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

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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!

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

Remember the 5 Steps!

<table>
<thead>
<tr>
<th>Targets</th>
<th>Teaching /Tasks</th>
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5 Step Process by Maureen Nevers, 2015
Webinar #1: Goals to Growth: The Essential Elements of an AAC System

Dr. Caroline Ramsey Musselwhite, for Angelman Communication Training Project
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

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!!

Complex language communication supports must include

1. a sufficient quantity
2. of 2 individual words and letters
   representing 3 range of language functions

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

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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)

AAC All Day Long!!

• Copy your home page and put it EVERYWHERE

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Communication Training Project
• 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

Start Small
• It's okay to start with:
  – Light Tech AAC page or set – program it later!!

Focus on the core words!!
Proloquo2Go Intermediate Core 10 x 6

DLM Core 45 – Deanna K Wagner

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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!

Think About Color-Coding

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

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

Erin Sheldon

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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

- 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!

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!!

Want to Learn More??

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

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