

	who 	what 	when 	again 	now 	that 	
	not-don't 	come 	do-does-did 	ready 	how 	all done-finished 	all
	eat 	get 	give 	go 	where 	big 	
	like 	look-see 	make 	put 	away 	happy 	
	take 	turn 	want 	here 	there 	sad 	

Teaching AAC: More with Core

November 17th, PEC (LBPSB)

Mariana Vial, Riverside School Board

Helene Packman, COE ASD, LBPSB

Andrea Prupas, ALDI Initiative



COE ASD



**COE for Speech
& Language**

Welcome!



COE PIM



**ALDI
Initiative**



BURNING QUESTIONS

Overview (AM)

Introduction to core vocabulary

- What is AAC?
- Who is a candidate for AAC
- The many functions of language
- Brown's stages of language development
- What is core vocabulary?
- Motor planning and AAC

Overview (PM)

Creating a core vocabulary-rich classroom

Strategies for teaching AAC with core vocabulary

1. Aided language input
2. Teaching with “communication temptations”

Communication is key

- Communication is not a tool, a service, an activity, or a "thing-to-do", it is a *way of being*.
- Functional spontaneous communication is the most life enhancing skill an individual can learn.

(Cafiero, 2012)

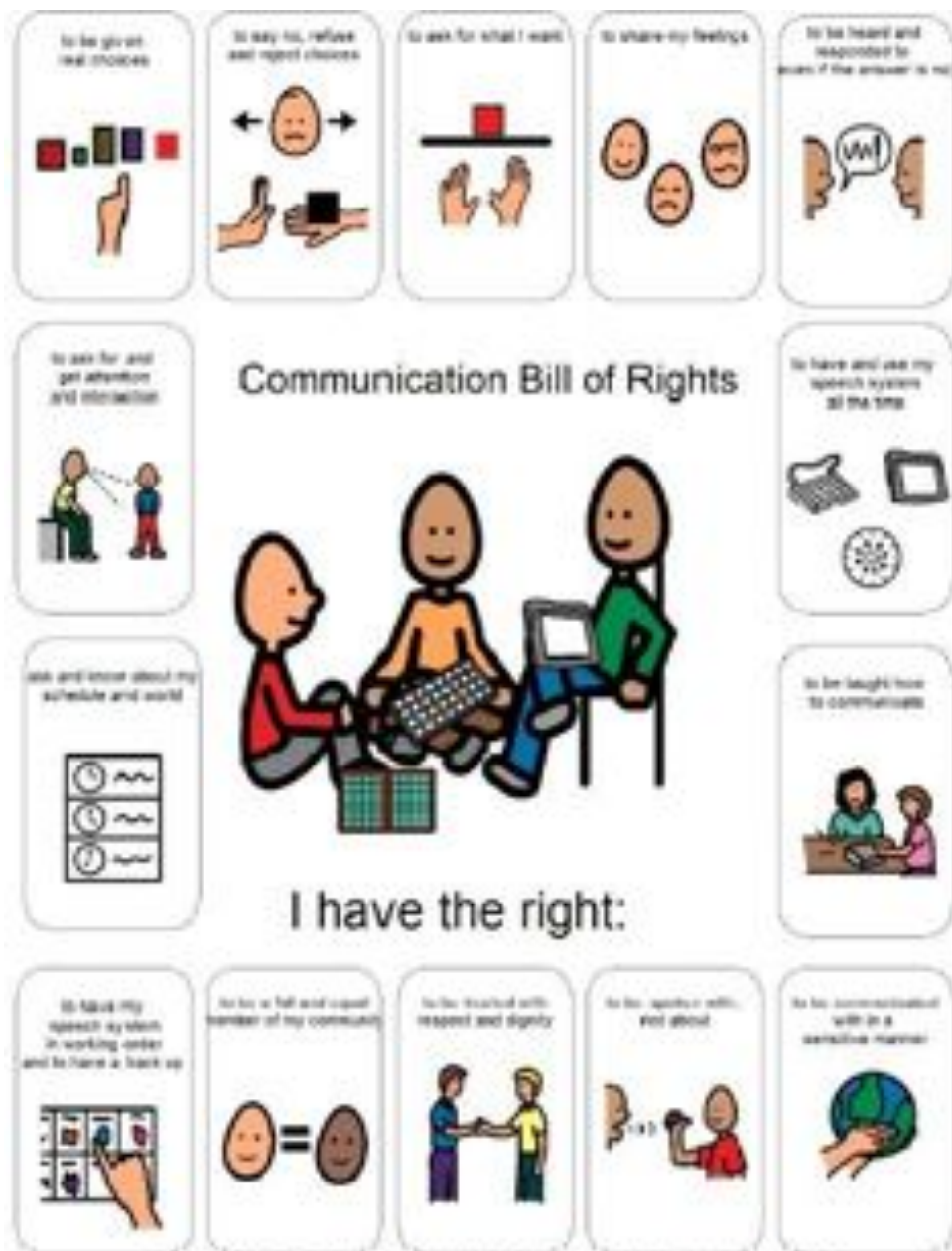
People can
communicate using
their chosen
method

People have a
means of
communication
which allows their
fullest participation

Their
communication is
heeded by others

**The Right to
Communicate**

(Association for
Persons with Severe
Handicaps, 2013)



Will you be a communication ambassador?

Consider this:

- An 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 device and receives speech/language therapy **two times per week for 20-30 minutes sessions** will reach this same amount of language exposure in **84 years**.

(Jane Korsten, SLP)

What is AAC ?

- Augmentative and Alternative Communication
- Communication methods that *help* or *replace* speaking or writing for individuals who struggle to produce or comprehend spoken or written language.



How are you using AAC in your everyday instructional/therapeutic practice?

Who is a candidate for AAC?

- Individuals are candidates for high-tech AAC if they are not able to express wants, needs, ideas, thoughts, questions, fears, and pain to whoever they want, whenever they want.

(Speak for Yourself AAC, 2014)

*Presume competence

- All learners CAN improve and learn communication and language....
- So we model more robust language and we find supports and strategies to make learning happen.



Cognition Myth

“His/Her cognitive skills are too low to learn to use AAC. The individual has the cognitive skills of a 9-month-old. That system is for ‘higher functioning’ kids.”



Behavior Myth

“We have to get his/her behaviors under control and then we can consider communication. We don’t want the device to be thrown and damaged.”



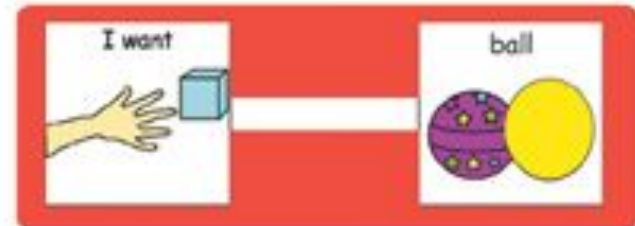
Proof of desire myth

“We’re waiting for him/her to demonstrate more desire to communicate.”



AAC Technology Myth

“He/She can’t use an AAC device unless the individual is able to combine 2-3 icons in the communication book.”



Motor Skills Myth

“They need bigger buttons (less language) because their motor skills are too poor for little buttons.”



Age Myth



“He/She has to be a certain age before we introduce AAC.”

OR

“Wait until kindergarten (grade 2, high school...) and then we’ll take a look at AAC.”

Enough Verbal Speech Myth

“He/She has enough verbal speech and can say sentences so the individual doesn’t need AAC”



Symbol representation myth

“He/She has to understand symbol representation before we can introduce AAC.”



Teaching AAC is based on normal language development



Brown's Stages of Language Development



Stage I

- 15-30 months
- 50 single words
- 2 word combinations
- e.g. "daddy hat"

Stage II

- 28-36 months
- <ing>; plurals; pronouns; prepositions (in, on)

Stage III

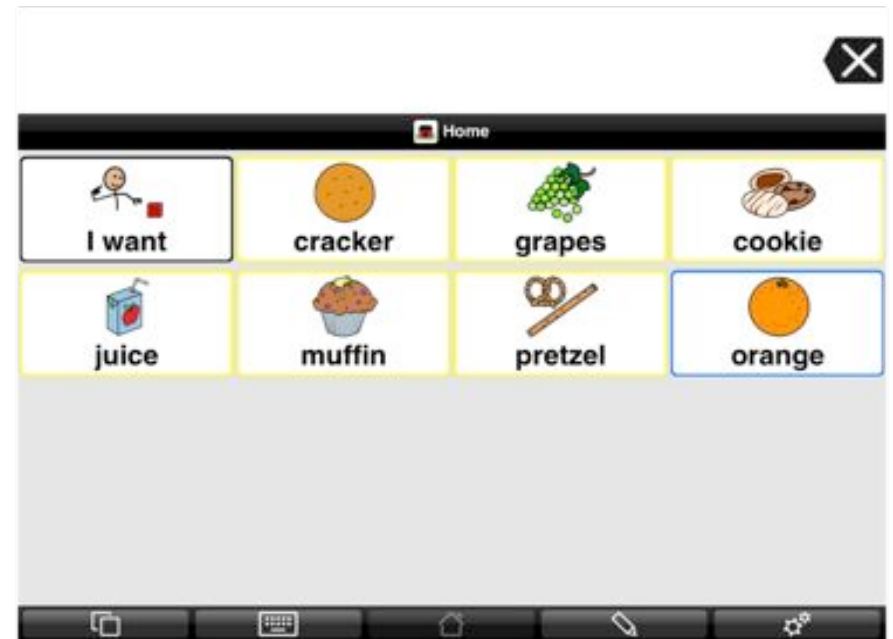
- 36-42 months
- Possessives; <is>; irregular past tense

Reasons to Communicate

Request	Protest	Direct
Tell	Comment	Greet
Express Discomfort	Joke	Socialize

AAC is...

- More than requests!



Communication isn't...



Introduction to Core Vocabulary



What is core vocabulary?

- A small set of simple words that are used frequently and across contexts.

(Cross, Baker, Klotz & Badman, 1997)

- 80% of what we say throughout a day comes from a small bank of 400-500 CORE words
- 20% of what we say comes from a bank of thousands of FRINGE words

Core contains all parts of speech

Nouns

"ball" "plane"

Verbs

"open" "stay"

Adverbs

"here" "very"

Adjectives

"big" "happy"

Pronouns

"any" "some"

Prepositions

"down" "after"

Conjunctions

"and" "but"

Interjections

"yes" "hey"

Core words

- The words we have in common
- “Bang for your buck” words
- We can use and teach them in many situations
- Allow for generative language

All words are not created equal




**26 words
comprise 96% of
the total words
used by toddlers**

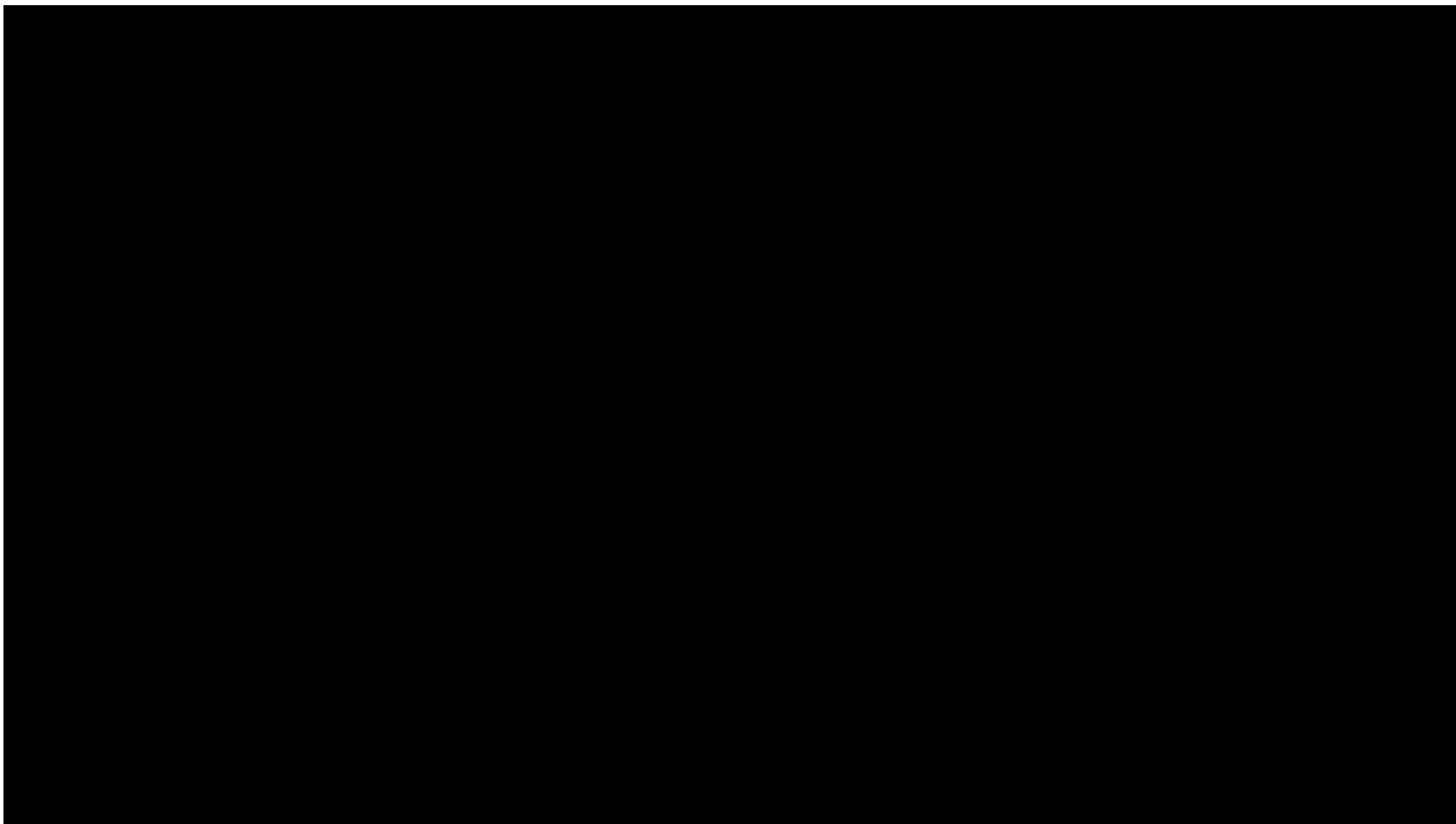
(Banajee, 2003)





A young child with dark hair, wearing a red long-sleeved shirt, is sitting at a wooden table. They are looking intently at a round chocolate cake in front of them. The cake is decorated with several lit candles in various colors (yellow, red, green, orange, blue) and has "HAPPY BIRTHDAY" written on it. The background is blurred, showing what appears to be an indoor setting with other people.

***A child who wants
chocolate cake is
more likely to say
“want that” than
“chocolate cake”***



"JUST BECAUSE
I CANNOT SPEAK
DOESN'T MEAN I
DON'T HAVE
SOMETHING TO
SAY."

www.facebook.com/kreedsworld

Let's try it!

- Turn to a partner.
- Ask them a question that they can answer in a few sentences.
- Write the sentences down and count the core words in the sentence.
- How many words were core? How many words were fringe?



The Language Stealers



Core vocabulary and AAC

- Core vocabulary has not typically been the central focus of many or most AAC systems.
- Why do you think this is?



Core vocabulary and AAC

- Focused on having the student communicate typically in a Q/A format
- Other aspects of receptive and expressive language skills for communication are typically not targeted and therefore are not practiced and learned.

Core Vocabulary and AAC

- Core vocabulary has typically been embedded in phrases
- We haven't taught or emphasized individual words.

Core vocabulary and AAC

- Core words are difficult to represent in pictures.
- Core contains fewer **picture producers** (fewer than 10%)

What are picture producers?

“Car”

vs.

“do”





Here
&
there



This And
That

Transparent vs. opaque symbols

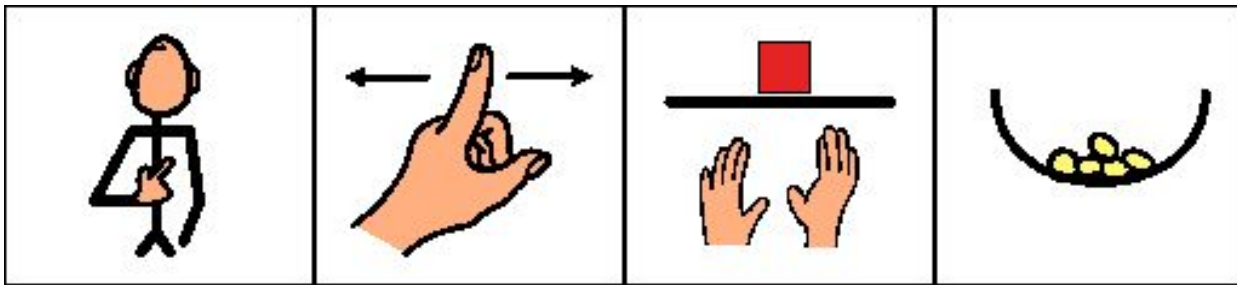
- Most core vocabulary is represented through abstract symbols that range from transparent (i.e., makes sense after it is explained) to opaque (i.e., doesn't have any resemblance to the word or concept)
- This makes the need for effective teaching all the more important.

Let's try it!

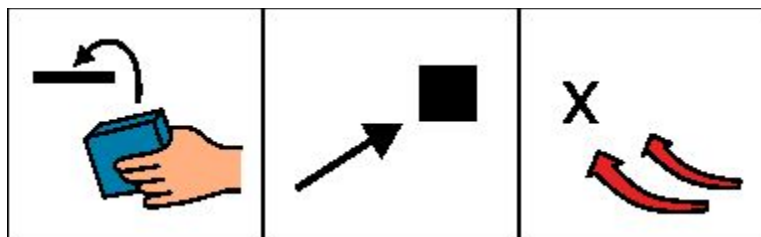
- Read the sentences in your handout with a partner.
- Write down what you think they mean.



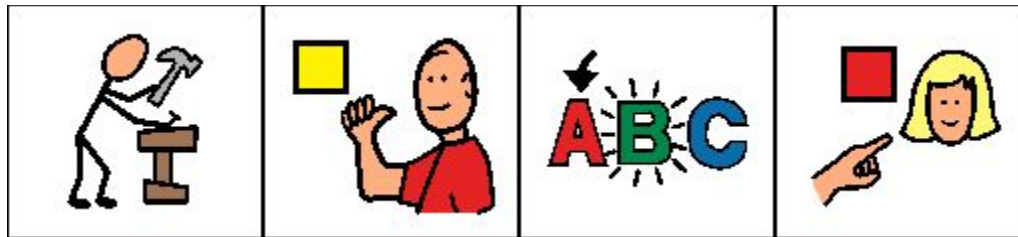
I don't want a little



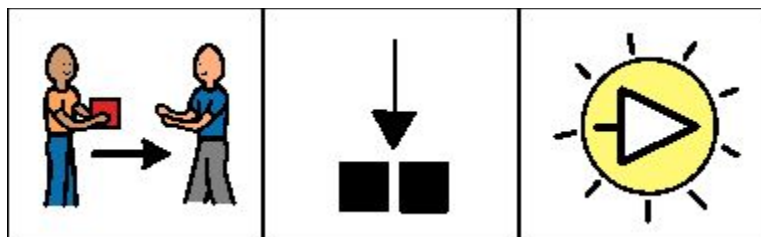
Put that over there



Make mine before hers












Give these tomorrow

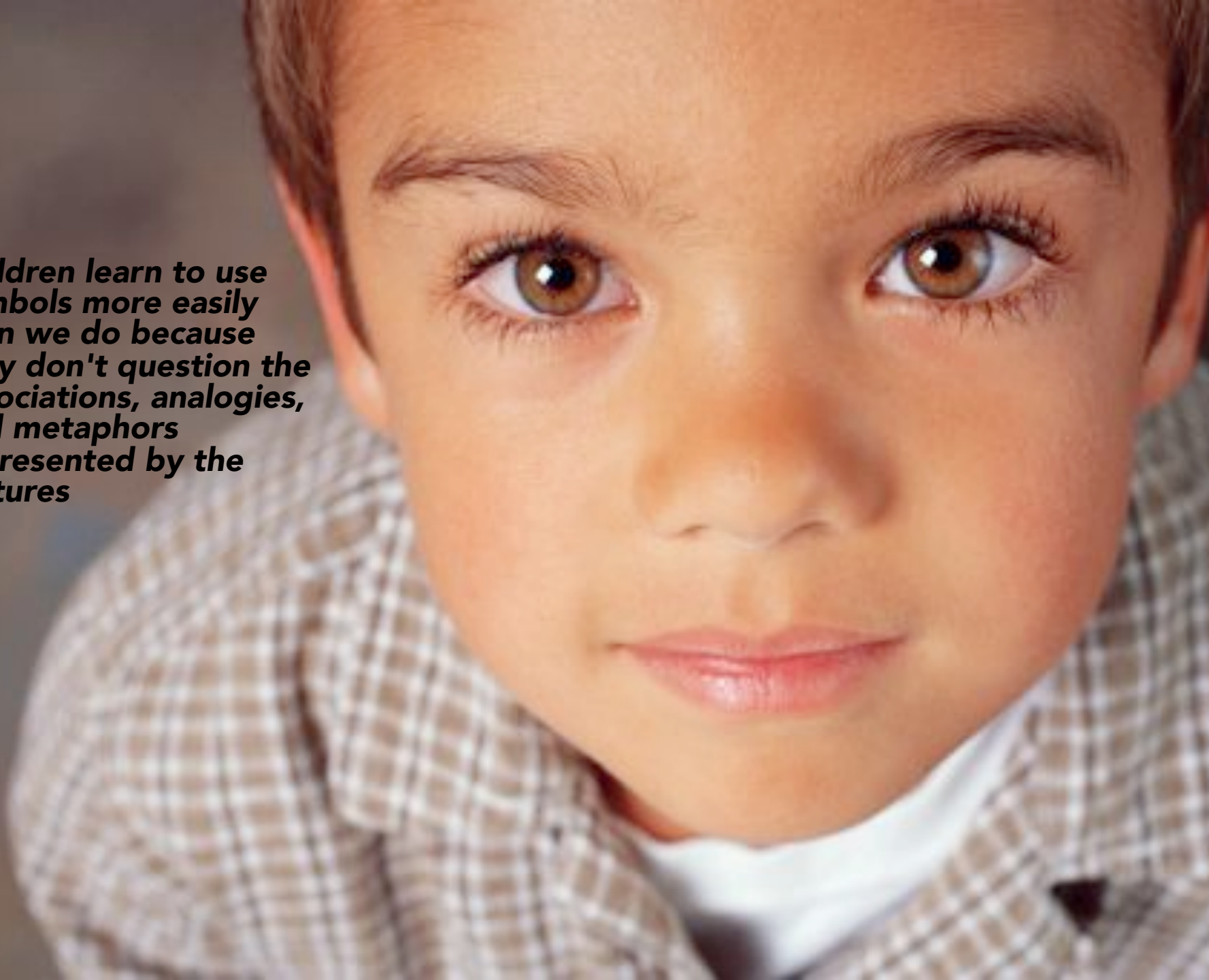


Important!

- Literacy produces the illusion of transparency

can 	cane 	cap 
cape 	hat 	hate 
mad 	made 	man 

**Children learn to use
symbols more easily
than we do because
they don't question the
associations, analogies,
and metaphors
represented by the
pictures**





Why does this mean

"STOP"

to you?

A woman with blonde hair and glasses, wearing a green shirt, is sitting at a table with a young boy with brown hair wearing a white shirt. They are both looking at a tablet device that is displaying a grid of small, colorful icons. The woman is pointing at the screen with her right hand, and the boy is also looking at the screen. The background is a blue curtain with white stars.

***Motor Planning
and AAC***

What is a motor plan?

- The ability to come up with an idea or movement;
- Plan how to complete that idea or movement and;
- Execute that idea or movement.



(NCLD.org)

Automaticity and motor planning

- Automaticity is the ability to do something without thinking about it



Motor planning and AAC

How hard would it be to type if this was your keyboard at home?



And this was your keyboard at school?



AAC and motor planning

- Words should stay in the same location, so speed and **automaticity** can develop.



Motor plans and AAC

- Motor plans start out simple and grow as language grows.



Teaching AAC





AAC strategies

- Aided language input
 - or Aided Language Stimulation, Aided Language Modeling
- Explicit instruction
 - Using different strategies to promote initiation
 - Building meta-linguistic awareness

Aided Language Stimulation (ALI)

- A strategy for teaching core vocabulary
- Adult modeling of communication display use

(Goossens, Crain & Elder)

please



**Use my talker when speaking to me.
It helps me understand and learn
vocabulary.**

In AII, you are a VIP

- As the communication partner, you are the single most important factor in a successful AAC intervention.



Why use aided language as a strategy?

- Students need models to learn a language



- Modeling is highly visual



- Implemented in situations that are in natural contexts



- High level of interest in activity



- The device becomes a tool for both expressive and receptive language



- Teacher experiences what it is like for the student



- It forces us to slow down!



#1 reason to use ALI

- Active learning is always more effective than passive learning





“Tell me and I forget. Teach me and I remember.



Involve me and I learn.”



- Benjamin Franklin

How do I begin with ALI?

- Use your own finger to point.
- You (partner) are saying what YOU want to say. You are not talking FOR the student.
- Do not ask the augmented communicator to repeat what you say with the device. He/she will if he/she wishes.

(Adapted from Dynavox, Partner Assisted Input, 2011)

Guidelines for ALI

- If you can't find a word/message, just say it out loud without the device.
- You don't need to point to every word!
- Provide opportunities for practice before beginning with the student.

Let's try it!

- With your speech and language pathologist and colleagues from your board, try modeling ALI using the board and materials provided (your handout has ideas).
- Switch roles (teacher and student).



Feedback

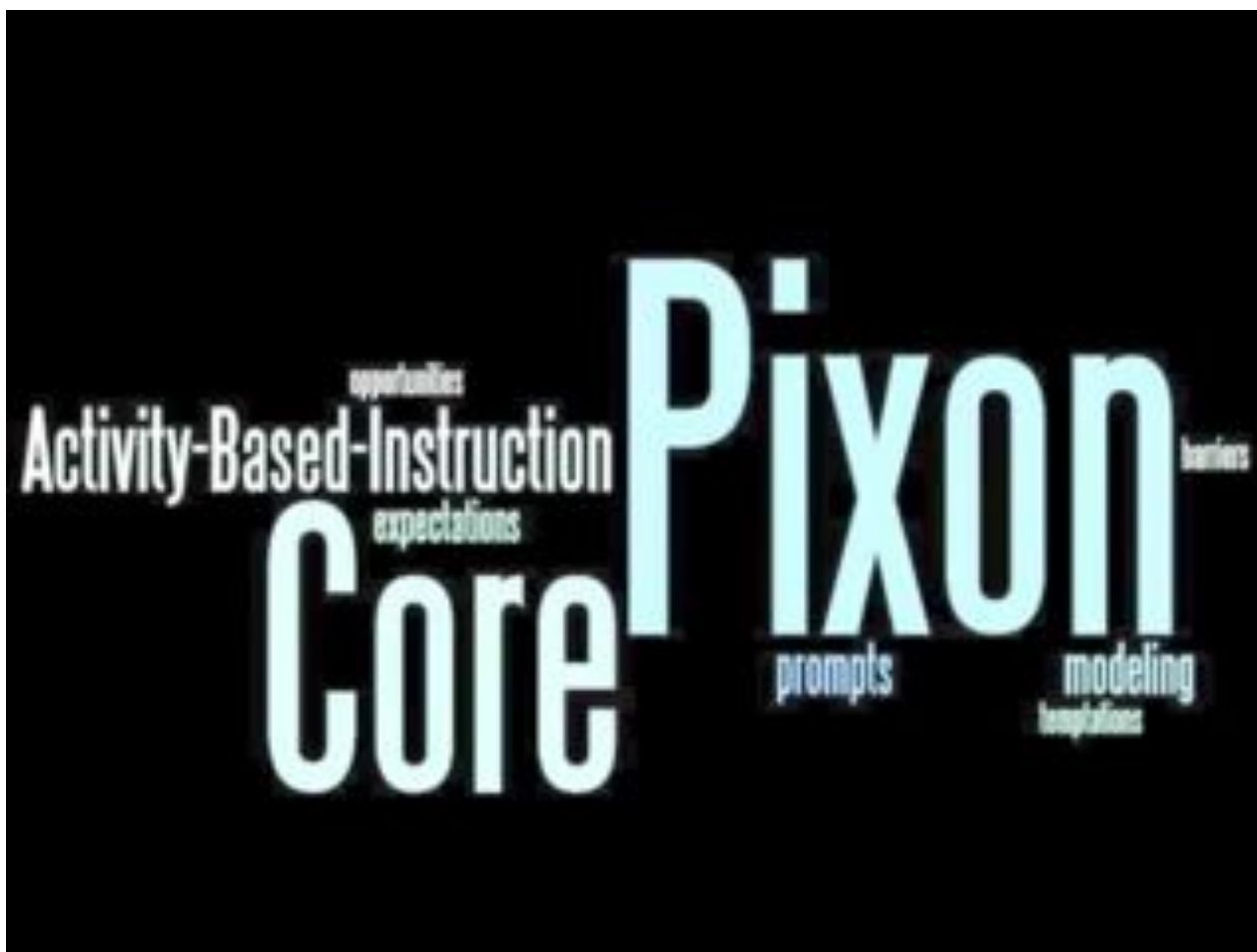
- What are some things you notice about using ALI to teach these activities?



Putting ALI into practice in your classroom

- Using activity scripts





Let's try it!

- Select the core words you want to target with your student.
- Write down a short script for the activity.
- Talk about your script with a partner.



Keep this in mind...

“Talk AAC, and keep talking!”



"Communication temptations"



Communication Strategies



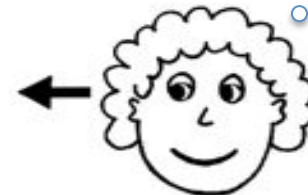
Sabotage



Wait



Model by
Expansion



Look for
Opportunities

What
could he
say?

Sabotage

I'll hide
a boot



"Where
is?"
"We find"

I'll take
away his
spoon



"Need
this"
"We find"

I'll hand her
the coat
zipped



"Open
this"

I'll hide a
piece of
the puzzle



"Where
is?"
"Find this"





**KEEP
CALM
AND
WAIT**

Expectantly.

Model Expansion

“Model one word above what the student is currently saying”



Look for language opportunities everywhere!



Playtime

Intent

Child is
pulling adults
hand to open
a box

Infer

The child
wants to play
with the
puzzle

*Model Core
Vocabulary*

“open” “play”
“my turn”

Resources

A Few Good Words: Using Core Vocabulary to Support Non-Verbal Students

<http://www.asha.org/Publications/leader/2009/090414/f090414c.htm>

Strategy of the month: Aided Language Input

<http://praacticalaac.org/strategy/656/>

Using Aided Language Input to Build Communication Opportunities

<http://praacticalaac.org/strategy/using-aided-language-input-to-build-communication-opportunities/>

A word about technology

“Language first, technology second!”



Classroom ideas to focus on core vocabulary



Word of the Week

good



We say goodbye at 3:00 each school day.

They did a good job in Special Olympics.

What is good to ask to the volunteer?

A year of core words...

like any make any drink stop any talk later any play is good	bring it bring me some after done bring there bring more to me	fun day play is fun day go day after find day to go there
fall fall down want fall	give give some what give me	hot more hot that is hot

Where will you begin?



Commit to a goal

- I will.....on an index card with your contact information
- Share with someone from another board
- Contact that person to see how its going!



Our Edmodo group

“Schools in AAction”

<https://edmo.do/j/vgxv3e>

Join Edmodo and continue
the conversation!



Pixon Resources

- <http://bit.ly/1vkcl3P>

“We need to lay a solid foundation and that takes time. We all love to get immediate results, but the more realistic scenario is slow and steady gains.”



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