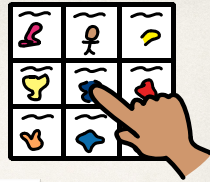


# Let's Get Talking: Supporting Language Growth in Students Who Use AAC



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@lasenders

Virtual TechKnowledge Conference

February 23, 2016

## Who Am I?



- ❖ Lauren S. Enders, MA, CCC-SLP
- ❖ Speech-Language Pathologist
- ❖ Specialize in Assistive Technology (AT) with a focus on Augmentative and Alternative Communication (AAC)
- ❖ Support school-aged students, ages 5-21



## Learning Objectives



**Following today's webinar, participants will be able to:**

- ❖ Use provided lists to select appropriate core vocabulary targets
- ❖ Define the technique of aided language stimulation and how it can be used to teach language to students who use AAC
- ❖ Explain why the use of aided language stimulation when teaching language to AAC users is considered best practice
- ❖ Name 3 engaging lesson ideas to teach language to AAC users
- ❖ Identify 3 resources for finding engaging AAC lesson ideas

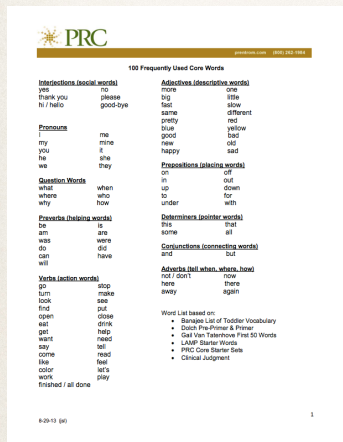
We **MUST** presume competence and get to work teaching language.



There are NO prerequisites for learning to communicate via AAC.  
Always default to MORE vocabulary, rather than less.



# A useful starter list of core words



## PRC's 100 Frequently Used Core Words 8-29-13 (jsl)

broken down by parts of speech

<https://aclanguelab.com/files/100highfrequencycorewords2.pdf>

# Another helpful core list from DLM™

DLM™ 1st 40 grid  
from Dynamic Learning Maps™ Alternate Assessment System Consortium

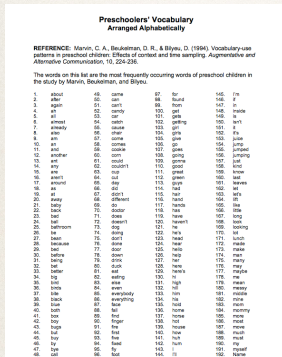
1.	I	like	not	want
2.	help	it	more	different
3.	who	she	you	he
4.	where	up	on	in
5.	me	make	get	look
6.	what	need	are	is
7.	some	put	all	this
8.	don't	that	go	do
9.	when	finished	can	here
10.	open	turn	stop	over

Tried to organize words in groups of 4 that would lend themselves to expression and modeling of language.

<http://www.med.unc.edu/ahs/clds/files/dlm-core-vocabulary-40>

# Looking for MORE words?

## Preschoolers' Vocabulary Arranged Alphabetically



The words on this more extensive core word list (333 words) are the most frequently occurring words of preschool children in the study by Marvin, Beukelman, and Bilyeu.

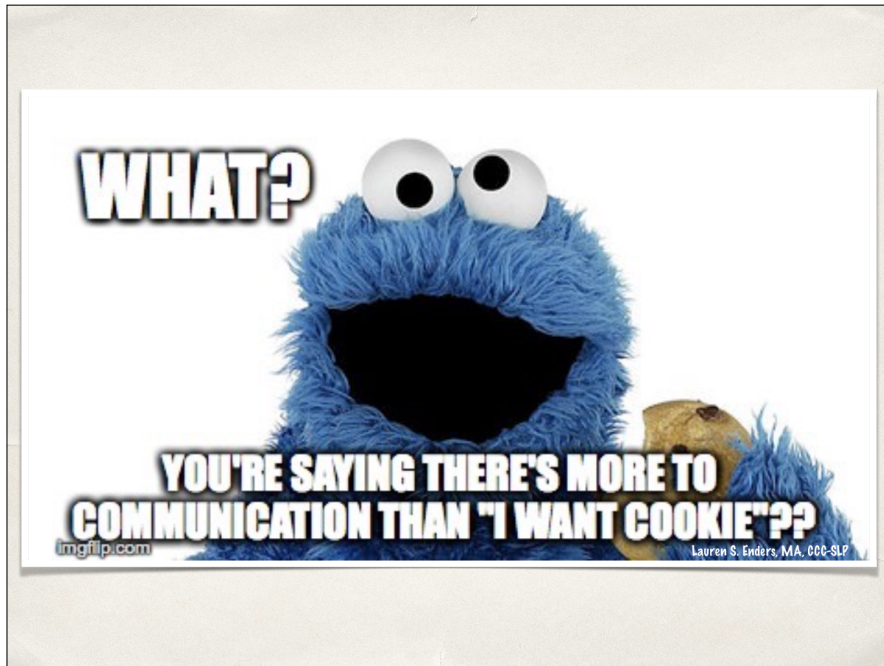
Marvin, C. A., Beukelman, D. R., & Bilyeu, D. (1994). Vocabulary-use patterns in preschool children: Effects of context and time sampling. *Augmentative and Alternative Communication, 10*, 224-236.

<http://www.minspeak.com/documents/2-MarvinList.pdf>

# Things to notice about core word lists....

- ❖ There a limited number of nouns.
- ❖ Core words are power words that allow us to direct action, comment, ask questions, and perform other functions of language - NOT just request.





## Sample starter board with core words

masked (cells hidden) version of the 50 word core board from Gail VanTatenhove using PCS

		what	again		that	this			
		no-don't	do-did		all done	all gone			
	drink	eat		go		different			
	help	like	look-see					more	
	stop		want						

[http://bit.ly/VanTatenhove\\_50\\_word\\_masked\\_core](http://bit.ly/VanTatenhove_50_word_masked_core)

## 50 Word Core (with Fringe Row)

I	it	who	what	when	again	now	that	this	trouble
me-myself	mine	no-don't	come	do-did	ready	how	all done	all gone	bad
you-your	drink	eat	get	give	go	where	big	different	good
hear-listen	help	like	look-see	make	put	away	happy	little	more
say-tell	stop	take	turn	want	here	there	sad	sick	silly

[http://bit.ly/VanTatenhove\\_50\\_word\\_core](http://bit.ly/VanTatenhove_50_word_core)

## We've got the words. Now HOW do we teach them??

Aided Language Stimulation  
aka Aided Language Input  
aka Modeling  
aka Natural Aided Language



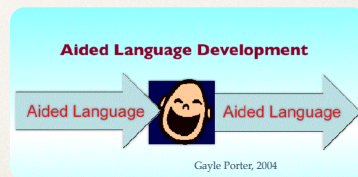
### Aided Language Stimulation

A language stimulation approach in which the facilitator points out picture symbols on the child's communication display in conjunction with all ongoing language stimulation. Through the modeling process, the concept of using the pictorial symbols interactively is demonstrated for the individual.

Goossens, Crain, & Elder (1992)

# Aided Language Stimulation

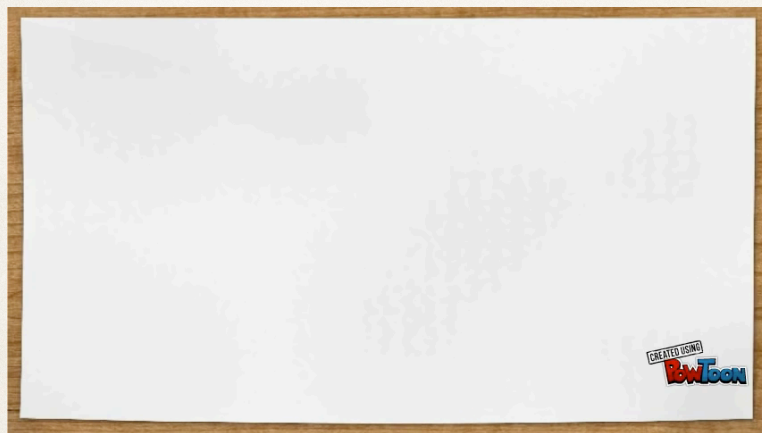
We must MODEL language in the same way we expect students to communicate. This is often called Aided Language Stimulation or Aided Language Input.



# Reasons for Using Aided Language Stimulation (ALs)

- ❖ ALs demonstrates to the individual HOW to use the symbols to communicate and helps them become more familiar with the AAC system.
- ❖ ALs helps communication partners learn the AAC system (locations of vocabulary).
- ❖ ALs can help the facilitator determine if vocabulary is sufficient and if it is possible to navigate efficiently given the setup.
- ❖ The visual input support provided with ALs can help users process language we are providing verbally.

# Aided Language Explained



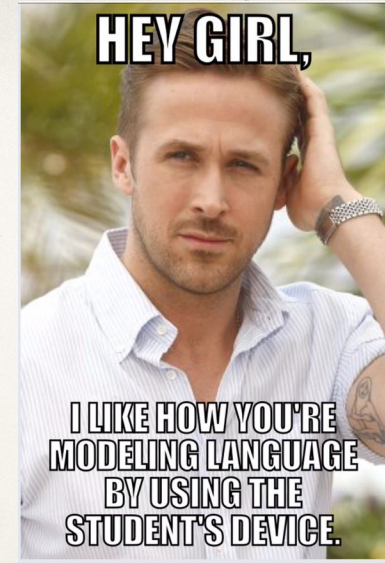
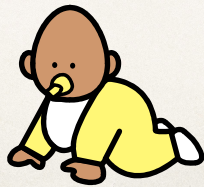
Thanks to Christopher Bugaj for this great explanation!

**"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**

“From the moment a baby is born, they hear and respond to the spoken word. We bombard that infant with language for the first 12-18 months of their lives. During that time, we do not expect that they will utter a single understandable word.”

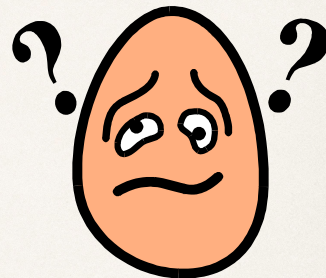
<http://atto.buffalo.edu/registered/ATBasics/Populations/aac/consider.php>



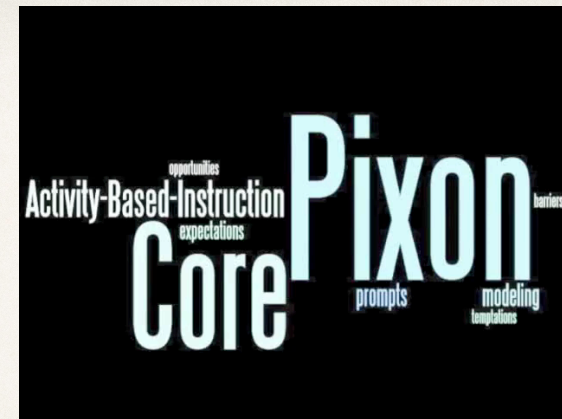
<https://www.pinterest.com/lasenders/aac-memes-signs-and-posters/>

So, what does  
Aided Language  
Stimulation  
LOOK LIKE?

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Funny you  
should ask....



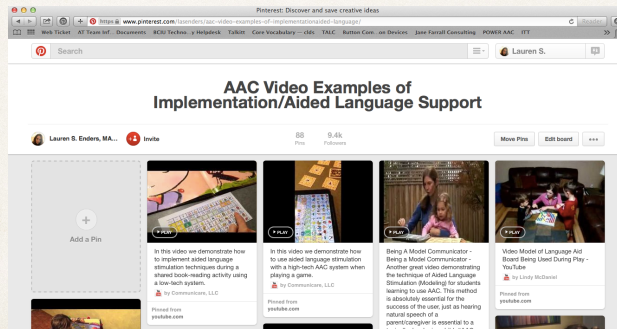
Aided language Stimulation demonstrated by  
master clinician Gail Van Tatenhove

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[https://www.youtube.com/watch?v=zA\\_jHEsWrI](https://www.youtube.com/watch?v=zA_jHEsWrI)

# More Videos Demonstrating Aided Language Stimulation

<https://www.pinterest.com/lasenders/aac-video-examples-of-implementationaided-language/>



# Keys to Learning to Use ALs



1. Give yourself permission to be halting at first. Keep at it and the fluency will come.
2. It helps to start small. Get comfortable with modeling using the main pages or screens first, then move onto other places where vocabulary is stored.
3. It helps to start off by modeling only core words in the sentence.
4. Using aided language input helps with OUR oral language. As interventionists, we noticed that using it makes us choose our words carefully. It also slows us down which really benefits our AAC friends who have language processing difficulties.



Some great suggestions from Dr. Carole Zangari on [PrAACticalaac.org](http://practicalaac.org), February 25, 2012  
<http://practicalaac.org/strategy/aactual-progress-learning-to-use-aided-language-input/>

# More Keys to Learning to Use ALs

5. Visual cues can be very helpful in reminding us to use the strategy. A quick gesture from a colleague or a sticky note helped us get back on track when we started to say things without the AAC.
6. Using aided language input helped us pick up on flaws in the programming or design of the AAC system.
7. It's contagious! The more we used aided language input, the more we saw other people using it as well.
8. Kids love it. They get a real kick out of seeing us in the role of learner.



<http://practicalaac.org/strategy/aactual-progress-learning-to-use-aided-language-input/>

# Talk and have expectations, but don't test!



- ❖ Children with complex communication needs and complex bodies have very limited control over their lives.
- ❖ Much of their day is spent being directed and issued demands.
- ❖ Communication cannot be perceived as a demand. It is likely to be rejected and that rejection will be used as a way of gaining control.

Down with demands

Up with invitations

Caroline Ramsey Musselwhite

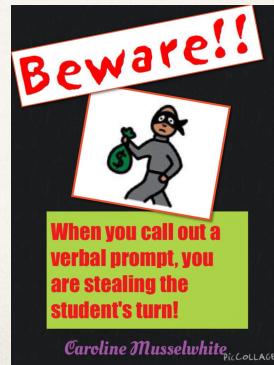
# Follow a prompting hierarchy

## COMMUNICATION PROMPT HIERARCHY

(from Gail VanTatenhove - [http://www.minspeak.com/teachers/documents/Module\\_1\\_Script\\_Cards\\_4\\_6.pdf](http://www.minspeak.com/teachers/documents/Module_1_Script_Cards_4_6.pdf))

<b>1. STATE:</b>	<b>Make a very general statement about the situation.</b> "I brought a big bag of stuff, but you don't know "WHAT" is in it (modeling "WHAT" on communication board, symbol, or device while you say "WHAT")." Keep eye contact and wait up to 10 seconds (more or less).
<b>2. SUGGEST:</b>	<b>Be a little more direct, but still general.</b> "You can ask me "WHAT" I brought today (modeling "WHAT" on communication board, symbol, or device while you say "WHAT")." Watch and wait.
<b>3. SAY:</b>	<b>Tell the person specifically what to say.</b> "Say the word "WHAT" to find out "WHAT" I brought." (modeling "WHAT" on communication board, symbol, or device while you say "WHAT")." Watch and Wait.
<b>4. ASSIST:</b>	<b>Physically assist the person.</b> ("Let me help you say "WHAT" so you can see "WHAT" I brought.")

<http://bit.ly/Communication Prompt Hierarchy>



Provide Reminders for communication partners in the room.

<http://bit.ly/AAC Boot Camp>

## AAC BOOT CAMP

Getting AAC Users COMMUNICATING

DON'T do this.....	DO this.....
DON'T expect a user to know how to communicate w/o direct models & instruction	MODEL MODEL MODEL model expected communication behaviors BEFORE expecting to see those behaviors from the user
DON'T do ALL the talking	PRESUME COMPETENCE
DON'T overprompt	FOLLOW prompt hierarchy
DON'T teach ONLY requesting	TEACH language functions including directing, commenting, requesting assistance, etc... NOT JUST WANTS AND NEEDS
DON'T re-prompt too quickly	WAIT 10-20 sec. (w/an expectant look) BEFORE re-prompting!! Count in your head!!
DON'T provide ONLY nouns	PROVIDE CORE WORDS including verbs & describing words (in addition to nouns)
DON'T focus on words that are not functional/won't be used tomorrow	COLOR CODE parts of speech
DON'T move symbols	KEEP icon placement constant always keep repeated icons in the same location on each page/screen
DON'T remove the device	ALLOW user time to explore and learn their system
DON'T stop all "babbling" (exploring, button pressing)	MAKE AAC available at ALL times
DON'T keep the AAC system in their desk, cubby, or backpack	PROVIDE Aided Language Input talk to users while pointing to key words/icons
DON'T expect sentences right away	ASK open-ended questions

Created by Lauren Enders with content by Lauren Enders, Pat Mervine, Melissa Skooyec, & Cathie VanAlstine - February 2013

# Attach reminders to the AAC system.

## I CAN communicate. Here's how to help me!

Please keep this card attached to my AAC system!

DON'T do this...	Do this...
DON'T expect me to know how to communicate without first SHOWING ME HOW.	MODEL, MODEL, MODEL for me. Show me what to do before asking me to do it.
DON'T talk so much that you forget to let me talk.	PRESUME MY COMPETENCE. I can do it!
DON'T prompt me every second. I need time.	WAIT 10-20 seconds before re-prompting me. Count in your head!
DON'T teach me ONLY to request or communicate wants & needs. I have lots of other things to say.	FOLLOW a prompt hierarchy, only going as far as I need. (Here's one from Environmental Communication Teaching - Dr. George Karlan.) 1. Pause. Focus your attention on me. Pause. 2. Ask me an OPEN-ENDED question. Pause. 3. Give me a partial prompt. Pause. 4. Request my response. Pause. 5. Give me a full model. Pause.
DON'T take away my device if I'm not cooperating. That's my voice!	Let me know what you heard and then model what I can add.
DON'T put words on my system that I won't use again.	TEACH me to direct action, comment, reject & more. Besides wants & needs, I need to share my thoughts, worries, fears, and joys. I need to make friends and to become literate.
DON'T always stop me from "babbling" or exploring my device by pushing buttons. I need time to learn.	GIVE me CORE WORDS including verbs, describing words, and function words...NOT JUST NOUNS!
DON'T move my symbols. I need them to stay in the same spot so I can develop a motor plan.	COLOR CODE parts of speech for me.
DON'T leave my system in my desk, cubby, or backpack.	MAKE SURE I have access to my words at ALL TIMES.
DON'T expect me to talk in sentences right away. No one else does when they learn to talk!	PROVIDE aided language input. USE SYMBOLS when talking to me!

This 4x6 index card template was created by Lauren Enders, MA, CCC-SLP with content by Lauren Enders, Pat Mervine, Melissa Skooyec, & Cathie VanAlstine. Use the back of this card for important information about the way I communicate, my preferences, and my dislikes. The idea for the card was suggested by Maureen Welch of [www.aacallied.com](http://www.aacallied.com).

<http://bit.ly/I Can Communicate>

# What kinds of engaging activities can we use to TEACH language?

- wind-up toys
- sound effects
- switch toys
- barrier / box
- rocket balloons
- book reading

These activities can be implemented appropriately across the age range.



# Sample Targets Using Wind-Up Toys

## Single Words:

like  
help  
want  
more  
different  
on  
look  
what  
put  
don't  
get  
go  
here  
turn  
stop  
over



## Phrases:

like that  
want help  
want different  
look that  
put in  
want here  
turn over  
get out  
what that?  
What like?  
don't like  
stop that

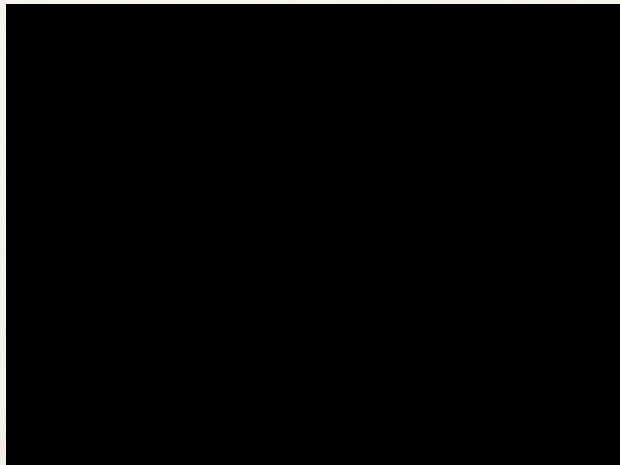
# Sound effects activities



## ♦ Sound effects sources:

- ♦ sound effects apps (iOS, Android)
- ♦ sound effects websites
- ♦ low tech or no tech sound effects generators
  - ♦ whoopee cushion
  - ♦ fart putty
  - ♦ noise-making single switches and simple machines

# Group Lesson Using a Sound Effects App (and a Bluetooth Speaker for Added Volume)



# Switch Toys



## Why use switch operated toys (even with kids who can play with typical toys)?

- ♦ You may already own switch-operated toys.
- ♦ Easily adapt any battery-operated toy with an on/off switch using a battery interrupter (about \$15).
- ♦ They make it easy for YOU to maintain control of the toy's action...having client/student control what YOU do using their language.

## Sample Lesson Using Switch Toys



## Barrier / Box Activity by Gail Van Tatenhove



“Use a barrier (bag, box) to “hide” materials of the activity from view. Talk about the fun things in the bag / box. If necessary, let the person hear / feel that there is stuff in there.”

Gail Van Tatenhove - Module 1 Script Cards

[http://www.minspeak.com/teachers/documents/Module\\_1\\_Script\\_Cards\\_4\\_6.pdf](http://www.minspeak.com/teachers/documents/Module_1_Script_Cards_4_6.pdf)

## Rocket Balloon Activity



- ❖ cheap and fun
- ❖ easy to find (toy stores, Wal-Mart, and even Marshalls or Homegoods can be great places to find these)
- ❖ fun for all ages

*Be aware that clients/students with noise sensitivities may not be fans of this one!*



## Balloon lesson plans from AAClanguagelab.com (FREE lesson)

**AAC Language Lab**  
Lesson Plan: Starter Set - Balloons

Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6

**Expected Outcome:**  
The student will speak using single core words and core phrases.

**Purpose:**  
To encourage the student to use core words throughout the course of an activity.

**Target Vocabulary:**

- go
- stop
- big
- little
- up
- down
- fast
- slow

**Target Language Skill:**  
Core vocabulary refers to the small number of words that make up 70-90% of what we say on a daily basis. These words are relevant across contexts and can have many meanings. The student will learn to use core vocabulary in one and two word utterances.

**Materials:**

- Book "Up, Up, Up!"
- The Bubble Game board
- Piece of yarn (cut to about 6 feet)
- Balloon
- 2 Chairs

PRC  
speech.com | 800.262.1864

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<https://aaclanguagelab.com/files/balloonslpbeg.pdf>



Thank you for attending!

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Need a resource? Think of a question?  
Email me at [lenders@bucksiu.org](mailto:lenders@bucksiu.org)

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