

ADVANCED AAC

COMMON ROAD BLOCKS TO EXPANDING LANGUAGE
BY: BROOKE OLSON AND CHLOE ROTHSCHILD

1. IMPLEMENTATION: MAKING
LANGUAGE MATTER

2. MODELING: WHO, WHEN,
WHERE AND WHY!

3. IT'S NOT JUST ABOUT
REQUESTING: TIPS AND TOOLS
TO ENHANCE SOCIAL LANGUAGE

1. IMPLEMENTATION: MAKING LANGUAGE MATTER

- You have the device
- The appropriate app is downloaded
- The case is secured, amplifier is installed

NOW WHAT?

SCENARIO:

Luke is a 12 year old boy who has no formal communication system (no verbal language, does not use PECS or his beautiful new AAC device). Multiple teachers, aides and his parents have completed reinforcement inventories for him and repeatedly they state that his has no interests and just sits in the corner of the room playing with a piece of string. At times he has found interest in water play, but many times begins to drink the water, so they have to put the water bin away.

VOCABULARY IS KEY TO MAKING LANGUAGE MATTER!

- Setting the stage...its about "Luke's" timing and interests, not ours!
- Starting off with two-word verb-noun requests
- Meet the child where they are currently NOT where you expect them to be in a month etc.
- Why does it have to be meaningful?
- Start simple!
- Must be taught not absorbed
- Core Vocabulary – (e.g. help, more, stop, again, you, don't)
 - These words can/should be used in almost all settings throughout the day...choose words that appear in multiple settings.
 - Use these words/symbols in other environments as well...Print them out and put them in sensory bins, share them with the whole team, use them in songs or chants! (Source: <http://practicalaac.org/practical/a-year-of-core-vocabulary-words>)
 - Advanced core vocabulary – Seasonal words (e.g. January: Cold, winter, snow, mittens, boots, etc.)

MODEL, MODEL, MODEL!

- Model!
- Show them what to do!
- We can't expect them to do it unless we show them how!
- It doesn't have to be expensive!
- Laminated template of their home screen



Building Language: Where Do I Start?

Arrows indicate possible pathways for combining words.

Which core word is most naturally associated with that word? If you're not sure, ask yourself, "What do I do with it?" (eat, play, go, make..)

Teach one of these words first.

What does the person LOVE? **Car(s)**

What words can you use to describe the item/activity?

Colors: **fast**, **slow**

What words/phrases do you use when you talk about this item/activity?

raCe
Turn (around, right, left)
Crash/fix

Words to express recurrence/continuation: **more**, **again**, **another**

Verbs/actions related to the word:

go
ride
drive

Specific nouns related to the word (i.e. characters, types of cookies..):

Lamborghini
driver
raCeTrack

Words used to end an activity or express rejection:

stop
don't
no

play

© 2012 Speak for Yourself LLC - Reproduce for educational purposes

EXPANDING PHRASES:

- Build "cracker" to "eat cracker" "more cracker" "I want cracker".
- Where? When? How? Expand on what they are saying!
- Don't give in until they use the descriptors!
- Sabotage the situation...don't anticipate, play dumb.

IT'S SO MUCH MORE THAN REQUESTING!

- Emotions, feelings, wants, hopes, dreams etc.
- Model: "I'm giggly", "tickling the baby" etc.
- Model/prompt to expand language: Scenario:

Chloe: Typing "I want drink" repetitively! (Chloe handed device to communication partner)

Brooke: typed "drink is coming"

Chloe: then switched to typing things such as "why do you think it is taking her so long etc.?"

It was because she was prompted visually!
Otherwise she would have continued perseverating about the drink.

Kara Arent, M.S.Ed. 10/19/2015
Merrill, Nicole, Scope out of the Way Project
#CommunicationRequest