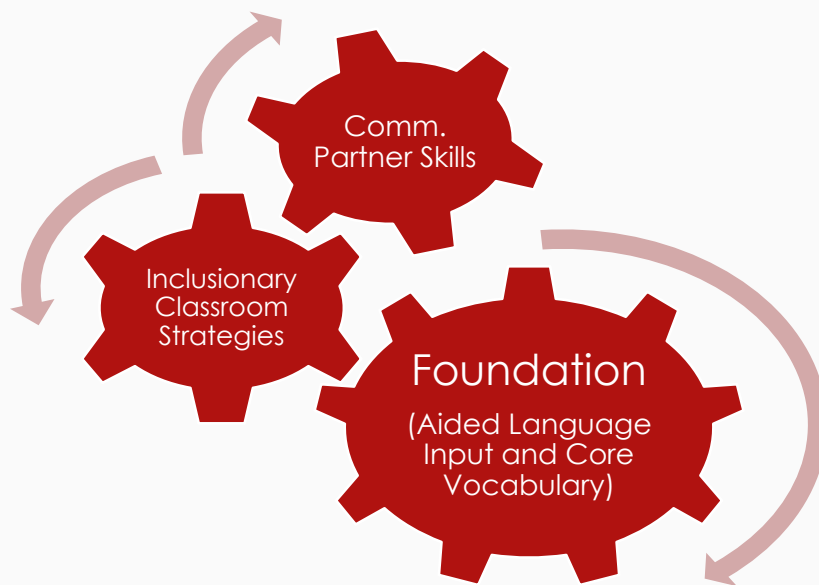
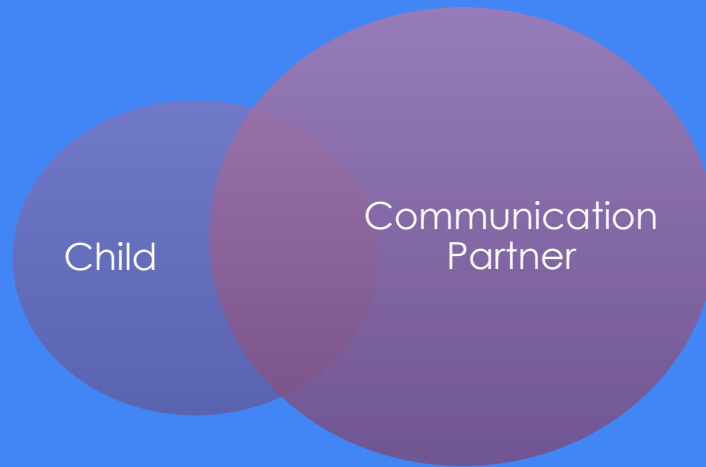


Day 3: AAC Implementation Strategies



AAC Implementation

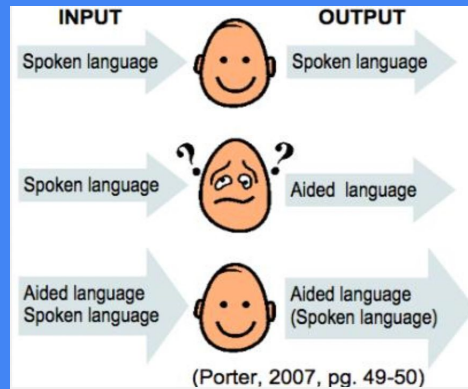


The Basics

AIDED LANGUAGE STIMULATION

CORE VOCABULARY

Aided Language Stimulation/Input



Aided Language Stimulation

Partner shows child how and when to use target vocabulary in natural contexts for the purpose of:

- Increasing child's exposure to a range of vocabulary words, across different communicative functions, in naturalistic contexts.
- Increasing child's comprehension of linguistic concepts and symbols
- Providing a format for team members to become familiar with the communication display.

Think about verbal language development

- Typically developing communicators hear 4000-6000 words per day for a year before saying their first word
(Caroline Musselwhite, 2015)
- If an AAC user only has their system modeled 20 minutes a day it would take 84 years to reach the same level of input as a verbal communicating 18 month old.

ALI Research Summary

- AAC Modeling results in meaningful linguistic gains in (Sennott, Light & McNaughton, 2016):
 - Pragmatics (increase in communication turns)
 - Semantics (increase in receptive and expressive vocabulary)
 - Syntax (increase in multi-symbol turns)
 - Morphology (increase in target morphology structures)
- Supportive of symbol comprehension (Dada et al, 2009)
- Use of multi-symbol utterances (Binger et al, 2011)
- ALI has been deemed evidence-based

Creating a Shared Language

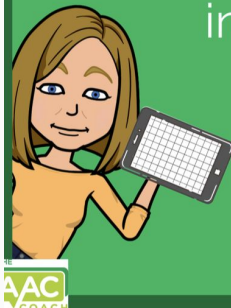
The adults use the child's communication system when communicating with the child, in order to establish a **shared language**. Children learn to use a communication system when they see it being used meaningfully. The adults only have to use the communication app for 1 OR 2 words in their sentence. Example:

- 1) Child is playing with a toy car
- 2) Adult says, "I see you make the car GO"- the adult touches the word "GO" on the communication app
- 3) Adult says, "That CAR is so FAST"- the adult touches the words "CAR" and "FAST" on the communication app

Modeling without Expectation

AAC NEWSFLASH:

"Modeling without expectation" does **not** mean modeling without interaction!



"Modeling without expectation" means modeling AAC without expecting your learner to use their system in that moment. We do want to avoid putting pressure on our learners. That said, we need to be having real, meaningful interactions with each other. Connection and relationship are the foundation for learning. Value all methods of communication, interact, connect and model AAC.

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Core Vocabulary

IMPORTANT WHEN DESIGNING AAC SYSTEMS AND
IMPORTANT WHEN TEACHING THE USE OF AAC SYSTEMS

Core Vocabulary

- “Core Vocabulary refers to high frequency, multi-purpose, commonly occurring words from a range of word classes that are a central part of an individual’s AAC system”

Soto, G., Zangari, C (Eds.) (2009) *Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs*. Baltimore, MD: Paul Brookes Publishing.
176

80/20



- 350 most frequent words account for approximately 80% of words spoken for ALL ages
- The remaining 20% is “fringe” vocabulary and varies widely from person to person

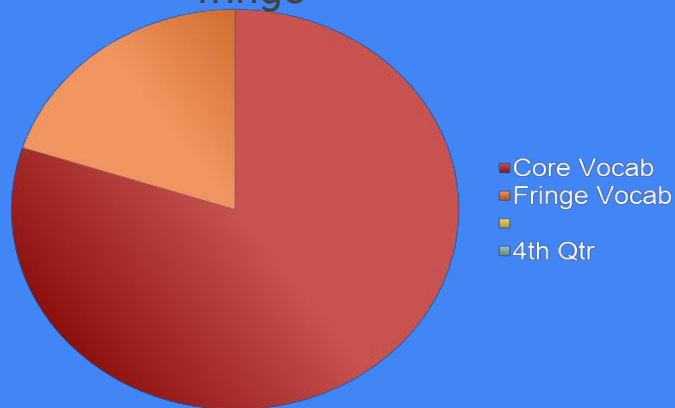
Core Vocabulary Research

Participants	Number of Words	% of Total
Toddlers (Banajee, 2003)	23	96%
Pre-school (Marvin, 1994)	< 333	80%
Adults on work break (Balandin, 1999)	347	78%
Seniors (Stuart, 1997)	250	78%
AAC users (Hill, 2001)	250	78%

80/20 Rule

(Maureen Nevers, M.S. CCC-SLP)

When modeling, stick to 80% core and 20% fringe



Core vs. Fringe Vocabulary

Core Vocabulary

- The words we use most in conversation (approx. 75-80% of words used)
- Examples: I, you, go, not like, do, see, different
- Lots of overlap with early sight words when teaching literacy
- Often hard to define without context
- Used across topics, activities, places, etc.
- Can be combined to say a lot of different things
- Most powerful when combined with fringe vocabulary

Fringe Vocabulary

- Words we use less often (approx. 20-25% of words used)
- Examples: pizza, train, elephant, sink, medicine
- Rich in meaning and easily understood out of context
- Includes many nouns (i.e., person, place, thing)
- Often topic specific
- May vary person to person based on interest, preferences, setting
- Most powerful when combined with core vocabulary



Everybody Needs Both!

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Core Vocabulary Online Resources

- AAC Coach
- Senseable Literacy
- Speech without Limits
- Rachel Madel

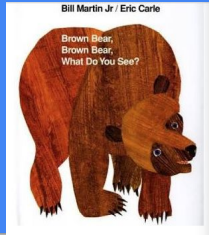


ALI Strategy #1: Cross-Activity Targets

- Identify a small set of words (typically 80% core, 20% fringe) that will be modeled as targets across activities.
- All team members integrate these words into all interactions with the student.
- Start with list of 10 or so words and practice navigation

Cross-Routine Targets			
Words that can be modeled across the day, imbedded in multiple routines and interactions			
Choose 5-10 words that are versatile and flexible			
Choose a variety of different kinds of words			
Action words	Question Words	Describing words	Nouns
go	where	big	
stop		little	
Pronouns	Preposition	Social Phrases	Other
I	up	good morning	Letters
you	down		Numbers

ALI Strategy #2: Activity/Daily Routine Targets



- Identify a range of vocabulary word(s) that are connected to specific daily activities, routines or instructional activities. Look for words that represent a range of functions and parts of speech.

Routine-Based Targets Identify 3-7 language-rich routines/activities of the day and outline the vocabulary that will be modeled within the activity.				
Routine	Who Will Model	Core Vocabulary Words	Fringe Vocabulary Words	Any Word Works Questions
"Tickle Monster"	Mom	More, go, silly	Monster, body parts	"What body part next?" (<u>body part page</u>)
Bedtime (book reading)	Dad	Turn, like, open	Animal names	"Which book should we read?" (<u>book page</u>)

Have You Seen My Cat By Eric Carle





ALI Strategy #3: Responsive Modeling

Modeling words that represent what a child is communicating with body-based communication (e.g. child reaches toward toy, adult says, "It looks like you WANT the toy")

Responsive Modeling Practice

Video

Anchor Words: Language Expansion from Child Initiation (focus on Core Vocabulary)



ALI Strategy #4: Open Modeling

- Partners use “open modeling”, where they narrate the actions and events of the activity without identification of specific targets ahead of time. This can be a useful strategy in multiple situations:
 - in response to “teachable moments”
 - when there is insufficient opportunity to plan for targets
 - when the partner is very skilled in modeling
 - in cases where the partners are learning to model and practicing its application.

Open Modeling Practice

Modeling

- Core Vocabulary board
- Book or preschool toy set

ALI Strategy #4: Peer Modeling

- Provide opportunities for peer modeling within semi-structured, open-ended activities

Eg “What’s your favorite breakfast food?”

Navigate to food page and have children take a turn to answer

Eg “What animal should we have in Old McDonald?”

Navigate to animal page and have each child choose an animal, one at a time

Peer Modeling Turn and Talk

What are some open-ended questions to ask small groups (e.g. during snacktime) to support peer modeling?

Special Considerations for ALI for Gestalt Language Processing

- Very common in children with ASD
- Basic units of language may be phrases and/or complete sentences (children talk in larger units)
- A gestalt carries a single meaning so a phrase= one meaning
- Language is relatively inflexible in early stages
- Echolalia is very common
- Necessary to break down phrases and teach individual words

Suggestions for gestalts that might be added to AAC devices:

1. Connecting/requesting/inviting with "Let's" + (or "Wanna?" +)

- * Let's get + (that, in, out, snack, toys, clothes, markers, blue, Mom, friends, etc)
- * Let's go + (home, library, outside, class, store, playground, pool, beach, etc)

2. Commenting/labeling/answering questions with "It's" + (or "That's" +)

- * It's + (blue, red, ball, snack, Mom, home, friend, me, you, OK, not OK)

3. Directing attention with "Look at" +

- * Look at + (puppy, book, snow, sun, reindeer, snowman, dinosaur, surprise, TV)

4. Commenting on one's actions or intentions with "I'm" + (or "I'm gonna" +)

- * I'm + (happy, sad, scared, tired, sick, hungry, thirsty, ready, going, done, OK)

5. Questioning with "What's" +

- * What's + (that, happening, next, going on, for lunch, their name, over there)

6. Protesting with "Don't" +

- * Don't + (like, want, touch, take, change, help, talk, go, stay, (be) sad, laugh)

7. Confirming with "Like" +

- * Like + (that, one, me, you, them, book, story, game, friend, Mom, teacher)

Maureen
Nevers

FUNCTIONS	EXAMPLES OF GESTALTS TO MODEL		
PROTEST <i>reject, refuse, negative comment</i>	<ul style="list-style-type: none"> • Don't like it • Stop that • I don't like that. 	<ul style="list-style-type: none"> • Don't ____ • Stop doing that • Let go of that 	<ul style="list-style-type: none"> • I don't want it • I can't ____
POSITIVE <i>Comment, opinion</i>	<ul style="list-style-type: none"> • I love it • Its my favorite • Im so happy • Than's [opinion] • We're having so much fun 	<ul style="list-style-type: none"> • I love it!, • I like this!, • I love ____ • It's so fun/cold/scary • We can do this 	<ul style="list-style-type: none"> • I'm [think, feel] • That's so cool!, • That's [description] • It's so [description]
WANT <i>thing</i>	<ul style="list-style-type: none"> • Want that 	Want it	
DO <i>action</i>	<ul style="list-style-type: none"> • Let's go • Let's [action] • Let's do it again! • Let's do it • Let's go [action] • Let's do it together 	<ul style="list-style-type: none"> • Wanna ____ • Look at that • Put it down • We're gonna • Let's pick them up, 	<ul style="list-style-type: none"> • Look at that ____ • I'm gonna • Can I ____ • Let's take it • Let's get [thing]
HELP	<ul style="list-style-type: none"> • Help me • Come help 	<ul style="list-style-type: none"> • We gotta get help, • Let's fix it 	<ul style="list-style-type: none"> • Let's get some help
CHANGE <i>transition</i>	<ul style="list-style-type: none"> • Let's see what's next • Ready to go • Let's do something different 	<ul style="list-style-type: none"> • Something new • Let's get a different one • What are we doing? 	<ul style="list-style-type: none"> • What's next? • How much time? • I'm thinking about whats next
ASK <i>get information</i>	<ul style="list-style-type: none"> • Why ____ • Where's ____ 	<ul style="list-style-type: none"> • What is that? • What's that? 	<ul style="list-style-type: none"> • How do we do it? • Who ____
TELL <i>Share information, observations, statements, answer</i>	<ul style="list-style-type: none"> • I can do it. • We did it! • He's / she's ____ • It's a ____ 	<ul style="list-style-type: none"> • We can do this • That's [label] ____ • It's ____ • I'm thinking about ____ 	<ul style="list-style-type: none"> • I'm [doing] • Im thinking • Remember when ____
POLITE			

GLP and AAC

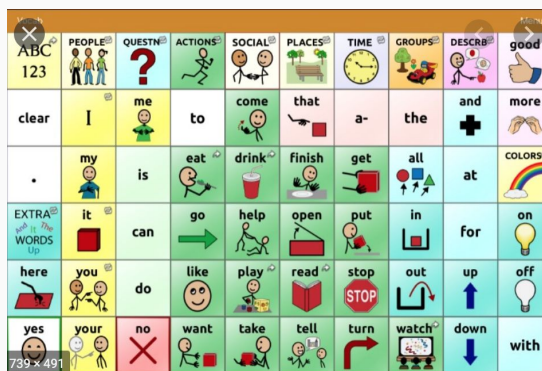
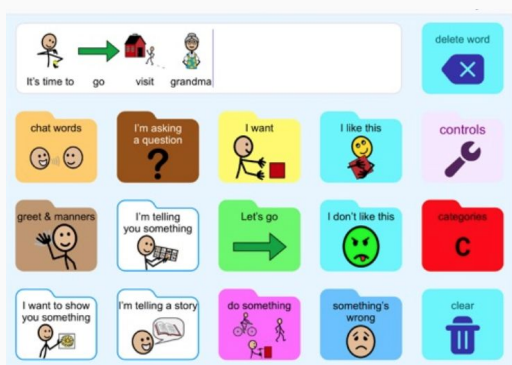
(Meaningful Speech)

- Leave robust AAC organizations "as is" (once child gets to later stages of gestalt language development they will need single words, core words, etc)
- Add in gestalts to the program (GLPs in Stage 1 and 2 need more gestalts)
- **Model gestalts using Aided Language Input**
- Allow exploration of AAC device (need to "babble")
- Acknowledge their gestalts
- Input characters, media clips, any and all interests (individualization of device)
- Consider recording speech (if child displays difficulty processing synthesized speech)

GLP and AAC (Lily Konyn-Assistiveware)

- **Model AAC:** AAC also visually shows that the units we use to communicate are words.
- **Use core words:** Gestalt language learners need scripts/gestalts that are very functional and that they can use in a lot of different situations. Using core words offers these scripts. ('I love it!' works in more situations than 'Lily's stew recipe is delicious!')
- **Don't rush grammar:** The last stage of gestalt language learning is using conventional grammar. Don't focus too much on grammar until the AAC communicator is confidently expressing themselves by combining words.
- **Don't use AAC as a test:** Gestalt language processors pick up language from emotionally charged situations. Flashcards, sentence strips, and forcing "repeat after me" or hand-over-hand activities won't help. You shouldn't assume what they want to say, and you should make communicating engaging and fun.

AAC Options for Gestalt Language Processing



Gestalt Modeling Practice

Choose 3 gestalts that could be modeled within book reading or play activity



Communication Partner Strategies

aka everything else we do in addition to Aided Language Input



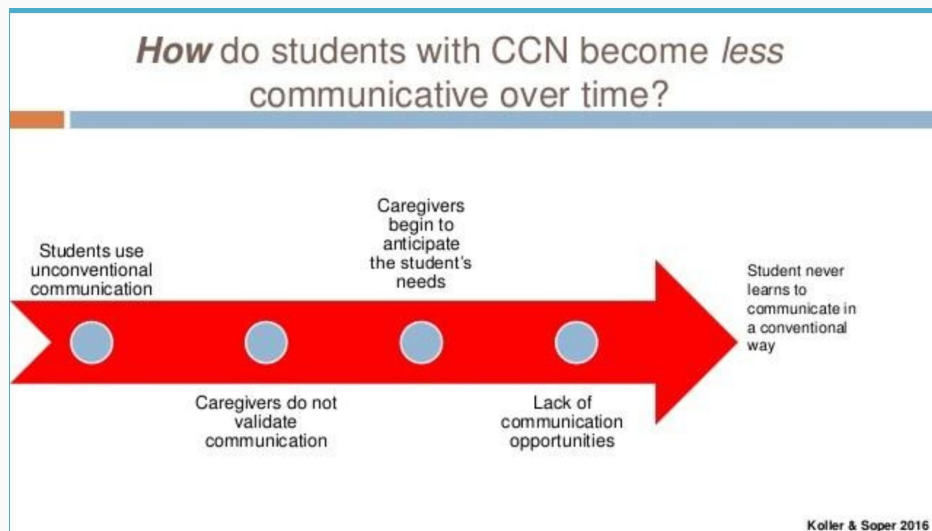
What do good communication partners do?

- Provide wait time
- Respond to non-verbal communication
- Model target vocabulary (Aided Language Input- narrate and describe)
- Language recast and expansion
- Facilitate peer modeling
- Create communicative temptations
- Encourage multi-modal communication (pictures, spoken language, gestures, etc.)
- Offer choices
- Use at least 5:1 ratio of comments to questions
- Use non-directive language!!!!!!

Communication Partner Red Flags

- High ratio of directive language (“Say this”, “Do this”, etc)
- Ignoring non-verbal communication attempts
- Low expectations of child’s communication and learning abilities
- Asking too many questions (either questions child knows or isn’t able to answer given current skills)
- Lack of reciprocal interaction from adult

A note about communicative initiation....



Opportunity Barriers (Participation Model)



Invitation not Obligation



INVITE

Non-Directive Language

- Do not direct child to use the device.
- Do not say, "point to the word...." "where's the word....", "touch the....". This kind of directive language may discourage the child from initiating use of the iPad.
- Do say, "I wonder if....", "It looks like....", etc.

Support Autonomy

AAC: Connection & Autonomy

Compliance

- My thoughts, experiences and perspectives are less important than those of the person in charge
- Other people pick the words they think I want to say. They are wrong more often than they know.
- Others require me to communicate in a specific way (e.g., AAC, speech).
- Rewards are often used to get me to say things.
- Interactions are highly structured by others and may not be what I find interesting or meaningful.

Connection & Autonomy

- My thoughts, experiences and perspectives are important.
- I choose what I say, when I say it, to whom I say it.
- I use the communication strategy that works for me in the moment (e.g., body language, facial expressions, gestures, speech, vocalizations, AAC).
- Expressing myself and being understood are the reasons I communicate.
- Interactions are intrinsically meaningful and interesting to me.

Connection and autonomy
are always greater than
compliance!



Make it Meaningful: From Exploration to Intentionality



Respond

When a child initiates use of AAC system, **respond meaningfully** so child's communicative attempts are reinforced. In order for children to learn the AAC system is a tool, not a toy, the adults have to respond to it as they would any other communication initiation.

Also- not every initiation is a request!!

Support Initiation

Look for Any Initiation

- Closely observe your learner and look for any non-symbolic communication (i.e., communication without symbols/language).
- For some learners, it's obvious (e.g., handing over items, pushing things away). For others, it can be really subtle (e.g., eye gaze to an item, small movements in response to an item/action).
- Model language on their AAC that relates to contexts in which you see initiation. Something about that context is likely important to them.

Teach Initiation

- Think about how your learner could initiate use of their system (e.g., go to device, touch book, raise arm, vocalize).
- Explicitly include the initiation strategy you're targeting in your models (e.g., Oo, oo, oo. I have something to say, I'm using my voice!).

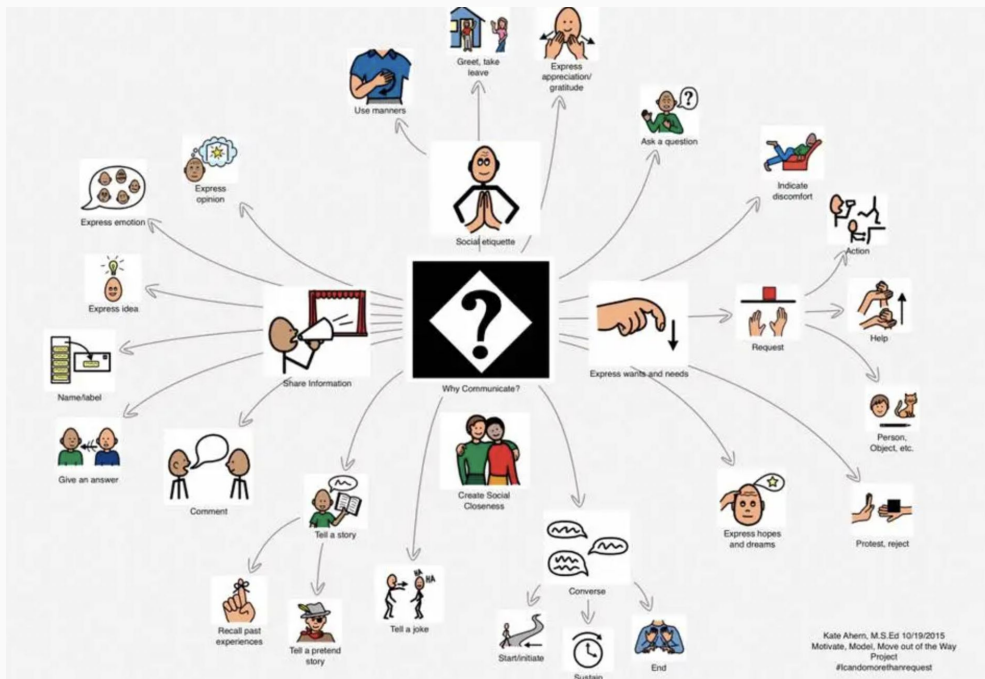


Respond to Any Attempt to Initiate/Communicate

- Encourage communication by consistently responding to your learner's initiations.
 - Always attribute meaning to their AAC use (even if you think it's unintentional).
 - If you don't understand, say so! Just by responding you're treating their attempt as meaningful.



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Any Word Works

- Open system to a category page (people, places, body parts, actions, animals, etc)
- Allows for open-ended opportunities for children to engage in play and silly interactions



- 1 Always support motor planning.
- 2 Teach a variety of communicative functions.
- 3 Model a variety of language with a variety of people.
- 4 Prompt (just enough, but not too much).
- 5 Focus on core words.
- 6 Strive for SNUG.
- 7 Weave literacy into every activity.
- 8 Start teaching operational skills early.
- 9 Be a caregiver coach.
- 10 Believe that children can, and they will.

Rachel Madel

Communication Partner Turn and Talk

What are your strengths as a communication partner?

What are some areas you'd like to work on as a communication partner?

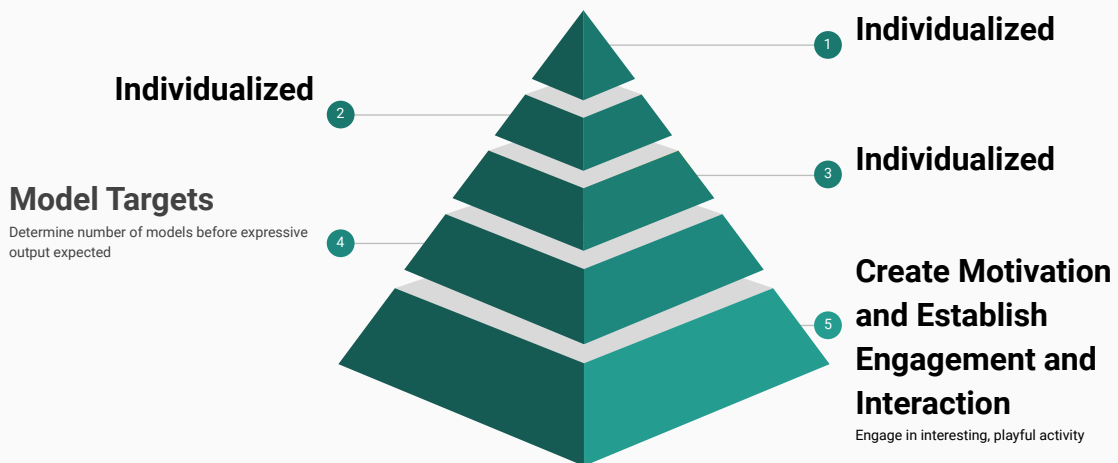
Communication Partner Lab Activity

- Choose one preschool activity from materials provided:
 - Use non-directive language
 - No yes/no questions
 - Limiting questions (only open-ended)
 - Wait time
 - Narration and description
- Student only has access to AAC system and body-based communication (e.g. gestures, facial expressions)

Encourage Active Communication: Focus on Autonomous Communication

“Being able to say what I want to say, to whoever I want to say it to, whenever I want to say it, however I choose to say it” Gayle Porter

Instructional Hierarchy

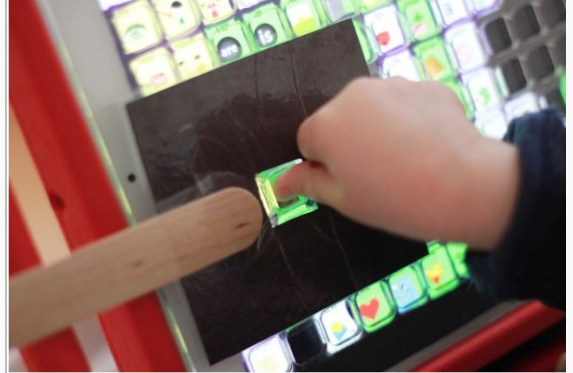


Instructional Hierarchy Strategies

Use least to most supports with motor and vision accommodations in mind

Choose strategies that match specific learner

- Environmental engineering
- Expectant pause
- Instructional masking*
- Gestural cue
- Natural conversational cue
- Navigational maps*
- Any Word Works*
- Occluder*
- Hand under hand*



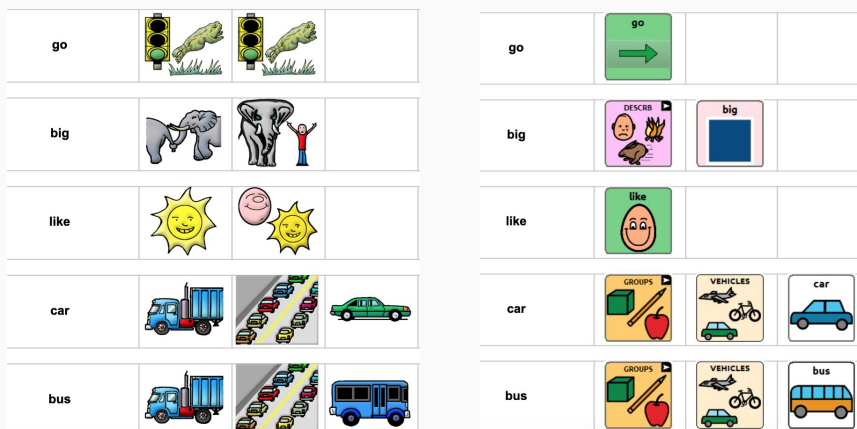
Instructional Masking



- Masking simplifies screen, creates clear targets and allows word to maintain location throughout life of user
- Masking can be toggled off during modeling sessions to allow for teachable moments
- Masking is easiest with paper-based systems, LAMP, SFY and Core First

Navigational Maps (aka Smart Charts)

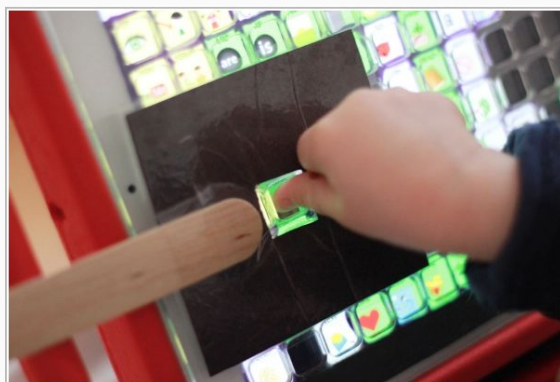
- Visual support that outlines navigation to target word
- Available on AAC Language Lab for LAMP Words for Life and TouchChat with Wordpower



Occluder

Used to highlight words being modeled

Used to support AAC expressive use



Hand Under Hand



Hand-under-hand is a physical support strategy that invites a child to access an AAC system, with a level of physical assistance that is comfortable

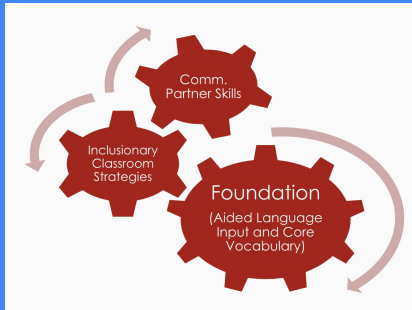
Children with motor planning challenges, difficulty initiating movement, combined vision and hearing loss, complex motor needs

It's respectful, gives control to learner, encourages active participation, can be reassuring

Instructional Hierarchy Lab Activity

Create instructional hierarchy for student you know

- Environmental engineering
- Expectant pause
- Gestural cue
- Natural conversational cue
- Instructional masking
- Navigational maps
- Any Word Works questions
- Occluder
- Hand under hand



Inclusionary Practices

Inclusion of Children who Use AAC

(Beukelman and Mirenda, 2005)

- **Integration:**
- The amount of time each day a student with a disability is present in a general education classroom
- **Educational Participation:**
- It is important for students who use AAC to be exposed to the educational curriculum and learning culture designed for all students.

Inclusion of Children who Use AAC

(Beukelman and Mirenda, 2005)

- **Social Participation:**
- School is not only a place for academic learning; it is just as importantly the social context within which most of a child's peer social interactions take place.
- **Support:**
- Any student who uses AAC will most likely require additional support in order to participate in meaningful ways in classroom activities. Support can and should be provided not only by adults but by peers as well.

Factors Impacting Inclusion of AAC Users (summary of literature)

Team:

- Philosophical belief in inclusion
- Collaborative teaming/planning
- AAC training for all team members
- Expectations of academic participation
- Curriculum modifications provided as appropriate
- Ownership of student by regular education teacher
- All team members have high expectations of student language use

SLP:

- Push-in services rather than pull-out
- SLP models best practices (e.g. Aided Language Input) in classroom setting
- AAC technology matches student needs

Family:

- AAC Training
- Family support of inclusionary practices

Peer Factors Impacting Inclusion



- Natural and frequent social interactions between peers and AAC user
- Provide classmates with training regarding how to communicate with AAC user and how to use AAC in meaningful ways
- Peers view themselves as “friends”, not “helpers” of AAC user
- Children demonstrate expectations of social inclusion of all children
- Peers demonstrate desire to interact with AAC user, not an obligation
- Peers speak directly to AAC user, not to adults near/assisting AAC user

Inclusion Discussion

Think about all of the inclusion factors just discussed. Which ones do you feel most strongly about supporting in your work? Which seem to cause the biggest barriers?

Presume Competence

Anne Donnellan, Cheryl Jorgensen

- **People's expectations matter:** When teachers expect students to do well, they often do even better than expected
- Children with complex communication needs, complex bodies and/or vision/hearing loss are **difficult to assess:** take each assessment result cautiously
- A growing body of research shows “unexpected” abilities in people who had been identified as having intellectual disabilities when provided with a means of communication
- Presuming competence is the **least dangerous assumption**
 - It is less damaging to presume competence in a person, and be wrong, than it is to presume non-competence and be wrong

Routines-Based AAC Implementation During the Preschool Day

Preschool Routines



- Arrival/ Sign In
- Table Time
- Morning Meeting (greeting, song, book, activity, calendar, weather)
- Free Play
- Snack/Mealtime
- Outside Time
- Art Project
- Small Group/Centers/Game Play

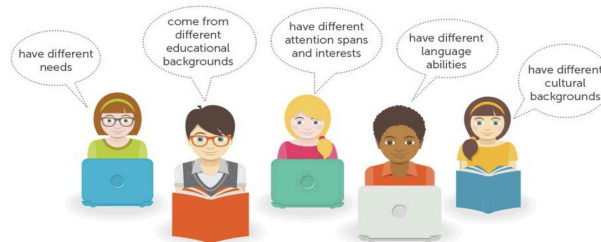
Universal Design for Learning

Universal Design for Learning (UDL)

An approach to education that offers maximum flexibility in teaching and learning.

WHY UNIVERSAL DESIGN FOR LEARNING?

Classrooms are filled with students who:



Basic Principles: Offer Options

Engagement



Offer options and supports to stimulate motivation and sustained enthusiasm for learning

Representation



Present information in different ways to support access and understanding

Action & expression



Offer options and supports to all so everyone can create, learn, and share

Morning Meeting

Expressive Communication Options for All

Provide various ways of participating for **all** students (used in large group or small group instruction)

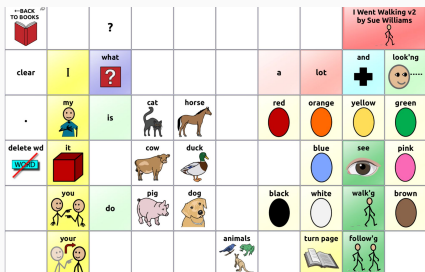
Morning Meeting:

- Simple voice output for greeting (e.g. Big Mack)
- Wave
- Handshake
- Speech
- Communication board/book
- High-Tech AAC System



Different ways to show what you know

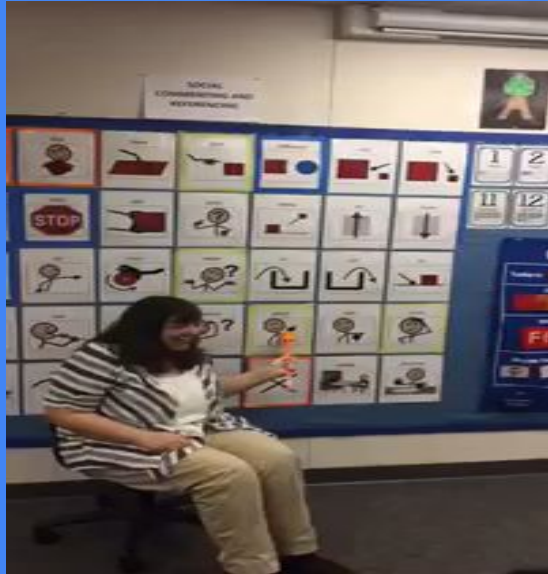
Example: I Went Walking: "What animal do you think we will see next?"



Core Vocabulary for All

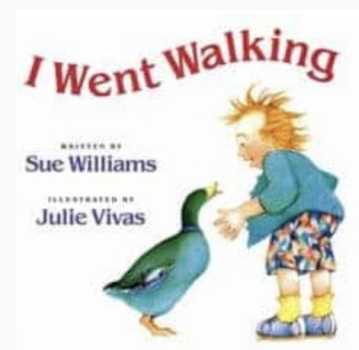


Core Vocabulary Preschool



Read Aloud (Repeating Line Books)

- Bark George
- Brown Bear Brown Bear (many Eric Carle books)
- No David
- The Napping House
- Five Little Monkeys
- Pete the Cat
- Have You Seen My Cat?
- I Went Walking
- Silly Sally
- Caps for Sale
- Big Green Monster



*Early Books in TouchChat with Wordpower

Music/Song



- Music/Song
 - For songs in which the children can participate the communication system may be passed around the group and all children can use the system to choose their part.
 - Old MacDonald
 - Down by the Bay
 - If You're Happy and You Know It

Movement Activities



- Use AAC to have each child in the class take turns choosing an animal to act out
- Use the actions to have each child in the class direct their classmates to do a certain action (i.e. "jump")
- Use the numbers to have children choose how many times the children will do a physical movement (i.e. "5 jumps")



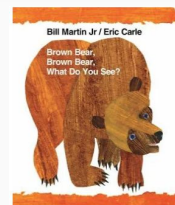
Single Message Voice Output Device

- Request continuation in an activity
- Greetings for friends
- Report weather to class during circle
- Indicate “I’m here” during attendance or say own name
- Sing the chorus of a song (repeating line)
- Use exclamations (yeah! uh oh! Oh no!)



More Single Message Voice Output Ideas

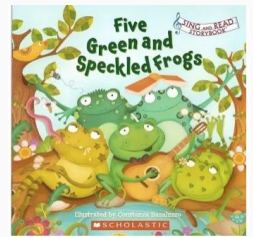
- Use for farewells
- Say a repeating line in a story
- Draw attention (“Look what I did”)
- Participate in a game (“my turn”)
- Ask a friend to play (“Do you want to play with me?”)
- Start a conversation (“What did you do this weekend”)



Sequencing Voice Output Device

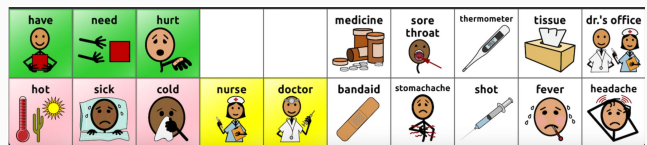
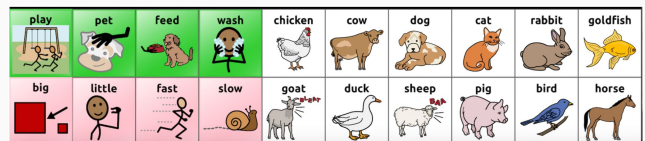
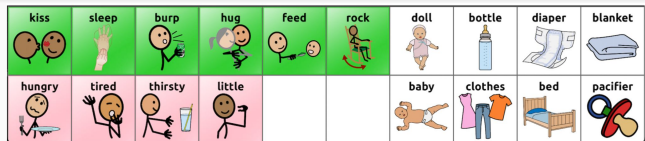
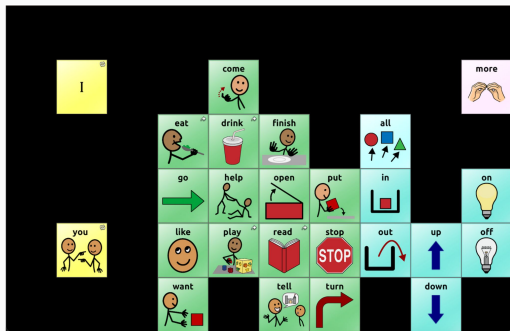


- Give directions to the whole group (one direction at a time)
- Have a speaking part in a skit
- Tell multiple things about self ("I love swinging on the playground", "I like to eat bananas")
- Sing a simple song
- Tell a joke or riddle (with joke and punch line)
- Tell about a "show and tell" item
- Participate in a repeating line book or song (multiple lines)



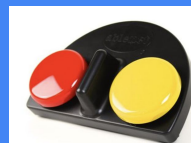
Free Play/Explore Time

Core and Topic Board Hybrid



Recordable Devices with Peers

- **“Down”**: Peers build a tower using blocks and AAC user tells them when to knock it down
- **“Go”**: Peer puts car, train or truck on track, ramp or tube and AAC user tells peer when to let the car go
- **“Freeze”**: Play freeze dance, AAC user tells children when it’s time to freeze
- **“On”**: Act out Caps for Sale- AAC user tells peer to put on many hats
- **“Turn”**: Small group of peers dances to Hokey Pokey, AAC user directs children to turn around
- **“More”**: Peer builds anything (tower, house, etc), AAC user tells them to add more of the item
- **“Come”**: Play Red Rover, AAC user tells peers when to come



Binary Choices (AAC system or iTalk2)

- **On/Off:** child chooses between having a toy on or off
- **Go/Stop:** child chooses for an activity or toy to stop or go
- **In/Out:** child chooses whether an item will be thrown into a container or stay out
- **Up/Down:** child chooses whether an item (or him/herself) goes up or down
- **Big/Little:** child chooses whether something is big or little (e.g. blowing a bubble big vs little)
- **I/You:** child chooses whose turn it is to play with a toy
- **More/Finished:** child communicates whether they want more or are finished with an item or activity
- **Come/Go:** child can direct adult to move toward or away from him/her
- **Fast/Slow:** child chooses how an activity is paced (e.g. moving care fast or slow)
- **Quiet/Loud:** child chooses whether they want a song played loudly or quietly
- **Few/Many:** child chooses the general amount of what they want

Open-Ended Materials for AAC Use

- Blocks/Magnatiles (on, up)
- Kitchen area (eat, more, stir, hot, cold)
- Ball Play (big, little, up, down)
- Doll Play (eat, drink, change)
- Playdoh (push, cut, same)
- Sensory Table (in, out, more)
- Farm (in, out, big, little)



Scripts for Classroom Participation

1) Conduct classroom observation and complete language sample of language required for participation in daily activities and play

2) Pre-teach child scripts to heighten participation

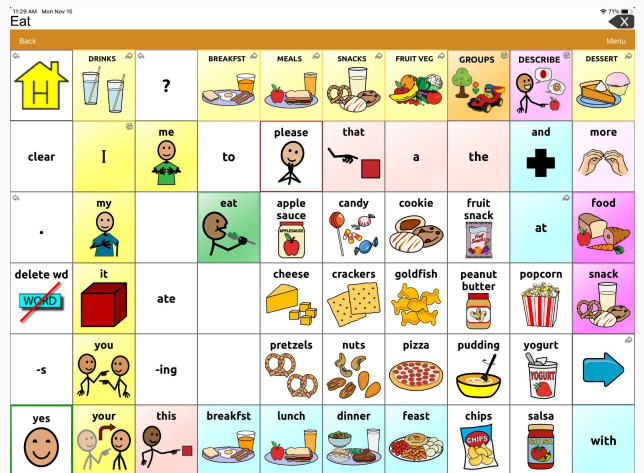
Eg: observe children playing with barn and note vocabulary used

Snack/Mealtime

Topic Boards: Include a variety of vocabulary



Topic Boards: Robust Examples



get.myboardmaker.com
30 day free trial to create boards and use shared boards

Conversation Starters (pass around the AAC system)

- What's your favorite animal? (animals)
- What's your favorite food? (foods)
- What's your favorite color? (colors)
- What do you like to do outside? (actions)
- What's your favorite vehicle? (vehicles)
- What do you like to do at home? (toys)
- Who do you like to spend time with? (people)
- What do you like to pretend to be (imaginary pages on TD Snap and TouchChat)

Art Projects

Art Projects- Any Word Works

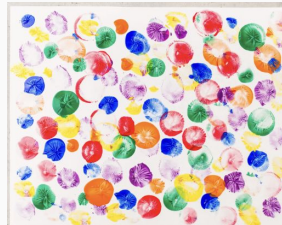


Colors: choose colors for paint or markers

Shapes: choose shapes to add to drawing or to color in on a coloring page

Materials: choose to use markers or crayons or paint

Numbers: how many times to make a shape or do a specific action (put 3 hearts on, use the dot marker 4 times)



Small Group/Centers/Game Play

Board Games for AAC Use- great for dense AAC modeling

- Snails Pace Race
- Sneaky, Snacky Squirrel Game
- Zingo
- Hi-Ho Cherry-O
- Don't Break the Ice
- Elefun
- Lucky Ducks
- Raccoon Rumpus
- Pop Up Pirate
- Feed the Woozle



Teaching vs Testing: Any Word Works for Academic Participation

During a phonics lesson, instead of saying, "What is this sound?", instead provide letter options to child and say something like, "What sound do you want to find in our phonics cards?"

During a math lesson, instead of saying, "What is this number?", ask child, "What number should I count to?"



Math Vocabulary

Vocabulary	Ways you might model the vocabulary during instruction
All	<ul style="list-style-type: none"> We counted all the butterflies You have all the blocks
Some	<ul style="list-style-type: none"> You have some of the blocks
Make	<ul style="list-style-type: none"> We added 1 to make the number bigger Let's make a different number
More	<ul style="list-style-type: none"> This group has more 5 is more the 1
Less	<ul style="list-style-type: none"> If we take away some we will have less 4 is less the 10 I have less than you
On	<ul style="list-style-type: none"> Let's count on
Put	<ul style="list-style-type: none"> You put three apples on the tree
Different	<ul style="list-style-type: none"> Both groups have different amounts 5 and 7 are different numbers Let choose a different number to count
Same	<ul style="list-style-type: none"> The groups are the same These have the same number of apples
Up	<ul style="list-style-type: none"> You are counting up We counted up to 5 I am going to count up
Down	<ul style="list-style-type: none"> Let's count down from 2 When you take them away the amount is going down
Big	<ul style="list-style-type: none"> 10 is bigger than 5 This group is big
Small	<ul style="list-style-type: none"> This group is smaller than this group I am going to make this group small
Next	<ul style="list-style-type: none"> 5 comes next when we count
What	<ul style="list-style-type: none"> I wonder what number comes next What number should we count too
How many	<ul style="list-style-type: none"> I see you pointing. Lets count how many
Count	<ul style="list-style-type: none"> I see you pointing to the apples you are going to count Let's count all the butterflies

Theme Time Descriptive Teaching Method:



- “What is this?” vs. “Tell me about this”
- Descriptive style questions allow AAC users to answer using high frequency, core vocabulary.
- When asking wh- questions consider how the question could be answered using Core Vocabulary.
- “What does a bear do in the winter?": “Hibernate”
- “Bears hibernate in the winter, what’s another word for hibernate”: “Sleep”