Tools and Strategies for Designing an AAC Therapy Camp Program
Joan Bruno, Ph.D., CCC-SLP
JoanBruno@CTR-NJ.com

Disclosures
- Relevant Financial Disclosure
  - Dr. Joan Bruno is receiving an honorarium and travel support from PSHA for this presentation.

Session Objectives
- Administrative aspects of organizing a camp program
- Planning creative and motivating intervention goals and activities
- Modifying or replicating camp Tx activities for school or community-based intervention
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Administrative Considerations

Mission

Define Your Mission
Who do you want to serve
What goal or goals do you want to achieve

Camp Chatterbox
To help campers become more interactive with their devices and have fun in the process.
To help parents gain the necessary skills to facilitate functional use of the device at home and in the community.
To provide a venue for the entire family to share in the therapeutic process.
To provide a venue for training professionals to work effectively with AAC with their students.

Achieving Your Mission

General
Camper Profile
Format – Day vs. Overnight
Location – "Traditional Camp", School, Community Center, etc.
Duration
Staff
Costs

Camp Chatterbox
Severely speech impaired campers, ages 5-21, Info via camp.
Overnight Camp/Wheelchair accessible
2 Day Pre-camp training for staff
1 week for Campers
Therapists/Interns/Counselors
Therapy Fee + Camp Fee
Developing Your Budget

Expenses:
- Facility Rental - Camper/Staff
- Lodging, Food, Activities, Equipment
- Marketing - Staff, Campers
- Brochures, Website, t-shirts, Postage, Mailing
- Office Supplies
- Phone, Applications, etc
- Therapy Supplies
- Professional Fees
- Clerical, Clinical, Counselors

Income:
- Camp Fee
- Therapy Fee
- Donations

The type of forms needed will be dictated by the rules and regulations of the sponsoring agency, hosting facility and goals and activities of the Camp Program.

Forms, Forms and More Forms

Camper Application
- Demographic Information
- Camper Abilities
  - Communication
  - Care
  - Mobility Equipment
  - Communication Goals
  - Learning Style
  - Number Attending
  - Source of Payment
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Medical Forms
- Family Members
- Allergies
- Special Diet and Dietary Needs
- Medications
- Immunizations
- ACA Form (similar to a "typical" camp physical form)

Photo Release
- Needed for each person attending
- Permission for types of photos and how photos are to be used
- Release only covers use by sponsoring agency (i.e., staff, other families, vendors)

Camp Contract
- Provides Rules & Regulations
- Responsibilities
- Consequences of failing to comply
Program Evaluation
- Programmatic Feedback
- Facility Feedback
- Staff Feedback
- Please don’t change ....
- Things I’d like to see
- Things that can be improved ..

Staff Forms
- Application
  - Therapists
  - Students and/or Interns
  - Counselors
- Recommendations
- Job Descriptions
- Performance Evaluation
- Camp Evaluation

Designing the Intervention Program
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Tx Grouping Considerations
• Physical Abilities
• Cognitive - Language Performance
• Aided Communication Abilities
• Goals

Sample Group Profile & Treatment Goals

Group 1 & 2
Teach Core Vocabulary Contents and Location
Facilitate use of sentences
Increase Initiated Device Use in Nonstructured activity

Group 3
Teach Core Vocabulary Contents
Facilitate use of phrases in Commenting
Increase Initiated Device Use in Structured contexts
Facilitate multi-word messages
The Amazing Race

• Therapy - CHALLENGE
  - Use core words and/or phrases
  - Pragmatics - Commenting, Requesting, Social Exchange
  - Talent Show - News
  - Arts and Crafts - CREATIVE
  - Range of projects, floats, etc.
  - Recreation - PHYSICAL

The Amazing Race

• Announcements - After Lunch, Facilitate Initiation
• Evening Activities - Country-related challenge
  - Family fun + communication
• Closing Dinner at the "Mardi Gras"
  - Parent’s responsible for decorations
• Talent Show
  - Condensed "News" from each Country
  - Highlighted the best of each Camper
Vocabulary Selection - Core

<table>
<thead>
<tr>
<th>People</th>
<th>Work</th>
<th>Liabilities</th>
<th>Desires</th>
<th>Roles</th>
<th>Fields</th>
<th>Things</th>
<th>Where</th>
<th>These</th>
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</thead>
<tbody>
<tr>
<td>Dad</td>
<td>Mom</td>
<td>Son</td>
<td>Teacher</td>
<td>Nurse</td>
<td>Doctor</td>
<td>Book</td>
<td>Home</td>
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Vocab Selection - Topic & Phrases

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<th>Topic Vocabulary</th>
<th>Things</th>
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The Amazing Race

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<th>Day</th>
<th>Task</th>
<th>Location</th>
<th>Trivia Question</th>
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<td>1.</td>
<td>Breakfast</td>
<td>Campground</td>
<td>Which team has the most speed?</td>
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<td>2.</td>
<td>Lunch</td>
<td>Downtown</td>
<td>What's the most popular dish in this city?</td>
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<td>3.</td>
<td>Dinner</td>
<td>Beachside</td>
<td>Which team can build the best bonfire?</td>
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The Amazing Race

New York, New York
Group Profile & Treatment Goals

Groups 1 & 3
- Promote Use Phrases - Conversational Context Strategies Efficiency
- Teach Device Vocabulary
- Increase Initiated Device Use
- Increase Peer Interaction Skills

New York, New York
Group Profile & Treatment Goals

Group 2
- Improve Ability to Answer Questions without Prompting
- Increase Initiated Device Use within Structured Contexts
- Increase Opportunities for Peer Interaction
- Promote Increased Use of Phrases for Commenting
**New York, New York**

**Group Profile & Treatment Goals**

- Increase Initiated Use of the Device
- Increase Peer Interaction Skills
- Teach Use of Phrases for Conversational Control
- Facilitate Use of Clarification and Repair Strategies

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**New York, New York**

- Therapy - “The City” - Shop
  - Use core words and/or phrases
  - Pragmatics - Understanding, Responding, Social Exchange
- Talent Show - Saturday Night Live
  - Conversational Control, Pragmatics
- Arts and Crafts - Metropolitan Museum
  - Range of projects, scenery, Art Gallery by last day
- Recreation - Central Park
  - Sports - fishing, move around, have fun

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**New York, New York**

- Announcements -
  - After Lunch, Facilitate Initiation
  - Evening Activities
    - BBQ wi/guests
    - Subway Stories
- Closing “Banquet” at the “Waldorf”
  - Parent’s responsible for decorating
  - Dress up in the clothes the “bought” shopping in NYC
    - Girls - gown, tiara, jewelry
    - Boys - shirt, tie, top hat
  - Flowers - corsages - (Funeral Homes; florist)
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New York, New York

Who Dunn’it – The Case of the Stolen Shields
Group Profile & Treatment Goals

Case of the Missing Marshmallows
Group 1

Promote Use of Requests for Information
Teach Device Vocabulary
Increase Initiated Device Use
Increase Peer Interaction Skills

Case of the Vanished Van
Group 2

Increase Aided MLU
Increase Initiated Device Use for Clarification and Repair
Increase Peer Interaction Skills
Promote Increased Use of Questions
Who Dunn’it – The Case of the Stolen Shields

Group Profile & Treatment Goals

- Increase Initiated Use of the Device
- Increase Peer Interaction Skills
- Teach Use of Questions
- Facilitate Use of Clarification and Repair Strategies

Who Dunn’it – The Case of the Stolen Shields

- Therapy - “Crime Scene”
  - Use core words and/or phrases to Pragmatics – Requests for Information
  - Talent Show – Mystery Skits
  - Conversational Control
  - Arts and Crafts – The Lab
  - Finger Printing, Talent Show Scenery

Who Dunn’it – The Case of the Stolen Shields

- Announcements -
  - After Lunch, Crime Clues Update
  - Evening Activities
  - Problem solving activities
- Closing/Dinner – Police Academy Banquet
  - Parent’s responsible for decorations
  - Dress up in police hats, shirts, ties
  - Receive “Police Shields”
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Home Improvement
- Therapy
- Design Team
- Arts & Crafts
- Decorations for House;
- Props for Talent Show
- Tool Time
- "Rehearsal for Talent Show"
- Recreation
- Construction

Fun, Functional & Motivating
Applying the Camp Model to School Tx
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**AAC Intervention Goals**

- **Operational Competency**
  - How to operate and maintain equipment

- **Linguistic Competency**
  - Vocabulary (comprehension and symbolic representation)
  - Expressive language (syntax, morphology)
  - Literacy (phonics, reading, spelling, writing)

- **Social Competency**
  - Pragmatics

- **Strategic Competency**
  - Prevent and repair communication breakdowns

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**Functional Opportunities**

- Play, assembly, Pep Rally
- Decorating Bulletin Boards
- Fashion Show
- Banquet
- Monthly Topic
- Interactive Fun House or Maze
- Road Trip
- Carlos Bakery
- Select the activity and set a time frame for the activity
- Define your goals and objectives to match cognitive language
- Syntax, morphology
- Pragmatics, communicative functions
- Determine your “Core Vocabulary”
- Let the Outcome frame the intervention activities
- Include speaking models or communication partners
- Costumes, Props, Photos, Video
- Start small – finish big
- Document the process

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**Do You Have Any …**

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