

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

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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!

<i>Targets</i>	
<i>Teaching /Tasks</i>	
<i>Tools</i>	
<i>Testing</i>	
<i>Team</i>	

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

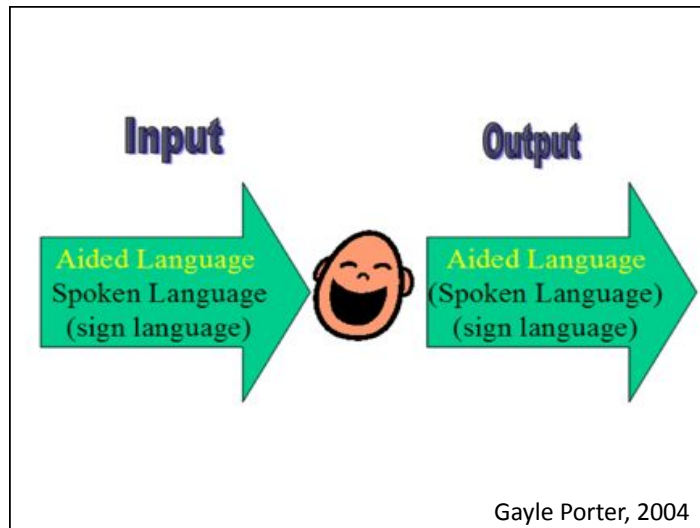
Complex language communication supports
must include
1 a sufficient quantity
of 2 individual words and letters
representing a 3 range of language
functions

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!)

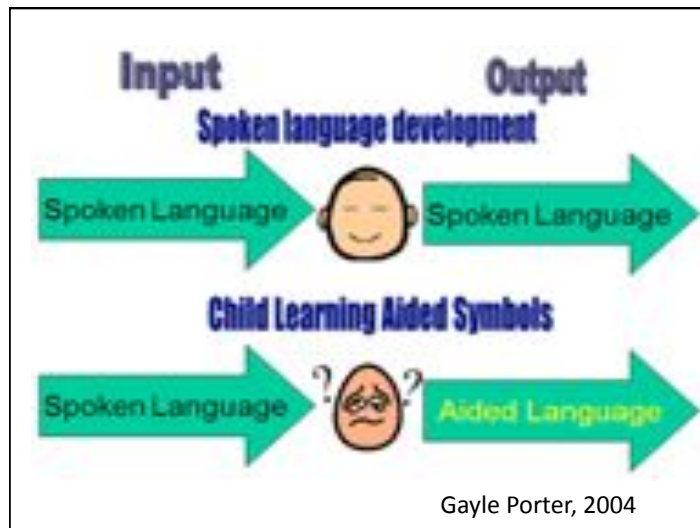
Provide Literacy Support

- **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

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!!

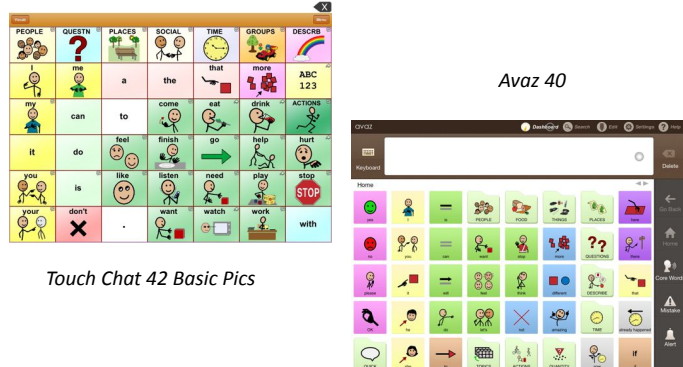
- Partly about HABITS - such as learning to have a system always within reach (Linda Burkhart, 2010)

PODD



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

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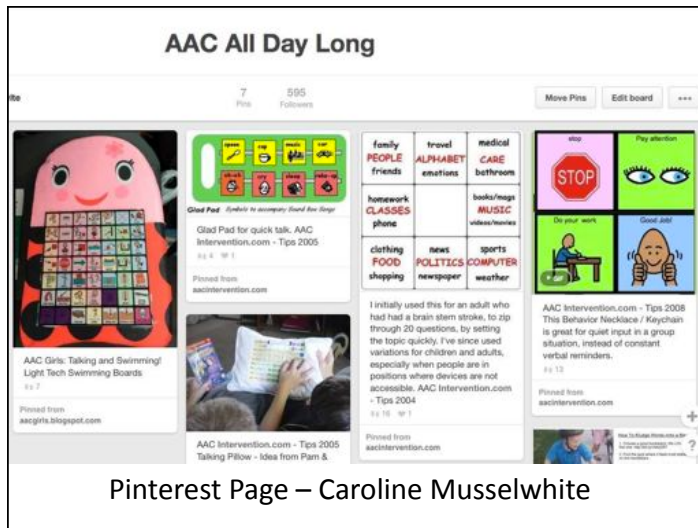


AAC All Day Long!!

- 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

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 AAC
Supports for Language Learning

PrAACtical Thinking Strategy of the Month Video of the Week

Want to Learn More??

Pivotal Skills for AAC Intervention: Aided Language Input

Published on June 27th, 2012 | by Carole Zangari

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

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!!