

Aided Language Input: Make it Interactive . . . And FUN!

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<http://aacgirls.blogspot.com/>

ALL Students Need . . .

A way to communicate via a **robust language system** . . . And people to **model** use of that system for conversation and literacy!

- A **way to read**, supporting **independent story listening**, and progressing to **silent reading with comprehension**
- A **way to write**, using communication systems, but also engaging in **generative writing with the alphabet**

OVERVIEW

- **WHAT** is Aided Language Stimulation?
- **WHY** is it important to model using children's communication systems?
- **HOW** can we get started?
- Modeling AAC systems can be **FUN!**

Remember the 5 Steps!

Targets	
Teaching /Tasks	★
Tools	
Testing	
Team	

5 Step Process by Maureen Nevers, 2015

Webinar #1: Goals to Growth: The Essential Elements of an AAC System

What Is Aided Language Stimulation / Aided Language Input?

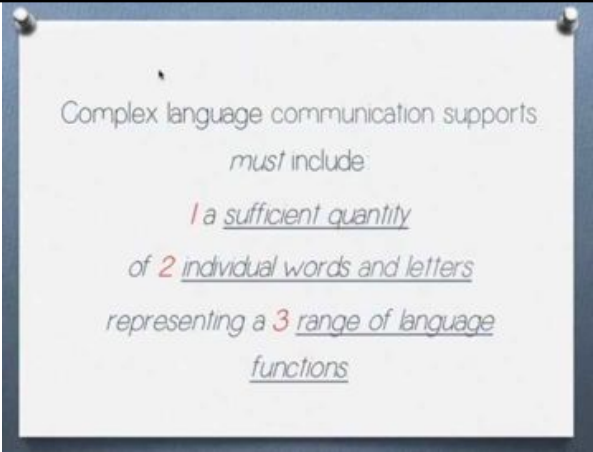
(Goosens, Crain and Elder, 1992, 1994)

- Communication partners provide aided language input by highlighting symbols on the child's communication display as they interact with the child verbally
- So, we are just 'thinking out loud' and touching key symbols as we talk

Aided Language Learning Environment

- An AAC system that has enough generative language vocabulary to be able to say what you want to say, when you want to say it

*Adapted from
Linda Burkhart*



Complex language communication supports
must include:
1 a sufficient quantity
of 2 individual words and letters
representing a 3 range of language
functions

Slide from Maureen Nevers, 2015
ASF Webinar # 2 – Does Your App Measure Up?

But They're Not 'Ready' For A Real System With Lots of Symbols!

- Are the 'gatekeepers' holding your child back??
- Make a list of the symbols your child **already** recognizes
- Remind people that they were not 'taught' but just introduced naturally
- AND, those are highly motivating!!





How Much Input??

- **Typically Developing Children . . .**
 - Hear 4000 – 6000 words per day for about a year . . .
 - We say YAY when we get that first word!!
- **And Then . . .**
 - They hear 4000 – 6000 words per day for the 2nd year . . .
 - We are thrilled when we get those 2-word combos!!

Supports Development of Receptive Language Skills (Understanding)

- **Input across a range of activities**
 - Snacktime
 - Storybook reading
 - Playtime
- **Help child understand what symbols mean by modeling in context**
 - Ummm – MORE! <then you get more snack>
 - Child brings home drawing. Point & say LIKE IT! GOOD!
 - You have a headache. Touch head & model FEEL BAD

Enhances Expressive Language Skills

- **Express What Your Child Is Showing You Nonverbally**
 - ‘You’re frowning. I think you DON’T LIKE THAT’
 - ‘I think you’re saying – STOP’
 - ‘Wow – you like that! I think you WANT MORE’
- **Partners express a variety of language functions**
 - Request (WANT THAT)
 - Comment (LIKE IT)
 - Protest (NOT LIKE)
 - Tease (YOU ARE BAD!)

Provide Literacy Support

- **Make Associations Between Symbol and Word**
 - Do this sparingly – should not be a ‘test’!
- **Sequencing Symbols to Make a Sentence**
 - Directing – PUT IT HERE
 - Really helps to have a ‘message window’ on a device or app, so they that the whole sentence shows up

Simplifies Oral Input

(Carole Zangari, PrAACtical AAC, 2-25-12)

- **Helps Us Choose Words Better**
 - Instead of saying, ‘Oh Wow, that’s a really neat show’ we might say and model ‘LIKE THAT’
 - Instead of saying, ‘We’re going to see Daddy! We’re going to go in the car’ you might say and model: We will GO see DADDY!
- **Helps Us Slow Down!**

Communication and Angelman Syndrome:

Strong social interest
High rate of social approaches
Low rate of use of symbol-based AAC
Strong visual skills

Slide by Erin Sheldon

Gayle Porter, 2004

It Takes TIME to Get Good At This

(Carole Zangari, PrAACtical AAC, 2-25-12)

- And that's okay!!
- Remember how long it takes typically developing speaking children to make sense of the language around them!
- We're going to spend the school year getting better at this!!

- Partly about HABITS - such as learning to have a system always within reach (Linda Burkhardt, 2010)



<http://www.lburkhart.com/podd.htm>

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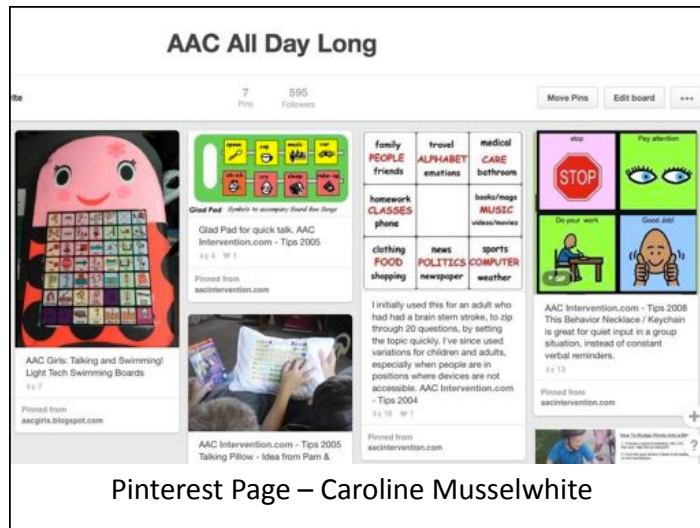
Touch Chat 42 Basic Pics

AAC All Day Long!!

- Copy your home page and put it EVERYWHERE



Idea from Pam Harris



Start Small

- For example, just model the key core words, as those are more familiar
 - Say 'Let's GO PLAY! WHAT should we DO?'
<only model the key words in caps>
 - **Try This:** You want to say: 'Let's stop and get something to eat.' What 1, 2, or 3 words could you pick to model??
 - **Try This:** You want to say: 'Who wants to help me make a cake?' What 1, 2, or 3 words could you pick to model?

Start Small

- It's okay to start with:
 - Main page of AAC system

Focus on the core words!!

Proloquo2Go
Intermediate Core
10 x 6

Start Small

- It's okay to start with:
 - Light Tech AAC page or set - program it later!!



DLM Core 45 – Deanna K Wagner

Start Small

- Or, pick one activity to model the first week, then add across time
 - Week 1: Model during Story Time
 - Week 3: Add Snack Time
 - Week 6: Add Home From School
- Homework!!
 - Pick three activities that seem easy
 - Choose the one that seems easiest and try it!

Choice Board

- This is great for making choices
- But remember, choices are **not** conversation!!
- And making choices is only a **small** part of communication!

Communication is when one person shares something the other person did not know they were thinking.

Erin Sheldon

Think About Color-Coding



Compass PODD 60

Sono Flex Lite

- Talking in a rainbow (Gail Van Tatenhove)
- Color-coding helps me find words
- Does it help you??

Match the Model Length to the Child

- Child not currently using AAC system
 - Model 1 - 2 words
 - Direct actions: LOOK
 - Request actions: WANT
 - Protest: DON'T LIKE
 - Comment: GOOD
 - Question: <point and ask> WHAT?

<http://aacgirls.blogspot.com/2015/05/modeling-core-language-tutorial-for.html>

Match the Model Length to the Child

- Child currently uses 1 word
 - Model 2 - 3 words
 - Direct actions: PUT IT HERE
 - Request actions: HELP MAKE
 - Request objects: WANT MORE DRINK
 - Protest: DON'T TURN THAT
 - Comment: THAT IS DIFFERENT

<http://aacgirls.blogspot.com/2015/05/modeling-core-language-tutorial-for.html>

Modeling: 80/20 Rule

- When you are modeling, try to keep a balance by sticking to the 80/20 rule - 80% core (non-nouns) and 20% fringe (specific vocabulary, often nouns)

*Slide from Maureen Nevers, 2015
ASF Webinar # 2 – Does Your App Measure Up?*

Rehearse!

- Consider your first activity
 - Ex: Story Time
- Explore the activity for modeling opportunities
 - Comment? (Positive or Negative)
 - Request Action?
 - Protest
 - Tease
 - Label (do NOT overdo on this one!!!)
- Homework!!
 - Rehearse one activity
 - Then try it!!


Think Ahead & Plan Ahead!

- How could you model the word STOP?
 - Child frowns when you are tickling - 'Uh oh, time to STOP!'
 - Play GO / STOP; everyone in house plays along, with one caller
 - Dog is chewing on a sneaker - call out 'Rover, STOP chewing!'
 - You are riding in a car; someone (not the driver!) models STOP every time you come to a light or stop sign
 - Note - Please don't overdo telling your child to stop, unless it's game time
- Homework!!
 - Have your family work together to think of 5 ideas for this list


Something Worth Talking About!



I LIKE THIS
I THINK IT'S AWESOME
"Chat Words"
LOOK at all those balloons.
LOOK!



PrAACtical Thinking Strategy of the Month Video of the Week



<http://praacticalaac.org/practical/pivotal-skills-for-aac-intervention-aided-language-input/>

Want to Learn More??

Next Steps

- Download the handouts for this webinar
- Watch the webinar again, and think about how it applies to YOUR child
- Try a few of the homework ideas
- Just jump in and start modeling - you will make mistakes . . .
 - AND THAT'S OKAY!!