



# “Be a core peeler” AAC implementation strategies

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# Financial Disclosures & Housekeeping

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## Financial & Non-Financial

- ❖ Financial: Daly Sebastian is an employee of The Stepping Stones Group. She received a stipend for tonight's presentation.
- ❖ Non-financial: There is no relevant non financial relationship.

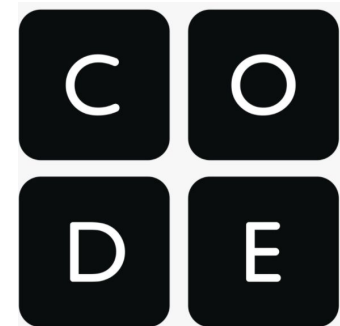
## Housekeeping

- ❖ During tonight's presentation, a CODE word will be spelled out throughout the presentation.
- ❖ Please make sure that you write down the letters during the presentation as this will be a question on the quiz.
- ❖ Please pay attention because they cannot be repeated.

# Objectives

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- Discuss the significance of core vocabulary
- Review Myths and facts about AAC implementation
- Learn modeling strategies
- Explain Prompting Hierarchy
- Demonstrate descriptive teaching strategies
- Implement AAC teaching strategies during Tele practice



# Functional communication

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- Functional communication is the means by which an individual spontaneously and independently communicates his/her wants and needs and socializes with others.
- This communication can occur through a variety of forms, including speech, picture exchange, gestures, sign language and assistive devices.

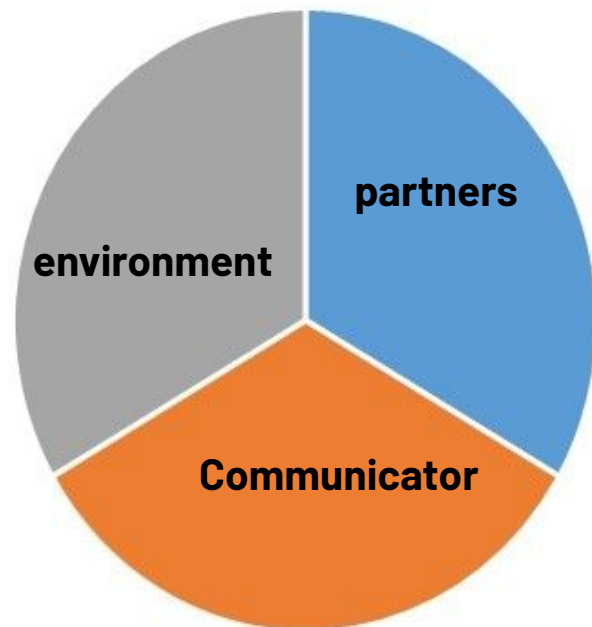
# FUNCTIONAL COMMUNICATION NEEDS....

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- THE WHY..... A reason to communicate
- THE HOW.....A way to communicate with everyone
- THE WHO & WHERE.....A person to communicate with

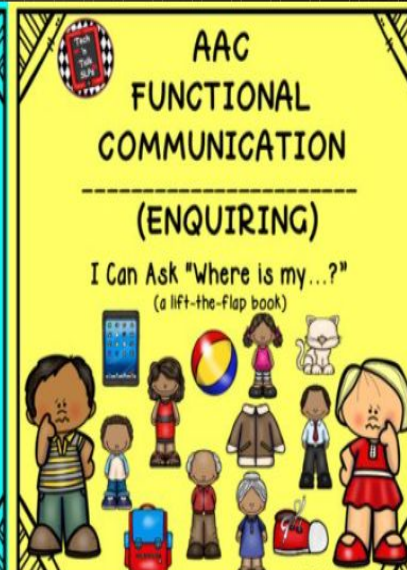
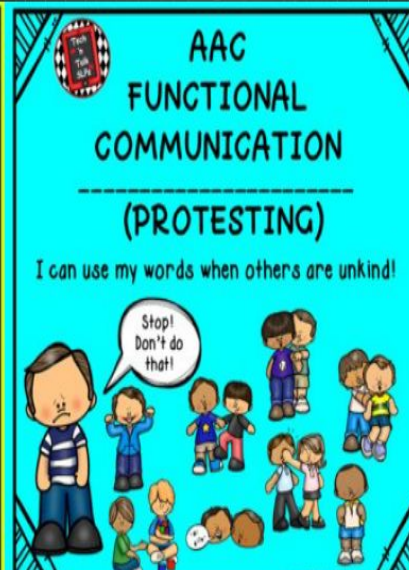
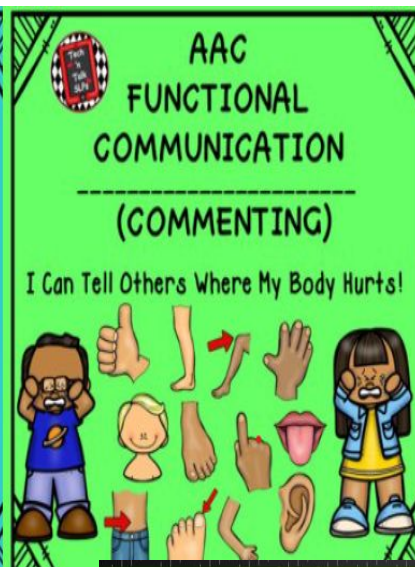
# Functional communication pie

Communicator	Partners	Environment
students with CCN Their strengths Their needs	Family, peers, school staff, relatives, community helpers, people at stores, restaurant, park	-home setting -school setting (PE, office, Specialist office, lunch area/cafeteria, bathroom, school corridors, library) -Zoom classroom -public places -hospital





# AAC as a functional communication tool



# Augmentative and Alternative Communication (AAC)

**Any form unaided (gestures or signs) or aided (low or high tech) to increase access to communication**

## **Augment**

- Augment (not replace) verbal communication
- Create new ways to communicate
- Supplement and Supports

## **Various Context**

- Generalization Meaning
- Natural Environments and events
- Multimodalities

## **Alternative**

- Speech is (replaced)
- Sign language
- Dependency on device
- Text-based communication

## **Increase Independence**

- Built in visual prompts
- Simpler motor planning
- Opportunity to communicate spontaneously



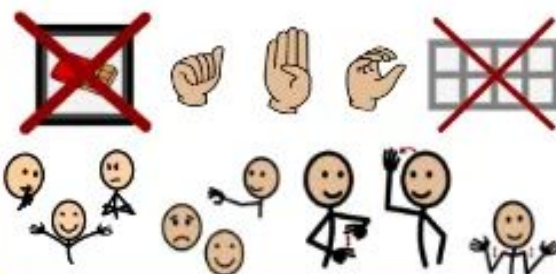


# Types of AAC



## unaided

- ★ no tools needed
- ★ no physical aids
  - sign language
  - gestures/movements
  - facial expressions

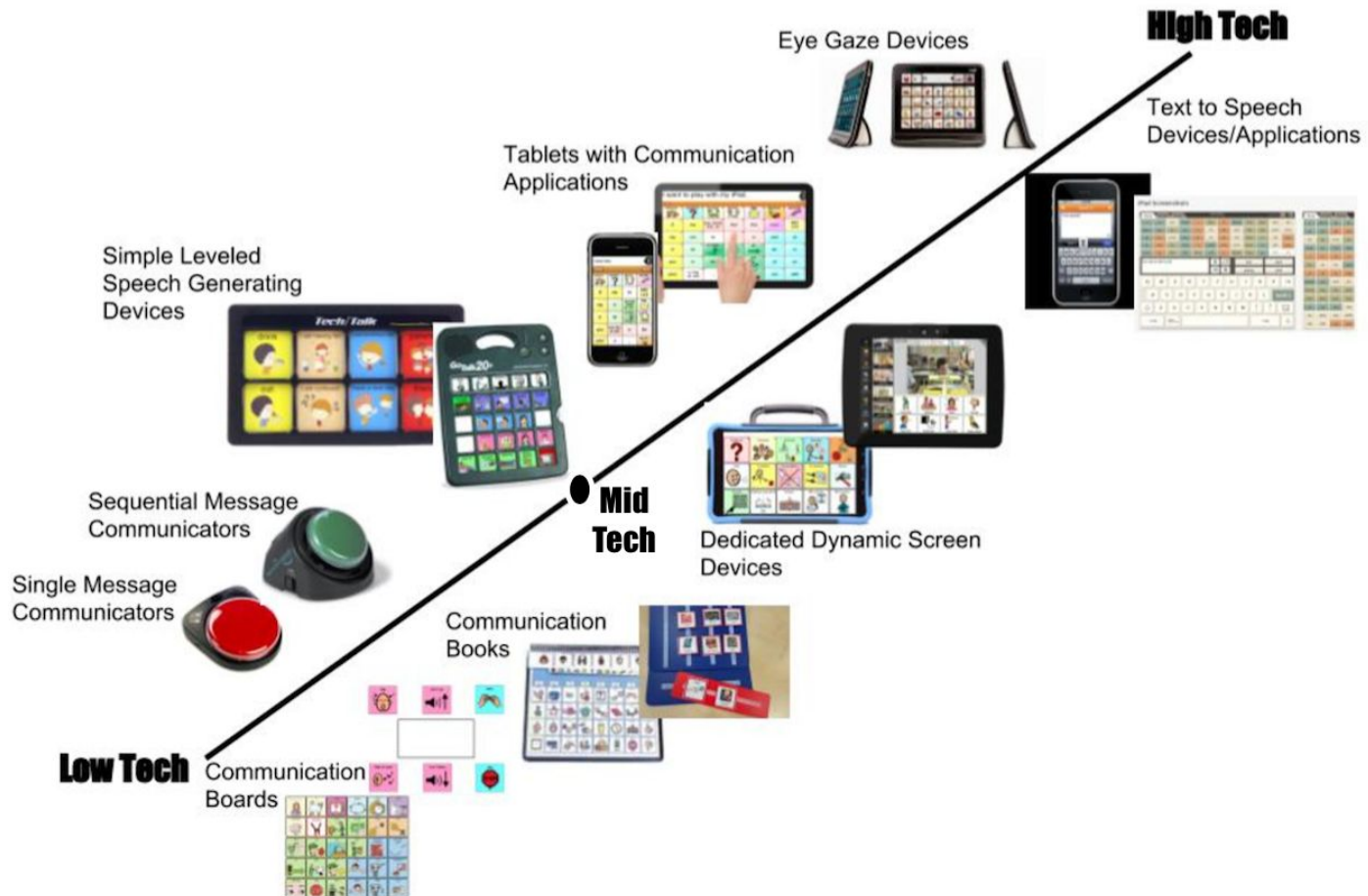


## aided

- ★ tools needed
  - pictures/photos
  - technology (low/high tech)
  - communication boards
  - object symbols
  - written words/letters



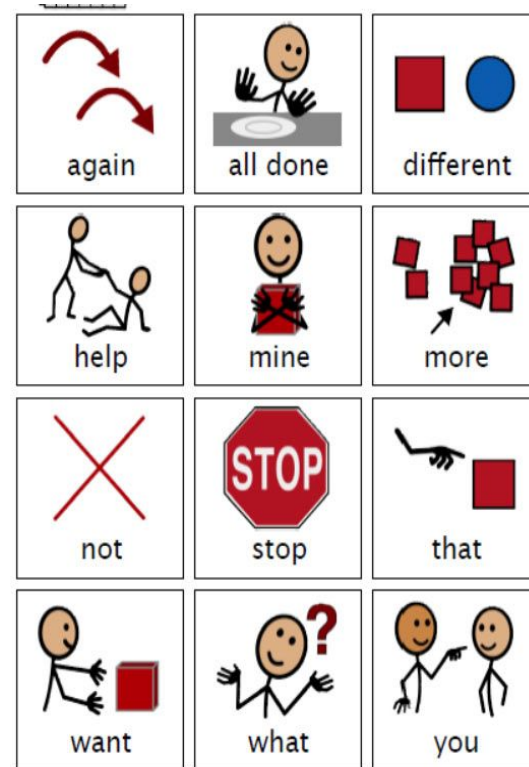
# SPECTRUM OF AIDED AAC



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# What are the AAC words???



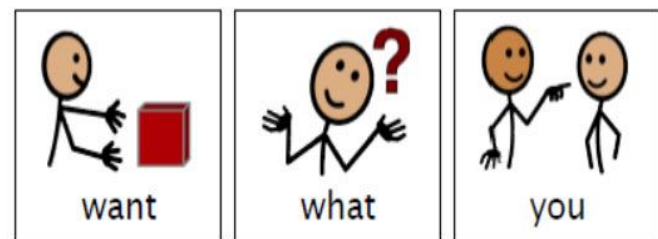
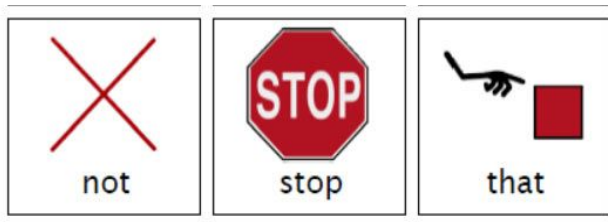
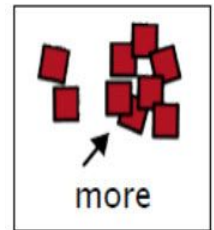
2013 core word set from Practical AAC

# Core Vocabulary

**Core Vocabulary:** Core Vocabulary is a statistical concept related to overall word frequency. It refers to words that speakers use frequently across multiple settings, such as the park, school, and home. These high-frequency words bridge topics and environments, and children can easily combine them to form meaningful phrases and sentences.

Most frequently used words in everyday speech:

- 50 words account for 40-50% of what we say
- 100 words account for 60%
- 200-400 words account for 80%
- These words are powerful and flexible - you can say a lot using just the core words!
- Less reliance on pre programmed sentences and phrases



# Popular core words/high frequency words

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- Banajee list of 26 toddler core words
- Marvin list of 333 alphabetized preschool core words
- Balandin list of 347 core words used by adults
- Stuart list of 174 core words used by seniors
- Hill list of the top 100 core words used by fluent augmented communicators
- Dolch 220 word list



# Banajee list of 26 toddler core words

## Alphabetical List of 26 Individual Words

1. a	10. is	19. some
2. all	11. it	20. that
3. done	12. mine	21. the
4. finished	13. more	22. want
5. go	14. my	23. what
6. help	15. no	24. yeah
7. here	16. off	25. yes
8. I	17. on	26. you
9. in	18. out	

<u>Words</u>	<u>Percentage</u>
I	9.5
No	8.5
Yes/yea	7.6
my	5.8
the	5.2
want	5.0
is	4.9
it	4.9
that	4.9
a	4.6
go	4.4
mine	3.8
you	3.2
what	3.1
on	2.8
in	2.7
here	2.7
more	2.6
out	2.4
off	2.3
some	2.3
help	2.1
all done/finished	1.0
	96.3%



## 333 Most Frequently Occurring Preschool Words: The Marvin Sampling Compared with Banajee Sampling: all words present

a	bite	doesn't	goes	hum	maybe	or	still	today	we're
about	black	dog	going	I	me	our	some	together	well
after	blue	doing	gonna	I'll	mean	ours	somebody	too	went
again	both	don't	good	I'm	messy	out	someone	top	were
all	box	done	great	if	middle	over	something	toys	what
almost	boy	door	green	in	mine	paint	sometimes	trees	what's
already	bugs	down	guys	inside	mom	people	somewhere	try	when
also	but	drink	had	is	mommy	pet	stop	trying	where
an	buy	duck	hair	isn't	more	name	stuff	turn	where's
and	by	eat	hand	it	most	pick	swing	turtles	which
another	bye	eating	hands	it's	move	piece	tape	two	while
ant	call	else	has	juice	much	play	tell	um	who
any	came	even	have	jump	must	please	than	up	who
are	can	everybody	haven't	jumped	my	push	that	us	whole
aren't	can't	everything	he	jumping	myself	put	that's	use	why
around	candy	face	he's	just	Name	ready	the	used	with
as	car	fall	her	kind	name	really	their	very	won't
at	catch	find	head	know	named	red	them	wait	would
away	cause	finger	hear	last	need	remember	then	want	ya
baby	chair	fire	hello	leaves	never	ride	there	wanted	yes
back	come	first	help	let	new	right	there's	was	yet
bad	comes	five	here	let's	next	room	there's	wasn't	you
bad	cookie	fixed	here's	lift	nice	run	these	watch	you'll
ball	corn	fly	hi	like	no	said	they	water	you're
bathroom	could	foot	high	little	not	same	they'll	way	your
be	couldn't	for	hill	long	of	saw	they're	we	yours
bean	cup	from	him	look	off	say	thing	we'll	
because	cut	found	his	looking	oh	see	things		
before	day	get	hold	lot	other	she	this		
being	did	gets	home	lunch	ok	she's	those		
bet	didn't	getting	horse	made	old	show	three		
better	different	girl	hot	make	on	shut	threw		
big	do	girls	house	man	one	side	through		
bird	does	give	how	many	only	sit	time		
birds	doctor	go	huh	may	open	so	to		

Christine A. Marvin,  
David R. Beukelman,  
Denise Bilyeu  
AAC, Vol. 10, Dec.,  
1994



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Mealtime Vocabulary  
Susan Balandin  
Teresa Iacono  
AAC, Volume 14, No. 3, September, 1999

a	can	ey	hour
about	can't	fair	hours
actually	car	feel	house
after	catholic	find	how
afternoon	cause	finished	hundred
again	close	first	i
ago	cold	five	if
ah	come	for	in
all	coming	four	into
alright	could	friday	is
always	couldn't	from	isn't
an	couple	fucking	it
and	crew	get	its
another	day	gets	it's
any	days	getting	i'd
anything	dear	give	i'll
anyway	did	go	i'm
are	didn't	god	i've
around	different	goes	job
as	do	going	just
ask	does	gone	keep
at	doesn't	gonna	kids
away	doing	good	know
back	dollars	got	last
bad	done	gotta	left
be	don't	had	like
beautiful	down	half	little
because	dunno	happened	live
been	eat	hard	long
before	eight	has	look
being	either	have	looking
better	eleven	haven't	looks
big	else	having	lost
bit	end	he	lot
bloody	enough	her	love
break	er	here	lovely
but	even	he'll	lunch
buy	ever	he's	made
by	every	him	make
cake	everyone	his	many
came	everything	home	married

me	people	sure	us
mean	person	take	used
might	phone	talk	very
mind	pick	talking	want
mine	place	tea	wanted
minutes	play	tell	wants
mm	pretty	ten	was
monday	probably	than	wasn't
money	put	thanks	way
months	quite	that	we
more	ready	that's	week
morning	really	the	weekend
much	remember	their	weeks
mum	right	them	well
must	road	then	went
my	round	there	were
name	said	there's	we're
need	same	these	we've
never	saturday	they	what
new	say	they're	what's
next	saying	they've	when
nice	says	thing	where
night	school	things	which
no	see	think	who
not	seen	thirty	who's
nothing	seven	this	why
now	she	those	will
of	she'll	though	with
off	she's	thought	won
oh	shit	three	won't
ok	shoes	through	work
old	should	til	working
on	sit	time	would
once	six	times	wouldn't
one	so	to	wrong
ones	some	today	yeah
only	someone	told	year
or	something	tomorrow	years
other	sorry	too	yep
our	sort	try	yes
out	start	trying	yesterday
over	started	twelve	you
own	still	twenty	your
o'clock	straight	two	you're
past	street	um	you've
pay	stuff	up	



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# Stuart list of 174 core words used by seniors

- Stuart, Beukelman & King identified the vocabulary use patterns of 64-74 year old and 75-85 year old adults.
- This list represents the 179 words most commonly used by at least 8 of 10 people in each age group.
- This list of 179 words represents 72% of the total words used.

1. a	47. get	93. next	139. these
2. about	48. getting	94. nice	140. thing
3. all	49. go	95. night	141. things
4. alright	50. going	96. no	142. think
5. always	51. good	97. not	143. thirty
6. am	52. got	98. now	144. this
7. an	53. guess	99. of	145. those
8. and	54. guys	100. off	146. though
9. another	55. had	101. oh	147. thought
10. any	56. half	102. okay	148. three
11. anything	57. has	103. on	149. time
12. are	58. have	104. one	150. to
13. around	59. he	105. only	151. today
14. as	60. he's	106. or	152. told
15. ask	61. her	107. other	153. two
16. at	62. here	108. our	154. up
17. back	63. hey	109. out	155. want
18. be	64. him	110. over	156. was
19. because	65. his	111. people	157. wasn't
20. been	66. home	112. pretty	158. way
21. before	67. how	113. probably	159. we
22. big	68. huh	114. put	160. week
23. but	69. I	115. really	161. well
24. by	70. I'll	116. right	162. went
25. call	71. I'm	117. said	163. were
26. can	72. if	118. said	164. what
27. can't	73. in	119. say	165. what's
28. care	74. is	120. school	166. when
29. class	75. isn't	121. see	167. where
30. come	76. it	122. she	168. who
31. could	77. it's	123. should	169. why
32. day	78. just	124. so	170. will
33. didn't	79. keep	125. some	171. with
34. do	80. kind	126. something	172. work
35. does	81. know	127. still	173. would
36. doing	82. last	128. stuff	174. year
37. don't	83. like	129. sure	175. yes
38. done	84. little	130. take	176. yet
39. down	85. long	131. tell	177. you
40. even	86. make	132. than	178. you're
41. everything	87. me	133. that	179. your
42. five	88. mean	134. that's	
43. for	89. more	135. the	
44. Friday	90. much	136. them	
45. from	91. my	137. then	
46. fun	92. need	138. there	



# Hill list of the top 100 core words

## 100 Most Frequently Occurring Words for Fluent Adult Speech Generating Device (SGD) Users Hill, Dissertation, Establishment of Performance Indices, University of Pittsburgh, 2001

- |            |               |                |
|------------|---------------|----------------|
| 1. I       | 35. because   | 69. years      |
| 2. the     | 36. so        | 70. all        |
| 3. to      | 37. when      | 71. help       |
| 4. and     | 38. no        | 72. she        |
| 5. a       | 39. just      | 73. strategy   |
| 6. it      | 40. about     | 74. then       |
| 7. is      | 41. had       | 75. as         |
| 8. was     | 42. words     | 76. get        |
| 9. that    | 43. are       | 77. if         |
| 10. in     | 44. I'm       | 78. speech     |
| 11. of     | 45. not       | 79. most       |
| 12. my     | 46. well      | 80. now        |
| 13. you    | 47. how       | 81. school     |
| 14. yes    | 48. them      | 82. which      |
| 15. for    | 49. its       | 83. who        |
| 16. have   | 50. or        | 84. out        |
| 17. like   | 51. time      | 85. pathfinder |
| 18. me     | 52. would     | 86. their      |
| 19. do     | 53. going     | 87. unity      |
| 20. on     | 54. this      | 88. actually   |
| 21. people | 55. use       | 89. could      |
| 22. but    | 56. will      | 90. device     |
| 23. know   | 57. there     | 91. first      |
| 24. with   | 58. work      | 92. word       |
| 25. they   | 59. say       | 93. been       |
| 26. what   | 60. from      | 94. better     |
| 27. am     | 61. go        | 95. different  |
| 28. be     | 62. got       | 96. really     |
| 29. don't  | 63. can       | 97. things     |
| 30. at     | 64. liberator | 98. two        |
| 31. he     | 65. more      | 99. did        |
| 32. we     | 66. need      | 100. however   |
| 33. think  | 67. some      |                |
| 34. one    | 68. want      |                |





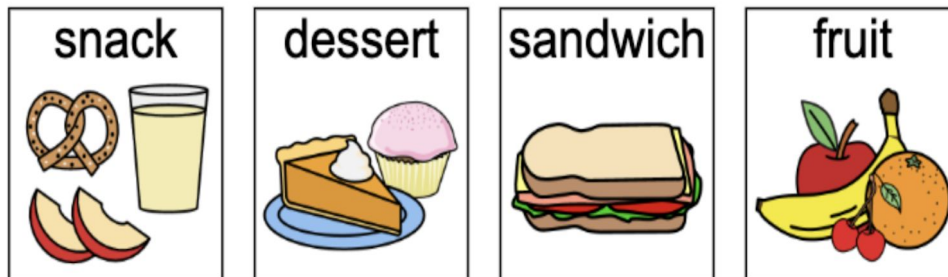
## All 220 Dolch words by grade in frequency order

Pre-Primer		Primer		First Grade		Second Grade		Third Grade	
the	one	he	now	of	take	would	write	if	full
to	my	was	no	his	every	very	always	long	done
and	me	that	came	had	old	your	made	about	light
a	big	she	ride	him	by	its	gave	got	pick
I	come	on	into	her	after	around	us	six	hurt
you	blue	they	good	some	think	don't	buy	never	cut
it	red	but	want	as	let	right	those	seven	kind
in	where	at	too	then	going	green	use	eight	fall
said	jump	with	pretty	could	walk	their	fast	today	carry
for	away	all	four	when	again	call	pull	myself	small
up	here	there	saw	were	may	sleep	both	much	own
look	help	out	well	them	stop	five	sit	keep	show
is	make	be	ran	ask	fly	wash	which	try	hot
go	yellow	have	brown	an	round	or	read	start	far
we	two	am	eat	over	give	before	why	ten	draw
little	play	do	who	just	once	been	found	bring	clean
down	run	did	new	from	open	off	because	drink	grow
can	find	what	must	any	has	cold	best	only	together
see	three	so	black	how	live	tell	upon	better	shall
not	funny	get	white	know	thank	work	these	hold	laugh
		like	soon	put		first	sing	warm	
		this	our			does	wish		
		will	ate			goes	many		
		yes	say						
		went	under						
		are	please						



# Fringe Vocabulary

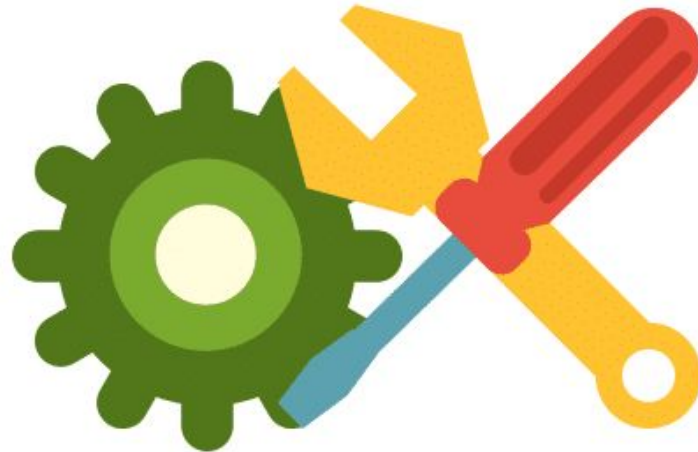
- Fringe vocabulary refers to a specific set of low frequency vocabulary words that are specific to a particular person or activity
- Fringe vocabulary words are typically nouns
- Almost 20% of our functional vocabulary includes fringe words



# Customize those words

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- ❖ Customize the core word list depending on your students needs
- ❖ Customize the fringe word categories based on the settings and tasks



# AAC implementation

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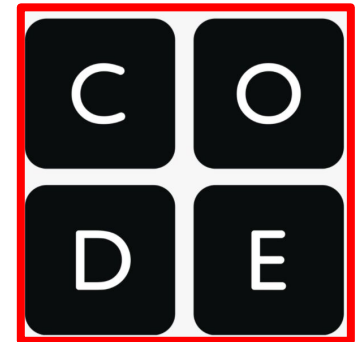
## Peeling and coring



# Myth #1 – AAC hinders or stops further speech development.

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## Fact: AAC can help children develop speech





**Myth #2 – Children must have a certain set of skills to be able to benefit from AAC.**

---

**Fact: There are no prerequisites to communicate!**

## **Myth #3 – Average cognitive abilities are required for a student to be successful with Speech Generating Devices**

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**Fact: Advances in technology mean that advanced cognitive skills are not necessarily needed to use high tech systems.**

## **Myth# 4 – There is a representational hierarchy of symbols from objects to words.**

---

**Fact: Children can learn any symbol if it's presented often and consistently. There is no research that shows that children learn less complicated symbols faster.**

**Myth #5: We need to wait until the child's behavior improves before we can start doing AAC or working on communication skills.**

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## **Fact**

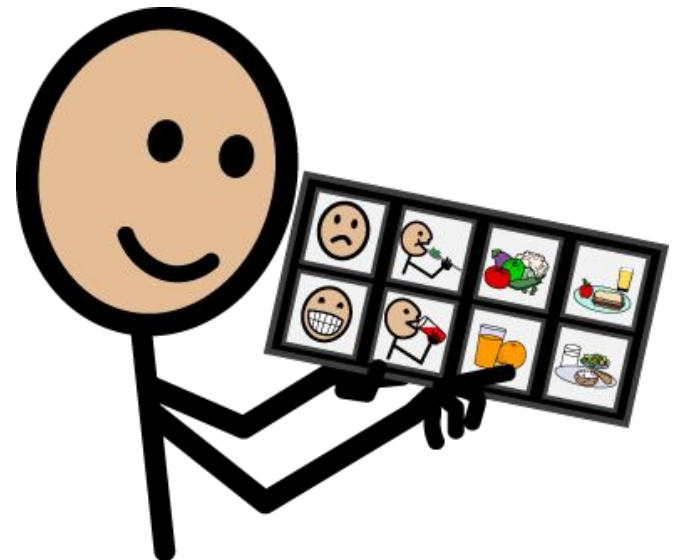
**Many times the behavior is caused by frustration from not having a way to communicate.**

**Behaviours are communication!!!!**

# HOW DO WE IMPLEMENT AAC?

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- **Presume competence**
- **Create opportunities**
- **Modeling (Aided language stimulation)**
- **Prompts**
- **SMoRRES**
- **Descriptive teaching**





# PRESUME COMPETENCE

- The less competent the AAC user your student is the more he/she will benefit from modeling
- Model all the time to develop new vocabulary and new communicative reasons/functions
- There are no specific prerequisites to use AAC/Communicate
  - Age
  - Cognitive
  - Linguistic
  - Motor



# Create functional opportunities

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- The foundation for creating communication opportunities is that we stop anticipating our the needs of our children
- **By anticipating and meeting needs we take away valuable learning opportunities**

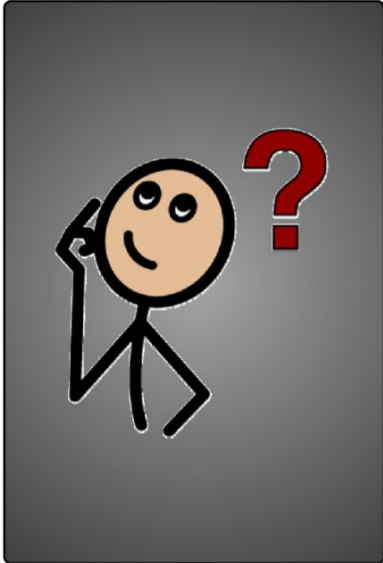
# Model, model, model, and then model some more!

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- a.k.a. Aided Language Input, Aided Language, Natural Aided Language, Focused Language Stimulation.....
- Based on classic language therapy techniques like expansion & recasting
- Direct instruction and modeling in context of meaningful activities (not drills!)
- Building receptive language with the intention to have expressive language follow Functional Communication
- Talk about what is meaningful and important to the child
- Use keywords(core/fringe) = we do not have to model the whole sentence

# WHY MODELING??

---



“Jane Korsten points out that the average **18 month old** child 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 system and receives speech/language therapy two times per week for 20-30 minute sessions will reach this same amount of language exposure in **84 years.**” ...”

# Modeling

---

- Teachers
- Para professionals
- SLP
- Peers
- Parents and Siblings



**Anyone can!**

# WHERE????

---

- In class (Direct and Virtual) In playground
- Specialist lessons
- Home

**Anywhere & Everywhere!**



# How do we model???

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- **Narrative strategies**
- **Wait time**
- **Giving choices**
- **Conversational recasting**
- **Sabotage**



# NARRATE

---

- Narrate on ongoing activity
- No expectation for to respond or imitate
- Modeling key words and relevant fringe vocabulary
- Strategies
  - Parallel talk (i.e., describing what the student is doing as he or she is doing it)
  - self talk (i.e., talking about what you're doing as you're doing it)

# What do we narrate during virtual learning

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- Navigating during a zoom class (Eg: I am going to **play** a video, Oops, I **close** the window). Let me **change** the screen
- Narrate when a student attempt to draw on screen/use any other Zoom control (parallel talk)
- Overall group activity. We are learning about....**Look** at **it...**
- Use the annotation feature and talk about it(I **want** a red pencil, let me **go** to the next page, etc.)

# Conversational Recasting

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- Respond to everything the student communicates even if you think it is a mistake!!
- Expand on a student's message by modeling just beyond the language abilities of your student

# Demo 1: attendance activity

---

## **Interaction tools and strategies before during and after this activity**

- ❖ Make the icons/vocabulary set needed for the activity
- ❖ Model the words
- ❖ use wait time
- ❖ Make sure that the students are using their communication devices/book to respond
- ❖ Ensure communication partner support next to the students
- ❖ Encourage prompting by communication partners
- ❖ Expand all responses including signs, speech and body language clues
- ❖ Positively reward responses

# Demo 1: attendance activity

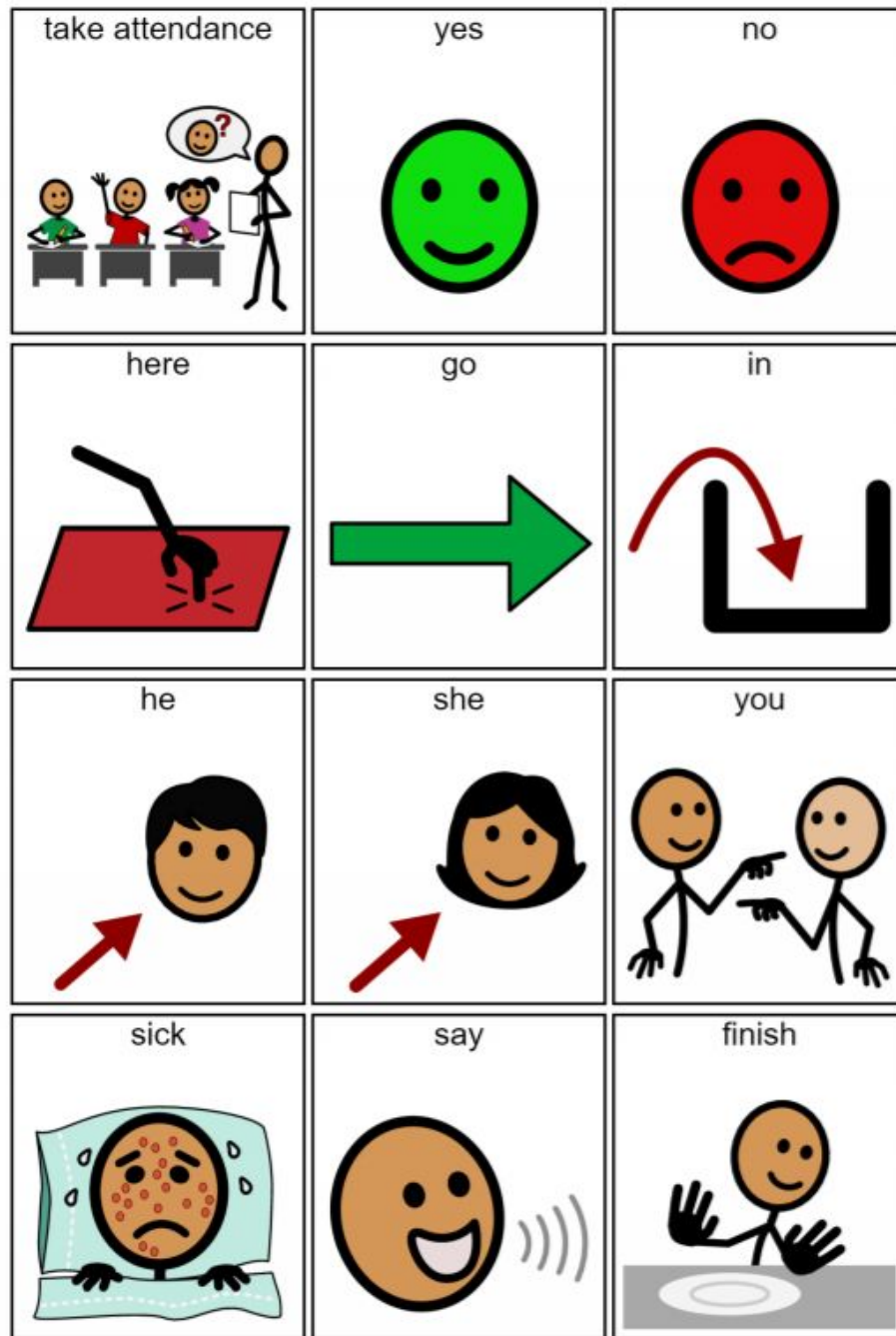
SLP: Alex

Student: "no Alex"

SLP: "Oh ...You said ... "Alex is not **here.**' " (use icons/SGD)

Student: "Alex sick hospital."

SLP: "Okay, Alex is **sick** and **he** is in the Hospital." (use icons/SGD)





# Expansion and recasting during virtual learning

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- Expand/recast student's response to an item shared on screen (picture/videos)
- Use the annotation feature and expand
- Expand technical issues
- Expand and recast during the weather activities
- What are we wearing today
- Talk about a break time snack

# Choices during virtual learning

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- Display multiple choices on screen
- Use annotation and give choices; color, shape, size
- What's next: reading or signing?
- Who is next: Annie, James or Kathy?
- Video choices: animals, planets, festival etc
- Break options: snack, stretch, music

# Wait time during virtual learning

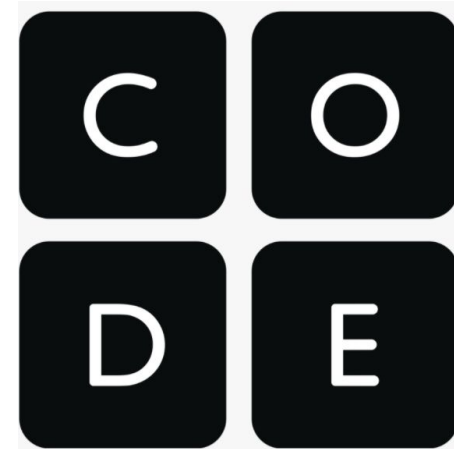
---

- Give choices on screen and wait for the child to respond
- Ask a question and wait ...1,2,3,4,5
- Inform other students that we are waiting for....  
Let's wait, Johnny is going to find it in his talker
- Play and pause a familiar song for your students to complete
- Zoom controls/instructions: mute/ unmute/ turn on/off the camera

# Sabotage

---

- Involves setting up situations that “entice” individuals to communicate.
- Have control over the materials so the user will have to request what they want/need.
- Conveniently “forget” things, materials, parts of the routine, etc., and encourage the user to “remember”.
- Act like you do not understand, so they must elaborate their message.



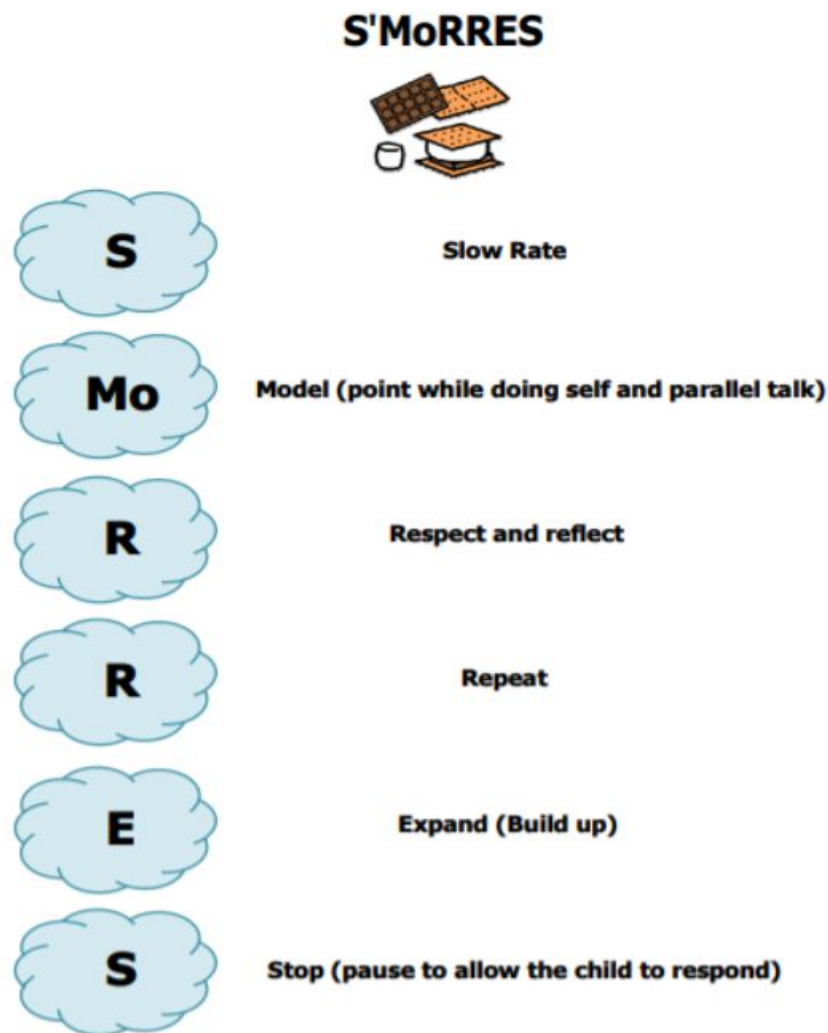
# Sabotage during Virtual learning

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- Display multiple choices and purposefully select the wrong picture, wait for the kids to respond.
- Mute your microphone or turn off your video while speaking wait for the kids to comment
- Use white board and draw pictures with incorrect features “a blue apple/ a spider with two legs”
- Purposefully select the wrong feature while annotating: Announce “Let me draw a circle” and then draw a line instead of a circle. Wait for the kids to react.



# SMoRRRES Strategy (Senner & Baud, 2013)








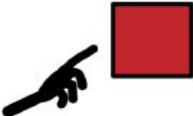




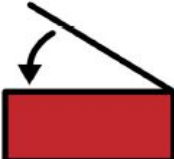
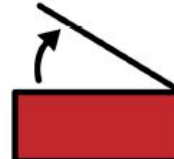
## Demo 2: What's in my purse

---

### **Interaction tools and strategies before during and after this activity**

- ❖ Make the icons/vocabulary set needed for the activity
- ❖ Model the words
- ❖ use wait time
- ❖ Make sure that the students are using their communication devices/book to respond
- ❖ Ensure communication partner support next to the students
- ❖ Encourage prompting by communication partners
- ❖ Expand all responses including signs, speech and body language clues
- ❖ Positively reward responses

# Demo 2: What's in my purse??

what 	in 	purse 
you 	see 	it 
like 	no 	yes 
out 	close 	open 



# Prompts

---

## WHAT ARE PROMPTS???

- Also referred to as cues or support
- This process is dynamic- needing change and reevaluation
- Prompting/cueing in goals is the maximum amount of support needed you can always give less if it's a great day!

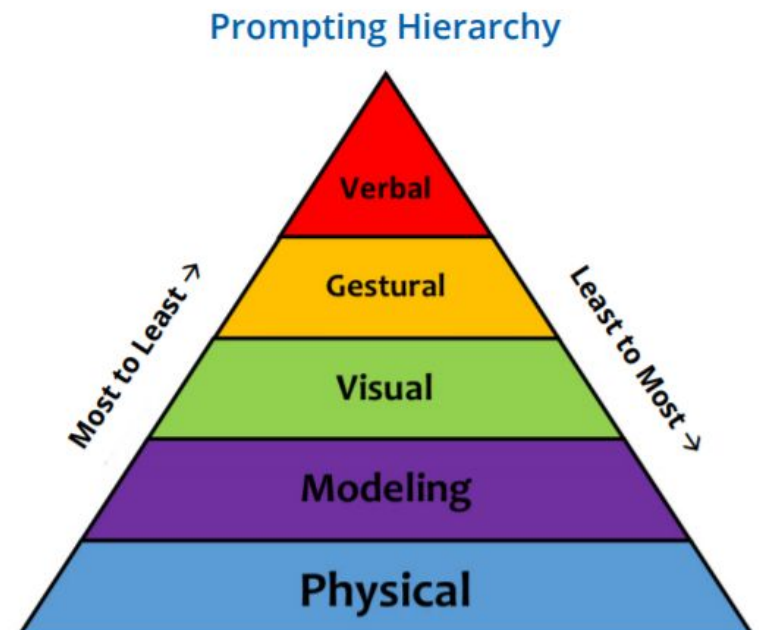
Strategy	Description	Example
Verbal Prompt	<p>Direct spoken prompts providing a description of what the student should do.</p> <p>Indirect spoken statements providing an opportunity for the student to respond in a certain way, without directly stating it.</p>	<i>A teacher makes an indirect verbal statement to a student, asking, "What snack do you want?" The student does not respond. The teacher provides a direct verbal prompt and says, "Say, more crackers please." The student responds saying, "More crackers please."</i>
Gestural Prompt	Nonverbal prompts that include facial expressions, pointing, or physically indicating the correct response.	<i>A student is walking around the classroom. The teacher looks at the student and points to his or her seat. The student sits.</i>
Visual Prompt	Prompts including objects, pictures, drawings, or symbols that cue a child of what is expected.	<i>A teacher asks students to line up. A student remains seated. The teacher hands her a picture card of the student in line. The student gets in line.</i>
Model Prompt	Providing a demonstration of the expected student behavior without physical touch. The teacher can fully model or partially model the desired behavior.	<p><i>Full-Model: A teacher asks a student to open a book and models doing it while making the demand.</i></p> <p><i>Partial Model: A student has completed a task and is able to ask for a break, but is not asking. The teacher makes the initial [br] sound. The student says, "Break please" and is given a 30-second break.</i></p>
Physical Prompt	Prompts involving manual guidance. The full physical prompting method involves hand-over-hand prompting to guide a student to a correct response. This method is usually used with motor responses (e.g., point to red). In a partial physical prompt, the teacher will use physical touch to indicate a correct response (e.g., touching a hand, touching an elbow), but not fully guiding.	<p><i>Full Physical: A student is asked to point to the green apple. He does not respond. The teacher takes his hand and points to the green apple.</i></p> <p><i>Partial-Physical: A student is asked to point to the green apple. The student does not respond. The teacher touches the student's elbow and repeats the directions. The student touches the green apple.</i></p>

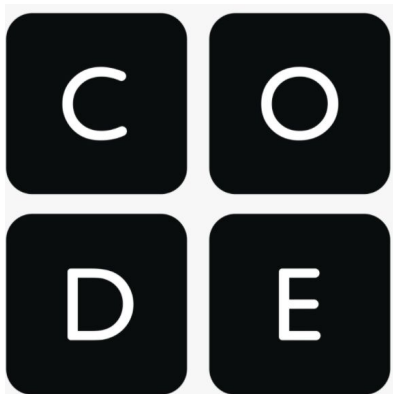




# Prompting hierarchies

- Most-to-Least prompting is used when introducing and initially teaching a skill. It is most helpful when a user requires explicit or direct instruction to learn or carry out a task.
- Least-to-Most prompting is used after the user learns the skill and is working towards mastery and independent





## DATA COLLECTION: *PROMPT BASED DATA SHEET*

~document for data collection based upon prompting levels~

USER:											
COMMUNICATION SYSTEM:											
GOALS		Date/Initials									
	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key	1- Independent	2- Indirect Verbal	3- Direct Verbal	4- Gesture/ Modeling	5- Partial Physical	6- Full Physical	7- No Response
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# Descriptive teaching model

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- “Using a descriptive style, the teacher mentions and references the context-specific words, then teaches concepts behind the words using high frequency, re-usable, common words” (Van Tatenhove 2009)
- The teachers explain a term using common words that they know are already in the communicator’s AAC system.
- Preprogramming the words into student’s device will help teachers to tailor their instruction and modify their questions accordingly.
- The successful implementation of the Descriptive Teaching model would need a collaborative effort from teachers, speech language pathologists, and parents

# Use core words as scaffolds

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- Use core vocabulary to describe concepts rather than programming large number of fringe vocabulary words for academic lessons only
- Reduces need to learn location of rarely used fringe words
- Provides additional practice using core words in creative and authentic ways

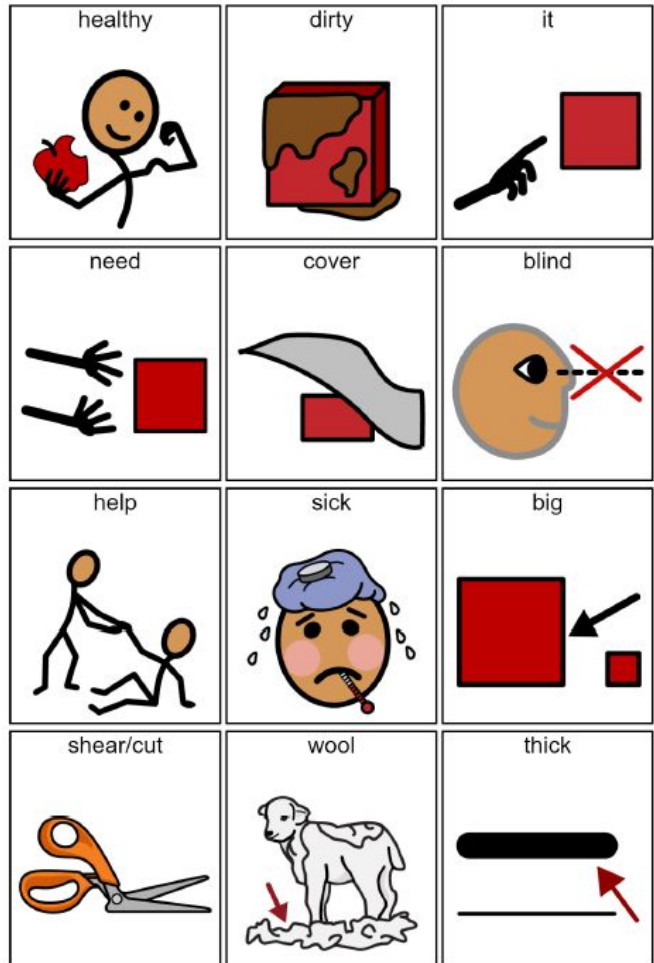
# Demo: 3-The story of Baarak

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## **Interaction tools and strategies before during and after this activity**

- ❖ Make the icons/vocabulary set needed for the activity
- ❖ Model the words
- ❖ use wait time
- ❖ Make sure that the students are using their communication devices/book to respond
- ❖ Ensure communication partner support next to the students
- ❖ Encourage prompting by communication partners
- ❖ Expand all responses including signs, speech and body language clues
- ❖ Positively reward responses

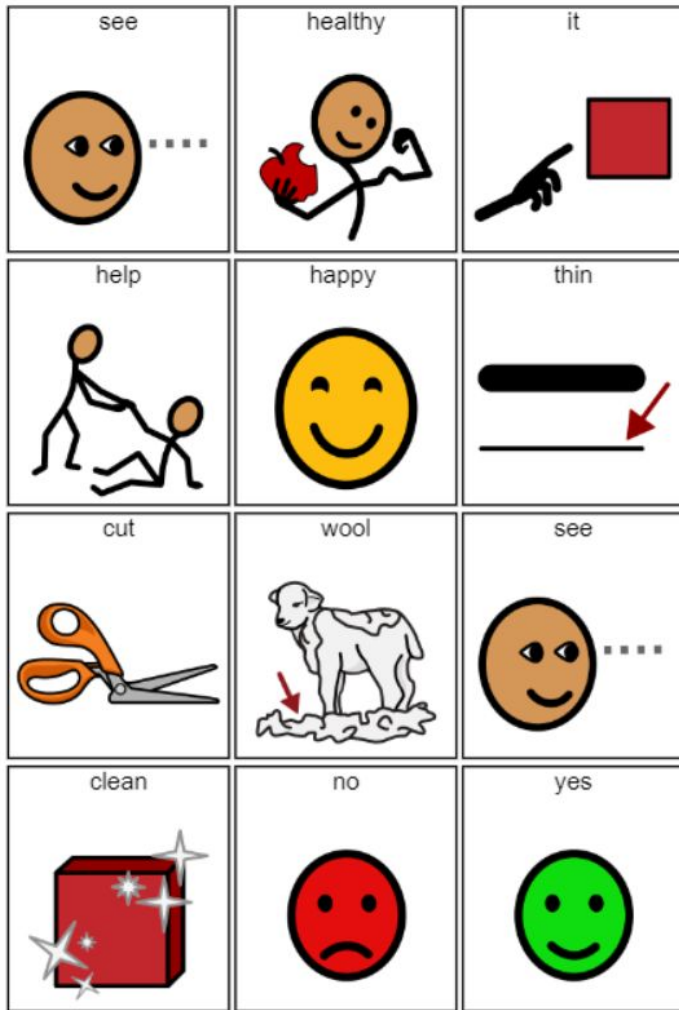
# Demo: 3 The story of Baarck



A sheep named Baarack received a much needed shearing after rescuers in Australia saved the abandoned animal with more than 75 pounds of wool weighing it down. Photo Courtesy Of Edgar's Mission Inc

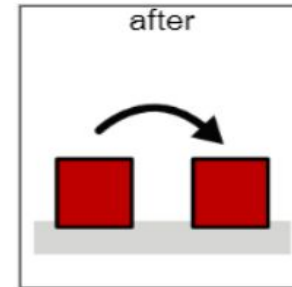
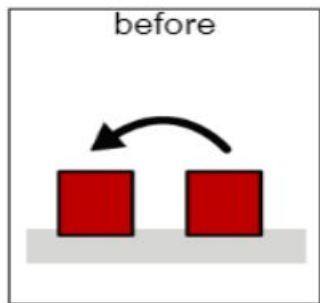


# Demo: 3 The story of Baarck



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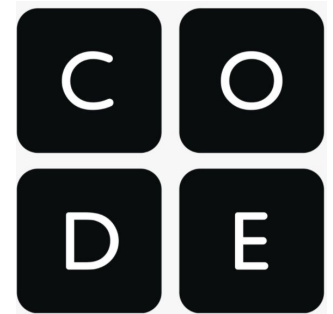
A sheep named Baarak received a much needed shearing after rescuers in Australia saved the abandoned animal with more than 75 pounds of wool weighing it down. *Photo Courtesy Of Edgar's Mission Inc*



CREDIT: HANDOUT/EDGARS MISSION /AFP VIA GETTY

# Useful resources

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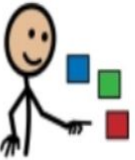

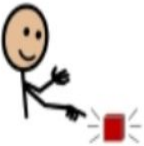

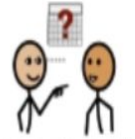
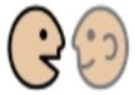








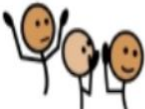


<https://www.n2y.com/symbolstix-prime/>

<https://goboardmaker.com/>

<https://saltillo.com/chatcorner> -low tech communication board options

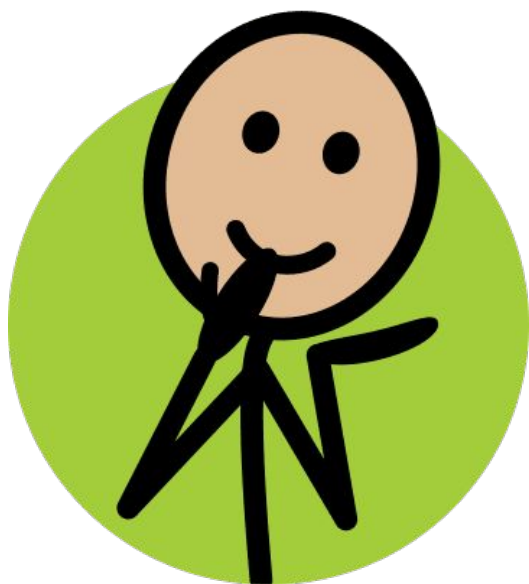
# Core, peel and support the communication rights

 <p>to be given real choices</p>	 <p>to say no, refuse and reject choices</p>	 <p>to ask for what I want</p>	 <p>to share my feelings</p>
 <p>to ask for, and get, attention and interaction</p>	<p>The Communication Bill of Rights</p> 		 <p>to be heard and responded to (even if the answer is no)</p>
 <p>ask and know about my schedule and world</p>	 <p>to be taught how to communicate</p>	 <p>to have and use my speech system all the time</p>	 <p>to be communicated with in a sensitive manner</p>
 <p>to have my speech system working and have a back up</p>	 <p>to be a full member of my community</p>	 <p>to be treated with respect and dignity</p>	 <p>to be spoken with, not about</p>



THE STEPPING STONES GROUP

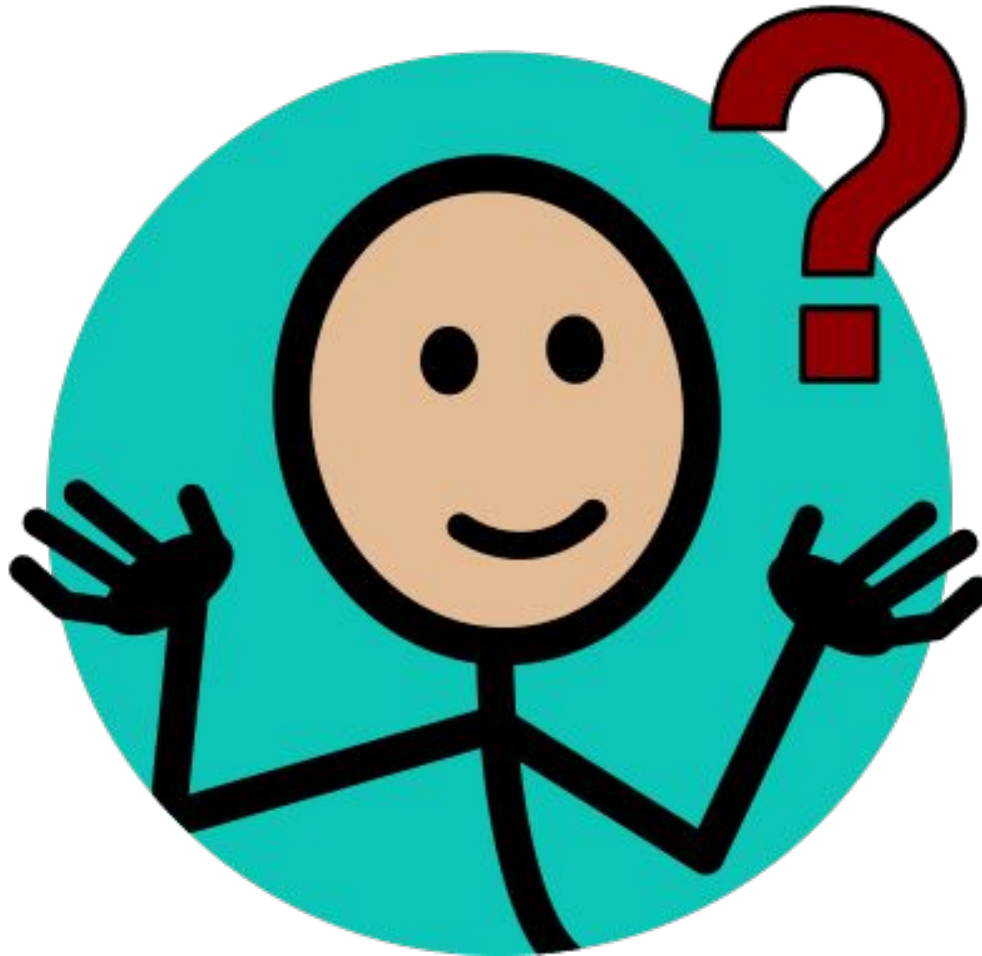
Transforming Lives Together



# REFERENCES

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- <http://www.minspeak.com/documents/3-BaladinList.pdf>
- [http://www.asha.org/NJC/bill\\_of\\_rights.htm](http://www.asha.org/NJC/bill_of_rights.htm)
- <http://www.dolchword.net/dolch-word-list-frequency-grade.html>
- Communication Bill of Rights: <http://www.asha.org/uploadedFiles/NJC-Communication-Bill-Rights.pdf>





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[Bridge@thesteppingstonesgroup.com](mailto:Bridge@thesteppingstonesgroup.com)



**2021 LIVE Webinar Calendar (4:30 PT and 7:30 EDT)**

<b>Jan. 12th</b>
<i>Young Adults with Special Needs</i>
<b>Jan 19th</b>
<i>Creating Cornerstones of Language for Young Learners</i>
<b>Feb 9th</b>
<i>"See" How we Learn!</i>
<b>Feb 17th</b>
<i>Increasing Engagement in the Digital World</i>
<b>March 9th</b>
<i>Spruce up your Spring!</i>
<b>March 17th</b>
<i>What's in your bag? How to identify and unpack your implicit bias</i>
<b>April 13th</b>
<i>AAC Core Words Teaching Strategies</i>
<b>April 21st</b>
<i>School Impact of Common Mental Health Disorders</i>
<b>May 11th</b>
<i>A 3D Journey into Dyspraxia/Dyslexia/Dysgraphia (2.0)</i>
<b>May 19th</b>
<i>Staying Engaged with Summer Fun!</i>

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