


1

Financial Disclosures
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Disclosures:

Financial— Compensation from WVSHA for presentation(s)

Nonfinancial— Previous employee of Tobii Dynavox



2

Participants will be able to:

- Describe modeling and aided language stimulation.
- List vocabulary to model and implement in multiple communication environments and opportunities.
- Identify best practice, examples and participate in aided language stimulation.

3

Research Alert!

- **Communication opportunities:**
 - On average **19** communication events occurred per hour per student
 - Almost **90%** of those were presented for the student's response
 - Only **10%** were spontaneous communication from students
- **Settings:**
 - **70%** observed in special education classroom
 - **20%** observed in general education classroom
 - **10%** observed in the non-academic setting
- **Communication Partners:**
 - **97%** involved adults ; **3%** involved peers
- **Access to AAC:**
 - AAC devices were only in reach **46%** of the time

(Andzik, Chung & Kranak, 2016)

4

Let's get to know each other!

I like + I don't like:

SLP Activity:

- Core words: I , not, like
- Sharing opinions
- Social closeness and etiquette
- Commenting
- Age appropriate fringe vocabulary
- Errorless choice making
- PT/OT/VI Potential –ambulation, fine motor, crossing midline or visually guided reach

5

Quick review of terms

6

AAC Levels and Types

- Low-tech
- Mid-tech
- High-tech


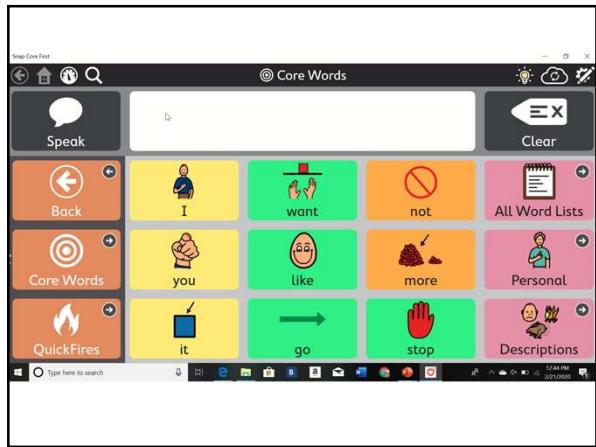


Photo Credit: Goboardmaker.com


7



8

Multimodal (Total) Communication


- Using multiple methods/ways to communicate
- Honoring any communication intent, no matter the mode
- Allows students access to their language quickly
- Different environments may require different ways to communicate
- **Key Point:** We are ALL multimodal communicators



9

Let's Talk about Requesting...

- Requesting is commonly used to teach AAC (Snell et al, 2006)
- Used in 87.5% of reviewed studies with individuals with severe disabilities
- Compared to social interaction (37.5% of studies) or joint attention (30% of studies)




10


Modeling is important to move further than requesting.
But Why?

11

“Most of our research and clinical attention to date... have served to support the communication of needs and wantsWe have assumed these needs to be the greatest importance.... It is time to question these assumptions...” (Light, 1988)



12

Requesting <ul style="list-style-type: none">• More• Requesting<ul style="list-style-type: none">• Object• Action• Attention• Limited choices 	Beyond Requesting <ul style="list-style-type: none">• Rejecting/protesting• Asking questions• Commenting• Gaining attention• Please/Thank You• Initiating• Answering questions• Sharing information• Telling stories• Expressing feelings• Informing• Expressing a problem• Describing• Participation• Opinions
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13



14

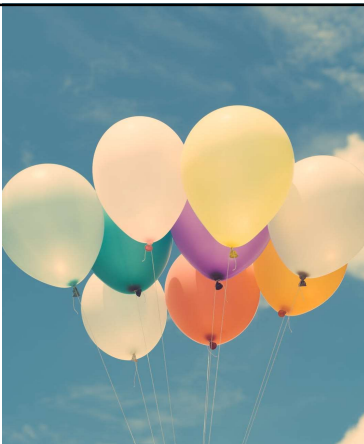


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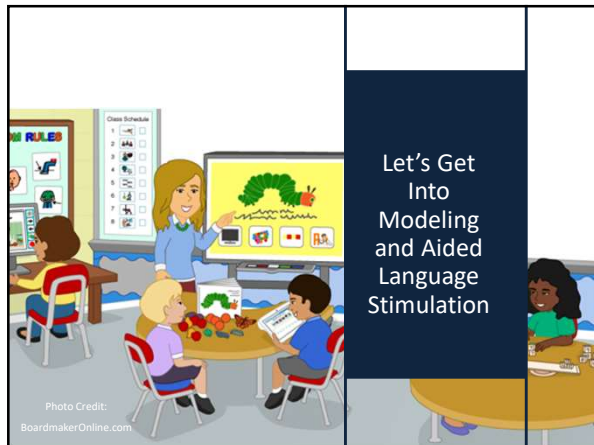
Beyond Requesting

SLP AAC Activity:

- Core Words: let, go, stop, my, turn, you, play, see
- Basic concepts: up/down, in/out
- Joint attention opportunities
- Natural two word phrases
- PT/OT/VI Collaboration- Crossing midline? Stable trunk? Arm movement



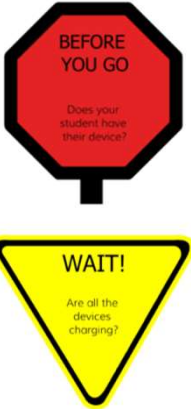
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Let's Get Into Modeling and Aided Language Stimulation

Photo Credit: BoardmakerOnline.com

17



The dreaded DEAD device...

- Have devices charged
- Consider hanging reminder signs
- Assign one person to charge devices
- Buy in starts with a charged device!

18



19

Aided Language Stimulation

- Model 1 or 2 words beyond the child's current language output level
- Model target vocabulary and grammatical structures. Model language structures that are more than requesting.
- Model at a rate slow enough for the child to follow symbol or page sequences
- Don't worry if you make a mistake
- Think out loud

20

Aided Language Stimulation

Think about it:

- Input before output
- Frequent repetition is key to success
- Learning something new takes time

21

Research Alert!

Why is Aided Language Stimulation so Important?

- Helps children and adults learn their AAC **faster**.
 - How did we learn to talk?
- This is hands-down the **quickest** way for us to get **familiar** with our client's AAC device.
 - Learn what is **on** the device and what is **not on** the device

22

More ways to access and immerse...

Pocket Core Boards

Aprons

Slap Bracelets

Trick or Treating!

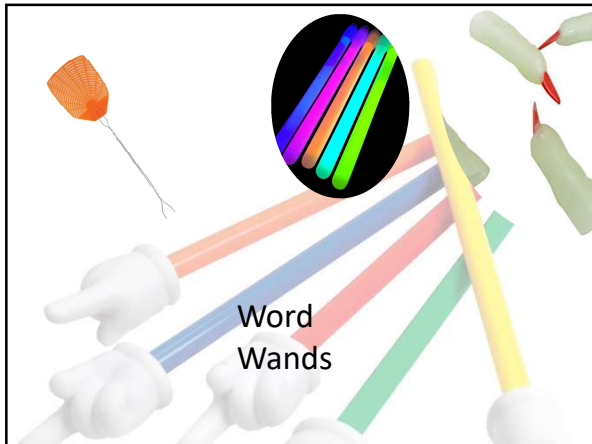
Bring my AAC with me!

23

To make it simple...

Model
Repeat
Stop & Wait
Expand
Slow Down
Model More!

24



28

But... it's not on here!

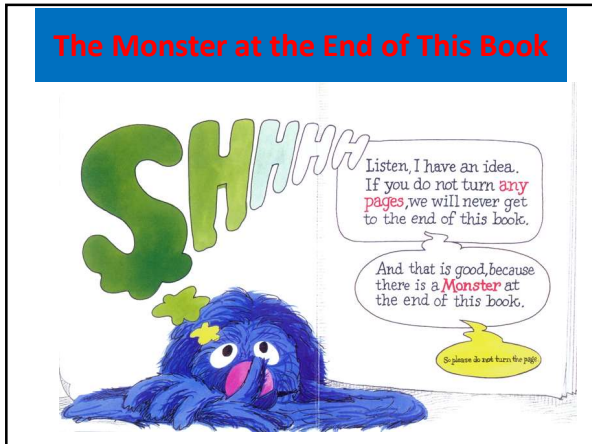
Love
 Drink
 Your turn.
 I can pack a cheese stick.
 My answer is blue.

Grab your glow sticks, crack and get to modeling!

29



30



31

Let's get a plan together :

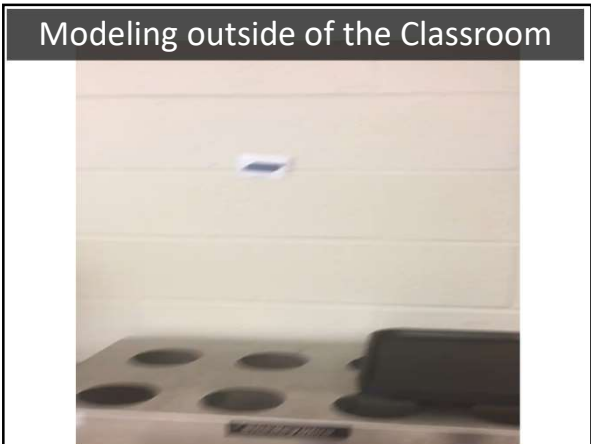
- Post-It Tape to highlight core words
- Find fringe or core words you are targeting via book walk
- "Turn" the page, My turn/ You/Your Turn
- Think about a song or carry-over activity
- Try to find a very repetitive target word
- Core word books from Tobii Dynavox

32

To infinity and beyond!

- Moving beyond the speech room
- Moving beyond the classroom

33



34



35



36



37

Modeling outside of the Classroom

SLP Activity:

- Core words: wait, stop, go, yes, no, maybe, like, don't like, something else
- Information transfer
- Answering questions
- Sharing opinions
- Commenting
- AAC on the go
- Potential ways to involve PT/OT to wear during therapy!

AAC Charm Bracelet

38

Helpful Hints:

- Communication should be **powerful** and **pleasurable**
- Provide **immediate feedback**
- In the beginning, think **errorless learning**
- **AAC** will not hinder natural speech

89% Increased
11% Remained
0% Regressed

39



40

Research Alert!

- First Graders Attitudes and Preferences:
 - **Girls** tend to have more positive attitudes
 - **94%** preferred the iPad for their own use and peers use of AAC

(Hyppa-Martin, et al, 2016)
- Elementary School Student's Attitudes:
 - Decrease in positive attitudes as **adolescents age**
 - **Younger children** have more positive attitudes towards peers
 - Students with more positive attitudes towards **iPad**


(Dada, et al, 2016)

41

Bubble Wrap

SLP Activity:

- Core words: go, stop, my turn, you turn
- Commenting for feelings
- Describing features of bubbles wrap or sounds
- Basic concepts for location R/L side, up/down, middle
- Potentially Involve OT/PT for a potential fine/gross motor task



42



43

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44
