Learning Objectives

- Participants will be able to:
  - Explain the importance of communication plans for supporting a person's communication.
  - Describe the key components of a communication plan.
  - Demonstrate how to include information on communication contexts, tools, and technology in communication plans.

The Universal Declaration of Communication Rights

- Communication is the most fundamental of human capacities.

- The opportunity to communicate is a basic human right.

- Everybody has the potential to communicate.

- People need to be able to communicate to fulfill their social, educational, emotional, and vocational potential.

International Communication Project 2014

Access to communication is a basic right!

All people can communicate with the right support, opportunities, technology, and training.
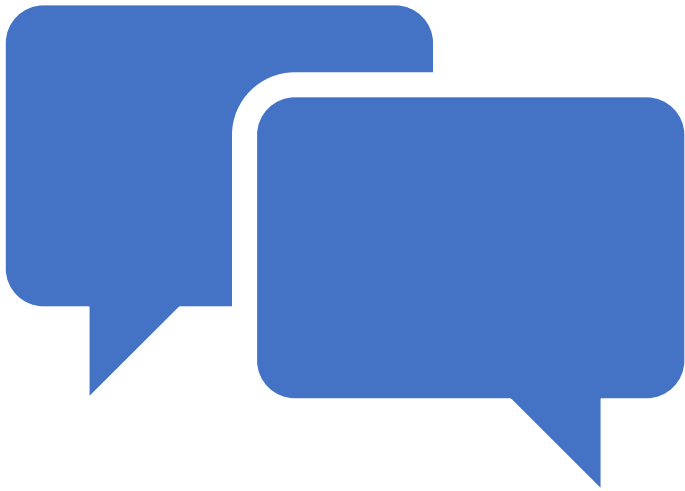
What is a Communication Plan?

A communication plan:

- **Describes** the different ways a person communicates across various settings.
- **Provides** information for communication partners on how to support a person's communication.
- **Includes** information about the use of equipment, aids and devices that are used for a person's communication.

A Communication Plan Ensures That…

- Familiar partners will have the skills and knowledge to support a person's communication.
- New partners will learn how a person communicates.
- New teams will get information about how a person communicates.
- Information about the way a person communicates is available for crisis situations.

In Summary…

- A communication plan contains current information about how a person communicates and what strategies communication partners can use to support a person's communication.

- A communication plan is a way to organize this information and will help to ensure a person's access to communication.
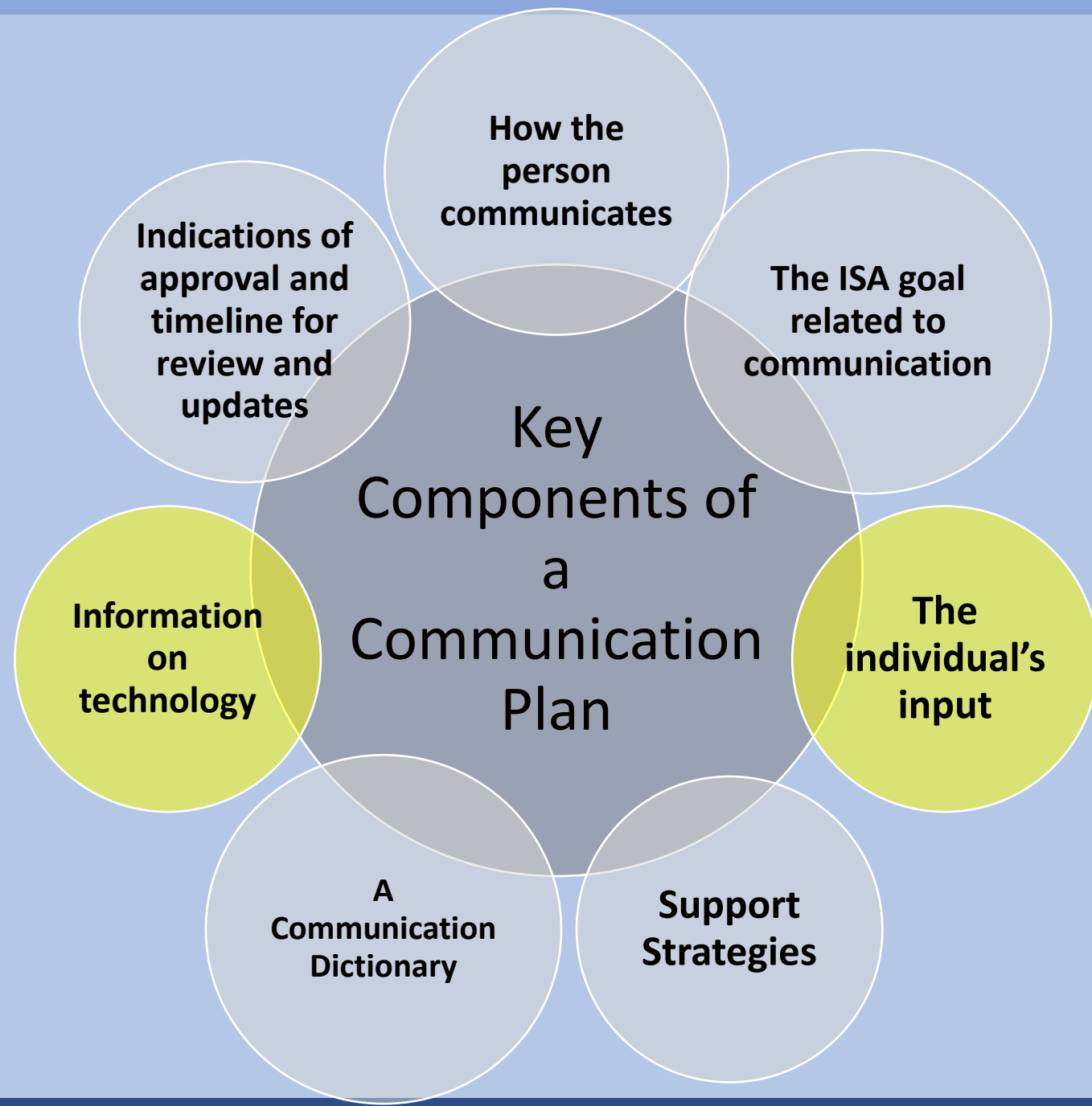
Who are communication plans for?

Communication Plans can be used for people who communicate in a variety of ways. Here are some examples:

- Do not speak and rely primarily on gestures, facial expressions, and body actions to communicate.
- Do not speak and use picture/word boards and/or electronic devices to communicate.
- Use sign language as their primary language and need an interpreter for interactions with people who do not sign.

Communication plans are also for people who:

- Can speak but in certain situations prefer to use a device to communicate.
- Can speak but their speech is not clear enough to be understood by others.
- Have limited English and may need alternative forms of communication and translation services.

Key Components of a Communication Plan

- How the person communicates
- The ISA goal related to communication
- The individual's input
- Support Strategies
- A Communication Dictionary
- Information on technology
- Indications of approval and timeline for review and updates

Effective Communication Plans…

- Use person-centered language.
- Use objective language and include all relevant facts .
- Use plain language that is accessible and understood by many people.
- Are descriptive, specific, and use many examples.
- Are clear and concise.
- Presume competence and assume the person can and wants to communicate.

Total Communication In Action

Using the gesture of waving "hi"

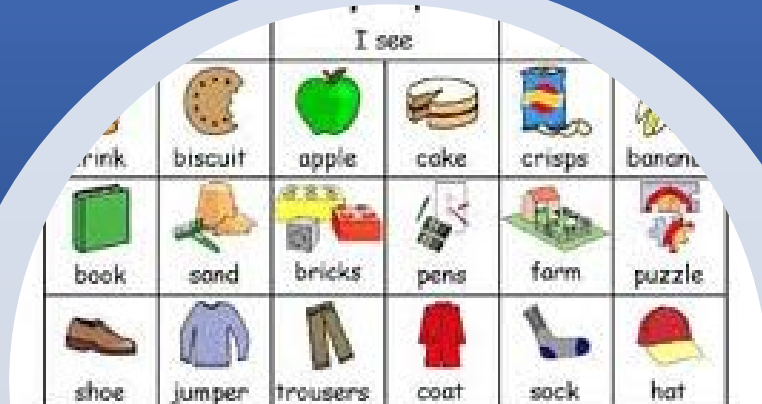Using photos to share about vacation

Using a communication board to choose a snack

Using typing to make a comment or share an opinion

Include different modes of communication

Essential Tech Information

Apple ID

Sign in with your Apple ID to use iCloud, iTunes, the App Store, and more.

Apple ID   example@icloud.com

Password   Required

Enter Passcode

Keep track of all log in
and password information

Specific information about
device page settings should be
included.

QSR Codes can be used as links
to videos or supplemental information

Tip 1: Proper mounting and positioning is key.
Use the correct mount for the situation.

tobii dynavox

Instructions about proper mounting
and device set up should be included

Technology Form

Communication Technology Information Form

The purpose of this form is to collect information essential to the use and maintenance of a person's communication device(s).

Name_____

Person completing form _____

What kinds of device(s) does the person use right now for communication?
Smartphone, tablet (iPad, Kindle, etc.), computer, dedicated communication device (Prentke-Romich, TobiiDynavox, EZKeys for Windows, etc.). Include year purchased.

_____

_____

Apps or software (TouchChat, Proloquo2go, EZKeys for Windows) used on device:

_____

_____

Access method for device (pointing, switches, eye gaze, etc.)

_____

_____

Vocabulary set-up and layout (text including keyboard, words and phrases, images, and/or symbols) Note: all three could be used depending on the situation.

_____

_____

Programming changes

_____

Type of voice (gender, name of voice, language, etc.)

_____

Team member(s) responsible for managing/programming and updating device:

_____

Battery charging procedure

_____

_____

Back-up data and information procedure

_____

Important identifying information, e.g., account login and password information

_____

_____

Tech support information including user manuals, directions, etc. (e.g., device manufacturer website and contact number)

_____

_____

Other

_____

Things to Include:

- Detailed description of the physical set-up that works best for the person and the tools that they need to use a device.

- Include photos or a video of the person communicating whenever possible.

Communication Contexts

- How does the person communicate in different contexts or settings?

- For example, how will the person communicate in a restaurant, in the community, or at home?

- What instructions are needed to support the person to be as independent as possible in all contexts and across all settings?

Communication dictionary

- A communication dictionary is a document that describes an individual's communication/behavior, what that communication/behavior means, and how the individual/person supporting responds when the communication/behavior is used.

- For example, when Lucy says "pink" it means she is asking for her "drink." When Lucy says "pink" we say "you want your drink? Okay, it's in the fridge" or whatever is appropriate in the moment.

What the person does	What it means	What others should do
Sally says "pink"	Sally wants something to drink.	Offer her several choices from the refrigerator to choose from.
John says the words for an adventure movie.	He wants to talk with you about a movie he is interested in but his speech is not clear enough to understand the name of the movie.	Encourage John to type the name of the movie on his iPad and assist him in typing a message that tells you what he wants to say about the movie, e.g., "I want to see the movie" or "I got the DVD for the movie".
Linda moves herself in her wheelchair to the front door of her house.	She would like to go for a walk around her neighborhood.	Check to see when it will be possible to go with her and let her know when she will be able to go.

Let's practice – "JJ Saves the Day" video

Describe the different ways that JJ communicates.

What support strategies does his brother use to support his communication?

Describe the communication device he uses including how he accesses it and the set up of it.

Describe the different ways that JJ communicates

JJ uses a (name of device) that is mounted on his wheelchair.

JJ uses a set of vocabulary pages in (name of communication software or app) that allows him to make sentences by choosing and typing words.

JJ makes sentences by choosing and spelling words using a laser pointer that he wears on his right ear. His message is read aloud by a conversation partner.

JJ also uses eye contact and facial expressions to express agreement, disagreement and feelings.

What support strategies does his brother use to support his communication?

JJ needs a support person to ensure that his device and laser pointer are placed correctly and charged every day. He needs to be positioned correctly in his wheelchair to allow accurate laser pointing to words on his device.

JJ needs a support person to read aloud the messages that he creates on his device.

JJ needs extra time to formulate his messages and have them read aloud.

Describe the communication device he uses including how he accesses it and the set up of it.

Include photographs of how device is mounted on JJ's wheelchair that include measurements of distances between JJ's head with laser pointer and device.

Include photographs of how device is mounted on JJ's wheelchair that include measurements of distances between JJ's head with laser pointer and device.

Include photographs of how JJ wears the laser pointer on his ear.

Include completed technology form that includes
- name of manufacturer of device, passwords, contact information (website/phone numbers/contact names) of Tech Support for the specific device
- name of mount and contact information for company that supplies device
- name of laser pointer and contact information for company that supplies device
- include access (printed copies or website information) for users manuals for device, mount and laser pointer.

A Communication Dictionary could be created to explain what JJ communicates with different facial expressions.