



Speech Generating Devices



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DEFINITION

A portable device AAC with a voice output system. Speech Generating Devices (SGDs) are used with individuals who may have difficulty communicating using verbal speech alone.



TYPES OF SGDS

- Single Level- Pictures or words can be changed and programmed into the device
- Static - Words or pictures cannot be changed. One word represents one symbol.
- Dynamic - High Tech, computer/tablet, usually with a touch screen.
 - Text to speech devices
 - Usually have a physical or digital keyboard

MORE TO KNOW

- Batteries or Charging is required to use the device.
- Needs to be a dedicated/personal device for specific individual use.
- Can be used in ALL environments
- Used to gain literacy and language skills.
- Are generally customizable for each user.



RESPECT THE VOICE!

- Speech Generating Devices are essentially the users “voice.”
- We can teach the learners when it is or isn’t appropriate to “talk” the same way we would teach verbal learners.
- NEVER TAKE AWAY THEIR DEVICE!
 - When we take away their device, it’s telling the learner that they no longer have the right to “talk.”
 - ALL students have the right to appropriate communication methods!



TEACH THE LEARNER

- Implementing a SGD to a new user can be difficult!
 - Make learning and using the device fun by pairing it with reinforcing items or activities.
 - We want the learner to be motivated to practice and use their device.
- Attribute meaning to all communication attempts, even if it’s not on their device.
 - All communication attempts should be acknowledged.
 - For example, if a learner points to a cookie and makes a “Ca” sound, we need to honor the attempt by saying, “You look like you said cookie.” and giving them the cookie.
 - We DON’T want to tell them, “No, use your device!”
- As educators, we also need to be familiar with all student devices to effectively model for learners, how and when to use the device.
 - Sometimes this means taking extra time to practice the SGD program yourself.

ADDITIONAL RESOURCES



AAC Prompting Hierarchy		
1	Expectant Pause	WAIT! Give the child time to respond / initiate communication.
2	Indirect Nonverbal Prompt	Use Body Language. Give an expectant look, or a shrug gesture.
3	Indirect Verbal Prompt	Open Ended Questions. "What should we do next? Now What?"
4	Request A Response	Direct more specifically. Now you try. Tell me what you want.
5	Gestural Cue	Point to symbol. Leave finger on visual for a couple seconds
6	Partial Verbal Prompt	Have them finish the sentence. "The sky is..."
7	Direct Model	Model on the device. "The sky is blue."
8	Physical Prompt (When Labeled)	Gain Consent. Don't force child to use device



GET CONNECTED!



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