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.

Financial Disclosures
Mary Katherine Dally

Disclosures:

Financial— Compensation from WVSHA for presentation(s)

Nonfinancial— Previous employee of Tobii Dynavox
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

(Andrick, Chung & Kranak, 2016)

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

Quick review of terms
AAC Levels and Types

• Low-tech
• Mid-tech
• High-tech

Photo Credit: Goboardmaker.com

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
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)

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

“Most of our research and clinical attention to date... have served to support the communication of needs and wants ....We have assumed these needs to be the greatest importance.... It is time to question these assumptions...” (Light, 1988)
Requesting
- More
- Requesting
- Object
- Action
- Attention
- Limited choices

Beyond Requesting
- 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
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

Let's Get Into Modeling and Aided Language Stimulation

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

Think about it:
• Input before output
• Frequent repetition is key to success
• Learning something new takes time
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

More ways to access and immerse...

Pocket Core Boards
Aprons
Slap Bracelets

To make it simple...

Model
Repeat
Stop & Wait
Expand
Slow Down
Model More!
All around the classroom

Word Wands
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!

Books – a shared common place for SLPs and Teachers
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

To infinity and beyond!

- Moving beyond the speech room
- Moving beyond the classroom
Grab a file folder!

- Easy to grab and go
- Fold up for backpack
- Make as simple or complex as needed
- Symbols or plain text
- Color code for function

Your staff has used a file folder before!

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

Helpful Hints:

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

3/8/2020

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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
  (Nyppa-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
  (Bada, et al, 2016)

Research Alert!

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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
References


