AAC Language Learning: Make It Fun! Make It Interactive!

Dr. Caroline Ramsey Musselwhite
www.aacintervention.com
http://aacgirls.blogspot.com
carolinemusselwhite1@me.com

By Chip & Dan Heath

AAC Language Lab
www.aaclanguagelab.com

Angelman Webinar Series

43 Webinars
Erin Sheldon
Caroline Musselwhite
Maureen Nevers
• Webinars (Video)
• Handouts
• Books for THR

Communication is when one person shares something the other person did not know they were thinking.

Erin Sheldon
AAC Myths and Legends

- Introducing AAC will stop someone from developing speech
- Low tech before High tech
- Has a little speech so doesn’t need AAC
- Too cognitively impaired for AAC
- AAC will fix all communication difficulties
- Too young for AAC
- Doesn’t need AAC as they can express basic needs

AAC All Day Long!!

- Copy your home page and put it EVERYWHERE

Hart & Risley Study, 1995

“The data revealed that the most important aspect of children’s language experience is its amount.”

Meaningful Differences in the Everyday Experience Of Young American Children, 1995

How Much Input??

- Typically Developing Children . . .
  – Hear 4000 – 6000 words per day for about a year . . .
  – We say YAY when we get that first word!!

- And Then . . .
  – They hear 4000 – 6000 words per day for the 2nd year . . .
  – We are thrilled when we get those 2-word combos!!

How long will we talk to children, giving receptive input, before we expect them to start ‘talking’?

1 week?
1 month?
3 months?
6 months?
What Is Aided Language Stimulation / Aided Language Input?
(Goosens, Crain and Elder, 1992, 1994)

- Communication partners provide aided language input by highlighting symbols on the child’s communication display as they interact with the child verbally.
- So, we are just ‘thinking out loud’ and touching key symbols as we talk.

Aided Language Input: Make it Interactive . . . And FUN!

FREE Webinar by Dr. Caroline Ramsey Musselwhite
www.angelman.org
Webinar #4: Communication Training Series

Where To Start??

- Core language (especially on the ‘home page’)
- Chat page (highly engaging, social power)
- Power categories (describing words, verbs)

Enhances Expressive Language Skills

- Reflect What Your Child Is Showing You Nonverbally
  - ‘You’re frowning. I think you DON’T LIKE that’
  - ‘I think you’re saying – STOP’
  - ‘Wow – you like that! I think you WANT MORE’
  - Student points to music player / tv: TURN ON?
- Partners express a variety of language functions
  - Request (WANT THAT)
  - Comment (LIKE IT)
  - Protest (NOT LIKE)
  - Tease (YOU ARE BAD!)

Gayle Porter, 2004

Krista Need Model

Model

Dr. Caroline Ramsey Musselwhite
www.aacintervention.com
Supports Development of Receptive Language Skills (Understanding)

- Help child understand what symbols mean by modeling in context
  - Ummmm – MORE! <then you get more snack>
  - Point to dropped food and say. Whoops – IT went DOWN! Or spilled drink: That is NOT GOOD!
  - You have a headache. Touch head & model FEEL BAD
  - Hold up empty kleenex, tape, etc. Oh no – NEED to GET MORE

STRIVE FOR FIVE

- 5 words you can model for this activity
  - Think core!
  - Only one noun, please!

- Give 5 opportunities for students to jump in
  - Open ended questions
  - Sentence starters
  - Expectant pause

- At least 5 seconds
  - Count Mississippi

Adapted from Dr. Gretchen Hanser

I Do / We Do / You Do Teaching Model

Explicit Teaching approach

The I Do WE Do YOU Do Model Explained


Wordless Videos

- Way too fun!!
- Watch then pause
  - Tip: Slow down the video in YouTube
  - Tip: Use ClipGrab (FREE) to download apps
  - Expectant pause in case students have something to say
  - Model things to say
- Great videos
  - Mariza the donkey
  - Simon's Cat

TIPS For Aided Language Input . . .

Just point to the key words!
- Ex: Do you WANT something?
- Do you FEEL bad?
- This is GOOD!

Don’t over-do!!
- For beginners, just model one or two words!
- We typically ‘stay ahead’ by 1 – 2 words

Speechless Video: Cerebral Palsy Foundation
http://yourcplf.org/speechless/topic-of-the-week
Attribute Meaning Tip

Why Attribute Meaning?

- A natural response to children without disabilities
- Teaches student to be less random
- Builds cognitive understandings over time
- Sends message of competence
- Implies high expectations

Communication Factors to Consider: FUNCTIONS of Communication

- Comment / Opinion: LIKE; GOOD; COOL
- Request Objects & Actions: WANT; GET; GO; STOP
- Negate / Protest: NOT; DON'T; STOP
- Recurrence: MORE
- Question: WHO; WHAT; WHERE
- Teases/ Tattles: YOU ARE BAD; SILLY MOMMY

These should be EASY to get to – hopefully no more than 2 hits!!

Communicative Functions Checklist

Use the MOST Language Possible
MORE IS MORE!!!!

Do NOT Limit Based on Perceived Cognitive Status!

Potential Limiting Factors:

- Compromised vision
- Poor access, with minimal chance for improvement in the next school year

Dr. Caroline Ramsey Musselwhite
www.aacintervention.com
WHY Core Language??

- Highly efficient approach to communication
- Supports motor planning
- Enhances literacy
  - Core words for language and high frequency words for literacy have a significant crossover

Core + Content Vocabulary

CORE vocabulary
- Most common words
- Permits talking about any topic
- Stored together rather than by theme

CONTENT vocabulary
- Other words that fit into broad themes

Paper Flip Books
Great for Partner Assisted Scanning AND Backup!

Light Tech Sets
8 Flip Set for Eye Gaze
Caroline & Gretchen Write to Talk CD

Downloadable Universal Core Boards
From the Center for Literacy & Disability Studies
www.med.unc.edu/ahs/clds/resources/universal-core-boards
- 36 location
- 9 location
- Classroom poster

PODD
Organising vocabulary for autonomous communication AT ANY TIME
**Summary: What Is Important?**

- Good language system – solid core + richest language possible for student’s motor / visual skills
- PLEASE don’t ‘reinvent the wheel’
- Start with a good language system, THEN customize!

- Good motor match for student
- Good visual match for student
- Easy to customize

---

**Conversation: Putting It All Together**

- **Linguistic** – about the language
- **Social** – about the interaction
- **Operational** – about access and keeping up system
- **Strategic** – about being fast

Janice Light, 1988, 1989; 2014


---

**Generalize Learning!**

- Across **people** (multiple communication partners)
- Across **places** (home, school, cafeteria, park)
- Across **time** (spaced trials, not massed trials)
- Across **activities & materials**

---

**Dr. Caroline Ramsey Musselwhite**

[www.aacintervention.com](http://www.aacintervention.com)
**Build In Generalization: RPM – GO!**

- **R** = Rehearse
- **P** = Practice
- **M** = Model
- **GO!** = Use it with others

---

**Active Listening**

a.k.a. Nonobligatory Responses

AAC user as listener

---

**WHY??**

Research by Janice Light et al.:

If an AAC user responds **VERBALLY** (not just smiling and nodding), he / she is thought to be:

1) Smarter
2) A better communicator
3) Someone the person would like to talk to again

---

**PINTEREST! Active Listening**

Pinterest Name = Caroline Musselwhite

---

**Rehearse**

Comments 1 – Tie Tac Talk

<table>
<thead>
<tr>
<th>Great!</th>
<th>Cool!</th>
<th>Yeah!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crazy!</td>
<td>FREE</td>
<td>Sorry!</td>
</tr>
<tr>
<td>Oops!</td>
<td>Fun.</td>
<td>Okay.</td>
</tr>
</tbody>
</table>
Rehearse

<table>
<thead>
<tr>
<th>That is so cool!</th>
<th>This is funny.</th>
<th>I really like that!</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is very bad.</td>
<td>FREE</td>
<td>So sorry.</td>
</tr>
<tr>
<td>Oh no!</td>
<td>Very funny!</td>
<td>I don't like that.</td>
</tr>
</tbody>
</table>

Rehearse

Random Name Selector *

Practice

Peers / Parents / Teachers Comment

Model

Good News

“Once I got a puppy.”

Bad News

“But then she got lost.”

Comments

Pic Collage

REHEARSE: Key Features

- KISS!! (Keep It Simple, Silly)
- Motivating (apps help!)
- Goal = Beginning motor automaticity and figuring out WHERE to find key words
Rehearse

Compliments 1 - Tic Tac Talk

You look great! | Nice | Cool
---|---|---
You look pretty. | FREE | Great
So pretty! | Like that! | Love that!

Rehearse

Compliments 2 - Tic Tac Talk

That is so cool! | I love that | I really like that!
That is very cool. | FREE | Your is cool.
Your is so nice. | Your is pretty. | Your is great.

Bubbles: Stage 1

- yuck
- open
- more
- get
- FREE
- wet
- do
- oops
- me

Bubbles: Stage 2

- That yuck!
- Open it.
- Want more.
- Get it.
- FREE
- That wet.
- I do
- Oops. Gone.
- You do.

Random Name Selector

- My turn
- Do it
- Get that
- Get more
- Your go

Played ‘Starters’
- I pulled up a word on the iPad from the set of target question words
(Note – you could just pull the words out of a hat!)
Support!!
Language Stages

Rehearse

Keep kicking it up across sessions
(5 – 10 min max)

Goal 1 – Show it
Goal 2 – Prompts (verbal – show category)
Goal 3 – No prompting
Goal 4 – Speed

Note: Rehearse must ALWAYS be followed with practice
& modeling in the same session

Rehearse

AAC Language Learning: Make It Fun - Make It Interactive!

Stage 1
Sitting with one word at a time: The person speaks one word at a time. No or she listens to direct
stimulation, request, and talk.

Stage 2
Sitting with two- and three-word phrases: The person hears more words. No or she begins to combine
words to make phrases.

Stage 3
Building phrases and early sentences: The person combines words in meaningful order. Grammar endings
for trig words and plural nouns begin.

Stage 4
Learning grammar and sentence structure: building question and telling cognitive demands begin. Like a
sentence with a more complete form begins.

Stage 5
Using sentences and phrases with more grammar ending like the or the hears to make nouns possible.
Third person present tense verbs not regular past form begin.

Stage 6
Using complete grammar and word order in complex sentences: The person understands most grammar
with simple sentences to present simple sentences.

Rehearse

Out & About/ Materials

Question Cube
Roll a Question!

Note:
For Rehearsal,
Student Just Finds
Question Word

Practice: Key Features

• Student gets to use words from rehearsal

• BUT, they aren’t talking to a real person

• Reduces stress

• Goal = Growing motor automaticity while thinking about WHAT to say

Try It:
Compliments at 1 word, 2 word, 3 word levels
Did You Focus Mostly on CORE LANGUAGE??

• Were your selections re-useable?

• Tell 3 situations in which you can recycle the language of your compliments

Wordless Videos

• Way too fun!!

• Watch then pause
  – Tip: Slow down the video in YouTube
  – Tip: Use ClipGrab (FREE) to download apps
  – Expectant pause in case students have something to say
  – Model things to say

• Great videos
  – Mariza the donkey
  – Simon’s Cat

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!

Sentence Dictation

Joy Doodle

UDL – Engagement!
**Password**

- Vocabulary password is an activity that can be used to help students practice using core language in an engaging, interactive format.

  - spinning
  - hoe
  - churning
  - straw

**Magic 8 Ball / Box**

**Reason for Asking Qs**
- Am I nice / silly?
- Will I go swimming/ do well on my test?
- Can I play with her?
- Does he like me?

**Ask Ya Mummy**

**Cognitive Clarity?**

**Clear Explanation of:**

- **WHY** they are doing what they are doing
- **AND** what it will help them accomplish!

**MODELING: Key Features**

- Real conversations, but in ‘safe’ settings (therapy, classroom, with Communication Circle, with family, etc.)
- Can include Role Play
- Partners should model their parts
- **Goal** = Growing motor automaticity while thinking about what to say and **WHO** to say it to
**AAC Language Learning: Make It Fun - Make It Interactive!**

**Role Play**

1. Practice sentences
2. Write sentences
3. Describe situation:
   - “Your sister is coughing. What do you say?”
   - “You get to class after the bell. What do you say?”

**Model**

**Apps To Pick or Practice Roles!**

**Model**

**Ask About It**

Took turns going around the table to ask real questions
(Note, can use spinner, cube, Name Selector, etc for Q words)

Adina: WHO DO YOU LIKE?
Caroline: WHY DID YOU DO THAT?
Layla: WHERE WILL THEY GO?
Alexa: WHAT DO YOU WANT?
Kennedy: WHEN WILL WE GO?
Alexa: WHY DO I GO?

**Model**

**Samples**

Bubbles: Play bubbles with a friend

Snack: Have a real snack with other students

Interview: Interview classmates with supports

**GO: Key Features**

- Real conversations, real world
- Facilitators should be mostly out of sight
- Partners should speak naturally to person who uses AAC
- **Goal = Putting it all together, and with less familiar partners**

**GO!**

Data Form

<table>
<thead>
<tr>
<th>Name</th>
<th>Compliment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adina</td>
<td>I like your hat. It is cool.</td>
</tr>
</tbody>
</table>
Scavenger Hunt
Cabela’s

"Where is this?"

Same Q

Many people!