enjoy doing.
* Write down possible answers so the person can point to them, NB add in ‘it’s none of the above’
* Ask questions, if necessary reduce to closed ‘yes/no’ questions
* Keep it SIMPLE.

## Picture:

Yellow sign to the top right of the slide featuring the words ‘Slow Down’ coupled with a picture of a tortoise.

# Slide 21

## Slide title:

How to support beginning communicators

## Slide text:

Visual Strategies help make sense of the world for people who may not gain much information from what you say to them:

* Personal Communication Dictionary / Gesture Dictionaries / Book About Me
* Touch cues
* Sign
* Objects of reference
* Photos / Symbols
* Wait time
* Routine/environment
* Repetition
* Simple Language.

www.usevisualstrategies.com

## Picture:

No image.

# Slide 22

## Slide title:

Personal Communication Dictionary

## Slide text:

* Very useful when the person cannot intentionally communicate
* Close observation may reveal communication, gestures to communicate – greeting, pushes away, banging objects & people to reach a goal
* Everyone contributes their knowledge
* Must be updated
* May clarify similar/unique behaviours

## Picture:

No image.

# Slide 23

## Slide title:

Personal Communication Dictionary … example

## Slide text:

|  |  |  |
| --- | --- | --- |
| **When I do this ...** | **It means ...** | **You should ...** |
| Bang my head | I have a headache | Give me Panadol |
| Smile and flick my hands | I want a hug | Hug me! |
| Scream | The room is too noisy | Turn off the noise, or take me outside |
| Clap my hands | I want to dance | Turn some music on |
| Cry | I am sad or in pain | Ask me to find out which.  Comfort me or help me. |
| Makes a ’T’ with my hands (with representative photo) | I need to go to the toilet | Take me! Quick! Sometimes I don’t give you much warning. |

## Picture:

The table.

# Slide 24

## Slide title:

Communication Passports

## Slide text:

* www.communicationpassports.org.uk
* www.callscotland.org.uk/downloads/quickguides/communication-passports/

## Picture:

A computer screenshot of the Communications Passports’ website (address above). The screen text reads ‘Person-centred booklet for those who cannot easily speak for themselves.’

# Slide 25

## Slide title:

PECS

## Slide text:

PECS begins by teaching an individual to give a picture of a desired item to a “communicative partner", who immediately honours the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. In the more advanced phases, individuals are taught to answer questions and to comment.

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

*The Picture Exchange Communication System*

Developed by Andrew S. Bondy, Ph.D. & Lori Frost, M.S., CCC/SLP

## Picture:

An image of a woman and girl using the PECs system along with another picture of a CD and the packaging of the PECs system.

# Slide 26

## Slide title:

Routines

## Slide text:

* People have preferred routines
* Happen daily in a set order
* Provide consistency
* Routines help develop anticipation
* Routines help the person understand what is going to happen next.

## Picture:

An image in the top right hand corner of the slide shows a young boy using a schedule board.

# Slide 27

## Slide title:

Schedules can:

## Slide text:

* give people info about their lives
* help people see a logic and order to their world
* serve as a communication aid to discuss and share daily events
* improve vocabulary and language skills
* assist in developing time concepts
* teach sequence, before and after
* reduce or eliminate behaviour problems related to transitions and changing activities

## Picture:

There are two photographs to the right of the text. One is of a timer and the other a set of pictures which can be flipped on a circle-clip ring.

# Slide 28

## Slide title:

Object of Reference Timetable / Calendar Boxes

## Slide text:

* Backs up verbal with visual information
* Provides consistent visual cues about daily routine
* Teaches that symbols can represent daily activities
* Encourages participation in planning & choice-making

## Picture:

This slide features two photographs, one of Calendar Boxes (5 boxes in which an item has been placed in each one e.g. a mug) and the other Reference Timetable (a board where a number of objects and pictures are pinned to it such as socks, a key, etc.).

# Slide 29

## Slide title:

Symbol based Schedule Boards

## Slide text:

No other text.

## Picture:

# This slide features three examples of schedule boards. 1 – pictures in a row of the day’s activities; 2 – a column of activities and events for the; 3 – a board setting out the week’s activities and how to get there.

# Slide 30

## Slide title:

Activity Specific Core Boards

## Slide text:

No other text.

## Picture:

There are 3 examples of specific core boards. 1. Bowling – pictures a bowling ball, a bowling pin, a strike, and shoes; 2. Numbered 1 through to 10; 3 – Words and pictures representing each word on a small card e.g. ‘I me’/picture of person, ‘Who’ with a picture of head with a question mark in it; ‘hungry’, a picture of head with a think bubble of an apple; ‘bad’ with a corresponding thumbs down picture.

# Slide 32

## Slide title:

Cafe

## Slide text:

No other text.

## Picture:

A Core Board specific to a café featuring words and images associated with a café. E.g. the word ‘tea’ and a picture of a cup of tea; the word ‘sweetener’ and a picture of the branded sugar sweetener Equal, etc.

# Slide 33

## Slide title:

Topic setting

## Slide text:

* Must be self explanatory to “listener”
* Need a statement and a question for the “listener”
* Needs text which gives information & encourages interaction
* Portable & durable

## Picture:

An illustration of a Doctor looking at a small girl and the girl lifting the sleeve of her tee-shirt to expose an injection site. Words under the picture read ‘I had to have a flu shot. Guess where I had it? Tell me about the last time you went to the doctor.’

# Slide 35

## Slide title:

Rating scales

## Slide text:

No text.

## Picture:

This shows two different rating scales. The first is a scale of smiling faces with the first face smiling and the last of the 6, with a downturned mouth. The second is a column with 5 on the top and 1 on the bottom. 5 – I can’t stand this and ready to explode; 4 - I am getting too angry; 3 – I am getting really irritated 2 – I am doing OK; 1 – I am doing great.

# Slide 36

## Slide title:

Talking Mats

## Slide text:

No text.

## Picture:

This slide two graphics. One is a cartoon image of two figures using a talking mat. The other is a photograph of an older man and a younger man working together with a talking mat.

# Slide 37

## Slide title:

Talking Mats are used to:

## Slide text:

* Help people with a learning disability to both understand what is involved in a decision and to then give their opinion.
* People who have had a stroke and may have problems both understanding others and expressing themselves. The visual presentation of Talking Mats helps comprehension as well as providing an effective way for people to express their views.
* The structured and consistent format of Talking Mats makes it easier both for people with dementia to keep to topic and for the listener to follow the track of the conversation

<http://www.talkingmats.com>

## Picture:

No picture.

# Slide 38

## Slide title:

Talking Mats help people express their preferences or feelings

## Slide text:

Provides a ‘thinking tool’ to enable people to explore issues and help them to structure and verbalise their thoughts.

* Support people to express negative as well as positive views and reduce the tendency for people to agree with everything.
* The act of physically moving the picture symbols helps people organise their thoughts in a logical way.
* Improves quality of information by:

• Giving control to the person being interviewed

• Providing a structured framework for open questions

• Avoiding direct confrontation

• Giving people time

• Helping people to say “no”

<http://www.talkingmats.com>

## Picture:

No picture.

# Slide 39

## Slide title:

Talking Mats Supports comprehension by:

## Slide text:

* Focusing on the essential words and omitting non-essential language
* Giving information in multiple channels – visual, auditory and tactile
* Helping people process concepts by breaking information down into small, manageable chunks
* Reducing memory demands
* Reducing distractibility
* Allowing the client time to process information and respond in their own time

<http://www.talkingmats.com>

## Picture:

No pictures.

# Slide 40

## Slide title:

Barriers to Participation

## Slide text:

* Policy
* Practice
* Attitudes
* Knowledge
* Skills

## Picture:

This slide features two illustrations to the right of the text. The first is a brick wall, and the second is a yellow head with a downturned mouth holding a red ‘Stop’ sign. Slide 41

## Slide title:

To finish, from a person who uses AAC:

## Slide text:

No one communication mode, no AAC device, no low-tech board, no gestures, signs or speech, could possibly meet all my communication modes. I communicate in many ways. I select the best mode depending on the location, with whom I am communicating and the purpose and content of the communication.

**Michael Williams**

Picture:

No picture.

# Slide 42

## Slide title:

TalkLink Wahanga Tu Korero

## Slide text:

Assistive Techology Services

[www.talklink.org.nz](http://www.talklink.org.nz)

0800 825 554

## Picture:

No picture.

ENDS