



# **Gateway for Snap**

## **USER MANUAL**

### **Gateway Pro and Scanning Pro Page Sets**

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and Me, Comments, Questions, Word Forms and a customizable Names folder.

The Dictionary icon links to folders that are not represented on the HOME page. They enable a user to more efficiently access a content word without needing to navigate through many pages. The number of folders in the dictionary varies with the number of buttons in the grid.

Since the Gateway Pro and Scanning Pro page sets utilize the grammar feature of Snap + and since this feature does not always yield the targeted word form, access to the Word Form Function is essential. A user must first select the targeted word regardless of its word form and then use the Word Form function to access the desired word form.

### Fitzgerald Key Arrangement

Words and word categories are color-coded according to the Fitzgerald Key format. People are designated by yellow; Verbs – green; Little Words – pink, Descriptive Words – blue; Things – orange and Places – purple. Folders are solid colored and buttons have a colored border. This color-coding is consistent throughout all of the Gateway pages and helps ease the transition for an individual moving from one page set to the next level of complexity. Within the Fitzgerald Key, “Little Words” are defined as prepositions, articles and conjunctions and “Descriptive Words” includes adjective, adverbs, and time words.

### Semantic Power Strips

A Gateway© feature referred to as a *Semantic Power Strip* are sets of paradigmatically associated words, that enable a user to access related vocabulary without scrolling through pages or popup screens.

They are represented by a “solid colored button with a +” following a word. *Semantic Power Strips* are used for the words *women+* and *man+*. For example, selecting “*women+*” will open a semantic power strip containing – girl, mom, grandma, aunt, sister, etc.



Users of the Gateway Pro and Scanning Pro also have access to the standard Grammar features of Snap so they can easily add comparatives and superlatives to adjectives and “-ly” to adverbs. Users are able to add morphological endings as needed within the context of natural conversation.

### Quick Chat, Sentence Starters and Dictionary

The Toolbar of both Gateway Pro and Scanning Pro grid provides access to *Quick Chat*, *About You & Me*, *Comments*, *Questions*, and *Dictionary*. The *About You & Me* tab must be personalized for the user. It provides a means to provide basic information about ones self. The *Comments and Questions contents* are self-explanatory.

Since some users of the Gateway Pro or Scanning Pro Page Set will likely be

teens and young adults in high school or in college, a *Dictionary* folder is provided. The Dictionary gives access to all categories of basic objects, folders to accommodate vocabulary needed for the standard curriculum, and thematic pages for each month of the year. There is plenty of open space to customize these pages so students can demonstrate mastery of the Core Curriculum Standards and also to enable them to function independently within the classroom.

## **Why Gateway©**

- Simple to Learn
- Efficient Organization Results in Minimal Keystrokes Per Word

### **Simple to Learn**

Gateway is easy to learn. Text is used to represent throughout the Pro and Scanning Pro page sets. Vocabulary is alphabetized on each page to make it easier for literate users to locate targeted vocabulary.

### **Efficient Organization Results in Minimal Keystrokes Per Word**

Gateway has been organized to provide maximum efficiency for the user. An efficiently designed system enables a user to converse with a minimum amount of effort. In the Gateway Pro Level, a user can achieve an average of less than  $\leq 1.5$  key selections per word for the *core* vocabulary.

The following table presents sample sentences created using the single word vocabulary of the Gateway Pro and Text Page Sets.

### **How was the Vocabulary Selected?**

- Frequency of Use
- Targets Conversational Needs of Teens and Adults
- Educational and Community-based Needs

### **Frequency of Use**

The core vocabulary selected for use within each of the Gateway® Page Sets are based upon research and by analyzing the vocabulary contents of the communication boards of individuals who can effectively communicate across a variety of topics appropriate to their age and interests. All Gateway® page sets contain a “core” of words such as eat, drink, go, want, and have. No matter what phase an individual is within their language development, these words are a part of one's core vocabulary.

Some words may be important at one phase of an individual's life and not at another. For example, bubbles are important to young children. A razor may be important to an adolescent or adult. The Gateway Pro and Scanning Pro page sets were designed to meet the needs and interests of individuals in late middle school through adulthood.

## **Targets Conversational Needs of Teens and Adults**

Some older AAC users who are not proficient spellers, often restrict their spoken and written communication to words found within their AAC device. Gateway Pro and Scanning Pro Page Sets offer many advanced level verbs, adjectives and adverbs. These are words that were found in a range of middle and high school word lists. Since some of the vocabulary differs from the Developing Language Page Set, users who move to this level from the Developing Language Level will benefit from systematic instruction to help teach contents and location of new vocabulary.

## **Educational and Community-based Needs**

It is expected that some individuals who use the Gateway Pro or Scanning Pro of Gateway® are middle-school students and teens. To enhance a user's classroom participation and to better enable his or her ability to demonstrate mastery of the core curriculum competencies, all grid sizes within this level of Gateway contain requisite vocabulary for Morning Meeting and links to pages where targeted academic vocabulary can be added.

## **Customization**

Domains to Customize

- Understanding Snap Functions and Features
- Understanding Gateway's Features
- Personal Information, Needs and Interests
- Educational and Social Information

## **Understanding Snap Functions and Features**

Gateway was designed using the Snap App. It is a separate user within Snap. Personalization or customization of Gateway® Pro or Scanning Pro requires that the person assigned with this responsibility demonstrates a basic level of competency with Snap editing and operational functions. That is, a person needs to know how to edit a button. Minimally editing a button can involve changing the label, the symbol, or the text to be spoken. Gateway uses the standard Fitzgerald key color-coding. A user may opt to change button borders and backgrounds.

Tobii Dynavox has extensive resources to support users of Snap. These resources can be found within the App as well as on their website.

## **Gateway's Functions and Feature**

Gateway uses Semantic Power Strips as a tool to provide the user access to semantically related words. After selecting a word from the semantic power strip, the popup automatically closes. This is done as a keystroke saving minimizing the need for a user to close the page after each word.

This same auto-close feature is used throughout Gateway's core vocabulary. When composing a message, a user can select words from the Home page and then access fringe vocabulary selecting folders such as Things, Play, Events, and the like. Each time a word is accessed on the fringe vocabulary page, the page automatically

closes. Depending upon where the page is and for what purpose, it will either return to the Home Page or to the Previous Page.

### **Personal Information, Needs and Interests**

To customize Gateway for Snap the facilitator needs to consider both the personal information and the needs and interests of the user. Changes considered appropriate need to be made within Gateway. The process of personalizing Gateway requires knowledge of the vocabulary within Gateway, the color-coding system used within Gateway, and the fundamental categorization of the vocabulary.

Unless Gateway's vocabulary matches the needs, wants, interests and "personality" of the user, it is unlikely that the user will maximize use of the program. A second step in personalizing Gateway is to add and/or change key vocabulary items and expressions. For example, the *Foods* page contains an assortment of foods and beverages considered representative of the typical foods people eat. This may or may not match the preferences of the individual using Gateway. Changes should be made to this page as needed to allow the user to communicate effectively. Family and user input should be considered in determining what changes, if any, are needed. Other pages such as Things and Places will also require the same type of consideration in evaluating the "appropriateness" of the vocabulary provided.

### **Educational and Social Information**

In order to help an individual meet his or her educational and social goals, it is imperative that the user is able to express the vocabulary targeted for the range of spoken and written educational tasks associated with each core curriculum competency. While it is recognized that Gateway does not contain all of the educational vocabulary needed by each user, it is believed that Gateway does create a framework to enable a user to meet many educational competencies. Individuals working with a Gateway user (i.e., the teachers, therapist, aides) must take an active role in adding appropriate vocabulary to this program as needed. This requires that these individuals become familiar with the contents of Gateway. It also requires that they know what vocabulary is needed to complete daily lessons. Vocabulary that is needed, and that is *not* currently stored within the Gateway vocabulary, should be added if and when determined necessary by the student's team.

In addition to the content or subject pages that have been left open to customize for lessons as indicated, there is a Test page that enable a student to quickly complete tests that can be answered with True/False or multiple choice answers.

### **Implementation**

- Where Do We Begin?
- Evaluating the AAC User's Abilities
- Learning to Communicate with Gateway
  - Teaching Vocabulary Contents and Location.
  - Highlight the Organizational Structure.
  - Using Gateway to Converse.

- Create Opportunities to Learn New Words
- Writing
- Communicating Through the Academic Pages

### **Where Do We Begin?**

The specific approach used to implement Gateway will vary with the needs and language abilities of the user. Gateway should be introduced to the user in a variety of functional contexts. Successful implementation requires a commitment on the part of the individuals working with the user (i.e., the facilitator, teacher, SLP) to become familiar with Gateway's vocabulary contents and the location of these words. It also requires a commitment to personalize the program to match the needs, interests and abilities of the user.

### **Evaluating the AAC User's Abilities**

While one may have a sense of a user's abilities and limitations, it is often helpful to formally assess a user's skills to set appropriate goals and to measure or document progress. While with a competent adult communicator, this may not be necessary, it is considered important when implementing Gateway with any school-aged student. Gateway provides an AAC user the tools to demonstrate his/her abilities and weaknesses. It contains the necessary words and word morphology features to allow a user to respond to questions on various formal tests. The user's responses will be influenced by his/her knowledge of the vocabulary contents of the system. Assuming the user has a solid knowledge of the vocabulary contents of the Gateway arrangement being used, the user's responses can be considered indicative his or her language abilities. The tests have not been normed on this population. As such, they should be used to determine performance skills rather than to obtain percentiles, standard scores or mental ages. A user's physical and behavioral characteristics need to be considered in the testing process

Unlike working with a speaking individual, evaluating an AAC user's expressive language performance must follow the user's introduction to his/her communication system. If we want to see how a individual uses language, we must first let the user become familiar with the core vocabulary. Depending upon variables such as how often the user has had access to the system and how much intervention is being provided, a therapist's assessment can occur within 3-4 weeks after the system is introduced. The more opportunity the user has to become familiar with the vocabulary, the more reliable the assessment will be.

Once the user learns what words are available in the system and how to access these words, one can then assess a range of expressive abilities from grammar and semantics, to problem solving and critical thinking. Assessment can be informal or formal.

### **Learning to Communicate with Gateway**

The general strategies used to teach Gateway are straightforward. The primary goals must be to insure that the user learns the vocabulary contents and organizational

structure of Gateway. Once specific language intervention goals are identified, functional activities can be designed and implemented.

For an individual who has functionally used a communication board or other AAC App with a significant number of single words prior to receiving Gateway, introduction to this program should flow as a logical extension of his or her use of the manual board or App and to the teaching strategies already in place. That is, the individual will need to be oriented to where vocabulary is located, and what vocabulary is available, but it would be expected that the individual's performance with the Gateway program should eventually mirror or exceed his or her performance with his/her other system. As the individual learns more vocabulary, and is exposed to advanced language features, it would be expected that the individual's language performance and competency in using the vocabulary to communicate would improve. Strategies that have been used successfully to help older students and adults include:

Teaching Vocabulary Contents and Location. Teaching contents and location can be accomplished through focused intervention as well as through games and recreational activities. If the user does not know what words are available to him/her to create a message, unless the user can spell, he will not be able to formulate messages to express needs, wants, or ideas. Some strategies that can be used to teach the single word vocabulary include: (a) highlighting the organizational structure, (b) using Gateway to "talk", (c) creating opportunities to learn new words, (d) writing and (e) traditional language intervention

Highlight the Organizational Structure. Regardless of which Gateway grid size is selected for the user, the augmented communicator should be systematically introduced to the Home page, which is the core of the single word vocabulary. Each of the color-coded word categories should be pointed out along with its corresponding color-coded page link. A rationale for the color of some command keys has been established. It is felt that the color-coding may help some augmented users learn to locate words more quickly.

Using Gateway to "Talk". Many individuals who began using AAC as young children, do not talk for the purpose of sharing information. They use their devices to request and to respond. Efforts should be made to engage the user in a dialogue. Teach the vocabulary by talking with the augmented communicator. This dialogue may need to begin with simple questions to help frame or focus the conversation.

Create Opportunities to Learn New Words. Based upon the age and or abilities of the augmented communicator, it may be helpful to systematically introduce each page, and when doing so, integrate vocabulary from other pages as appropriate. To teach the "people" on the Home page or on the People page, a therapist can show a user his family photos or other people. The user can tell "who" the person is; name the other people who live in the same house; tell how the person is related (i.e., friend, aunt, uncle) and so on. This often leads to spontaneous interaction as individuals enjoy talking about family and friends. Similar activities may be done to introduce the other pages such as, *Little Words*, *Describing Words* and *Places*.

Writing. Writing is also an excellent way to help a user master the Gateway core and also to expand expressive language performance. Writing activities can be

as simple as having the user complete a fill in the blank activity, or it can be as complex as having a user write a complex narrative. Most importantly, the writing

### Sample Exercises

**Exercise 1.** The goal of this exercise is to practice using words from the HOME page and the folders for THINGS, FOODS, CLOTHES, TOYS, and PLACES.

| HOME           | THINGS      | FOOD    | CLOTHES  | LEISURE  | PLACES        |
|----------------|-------------|---------|----------|----------|---------------|
| I go to        |             |         |          |          | McDonalds     |
| I want to go   |             |         |          |          | to the picnic |
| You have the   | credit card |         |          |          |               |
| I want to wear |             |         | Uggs     |          |               |
| They eat       |             | dessert |          |          |               |
| You give him   |             |         |          | the iPad |               |
| I made the     |             |         | bracelet |          |               |
| She has the    | medicine    |         |          |          |               |
| I want         | something   |         |          |          |               |
| Drink the      |             | tea     |          |          |               |
| He made the    |             |         | painting |          |               |

**Exercise 2.** The goal of this exercise is to practice asking “questions” using words from the Question folder and combining them with words from the HOME page and the folders for verbs (ACTIONS), THINGS, FOODS, TOYS, HOUSEHOLD and PLACES.

| QUESTIONS     | HOME | VERBS   | HOME | FOOD   | HOUSEHOLD | PLACES        |
|---------------|------|---------|------|--------|-----------|---------------|
| Who will she  | help |         |      |        |           |               |
| Where are we  |      | meeting |      | dinner |           |               |
| Where is the  |      |         |      |        | towel     |               |
| Can he        |      | work    |      |        |           |               |
| Couldn't you  |      |         | go   |        |           | to the parade |
| How come they | eat  |         |      | fish   |           |               |

**Exercise 3.** The goal of this exercise is to make sentences combining words from the HOME page with words from PEOPLE, LITTLE WORDS, TOYS, and PLACES.

| PRN   | PEOPLE     | HOME        | LIT WDS | CLOTHES  | PLACES       |
|-------|------------|-------------|---------|----------|--------------|
|       | My teacher | went (go)   |         |          | to the zoo   |
|       | His friend | wore (wear) |         | shorts   |              |
| They  |            | went (go)   |         |          | to the store |
| She   |            | knows       |         |          |              |
| Their | neighbor   | made (make) |         | costumes |              |

## Summary

Gateway is a powerful core word page set complemented with rich pragmatic pages for use in recurring environments. Since 1998, Gateway has helped many individuals become competent communicators and achieve academic success. It has enabled competent communicator to efficiently and effectively meet their daily communication needs across environments. Success in using Gateway is highly correlated with how its user is supported in learning the contents of the page set and in having access to his or her device at all times.

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