Incorporating AAC Use into the Classroom

Region 13
Beat the Heat
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Karen Vinson
Eleanor Thompson
Eanes ISD
Agenda

- Define core vocabulary (CV)
- Discuss Aided Language Stimulation (ALgS)
- List Functions of Language
- Look at a variety of AAC systems
- Review 200 a Day
- Identify ideas for using AAC systems in your classroom during: Reading, Writing, Math, Morning Meeting, Music, Snack time, Cooking, Arts and Crafts, Social/Games, ALL OF THE TIME!
What is Core Vocabulary?

**Core**- high frequency, reusable, generic words; usually 90% of top 50-200 words (want, more, put, I, mine, go, all done)

**Personal Core**- words necessary for your personal needs and interests (family members, toys, favorite foods)

**Fringe Words**- unique to specific activities or academic subjects (colors, shapes, art materials)

example of core vocabulary word list
Why is CV a Good Idea?

Core vs. Thematic units

- students will use CV words again and again
- thematic units use target vocabulary during unit then not used again until next year

Promotes Generative Language

- not limited to scripts or pre programmed phrases
- not limited requesting nouns
- promotes descriptive language

Gives Team a Vision and Focus

- not continually making new activity specific boards
- not constantly programming more vocabulary for one activity or event

Words used across a Lifetime

- Give the student access to 50-300 high frequency words
- Can use CV across a broad number of events or activities
- CV words are needed throughout the student’s entire life
Look at words in normal language development

- First 50 words mastered by 50% of 1803 NL children by 18 months (Fenson et al, 1994)
- First 38 words mastered by 80% 422 NL children by age 2, (Rescorla et al., 2001)

Choose high frequency words

- 26 core words comprised 96.3% of total words used by toddlers age 2 and 3 years, (Banajee, 2003)
- The 50 most frequently used words in preschool children = 60% of the total language sample; 100 most frequently occurring words =73% of total sample (The Jones Sampling, Lincoln Nebraska, 1987)
- With AAC users, top 100 high frequency words accounted for 62.3% of sample and top 250 words accounted for 78% of sample. (Hill, 2001)

Choose words that appear in children’s literature

- CV corresponds with the 100 Most Frequently Used Words in Children’s Literature Taken from Readers Theater/Language Arts (Swallow)
- CV corresponds with Dolch words lists

Building Language, Where do I start?
<table>
<thead>
<tr>
<th>Language Functions</th>
<th>Why do we communicate?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greeting</strong></td>
<td>what's up, mama</td>
</tr>
<tr>
<td><strong>Parting</strong></td>
<td>later, see you later</td>
</tr>
<tr>
<td><strong>Request assistance</strong></td>
<td>help, do</td>
</tr>
<tr>
<td><strong>Existence</strong></td>
<td>that, this, look, see</td>
</tr>
<tr>
<td><strong>Nonexistence</strong></td>
<td>away, all gone, no more</td>
</tr>
<tr>
<td><strong>Rejection</strong></td>
<td>no, stop</td>
</tr>
<tr>
<td><strong>Comment</strong></td>
<td>mean, big, like</td>
</tr>
<tr>
<td><strong>Cessation</strong></td>
<td>stop, different</td>
</tr>
<tr>
<td><strong>Recurrence</strong></td>
<td>more, again</td>
</tr>
<tr>
<td><strong>Directive</strong></td>
<td>go, stop, get, put</td>
</tr>
</tbody>
</table>

http://www.vantatenhove.com/files/NLDAAC.pdf
What is the goal of CV?

SNUG

Spontaneous

Novel

Utterance

Generation
Aided Language Stimulation

The communication partner points out symbols on the communication display as he or she interacts and communicates verbally with the user.

Modeling of the communication system assists the child to establish a visual and auditory understanding of how symbols can be combined and recombined generatively to communicate during routine activities.

Aided Language Stimulation has also proven beneficial for students who are language delayed. This technique provides the communicator with the opportunity to visually process words and symbols being concretely combined to form functional utterances within meaningful routines. Since the printed word accompanies each symbol on the display, Aided Language Stimulation also may assist some children in the development of reading skills.
Aided Language Stimulation Continued

Aided language stimulation is primarily good verbal language stimulation with visual augmentation.

When providing aided language stimulation for children, Carol Goossens' recommends the following verbal language stimulation guidelines:

- Use primarily single words (symbols) and short grammatically correct phrases (symbol phrases) to talk about what the child is hearing, seeing, doing and feeling.
- Use lots of repetition as you describe ongoing events.
- Speak slowly, inserting numerous pauses into the conversational flow.
- Whenever the child indicates something with a single word (symbol), expand that message into a semantically equivalent two-word (symbol) combination.

ALgS video
Examples of AAC

- Manual communication board (can have more or fewer words, customize to fit your student!)
- Language building board (moveable pictures, can ‘play’ or ‘grow’ language)
- Sign Language
- Voice Output Communication Device (VOCD) a.k.a Speech Generation Device (SGD) with or without dynamic display (ex. Tech talk, Dynavox, PRC device, iPad with AAC applications)
Manual Communication Board

- Eye Gaze Board
- Pixon Project Board
- Pixon Core Wall Poster
- Communication Purse
- Snack Placemat
Manual Communication Book

- Static CV on left side of book
- Context dependent extended vocabulary on the right side
- Tabs for word groups: describe, places, people, art, toys & fun, foods, etc.
- Access to 160 color coded CV words
- Velcroed on laminated folder
- Move icons to generate utterances
- Great writing tool
GO TALK 20+
With flip chart of extended vocabulary

VOCD WITH STATIC DISPLAY
Go Talk 20+
With flip chart of extended vocabulary
Variety of VOCD on the market both dedicated devices and non dedicated in a variety of price points.
AAC considerations to keep in mind:

- Should choose language over technology—can you have a conversation with this device or does it just have attractive bells and whistles?
- Promote motor automaticity so I can talk without thinking—Think about typing on computer or shifting your car into gear.
- Give easy access across multiple settings—portable, battery life, ease of use with substitute teachers/non familiar communication partners
Communication Competency


Operational Competencies
- Technical skills
- Activate icon
- Turn device on/off
- Change volume
- Swipe/click
- Charge device

Linguistic Competencies
- How well student understands and uses language to communicate
- “Pirate booty” versus “I want eat all that”

Social Competencies
- Pragmatics of language
- Why we communicate
- Move from requesting to sharing or asking for information

Strategic Competencies
- Realize when you are not understood
- Repair communication breakdown
- Persist to get your point across
200 a Day the Easy Way: Putting it into Practice

- Research project in which individuals who are nonverbal are presented with a minimum of 200 communication opportunities a day
- Communication opportunity: any situation in which a student could have a chance to partake in any communicative function
- Targets were both pre programmed phrases and generative communication utilizing core vocabulary
- Data indicate individuals became more competent communicators over a wide range of communicative functions (answering, commenting, asking questions, stating opinions, and asserting independence)

Link to 200 a day
More on 200 a Day
What does this really look like?

- Be intentional about trying for 200 a day, be specific with your team about the goal.
- Design new activities so they require communication. (ex: word problems, group games)
- Infuse current activities and routines with opportunities to communicate. (ex: snack, morning meeting)
- Use multi-modal communication (speech, sign, core vocabulary boards, AAC devices)
- Practice, practice, practice
Activities to Incorporate AAC in Your Classroom

AAC can be used: during snack, to follow a schedule, as adaptive pencil for tasks requiring writing, to teach receptive/expressive vocabulary, to read books, to answer social and academic questions, to participate in class discussions/activities, to build reading comprehension, express understanding of instructions, teach and expand on math concepts, interact with peers, play games, complete crafts, tell stories, joke with classmates, sing songs, ........
General Language Functions

- Requesting activities or objects - easiest to teach [RR toybox request]
- Request recurrence or repetition (more, again) [D requests 'more' using different communication systems]
- Request change in activity (different, change) - when child pushes work away or fusses use ALgS to model use of AAC
- Request completion of activity [CB no snack]
- Teaching negation - can set student up in situations you know they don’t enjoy then model “no, don’t, stop, leave me alone”
- Reaching descriptive words - great way to expand language; student will not have every word in his device; model how to describe items [D Color request]
- Teaching directives - I would love to have bossy students; play dumb; encourage students to tell you what to do
- Eliciting questions - hard to teach; must be creative [Who is there?]
- Noting existence - change things around in your room, move items or put items away; model language for student “something different, that new, what that?”
Core **modified books** with icons and words or words only.

- Reading A to Z books
- Power point books (tarheelreader.org)
- Library modified books
- Books scanned and modified
Reading a to z

Tarheel reader

Book Examples

Toy Story Feelings

She feels sad.

He feels hungry.
He lives here.

A boy gives stuff to eat.

He likes it. It is good.
Board has been masked to only display vocabulary contained within The Three Little Pigs book.
Reading Activities

1. Before reading, prime the group
   - Bring out props from story, pictures from story, talk about events using core vocabulary

2. Read book 10-20 times
   - “Repetition is the mother of Learning”
   - Children look for familiar patterns
   - They are more likely to participate expressively if they are familiar with the material and know they will ‘get it right’

3. Focus on core vocabulary words
   - Point to words as you say/read the book
   - Masked to only show words in literature
   - Emphasizes key words you are teaching in the book

4. Asking/Answering Questions
   - Questions should be descriptive in nature (How is frog feeling?) not referential (What did frog eat?)
   - Child should be able to answer the questions using core vocabulary

5. Sequence pictures from the book
   - generate a word, phrase, sentence to go with each picture in a story retell

3 pigs descriptive questions
Tell me about the wolf. He big; he bad; he want to go in; he mean.

What did wolf say? I want in.

What did the pigs say? You can not come in.

What did the wolf want? Eat them; make home go down.

How did the pigs feel? Afraid/scared.

What did pigs do? Go away; go in home.

What happened at the end? He go away.
More Ideas for Reading with AAC

- Student can request books, pass out books (“Here you go”) or direct teacher (“Give him a book”)
- Read high frequency Dolch word lists/grade level sight word lists
- Encourage student to read book via natural speech, utilizing their communication system of choice, or a combination of the two (accept all attempts)
Writing Activities

1. Have students unscramble sentences to with moveable icons or moveable word tiles. They can then use their AAC to ‘read’ the sentence they created.

2. Given a picture from the book, ask student to formulate a sentence to go with the picture using AAC or moveable core words then “read” sentence with AAC. Give visual cues (colored lines if needed).

3. Blank books to re-write with AAC. Visual cues if needed.

4. Journal with high interest writing prompt CJ journal

5. Chart writing

6. Use the keyboard feature or alphabet page of student’s AAC system to work on spelling core vocabulary or words from classroom spelling list/book for the week.
They worked to make new homes.

Indians taught them how
They made friends
The pilgrims asked the Indians
to eat with them,
with the Indians,
to plant food.
FILL IN THE BLANK SENTENCES
BLANK BOOKS/REWRITE STORY
Color coded cues

Verbal cues to start with a people word

Now we need an action word
Math Activities

- Sorting activities - ask student which group items belong to - convergent; Ask student to name items in a given group - divergent; good way to teach categorization using AAC
- Smartboard add/subtract [CJ math smartboard]
- Number identification and sequencing [RR number ID]
- Counting [CB smartboard math]
- Building math into requesting [D requesting with numbers]
- Shape identification (bingo video)
- Counting Coins [CJ smartboard math 1] [CJ smartboard math 2]
- Math vocabulary (all, some, few, more)
- 10 frame addition or subtraction
- More math ideas in “morning meeting slide”
Morning Meeting

Who is here?
What is the weather?  Both Boys weather
What is the temperature?  CJ temperature
Graphing with cupcakes  CB math graph
Talley counting- days in school
Skip counting by 2s, 5s, and 10s
Calendar-month, day, year, season
Time-digital clock
Daily Schedule
Snack Time

Snack mat  CJ snack
Numeracy + requesting  CJ snack VOCD 2
Spelling + requesting  CJ Snack VOCD
Book during snack  Boys count book snack
Spontaneous Snack Request  D food request
Power of pointing/modeling  (pipe cleaners and other methods of prompting; prompting is OK but fade as soon as possible)
Music Time

- Grammar rock- parts of speech put to music, locate on device, discuss icon’s “color”, discuss how vocabulary is organized on device/board
- Early childhood songs- If You’re Happy and You Know It to teach body parts and their location on AAC, Bear Hunt to teach prepositions and their location on AAC
- Look for songs with short repeated lines, mostly core vocabulary, non-offensive and clean lyrics. Think Beatles (She Loves You, I Feel Fine, I Want to Hold Your Hand)
- Listen to the song, dance, sing song with AAC system
- Play song then pause video/music to fill in missing word from song using AAC

Example: I See a Ball Song
Daily and Task Schedules

Daily Schedule-
- Model “all done work”…”time for lunch” OR “all done Ms. Smith”…”go playground”
- Can require this communication exchange via AAC before student leaves the classroom or when student returns to the classroom

Task Schedule-
- Student can indicate what task/job is next- “time for book” or “now I read.” [RR reading schedule]
- Once each task/job is completed, student can indicate using AAC system [Book all done]
Social and Game Time

- **Social Question Time**: Both Boys Social Chit Chat
- **School Staff Greetings**: CJ greeting
- **Bingo Play**: one student looks at card, other student asks “What is it?”. First student replies “orange triangle” Boys Bingo
- **Puzzles**: requesting, guessing what puzzle picture will be, “lose” a piece-asking ‘where’ questions, etc. D requesting puzzle piece
- **RR video of student’s in her classroom**: teach names of students in class; practice greeting in non threatening environment RR classmate book
- **Gardening**: (page in go talk now)
- **Play**: (cars page in go talk now)
- **iPad games**: (playhome, cookie doodle)
Tablet Applications

- Applications in which you make something ex Cookie doodle
- Applications in which you can take turns playing (giving or following directions) ex My PlayHome
- Scrambled sentences; adapted pencil ex Clicker Sentences
Cooking

Activity Based Instruction Cooking Example: GVT Smoothie Instruction

Cooking is functional:
- an activity you will do throughout your life,
- has many communication opportunities across a wide range of language functions (questions, directives, describing, requesting objects, help, and recurrence) using communication system of choice
- inherently fun/engaging for many of our students
- built in reinforcer at the completion of activity (eating!)
- recipe books (ppt, keynote, special stories app)
Cooking activities with “recipe book” containing directions using CV

Make some thing good to eat.

Making Oatmeal

Making a Smoothie

We drink it.
Arts and Crafts

- Similar to cooking, Arts and Crafts have many communication opportunities across a wide range of language functions (questions, directives, describing, requesting objects, help, and recurrence)
- Keep in mind that your target is building language and communication competence, not the end product/craft

Note: communication repair (change from circle to square); Great combination of use of communication book, indication of completion by marking off task schedule, and sign to request a turn; multimodal communication at its best
Resources

Pixon Project
- teaches core words in units
- ideas for objectives and lessons that go with each unit

AAC language lab
- link at aaclanguagelab.com
- developmental language stages
- teaching resources, lesson plans, language materials library, etc.

Boardmaker

Reading A to Z

Tarheel Reader North Carolina
Question and Answer
Contact Information

Eleanor Thompson
ethompson@eaneisd.net
Karen Vinson
kvinson@eanesisd.net