

Aided Language Stimulation -Modeling-

Modeling

The most important thing that we can do for our students who are using symbols to communicate is show them how to do that.

We are all exposed to language models all day every day which helps us really learn new vocabulary, we want our students to have the same opportunity.



Learning to speak in symbols

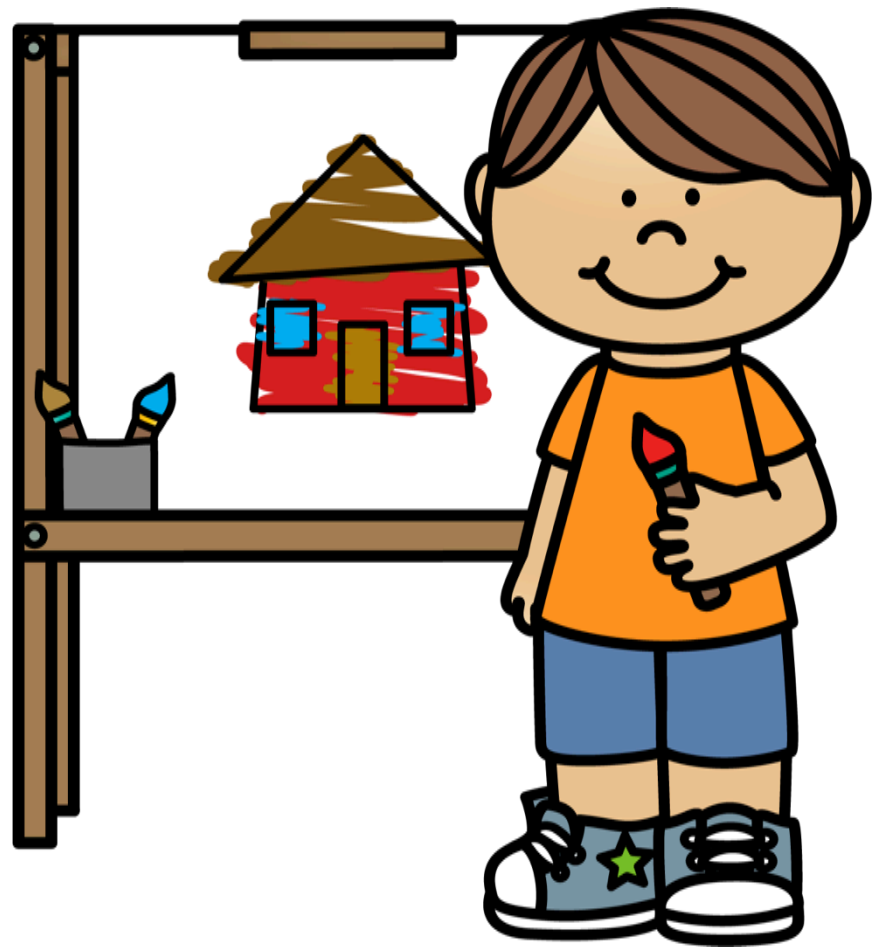
It can be really easy to assume that just because the icons have pictures that our kids will automatically understand how to tell us what they need.

-symbols

-language organization

-operational functions

-categories



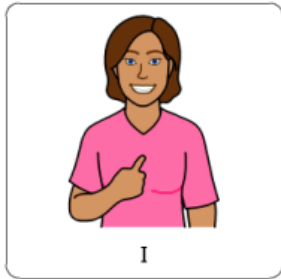
Activity

Use this communication board to “talk” about your favorite TV shows.

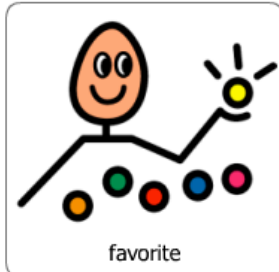
What would you say?

Don't peek at the next slide until you have taken a minute to think about what icons you would use to talk about your show.





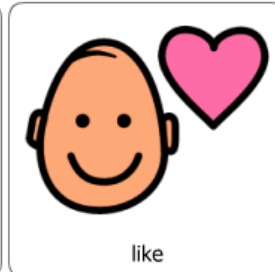
I



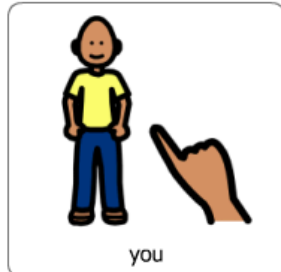
favorite



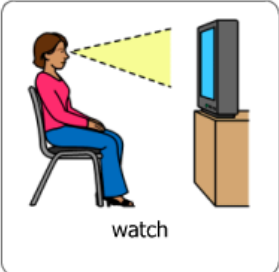
show



like



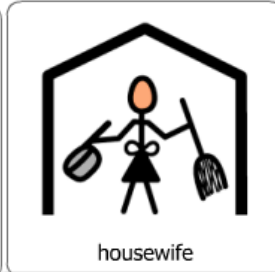
you



watch



scary



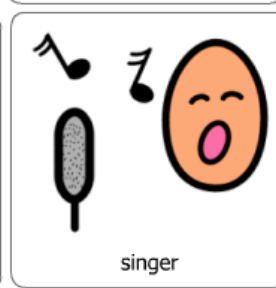
housewife



drama



movies



singer



funny



SNUG

The number one goal of AAC is to create independent communicators and to be able to say what they want to say.

We want students to have their needs met and interact with anyone, anywhere.

S: Spontaneous

N: Novel

U: Utterance

G: Generation

Exposure to language

This is why do we need every on on your child's team to understand and use aided language stimulation.

Modeling is the most powerful tool that we have to teach your children language.

“The average 18-month-old child has been exposed to 4,380 hours of oral language at the 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.” (Jane Korsten).

What can we do

The success of an interaction will rely heavily on the skills of the communication partner.

This is not intuitive, not something that you should just know how to do, it is a skill that is developed with practice.

1. Active Listening
2. Have the device available all the time
3. Increase wait time
4. Create (observe) opportunities
5. Model

How do we start

As the communication partner and language teacher your goal is to be....

1. Flexible
 2. Fun
 3. Patient
 4. Consistent
 5. Focus on INPUT
-

What to model

Think about key words.

“I like to eat pizza with cheese and veggies”

like

eat → pizza

Like → eat → pizza

like → eat → pizza → cheese → veggies

The ONE UP rule

Think about what you student can do and add one word/statement

Push away → stop

“Go” → go somewhere different

“Chocolate milk” → drink chocolate milk

What to model

1. What you are saying
2. What other students are saying
3. What you or other students are doing
4. What the student can say in that situation
5. When offering choices



We are all really good at getting our students to ask for what they want. When you are thinking about activities make sure you model the language to:

- Make comments and express preferences
- Be silly
- End an activity or do something different
- Comment/notice what is around you
- Direct the activity
- Ask questions
- Make a comment/chime in
- Ask questions
- Agree or disagree
- Ask for more information

Activity

- Let's look at your day and find times when you can focus on modeling
- Choose 1 or 2 activities
 - snack time
 - favorite game
 - a fun interaction like