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

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ASHA Disclaimer:
Caroline Ramsey Musselwhite

- **Relevant Financial Relationships**: Caroline Musselwhite is the owner of AAC Intervention and receives compensation as such. During her presentation she will be referencing her company and actual case studies. She has authored many books and software items and receives royalties and or consulting fees for these publications through her company, Don Johnston Inc. and the Attainment Company. She has consulted with other companies including AbleNet, Assistiveware, and Panther Technologies. She has consulted with nonprofit groups such as FAST and Angelman Syndrome Association.

- **Relevant Nonfinancial Relationships**: Caroline Musselwhite is a founding member, Executive Board Member, and Board of Directors Member of the International Society for Augmentative and Alternative Communication (ISAAC).

AAC Language Lab
www.aaclanguagelab.com

I don't stop.

What Dogs Do

¿Qué te gusta comer?

Me gusta comer manzanas.

Mike y Mickey Les Gusta Comer, Comer, Comer

Mom says "I need help feeding the dog." What do you say?

Angelman Webinar Series

43 Webinars

Erin Sheldon

Caroline Musselwhite

Maureen Nevers

- Webinars (Video)
- Handouts
- Books for THR

Communication Training Series

Find information, schedules, video recordings and handouts.

www.angelman.org

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

Erin Sheldon

Pinterest Page – Caroline Musselwhite

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!!

Input

Output

Spoken language development

Spoken Language → 🙂 → Spoken Language
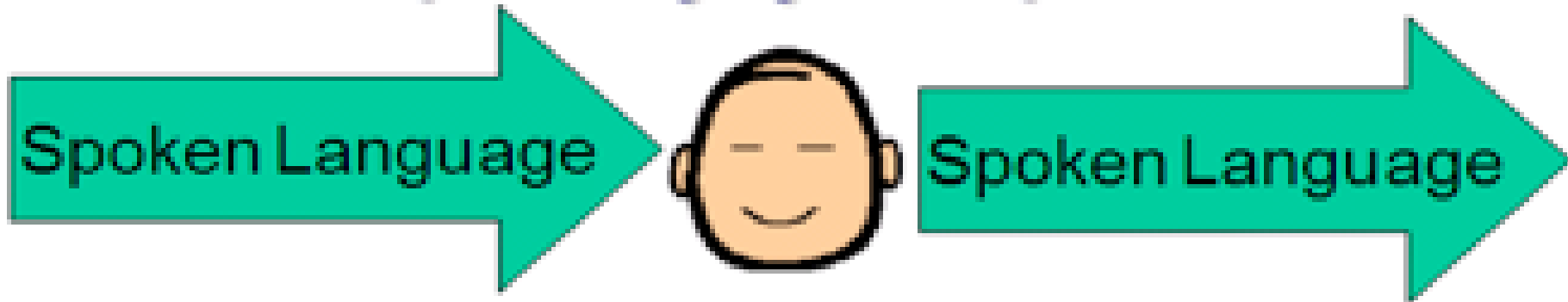
Child Learning Aided Symbols

Spoken Language → ❓😟❓ → Aided Language
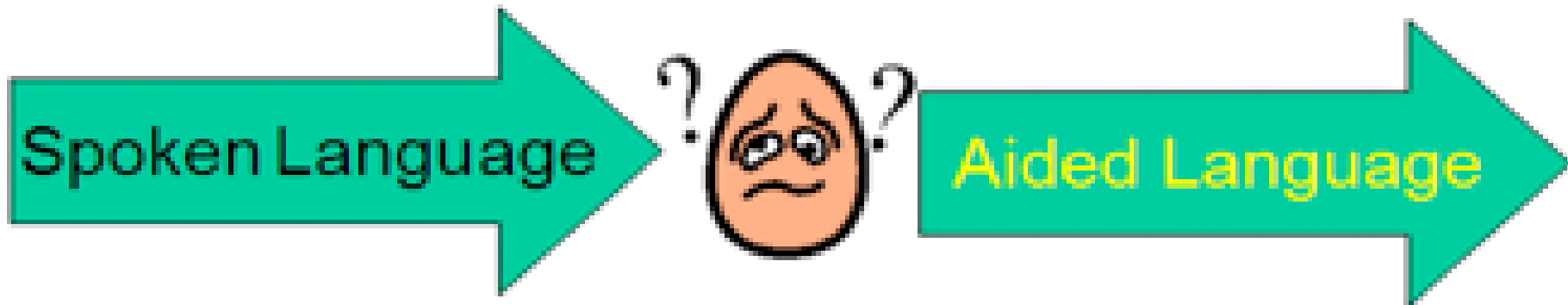
Gayle Porter, 2004

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!)

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 Mississippis

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

August 28, 2015 by Shaun Killian — Leave a Comment

1 I Do
2 WE Do
3 YOU Do

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 beginniers, just model one or two words!
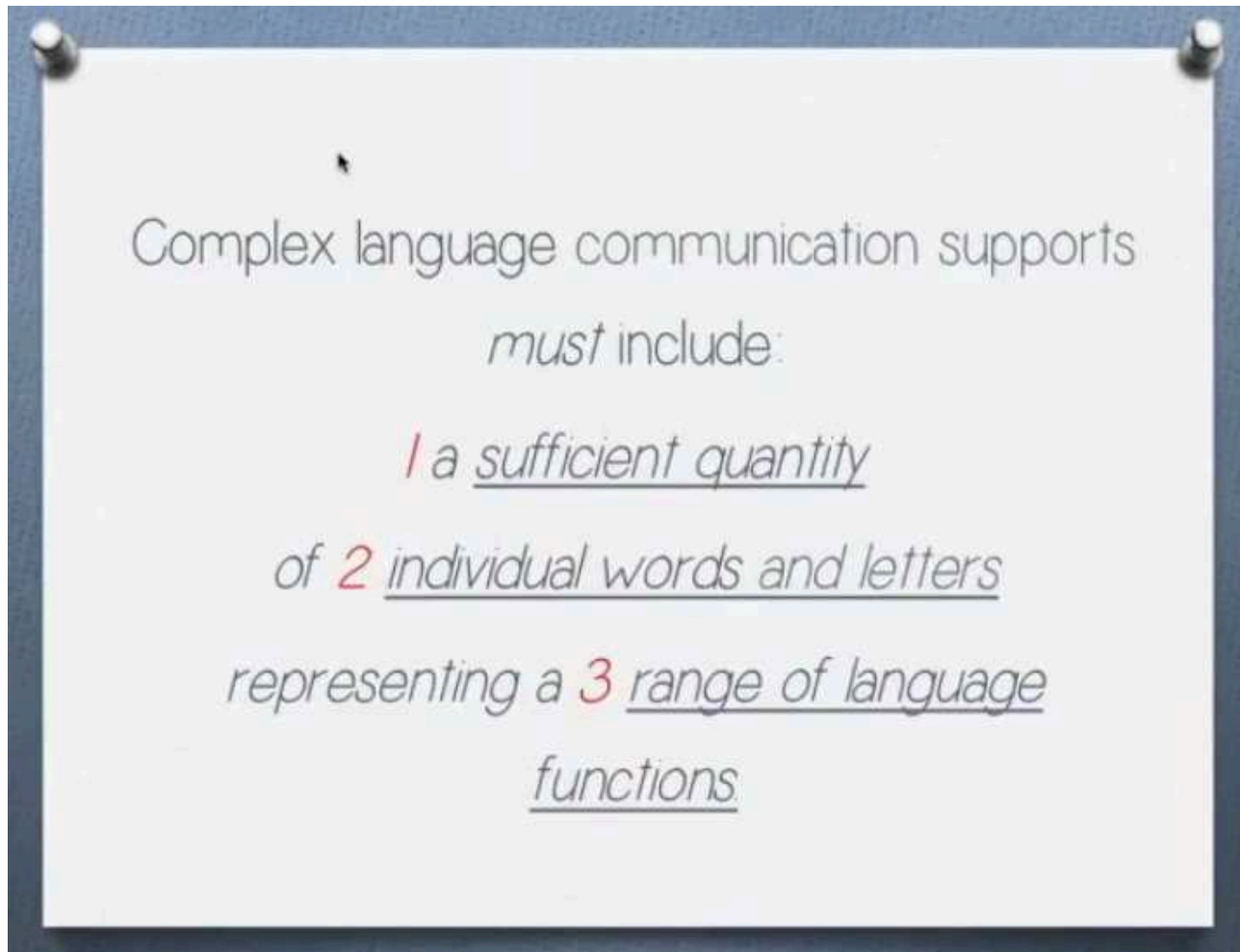- We typically 'stay ahead' by 1 – 2 words

- Speechless Video: Cerebral Palsy Foundation
- http://yourcpf.org/speechless/topic-of-the-week

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

Big Idea: More Is MORE!!

Slide from Maureen Nevers, 2015

www.angelman.org

ASF Webinar # 2 – Does Your App Measure Up?

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

- **Recurrance:** 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!!

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

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

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

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

Creating Communicative Competence, Light & McNaughton, *Augmentative & Alternative Communication*, 2014 (pp 1 – 18)
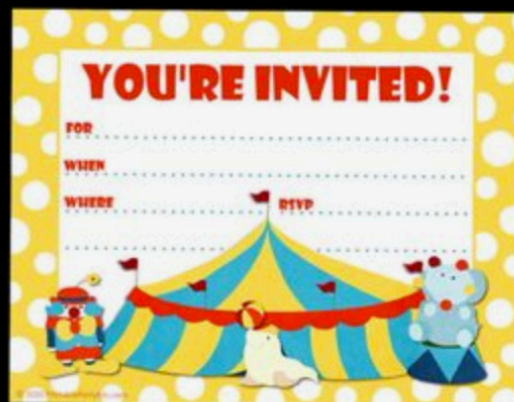
Generalize Learning!

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

Caroline Musselwhite
Pinterest
AAC & Literacy Quotes

http://aacgirls.blogspot.com/2015/11/down-with-demands-up-with-invitations.html

Conversation Juggler

Build In Generalization: RPM – GO!

R = Rehearse

P = Practice

M = Model

GO! = Use it with others

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

IT IS BUILDING
FRIENDSHIPS

- Speechless Video: Cerebral Palsy Foundation
- http://yourcpf.org/speechless/topic-of-the-week

PINTEREST! Active Listening

Pinterest Name = Caroline Musselwhite

Add a pin

This tip talks you through 10 reasons why learning to use iTunes can simplify your life. Each reason is supported by an explanation of why y...

Pinned from
aacintervention.com

The Om Books Little Critter set is perfect for Active Listening - so many chances to make positive, negative, and neutral comments!! Little Crit Tap.jpg

1 repin

Pinned from
spedapps2.wikispaces.com

Meet Heckerty is a great app for practicing Active Listening, as there are many chances to give positive, negative, and neutral comments. Heckerty page.jpg

Pinned from
spedapps2.wikispaces.com

This tip describes how to practice active listening during reading

Active Listening is crucial for students who use AAC. This tip tells how to be a great conversation partner, providing positive,

Rehearse

Comments 1 - Tic Tac Talk

Great!	Cool!	Yeah!
Crazy!	FREE	Sorry!
Oops!	Fun.	Okay.

Rehearse

That is so cool!	This is funny.	I really like that!
That is very bad.	FREE	So sorry.
Oh no! That is bad.	Very funny!	I don't like that.

Random Name Selector *

Rehearse

Groups	+	−
READING	🟢	
Comments	🟢	
MAKE	🟢	
CUPS	🟢	
Mo	🟢	
ONSETS	🟢	
QUESTIONS	🟢	
Bug bingo	🟢	
PREPOSITIONS	🟢	
CONJUNCTIONS	🟢	
SAY	⟳	
NEW LAMP	🟢	
Alphabet	🟢	
Like set	🟢	
STORIES	🟢	
Role Play	🟢	

Groups Members + − Play

Active Names 9

Names may display upto 1 Time

Theme Selection | Star | Jungle | Metal | Space | Dino | Sea |

Oops	⬤
okay	⬤
ha ha ha	⬤
awesome	⬤
bummer	⬤
sorry	⬤
yikes	⬤
oh	⬤
fine	⬤

Peers / Parents / Teachers Comment

Comments

Pic Collage

Model

Good News

"Once I got a puppy."

Bad News
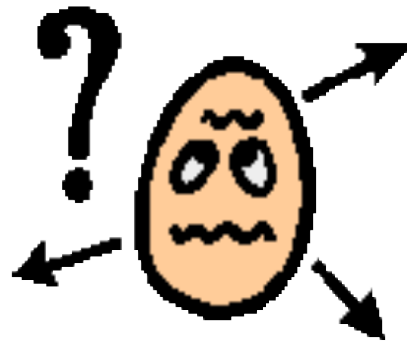
"But then she got lost."

GO!

Good News / Bad News in Real Life:

Vanessa

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.

TicTac Talk Alexa

Grade 3

Tic Tac Talk: *Valentine's Harder*

This is for you!	Thank you for the nice card.	That is so pretty.
Here, I have something for you	**FREE**	Thank you, I really like it.
This is the cutest card!	This is so cute!	I love it so much.

Tic Tac Talk

What: This is another rehearsal strategy to help students practice vocabulary and sentence structure immediately before an activity. For example, before a swimming party, students might practice language such as:
- That is fun.   - I like to swim.   - That is cool!

Why: Tic Tac Talk is a fun and motivating activity to:
* Permit practicing of core vocabulary (that / like / is / want) in an interactive task
* Teach new vocabulary
* Support sentence construction
* Offer chance to practice the same words multiple times in a fun activity

How:

Materials: Tic Tac Talk games (words) such as those shown on the following pages and 'cheat sheets' showing new vocabulary to be practiced. Note that for some activities (ex: Guess Who), two forms are presented. Software used includes:
- Developer's Assistant software (www.prentrom.com)
- word processing software (ex: Microsoft Word, AppleWorks)

Strategy: Here is a progression for using the game to support student learning:
    First Game: Student decides which square to win, then uses the cheat sheet to speak the sentence. Points awarded if the student can produce the sentence by looking at the cheat sheet, with minimal facilitator prompting.
    Second Game: Student decides which square to win, looks at the cheat sheet, then turns it over and tries to produce the sentence. Points awarded if the student can produce the sentence from memory.
    Third Game: Student decides which square to win, and produces the sentence without looking at the cheat sheet. Points awarded if the student can produce the sentence entirely from memory.

Note: Tic Tac Talk is only for rehearsal - it is crucial to use the words in a REAL, interactive activity, immediately following the game!!!
Tip: Include words to practice / cheat sheet on the invitation, so students can practice before the event!

Summary by Wagner, Musselwhite, & Odom, Out & About CD, © 2005
www.prentrom.com or www.aacintervention.com

Random Name Selector

Rehearse

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!)*

Stage 1

Talking with one word at a time: The person speaks one word at a time. He or she learns to direct activities, request, and label.

Stage 2

Talking with two and three word phrases: The person learns more words. He 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 -ing verbs and plural nouns begin.

Stage 4

Learning grammar and sentence structure: Asking questions and making negative statements begin. Use o irregular past tense verbs begins.

Stage 5

Using sentences and phrases with more grammar endings: He or she learns to make nouns possessive. Third person present tense verbs and regular past tense begins.

Stage 6

Using correct grammar and word order in complex sentences: The person understands most grammar rules. Language continues to grow by adding vocabulary.

Rehearse

Questions 2 - Tic Tac Talk

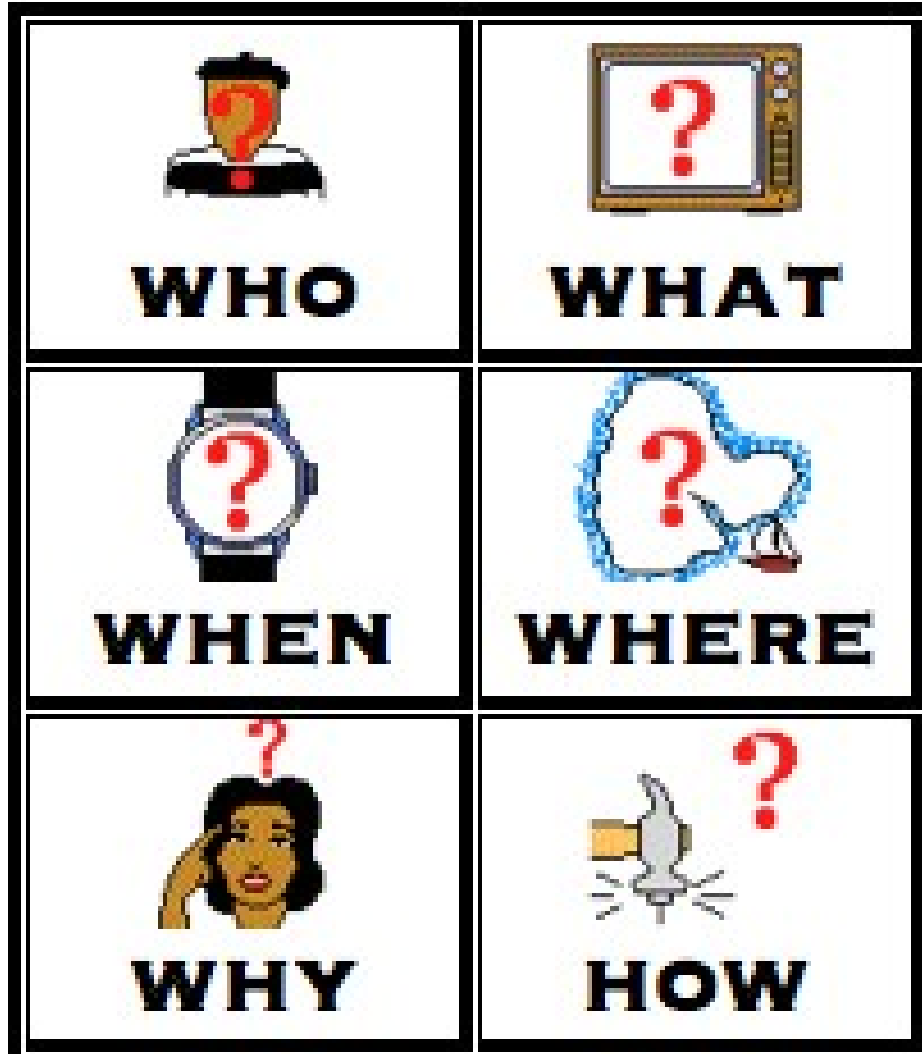|		
Who is that?	What is this?	Where is it?
How do we do it?	FREE	Why do I have to?
Who is coming?	What are you doing?	When are we going?

Tic Tac Talk on *Doodle Buddy*

Rehearse

WHO
WHAT
WHEN
WHERE
WHY
HOW

Out & About/
Materials

Question Cube

Roll a Question!

Note:
For Rehearsal,
Student Just Finds
Question Word

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

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**

Wedding Dressup *

Practice

Dress Up! Fashion *

Try It:
Compliments at
1 word, 2 word, 3
word levels

Sentence Dictation

Joy Doodle

UDL – Engagement!

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

My Play Home

Practice

*

Try It:
What Goals Could You Practice With This App?

A Few Fun iPad Art Programs

Reasons to TALK and to Sign Off!!

- **Felt Board**
  - Backgrounds, characters,

- **Clicky Sticky** *
  - Many many sets!

- **Faces I Make**
  - Veggies & fruits!

- **Stuffy**
  - Bear, Halloween, etc.

And For Older Students . . .
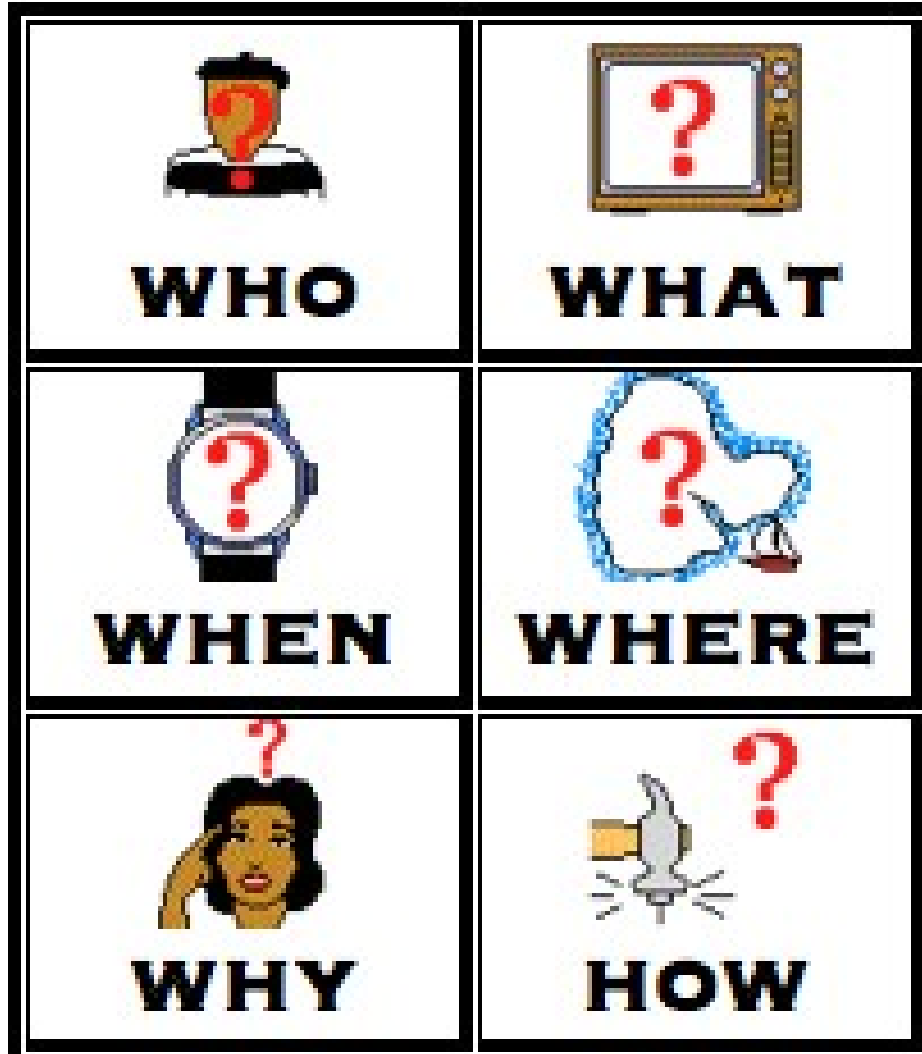
A Real Reason to Talk & To Sign Off!

- **Create A Car**
  - Then race it!

- **Superhero Builder**
  - Clothing & powers!

- **Wedding Dressup**
  - Backgrounds, clothes & bling

- **WeeMee** *
  - Avatar creator

Practice

WHO   WHAT

WHEN   WHERE

WHY   HOW

Out & About/ Materials

Question Cube

Roll a Question!

**Note:
For Practice,
Student Rolls a
Question Word,
Then thinks of a question**

Password

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

Vocabulary Password – Fun with Core!

Core Word Clues!

WHAT AND WHY: Gail Van Tatenhove has summarized the concept of 'descriptive language teaching' as follows: "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). Vocabulary password is an activity that can be used to help students practice using core language in an engaging, interactive format.

HOW TO PLAY VOCABULARY PASSWORD:
• Choose words for vocabulary password. For example, students were reading a book that included the four words shown to the right. They were instructed to "Listen so you can tell words you know that are like the four words on these cards."

spinning	
hoe	
churning	
straw	

• Model using high frequency, re-usable words to describe one of the words on the cards, and have student(s) guess which it is

• I often 'mine' words for password from books that we are reading. For example, we were reading a story from the app *Prehistoric Pals Collection* from Oceanhouse Media. As we read, I noted some 'fringe' or lower frequency words, and wrote them on a whiteboard. Later, I modeled clues for each, using simple, common words. After several sessions of adult models, students are encouraged to give the clues.

feast   pack
tar   herd

• To enhance engagement, use fun apps such as *Kids Doodle* or *Doodle Buddy*, as shown in the attached photo, showing several clues for the action word 'churning.' It is helpful for students to see the clues as well as the target words for the password game.

c
go up & down
make food
eat it

ENJOY!
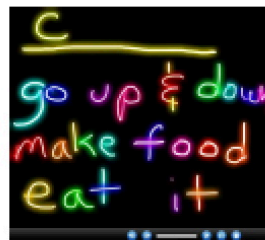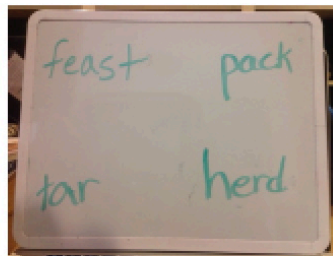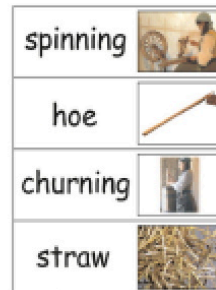
Van Tatenhove, G. (2009). Building Language Competence with Students Using AAC Devices: Six Challenges. *Perspectives on Augmentative and Alternative Communication*, 18(2), 38-47.

It's in your cloud!

Password: Tip!

Magic 8 Ball / Box

Reason for Asking Qs

- Am I <u>nice / silly?</u>
- Will I <u>go swimming/ do well on my test?</u>
- Can I <u>play with her?</u>
- Does <u>he like me?</u>

Your Magic Crystal Ball

*

Ask Ya Mummy

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**

Model

Around The Table

Me: <u>Leila</u>, you look nice. I like your <u>scarf</u>.

Leila: **<u>Alexa</u>**, that is a pretty hat.

Alexa: <u>Kennedy</u>, your shirt is cool.

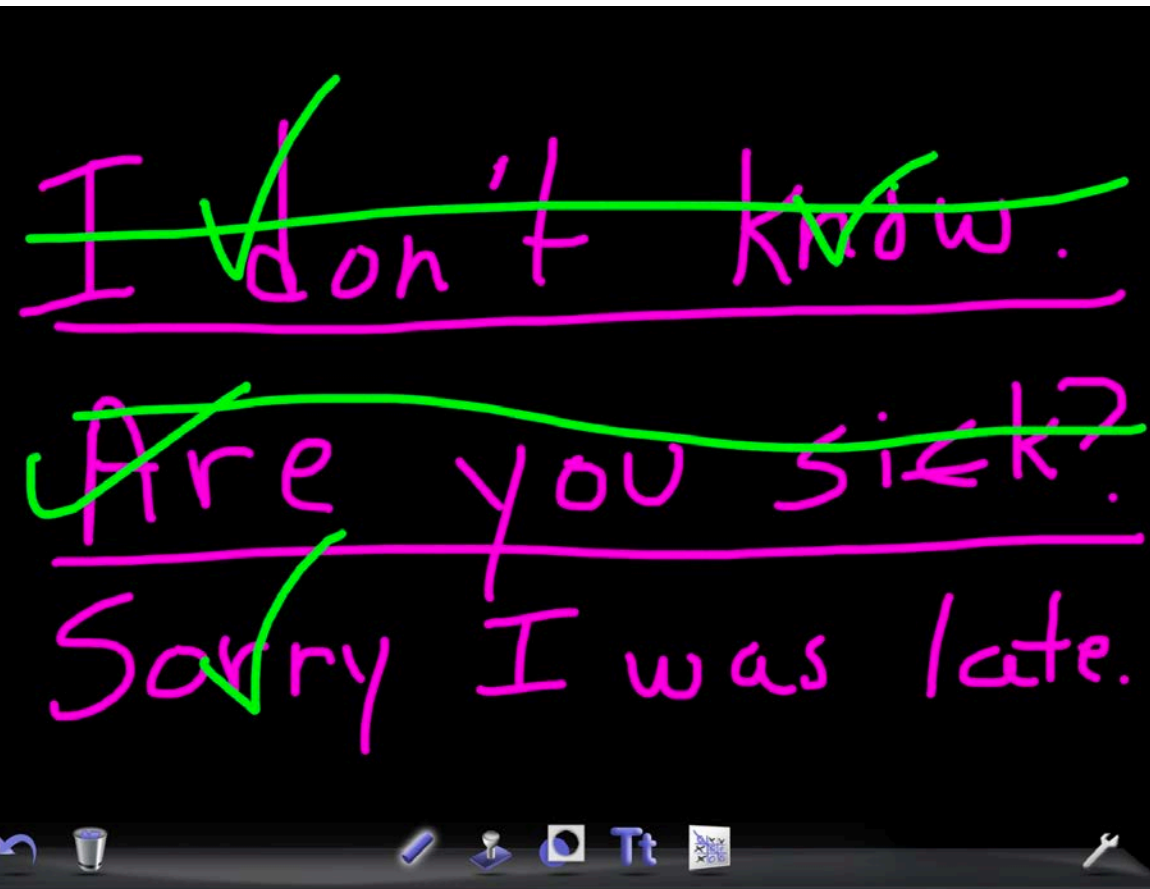NOTE: After 2 – 3 models, target student gets EVERY OTHER TURN!!!

Random Name Selector

Model

Apps To Pick or Practice Roles!

| Groups | + | - | | Groups Members | + | - | Play |

READING
Comments
MAKE
CUPS
Mo
ONSETS
QUESTIONS
Bug bingo
PREPOSITIONS
CONJUNCTIONS
SAY
NEW LAMP
Alphabet
Like set
STORIES
Role Play
Topics

Active Names 8

Names may display upto **1 Time**

Theme Selection | Star | Jungle | Metal | Space | Dino | Sea |

Sidney
Vanessa
Lady from Columbia
Gretchen
Erin
Jeremy
Deanna
Little girl Alexandra

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?"

Ask About It

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

Image Spinner

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

Name	Compliment
Adina	I like your hat. It is cool.

GO!

Questions Interview - Alexa

Questions Interview

(Names)	Who do you like?	Where do you go?	What do you do?
Miss Caroline	all of you	Canada	hike
Kennedy	Kea	pool	play
Adina	Layla	Swim	Ipad
Layla	Adina	Swim	slap bro
Leah	kea	park	play

Wishes, Lies & Dreams

Teaching Children to Write Poetry

by Kenneth Koch
(HarperPerennial)

Krista's Wish Poem
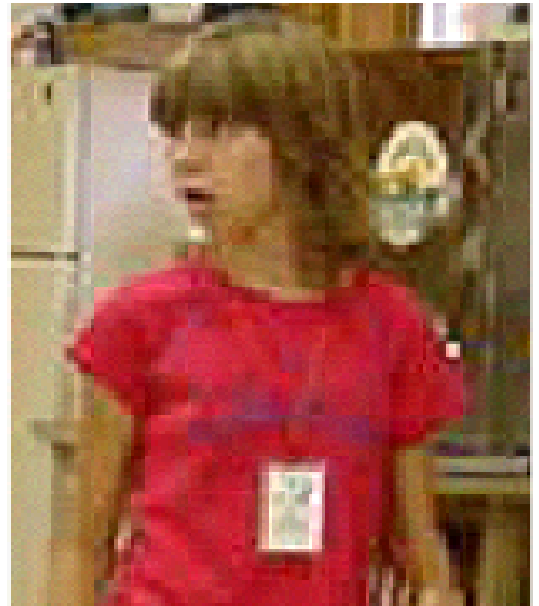
Writing Sample:

I wish I could be stronger
I wish I could be very funny
I wish I could be very silly
I wish I could be so rich
krista

I Wish

By _____

I wish _____,

I wish _____,

I wish _____,

I wish _____,

I wish _____,

But most of all, I wish

_____!