Slide 1

AssistiveWare®

Slide 2

Be a Super Modeler with
Proloquo2Go

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Slide 3

bit.ly/Super-Modeler

Slide 4

bit.ly/ALS-Explained

> "The average 18 month old has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system (AAC) and receives speech/language therapy 2 times/week for 20-30 min. will reach the same amount of language exposure (in their AAC language) in 84 years"
> — Jane Korsten

Modeling is...

- Language input in the system the AAC user will be using
- Demonstrating how to use the system from son/daughter's point of view
- A way to make language visible and more understandable
- A way to show the AAC system is a valid and valued mode of communication
- Necessary for learning how to use any AAC system

Modeling is not...

- A way to boss your son/daughter around
- A way to interrogate your son/daughter
- A visual schedule
- A demand to repeat what is modeled
- A test "Show me…"
- Only for certain situations (only for school, therapy, lunch…)

Why model with Core Words?

- Say exactly what you want to say to anyone at any time
  - True self-expression
  - Spontaneous Novel Utterance Generation - you need small reusable building blocks to create unique sentences
  - Not possible to do this with preprogrammed sentences
- 50-400 words can say 40 - 80% of what most people say

What kind of words are Core Words?

- Verbs, pronouns, adjectives, prepositions, articles, conjunctions
- Using Dynamic Learning Maps word frequency data for English:
  - No nouns in first 50 words
  - One noun in first 100 words
  - 18 nouns in first 200
  - 37 nouns in first 300
  - 82 nouns in first 400

    Source: www.med.unc.edu/ahs/clds/resources/core-vocabulary

Modeling – **the Basics**

- Make sure you have enough words - use largest grid size possible!

Modeling – **the Basics**

- Model 1-2 words more than your child is using on his/her own

Modeling – **the Basics**

- Speak normally, model telegraphically - modeling every word you speak in perfect grammar is not important!

Modeling –
the Basics

- Modeling is input only - no response required, they don't even have to look!

Exercise 1

Model as many sentences as you can with just the core words on the home page

A list of phrases that can be generated from the 32 Core Vocabulary and their communicative functions...

From Oakland Public Schools bit.ly/frameworkAAC

REQUESTING
- You make
- Make again
- Make more
- Make it
- Make it go
- Make it
- Make that
- Make open
- Make more that
- Make it turn
- Make it stop
- Make it again
- Make that
- I help
- Hey help
- I want help
- More help
- Help me
- Help me/mine

- Go get
- Get it
- Get out
- I get it
- I get that
- Mine/my turn
- I want
- Want more
- I want out
- I want in
- I want turn
- I want my turn
- I want make more
- I want make it
- I want more
- Want open
- Want play
- I want go
- Want more that
- I want play

- Mine turn again
- That again
- You open it
- You put it here
- Put that here
- Put in
- I put in
- Hey put here
- That out
- You turn that
- You help me

REFUSE/REJECT
- No more
- No more that
- No more you
- No more play
- No more help
- No more turn
- No that
- No help

- I no want that
- I do not want

COMMENTING
- Uh-oh
- It yucky
- You yucky
- Look that yucky
- Look yucky
- That yucky
- All done yucky
- No more that
- Hey you
- I open it
- I stop
- Hey look
- I like play
- I like you
- I like
- Like you

bit.ly/32-core-sentences

But what about fringe?

- Use "that", "it" if fringe object is present

But what about fringe?

- If you know where the word is, use think-aloud as you navigate to it

But what about fringe?

- If you don't know where the word is, use Search and sound out the word as you type

But what about fringe?

- You can make basic sentences on the fringe page using the core words that are already there

Exercise 2

1. Think of a fringe "thing" or topic of interest
2. Use Search to find the fringe page. Remember to sound out the word as you spell the first few letters
3. Model some sentences on the fringe page
4. Tap the fringe word to put it in the message window, then go to the Home page and the Describing or Actions pages to create more sentences

Modeling is more than asking questions and giving orders!

- Think Aloud – Talk about / to yourself:
  - Describe what you're doing or thinking of doing
  - Comment on what you see or feel
  - Wonder what will happen next "I think…."
  - Make plans aloud

Modeling is more than asking questions and giving orders!

- Talk about other people, characters in books, TV, movies:
  - Describe them
  - Guess what they may be feeling or thinking
  - Wonder what will happen next "I think…."
  - Give your opinions
  - Be silly! Be fun!

Modeling is more than asking questions and giving orders!

- Talk about the AAC learner:
  - Describe and comment on what they're doing
  - Guess what they may be feeling or thinking
  - Navigate to vocabulary you think they might want to use "I think you want to say *I am tired*"
  - Give your opinions and suggestions
  - Negotiate "If we do that now, later we will …"

Reasons to communicate

Exercise 3 - Practice ...

- Commenting
- Describing
- Giving opinions
- Asking questions
- Giving information
- Telling stories
- Giving instructions
- Planning
- Negotiating
- Teasing

How long do I need to do this?

- May need 50 - 350 repetitions of a word before will produce it him/herself [Van Tatenhove]
- Typically developing children don't combine words until they have an expressive vocabulary of at least 50 words
- Remember the additional challenges - apraxia, fine motor and vision issues, seizures, anxiety, learned helplessness...
- Keep going! Keep filling the bucket! Eventually it will be full!

Now they're talking!
How to respond

- Follow lead - stick to their topic!
- Yes and!
- Don't correct or ask them to "say it the right way" - just gentle modeling of correct grammar or longer sentence
  - Expand - add an element to take what they said to the next level
  - Recast - repeat what they said with better grammar

Exercise 4
Recast and Expand!

1. Break into groups
2. One person says a 1-2 word sentence
3. Others brainstorm ways to recast (if grammatically incorrect) and/or expand the sentence

Setting your expectations
iPad can't always be available

- Low tech is your friend!
  - Core word boards
  - Aided Language Displays for particular situations
  - Key core words and choices around the house
  - Low tech books

Setting your expectations
What if he/she doesn't say a lot

- Apraxia, anxiety, physical challenges can make it tough to "chat" - only say something if it's really important
- May have other ways of communicating that are effective – "Yes And" them to encourage more detailed communication
- Don't be annoying – this is their voice, their choice!

Setting your expectations
What if he/she babbles and plays

- Valid way of learning through exploration
- If it's annoying, allow exploration but set expectations that sometimes we have to be quiet

Setting your expectations
Ack! I'm doing this all wrong!

- Be kind to yourself – stay resilient!
- Start small with a single word throughout the day or a single activity every day
- bit.ly/ASF-CTS Communication Training Series – focus on 4 words per month for 10 months
- Form modeling communities – share videos, triumphs, tips and troubles

Resources

- ASF Communication Training Series bit.ly/ASF-CTS
- Caroline Musselwhite on Aided Language Input bit.ly/CM-ALI
- Shelane Nielsen bit.ly/Shelane-ALI
- Facebook Groups:
  - Proloquo2Go Parents/Caregivers
  - ASF Communication Training Series

Resources

- AssistiveWare Core Word Classroom
  coreword.assistiveware.com
- Designed for schools, but has resources that can be used for home:
  - Core Word board and poster PDFs
  - 5 minute fillers
  - Life Skills and Leisure Core Word Planners
  - Core Word of the Week Planners
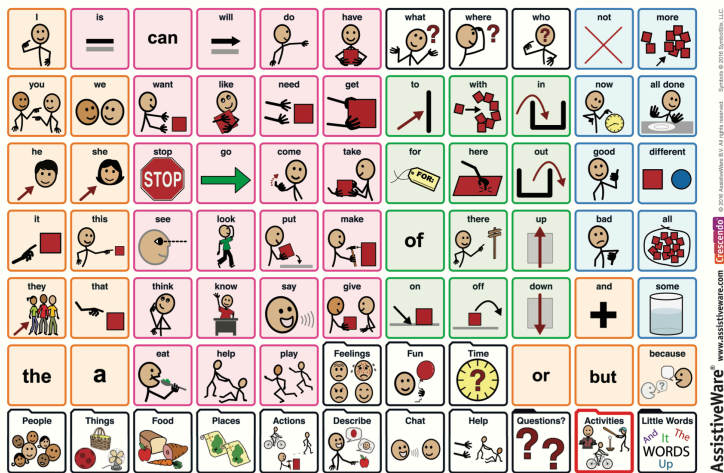
Proloquo2Go® Crescendo core word board

AssistiveWare Core Word Classroom

CORE WORD 5 MINUTE FILLER

PLAY-DOH

Everyone loves to squish and roll and play with Play-doh. Make play-doh people and use them to act out a story.

CORE WORDS	
Verbs	want, go, do, like, help, stop, need, make, put, look, give, get, take, push
Describe	not, all done/finished, different, good, bad, fun, big, little
Quantity	more, some
Prepositions	on, in, there, out, off
Questions	what, who
Pronouns	I, you, it, that, this
Time	again, next

	NEEDS & WANTS	GETTING & GIVING INFORMATION	SOCIAL INTERACTION
EXAMPLE WAYS TO USE THE WORDS	want want more want different no more not that stop, stop that need help do it again I want more ___. I/you need help. all done/finished	what make? what do? what make next? who wants some? where put? look! look what I made! make this, make that, make it with that, make it big, make it little put in here, put on there give me some, give to me get that, get some more take that off, get it out	can I make it? that good, that bad. fun, this is fun

WORD OF THE WEEK

'DO'
Modeling core words for success!

do

SENTENCE EXAMPLES USING 'DO'

NEEDS & WANTS	GETTING & GIVING INFORMATION	SOCIAL INTERACTION
do this!	do it!	how do you do?
do that!	do you want to?	can you do it for me please?
want to do it	do you like it?	what did do you on the weekend?
I want to do that.	what to do?	you can do it!
want do more	what are you doing?	you did good!
I do / you do (instead of	who can do it?	if you do it, then I will ___
my turn/your turn)	how do you do it?	
not do	I do it, you do it,	
don't do that!	do it now, do it again	
don't do it!	do more, do some more	
stop doing that!	do it all, do it different(ly)	
	I will do it, I can do it	

Face your fears ... and have fun!