



Geabaire

EOLAS DO THUISTÍ:

AAC SA BHAILE Information for Parents: AAC in the Home



An Roinn Forbartha Tuaithe
agus Pobail agus Gaeltachta
Department of Rural and Community
Development and the Gaeltacht

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Crannchur
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An Chomhairle um Oideachas
Gaeltachta & Gaelscoláiochta



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An Buneolas / The Basics

CÉARD É AAC?/WHAT IS AAC?

Is cumarsáid bhreitheach agus mhalartach (nó augmentative and alternative communication sa Bhéarla) atá i gceist le AAC. Bíonn réimse córas agus uirlisí faoin scáth seo, cosúil le gléasanna urlabhra agus gotha. Tá sé ríthábhachtach go nglactar le AAC mar mhodh cumarsáide iomlán; an rud atá i gceist le cumarsáid iomlán ná gur chóir glacadh le haon mhodh cumarsáide (m.sh. cumarsáid ó bhéal, cumarsáid ghotha, cumarsáid le iPad, le páipéar nó meascán ábhar). Is fiú a thabhairt faoi shuntas go mb'fhéidir go n-athrófar rogha módúlachta an pháiste de bharr an tsuímh, rud atá coitianta amach is amach!

AAC stands for augmentative and alternative communication, and can refer to a huge variety of communication modalities, from gesture to speech-generating devices (SGDs). AAC can be a child's primary means of communication, or can be used along with other modalities, like gesture and spoken words. It's important that we encourage children to use AAC as part of a total communication approach; total communication means that we should respond to any communication modality your child uses (i.e. spoken language, sign language, gesture, iPad, paper-based, or a combination). It's also worth noting that their preference in modality might change depending on the situation, and that's okay!



Cén bealach a fhoghlaimíonn páistí AAC?

Foghlaimíonn páistí a bhaineann úsáid as AAC, úsáid na ngléasanna ar bhealach atá iontach cosúil le páiste atá ag foghlaim teanga ó bhéal; breathnaítear ar na daoine agus iad i mbun cumarsáide. Mar thoradh, ní mór do mhúinteoirí, do theiripeoirí urlabhra agus teanga, agus baill teaghlaigh dul chun feasachta ar chóras AAC an pháiste, agus eismealáiriú AAC a dhéanamh go leanúnach.

Is sármhodh teagaisc AAC é an t-eiseamláiriú (nó spreagadh teangachúnta). Feictear do na páistí a gcarra cainte (múinteoirí, cúntóirí riachtanas speisialta, scoláire eile sa rang, tuismitheoirí, srl) ag baint úsáid as córas AAC chun cumarsáid a dhéanamh, agus iad ag úsáid a gcóras féin nó ag úsáid cheann an pháiste ar iasacht. Léirítear suíomh na gcnaipí agus aidhm úsáide córais AAC mar uirlis chumarsáide dóibh. Is minic a dhéantar eismealáiriú ar phríomhfhocail nó frásaí atá á rá ó bhéal ag an gcarra cainte - ní gá eismealáiriú a dhéanamh ar gach aon fhocal. Ní theastaíonn cur amach sainithe ó bhaill teaghlaigh chun eismealáiriú AAC a dhéanamh. Foghlaimíonn páistí ón bhféincheartú freisin. Muna bhfuil ach beagán cur amach agat ar an gcóras forbróidh na scileanna eiseamláirithe agus scileanna an pháiste de réir ama.

Is fiú a thabhairt faoi shuntas nach féidir brú a chur ar pháiste a ghléas a úsáid. Cuireann teiripeoirí urlabhra agus teanga “eismealáiriú gan aidhm”. Déanann tuismitheoirí linbh óige eismealáiriú gan aidhm ó bhéal go mion minic - cuirtear ceisteanna ar na leanaí, labhraítear leo faoi phlean an lae, nó déantar tráchtairacht ar shúgradh leo, ar fad gan a bheith ag súil le freagra uathu. Ba cheart an cur chuige céanna a úsáid agus páistí ag foghlaim AAC: le teagmháil leanúnach le córas AAC. Bíonn blianta fada roimh pháiste gan deacrachtaí cumarsáide sula labhraíonn siad le habairtí iomlána; is amhlaidh an cás d’úsáideoirí AAC.

How do Children Learn AAC?

Children who use AAC learn to use their devices very similarly to how children who communicate by speaking learn to talk: by observing people around them communicating. This means that teachers, SLTs, and families need to become familiar with the child's AAC system, and consistently model AAC use.

Modeling (sometimes called aided language stimulation) is the gold standard for teaching AAC. It's simply allowing the child to see their conversation partners (i.e. teachers, classmates, friends, parents, siblings) using AAC to communicate, using either their own AAC system, or borrowing the child's system. This shows them the button locations, and the intended purpose of the AAC system as a communication tool. Often, conversation partners pair oral language with AAC as they model, and choose key words and phrases to model—you do not need to model every word in every sentence. Families do not need to be perfectly fluent with the AAC system to model. They should have some familiarity with it, but modeling self-correction, reflection, and searching skills is valuable! As conversation partners continue to model AAC, their skills improve, just as children's skills do.

One important thing to note about modeling is that you don't need to make your child use their device. SLTs call this “modeling without expectations.” Parents of very young children model language without expectations all the time—they ask their babies questions, talk about their plan for the day, or narrate play, with no expectation that their baby will answer them. We want to teach children to use AAC in the same way that babies learn language: through consistent exposure to AAC. It takes a child without communication challenges several years to speak in full sentences; similarly, AAC can take a long time for children to master.



Aitheantas ar na buanna

Introduction to AAC in the Home:

Defining Early Success

Gaeilge

Ná déan dearmad go mbíonn na blianta cleachtaidh ag páistí néaraitipiciúla an-chumas i dteanga a bhaint amach. Bíonn tuilleadh ama ag teastáil ó pháistí néara-éagsúla. Is ionann foghlaim AAC agus foghlaim teanga eile - ní mór don pháiste a smaointe a aistriú go híomhánna beaga chun cumarsáid a dhéanamh. Is fada an aistear foghlama é seo! Is coitianta an rud é mura léiríonn páistí scileanna nua go leanúnach. B'fhéidir go gcuirfear laghmhisneach ar dhaoine, ach is fiú a bheith ar an eolas nach n-úsáidtear scileanna nua go leanúnach.

Is bua amach is amach é má dhéanann páiste idirghníomhú le córas AAC. Ba cheart go mbeadh úsáirdeoirí spreagtha agus iad i mbun cumarsáide. Is idirghníomhú é má chaitheann luathúsáideoir AAC súil ar a ghléas, nó má bhrúitear cnaipí go fánach - cuirtear plobaireacht air seo. Baineann páistí sochar as a bheith ag breathnú ar dhaoine fásta agus iad i mbun eiseamláirithe córais AAC. Má thugtar freagra ar bith ar eiseamláiriú duine fásta, tá an páistí ag idirghníomhú leis an gcóras. Mar shampla, má dhéantar eiseamláiriú ar “Am súgartha anois!” agus má ligeann páiste liú dearfach astu, is mór an bua é sin.

English

It's important to remember that neurotypical children take years to speak in full, clear, complex sentences. Neurodiverse children can take even longer. It's also important to remember that learning to use AAC is similar to learning to speak another language: the child has to convert their thoughts into icons, and use those icons to speak. It's normal for this process to take a long time! It's also normal for children to display newer skills inconsistently—this can be discouraging, and it can be helpful to know that emerging skills aren't always consistent.

Success varies for every child, but the key factor to successful AAC use is engagement. We want AAC users to be engaged in communication. For some children, early engagement with their device might simply be looking at it; for others, it may be pressing random buttons—babbling with the device. Watching their conversation partners model AAC use is also a success for children; if your child is watching and reacting to what you're modeling, they're engaged in a communicative exchange—if you model “It's time to go outside!” and your child reacts positively, that's a win!



Aitheantas ar na buanna

Introduction to AAC in the Home:

Defining Early Success

Gaeilge

Ba cheart go dtugtar ardmholadh d'aon iarracht chumarsáide. Má threoraítear duine fásta i dtreo bréagáin nó cluiche chun súgradh leo, is bua é sin. Má chuirtear in iúl gur mhaith leis an bpáiste breathnú ar chlár teilifíse, ba cheart ardmholadh a thabhairt don iarracht chumarsáide, fiú mura bhfuil sé indéanta breathnú ar an teilifís ag an am sin. Is féidir freagra cosúil le, “Tá ríméad orm gur inis tú é sin dom! Is féidir linn breathnú ar an teilifís tar éis an dinnéir.”

Is fiú beir chun cuimhne, fiú má dhéantar eiseamláiriú le módúlacht amháin ar feadh tamaill agus má roghnaíonn an páiste módúlacht dhifriúil, ba cheart ardmholadh a thabhairt dóibh. Má caitheadh seachtain iomlán ag déanamh eiseamláiriú ar an bhfocal “suas”, agus go n-iarrann an páiste an gléas a úsáid chun “dearg” a rá, is fiú ardmholadh a thabhairt don pháiste. Ba cheart freagra a thabhairt d'aon iarracht cumarsáide a dhéanann páiste. Is mór an rath ar iomlán iad na buanna beaga i dtreo cumarsáide agus idirghníomhaíochta le húsáideoirí AAC eile, agus is fiú ceiliúradh a dhéanamh ar gach aon bhua.

English

We want to celebrate any attempt at communication and connection. If your child brings you a game or toy to play with them, that's a win. If a child communicates that they want to watch Bluey, you should celebrate their request, even if it's not necessarily reasonable at that time—you can say something like, “I'm so glad you told me that! We can watch Bluey after dinner!”

It's also worth remembering that, while we may model all day long using one modality, if your child chooses a different modality to communicate, that's worth celebrating. Even if you've spent a week modeling “up,” and your child finally reaches for the device and says “orange,” that's also worth celebrating. Successes for early AAC users are often small and subtle steps towards connection with others and engagement with their AAC systems. It's important to recognize that what may appear to be a small success is actually a significant step, and should be celebrated.



Rochtain agus eiseamláiriú

Access and Modeling

Rochtain ar chóras AAC faoin mbaile

Tá sé ríthábhachtach go mbíonn rochtain ag páiste ar a ghléas AAC a minice agus is féidir leo faoin mbaile, mar aon leis an scoil. Déan iarracht cinntiú go mbíonn lucht sa ghléas, agus é a úsáid do chúrsaí cumarsáide amháin - ní don tsiamsaíocht. Ní féidir an gléas a bhaint de lámha an pháiste, fiú má tá siad ag úsáid an ghléis go míchuí, mar shampla, aithris a dhéanamh ar an bhfocal céanna arís agus arís eile, nó cnaipí fánacha a bhrú. Ní mór duit iad a stiúradh i dtreo úsáide cuí, agus ligeann dóibh an gléas a choinneáil. Is minic go mbíonn plobaireacht ar bun acu agus iad ag brú an chnaipe chéanna nó cnaipí fánacha. Is modh foghlama é seo do pháiste chun teacht ar shuíomh na gcnaipí.

AAC Access at Home

It's important for your child to have access to their AAC device as much as possible at home as well as at school. Try to remember to keep it charged, and only use it for communication—it shouldn't be used for entertainment. While it can be tempting to take the device from your child if they're using it to repeat the same word over and over, or pushing random buttons, do your best to redirect them, but let them keep the device. Often, pushing the same button, or random ones, is like babbling for children who are learning language—your child is exploring what they can use their device to say.



Eiseamláiriú faoin mbaile

Soláthraítear modhanna éagsúla ar féidir an t-eiseamláiriú a thabhairt isteach ar bhonn laethúil faoin mbaile sa tábla thíos. Ní gá duit na moltaí thíos a leanúint díreach mar atá siad scríofa; is foinse spreagtha iad. Cuir leis an ngníomhaíocht nó cuir an ghníomhaíocht chun fusachta, de réir riachtanas an pháiste. Dírigh ar ghníomhaíochtaí atá bunaithe ar shainspéis an pháiste, agus a bhfuil beagán brú i gceist, nó ar ghníomhaíochtaí atá bunaithe ar ghnáthamh cosúil le: am luí, am dinnéir, am lóin, nó ullmhú le dul chun na scoile. Déan iarracht eiseamláiriú a thabhairt isteach go laethúil, de réir imeacht aimsire. Cabhrófar le scileanna eiseamláirithe AAC, agus brú úsáide an chórais a laghdú (mar bíonn an-bhrú igceist!).

Fiú mura bhfuil mórán Gaeilge agat, is féidir leat Geabaire a úsáid chun eiseamláiriú a dhéanamh. Cuir tús leis an eiseamláiriú le hábhar bunúsach. Má tá an leabhar Dónall an Chlúimh agus An-Ocras Air!, mar shampla, is féidir leat é a léamh agus eiseamláiriú ar na dathanna agus ar an mbia a dhéanamh.

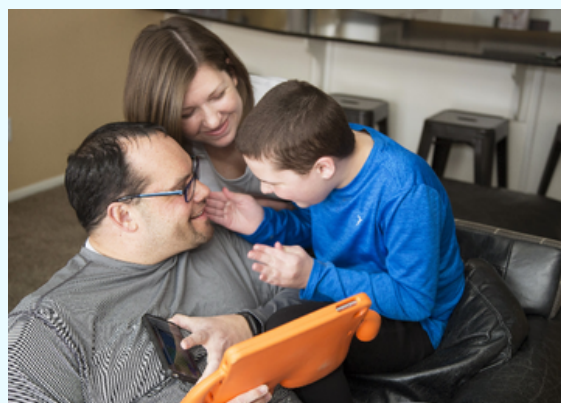
Tá cothú caidrimh i bhfad níos tábhachtaí ná úsáid an ghléis. Tá sé tábhachtach go n-úsáideann páiste AAC agus go mbíonn eiseamláiriú ag tarlú faoin mbaile, ach tá sé ríthábhachtach caidreamh daingean a chothú le do pháiste. Má tá an gléas ag cur isteach ar an gcothú, cuir am ar leataobh chun an gléas a úsáid in aghaidh an lae - b'fhéidir le linn am dinnéir nó am súgartha - ach ná lig dó cuir isteach ná amach ar an gcaidreamh idir tusa agus do pháiste.

How to Model at Home

The table below is to give you some ideas for ways you can integrate modeling into daily activities at home. You do not need to do exactly what it says; these are just ideas to get you started. Make things simpler or more complex according to your child's needs. Focus on preferred and low-stress activities, or set routines, like mealtimes, bedtime, or getting ready to go to school. Work modeling into your day gradually—this will help you develop your own AAC skills, and keep you from feeling overwhelmed (because it can get overwhelming!).

*Even if you have very little Irish, you can still use Geabaire to model. Start with basics; if you have the book *Brown Bear, Brown Bear, What Do You See*, for example, you can read it in English, and use Geabaire to model colors or animals.*

A key point to remember is to prioritize connection over device use. It is very important for your child to use their AAC and have communication models at home, but it's even more important that you connect with your child. If you're finding that the device is getting in the way of that, designate a time to use it every day—maybe at a meal or play time—but don't let it become a strain on your relationship with your child.



Rochtain agus eiseamláiriú

Access and Modeling

Cúis chumarsáide / Communicative Function	Gaeilge	English
Éileamh ar earra faoi leith / Requesting a preferred item	Cuir cúpla rogha de smailceacha bia faoi bhráid an pháiste. Bain úsáid as an ngléas chun eiseamláiriú a dhéanamh ar an rogha a dhéanann siad, mar shampla, 'Ba mhaith liom sútha talún, le do thoil.' Cuir rogha bréagán nó leabhar ar fáil. Déan eiseamláiriú ar a rogha agus tabhair an t-earra dóibh láithreach.	Offer the child a few snack choices. Use the device to model the choice they make, for example, 'I would like strawberries, please.' Offer a choice of toy or book. Model their choice and give them the item straight away.
Stiúrtóireacht ar ghníomh duine eile / Directing another's actions	Téigh i mbun amaídí: cuir leabhar ar do cheann cosúil le hata agus déan eiseamláiriú ar 'síos' nó 'tabhair dom é!' nuair a shíneann an páiste chuige.	Be silly: put a book on your head like a hat and model 'down' or 'give it to me!' when the child reaches for it.
Stiúrtóireacht ar ghníomh duine eile / Directing another's actions	Agus sibh ag breathnú ar an teilifís, múch an fhuaim. Bain úsáid as an ngléas chun eiseamláiriú a dhéanamh ar an bhfuaim a chur in airde, ansin cas an fhuaim suas.	While watching television together, mute the sound. Use the device to model turning the volume up, then turn the volume up.
Éileamh ar chabhair / Requesting Help	Tabhair deis don pháiste iad féin a ghléasadh. Nuair a iarrann siad cabhair, déan eiseamláiriú ar 'cabhair' agus tabhair cabhair dóibh.	Give the child an opportunity to dress themselves. When they ask for help, model 'help' and help them.
Tráchtáireacht / Commenting	Téigh i mbun súgartha agus déan tráchtáireacht ar a bhfuil ar siúl. Mar shampla: 'carr dearg, bus buí, tarracóir glas.' Léigh leabhar agus bain úsáid as an ngléas chun tráchtáireacht a dhéanamh, mar shampla: 'bhí ocras fós air!' Tar éis duit eiseamláiriú a dhéanamh ar éileamh an pháiste, déan plé níos mó ar an ábhar céanna, mar shampla: 'Taitníonn sútha talún liom.'	Play with your child and narrate what they are doing. For example: 'red car, yellow bus, green tractor.' Read a book and use the device to comment, for example: 'he was still hungry!' After modelling the child's request, extend the conversation about the same topic, for example: 'I like strawberries.'
Gnáthamh / Routines	Tabhair AAC isteach i ngnáthaimh an lae, mar shampla ag am dinnéir. Déan eiseamláiriú ar: 'Leag sceanra agus plátaí ar an mbord' agus 'Nigh bhur lámha, agus buail fuíbh.'	Build AAC into everyday routines, such as dinnertime. Model: 'Put cutlery and plates on the table' and 'Wash your hands and sit down.'
Cúis chumarsáide / Communicative Function	Bain úsáid as teachtaireachtaí ó bhéal agus as gléas AAC le chéile.	Use spoken messages together with the AAC device.





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