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ZoomME

Alternative and Augmentative Communication (AAC) Participation and Supervision

A guide for professional meetings in the environment of people who use AAC

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innovation benötigt dialoge

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WELCOME

Who are we – and who are you?



Rike Bäcker-Eichenauer

- Special needs educator, UK-Coach©
- Practice: everyday life, support, participation
- Focus on the client and their environment



Peter Eichenauer

- Teaching supervisor & trainer (EASC), Master Coach
- Transactional Analyst (DGTA/EATA)
- Focus on counselling, processes, contracts

And you? A quick line-up in the room:

- Who works with people who use AAC?
- Who supervises or coaches teams from this field?
- For whom is AAC new territory today?

AGENDA

What's on today?

1

Statement

Who gets a voice? – the right to communication

2

Experience

AAC Construction Site – communication first-hand

3

Input

What actually is AAC? – in 7 minutes

4

Film

Louis Goldkind – a boy and his talker

5

The case

A professional meeting – many parties, many perspectives

6

ZoomME

The guide in six steps – applied to the case

7

Reversal

ZoomME in reverse – case reflection in supervision

8

Buzz groups

Your case: where did the process get stuck?

9

Transfer

What does this mean for supervision? – back to the statement

90 minutes · experience – understand – transfer

STATEMENT

Who gets a voice?

A person must be able to say:

Yes. No.

I want this. I don't want this.

I need help. Stop.

I have an opinion.

I would like something else.

This is what it's about:

Participation in a social community begins where a person can express their needs – can say what they need, what they want and what they do not want.

Communication is not an add-on. It is the precondition of participation.

The goal: the person speaks for themselves.

If a person cannot reliably express these things – whose task is it then?

STATEMENT

The right to communication

UN

UN CRPD, Art. 9 & 21

Accessible information – free choice of the form of communication

Europe

EU Charter of Fundamental Rights ·
ECHR · European Accessibility Act

Freedom of expression and information –
prohibition of discrimination on grounds of
disability

Germany

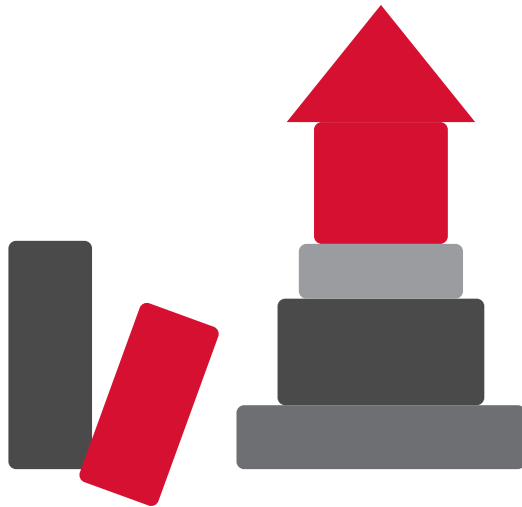
Basic Law · BGG · Social Code I & IX

No disadvantage – dismantling
communication barriers – enabling
understanding

Every person has the right to communication. Not as a goal – as the starting point.

EXPERIENCE

Workshop: AAC Construction Site



Building together – without spoken language.

7

minutes of building

then:

5 minutes of exchange in your building group
then plenary

EXPERIENCE

What changed?

5 minutes of exchange in your building group:



Person

What could I express?
What remained unsayable?
How did that feel?



Relationship

Who held the power in what happened?
When did something tip over – and why?



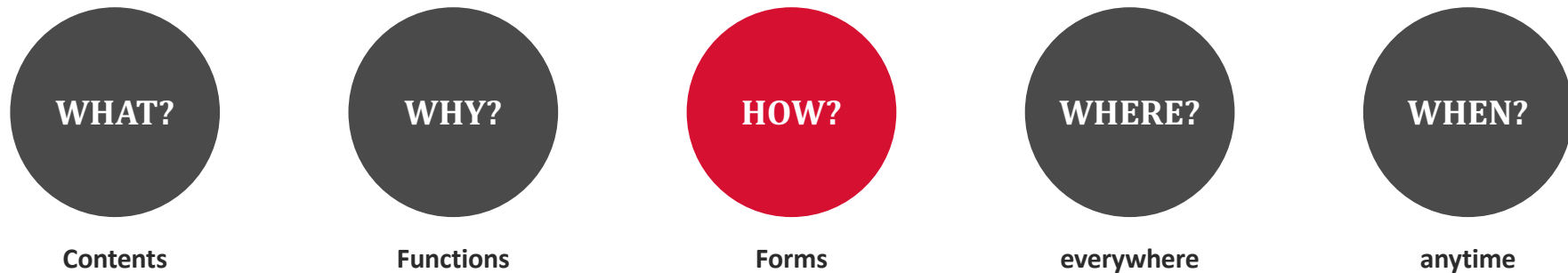
Environment

What made understanding possible?
What made the difference?

When did understanding become easier? *The person does not have to change – the conditions have to change.*

INPUT

What actually is AAC? – in 7 minutes



That is communication: content · function · form – everywhere and at any time.

AAC means autonomy and participation: accompanying people so they can express their needs, wishes and decisions – their will.

The forms must be made available: signs, symbols, speech buttons, talkers, writing. The environment – private and professional – is proactively called upon to find out what could be useful.

FILM

Louis Goldkind



Louis – a boy who cannot speak and yet has so much to share.

- Louis communicates with a talker (speech-generating device).
- His thoughts, his perception, his humour, his view of the world.
- Louis has asked us to share his video.

youtube.com/watch?v=9trmUkgUyM

also linked via uk-coach.de

**Communication does not only fail
with the client.**

It also fails around the client.

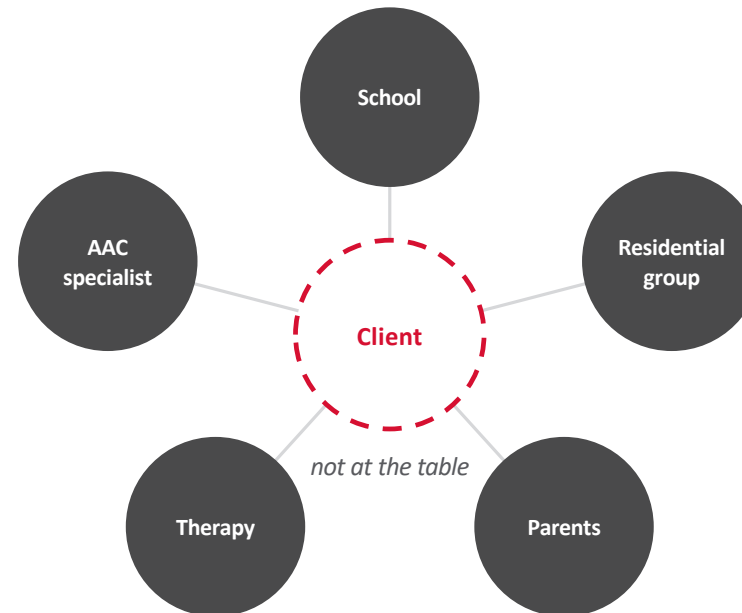
Let's look into a professional meeting as it takes place every week.

THE CASE

A professional meeting about the client's needs

[Your case example]

- Young person, communicates using AAC (talker / symbols)
- Understands far more than he can express verbally
- The communication system is used differently in every setting
- Reason for the meeting: "It's not working."
- **He himself is not at the table – he is being talked about.**



THE CASE

Four voices – four realities

School

“He actually manages quite well with us.”

Residential group

“We understand him without the device.”

Parents

“This device seems so artificial.”

AAC specialist

“He needs continuous access to his system.”

Who is being talked about – and who is not at the table?

ZoomME – six steps for the professional meeting

1

Problem

describe: What is going on – concretely, in everyday life?

2

Significance

evaluate & confront: significant? important? consequential? Which perspectives are there?

3

Changeability

examine: What can be influenced – what (not) yet?

4

Competence

clarify: Who can do what? What resources does the system have?

5

Prognosis

make one: What would need to be done – and what can be expected?

6

Agreement

fix it: the contract – binding, verifiable.

Contract = key questions: What is to be done? Who can do it? With whom? By when? Who needs to be involved?

ZoomME applied – how the conversation changes

Without the guide

- “It's not working.” → straight into measure ping-pong
- Everyone keeps their own interpretation
- The client and his needs do not appear
- Vague intentions: “We'll see ...”

With ZoomME

- Problem described concretely, in everyday life
- Meanings voiced and confronted
- The client's needs are explicitly represented – his yes and his no count
- Contract: who, what, with whom, by when

REVERSAL

ZoomME in reverse – the reflection instrument

A case is being presented. It has already happened. Read the guide from the end:



- Is there a contract – and was it agreed like this? (6)
- Was there a prognosis: what should have been done? (5)
- Were competences and changeability clarified? (4 · 3)
- Was the different attribution of meaning discussed? Which perspectives appeared – how was it discussed? (2)
- Who was involved – and who was not? What actually was the problem? (1)

**The skipped step shows
where the process got
stuck.**

YOUR CASE

Buzz groups – your case, our guide

Think of a case or a difficult professional conversation of your own:

- In twos or threes, right where you sit
- Read the case backwards along the steps
- **One question: at which step did it get stuck?**
- Afterwards: brief voices in the plenary

3

minutes of buzzing

then back to the plenary

Back to the question from the beginning:

If a person cannot express what they need – whose task is it then?

Our answer after 90 minutes:

It is the task of the environment – and supervision is the place where the environment becomes able to act.

Participation begins where a person can say yes and no.

The goal: the person speaks for themselves.

THANK YOU

Stay in the conversation with us

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Think further

- Training programmes UK-Coach© and UK-Supervisor© – details at uk-coach.de
- The ZoomME guide as a handout – talk to us
- Supervision, coaching and organisational development: intasco.de

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