



Geabaire Manual

Clár na nÁbhar

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Mír 1: Céard é AAC

What is AAC?



What is AAC?

AAC stands for augmentative and alternative communication, and can refer to a huge variety of techniques, practices, and systems, from gesture to speech-generating devices (SGDs). AAC can be a child's primary means of communication, or can be used as part of their communicative repertoire. It's important that we treat AAC as part of a total communication approach; total communication means that any type of communication (i.e. e.g. oral, gestural, high-tech, low-tech), should be treated as valid. As adults working with AAC users, we don't want to impose a certain modality on a child; we want them to communicate using whatever standard communication means they prefer. Standard communication simply refers to communication that a less-familiar or unfamiliar listener can understand.

Specifics of some of the different modalities and types of communication will be discussed further in later sections, as will techniques for teaching AAC to early communicators.

Céard é AAC?

Is cumarsáid bhreisitheach 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. Is féidir le AAC a bheith mar phríomh-mhodh cumarsáide an pháiste, nó díreach mar chuid dá modh cumarsáide. Tá sé tábhachtach 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 beagán nó neart teicneolaíochta). Mar dhaoine fásta atá ag obair le húsáideoirí AAC, níl sé mar aidhm againn modh áirithe a chur i bhfeidhm, ach ba mhaith linn a rogha modh cumarsáide a chothú, cibé caighdeán cumarsáide ab fhearr leo. Is cáilíocht cumarsáide é caighdeán cumarsáide, inar féidir le duine nach bhfuil mórán cur amach acu ar chaighdeán cumarsáide an pháiste a thuiscint.

Pléifear sonraí na modhanna agus éagsúlacht na cumarsáide go smior níos déanaí sa treoirleabhar, mar aon le modhanna teagaisc chun AAC a chur faoi bhráid úsáideoirí óga den chéad uair.

Is fearr caidreamh ná comhlíonadh/Connection Over Compliance

Tá comhlíonadh tábhachtach i suíomh scoile. Caithfidh leanaí rialacha a leanúint agus spriocanna a bhaint amach. Mar mhúinteoirí luath-úsáideoirí AAC, áfach, ní mór dúinn freastal ar chomhlíonadh agus ar chaidreamh. Tá sé ríthábhachtach caidreamh daingean le múinteoirí agus le comhpháirtithe a chothú chun scileanna cumarsáide a fhorbairt.

Compliance is important in the school setting. Children need to follow rules and expectations to learn. However, as teachers of early AAC users, we need to balance compliance with connection-emotional connection with teachers and conversation partners is key to developing communication skills.

Ba mhaith linn a chinntiú go mbíonn taithí luath-úsáideoirí le AAC spreagúil agus sultmhar. Is féidir é seo a spreagadh agus na páistí i mbun súgartha chomhuainigh, nó fiú má tá an páiste ar luascán agus iad ag léiriú go bhfuil siad “críochnaithe” agus iad ag úsáid an ghléis. Chun an caidreamh seo a threisiú, ní mór duit freagraí a thabhairt ar mhianta, ar spéiseanna, ar iarrachtaí cumarsáide, agus ar a gcuid mothúchán.

We want to make sure that young AAC users' early experiences with AAC are motivating and enjoyable. This may mean engaging in parallel play with children, and narrating with the AAC device. It may mean pushing the child on a swing while modeling “more” and “all done”. Overall, ensuring connection means being responsive to the child-to their wants, to their interests, to their communicative bids, and to their emotions.

Is fiú a thabhairt faoi deara freisin go bhfuil stíleanna cumarsáide difriúla ag go leor daoine néara-éagsúla. In ainneoin nach féidir sainliosta leis na stíleanna cumarsáide néara-éagsúla a bhailiú, feictear cuid de na patrúin chumarsáide is coitianta i ndaoine néara-éagsúla, go háirithe iad siúd a bhfuil uathachas orthu.

It's also worth noting that many neurodivergent people have different communication styles. While there is no way to create an exhaustive list of neurodivergent communication styles, some of the more common communication patterns have been observed in neurodivergent people, particularly those with Autism.

Macallacht agus aithris scripte / Echolalia and Scripting

Is modh foghlama teanga í an mhacallacht a úsáideann páistí néaraitipiciúla agus néara-éagsúla an go dtí go bhfuil trí bliana d'aois slánaithe acu. Is mion minic nach dtéann an mhacallacht as úsáid do pháistí le huathachas (Cleveland Clinic 2023). Is féidir le macallacht freastal ar chuspóirí éagsúla, agus is minic a úsáidtear í mar mhodh cumarsáide. Is féidir saghas na macallachta a scagadh de réir gnéithe éagsúla.

Scagadh na saghais mhacallachta de réir rangaithe, saghais, agus cuspóra féideartha, sa tábla thíos:

Echolalia is a tool for language-learning, and is seen in both neurotypical and neurodivergent children until around the age of 3. In children with Autism, echolalia often persists, and is quite common (Cleveland Clinic 2023). Echolalia can serve a variety of purposes, and is often used as a communicative tool. Types of echolalia can be classified by a variety of factors.

The table below breaks down the different types of echolalia by classification, type, and potential purpose:

Saghas macallachta / Type of Echolalia	Cuspóir féideartha / Potential Purpose
Sealadach / Temporal Macallacht láithreach / Immediate echolalia	Tarlaíonn sí laistigh de dhá sheal labhartha den abairt mhacallachta, agus is féidir le cainteoir í a úsáid chun an seal labhartha a chomhlíonadh. / Occurs within two conversational turns of the echoed utterance, and may be used to fulfill conversational turns.
Sealadach / Temporal Macallacht mhoillithe / Delayed echolalia	Tarlaíonn sí tamall tar éis na habairte macallachta, agus is féidir le cainteoir í a úsáid go córasach le haghaidh feidhmeanna cumarsáideacha agus pragmatacha. / Occurs well after the echoed utterance, and may be used systematically for communicative and pragmatic functions.
Le cuspóir / Intent Macallacht chumarsáideach / Communicative echolalia	Tá cuspóir cumarsáide soiléir i gceist. / Has a clear communicative purpose.
Le cuspóir / Intent Macallacht leathchumarsáideach / Semi-communicative echolalia	Níl cuspóir cumarsáide soiléir i gceist (cé go bhfuil cuspóir cumarsáide i gceist); is féidir le cainteoir í a úsáid chun iad féin a chur chun suaimhnis. / Does not have a clear communicative purpose (though it may still be intended to communicate); may be used for self-soothing.
Gnéithe urlabhra / Speech Features Macallacht mhaolaithe / Mitigated echolalia	Déanann an cainteoir athrú ar an abairt aithriste. Seans go ndéanfar iontonú nó athrú ar an ábhar a chun freastal ar an gcuspóir cumarsáide. / The speaker makes a change to the repeated utterance. They may alter intonation or content to suit their communicative purpose.
Gnéithe urlabhra / Speech Features Macallacht gan mhaolú / Unmitigated echolalia	Ní dhéanann an cainteoir iontonú ná athrú ar ábhar na habairte aithriste. / The speaker makes no change to the content or intonation of the repeated utterance.
Suíomh spreagthach / Stimulus Context Macallacht chomhthimpeallach / Ambient echolalia	Déanann an cainteoir aithris ar abairt a chloiseann siad ina dtimpeallacht. / The speaker repeats utterances they hear in their environment.
Suíomh spreagthach / Stimulus Context Macallacht formheasa / Echoing Approval	Déanann an cainteoir aithris ar abairt le hiontonú dearfach nó diúltach chun ceist a fhreagairt. / The speaker repeats utterances using positive or negative intonation to respond to a question.

Tá sé tábhachtach aidhm na macallachta a aithint agus a thuiscint sula ndéantar iarracht cumarsáid a dhéanamh. Is fiú súil a choinneáil ar chomharthaíocht choirp an scoláire agus an comhthéacs ina n-úsáidtear an chomharthaíocht seo. Tá sé tábhachtach freagra a thabhairt ar mhacallacht chumarsáideach, cuirtear leis an cumarsáid go dearfach ar iomlán!

Tá sainmhíniú difriúil a bhaineann le haithris scripte in aghaidh an phobail uathachais. Agus mé ag caint ar aithris scripte, tá macallacht mhoillithe mar mhodh cumarsáide i gceist agam, agus modh cumarsáide a bhíonn i mbéal an pháiste go minic (e.g. Arnold 2019). Má dhéanann an páiste iarracht duine a chur ar a shuaimhneas le haithris ar fhrása as scannán, is aithris scripte í sin. Mar shampla, aithris ar an bhfrása; “tá tú ceart go leor a Nemo, tá Dory leat anois,” is aithris scripte í seo den scannán Finding Nemo. Seans go dtiocfaidh athrú ar an script féin de réir ama, mar shampla, “tá tú ceart go leor”. Is leagan den script chéanna é ach tá níos mó solúbthacht ann toisc nach bhfuil ainm na gcarachtar á úsáid ag an bpáiste.

It's important to consider what the communicative intent of echolalia might be before responding to it. Observing the student's body language and considering the communicative context can be useful tools. It's also important to validate communicative echolalia with a response; any attempt at communication is a positive step!

Scripting is a term with many definitions in Autism communities. I'm referring to scripting as delayed echolalia that serves a communicative purpose, and is a consistent part of an individual's communicative repertoire (e.g. Arnold 2019). For example, if a child consistently attempts to comfort someone by repeating, “It's okay Nemo, Dory's here,” from the movie Finding Nemo, that is considered a script. Eventually, the script may evolve, and the child may start to say, “It's okay,” dropping the character names, and making the script more flexible.

Sainspéiseanna /Preferred Topics

Is minic a bhíonn sainspéis ag daoine a bhfuil uathachas orthu agus bíonn na sainspéiseanna seo mar chroí an chomhrá dóibh. In ainneoin nach féidir leis an tsainspéis seilbh a ghlacadh ar ábhar an chomhrá i gcónaí – uaireanta ní mór dúinn labhairt faoin mata, nó faoi shainspéis charad, nó faoin mbéile a bheidh acu le linn am lóin – ach má ligtear don pháiste labhairt ar a shainspéis, is féidir an-chaidreamh a threisiú mar thoradh.

Tá dornán páistí a bhfuil uathachas orthu, nach bhfuil i gcumas comhrá iomlán a bheith ar a sainspéiseanna, ach ní sin a rá nach bhfuil sainspéiseanna acu. Leis an eolas seo, is féidir leis an duine fásta tráchtairacht a dhéanamh ar an súgradh comhuaineach. Bheadh an súgradh seo bunaithe ar shainspéis an pháiste agus córas AAC á úsáid acu freisin. Léirítear do pháistí atá ar bheagán cainte gur féidir leo AAC a úsáid ar rudaí a bhaineann leis an spraoi agus a chuid suime a spreagadh sa chóras AAC agus i gcumarsáid mar thoradh.

People with Autism often have intense and fulfilling interests, and many of their conversations revolve around these preferred topics. While it isn't possible or practical to always allow an Autistic conversation partner to choose the topic of conversation - sometimes we have to talk about math, or a friend's interests, or what to eat for lunch - allowing a child with Autism to choose the topic of conversation, and showing an interest in that topic, can be a powerful tool for relationship-building.

Some children with Autism don't have the skills to have a full conversation about preferred topics, but they likely still have special interests. While these children may not engage in conversation in the way we might expect, adults working with them can narrate parallel play that includes the child's special interest using an AAC system. This can help minimally-speaking children learn that AAC can be used for things that they find fun and fulfilling, and spark their interest in AAC and in communication.



Rannpháirtíocht teaghlaigh

Family Involvement



Ni mór an teaghlach agus an pobal a chur san áireamh maidir le teagasc AAC chun tuiscant ba riachtanais chumarsáide atá ag teaghlaigh ó pháiste a thuiscent. De réin mar a úsáidear an córas AAC ac comhair an pháiste, is féidir an cur amach a bheesh ag an bainteach at an góras. Léirítear go mbionn gá leis an AAC a usáid mar uirnis chumarsáide chun freastal ar a riachtanais. Cuirtear le scileanna cumarsáide an pháiste má usáidtear an córas AAC sa bhaile nó ar soíl. Is mór an dúlichain é do tuismitheoiras córas AAC a pháiste a chooghlian. Ni hamhán é a fhooghain, ach é a fhi n ngnáthian an pháiste agus an teaghlaigh. Es fiñi an córas a chur a bheechid i measc gnomhalochtál beaga spraiula agus ansin é a usáid nios minice sa bhaile e límeacht aimsire.

Beidh taciaiocht ag teagetail ó na teaghlaigh chun tuiscant nios mó a thálí ar thábhacht córas AAC, ar an dúl chun cinn a bheeshid i ndán daoibh, agus an modh a usáidtear an córas sa bhaile. Feicear leabhrán achun iad a chur an ar an eolas fai thus a n-aistir AAC!

Involving family and the community in AAC teaching is vitally important for children with complex communication needs. The more exposure to AAC a child has, the easier it is for them to learn to use their system. It also shows them that AAC is a useful tool for communicating their needs to the world. Encouraging families to use AAC during routines at home, communicating what works at school, and asking what works at home, are all ways to support children's communication skills across settings. It can be challenging for parents to learn to their child's AAC system, and to integrate it into routines. This is an area where it's important to start using AAC with small, manageable, enjoyable routines, and gradually increase use at home as their comfort using the device increases.

Families may also need support in understanding why an AAC device is important, what to expect in terms of progress, and how to use the device at home. There is a handout for parents available to provide them with some introductory information!



Céard é Eiseamláiriú?



What is Modeling?



Sainmhíniú

Is sármhodh teagaisc AAC é an t-eiseamláiriú, nó spreagadh teagachúnta, do pháiste a bhfuil riachtanais chumarsáide faoi leith acu. Feictear do na páistí a bpáirtí comhrá (múinteoirí, cúntóirí riachtanas speisialta, scoláire eile sa rang, tuismitheoirí, srl) ag baint úsáid as córas AAC chun cumarsáid a dhéanamh i ngnáth-shuíomhanna, agus iad ag úsáid a gcóras féin nó ag úsáid cheann an pháiste ar iasacht. Léirítear suíomh na gcnaipí – na focail atá ina bhfolach sna fochláir – agus aidhm úsáide córais AAC mar uirlis chumarsáide dóibh. Déanann na páirtithe comhrá tráchttaireacht ó bhéal agus iad i mbun eiseamláirithe.



Definition

Modeling, or aided language stimulation, is the gold standard for teaching AAC to children with complex communication needs. It's simply allowing the child to see their conversation partners (e.g. teachers, special needs assistants, classmates, parents, siblings) using either their own AAC system, or borrowing the child's system. This demonstrates button locations - many fringe vocabulary words are hidden in folders - and the intended purpose of the AAC system as a communication tool. Often conversation partners pair oral language with AAC as they model.



Agus tú ag cur córas AAC faoi bhráid an pháiste den chéad uair, tá sé tábhachtach a bheith i mbun eiseamláirithe le linn gníomhaíochtaí sárspreagtha. Úsáideann go leor TTUanna cur chuige cosúil le tráchttaireacht a dhéanamh, le córas AAC, ar shainspéis nó ar shúgradh comhuaineach. Léirítear don pháiste go n-úsáidtear córas AAC chun cumarsáid a dhéanamh linn am spraoi, fiú mura leagann siad lámh ar an ngléas iad féin. Is féidir le múinteoirí taispeántas a dhéanamh ar an eiseamláiriú os comhair an ranga. Is féidir é seo a dhéanamh má thaispeántar córas AAC ar an gclár bán.



When introducing AAC, it's important to model during highly-motivating activities; an approach that many SLTs use is narrating a preferred activity, or narrating parallel play beside a child while modeling AAC. This allows the child to see AAC used to communicate during an enjoyable and motivating activity, even if they don't touch the device themselves. Teachers may also want to model AAC during group instruction and classroom routines by projecting the device screen onto a smartboard.



Is fiú lua nach bhfuil gá a bheith i do shaoi AAC chun tabhairt faoin eiseamláirithe. Is buntáiste é má tá eolas agat ar an gcóras, ach ní bhíonn saoi gan locht! Is féidir le páistí foghlaim ó fhéincheartú agus ó scileanna cuardaigh. De réir mar a thugtar faoin eiseamláiriú, forbróidh scileanna eiseamláirithe s'againn féin agus ár bpáistí.

Pléifear eiseamláiriú agus úsáid an eiseamláirithe sa seomra ranga níos mó faoin mír ar AAC agus Dearadh Uilíoch don Fhoghlaim.



It's important to note that we do not need to be perfectly fluent with the AAC system to model. We do want to have some familiarity with the system, but modeling self-correction, reflection, and searching skills can also be valuable! As we continue to model AAC, our skills improve, just as children's skills do.

Modeling, and integrating AAC modeling into the classroom, will be discussed further in the section on AAC and Universal Design for Learning.

Cumarsáid chúnta agus neamhchúnta

Is féidir an chumarsáid a scagadh faoi dhá choincheap: cúnta agus neamhchúnta. Tá an dá choincheap iontach luachmhar do pháistí ar bheagán cainte.

Níl gá le trealamh sa bhreis agus cumarsáid neamhchúnta i gceist. Is modhanna neamhchúnta iad; teanga chomharthaíochta, gothaí, gothaí gnúise, agus guthaíocht. Tá cumarsáid neamhchúnta úsáideach d'úsáideoirí córais AAC mar gheall go bhfuil sí ar fáil bonn láithreach agus níl gá leis an teicneolaíocht.

Is fiú tabhairt faoi shuntas go n-úsáideann páistí atá ar bheagán cainte, nach bhfuil faoi mhíchumas éisteachta, teanga chomharthaíochta mar phríomh-mhodh cumarsáide. Bíonn módúlachtaí breise AAC ag teastáil ó na páistí atá ar bheagán cainte chun an chumarsáid a chothú.

Is AAC cúnta iad na módúlachtaí breise AAC seo. De ghnáth, soláthraíonn AAC cúnta rochtain ar fhocail agus ar ghramadach, deis chun urlabhra a fhorbairt, agus leagan atá níos in-úsáidí do pháirtí comhrá úr. Is módúlachtaí AAC iad na gléasanna sártheicneolaíochta agus na córais atá bunaithe ar pháipéar mar aon. Pléifear na módúlachtaí níos mó sa chéad mhír eile.

Aided and Unaided Communication

Communication can be classified under two major categories: unaided and aided. Both are valuable for minimally speaking children.

Unaided communication requires no additional equipment such as, sign language, gesture, facial expressions, and vocalizations can all be considered unaided forms of communication. Unaided communication is useful for AAC users because it is immediate, and requires no technology.

It is worth noting that, while some minimally speaking children who are not deaf or hard of hearing may use sign language as their primary means of expressive language, most minimally speaking children will require additional AAC modalities to support effective and flexible communication.

These additional AAC modalities are referred to as aided AAC. In most cases, aided AAC provides increased access to vocabulary and grammar, opportunities to expand utterances, and is more accessible to unfamiliar conversation partners. Aided AAC modalities range from high-tech speech generating devices, to mid-tech button devices, to paper-based systems. These modalities will be discussed further in the next section.



Módúlachtaí AAC

Is módúlachtaí AAC iad na gléasanna téacs go teanga, cosúil le Geabaire, agus na córais atá bunaithe ar pháipéar. Bíonn buntáistí agus míbhuntáistí i gceist leis na módúlachtaí seo ar fad. Cuirtear an cheist romhainn mar thoradh: cé acu is fearr don pháiste?

Cé nach bhfuil riachtanas ar bith le baint amach chun rochtain a fháil ar ghléasanna teicneolaíochta, uaireanta ní oireann scoth na teicneolaíochta don pháiste. Déantar cur síos ar gach módúlacht, agus cuirtear léargas ar fáil ar na módúlachtaí a bhainfeadh scoláirí difriúla sochar as. Coinnigh i gcuimhne nach bhfuil réiteach amháin ar fhadhbanna a bhaineann le córas AAC, agus tá seans ann go dtiocfadh réiteach na faidhbe aníos ar bhealach nach rabhtas ag súil leis. Is fiú beir chun cuimhne go n-aistreoidh páistí idir módúlachtaí, agus cibé módúlacht a roghnaítear, is modh cumarsáide fiúntach é.

Inniúchtaí cumarsáide agus módúlachtaí AAC

Sula luítear isteach ar mhódúlachtaí AAC, is fiú a bheith ar an eolas faoi na ceithre inniúlacht chumarsáide, atá mar bhunús roghnú módúlachtaí AAC. Chuir an taighdeoir AAC Janice Light, coincheap na n-inniúlachtaí cumarsáide i láthair i bpáipéar dá cuid sa bhliain 1989, “Toward a Definition of Communicative Competence for Individuals Using Augmentative and Alternative Communication Systems”. Is bunchloch é seo maidir le roghnú agus dearadh AAC do dhaoine a bhfuil riachtanais chumarsáide faoi leith acu. Is iad inniúlacht teanga, inniúlacht oibríochta, inniúlacht sóisialta agus inniúlacht straitéiseach na hinniúlachtaí cumarsáide.

AAC Modalities

AAC spans a wide range of technology, from tablet-based speech-generating devices (SGDs) like Geabaire, to paper-based systems. Each modality has benefits and limitations, which can make it challenging to determine which modality is the best fit for an individual.

While there is no prerequisite for access to a SGD, high-tech options are not necessarily the best fit for all students or situations. The sections below describe each modality, and offer insights into which students may benefit from each modality. It is important to remember though, that there is no one-size-fits-all approach to AAC, and what actually works for a child may not be what we expect. It's also important to remember that children may switch between modalities, and any modality a child chooses to use is a valid form of communication!

Communicative Competencies and AAC Modalities

Before learning more about AAC modalities, it is important to understand the four communicative competencies that inform AAC modality selection. AAC researcher Janice Light introduced the concept of communicative competencies in her 1989 paper, “Toward a Definition of Communicative Competence for Individuals Using Augmentative and Alternative Communication Systems”. This is the framework that guides AAC selection and design for individuals with complex communication needs. The communicative competencies are: linguistic competence, operational competence, social competence, and strategic competence.

Inniúlachtaí Oibre

Ní mór d'úsáideoirí rochtain a bheith acu ar a gcóras féin. Mar shampla, má tá gléas teicneolaíochta ag páiste, beidh cur amach maith ar an ngléas ag teastáil uathu, chun na cnaipí cearta a bhrú agus fiú an gléas a chur ar siúl. Beidh scileanna cognaíocha ag teastáil uathu chun an pasfhocal a iontráil agus an aip chumarsáide a aimsiú freisin. Beidh scileanna luaileacha ag teastáil ó pháiste atá ag úsáid córas atá bunaithe ar pháipéar, chun na leathanaigh a iompú agus méar a leagadh ar an íomhá ceart. Caithfidh gach úsáideoir AAC leibhéal uathoibríochta ard a bhaint amach, ionas go mbeidh an córas éifeachtach dóibh i gcónaí. Mura gcuirtear teachtaireacht in iúl laistigh de thrí nóiméad leis an gcóras, tréigfidh an páiste an córas AAC.

Is scil atá bunaithe ar an bhfoghlaim é an inniúlacht oibríochta, a luaithe is atá an córas oiriúnach do riachtanais fhisiciúla agus chognaíocha an pháiste. Tacaíonn úsáid leanúnach an chórais, go leor eiseamláirithe le cara cainte, agus úsáid chórais AAC i linn gníomhaíochtaí laethúla le forbairt inniúlachta oibríochta an pháiste.

Operational Competence

AAC users also need to be able to access their own systems. For example, those who use a SGD require the fine motor skills to turn their device on and press buttons accurately, they may also need the cognitive skills to enter a passcode and locate their communication app. A child using a paper-based system needs the motor skills to turn pages and point accurately, as well as the cognitive ability to locate specific pages. AAC users, whether they use a paper-based system, mid-tech system, or a SGD, need to attain a high level of automaticity in their use of their AAC system for the system to be effective. If it takes a child three minutes to make a simple request, they will quickly abandon their AAC system.

When a child has a system that is suited to their physical and cognitive needs, operational competence becomes a learned skill. Consistent exposure to their AAC system, loads of modeling from conversation partners, and integration of AAC into daily activities across settings, support the development of operational competence.

Inniúlacht shóisialta

Léiríonn Light dhá choincheap a bhaineann le hinniúlacht shóisialta: inniúlacht sochtheangeolaíochta agus inniúlacht chaidrimh. Bíonn rialacha i gceist le hinniúlacht sochtheangeolaíochta. Ligeann na rialacha seo do chumarsáid éifeachtach agus oiriúnach. Bíonn na rialacha spleách ar chomhthéacs, rud a chiallaíonn go n-athraíonn siad de réir na láithreach agus an charad cainte. Is iad na rialacha sochtheangeolaíochta atá i réim na cainte (chun tús agus deireadh a chur leis an gcomhrá, nó an comhrá a stiúradh i mbealach eile), na hidirghníomhaíochta, (chun riachtanais a shoiléiriú nó eolas a chur in iúl), agus na modhanna cumarsáide (chun iarratas a dhéanamh nó a dhiúltú). Bíonn gnéithe cumarsáide bunaithe ar chaidreamh i gceist le hinniúlacht sóisialta. Is gnéithe caidrimh iad, ag iarraidh a cumarsáid a dhéanamh, suim a léiriú i ndaoine eile, gníomhaíocht i gcomhrá, agus freagra a thabhairt ar dhaoine eile. Cé go leagtar an-bhéim ar chúrsaí cumarsáide atá bunaithe ar an tsochtheangeolaíocht, léirigh Light gur fiú go mór díriú ar na gnéithe cumarsáide atá bunaithe ar chaidreamh, ionas go mbeidh gach rath ann le húsáid chórais AAC. Is fearr má tá an páiste ag iarraidh cumarsáid a dhéanamh le córas AAC as a stuaim féin.

Ní féidir iarr ar pháiste cumarsáid a dhéanamh as a stuaim féin, ach ní féidir taispeáint go bhfuil spraoi i gceist leis agus go bhfreastalaítear ar a riachtanais. Tá sé tábhachtach go léirítear do pháistí a bhfuil riachtanais chumarsáide faoi leith acu, gur níos mó ná obair scoile atá i gceist le córas AAC, agus gur féidir leo an-sochar a bhaint as! Tacaíonn cothú caidrimh dhearfaigh leis na páistí, agus a bheith i mbun eiseamláirithe le linn gníomhaíochtaí spreagúla, le forbairt inniúlachta sóisialta an pháiste.

Social Competence

Light identifies two subsets of social competence: social-linguistic competence, and social-relational competence. Social-linguistic competence includes the rules that allow for effective and appropriate communication. These are context-dependent, meaning they change with settings and conversation partners. Social-linguistic rules govern discourse (like starting and ending conversations, and conversational turn-taking), interaction (like expressing needs and wants or transferring information), and specific communicative functions (like making requests or protests). Social competence also refers to social-relational aspects of communication. These include the desire to communicate, interest in others, participation in conversation, and responsiveness to others. Although there is a lot of focus on the social-linguistic aspects of communication, Light argues that social-relational communication is also a key factor in successful AAC use. A child needs to want to communicate for an AAC system to be effective.

We can't make a child want to communicate, but we can show them that communication is fun, enjoyable, and helps them get their wants and needs met. It's important for students with complex communication needs to realize that AAC is not just about schoolwork - communication can be hugely rewarding! Building positive relationships with students, and consistently modeling AAC use, particularly during preferred and highly-motivating activities, can support the development of social competence.

Inniúlacht straitéiseach Strategic Competence

Bíonn go leor le rá ag páistí a bhaineann úsáid as córas AAC, ach ní dóthain modhanna chun an teachtaireacht a chur in iúl. Cuireann inniúlacht straitéiseach an páiste ar an gcumas chun cumarsáid a dhéanamh go héifeachtach. Uaireanta ní bhíonn mórán solúbthachta le modhanna malartacha a úsáidtear do pháistí a bhfuil riachtanais chumarsáide faoi leith acu. Ar an lámh eile, tagann athrú ar na modhanna de réir mar a fhorbraíonn an páiste a inniúlachtaí teanga, oibríochta, agus sóisialta. Agus iad iomlán faoi bhláth, is féidir leis an inniúlacht straitéiseach cabhair le cliseadh cumarsáide a laghdú nó a réiteach.

Tá seans ann go mbainfeadh úsáideoir AAC atá an-taithí acu ar an gcóras agus a bhfuil scileanna litrithe acu, úsáid as an tuarthéacs. Nó, b'fhéidir go n-úsáidfíds frásaí gonta chun an teachtaireacht a chur in iúl, in ainneoin go bhfuil siad in ann an teachtaireacht iomlán a ionchur. Is dócha go síneodh páiste óg, nach bhfuil mórán taithí aige ar chóras AAC, a mhéar chuig rud in éineacht le húsáid an chórais. Mar shampla, má tá siad ag léiriú go bhfuil siad ag iarraidh imeacht as an seomra ranga, is dócha go mbrúfar ar an gcnaipe "ba mhaith liom" agus a mhéar a shíneadh i dtreo an dorais.

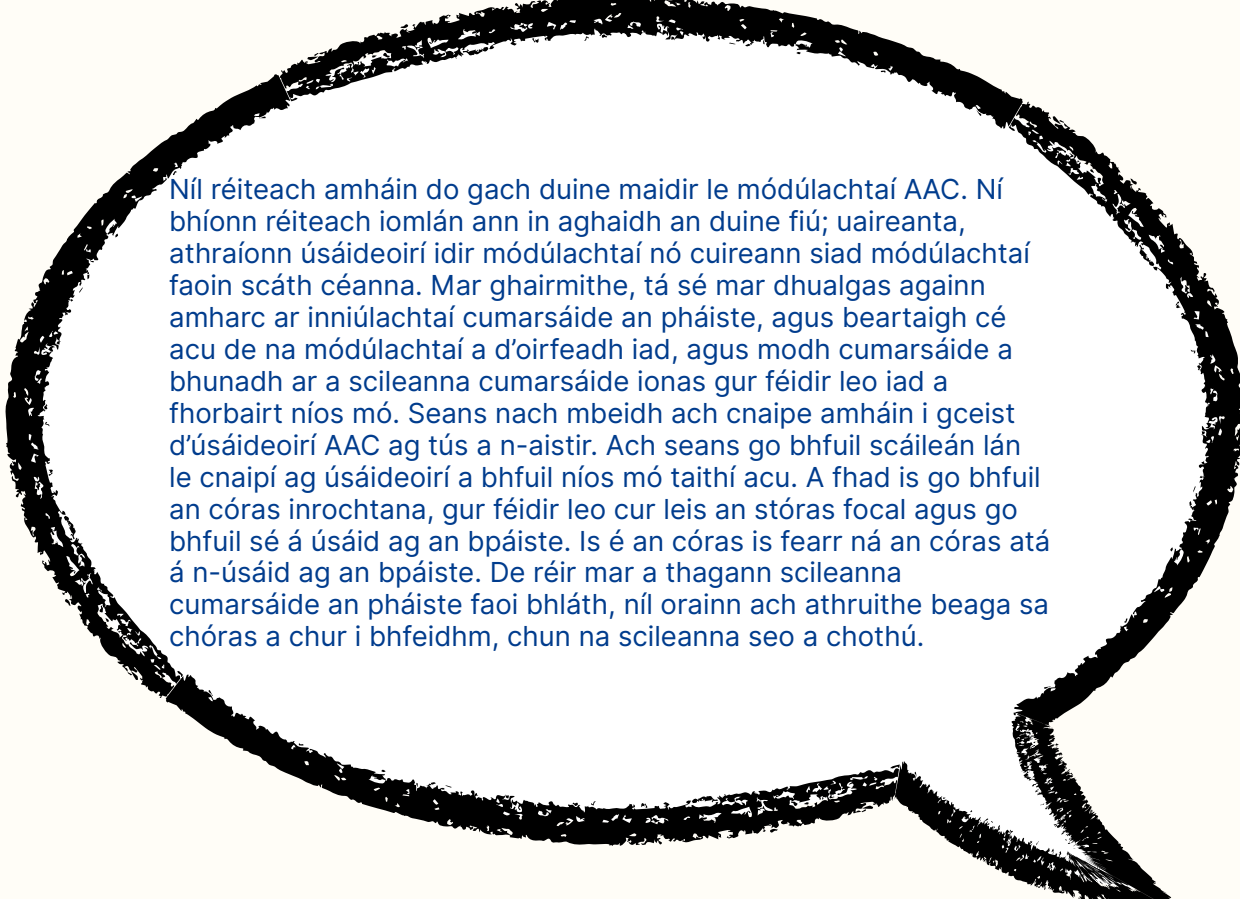
Is scil a chaitheann foghlaim í inniúlacht straitéiseach, agus tosaíonn roinnt mhaith páistí ar an scoil ar chumas éigin cumarsáide. Ní bheidh siad ar na straitéisí is éifeachtaí nó is intuigthe, ach má dhéantar go leor eiseamláiríthe, forbraítear scileanna straitéiseacha cumarsáide an pháiste. Mar shampla, má chaitheann páiste a ghléas AAC uathu de bharr an fhrustrachais, is féidir leis an duine fásta an gléas a bhailiú agus a rá leo, "Tá cuma míshásta ort! Is féidir a rá, 'tá sos uaim,'" agus a bheith i mbun eiseamláiríthe ag úsáid na gcnaipí 'míshásta' agus 'tá sos uaim'. I ndiaidh duit é seo a chur in iúl dóibh agus moladh a bhronnadh orthu as iarracht a mhothúcháin a léiriú cúpla babhta, tuigfidh an páiste go bhfuil bealach níos éasca a fhrustrachais a chur in iúl.

Many children who use AAC have a lot to say, but limited means to communicate their message. Strategic competence is the child's ability to use the skills and tools available to them to communicate effectively. Some of the compensatory strategies children with complex communication needs use may be relatively static, while others may change as the child develops their linguistic, operational, and social competencies. When developed, compensatory strategies can play a significant role in preventing and/or repairing communication breakdowns.

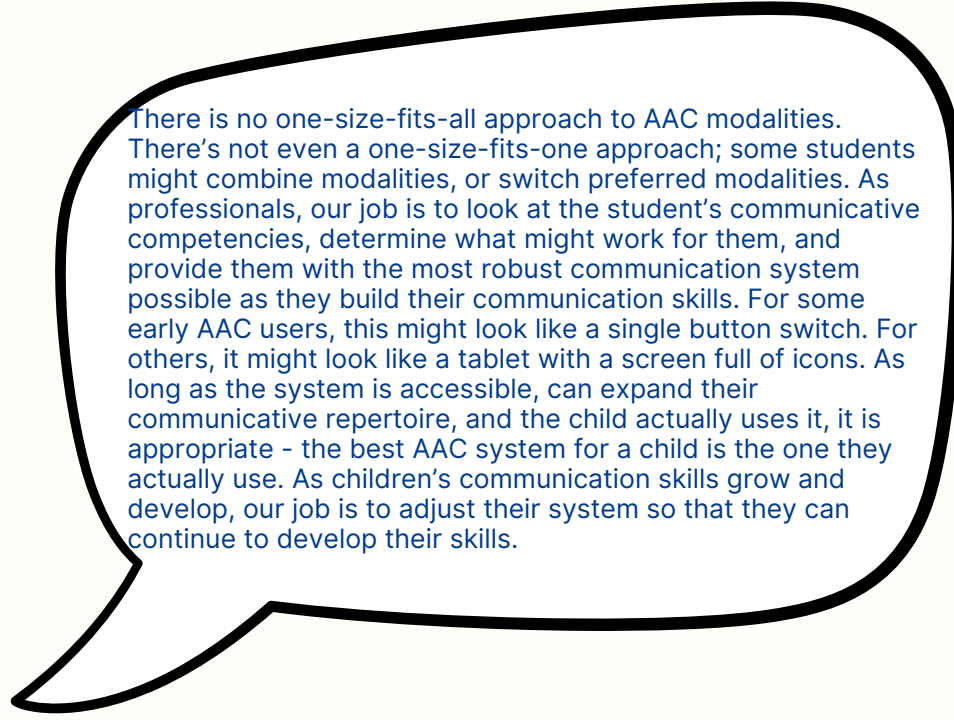
An experienced AAC user with spelling skills may circumvent their physical limitations, or the limitations of their device by using predictive text. Or, they may use shortened, telegraphic utterances to get their message across, even if they are capable of longer utterances. A young child, or one who is not yet proficient with their AAC system, may combine AAC and pointing - for example, they may press the button for "want," and point to the door to indicate that they want to leave the classroom.

Strategic competence is a learned skill, and almost all children come to school with at least some strategies for communication. They may not always be the most effective or comprehensible to less-familiar conversation partners, but with consistent modeling of AAC use, children with complex communication needs can develop strategic communication skills. For example, if a child throws their AAC device when frustrated, an adult can pick up the device, and say, "Wow, you're frustrated! You can say, 'I need a break,'" and use the device to model "Frustrated. Need a break." After many repetitions, and positive praise after attempts to communicate feelings, the child learns that there is a more effective way to communicate their frustration.

Roghnú na módúlachta oiriúnaí/ Choosing the Right Modality



Níl réiteach amháin do gach duine maidir le módúlachtaí AAC. Ní bhíonn réiteach iomlán ann in aghaidh an duine fiú; uaireanta, athraíonn úsáideoirí idir módúlachtaí nó cuireann siad módúlachtaí faoin scáth céanna. Mar ghairmithe, tá sé mar dhualgas againn amharc ar inniúlachtaí cumarsáide an pháiste, agus beartaigh cé acu de na módúlachtaí a d'oirfeadh iad, agus modh cumarsáide a bhunadh ar a scileanna cumarsáide ionas gur féidir leo iad a fhorbairt níos mó. Seans nach mbeidh ach cnaipe amháin i gceist d'úsáideoirí AAC ag tús a n-aistir. Ach seans go bhfuil scáileán lán le cnaipí ag úsáideoirí a bhfuil níos mó taithí acu. A fhad is go bhfuil an córas inrochtana, gur féidir leo cur leis an stóras focal agus go bhfuil sé á úsáid ag an bpáiste. Is é an córas is fearr ná an córas atá á n-úsáid ag an bpáiste. De réir mar a thagann scileanna cumarsáide an pháiste faoi bhláth, níl orainn ach athruithe beaga sa chóras a chur i bhfeidhm, chun na scileanna seo a chothú.



There is no one-size-fits-all approach to AAC modalities. There's not even a one-size-fits-one approach; some students might combine modalities, or switch preferred modalities. As professionals, our job is to look at the student's communicative competencies, determine what might work for them, and provide them with the most robust communication system possible as they build their communication skills. For some early AAC users, this might look like a single button switch. For others, it might look like a tablet with a screen full of icons. As long as the system is accessible, can expand their communicative repertoire, and the child actually uses it, it is appropriate - the best AAC system for a child is the one they actually use. As children's communication skills grow and develop, our job is to adjust their system so that they can continue to develop their skills.

Gléas sártheicneolaíocht AAC/ High-tech AAC



Céard atá i gceist leis?

Úsáidtear táibléid mar ghléas sártheicneolaíochta AAC, cosúil le Geabaire. Le gléas sártheicneolaíochta AAC, bíonn solúbthacht úsáide ag úsáideoirí le gnéithe eagarthóireachta agus le méarchlár. Ina theannta sin, cuirtear aschur cainte ar fáil, gné a fhreastalaíonn ar éistear nach bhfuil taithí acu ar an gcóras, agus gné a thacaíonn le cumarsáid leis an saol mór.

Is mór an luach í an tsolúbthacht a thagann in éineacht le gléas sártheicneolaíochta AAC. Is féidir tabhairt faoi athruithe a oireann le cothú forbartha teanga an pháiste. Is féidir le páistí gléas sártheicneolaíochta a úsáid chun urlabhra a dhéanamh ar fhocal amháin nó ar chúpla focal, de réir a inniúlachta. Ligeann neart córas do pháistí líon na gcnaipe ar an scáileán a athrú. Cabhraítear le forbairt foclóra an pháiste, ach b'fhiú srian a chur air seo do pháistí atá ag tús a n-aistir AAC, seans go gcuirtear brú orthu leis an iomarca cnaipe. De réir mar a fhorbraíonn cumas teanga an pháiste, is éasca na cnaipe a chur leis an gcóras.

Ní hamháin go ligeann neart gléasanna sártheicneolaíochta AAC don pháiste urlabhra fada a ghiniúint, ligtear dóibh aithris a dhéanamh ar an urlabhra fhada. Níl orthu ach an cnaipe cainte nó an teachtaireacht a bhrú arís. Is gné í seo nach féidir le gléasanna íosteicneolaíochta tacú le. Laghdaítear frustrachas an pháiste leis an ngné seo.

What is it?

High-tech AAC systems are tablet-based, like Geabaire. Benefits of high-tech AAC include customability, the ability to support robust vocabularies, access to a keyboard, and flexibility in layouts. High-tech AAC systems also typically have speech output, which can facilitate interactions with unfamiliar listeners, and increase engagement with a wider range of community members.

Many high-tech AAC systems allow users a great degree of flexibility and customability; this is a significant strength: systems can be altered to support language development in a way that can grow with the user as their communicative abilities increase. Children can use a SGD to make single-word or multi-word utterances, according to their ability level. Additionally, many systems allow users to customize the number of buttons on the screen. This can help children expand their language, while limiting the number of choices in the visual field, as this can become overwhelming for early AAC users. As the child's language expands, more buttons can easily be added.

Most high-tech AAC systems also allow the AAC user not only to generate longer utterances, but to repeat their utterance relatively easily by simply touching the speak button or message bar again, something that a mid-tech or light-tech system cannot do. This helps reduce frustration if the communication partner missed their first attempt.

Gléas sártheicneolaíocht AAC/ High-tech AAC



Cén uair a bhíonn sé oiriúnach?

When is it appropriate?

Níl riachtanais ar bith le baint amach ag páiste chun gléas sártheicneolaíochta AAC a úsáid, agus uaireanta oireann gléasanna íosteicneolaíochta do pháistí do chúiseanna éagsúla (luailrialú, cumas fócais, a rogha córais, srl). Dearadh córais cosúil le Geabaire chun a bheith iomasach agus éasca le húsáid do pháistí ag tús a n-aistir AAC. Is fiú suntas a thabhairt do rogha an teaghlaigh agus iad ag roghnú córais AAC. Má ghlacann páiste le córas amháin thar ceann sártheicneolaíochta, is fearr ligean dóibh a rogha córais a úsáid. Arís, is é an córas AAC is fearr an córas atá á úsáid ag an bpáiste.

Ní oireann gléasanna sártheicneolaíochta AAC d'áiteanna a bhfuil baol damáiste ann don ghléas. Mar shampla, ní bheadh sé oiriúnach táibléad a ghlacadh chun na linne snámha, moltar clár cumarsáide lannaithe a thabhairt leat ina áit.

There is no prerequisite for a child to use a high-tech AAC system, though some children may do better with a mid tech or light tech system for a variety of reasons (e.g. fine motor control, distractibility, preference, etc.). Systems like Geabaire are designed to be intuitive and easy to use for emerging communicators. It is important, however, to take child and family preference into account when selecting an AAC system. If a child gravitates towards a different modality and declines to use a high-tech system, we should allow them to use their preferred modality. Again, the best AAC system is the one the child actually uses.

High-tech AAC is not appropriate in environments where the system could be damaged. For example, taking a high-tech AAC system to the pool would be a bad idea; a laminated light-tech communication board is a more appropriate choice.

Gléas meánteicneolaíochta AAC/ Mid-Tech AAC



Céard a bhaineann leis?

Ní soláthraíonn gléas meánteicneolaíochta AAC aschur cainte ach ní ar an gcumas céanna le gléas sártheicneolaíochta. Níl ann ach taispeáint gan ghluaisteacht agus teachtaireachtaí agus focail réamhtháifeadta. Bíonn idir cnaipe amháin nó clár le 20 cnaipe de theachtairéachtaí réamhtháifeadta i ngléas meánteicneolaíochta.

Níl an costas céanna i gceist le gléas meánteicneolaíochta AAC agus maireann siad níos faide ná gléasanna sártheicneolaíochta. Bíonn gné aschur cainte iontu, agus is féidir na cnaipí a athrú más gá. Leis sin ráite, ámh, tá srian ar líon na gcnaipí ar an ngléas, rud a chuireann srian ar chumarsáid páiste.



What is it?

Mid-tech AAC offers speech output, but is more limited than high-tech AAC. It typically consists of a static display, with pre-recorded messages and words. Mid-tech AAC ranges from a single button, to a board with a field of 20 pre-recorded words and phrases.

Mid-tech AAC is less expensive and more durable than most high-tech systems. They also offer speech output, as well as some flexibility - buttons can be added or changed if appropriate. However, the overall number of buttons is limited, which can limit the child's ability to communicate.

Gléas meánteicneolaíochta AAC/ Mid-Tech AAC



Cén uair a bhíonn sé oiriúnach?

When is it appropriate?

Tá gléas meánteicneolaíochta AAC oiriúnach don seomra ranga. Is féidir cnaipí cosúil le Big Mack a reáchtáil ar fud an tseomra d'úsáid na scoláirí ar fad. Mar shampla, is féidir cnaipe a reáchtáil in aice leis an doras le beannachtaí réamhthaifeadta ann. Seans gur éasca é seo a úsáid d'úsáideoirí ag tús an aistir AAC agus d'úsáideoirí le deacracht luaile ná córais shártheicneolaíochta nó íosteicneolaíochta a úsáid.

Mid-tech AAC is wonderful for classroom use. Buttons like the Big Mack can be placed around the classroom for all students to use. For example, one might be placed by the door to the classroom with a pre-recorded greeting. It also may be easier to use than high-tech or light-tech AAC for some early emerging communicators and students with motor difficulties.

Íosteicneolaíocht AAC/ Light-Tech AAC



Céard a bhaineann leis?

What is it?

Cuirtear córais íosteicneolaíochta AAC ar fáil le páipéar mar bhunús an ábhair. Bíonn ceanglaín chumarsáide, cláir aibítreacha, agus cláir de phríomhfhoclóireacht agus d'fho-fhoclóireacht mar chuid den chóras seo. Is í íosteicneolaíocht AAC an mhódúlacht is saoire, agus maireann sí i bhfad de bharr neart na leathanach lannaithe. Ar an lámh eile, de bharr líon suntasach na leathanach, bíonn deacrachtaí ann an córas ar fad a iompar más é príomhchóras AAC an pháiste.

Light-tech AAC systems are typically paper-based, and can include communication binders, alphabet boards, and printed core and fringe vocabulary boards. Light-tech AAC is the least expensive modality, and can be made to be very durable, as pages can easily be laminated.

Is é "ardteicneolaíocht éadrom" an téarma is fearr atá ag teacht chun cinn i measc cliniceoirí. Tugann "ard/ísealteicneolaíocht" le tuiscint go bhfuil modh amháin níos fearr ná an ceann eile. I ndáiríre, is é an modh is fearr ná an ceann is fearr leis an bpáiste!

Light tech is the emerging preferred term among clinicians. High/low tech implies that one modality is better than the other. In reality, the best modality is the one that the child prefers!

Is é AAC guth an pháiste/ AAC is the Student's Voice

Ba cheart go mbeadh rochtain ag páiste ar a ghléas AAC. Bíonn constaicí i gceist le gach módúlacht AAC. Tá an baol ann go gclisfeadh ar na gléasanna teicneolaíochta. Fágtar córais faoin mbaile mar thaisme. Ach mar dhuine a oibríonn le páiste a bhfuil riachtanais chumarsáide faoi leith acu, ní mór dúinn cinntiú go mbíonn rochtain acu ar chóras i gcónaí. Fiú má tá páistí ag úsáid an ghléis ar bhealach míchuí - ag brú an chnaipe chéanna arís agus arís eile, ag úsáid teanga míchuí don seomra ranga, nó an fhuaim a chur in airde chuig leibhéal míchuí - tá sé de cheart dóibh rochtain a bheith acu ar chóras AAC. Úsáidtear an sampla mar a leanas go minic i measc teiripeoirí urlabhra agus teanga; nuair a thagann teanga mhíchuí as béal páiste, ní dhúntar béal an pháiste le téip. Cloíonn múinteoirí le reachtanna smachta na scoile, fiú má tá deacrachtaí ann. Tá sé de cheart ag páistí le riachtanais chumarsáide faoi leith go gcaitear leo ar an mbealach céanna.

Children who use AAC should always have access to their device. Of course, this isn't always practical - there are barriers to access for any AAC modality. SGDs or mid-tech devices can break or lose their charge. Any AAC systems can be left at home. However, those of us who work with children with complex communication needs are obligated to do what we can to ensure that they always have access to the most robust communication system possible. Even when students are using their devices in a way we may feel is inappropriate - pressing the same button over and over, using language inappropriate for school, or turning the volume up to inappropriate levels - they still have the right to communicate, and to communicate, they need access to their AAC system. The most common analogy for this among speech-language therapists is that, when speaking children use their voice inappropriately, teachers don't react by taping the child's mouth shut. Instead, they redirect or follow disciplinary protocols, even when it's challenging. Children with complex communication needs deserve the same.

Constaicí praiticiúla a bhaineann le AAC/Practical Barriers to AAC

Tá neart constaicí praiticiúla a bhaineann le AAC, mar aon le rochtain a fháil ar chórais AAC atá lonnaithe i ngléasanna sártheicneolaíochta. Mar shampla, cliseann ar an gcóras go minic nó gan iad a luchtú roimh lá scoile. Faraor, ní féidir cliseadh ar chóras a sheachaint, ach is féidir teacht roimh an bhfadhb. Is é réiteach amháin é cláir lannaithe a chrochadh ar bhalla an tseomra ranga, nó córais aonair lannaithe a chur ar fáil dóibh siúd nach bhfuil rochtain acu ar a ngnáthghléas. Ní hé an réiteach is fearr, ach is fearr é ná a mhalairt. Déantar plé níos mó ar réitigh eile thíos.

There are practical barriers to AAC system access that go hand-in-hand with high-tech devices; they're notorious for crashing, or coming to school with very little battery, for example. While some barriers, like tablets crashing, can't be avoided, they can be mitigated. A solution that works for all access issues is providing access to laminated core boards throughout the classroom, and for individual students whose devices are not available. This is not an ideal solution, but is better than nothing. Solutions and preventative measures to ensure that children have their AAC devices as often as possible are discussed with greater specificity below.

Is é AAC guth an pháiste/ AAC is the Student's Voice

Aird a thabhairt ar chadhnra an ghléis/Battery Life Considerations

Ní mór teaghlach an úsáideora AAC a chur ar an eolas an gléas a luchtú thar oíche, ach in áit atá fós inrochtana don pháiste. Is féidir le múinteoirí nóta a ghreamú den ghléas mar mheabhrúchán, agus is féidir le tuismitheoirí an gléas a luchtú mar chuid de ghnáthamh na hoíche. Ní bheidh rath ar an gcóras seo i gcónaí, agus beidh beagán cumhachta sa ghléas ag tús lá scoile anois agus arís. Mar sin de, moltar do mhúinteoirí luchtairí sa bhreis agus cláir lannaithe a chur ar fáil sa seomra ranga, ionas nach gcaitheann an páiste an lá ar fad gan a ghnáthghléas.

Ensure that the student's family knows that, while it should still be accessible to their child, their child's device needs to be charging at night. Teachers can place a tag or sticker on the device's case as a reminder, and parents can make charging their child's SGD part of their bedtime routine. Of course, this system will not work all the time, and devices will sometimes come to school low on battery, so teachers should have additional charging cords and laminated core boards in their classrooms to ensure that the child will not have to spend the entire day without their SGD.

Dearmad déanta ar ghléas AAC Forgetting the AAC System

Ba cheart go mbeadh gach páiste freagrach as a chóras AAC féin ar scoil – ní cheart go n-imeodh sé de lámh an pháiste fiú! Ach dar ndóigh, is éasca é a rá ná é a dhéanamh. Cabhraíonn fógraí meabhrúcháin in aice le doras an tseomra ranga le cuimhne a chur ar na páistí agus na múinteoirí ar aon, na gléasanna a ghlacadh leo. Má tá gnáthamh ag múinteoirí sula n-imíonn an rang as an seomra ranga (seasamh i scuaine nó, amhrán nó rann a rá) is fiú meabhrú do na páistí gléasanna AAC a ghlacadh leo mar chuid den ghnáthamh. Is féidir an nós céanna a chur i bhfeidhm ag deireadh an lae, rud a chinntíonn go dtéann an gléas abhaile leo. De réir ama, déanfaidh na páistí cuimhne ar na gléasanna a ghlacadh leo as a stuaim féin. Ach sula n-éiríonn leis na páistí é seo a dhéanamh, ní mór do na daoine fásta cinntiú go bhfuil na gléasanna leo agus iad ag imeacht as an seomra ranga.

Ideally, every child should be responsible for carrying their own AAC device through the school environment - it should go everywhere with them! Of course, this is easier said than done. Placing visual reminders by the doors to the classrooms can help adults and children remember to make sure they have their devices. If teachers have routines that they follow before their class or individual students leave the classroom (e.g. lining up, singing a song or rhyme), they may want to consider adding, "And don't forget your AAC!" or a similar phrase. This embeds the reminder within a routine, making it easier to remember. Similarly, when packing up at the end of the day, make putting the AAC system in the child's bookbag part of the routine. Ideally, this will eventually lead to the students remembering their own devices without being told, but until that happens, adults need to remember to check and make sure that their students have their AAC system whenever they leave the classroom.

Is é AAC guth an pháiste/ AAC is the Student's Voice

Aird a thabhairt ar an suíomh/Environmental Considerations

Ní oireann gach suíomh do chóras AAC. Mar shampla, suíomh ina bhfuil uisce ann - linn snámha, trá nó páirc shúgartha ar lá báistí - nó áit ina mbeidh neart aclaíochta i gceist. Tá baol ann go ndéantar dochar d'aon ghléas. Laghdaítear an baol seo le clúdach cosanta a chur ar ghléasna sártheicneolaíochta. Is mór an dúshlán é nach ndéantar dochar do na gléasanna ach tá sé níos tábhachtaí go mbíonn rochtain ag na páistí ar chóras AAC, in ainneoin an tsuímh. Mura bhfuil rochtain ag an bpáiste ar a ghléas sártheicneolaíochta, ar meánteicneolaíochta, nó ar cheanglán cumarsáide, is fiú na frásaí/focail is úsáidí a chur ar chlár lannaithe agus fochlár focal a bheith mar rogha ar chúil. Mar shampla, má dhéanann múinteoir eiseamláiriú ar na focail is úsáidí agus turas chun na linne snámha ag teannadh orthu, is féidir leo cóip den chlár lannaithe a chur ar fáil do na páistí in aice leis an linn. Nó, is féidir leis an scoil clár mór leis na focail is úsáidí a chur in airde sa pháirc shúgartha, ionas gur féidir le páistí córas AAC a úsáid agus iad faoin mbáisteach.

Not all environments are safe for AAC systems. For example, a wet environment - the playground on a rainy day, or a trip to the beach or pool - or vigorous sport activities, may not be the best place for an SGD, mid-tech device, or even a large communication binder. Often, these concerns can be at least partially allayed by a strong case and screen protector for the SGD. Other times, it is harder to ensure that AAC systems won't get damaged; however, it is still absolutely vital that children have access to communication in all situations. When having their SGD, mid-tech device, or full communication binder is not an option, a printed and laminated core board and fringe vocabulary board are the best options. For example, a teacher might model important vocabulary in the weeks leading up to a class trip to a pool or beach, and provide students with their own printed core and fringe vocabulary boards to use near the water. Or, the school might install a board with core and fringe vocabulary on the playground for students to use in rainy weather.



Fadhbanna agus na réitigh

fhéidearthachta orthu/Problems and Potential Solutions

Feictear do dhaoine fásta go n-úsáideann páistí atá ag tús a n-aistir AAC gléasanna sártheicneolaíochta ar mhodh gan aidhm chumarsáide (brúitear cnaipí difriúla nó an ceann céanna níos mó ná uair amháin). Déantar an aithris seo ar ábhar spéise an pháiste, cosúil le hainmhithe mar shampla. Cuirtear dúshlán os comhair an mhúinteora, go háirithe má chuirtear isteach ar a múineadh de bharr gléis pháiste ag rá “Bó! Caora! Capall!” arís agus arís eile. Dar ndóigh ní féidir an gléas a mhúchadh nó a bhaint den pháiste.

Ar an gcéad dul síos, caithimid tuiscint iomlán a bheith againn ar an iompar seo. Cé nach modh cumarsáide éifeachtach é cnaipí a bhrú go fánach, ní mór cuimhnigh ar an mbealach a thosaíonn babaithe ag labhairt - ag plobaireacht leo go dtí go dtagann ciall leis na focail atá a rá acu. Nuair a bhrúitear cnaipí go fánach i gcóras AAC, tá na páistí ag foghlaim chun eolas a chur i láthair, cosúil le páistí néaraitipiciúla agus iad i mbun plobaireachta.

Mar shampla, nuair a deir páiste néaraitipiciúil “Dadadada,” lena thuismitheoirí, is minic go dtugtar freagra ar an bpáiste cosúil le “Seal! Deaíde! Sin é do Dheaíde!” Fiú mura bhfuil sé i gceist ag an bpáiste aird a athar a fháil, tugann na thuismitheoirí freagra ar an bpáiste cosúil le go raibh sé. Neartaítear an nasc go mbaineann an phlobaireacht “dada” lena athair. Dá mbíodh aird a mháthar ag teastáil ón bpáiste, de réir ama, thabharfadh an páiste faoi deara nach mbaineadh sé seo amach leis an bplobaireacht “dada”. Tarlaíonn an rud amhlaidh d’úsáideoirí AAC. Chun tacú leis na húsáideoirí seo, is fiú do dhaoine fásta freagraí a thabhairt ar iarrachtaí cumarsáide an pháiste. Mar shampla, má bhrúnn an páiste cnaipí a bhaineann le hainmhithe, is féidir leis an duine fásta bréagáin d’ainmhithe a chur faoina bhráid agus a rá, “Seo chugat na hainmhithe!”

Early AAC users who use SGDs often use their devices in ways that don’t immediately look like communication to the adults around them. They might press buttons randomly, or press the same button repeatedly - this is especially true for buttons that represent their favourite topics. This can pose a real challenge for teachers, whose lessons are being interrupted by a child using their device to say, “Dolphin! Orca! Blue whale!” over and over again. Muting or removing the device are, of course, not options.

To start, we need to reframe the purpose of this behavior. While pressing random buttons may not always be appropriate, consider babies learning to speak: they start by babbling (making nonsense sounds), which eventually begins to sound more and more like words. When a child is pressing random buttons on their AAC device, they’re learning how to make their device say words; they’re exploring language, much like how a neurotypical child babbles.

For example, when a neurotypical child babbles “Dadadada,” their parents often respond by saying something like, “Yes! Dada! There’s Dada!”. Whether the child is just babbling or intentionally requesting their dad doesn’t matter; the adults respond to the utterance as if the child was intentionally requesting. This strengthens the child’s association of the sound “dada” with their dad. If the child actually wanted their mum, being handed to their dad will eventually help them realize that making the sound “Dada” will not get them their mum. The same is true for children who use AAC. To support students’ AAC use, when possible, an adult might respond by validating the child’s attempt at communication. If the child is pressing buttons for vehicles, for example, the adult might hand the child the vehicle toy bin and say, “Here are the vehicles!”

Fadhbanna agus na réitigh

fhéidearthachta orthu/Problems and Potential Solutions

Ní freagra oiriúnach é seo i gcónaí, gan amhras. Oireann freagra cosúil leis seo le linn am súgartha, seachas tréimhse a bhfuil stiúradh i gceist. Bain triail as modhanna éagsúla go dtí a oireann modh faoi leith don pháiste. Cabhraíonn íomhánna go mór le páistí – is fiú triail a bhaint as seicliosta le híomhánna air chun cabhrú leo díriú ar an gclár tosaigh agus gan imeacht ar strae le hábhar úr cainte nó leis an bplobaireacht. Uaireanta, is féidir leis an bpáiste imeacht ar strae de bharr an chláir tosaigh. Cabhraíonn meabhrú ó bhéal nó íomhá chun cur in iúl dóibh nach am cainte atá ann. Ní réiteoidh íomhánna an fhadhb láithreach, rachaidh siad i bhfeidhm ar an bpáiste de réir úsáide. Ina theannta sin, má leanann an t-iompar míchuí ar aghaidh, nó díreach le linn gníomhaíochtaí faoi leith, is fiú fiosrú den pháiste má tá rud ag teastáil uathu, (sos beag, uirlis chéadfach, leithreas, uisce) nó tabhairt faoi thasc difriúil. Más é seo an cás, is féidir le duine fásta eiseamláiriú ar chumarsáid chuí a dhéanamh (mar shampla, “Tá sos/siúlóid/uisce uaim” nó “Ní thaitníonn an tasc liom.”), agus freastail ar riachtanas an pháiste. Cabhraítear le páistí nuair a fhreastalaítear ar riachtanais s’acu chun iad a chur ina gcompord, ach ní mór dóibh tabhairt faoin bhfoghlaim ag deireadh an lae. Is faoin duine fásta má fhreastalaítear ar riachtanas an pháiste.

Of course, this is not always an appropriate response; it works well during free play, but not during instructional time. Different redirection approaches work for different children, so these strategies are trial and error. Visuals are a huge support – for some children, a first/then board or visual checklist can help keep them on-task and focused enough to prevent babbling or perseverating on a preferred topic. For others, the preferred topic on the first/then board can itself become a distraction. For these children, a visual and verbal reminder that it’s not time to talk can be helpful. Simply providing visuals isn’t going to immediately fix every problem; it takes time and consistency for visuals to be effective. Additionally, if the behavior continues, or consistently occurs during certain activities, it’s worth considering if the child has a pressing need (e.g. a movement break, sensory tools, food, water), or is engaging in a non-preferred task. If this is the case, an adult can model appropriate communication (e.g. “I need a break/walk/water;” “I don’t like counting.”), and determine what to do from there. While honoring a student’s request is a powerful tool to help them understand that their communication can change their environment, they still need to engage in learning. Whether to honor the child’s request or not, is up to the adult’s discretion at that moment.



Ag dul i ngleic leis na buanna agus na duanna/Managing Expectations and Defining Success

Ní fheicfear dul chun cinn suntasach ar chumas páiste agus iad ag úsáid AAC thar oíche. Mar is eol dúinn, ní bhíonn saill gan saothar. Tá sé tábhachtach go leagtar spriocanna ciallmhara amach d'úsáideoirí agus do mhúinteoirí ar aon. Is fiú suntas mór a thabhairt do na buanna beaga chun na húsáideoirí agus na múinteoirí a choinneáil spreagtha ar fud an aistir fhada atá rompu.

When working with early AAC users, progress can seem quite slow, and steps towards goals can feel very small. Managing expectations and defining successes, both for early AAC users and for their teachers, is important. Recognizing the small wins and successes helps keep students and teachers engaged and motivated over the course of what can be quite a long process.

Comhartha ratha i measc úsáideoirí ag tús a n-aistir/Success for Early AAC Users

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. Mar sin de, mairfidh an t-aistear seo ar feadh tréimhse fada, d'aon neach!

Ní féidir rath an pháiste a thomhas de réir slata amháin, ach is mór an rath í an ghníomhaíocht. Ní mór don pháiste a bheith gníomhach agus iad i mbun cumarsáide. Is leor do chuid paistí an gléas a chur os a gcomhair nó cnaipí a bhrú gan aidhm (plobaireacht mar a bhí pléite ní ba luaithe). 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 is comhartha ratha é sin. Mar shampla, má dhéantar eiseamláiriú ar "Am súgartha anois!" agus má ligeann páiste liú dearfach astu, is mór an bua é sin!

It's important to remember that neurotypical children take years to develop mastery of language. 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!

Success varies by individual learner profile, 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) on the device. Watching their conversation partners model AAC use is also a success for students. If students are watching and reacting to the adults' models, they're engaged in a communicative exchange. For example, if the adult models "It's time to go outside!" and a student cheers or reacts positively, that's a win!

Ag dul i ngleic leis na buanna agus na duanna/Managing Expectations and Defining Success

Mar a luadh cheana, is fiú suntas mór a thabhairt d'aon iarracht cumarsáide. Má thugtar barróg do dhuine fásta, is bua é sin. 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 cumarsáide, 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 ceist a chur ar Mhamáí nó ar Dhaidí agus tú faoin mbaile."

Coinnigh i gcuimhne go bhfuil páistí fós ag forbairt scileanna agus ní léirítear na scileanna seo go leanúnach. Cuirfidh an chéim ar gcúl as don pháiste agus is fiú cuir i gcuimhne dóibh na buanna atá bainte amach acu go dtí seo.

Ní airítear dul chun cinn mór maidir le haistear AAC úsáideoirí i dtosach. Is iad gníomhaíocht leis an gcóras agus na hiarrachtaí cumarsáide an rud is tábhachtaí do na húsáideoirí ag an bpointe seo. Is fiú na buanna seo a aithint agus a cheiliúradh.

We want to celebrate any attempt at communication and connection. If a child gives an adult a hug, that's a win. If a child brings an adult a game or toy to play with them, that's a win. If a child communicates that they want to watch Bluey, we want to celebrate their request, even if it's not necessarily reasonable at that time. Their conversation partner can say something like, "I'm so glad you told me that! We can tell Mum or Dad that you want Bluey when you get home!"

It's also important to remember that, when skills are emerging, children may not always display their skills consistently. This can become discouraging, and it can be helpful to take a step back and look at the larger picture of a child's progress at these times.

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.



Ag dul i ngleic leis na buanna agus na duanna/Managing Expectations and Defining Success

Buanna na múinteoirí

Mar is eol go dóite dúinn, is é an t-eiseamlairiú an modh is éifeachtaí chun AAC a chur faoi bhráid an pháiste, má dhéantar go leanúnach é. Má dhéantar eiseamlairiú go minic, is bua é sin – rud gur éasca a rá ná a dhéanamh. Bíonn deacrachtaí ag múinteoirí AAC a thabhairt isteach sa seomra ranga. Fiú má tá AAC á úsáid agat go leanúnach, nó fiú díreach ag tús na bliana acadúla, is bua é sin. Is féidir gur le líon na ngníomhaíochtaí AAC le linn na bliana acadúla, agus de réir mar a théann na páistí i dtaithí le córas AAC. Moltar tús a chur le húsáid AAC sa seomra ranga le heiseamlairiú an chórais.

Is bua eile é do mhúinteoirí ná gníomhaíocht na bpáistí le AAC. Má bhreathnaítear ort agus tú i mbun eiseamlairithe, is bua é sin. Má iarrtar ar rudaí atá ag teastáil ón bpáiste, fiú ag am mí-oiriúnach, is bua é sin (fiú mura n-airítear an bua faoin am sin). Coinnigh i gcuimhne gur de réir a chéile a thógtar na caisleáin, agus is fiú an dul chun cinn atá bainte amach agat go dtí seo a aithint. An bhfuil níos mó tuisceana ag na páistí ar AAC i mí na Nollag ná mar a bhí i mí Mheán an Fhómhair? Ar tháinig athrú ar bith ar na modhanna múinte de bharr úsáid AAC sa seomra ranga? Is dócha go bhfuil níos mó dul chun cinn déanta agat agus ag na páistí ná mar a shíl tú.

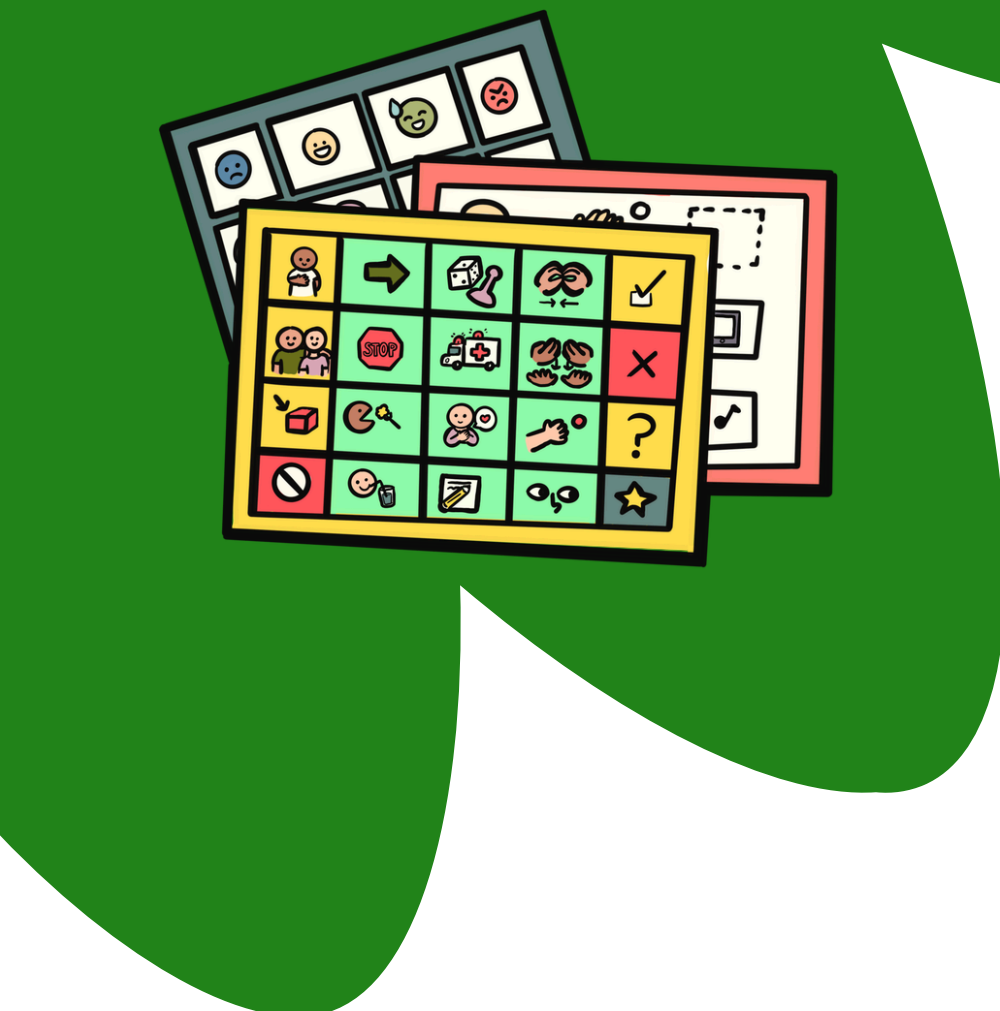
If there's a theme to this manual, it's consistency and modeling. If you're modeling AAC use consistently, that is a win – and this is easier said than done. It can be really challenging to integrate AAC use into the classroom, and if you're using AAC consistently, even for just a few classroom routines at the beginning of the school year, that is a success. It's something you can (and should!) build on as the school year goes on, and as your own operational competency with the AAC system increases. So there's the first win for teachers: consistently modeling AAC in the classroom.

The second big win for teachers is your students' engagement. If they're watching you model, that's a win. If they start requesting preferred items, even at inappropriate times, that's a win (though it may not necessarily feel like it at that moment). It's important to remember that progress is slow, and it's important to take a step back and look at the big picture. In December, how have your students changed and grown since September? How have your practices as a teacher, and particularly a teacher of early AAC users, changed? It's likely that you, and your students, have made more progress than you realised.





Mír 2: AAC a thabhairt sa seomra ranga / Integrating AAC into the Classroom



Forbairt teanga úsáideoirí AAC

Míthuiscintí ar AAC

Tá neart míthuiscintí bainte le AAC. Tugtar tuiscint níos fearr ar fhorbairt teanga agus ar AAC – mír atá bunaithe go trom ar thaighde. Dar ndóigh, tá taighde fós á dhéanamh ag taighdeoirí maidir le AAC, go háirithe le forbairt na teicneolaíochta.

Language Development in AAC Users

AAC Myths

There are a lot of myths about AAC. This section addresses some of the most common misconceptions about language development and AAC – these have all been debunked by research. There is, of course, still ongoing research in this area, particularly as technology advances.



Míthuiscint 1: Cuireann AAC moill ar chumarsáid ó bhéal

Myth 1: AAC Delays Spoken Language



Tá an iomarca fianaise a léiríonn nach bhfuil bun ná barr leis an ráiteas seo. Mar shampla, léirigh athbhreithniú Millar, Light, agus Schlosser sa bhliain 2006, nár cuireadh isteach ar chumarsáid ó bhéal i measc 27 cásanna de bharr úsáid íosteicneolaíochta agus meánteicneolaíochta AAC. Níos fearr arís, tháinig méadú ar chumarsáid ó bhéal le 89% de na cásanna. Rinne Schlosser agus Wendt (2008) iarracht aithris a dhéanamh ar na torthaí le hathbhreithniú difriúil. Dúradh leis na léitheoirí gan a bheith ag dúil le dul chun cinn suntasach maidir le cumarsáid ó bhéal nuair a úsáidtear AAC. Léirigh an t-athbhreithniú gur tháinig feabhas réasúnta ar chumarsáid ó bhéal de bharr úsáide AAC.

Ina theannta sin, níl mórán céille ag baint leis an mbarúil go gcuirfeadh úsáid AAC moill ar chumarsáid ó bhéal. Fiú le tuarthéacs sna córais shártheicneolaíochta, níl an luas céanna iontu mar atá i gcumarsáid a dhéanamh ó bhéal. Ba mhian le páistí (agus le haon neach) teachtaireacht a chur in iúl a luaithe is féidir leo. Oireann córas AAC amháin do chuid páistí chun cumarsáid éifeachtach a dhéanamh. B'fhearr le páistí eile cumarsáid ó bhéal a dhéanamh nó meascán den dá rud a úsáid fiú. A fhad is go bhfuil an páiste ar a chompord agus iad i mbun cumarsáide.

There is a preponderance of evidence that refutes this myth. For example, Millar, Light, and Schlosser's 2006 review showed that, across 27 cases, speech production was not negatively impacted by the use of light-tech or mid-tech AAC. In fact, 89% of the cases in this review showed increases in spoken language. Schlosser and Wendt (2008) went on to replicate these results in a different review; Schlosser and Wendt caution readers not to expect huge gains in spoken language when using AAC, their review found that AAC use led to modest increases in spoken language.

Additionally, if you think about it, the idea that AAC would delay spoken language simply doesn't make much sense. While predictive text and SGDs can certainly help AAC users generate messages quickly, they don't work nearly as quickly as spoken language. Typically, children (and all humans) want to communicate as efficiently as possible. For some, an AAC system is the most efficient means of communicating; for others, spoken language is; and for still others, a combination of AAC and spoken language may be the most efficient means for them to communicate.





Míthuiscint 2: Ní iarrthóirí AAC iad páistí atá beagán cainte acu.

Myth 2: Children with Some Spoken Language Are Not Candidates for AAC



Is cinnte gur féidir AAC a úsáid chun cur le cumarsáid ó bhéal - mar a luadh ag an bhfiorthús, is é augmentive (nó breisitheach i nGaeilge) an bhrí atá leis an gcéad litir sa ghiorrúchán AAC. Laghdaítear deacrachtaí cumarsáide agus cothaítear scileanna cumarsáide má chuirtear modhanna cumarsáide ar fáil do pháistí sula mbíonn deacrachtaí cumarsáide acu (Ronski & Sevcik 2005). Ina theannta sin, cheap American Speech-Language-Hearing Association (ASHA) go raibh an chumarsáid iomlán mar an cur chuige is fearr d'úsáideoirí AAC chun dul i dtaithe ar chumarsáid a dhéanamh. Glactar le haon iarracht cumarsáide leis an modh seo; gothaí, úsáid AAC agus cumarsáid ó bhéal.

Úsáideann páistí AAC chun cliseadh cumarsáide a réiteach uaireanta. Seans gurbh fhearr leo cumarsáid a dhéanamh ó bhéal, ach go n-úsáidtear an gléas chun teachtaireacht a chur in iúl dá gcara cainte, má bhíonn deacrachtaí ann le focal nach dtuigeann an cara cainte nó le focal atá ar eolas ag an bpáiste ar an gcóras AAC amháin.

AAC can absolutely be used to supplement spoken communication - in fact, the first A in AAC stands for "augmentative," which means supplemental. Providing a robust means of communication for children before they experience significant difficulties in communication helps them develop their skills and prevent significant communication struggles (Ronski & Sevcik 2005). Additionally, the American Speech-Language and Hearing Association (ASHA) has identified a total communication approach as best practice for AAC users. This approach considers all forms of communication valid, from gesture, to AAC, to spoken language.

Some children use AAC as a means to repair communication breakdown. They may prefer spoken language, but use their device to communicate when their conversation partner doesn't understand a word, or when they have difficulty with word-finding.





Míthuiscint 2: Ní iarrthóirí AAC iad páistí atá beagán cainte acu.

Myth 2: Children with Some Spoken Language Are Not Candidates for AAC



Léigh an sampla thíos: Tá Seán deich mbliana d'aois agus tugadh le fios go bhfuil uathachas agus apraicse throm urlabhra air. Is mian leis cumarsáid a dhéanamh ó bhéal, ach cuirtear isteach ar chumas s'aige chun focail a rá go mór de bharr na hapaicse. Nuair a dhéanann sé iarracht cumarsáid a dhéanamh, úsáideann sé a bhéal i dtosach. Aithnítear céard atá á rá aige ag duine a éistean le go minic - nuair a phléitear imeachtaí na deireadh seachtaine, mar shampla, labhraíonn sé go minic ar an bpáirc shúgartha agus ar an linn snámha. Mura dtuigtear céard a bhí á rá aige, cuirtear ceist air bearnaí an chomhrá a líonadh lena ghléas AAC. Seo sampla thíos den chineál comhrá a bheadh eatarthu:

Cara cainte: Cé a ndeachaigh chuig an linn snámha leat? Ní féidir liom thú a thuiscint go hiomlán. An féidir leat do ghléas AAC a úsáid chun do fhreagra a insint dom?

Seán: [ó bhéal] Chuaigh mé le [AAC] Mamaí, aintín Tina, Andy. [ó bhéal] babaí Andy.

Cara cainte: Ó! Mamaí, aintín Tina, Andy agus babaí Andy! An é sin do chol ceathrar?

Seán: [sméideann sé a chloigeann; ó bhéal] Sea, col ceathrar.

Here's an example: Sam is a 10-year-old with diagnoses of Autism and severe apraxia of speech. He wants to communicate using spoken language, but his ability to form words is heavily impacted by his apraxia. When he first attempts to communicate, he typically uses speech. Some of his speech is intelligible to a familiar listener. When talking about what he did over the weekend, for example, he often talks about going to the playground or the pool. However, when his conversation partner doesn't understand him, and asks him to use his AAC device, he will use it to fill in the gaps in conversation. An exchange may go like this:

Conversation Partner: Who did you go to the pool with? I'm having a hard time understanding. Can you use your AAC to tell me?

Sam: [spoken] I go with [AAC] Mom, Aunt Tina, Andy. [spoken] Andy baby.

Conversation Partner: Oh, Mom, Aunt Tina, and Andy! And Andy's a baby? Is he your cousin?

Sam: [nods; spoken] Yeah, cousin.





Míthuiscint 2: Ní iarrthóirí AAC iad páistí atá beagán cainte acu.

Myth 2: Children with Some Spoken Language Are Not Candidates for AAC



Úsáideann Seán a bhéal agus a ghléas cumarsáide chun cumarsáid a dhéanamh. Gan a ghléas AAC, bheadh an-fhrustrachas air mura dtuigtear a theachtaireachtaí go hiomlán i gcónaí. Agus é ag úsáid an meascán den dá mhodh cumarsáide, ligtear dó lámh in uachtar a bheith aige agus é i mbun cumarsáide. Ní ach sampla amháin é Seán, agus mar sin de, is cinnte go n-úsáidtear AAC i mbealaí éagsúla chun dul i ngleic le cliseadh cumarsáide.

Sam uses his AAC and spoken language to communicate. Without his AAC, he would experience significant frustration when communication partners only understood part of his message. Allowing him to use a total communication approach that includes spoken language and AAC allows him to have richer and fuller conversations. While Sam is only one AAC user, and others may use their AAC differently, children with spoken language may still benefit from a robust AAC system to address communication breakdown.





Míthuiscint 3: Níl páistí réidh d'úsáid AAC

Níl aon riachtanais le baint amach ag páistí chun AAC a úsáid. Molann ASHA córas AAC a chur ar fáil do pháistí a luaithe agus is féidir - fiú má tá díreach bliain iomlán slánaithe ag an bpáiste (American Speech-Language-Hearing Association, n.d.). Ní bheidh gach leanbh ar an aois seo réidh le hidirghníomhú a dhéanamh le córais AAC, ach cabhraíonn blaiseadh de mhódúlachtaí cumarsáide (cosúil le comharthaíocht láimhe agus gothaí, méar a shíneadh chuig pictiúir, agus caint ó bhéal) le forbairt scileanna cumarsáide (Davidoff 2017). Ar iomlán, seans go gcuirfear na páistí a bheadh AAC ag teastáil uathu sa todhchaí faoi mhíbhuntáiste mura dtugtar blaiseadh córas cumarsáide dóibh, toisc go bhfuil ról lárnach ag an teanga i bhforbairt chognaíoch (Ronski & Sevcik 2005)..



Myth 3: Some Children Just Aren't Ready for AAC

There are no prerequisites for introduction to AAC; in fact, ASHA recommends introducing AAC as early as possible, sometimes as early as 12 months (American Speech-Language-Hearing Association, n.d.). Certainly, some children, particularly babies, may not be ready to actively engage with AAC systems, but exposure to multimodal communication (e.g. signing and gestures, pointing to pictures, and spoken language) supports the overall development of communication skills (Davidoff 2017). In fact, because of the role language plays in cognitive development, lack of access to a robust expressive communication system may put people who could benefit from AAC at a developmental disadvantage (Ronski & Sevcik 2005).





Míthuiscint 4: Ní féidir le húsáideoirí AAC a bheith dátheangach

Myth 4: AAC Users Can't be Bilingual



Níl mórán taighde déanta ar úsáid dhátheangach AAC, nó fiú úsáid AAC i bpobal dátheangach. Léiríonn an taighde atá ar fáil (e.g. Salisbury-Ferguson et al. 2026) go mbíonn úsáid AAC aontheangach, fiú i bpobal dátheangach. Is é seo an cás de bharr gnéithe éagsúla, go háirithe “an meon aonteangach”, meon atá ag daoine nach féidir le daoine atá faoi mhíchumas a bheith ilteangach, nó go gcuirtear bac orthu de bharr taithí leis an iomarca teangacha.

Leis sin ráite, tugtar le fios nach bhfuil bun ná barr leis an meon seo. Léirítear i dtionscadail éagsúla nach dtéann an dátheangachas i bhfeidhm ar pháistí a bhfuil riochtaí forbarthacha orthu cosúil leis an uathachas, le siondróm Down agus le neamhord forbartha teanga go diúltach (e.g., Durán et al., 2016; Kay-Raining Bird et al., 2016; Gutiérrez-Clellen et al., 2009). Is féidir leis na páistí seo a bheith iomlán dátheangach, fiú leis na srianta a chuirtear orthu de bharr a reachta, ach is dócha go mbeidh níos mó ama ag teastáil uathu chun an dara teanga a fhoghlaim, agus bainfear sochar as tacaíocht ó theiripeoir urlabhra agus teanga (e.g., Kay-Raining Bird et al., 2016).

There is not a lot of research on bilingual AAC use, or AAC use in bilingual communities. The existing research (e.g. Salisbury-Ferguson et al. 2026) suggests that, even in bilingual communities, AAC tends to be monolingual, due to a variety of factors, including a “monolingual mindset,” which holds that children with communication disabilities cannot be bilingual, or struggle more as a result of exposure to multiple languages.

However, this belief has been disproven by several studies, which have shown that children with developmental conditions, including autism, Down Syndrome, and developmental language disorder (DLD), experience no negative effects from dual language exposure (e.g., Durán et al., 2016; Kay-Raining Bird et al., 2016; Gutiérrez-Clellen et al., 2009). These children can become competently bilingual within the parameters of their developmental conditions, although they may require more time to learn their second language, and benefit from support from speech-language therapists (e.g., Kay-Raining Bird et al., 2016).





Míthuiscint 4: Ní féidir le húsáideoirí AAC a bheith dátheangach

Myth 4: AAC Users Can't be Bilingual



Tá páistí atá faoi mhíchumas cumarsáide, ar an gcumas códmhalartú a dhéanamh. Is oibriú teangeolaíochta é ina n-aistríonn cainteoirí dátheangacha ó theanga amháin go ceann eile, ag brath ar chásanna faoi leith. In ainneoin go bhfuil na rialacha a bhaineann le códmhalartú faoi cheist, is oibriú córasach a léiríonn duine go bhfuil fios acu ar rialacha gramadaí agus pragmataice in aghaidh na teanga (e.g., Gutiérrez-Clellen et al., 2009). Is beag taighde atá déanta ar chódmhalartú i measc úsáideoirí dátheangacha AAC, ach é sin ráite rinneadh taighde ar chódmhalartú i measc páistí dátheangacha a bhfuil agus nach bhfuil faoi mhíchumas cumarsáide.

Thug Ponce-Lawler (2017) agus Yu (2016) faoin gcineál taighde seo. Tugadh beagán difríochtaí sa chaighdeán códmhalartaithe le fios idir páistí dátheangacha atá faoi mhíchumas cumarsáide agus na páistí dátheangacha nach bhfuil faoi mhíchumas cumarsáide sa dá thionscadal. Thug Yu (2016) le fios go raibh páiste amháin, a raibh uathachas air, in ann tabhairt faoi chúig mhodh de chódmhalartú, ón méid a tháinig sí air – ní thugtar aon chódmhalartú faoi deara agus é ag déanamh aithris ar chaint tuairiscithe. Léiríonn Yu, áfach, go raibh deacrachtaí ag an bpáiste seo le haithris a dhéanamh ar chaint tuairiscithe sna teangacha ar fad, agus nár cuireadh srian ar chumas an phaiste de bharr códmhalartaithe. Léirítear nach gcuireann an míchumas isteach ná amach ar chumas páiste chun teanga eile a fhoghlaim, toisc go bhfuil páistí atá faoi mhíchumas cumarsáide in ann códmhalartú a dhéanamh nach mór ar an gcaighdeán céanna le páistí eile.

Children with communication disabilities are able to use code switching, a sophisticated linguistic process employed by bilingual individuals in conversation for specific purposes. While there is some debate surrounding the rules and purposes of code switching, it is a systematic process that demonstrates knowledge of the grammatical and pragmatic rules of both languages (e.g., Gutiérrez-Clellen et al., 2009). There has been little research on code switching among bilingual people who use AAC systems to communicate, although there is research into code switching among bilingual children with and without communication disabilities.

Ponce-Lawler (2017) and Yu (2016) both conducted studies that included typically developing children and children with communication disabilities in their studies. Both found that bilingual children with communication disabilities have been shown to perform similarly to their typically developing bilingual peers in using the pragmatic functions of code switching. Yu (2016) found that the child in her case study, who has an autism diagnosis, was proficient in four of the five types of code switching that she identified - he was not observed using code switching when quoting reported speech. However, Yu points out that this child struggled with quoting reported speech in any language, and thus this limitation was not specific to code-switching. The fact that children with communication disabilities are able to master code-switching in most of the same contexts as typically developing bilingual children suggests that their ability to learn and use two different languages is not inhibited by their developmental disability



Eiseamláiriú sa seomra ranga le teanga nua/Modeling without Expectations in the Classroom

Mar a pléadh i Mír 1, úsáidtear eiseamláiriú chun taispeáint don pháiste an chaoi a n-oibríonn córas AAC. Cé go bhfuil cosúlachtaí idir córas AAC agus teanga a thabhairt faoi bhráid an pháiste den chéad uair, cabhraíonn foghlaim AAC den chéad uair le páiste atá ag foghlaim teanga nua. Beidh blianta fada i ndán do pháiste a bheith líofa sa Ghaeilge Fiú má tá scileanna teanga bunúsacha ag páiste agus gan focal Gaeilge acu agus iad ag tosú i nGaelscoil, beidh na blianta rompu sula bhfuil siad líofa sa teanga. Sa chás seo, de ghnáth, forbrófar gabhchumas teanga mhaith sula bhforbraítear ginchumas teanga i nGaeilge.

Ní cheaptar go mbeidh mórán urlabhra, sa teanga nua, á ghiniúint ag duine atá ag foghlaim teanga nua den chéad uair. Ag an tús, ní bheidh mórán tuisceana acu ar an teanga gan tacaíocht. Is féidir mionathruithe a chur ar fáil do na daltaí seo. Cuir teanga bhunúsach agus shoiléir le gramadach chruinn, íomhánna agus gothaí, agus eiseamláiriú chun cinn. Tá na modhanna seo oiriúnach d'úsáideoirí AAC freisin. Ní cheart go mbeidh múinteoirí ag súil go mbeidh páiste in ann cumarsáid mhaith a dhéanamh leis an gcóras AAC nua, cosúil le haon neach atá ag foghlaim teanga nua den chéad uair. Taispeántar an chaoi a ndéantar cumarsáid, gan bhrú, ionas go ndéanann an páiste aithris ar atá léirithe againn, nó go bhfreagraíonn siad an cheist.

As discussed in Section 1, modeling is simply using a child's AAC system to show them how to operate the device, find words, and use it to communicate. While there are parallels between introducing an AAC system and introducing a very young child to spoken language, AAC modeling also parallels techniques used to teach a language learner a new language. A child with typical language skills and no Irish entering a Gaelscoil may take several years to become fully proficient in Irish, and is expected to develop strong receptive language skills before developing expressive language skills.

A new language learner is not expected to produce many utterances in their new language; early on, they're not even necessarily expected to understand much without support. Modifications that can be made for these students include using simple and clear language while still using correct grammar, using visuals and gestures, and modeling expectations. All of these techniques work for AAC users as well. And, much like new language learners, teachers should not expect a child learning to use AAC to quickly become proficient at using their device to communicate. We model communication without the expectation that the child copies our model, or responds to our question.



Eiseamláiriú sa seomra ranga le teanga nua/Modeling without Expectations in the Classroom

Is éasca é seo a rá ná é a dhéanamh. Is éasca go mbeifeá ag súil le freagra aon uair a chuirtear ceist ar an bpáiste. Is í an aidhm, áfach, ná go ndéantar eiseamláiriú ar mhodh cumarsáide a chuireann go mór le hionchur teanga, ach nach gcuireann an iomarca brú ar an bpáiste. Léiríonn an modh seo go mbaintear sochar as an gcumarsáid seachas gur tasc leadránach í.

Coinnigh i gcuimhne, má úsáideann páiste módúlacht chumarsáide dhifriúil, ó mar a bhí cleachtaithe, is fiú 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!

This can be much easier said than done. It’s easy to slip into the pattern of asking questions and expecting an answer. However, the goal is to model communication in a way that is rich in language input, but low in demands on the child—this helps them to see communication as something that is rewarding, enjoyable, and motivating, rather than hard or boring.

It’s also worth remembering that, while we may model all day long using one modality, if a student chooses a different modality to communicate, that’s worth celebrating. Even if we’ve spent a week modeling “up,” and the student finally reaches for the device and says “orange,” that’s also worth celebrating. All student communicative output is valid, and we should react to it!



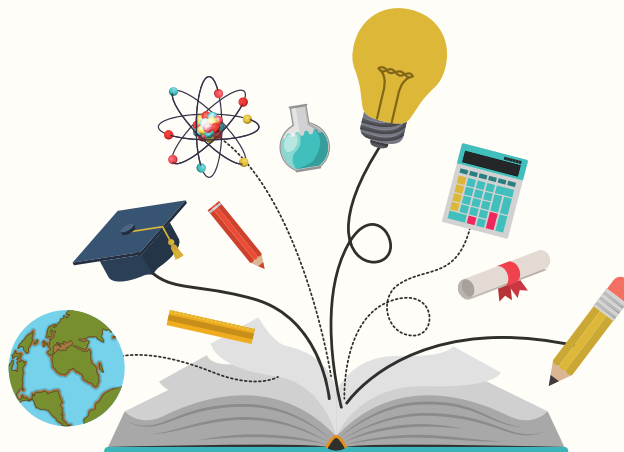
AAC agus Dearadh Uilíoch don Fhoghlaim (DUF)/AAC and Universal Design for Learning (UDL)

Is creatlach í Dearadh Uilíoch don Fhoghlaim (DUF) chun na daltaí ar fad sa seomra ranga a chur san áireamh. Tá trí phríomhaidhm sa leagan treorach nua de DUF ón Ionad na Sainicneolaíochta Feidhmí (Centre for Applied Special Technology, nó CAST): ilmhodhanna gníomhaíochta, ilmhodhanna ionadaíochta, ilmhodhanna gníomhartha agus léirithe. Clúdaítear rochtain, tacaíocht agus feidhmiúchán leis na trí phríomhaidhm seo. Ar an gcéad leathanach eile, feicfear na treoracha nua de DUF. Cuirfear eolas ar fáil leis an an gcaoi ar féidir AAC a chur i bhfeidhm sa seomra ranga, de réir DUF.

Léirítear gur cheart fáilte a chur roimh gach páiste, úsáideoirí AAC san áireamh, le húsáid nádúrtha AAC sa seomra ranga. Mar shampla, íomhánna a úsáid chun tacú le tuiscint, meas a léiriú d'aon mhodh cumarsáide, agus úsáid a bhaint as AAC mar uirlis chumarsáide chun caidrimh a chothú idir úsáideoirí AAC agus na páistí eile sa seomra ranga nó daoine fásta. Is minic go mbíonn srian ar líon na n-idirghníomhaíochtaí ag úsáideoirí AAC, ach má úsáidtear AAC go minic sa seomra ranga, beidh níos mó deiseanna ag úsáideoirí AAC caidrimh a chothú.

Universal Design for Learning (UDL) is a framework for including all learners in the classroom. The updated UDL guidelines from the Center for Applied Special Technology (CAST) have three key principles: multiple means of engagement, multiple means of representation, and multiple means of action and expression. Each of these principles addresses the areas of access, support, and executive function. On the following page is a table modeled on CAST's most recent guidelines for UDL, which identifies ways in which incorporating AAC into the classroom fits in with UDL.

Several of the key points include fostering belonging for all students, including those who use AAC, by normalising the use of AAC systems within the classroom, supporting comprehension by including visuals, respecting all communication modalities, and using AAC as a communication tool to foster connection between AAC users, their peers, and the adults who work with them. AAC users often have limited opportunities for peer interactions, and normalising the use of AAC in the classroom may afford them more opportunities to build relationships with peers.

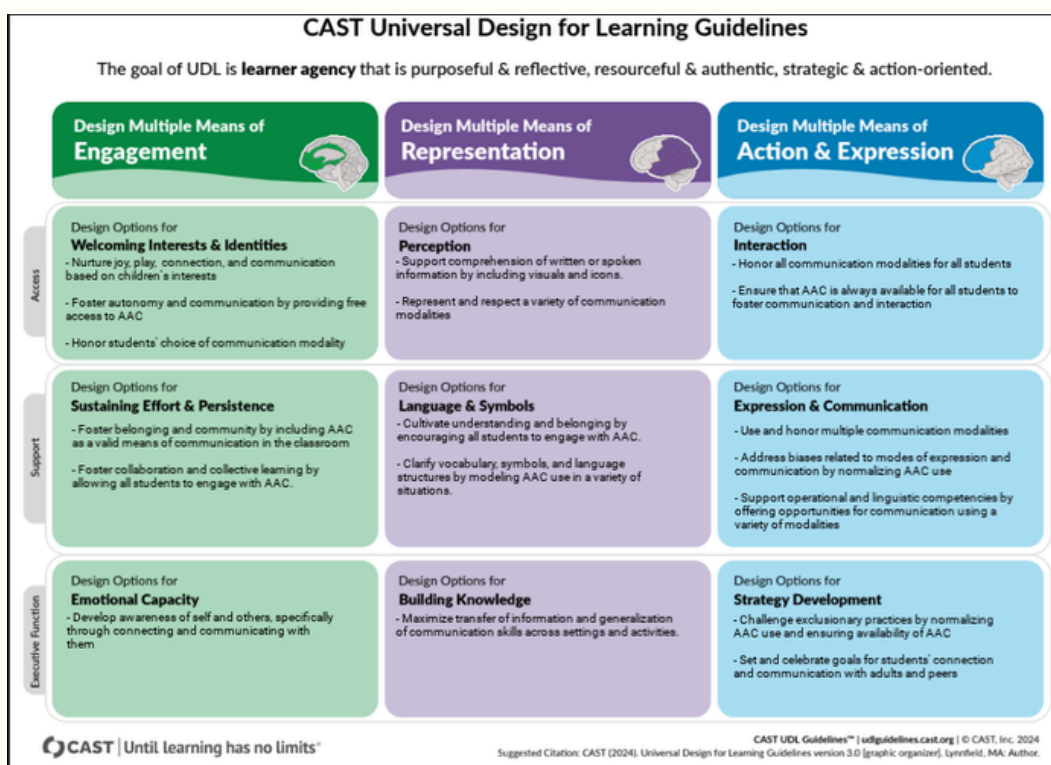


AAC agus Dearadh Uilíoch don Fhoghlaim (DUF)/AAC and Universal Design for Learning (UDL)

AAC d'aon dalta sa seomra ranga/AAC for All Students

Ní hamháin go mbaineann úsáideoirí AAC sochar as úsáid AAC sa seomra ranga, ach baineann na páistí eile sochar as freisin. Baineann páistí néara-éagsúla agus néaraitipiciúla an-sochar as íomhánna; clár ama, roghchláir, agus gnáthamh atá íomhánna iontu, go háirithe ag tús a n-aistir oideachais. Tacaítear lena dtuiscint agus lena gcuimhne ar threoracha ó bhéal. Má chuirtear íomhánna in éineacht le cumarsáid ó bhéal, cabhraítear leis na páistí nach bhfuil mórán cur amach acu ar an nGaeilge, chun tuiscint níos fearr a bheith acu sula gcuirtear i suíomh lán-Ghaelach iad. Má dhéantar nasc idir na focail agus na híomhánna ar chlár ama, cabhraítear le páistí a stóras focal a fhorbairt.

While incorporating AAC into the classroom undoubtedly benefits AAC users, the use of AAC benefits their peers as well. Particularly in the early years of school, neurodivergent and neurotypical children benefit from visuals, including visual schedules, choice boards, and routine charts, to support their comprehension and retention of spoken instructions. Combining visuals with spoken language may also help children who have had limited exposure to Irish before entering the Irish-medium education setting, support their understanding of Irish in a more concrete way. Helping these children draw parallels between spoken words and the images on a visual schedule, for example, may help them grow their receptive vocabulary.



Cén chaoi a n-úsáidtear AAC sa seomra ranga?/How Do I Use AAC in the Classroom?

Is léir go mbaineann gach páiste sa seomra ranga sochar as AAC, ach b'fhéidir go bhfuil mearbhall ar mhúinteoirí leis an gcaoi é a chur i bhfeidhm sa seomra ranga. Ní oireann AAC do gach seomra ranga, agus ní gá do mhúinteoirí na moltaí ar fad a úsáid díreach mar a léirítear iad. Is foinse spreagtha é seo do mhúinteoirí chun teacht ar mhodh a chabhróidh leo féin agus leis na páistí. Is cosúil go n-úsáidtear cuid de na nósanna seo sa seomra ranga cheana féin, agus ní bheidh ort ach mionathruithe a chur i bhfeidhm, cosúil leis na híomhánna atá ar ghléas AAC an úsáideora a úsáid.

It's clear that AAC use in the classroom can benefit all students, but what may be less clear is how to go about incorporating AAC into the classroom. This is not exhaustive, nor is it a requirement for teachers to use every single technique exactly as it's presented. These are jumping off points for teachers to figure out what will work for them and for their students. It's also quite likely that you use some of these techniques in your classroom already, and may only need to make a few minor tweaks (if any) to include the icons your students' AAC devices use.



Príomhchláir agus fochláir fhoclóireachta/Core & Fringe Vocabulary Boards

Is cláir phriontáilte AAC iad na príomhchláir agus fochláir fhoclóireachta, cosúil le hábhar íosteicneolaíochta AAC. Maidir le húsáid sa seomra ranga, áfach, déantar leaganacha níos mó dóibh, ionas gur féidir le cúpla páiste iad a úsáid ag aon am amháin. Is féidir le daoine fásta na cláir seo a úsáid agus iad ag stiúradh an tseomra ranga, agus is féidir leis na páistí iad a úsáid le linn am spraoi mar shampla, chun cumarsáid a dhéanamh lena chéile.

Déanann múinteoirí cláir inar féidir na híomhánna a bhaint den chlár (le velcro). Ligtear do na páistí íomhá a bhaint de agus í a thabhairt do dhuine fásta. Ligtear do dhaoine fásta roghanna a chur i láthair maidir le gníomhaíochtaí a dhéanamh ag am oiriúnach. Cuirfidh an duine fásta dhá nó trí íomhá ar fáil mar ghníomhaíocht fhéideartha, agus is féidir leis an bpáiste ceann acu a roghnú. Is mór an úsáid iad agus múinteoirí ag aistriú ó ghníomhaíocht amháin go dtí an chéad cheann eile, nuair a chuirtear an clár in aice le doras an tseomra ranga. Agus an rang ar tí imeacht as an seomra, taispeánfaidh an múinteoir nó cúntóir ranga do na páistí cá mbeidh siad ag dul. Nuair a fhilleann siad ar an seomra ranga, léireoidh an duine fásta an chéad ghníomhaíocht eile leis an gclár. Ní oireann an cineál cláir seo do gach seomra ranga, toisc go mbíonn ar dhaoine fásta súil a choinneáil air, rud a d'fhéadfaí a bheith dúshlánach i seomra ranga.

Is mór an chabhair í má tá na príomhchláir agus na fochláir ar fáil le linn gníomhaíochtaí a dhéantar go minic. Mar shampla, má tá cistin bheag súgartha sa seomra ranga, is fiú cláir lannaithe AAC le bia agus le gréithe cócaireachta a chur ar bhallaí na cistine.

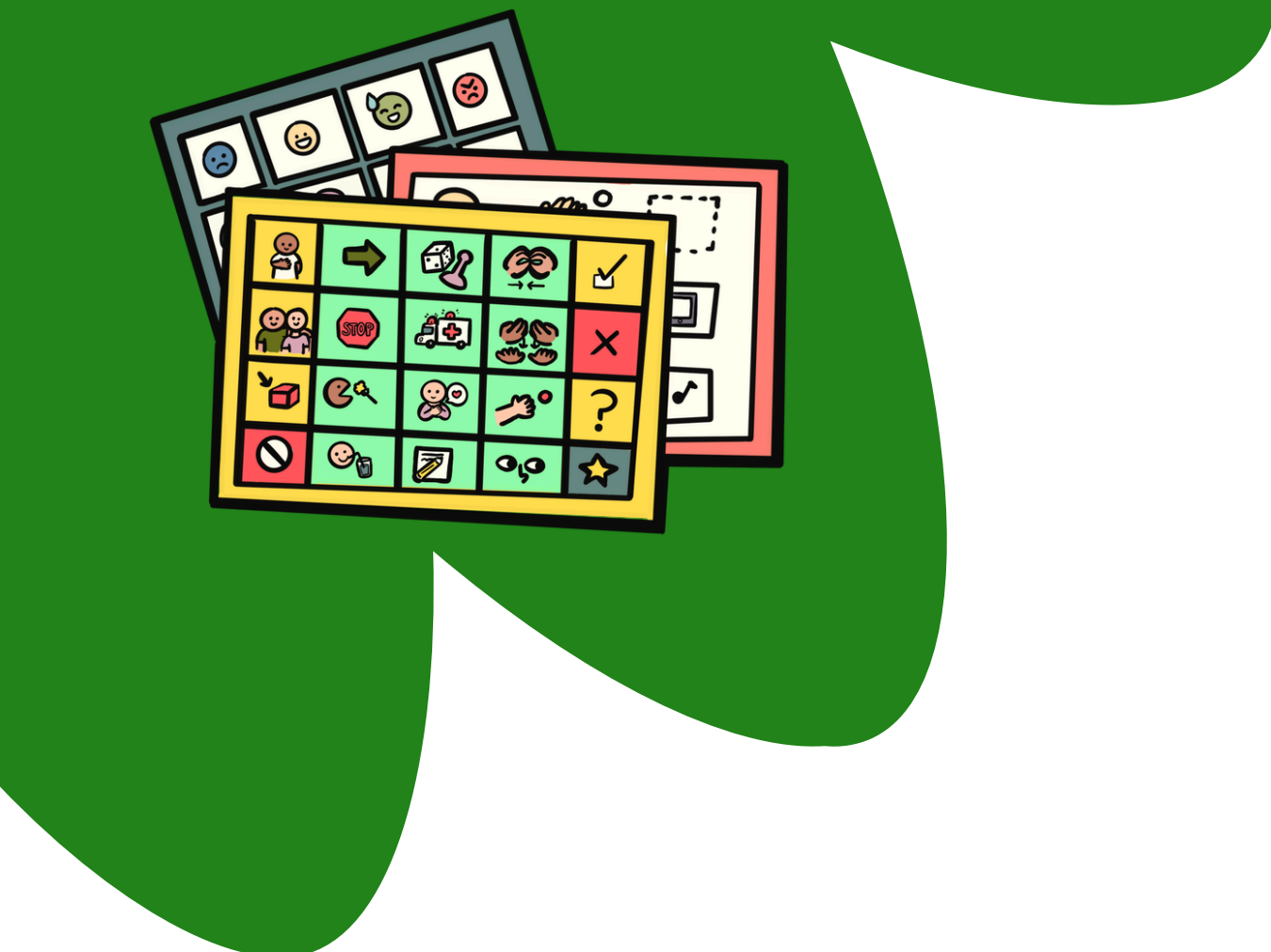
Core and fringe AAC boards are printed AAC boards, much like you might use for a light-tech AAC system. However, for classroom use, they may be printed larger for ease of use by multiple children at the same time. Adults can use these boards during instructional time to model for the group, and children can use them during less structured times to play and communicate with each other.

Some teachers make boards with removable icons velcroed onto the board to allow students to remove icons and hand them to adults. This also allows adults to provide choices for activities when appropriate - the adult can offer two or three icons for possible activities, and the child can choose one. I've also seen it used effectively to manage transitions when placed by the door to the classroom; when leaving the classroom, the teacher or assistant would show the class where they were going. When the class returned, the adult would show the class what the next activity was. This type of board works for some classrooms, but obviously adds moving parts for adults to keep track of, which can be a challenge in other classrooms.

It is particularly helpful to have boards with core and fringe vocabulary available and accessible for frequently used activities. For example, if you have a play kitchen in your classroom, you may want to have printouts of the AAC page for food and kitchen items laminated and attached to the kitchen play area.



Mír 3: Gníomhaíochtaí samplacha/ Sample activities



This section is not intended to be prescriptive; it's supposed to give teachers and professionals working with students who use AAC ideas of how they might apply some of the concepts described above in their classrooms. All of these activities are meant to be done with significant adult involvement. The ability to complete independent work is important, however, these activities are intended to foster communication skills; this means that adults need to be modeling AAC use throughout.

Gnáthaimh ag tús agus ag deireadh an lae

Arrival and Dismissal Routines

Bíonn gnáthaimh le híomhánna ag tús agus ag deireadh an lae cabhrach, go háirithe ag tús na bliana acadúla agus na páistí ag teacht isteach ar nósanna an tseomra ranga arís. Cabhraíonn siad le daoine fásta sa seomra ranga chun cuimhne a dhéanamh ar na gnáthaimh agus ar fhoclóireacht leanúnach a úsáid freisin. Bainimid ar fad sochar as íomhánna!

Having a visual schedule of the morning arrival and afternoon dismissal routines can be helpful, particularly at the beginning of the year, as children are learning classroom routines. They can also be helpful for the adults in the classroom to remember the routines and use consistent language - we all benefit from visuals!

Roghnaigh na híomhánna a chuireann síos ar ghnáthamh na maidine, agus déan cóip de na híomhánna (glac grianghraf [nó screenshot] den scáileán).

Find the icons you need to describe your morning routine, and take a screenshot.

Cuir na cóipeanna i gcáipéis Word nó Google.

Paste the icon into a Word or Google document. This is tedious, but it works!

Scríobh cur síos beag (is leor focal nó dhó) faoin ngníomh a bhaineann leis an íomhá nó íomhánna. Ní gá é seo a dhéanamh ach cuirtear na daoine fásta i gcuimhne an fhoclóireacht chéanna a úsáid.

Type or write a brief description (1-3 words is good!) of each step next to the icon or icons. This isn't strictly necessary, but it can help all the adults use the same vocabulary every day.

Gníomhaíochtaí

léitheoireachta/Storybook Activities

Tugtar faoi ghníomhaíochtaí léitheoireacht ar dhá bhealach: roghnaíonn an duine fásta an leabhar, nó roghnaíonn an páiste an leabhar. Tá sochar ag baint leis an dá bhealach, ach má tá aidhm faoi leith a chaitear baint amach as an léitheoireacht, is fearr ligean don duine fásta an leabhar a roghnú. Má tá an ghníomhaíocht ar mhaithe le spraoi a bheith ag an bpáiste agus iad ag léamh, is fearr ligean don pháiste an leabhar a roghnú.

Bíonn ullmhú i gceist le gníomhaíochtaí léitheoireachta atá bunaithe ar aidhm a bhaint amach, ach is féidir na gníomhaíochtaí seo a úsáid arís agus bíonn solúbthacht ag baint léi freisin. Mar shampla, múintear laethanta na seachtaine, an aimsir agus an frása “chuaigh mé” sa leabhar Dialann Ainín Aimsire. Díríonn an ghníomhaíocht seo ar choincheap/choincheapa - ní gá aithris a dhéanamh ar an leabhar ag úsáid AAC. Ba cheart duit léamh mar is gnách, athrú gutha do charachtair dhifriúla mar shampla. Má chuirtear stop leis an scéal chun ceisteanna a chur ar na páistí, lig do na páistí freagra a thabhairt le AAC nó ó bheal.

- Roghnaigh scéal a fhreastalaíonn ar an aidhm a mian leat a chomhlíonadh. Cuir tú féin ar an eolas an áit a bhfuil na cnaipí ábhartha lonnaithe sa chóras AAC, agus déan cleachtadh ar bhogadh ó chlár amháin go ceann eile.
- Más mian leat, is féidir cóipeanna crua a dhéanamh de na híomhánna agus iad a chur ar leathanaigh an leabhair (ní gá é seo a dhéanamh).
- Déan eiseamláiriú ar an gcoincheap chun béim a chur air. Is féidir eiseamláiriú a dhéanamh ar théarma agus an téarma luaite sa téacs.
- Déan eiseamláiriú ar choincheapa breise. Bainfead an-sochar as! Má luaitear sneachta ar leathanach agus má dhéantar eiseamláiriú air sin, mar shampla, is féidir coincheap sa bhreis cosúil le, “Bhí sé ag cur sneachta! Caithfidh go bhfuil an cailín fuar,” a chur i láthair an pháiste le AAC.

There are two main ways to approach storybook activities: the adult chooses the book, or the child chooses the book. Both are valid choices in different contexts—if there’s a particular concept that you want to work on, you can choose a book that targets that concept. If the goal is for the child to have an enjoyable experience reading a story with an adult, the child should choose the book.

Concept-driven storybook activities require some preparation, but are reusable, and can be used fairly flexibly. The example here is from the book Dialann Ainín Aimsire, and can be used to teach days of the week, weather, and/or “chuaigh mé.” Remember that this activity targets a concept or concepts; you don’t have to narrate the entire book using AAC. In fact, you should read as you usually would – if you use silly voices for different characters, keep doing that! If you often pause to ask questions, do that, and allow students to use AAC or spoken language to answer!

Choose a story that features the concept you want to work on several times. Familiarize yourself with where these concepts are in the AAC system, and (if you’re working on multiple concepts) how to navigate between them.

If you want to, you can screenshot and print the icons and put them on the relevant pages in the book (this isn’t necessary, but it’s nice to do).

Model the concept as you read. If, for example, you’re focusing on weather terms, you can model the term as it’s used in the text.

Model commenting on the text – this is really helpful and important! If you just read the page where it’s snowing, and modeled, “Snow fell today,” you can then comment, “It snowed! She’s cold,” using the AAC.

Gníomhaíochtaí

léitheoireachta/Storybook Activities

Ní bhíonn mórán ullmhaithe i gceist nuair a roghnaíonn páiste an leabhar. Is féidir díriú ar scileanna faoi leith ach is í aidhm na gníomhaíochta seo ná go mbainfeadh an páiste sult as an léitheoireacht. Cothaítear dea-chaidreamh léitheoireachta do pháiste leis an ngníomhaíocht seo.

Child-driven storybook activities typically don't require much preparation. You can still target language skills, but the main purpose is to have fun reading. This kind of activity is important because it establishes reading as a positive experience for children.

- Lig don pháiste an scéal a roghnú. Cuir cúpla rogha faoi bhráid an pháiste má tá siad ag streachailt leabhar a roghnú.
- Caith súil sciobtha ar an leabhar mura bhfuil cur amach agat air. Ní gá é seo a dhéanamh, ach cuireann sé an ghníomhaíocht chun fusachta má tá eolas agat ar bhunús an scéil.
- Léigh an scéal mar is gnách, agus bain úsáid as AAC agus an deis agat. Má tá Dónall an Chlúimh agus An-Ocras Air! á léamh agat, mar shampla, is fiú clár ACC de bhia a bheith ar lámh agat.
- Cuir ceisteanna ar an bpáiste agus tú ag léamh. Maidir le Dónall an Chlúimh agus An-Ocras Air!, is féidir íomhá d'úll a thaispeáint don pháiste agus fiosrú de, "Céard atá ite aige?" Tabhair am don pháiste chun teacht ar fhreagra, ach mura bhfreagraíonn sé, is féidir úsáid a bhaint as AAC chun eiseamláiriú a dhéanamh ar an bhfreagra. Is féidir deiseanna chun abairt a chríochnú don pháiste, mar shampla, "D'ith sé dhá phiorra..." agus lig don pháiste "...Dé Máirt!" a rá – nó fiú, "Ach bhí ocras..." , "...fós air!"

Let the child choose a story. You may want to offer some choices that you know they enjoy if it seems like they're struggling to decide.

Skim the book if you're not familiar with it. While you can go in blind, it's easier if you have an idea of what the story is about.

Read the story as you normally would, incorporating AAC modeling where you can. If you're reading *The Very Hungry Caterpillar*, you might have the page for food displayed.

Ask questions as you read! For *The Very Hungry Caterpillar*, you could show them the picture of the apple (below) and ask, "What did he eat?". Give some wait-time; if the child doesn't respond, you can model the answer using the device. You can also give the child opportunities to finish the sentence, "On Tuesday, he ate two..." and give the child the opportunity to say, "...pears!" or "But he was still...", "...hungry!"

Téama a chur le tóraíocht taiscthe

Themed Scavenger Hunt

Is modh spráúil é tóraíocht taiscthe chun páistí a spreagadh AAC a úsáid lasmuigh den seomra ranga. Cabhraítear le páistí naisc a dhéanamh idir íomhánna AAC agus rudaí fisiciúla. Tá sé níos éasca má chloítear le hainmfhocail, ach is féidir na briathra a úsáid. Mar shampla, thiocfadh iarr orthu teacht ar rud atá in ann eitilt. Thiocfadh leo dul sa tóir ar fheithid nó ar éan. Thiocfadh leo pictiúr a ghlacadh de na hainmhithe, seachas iarracht greim a fháil orthu.

Themed scavenger hunts can be a really fun way to get out of the classroom and use AAC in a wider variety of settings. It can also help children make connections between AAC icons and real items. Scavenger hunts are easiest with nouns, but you could include verbs and ask them to find an item on the scavenger hunt list that does something. For example, you could have them find something that flies. They could look for a bug or a bird - and rather than have them bring the bug or bird into the classroom, the child or adult could take a picture of it.

1. Roghnaigh téama. Mar chuid den sampla seo, roghnaíodh téama atá bunaithe ar an nádúr.
2. Tar ar na focail a mian leat díriú orthu, agus déan cóip de na híomhánna ar chóras AAC.
3. Cuir na cóipeanna i gcáipéis Word nó Google, agus cuir téacs in éineacht leis an íomhá. Cuir treoracha ag barr an leathanaigh más gá.
4. Tabhair liosta de na rudaí a chaithfear teacht orthu do na páistí. Bain úsáid na focail agus na híomhánna priontáilte dá ngléas AAC.
 - Téigh sa tóir orthu! Agus iad i mbun tóraíochta, úsáid an gléas chun eiseamláiriú a dhéanamh. Is féidir leat:
 - Rud a rá cosúil le, “Ó, nach álainn an bláth sin!”
 - Ceisteanna a chur orthu, “Cá rachaidh muid?”
 - Tráchtairacht ar an méid atá á dhéanamh agat a dhéanamh, “Baileoidh mé an chloch sin agus cuirfidh mé sa mhála é.”
 - Treoracha a thabhairt dóibh, “Bailigh an duilleog sin le do thoil!”

Choose a theme. For this example, I chose a nature scavenger hunt theme.

Find the words you want to target on the device, and take a screenshot of the corresponding icon.

Paste the icon into a Word or Google document, and include or add the text along with it. You may also want to include directions at the top of the page.

Give the students the list of items to find. Use printed words and the icons on their AAC device.

Go look for the items! As you look, use the device to model. You can:

Comment, something like, “Oh, that’s a beautiful flower!”

Ask questions. “Where should we go next?”

Narrate what you're doing. “I’m going to pick up this pebble and put it in our bag.”

Give directions. “Please grab that leaf!”

Ceist na Seachtaine

Question of the Week

Beidh ar dhuine fásta faoin mbaile cabhrú leis an ngníomhaíocht seo, ach níl mórán iarrachta i gceist leis. Níl orthu ach ceist spráíúil a chur ar an bpáiste – cuirfear an cheist ar fáil ag múinteoir. Is féidir leis seo tacú le páistí sa seomra ranga agus iad ag déanamh cairde nua chomh maith le scileanna cumarsáide a fhorbairt.

This will also require some involvement from adults at home, but is relatively low effort. It involves supporting their child to provide a brief answer to a fun question. This could be a good way to support all students as they build a classroom community as well as their communication skills.

1. Cum ceist ar féidir leis na páistí ar fad a fhreagairt. Ba cheart go rachadh freagra gairid in éineacht leis an gceist – idir cúpla focal nó cúpla abairt. Seo cúpla sampla thíos:

- Céard é an t-ainmhí is fearr leat? Cén fáth a dtaitníonn sé leat?
- An ndeachaigh tú áit ar bith le linn na deireadh seachtaine? Cá háit? Nó, má fhan tú faoin mbaile, céard a rinne tú ann?
- Céard a dhéanann tú agus tú amuigh faoi spalpadh na gréine?
- An bhfuil peata agat? Mura bhfuil, ar mhaith leat ceann? Cén saghas peata atá/a bheadh agat?
- Dhéanfainn iarracht gan an iomarca ceisteanna a bhunadh ar na “rudáí is fearr leat”. Níl locht ar na ceisteanna seo, ach níl dochar ann ceisteanna éagsúla a chur orthu.

2. Cuir leathanach le Ceist na Seachtaine air abhaile leis an bpáiste Déardaoin nó Dé hAoine. Beidh ar dhuine fásta faoin mbaile cabhrú leis an bpáiste chun freagra a chumadh.

3. Nuair a bhuaileann Dé Luain leo, beidh an deis ag gach páiste, úsáideoirí AAC san áireamh, a bhfreagra a roinnt leis an rang. Déan cinnte go mbíonn an deis ag úsáideoirí AAC freagra a thabhairt go neamhspleách, ach beidh seans ann go mbeidh ar dhuine fásta eiseamláiriú a dhéanamh dóibh má bhíonn deacrachtaí acu.

Come up with a question that all students in the class could answer. Questions should have brief answers – a few words to a few sentences. Some ideas could include:

What’s your favourite animal? Why do you like it?

Did you go anywhere this weekend?

Where? Or, if you stayed home, what did you do?

What do you like to do when the weather is nice?

Do you have a pet? If not, do you want one? What kind?

I typically try to avoid doing a ton of “favourite thing” questions. There’s nothing wrong with these types of questions; there are just so many different types of questions we could ask, and we don’t want to get stuck on “favourite things.”

On Thursday or Friday, send home a Question of the Week sheet with every child. The adults at home may need to support their child in answering the question.

On Monday, every child, AAC users and non-AAC users, can have the opportunity to share their answer briefly with the class. Children who use AAC should always have the opportunity to answer independently, though they may need an adult to model for them after being given some wait-time.

Scagadh coincheapa

Concept Sorting

Cabhraíonn an ghníomhaíocht seo le teacht isteach ar fhoclóireacht acadúil, ar phríomhfhoclóireacht agus ar fho-fhoclóireacht do pháistí. Tá píosa ullmhúcháin i gceist, ábhar a phriontáil agus a lannú, ach is féidir an t-ábhar a athúsáid. Is gníomhaíocht chomhoibríoch í seo, toisc gurb í an chaint mar bhunchloch na gníomhaíochta.

This is an activity that can be very helpful for introducing academic vocabulary as well as core and fringe vocabulary. It involves some printing and preparation, but can be reused as needed. Dialogue is a key part of this activity, so this is intended to be a collaborative activity.

1. Roghnaigh coincheap. Úsáidtear ainmhithe feirme sa sampla seo.
2. Déan cóipeanna fisiciúla (priontáilte agus lannaithe) ar íomhánna AAC d'ainmhithe faoi dhó. Déan cóip fhisiciúil den chnaipe NÍL. Bain úsáid astu chun córas scagtha a chur i mbun - dhá shraith a chruthú, nó fiú dhá bhosca a úsáid, mar shampla.
3. Roghnaigh bréagáin nó pictiúir don ghníomhaíocht. Bailigh meascán d'earraí a bhaineann leis an gcoincheap, bunaithe ar ainmhithe feirme sa chás seo, agus nach mbaineann leis an gcoincheap.
4. Measc na hearraí le chéile.
5. Scag na hearraí seo de réir na sraithe/bosca leis an bpáiste. Is gá míniú don pháiste (agus eiseamláiriú a dhéanamh ar AAC!) an chúis leis na roghanna atá á dhéanamh agat. Seo samplaí de na rudaí is féidir leat rá leo:
6. "Ó, féach ar an mbó seo! Tá bó ag daideo ar an bhfeirm. Cuirfidimid an bhó sa bhosca feirme."
7. "Is teilifís í sin. Ní fiú ainmhi í! NÍL sí ag dul isteach chuig an mbosca leis na hainmhithe."
8. "Leon! Rár! Cá dtéann sé? Is ainmhi é leon, ach tá cónaí orthu sa dufair nó sa zú, ní ar fheirm!"

1. Choose a concept to work on. This example will use farm animals.
2. Print and laminate the farm animals icon from Geabaire twice. Also print and laminate the NÍL icon. Use these to make a sorting system - you can use two columns, or attach them to boxes, for example.
3. Decide if you want to use real items, toys, or pictures for the activity. Gather some items that belong in the category you're working on, and some that don't.
4. Mix the objects.
5. Working with the child, sort the items into their column or box. It's important to talk with the child (and model on an AAC!) about why each item goes in the box you're putting it in. Some examples of things you could say:
 - "Oh, look, it's a cow! Grandad has cows on his farm. It goes in the farm box."
 - "This is a television. That's not even an animal! It goes in the NÍL farm animal box."
 - "A lion! Roar! Where does he go? Lions are animals, but they belong in the savannah or at the zoo, not on a farm."

Tá an ghníomhaíocht seo bunaithe ar cheann atá an-chosúil leis ó www.praacticalaac.com. Is acmhainn iontach é an suíomh gréasáin seo do cheachtanna agus gníomhaíochtaí AAC!

This activity is based on a very similar one from www.praacticalaac.com. This website is a fantastic resource for AAC lessons and activities!

Scagadh coincheapa

Concept Sorting

Cuimhnigh nach gá eiseamláiriú a dhéanamh ar gach aon fhocal agus gníomhaíocht cosúil leis seo ar bun agat. Ba mhór an dúshlán é AAC amháin a úsáid. Cuireann cumarsáid ilmhódúlachta – cumarsáid AAC agus ó bhéal – go mór le forbairt scileanna ionchuir agus aschuir teanga.

It's important to remember that it's okay to model only the target vocabulary while you're working on an activity like this. It would be very challenging to use AAC exclusively, and multimodal communication, spoken language and AAC, can help children develop expressive and receptive language skills.



Tá an ghníomhaíocht seo bunaithe ar cheann atá an-chosúil leis ó www.praacticalaac.com. Is acmhainn iontach é an suíomh gréasáin seo do cheachtanna agus gníomhaíochtaí AAC!

This activity is based on a very similar one from www.praacticalaac.com. This website is a fantastic resource for AAC lessons and activities!



Mír 4: Cúrsaí Teicniúla le Tabhairt san Áireamh/ Technical Considerations

Modh úsáide Geabaire ar chlár idirghníomhach/How to use Geabaire on a Smartboard

Is féidir Geabaire a chur ar taispeáint de chlár idirghníomhach sa seomra ranga chun foclóireacht a leathnú, eiseamláiriú a dhéanamh agus é a úsáid mar uirlis le linn gníomhaíochtaí seomra ranga.

Geabaire can be displayed on a classroom Smartboard so that teachers and pupils can explore vocabulary, model language and use Geabaire during whole-class activities.

Rogha 1: Geabaire a úsáid den chlár idirghníomhach féin/ **Option 1: Open Geabaire directly on the Smartboard**

Má tá rochtain ag an gclár idirghníomhach ar an idirlíon agus ar bhrabhsálaí gréasáin:

1. Cuir an clár ar siúl.
2. Déan cinnte go bhfuil an clár nasctha leis an idirlíon.
3. Oscail brabhsálaí gréasáin an chlár.
4. Téigh go suíomh Geabaire.
5. Oscail Geabaire.
6. Roghnaigh guth agus canúint, más gá.
7. Aistrigh an clár go dtí an scáileán mór chun an clár a fheiceáil níos soiléire.
8. Bain triail as cnaipe chun cinntiú go bhfuil an t-aschur cainte agus teagmhála méara ag feidhmiú.

Má osclaítear Geabaire ar bhrabhsálaí gréasáin go rathúil, d'fhéadfadh é a úsáid ar an gclár idirghníomhach féin.

If your Smartboard has internet access and a web browser:

Turn on the Smartboard.
Check that it is connected to the school Wi-Fi or internet network.
Open the Smartboard's web browser.
Go to the Geabaire website.
Open Geabaire.
Select the required voice or dialect, if necessary.
Switch to full-screen mode if this makes Geabaire easier to see and use.
Test a button to make sure that both touch and speech output are working.

If Geabaire opens correctly in the browser, you can use it directly from the Smartboard touchscreen.



Modh úsáide Geabaire ar chlár idirghníomhach/How to use Geabaire on a Smartboard

Rogha 2: Geabaire a úsáid de iPad Option 2: Display Geabaire from an iPad

Is féidir Geabaire a chur ar taispeáint de chlár idirghníomhach le húsáid iPad. Is úsáideach é seo má tá leagan cláir socraithe d'úsáideoir cheana féin.

1. Cuir iPad agus an clár idirghníomhach ar siúl.
2. Déan cinnte go bhfuil an dá ghléas nasctha leis an líonra idirlín chéanna.
3. Oscail Geabaire den iPad.
4. Oscail Control Centre den iPad.
5. Brúigh ar Screen Mirroring.
6. Roghnaigh clár idirghníomhach an tseomra ranga atá mar chuid den liosta.
7. Iontráil an cód a léirítear ar an gclár.
8. Má tá an t-ádh leat, beidh scáileán an iPad ar an gclár idirghníomhach.
9. Oscail Geabaire agus déan cinnte go bhfuil an t-aschur cainte ag feidhmiú.

Leis an modh seo, tugtar faoi úsáid Geabaire den iPad, seachas den chlár idirghníomhach.

You can also show Geabaire on the Smartboard from an iPad. This can be useful if Geabaire has already been set up for a particular user on that iPad.

Turn on the iPad and Smartboard. Make sure both devices are connected to the same Wi-Fi network. Open Geabaire on the iPad. Open Control Centre on the iPad. Tap Screen Mirroring. Select the Smartboard or classroom display from the list. Enter a connection code if one appears on the Smartboard. The iPad screen should now appear on the Smartboard. Open Geabaire and test the sound.

When using screen mirroring, Geabaire is usually controlled from the iPad rather than from the Smartboard itself.



Modh úsáide Geabaire ar chlár idirghníomhach/How to use Geabaire on a Smartboard

Níl an clár idirghníomhach ag teacht aníos mar rogha nasctha/
If the Smartboard does not appear

Mura féidir teacht ar an gclár idirghníomhach faoi Screen Mirroring:

- Déan cinnte go bhfuil an iPad agus an clár idirghníomhach nasctha leis an líonra idirlín chéanna.
- Déan cinnte go bhfuil comhroinnt scáileáin nó Airplay ceadaithe sa chlár idirghníomhach.
- Múch an t-idirlíon den iPad agus cuir ar siúl arís é.
- Dún agus athoscail an Control Centre den iPad.
- Atosaigh an iPad agus an clár idirghníomhach más gá.
- Fiosraigh de thacaíocht ríomhaireachta na scoile má tá comhroinnt scáileáin ceadaithe ar na gléasanna.

If you cannot find the Smartboard under Screen Mirroring:

Check that the iPad and Smartboard are connected to the same Wi-Fi network.
Check that screen sharing or AirPlay is enabled on the Smartboard.
Turn Wi-Fi off and on again on the iPad.
Close and reopen Control Centre.
Restart the iPad and Smartboard if necessary.
Ask your school's IT support to check whether the school network blocks screen mirroring between devices.



Modh úsáide Geabaire ar chlár idirghníomhach/How to use Geabaire on a Smartboard

Tá Geabaire ag teacht aníos ach níl aon fhuaim in éineacht leis
If Geabaire appears but there is no sound

1. Déan cinnte nach bhfuil an fhuaim múchta ar an dá ghléas.
2. Bain triail as suíomh eile chun fiosrú má tá an fhadhb ag baint le Geabaire nó leis an gclár idirghníomhach.
3. Dícheangail agus athcheangail an chomhroinnt scaileáin idir an dá ghléas.
4. Más gá, úsáid callairí den iPad agus Geabaire á thaispeáint den chlár idirghníomhach agat.

Check that the volume is turned up on both the iPad and Smartboard. Check that the Smartboard has not been muted. Test another sound or website to establish whether the problem is with Geabaire or the Smartboard audio. Disconnect and reconnect screen mirroring. If necessary, use the iPad speakers while displaying the visual content on the Smartboard.

Moladh don seomra ranga Classroom tip

Is mór an úsáid é d'úsáideoirí Geabaire eiseamláiriú AAC a dhéanamh ar an gclár idirghníomhach. Is féidir le múinteoirí suíomh na bhfocal, an modh a chumtar abairtí ar an ngléas a thaispeáint, mar aon le gníomhaíochtaí i nGaeilge leis an seomra ar fad a dhéanamh. Ba cheart go gcuireann an clár idirghníomhach le húsáid AAC sa seomra ranga, seachas é a chur in ionad ghléas an úsáideora.

Displaying Geabaire on the Smartboard can be particularly useful for AAC modelling. Teachers can model where words are located, demonstrate how a sentence is built and use Geabaire alongside whole-class Irish-language activities. The Smartboard version should complement, rather than replace, the AAC user's own communication device.

Geabaire

Léargas ar chóras cumarsáide Geabaire An overview of the Geabaire communication system

Is córas AAC atá bunaithe ar ghramadach agus ar struchtúr na Gaeilge é Geabaire. Roghnaíonn úsáideoirí íomhánna den chlár chun abairtí a chumadh agus déantar aithris ar an teachtaireacht ag guth sintéiseach ABAIR. Tá thart ar 10,000 focal/frásaí sa chóras mar aon le huirlisí gramadaí, gnéithe a ligeann d'úsáideoirí cumarsáid a dhéanamh as a stuaim féin gan stró.

Geabaire is a robust, symbol-based AAC system designed around the grammar and structure of Irish. Users select symbols, written words or letters to build messages, which are then spoken aloud using an ABAIR synthetic Irish voice. The system contains approximately 10,000 pre-programmed words and phrases, in addition to plurals and grammatical forms generated automatically, enabling users to communicate both familiar and entirely original messages.

An Príomhchlár agus foclóireacht The Home board and core vocabulary

Tugtar rochtain láithreach ar na focail Ghaeilge is coitianta ag an bPríomhchlár. Cuireadh briathra, forainmneacha, agus araile san áireamh. Cuirtear rochtain láithreach; ar fhrásaí tábhachtacha a bhaineann le féin-abhchóideacht faoi 'Stad', ar fhrásaí úsáideacha faoi 'Gob Gasta', ar na réamhfhocail phearsanta faoi 'Réamhfhocail', agus ar fhoclóireacht phearsanta faoi 'Fúmsa'.

Toisc nach bhfuil fáil ar liosta foclóireachta AAC na Gaeilge, bunaíodh foclóireacht Geabaire ar An Ghaeilge Labhartha (Meascán Canúintí). Is corpas é ina bhfuil 90,000 focal ann d'ábhar tras-scríofa de Raidió na Gaeltachta leis na trí mhórchanúint. As na deich bhfocal is coitianta, gheofar rochtain láithreach ar sé chinn acu le brú an chéad chnaipe, na ceithre chinn eile faoi dhá chnaipe, agus gheofar rochtain ar an gcéad focal is coitianta faoi dhá chnaipe.

The Home board provides immediate access to the most frequently used Irish words, particularly verbs, pronouns and small grammatical words that can be combined across many different situations. It also gives direct access to important areas such as 'Gob Gasta' for quick phrases, 'Stad' for self-advocacy and communication repair, 'Réamhfhocail' for prepositional pronouns, 'Fúmsa' for personal vocabulary and the keyboard.

In the absence of a published Irish AAC core-word list, Geabaire's core vocabulary was informed by An Ghaeilge Labhartha (Meascán Canúintí), a 90,000-word corpus drawn from spoken Raidió na Gaeltachta interviews across the three major dialects. Six of the ten most frequent words can be reached with one selection, the remaining four with two, and most of the top 100 words within two selections.

Geabaire

Ord agus eagar na foclóireachta/ How vocabulary is organised

Léirítear na focail de réir struchtúr na cainte, na brí, an chaidrimh ghramadaí, an fheidhmithe chumarsáidigh agus thairiscintí na pleanála luaile. Cloíonn an Ghaeilge leis an struchtúr; briathar-ainmní-cuspóir, go minic. Leagadh struchtúr Geabaire dá réir sin agus na briathra curtha ar chlé an chláir, agus na hainmnithe agus na cuspóirí curtha ar dheis. Spreagtar an t-úsáideoir le dul ó chlé go deis, mar a dhéantar le habairt i nGaeilge. Baintear úsáid as treoir dhathanna Fitzgerald chun grúpa focal a chur in iúl:

- Dath glas ar na briathra;
- Dath buí ar na forainmneacha;
- Dath flannbhuí ar na hainmfhocail;
- Dath gorm ar na haidiachtaí agus dobhriathra;
- Dath bán ar na focail eile.

Cuirtear na grúpaí focal sna suíomhanna céanna ar fud an chláir chun tacú le haithint radhairc agus le pleanáil luaile.

Words are displayed in a grid and organised according to part of speech, meaning, grammatical relationships, communicative function and motor-planning principles. Simple statements in Irish generally follow verb-subject-object (VSO) order. Geabaire reflects this by placing verbs toward the left of the boards, followed by pronouns, nouns, and other word types. This helps users move from left to right through the likely elements of an Irish sentence. Geabaire uses a modified Fitzgerald colour key to identify different parts of speech and highlight grammatical relationships:

verbs are green;
pronouns are yellow;
nouns are orange;
adjectives and conjunctions are blue;
and
frequently used small grammatical words are white.

The same colours and word-type positions are used consistently across boards to support visual recognition and motor planning. Conceptually related vocabulary is grouped on linked boards; for example, the 'siopa' board contains shopping-related nouns, verbs and describing words. Most words remain in one consistent location, and vocabulary can generally be reached within one to three selections, supporting predictability, motor learning and efficient communication.

Geabaire

Gluaiseacht idir na cláir **How users navigate between** **boards**

Athraíonn úsáideoirí ón bPríomhchlár go fochlár chun teacht ar shainfhocail. Cuirtear focail ghaolmhara, ó thaobh coincheapa de, faoi fhochlár - mar shampla, faoin fhochlár 'siopa', tá ainmfhocail, briathra agus aidiachtaí a bhaineann le cúrsaí siopadóireachta ann. Cuireadh cuid mhaith de na focail sa suíomh céanna, agus is féidir teacht ar fhocail faoi thrí chnaipe a bhrú, rud a thacaíonn le hintuathacht, le foghlaim luaile agus le cumarsáid éifeachtach.

Tá gné fillte sciobtha mar chuid de Geabaire. Ligeann an ghné seo don úsáideoir filleadh ar an bPríomhchlár go huathoibríoch, i ndiaidh dóibh focal a roghnú. Cuirtear rochtain sciobtha ar fáil ar na focail is coitianta agus úsáideoir ag cumadh abairt. Is féidir luas na gné seo a athrú nó an ghné a mhúchadh, ar thoil an úsáideora.

Users move from the Home board to linked boards containing more detailed or topic-specific vocabulary. Conceptually related words are grouped together, and most vocabulary can be reached within one to three selections. Buttons remain in consistent locations to support predictable navigation and motor planning.

Geabaire also includes a snapback feature, which automatically returns the user to the Home board after a word is selected. This provides quick access to the high-frequency words needed to continue constructing a sentence. The snapback feature can be adjusted or turned off in the settings to suit the individual user's communication and access needs.

Geabaire

Caighdeán gramadaí Geabaire

How grammatically correct sentences are constructed in Geabaire

Roghnaíonn úsáideoirí íomhánna nó focail chun abairt a chumadh. Taispeántar na focail, a bhrúitear sa bhosca focal le cinntiú go bhfuil an teachtaireacht ar fad ann, sula ndéanann guth sintéiseach ABAIR aithris ar an teachtaireacht.

Mar is eol go dóite dúinn, tá an oiread rialacha gramadaí ag baint leis an nGaeilge, agus baintear úsáid as uirlisí próiseála teanga uathoibrithe, chun na rialacha gramadaí a chur i bhfeidhm. Is iad An Gramadóir, ceartaitheoir gramadaí na Gaeilge atá forbartha ag Kevin Scannell, agus ceartaitheoir gramadaí agus parsálaí ginideach atá forbartha ag ABAIR, na huirlisí gramadaí a úsáidtear in Geabaire.

Tá sé ar chumas na gceartaitheoirí gramadaí athruithe cosúil le, mo teach a chur i bhfeidhm, nuair a chuirtear na focail mo agus teach sa bhosca focal. Ina theannta sin, is féidir leis an bparsálaí ginideach abairt ina bhfuil an tuiséal ginideach i gceist a chur i bhfeidhm, cosúil le doras an tí, seachas an leagan mícheart, doras an teach.

Users select symbols or written words to construct a message.

Each word appears in the sentence bar, where the complete message can be reviewed and spoken aloud using an ABAIR Irish-language voice.

Because Irish words change according to their grammatical context, Geabaire uses automated language-processing tools to make necessary corrections without requiring separate buttons for every possible form. These include An Gramadóir, the Irish grammar checker developed by Kevin Scannell, an additional grammar corrector developed within ABAIR, and an ABAIR genitive parser.

For example, the system can apply the required mutation to change mo teach to mo theach (“my house”). The genitive parser can also select the correct form in phrases such as doras an tí (“the door of the house”), changing teach to its genitive form, tí..

Geabaire

Caighdeán gramadaí Geabaire

How grammatically correct sentences are constructed in Geabaire

San am i láthair, cloíonn na ceartaitheoirí gramadaí le rialacha an Chaighdeáin Oifigiúil (2017) (CO), agus mar thoradh, cuirtear réimhniú i bhfeidhm nach bhfuil dílis do ghramadach gach canúint. An sampla is suntasaí de seo ná na cumaisc réamhfhoclacha. Chun freastal ar gach aon chanúint sa tír, cruthaíodh dhá chóras, an Córas Lárnach (CO 1.4), agus Córas an tSéimhithe (CO 1.7). In ainneoin go bhfuil comhstádas ag an dá chóras, tugtar tús áite don Chóras Lárnach. Dá bharr, cloíonn na ceartaitheoirí gramadaí leis an gCóras Lárnach, in ainneoin na canúna. Mar shampla, má bhrúitear ar na cnaipí sa agus baile, cuirfear séimhiú leis an ainmfhocal baile, mar a shonraíonn CO17, sa bhosca. Tuigtear nach bhfuil an ghramadach seo dílis do Ghaeilge Chonamara, sa mbosca, ach is amhlaidh an cás do na canúintí ar fad le rialacha gramadaí eile. Mar shampla, sa Chóras Lárnach ní dhéantar aon athrú ar ainmfhocail fhirinscneacha dar tús 's', sa seomra ranga. Cloíonn Gaeilge Chonamara leis an riail seo, ach ní chloítear leis i nGaeilge Uladh ná i nGaelainn na Mumhan, sa tseomra ranga. Is fiú na rialacha seo a bhreith chun cuimhne agus tú ag úsáid an chórais leis an gceartaitheoir gramadaí ar siúl.

Ní mór don ghléas a bheith nasctha leis an idirlíon ionas gur féidir leis na huirlisí gramadaí a fheidhmiú. Cuirtear Gaeilge níos cruinne chun cinn agus laghdaítear líon na gcnaipe ar an gclár mar thoradh.

Currently the grammar checkers adhere to the grammatical rules of An Caighdeán Oifigiúil (CO), 2017, and as a result, may apply grammar rules that do not suit a specific dialect. The most significant case of this would be with the combination of a preposition and an article. Two grammatical systems were created to tackle this issue, An Córas Lárnach (CO 1.4), and Córas an tSéimhithe (CO 1.7). Although both systems have equal status, first preference is given to An Córas Lárnach. As a result, the grammar checker adheres to An Córas Lárnach, despite the dialect used. For example, if the buttons sa and baile are entered into the sentence bar, baile will be aspirated, as per the rules of CO, sa bhaile. In Conamara Irish, this would be grammatically incorrect as the baile should be eclipsed, sa mbaile. But this is a problem within all of the dialects. For example, there is no mutation applied to masculine words beginning with the letter 's' after sa in An Córas Lárnach, sa seomra ranga. Conamara Irish adheres to this rule but Ulster and Munster Irish don't. Instead a 't' is prefixed to the noun, sa tseomra ranga. So it is important to remember that this is the grammatical system that has been applied to Geabaire.

These automated grammar features currently require an internet connection. They support more accurate sentence construction while reducing the number of selections required and avoiding overcrowded boards.

Geabaire

Úsáid na mbriathra oiriúnacha Verbs and verb-pronoun combinations

Cuirtear réimse foirmeacha de na briathra ar fáil in Geabaire; an aimsir chaite, láithreach, fháistineach, an modh coinníollach, aidiachtaí briathartha, ainmneacha briathartha agus fréamh na mbriathra. Leagadh na briathra amach go leanúnach ar fud an chláir, chun úsáid an chórais a chur chun fusachta don úsáideoir. Bíonn dath glas ar chnaipe fhréamh an bhriathair, agus bíonn dath glas ar imeall an chnaipe d'fhoirmeacha eile an bhriathair.

Geabaire provides access to a wide range of verb forms, including commands, past, present, and future tenses, verbal nouns, infinitives, conditional forms, and verbal adjectives. The forms appear in a consistent sequence and position, allowing users to develop predictable pathways to them. The verb root has a solid green background, while other tense forms have a green outline.

Na foirmeacha ceisteacha agus diúltacha Questions and negatives

Níl focail sa Ghaeilge a aistríonn go díreach mar yes agus no an Bhéarla. Freagraítear ceist le foirm dhearfach nó foirm dhiúltach an bhriathair. Dá bharr, soláthraítear foirmeacha dearfacha, diúltacha agus ceisteacha na mbriathra in Geabaire. Cuireadh dath corcra ar imeall na gcnaipí ceisteacha, dath dearg ar imeall na gcnaipí diúltacha agus dath glas ar imeall na gcnaipí dearfacha. Leis an gcur chuige seo, cuireadh úsáid an chláir chun fusachta, gan an iomarca cnaipí a chur ar na cláir.

Irish does not have universal words corresponding directly to “yes” and “no”. A question is generally answered by repeating the appropriate positive or negative form of the verb. Geabaire therefore provides ready access to positive, question and negative verb forms. Question forms are outlined in purple, negative forms in red, and the positive form is outlined in green. This makes the different forms easier to locate without overcrowding the main boards.

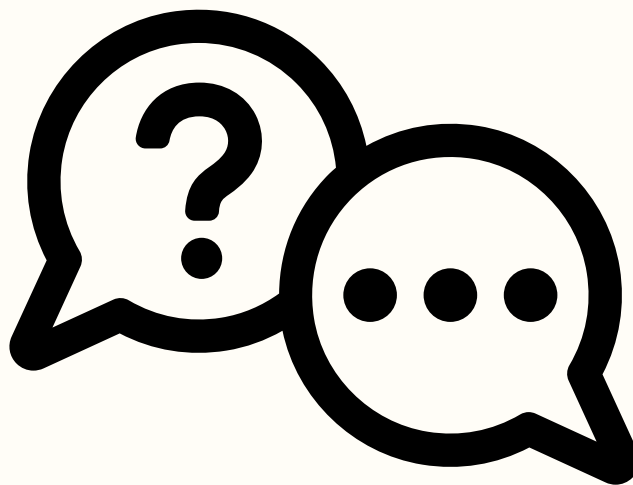
Geabaire

Réamhfhocail Verb and preposition combinations

Nuair a chuirtear réamhfhocail (nó dobhriathra, srl) in éineacht le briathar, athraítear brí an bhriathair go huile is go hiomlán. Mar shampla, an briathar cuir, cuir le, cuir as, cuir isteach ar, srl. Is minic a bhíonn mí-úsáid ann leis na réamhfhocail de bharr míthuisceana nó béarlachais, cosúil le ‘suigh síos’ nó ‘pioc suas’. Mar a léiríonn Ó Coileáin (Ó Coileáin, 2021), níl bun ná barr i gceist leis na frásaí seo sa Ghaeilge, seachas gur aistriúchán focal ar fhocal den Bhéarla iad.

Chun líon suntasach cnaipí breise a chur leis an gclár de na leaganacha éagsúla seo a sheachaint, cruthaíodh liosta de dhornán briathra agus réamhfhocail chun úsáid chuí na réamhfhocail a chur chun cinn. Bailíodh an liosta thíos as saothar Uí Dhónaill (Ó Dónaill, 1977) agus as saothar Uí Choileáin.

When a preposition (or an adverb, etc) is added to a verb, the verb takes a completely different meaning. For example, the verb cuir (to put): cuir le (to add), cuir as (to annoy), etc. Often, these combinations are misused in Irish because of misunderstanding or direct translations from English, suigh síos (sit down), or pioc suas (pick up). As explained by Ó Coileáin (2021), these have no meaning in the Irish language and are overall inaccurate. To avoid overcrowding the board with the different combinations of verbs and prepositions, a collection of some of the most common combinations are listed in the table below. This has also been added to encourage users and teachers to use the board with accurate Irish. This list was created using the work of Ó Dónaill (1977), and Ó Coileáin.



Briathar	Míniú sa Bhéarla
<i>Caith</i> Caith le duine Caith anuas ar dhuine Caith aníos Rud a chaitheamh le rud/duine	<i>To throw/wear</i> To treat s.o. To talk poorly about s.o. To throw up To throw sth. to s.o.
<i>Bí</i> A bheith as baile A bheith dóite de rud A bheith buíoch de dhuine Deifir a bheith ar dhuine A bheith faoi chiúnas A bheith faoi mhíchumas A bheith faoi tuath A bheith deas le duine A bheith gaolta le duine A bheith freagrach as rud Boladh a bheith as rud	<i>To be</i> To be away from home To be fed up with sth To be grateful for s.o. To be in a hurry To be in silence To have a disability To be in the countryside To be nice to s.o. To be related to s.o. To be responsible for sth. Sth. to have a smell
<i>Inis</i> Inis rud do dhuine	<i>To tell</i> To tell sth to s.o.
<i>Beir</i> Beir ar Beir le	<i>To give birth to</i> To grab sth. To take sth. with you

<i>Cabhraigh/cuidigh</i> Cabhraigh le Cabhrú a bheith ó dhuine M.sh. tá cabhrú uaim.	<i>To help</i> To help s.o. To need help E.g. I need help.
Déan Rud a dhéanamh de thaisme Déan amach M.sh. tá mé ag déanamh go... Rud a dhéanamh as ábhar M.sh. rinneadh an chathaoir as adhmaid.	<i>To do/make</i> To do sth. by accident To assume/figure E.g. I am assuming that... To make sth. out of a material E.g. the chair was made out of wood.
Cuir Cuir le rud M.sh. chuir an ceol go mór leis an oíche. Cuir faoi M.sh. do chosa a chur fút (~~seas suas~~). Cuir isteach ar M.sh. tá sé ag cur isteach orm. Cuir as do dhuine M.sh. tá an torann ag cur as dom. Rud a chur uait M.sh. cuir uait é!	<i>To put</i> To add to sth. E.g. the music really added to the night. To put sth. under E.g. to stand up (or literally put your feet under yourself). To annoy s.o. E.g. he is bothering me. To annoy s.o. E.g. the noise is annoying me. To stop doing sth. E.g. stop that! (or literally put that away from you)
<i>Éist</i> Éist le duine nó rud	<i>To listen</i> To listen to s.o. or sth.

<i>Fág</i> Rug a fhágáil ag duine M.sh. slán a fhágáil ag <i>duine</i> (má tá an <i>duine</i> ag fanacht faoin áit chéanna). Rud a fhágáil le duine M.sh. slán a fhágáil le <i>duine</i> (má tá an <i>duine</i> ag imeacht as áit). Fág as M.sh. fág mise as!	<i>To leave</i> To leave sth. to s.o. To leave sth. with s.o. To leave out M.sh. leave me out of it!
<i>Fan</i> Fan le duine	<i>To stay/wait</i> To wait on s.o.
<i>Tabhair</i> Tabhair faoi Rud a thabhairt faoi deara	<i>To give</i> To attempt/to undertake To notice sth.
<i>Tar</i> Tar ar rud Tar as áit	<i>To come</i> To find sth. To come from somewhere
<i>Tuig</i> Tuig do dhuine Tuiscint a bheith ag duine ar rud	<i>To understand</i> To understand s.o. To understand sth.
<i>Teastaigh</i> Rud a theastáil ó dhuine M.sh. tá cabhair ag teastáil uaim.	<i>To be wanted/needed</i> S.o. who is in need of sth. E.g. I need help.
<i>Airigh</i> Airigh ó dhuine M.sh. airím uaim thú.	<i>To perceive/sense</i> To miss s.o. E.g. I miss you.
<i>Taitin</i> Taitin le M.sh. thaitin an cluiche liom.	<i>To shine</i> To please E.g. I enjoyed the game (or the game pleased me).
<i>Éirigh</i> Éirigh as Éirigh le rud M.sh. d'éirigh an srúdú liom.	<i>To rise</i> To give up/retire To succeed in sth. E.g. I passed the exam.
<i>Téip (ar)</i> Téip ar rud M.sh. théip orm sa srúdú.	<i>To fail</i> To fail in sth. E.g. I failed the exam.

<i>Moilligh</i> Moilligh le M.sh. moilligh leat!	<i>To delay</i> To slow down E.g. slow down!
<i>Labhair</i> Labhair le duine Labhair as teanga	<i>To speak</i> To speak to s.o. To speak in a language
<i>Bain</i> Bain triail as rud Bain de M.sh. bain díot an cóta! Bain as uimhir M.sh. a haon a bhaint as a dó. Bain amach M.sh. bhain muid an ceann scríbe amach. Bain le M.sh. Ní bhaineann sé leat.	<i>To dig out sth.</i> To attempt sth. To remove E.g. remove your coat! To subtract a number E.g. to subtract one from two. To reach/achieve E.g. we reached our destination. To involve E.g. It doesn't involve you.
<i>Buail</i> Buail le duine M.sh. bhuail mé léi inné. Buail rud faoi M.sh. buail fút í (an chathaoir).	<i>To hit</i> To meet s.o. E.g. I met her yesterday. To sit down E.g. sit yourself down (or literally put the chair under you).
<i>Méadaigh</i> Méadaigh rud faoi X M.sh. a trí a mhéadú faoi chúig.	<i>To increase</i> To multiply by X E.g. to multiply three by five.
<i>Fill</i> Fill ar áit/rud M.sh. fillfidh mé ar an obair amárach.	<i>To fold</i> To return to a place/to sth. E.g. I will return to work tomorrow.
<i>Nótaí sa bhreis:</i> Fút féin M.sh. fút féin atá sé (~~uas duit féin~~). Briathar + leat M.sh. abair leat é, caith leat é, imir leat, srl.	Up to you E.g. It is up to you. To go ahead and do sth. E.g. go ahead and; say it, wear it, play, etc.

Geabaire

An uimhir iolra agus na forainmneacha réamhfhoclacha Plurals and Prepositional Pronouns

Toisc nach gcloíonn uimhir iolra ainmfhocal na Gaeilge le riail faoi leith, cruthaíodh cnaipe chun an uimhir iolra a chur i bhfeidhm, seachas níos mó cnaipí a chur le clár Geabaire. Feictear an cnaipe iolra ar dheis ag bun an chláir, agus cuirtear an uimhir iolra i bhfeidhm nuair a bhrúitear cnaipe le hainmfhocal, sula mbrúitear iolra.

Cuireadh an cnaipe Réamhfhocail ar gach clár ionas go bhfuil rochtain sciobtha ag an úsáideoir ar na forainmneacha réamhfhoclacha coitianta, cosúil le; liom, leat, agam, agat, srl.

Irish plurals are often irregular and may involve internal changes to the noun rather than simply adding an ending. The iolra button located on the far right column generates the plural form of the noun previously selected, avoiding the need to display separate buttons for every singular and plural form.

A Réamhfhocail button is available on nearly every board, giving quick access to commonly used prepositional pronouns such as liom, leat, agam and agat.

Frásaí Gob Gasta Gob Gasta quick communication phrases

Cuirtear frásaí coitianta ar fáil faoi Gob Gasta, toisc go gcuirfeam am an úsáideora amú ag cumadh frásaí coitianta ina gcnaipe is ina gcnaipe. Faoi gcnaipe dubh, cuireadh beannachtaí agus frásaí laethúla ar an bPríomhchlár. Lonnaithe ar fhochláir éagsúla, feicfeam cnaipí Gob Gasta atá ar dhath na léithe. Faoi na cnaipí liatha seo, feicfeam frásaí a bhaineann le téama an fhochláir, cosúil le; ceisteanna, nathanna cainte, beannachtaí, seanfhocail agus samhlacha. Tacaíonn Gob Gasta le deiseanna comhrá a thabhairt don úsáideoir, gan bac a bheith orthu chun teachtaireacht úr a chumadh.

Gob Gasta provides immediate access to frequently used phrases that may take too long to construct word by word. The black Gob Gasta button on the home board contains common greetings and responses. Grey Gob Gasta buttons on topic boards provide phrases connected with that theme, including conversational questions, classroom expressions, greetings, idioms, proverbs and similes. Gob Gasta supports quick entry into conversations while the wider system remains available for creating original messages.

Geabaire

Foclóireacht féin-abhchóideachta faoi Stad

Stad self-advocacy vocabulary

Tugann an cnaipe **Stad** rochtain láithreach d'úsáideoirí ar theachtaireachtaí rithabhachtacha a bhaineann le féin-abhchóideacht agus le cliseadh cumarsáide. Cuireadh cnaipí a iarrann; ar chabhrú nó ar am breise, ar shos, agus ar aithris a dhéanamh ar eolas nár tuigeadh faoi Stad.

Feicfear an cnaipe **Stad** ar gach clár ionas go bhfuil na frásaí seo ar fáil ar bhonn láithreach.

Stad provides rapid access to important self-advocacy and communication-repair messages. These include asking for help or additional time, requesting a break, asking someone to stop, and explaining that something is wrong or that a message has not been understood.

The **Stad** button appears on every board so that this essential vocabulary remains immediately available, regardless of where the user is within the system.

Foclóir pearsanta faoi Fúmsa

Fúmsa personalised vocabulary

Is faoin gcnaipe **Fúmsa** ar féidir le húsáideoirí tabhairt faoi athruithe ar an gclár. Ligtear d'úsáideoirí focail/téarmaí a chur lena gclár atá bunaithe ar a saol féin cosúil le, baill teaghlaigh, cairde, áiteanna tábhachtacha, sainspéiseanna, caithimh aimsire, agus rogha teachtaireachta s'acu.

Is féidir íomhá ARASAAC, grianghraif, scríbhneoireacht agus aschur aonair chainte a chur leis na cnaipí seo. Leis an ngné seo, cruthaítear Geabaire mar bhreisiúchán féiniúlachta an úsáideora leis an bhfoclóir pearsanta mar aon le foclóir an chláir.

Fúmsa is Geabaire's main personalised area. It allows users to add vocabulary relating to their own lives, including family members, friends, important places, interests, activities and personally meaningful messages.

Personalised buttons can include ARASAAC symbols, photographs, written labels and individual speech output. This enables Geabaire to reflect each user's identity and experiences while maintaining access to the full vocabulary of the wider system.

Geabaire

An cuardaitheoir focal agus an bealach aibhsithe Search and route-to-word support

Cabhraíonn an cuardaitheoir focal le húsáideoirí agus le cairde cainte chun teacht ar fhocail in Geabaire. Nuair a roghnaítear focal as an liosta torthaí, déantar aibhsiú ar an mbealach chun teacht ar shuíomh an fhocail ar an gclár, seachas an focal a iontráil sa chuardaitheoir focal in athuair. Léirítear bealach chun an fhocail go soiléir ag bun an scáileáin. Cabhraítear le húsáideoirí dul i bhfeasachta ar shuíomh na bhfocal, ionas nach mbraitear ar an gcuardaitheoir focal go fadtéarmach.

The search function helps users and communication partners locate vocabulary within Geabaire. When a word is selected from the search results, the system highlights the path showing the sequence of boards and buttons that leads to it rather than simply inserting the word into the sentence bar. The route taken through the boards is also displayed at the bottom of the screen. This supports users in learning where vocabulary is located and developing a consistent motor pathway to each word, reducing reliance on search over time.

An méarchlár agus an tuarthéacs Gaeilge The keyboard and Irish predictive text

Is féidir le húsáideoirí focail a litriú agus teachtaireachtaí a chumadh, nach bhfuil mar chnaipí cheana féin, leis an méarchlár. Tacaítear le hinniúlacht, le féinriar agus le smaointe neamhspleácha a chur chun cinn.

Cuireadh litreacha, uimhreacha, poncaíocht, téacs go teanga na Gaeilge, tacaíocht le litriú agus le hidirdhealaitheach (na síntí fada), críochnú litrithe focal, agus tomhas ar an gcéad fhocal eile mar chuid den mhéarchlár. Cabhraíonn na gnéithe seo chun teachtaireachtaí a chumadh níos sciobtha agus níos éifeachtaí, agus smacht iomlán acu ar an teachtaireacht a ba mhian leo a chumadh.

The keyboard allows users to spell words and construct messages that are not pre-programmed within the symbol boards. This supports literacy, autonomy and the communication of entirely original ideas.

It includes letters, numbers, punctuation, Irish-language text-to-speech, support for Irish spelling and diacritics, word completion and next-word prediction. These features help users construct messages more quickly and efficiently while retaining full control over what they want to say.

Geabaire

Guthanna sintéiseacha ABAIR agus na canúintí ABAIR Irish-language voices and Dialect

Baineann Geabaire úsáid as guthanna sintéiseacha ABAIR, atá forbartha ag foireann taighde ABAIR, atá lonnaithe sa tSaotharlann Foghraíochta agus Urlabhra i gColáiste na Tríonóide, Baile Átha Cliath. Is féidir le húsáideoirí canúint a roghnú sna socruithe. Cuireadh rogha de Ghaelainn na Mumhan (Corca Dhuibhne agus an Rinn), de Ghaeilge Uladh, agus de Ghaeilge Chonnacht (Conamara agus Maigh Eo) ar fáil. Leis na guthanna dúchais seo, déantar ionadaíocht dhílis ar Ghaeilge an úsáideora, na scoile agus an phobail.

Ina theannta sin, feicfear leaganacha de Geabaire a fhreastalaíonn ar na trí mhórchanúint, agus leagan amháin le Gaeilge neodrach ann. Rinneadh athruithe ar Ghaeilge na gcnaipí de réir mar a deirtear focail agus frásaí in aghaidh an cheantair. Mar shampla sa bhunleagan tá an cnaipe ‘conas atá tú’ ann, ach tá na héagsúlachtaí eile ann mar a leanas; leagan na Mumhan, ‘conas atánn tú’, leagan Uladh: ‘cad é mar atá tú’, agus leagan Chonnacht: ‘cén chaoi a bhfuil tú’. Mar a luadh cheana, tugtar an deis d’úsáideoirí cumarsáid a dhéanamh i nGaeilge atá dílis dá gcuid Gaeilge féin. Socraíodh leagan le Gaeilge neodrach, ionas go bhfuil rogha ag foghlaimeoirí.

Tá na guthanna páistí á thaifead againn i láthair na huaire. Leis seo, beidh úsáideoirí óga in ann aschur gutha atá ar chomhaois leo a úsáid, agus déantar ionadaíocht níos fearr ar fhéiniúlacht an úsáideora mar thoradh.

Geabaire uses synthetic Irish-language voices developed by ABAIR in the Phonetics and Speech Laboratory at Trinity College Dublin. Irish has three main dialect regions: Connacht, Munster and Ulster. There is also considerable regional variation within each of these dialects, including varieties such as Mayo Irish within Connacht and An Rinn Irish within Munster. Users can select their preferred dialect in the settings, choosing from voices representing the three main Irish dialect regions: Connacht, Munster and Ulster. This allows the speech output to reflect the user’s own language background, school community or preferred variety of Irish.

In total there are four versions of the Geabaire to choose from: Clár Chonnacht, Clár na Mumhan, Clár Uladh and An Clár Neodrach. Dialectal differences are also reflected in parts of the vocabulary, with alternative words and phrases available where appropriate. This allows users to communicate in a dialect of Irish that is familiar and meaningful to them rather than being restricted to a single standardised variety. An example of these dialectal variation include the phrase conas atá tú, with the dialectal variations as follows: Munster variation: conas atánn tú, Ulster variation: cad é mar atá tú, and Connacht variation: cén chaoi a bhfuil tú. The decision to include a neutral version on the board was based on learners of the language, and so that the Irish of the dialectal versions wouldn’t be limited for native speakers.

A wider selection of children’s voices is also being recorded so that younger users can choose speech output that more closely reflects their age, identity, and personal preferences.

Geabaire

An clár agus an guth oiriúnach Choosing a suitable board and voice

Mura bhfuil aon nasc ag an úsáideoir le ceann de na ceantair Ghaeltachta thuas, is dócha gur ardaíodh an cheist, “cén canúint ar cheart dom a roghnú?”

Agus iad ag roghnú clár, más foghlaimeoir na Gaeilge iad an t-úsáideoir, moltar dóibh an Clár Neodrach a roghnú, toisc go gcloítear le Gaeilge scríofa atá bunúsach agus atá bunaithe ar Ghaeilge na scoile. Ach má tá cúlra Gaelach ag úsáideoir, is fiú dóibh clár canúnach atá dlíis dá gcuid Gaeilge a roghnú.

Maidir le roghnú na canúna, moltar do thuismitheoirí chun cloí leis an mblas cainte atá ag an duine a bheas ag úsáid an chórais is minice leis an úsáideoir, mar shampla, múinteoir, cúntóir riachtanas speisialta (CRS) nó cairde cainte. Má tá mearbhall fós ann leis an gceist, is fiú an cheist a chur i gcomhairle múinteora.

If a user doesn't reside or have any connections to a Gaeltacht area, the question of which board should a user choose is raised.

When choosing a board, if the user is still learning the language (in a Gaelscoil), An Clár Neodrach would best suit them, as the Irish on this board is based on the Irish taught in schools. But if a user comes from a native-speaking background, it is recommended that they choose a board that reflects the Irish used in their home/community.

As known, there is no neutral spoken dialect, and there is no set voice that goes with An Clár Neodrach. But when choosing a voice, it is recommended that those who don't have a connection to a Gaeltacht area, to choose the dialect of whoever uses AAC the most with the user such as, a teacher, SNA, or conversation partner. If there are still questions, it is worth discussing them with the user's teacher, or joining our support network, NEARTU.

Cláir ineagraithe agus phearsantaithe Editable and personalised boards

Tá cnaipe eagarthóireachta ar fáil ar gach príomhchlár chun ligean d'úsáideoirí agus do chairde cainte clár pearsantaithe a chruthú. Is féidir focail an úsáideora, frásaí, grianghraif, agus íomhánna a chur leis an gclár, a bhaineann le téama an chlár.

Mar shampla, má chuirtear clár pearsantaithe faoin gcnaipe 'Bia', is dócha go gcuirfear an bia is fearr leis an úsáideoir leis an gclár. Ní féidir cnaipí nua a chur leis an gclár, iad a bhogadh, ná iad a bhaint de phríomhchláir Geabaire. Déantar é seo ar mhaithe le slite pleanála luaile, le foclóireacht leathan agus le bunús creatlaí an chórais a chaomhnú.

An edit button is available on every main board, allowing users and their communication partners to create a linked personal board. User-specific words, phrases, photographs, and symbols can be added, ideally aligned with the theme of the board from which it is accessed.

For example, a personal board linked to 'Bia' might include the user's favourite foods. Buttons cannot be added to, moved within, or removed from the main Geabaire boards. This preserves the system's internal logic, consistent navigation, and motor-planning pathways while ensuring users retain access to the full range of vocabulary.

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Ollscoil Átha Cliath
An tSaotharlann Foghraíochta & Urlabhra