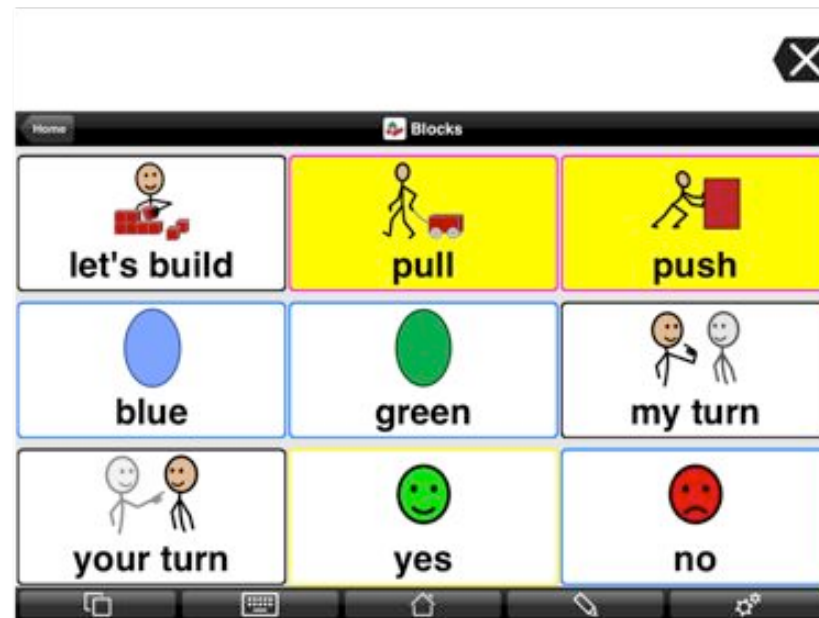


Aided Language Input with Proloquo2Go



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Presentation for REACH School
March 31st, 2014

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INITIATIVE

Today's focus: "Teach AAC"

- Aided Language Input (ALI)
- Core vocabulary
- Integrating ALI with Proloquo2Go
- Check-in, questions and discussion: use of Proloquo2Go in the classroom

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)

Who is a candidate for AAC?

- We do not have to “prove readiness” for AAC
- The prerequisites to AAC skills aren’t measures of cognition, attention, language, or behavior

Communication partner-that's you!

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



Why do we need to “teach AAC?”



2014-03-30

Myth-busting!

"A child should spontaneously use an augmentative communication device/app as soon as they get it."

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)

AAC in the classroom



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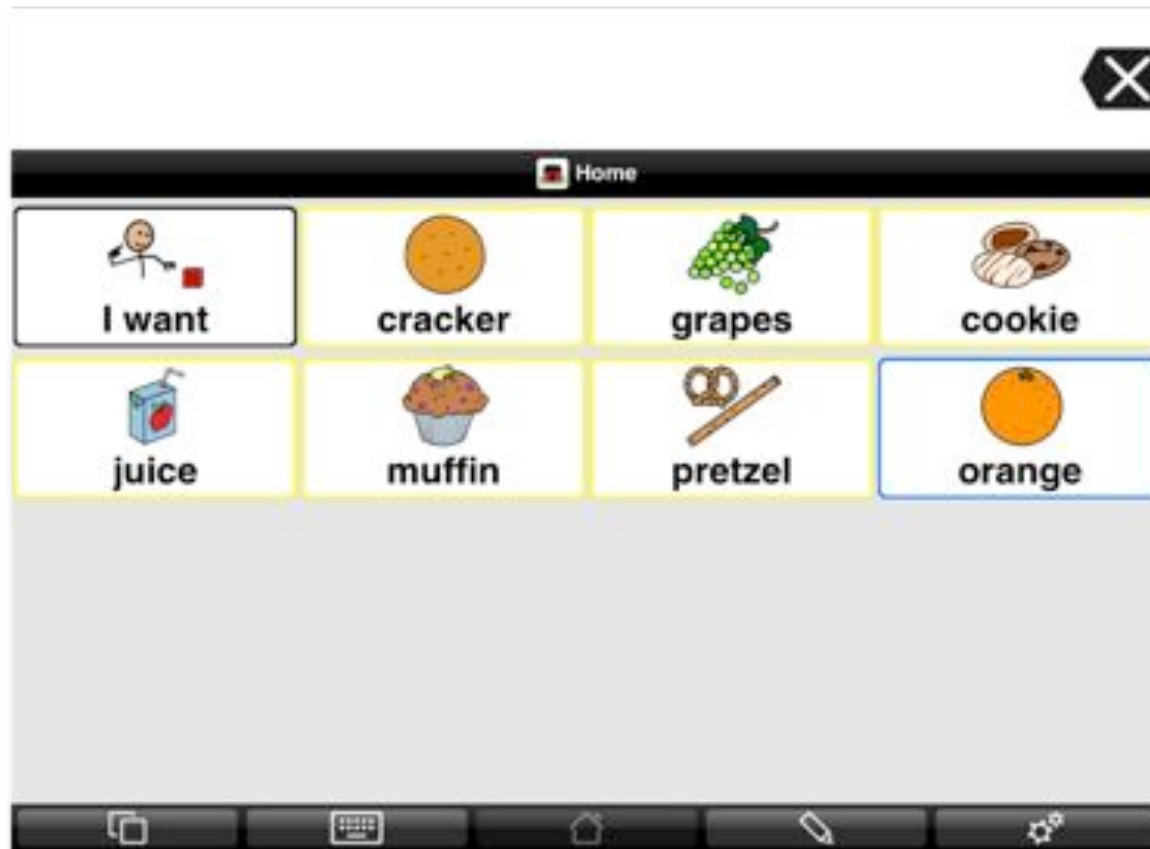
What is language used for?

Examples

- Requests (I want...)
- Comments (What do you think about...?)
- Protesting (I don't like that)
- Rejecting (No way!)
- Humour (haha 😊)

AAC is...

- More than labels and object naming
- “go” vs. “cookie”



2014-03-30

How to teach different functions of communication

- Use core vocabulary!

I	a	who	what	when	again	now	that	this	trouble
									
me - myself	my - mine	not	come	do - does - do	ready	how	finished	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
									

What is core vocabulary?

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

(Cross, Baker, Klotz & Badman, 1997)

- Core vocabulary contains all parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections and serves as a great medium for teaching language.

Why teach with core vocabulary

- Core's simple words make up 80% or more of everyday communication
- 174 words made up 72 percent of what individuals say across all environments and topics (Stuart, 1997)

More on the core

- These 26 words comprise 96% of the total words used by toddlers (Banajee, 2003):
- **I, no, yes, the, want, is, it, that, a, go, my, mine, you, what, on, in, here, more, out, off, some, help, all done/finished**

Language at 22 months

- You go out now
- No eat that
- I go up
- I finish that
- You sit here
- No like it

And...

- **MINE**

Teaching core vocabulary

ex. “ON”

1. Put on, turn on, what put on, more on again, put on that!
2. Communicative functions (Request, direct, question)
3. Activities that are rich in context, engaging and interactive:
 - Stuffed dog can sit on...!
 - Lights on...!
 - Clothes I can put on!

Core vocabulary is consistent across:

- Populations
- Places
- Topics
- Activities

How do you teach with core vocabulary?



Aided Language Input (ALI)

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

(Goossens, Crain & Elder)

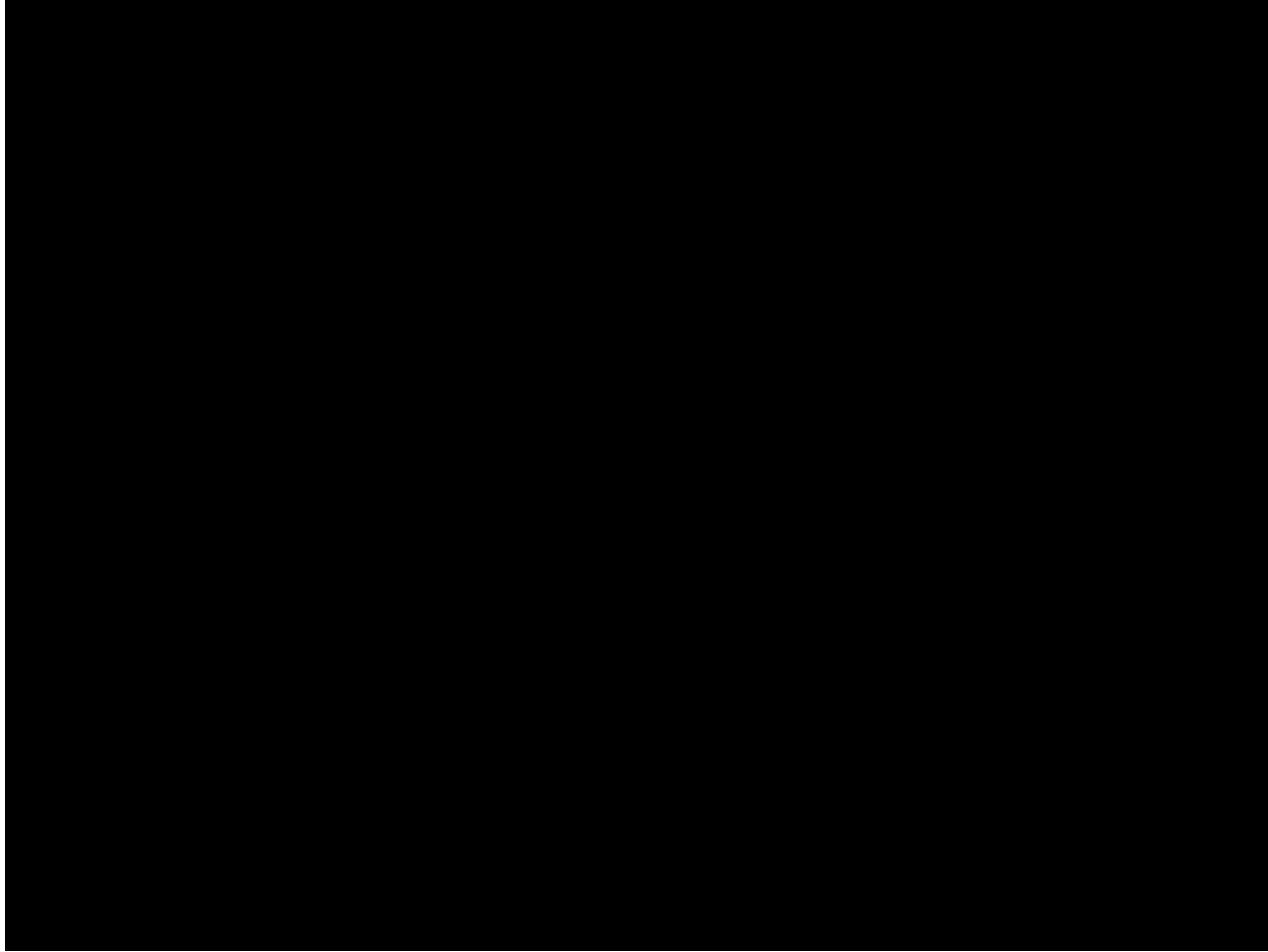
Why use it as a strategy?

- 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

#1 reason to use ALI

- Active learning is always more effective than passive learning





2014-03-30

Guidelines for ALI

- Use your own finger to point.
- You (partner) are saying what YOU want to say. You are not talking FOR the augmented communicator.
- 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. *Some students might take the time to talk through their search strategy (e.g., I'm looking in ___ because this is a ___).*
- Provide opportunities for practice before beginning with the augmented communicator.

Let's try it!

1. Demonstration featuring Proloquo2Go: cooking and blocks activities
2. With a colleague, try modeling ALI using the board provided. Switch roles (teacher and student).

Feedback

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

Activity-based ALI

1. Focus on an engaging, meaningful activity that the student engages in.
2. List all possible vocabulary associated with a specific activity.
3. Create the display with object names, verbs or action words, adjective or descriptor words and location words (you can ask your SLP for guidance).

ALI for the playground: example



What's next?

1. Create an activity board for a student using ALI.
2. Consult your SLP about its implementation.
3. Use ALI with your student within a motivating, engaging activity.
4. Observe and record progress.
5. Read the resources included on the next slide.
6. Let's follow up in the Fall and discuss!

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/>



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