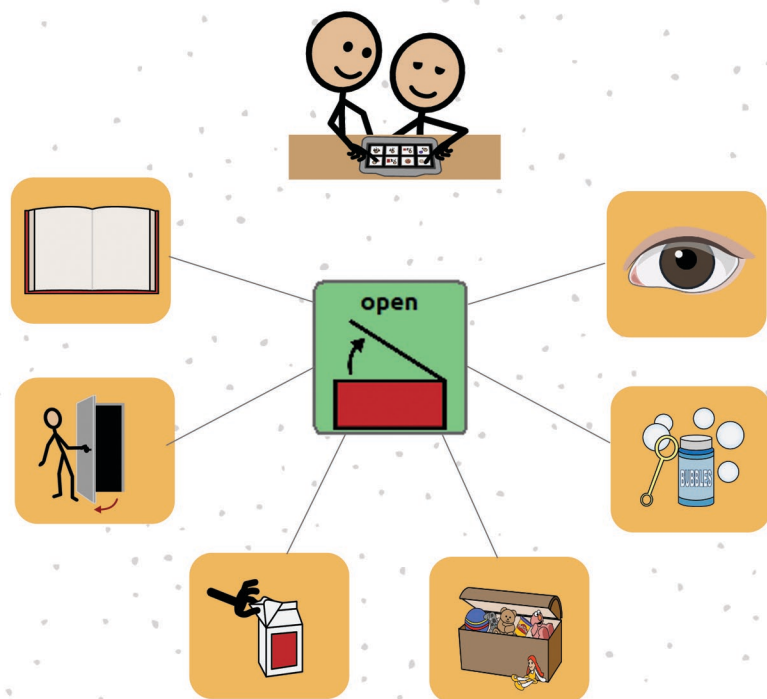


## IMMERSE LEARNERS IN AAC

### Speak AAC All Day, Every Day

Surround users with people modeling the language system you want them to use. Frequent and consistent modeling of their language system throughout the day is the key to building the user's vocabulary and normalizing the use of the device. Our goal is lots of repetition - with variety. We can "open" a milk carton, a door, a jar of bubbles, a book, our eyes or a toy bin.



# APRIL





SUN	MON	TUES	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
Easter						
28	29	30			<b>Model &amp; Grow Language</b> For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 	

Read **Mouse’s First Spring** by Lauren Thompson, illustrated by Buket Erdogan.



Mom and mouse head outside to play. As the wind blew, they discovered signs of spring. What did they discover?

#### Words to Model:

there

some

thing

what

can

it

be

**A Fun Opportunity** to practice using our sense of touch and memory!

Ask **“What can it be?”**

Explore a sense of touch and object recognition with a mystery box activity. Fun for all ages. Vary the mystery items to match age and familiarity levels.

- Create a **mystery box** (or boxes). Use a shoe box, tissue box or another opaque container. Your mystery box will need a hole cut in it large enough for the participant’s hand and the objects you select.
- Select 3-6 objects. Create flashcards of selected objects. Ideas might be items from:
  - Mouse’s First Spring** (butterfly, bird, frog, flower, mouse).
  - Nature (pinecone, flower, stick, leaf)
  - Hygiene (toothbrush, toothpaste, hairbrush, comb, soap)
- Put one item in the box. If you have multiple boxes, one item per box.
- Have participants reach in the box, eyes closed, and feel the object.
- I feel **something**.
- Everyone can ask

what

can

it

be

- Use the flashcards to help participants guess **what** is in the box!

## Expanding an AAC Learners' Single Words

In typical language development, children acquire a vocabulary of about 50 single words and then they begin to combine two words. As we help AAC learners to develop vocabulary, it is important that we teach different types of words so that the child has a broad vocabulary base to create phrases. For example: *more car, read it, bye-bye Mom, go outside, go away, that hot.*

An AAC learner just getting started at the single-word level needs to see and hear a variety of 2-word combinations modeled, using his language system, before he can begin to imitate them.

Try these strategies to help the AAC learner use 2-word phrases:


























































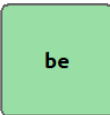



1. **Add a word** When a learner says a single word, add a word and model (e.g.- touch) the 2-word phrase back to him.  
Learner says: *bubbles*  
Adult says and models: *open bubbles, bubbles up, no bubbles, bubbles pop, see bubbles, my bubbles* – depending on the context
2. **Provide choices, using two-word combinations**  
*More bubbles or all done bubbles?*  
*Big bubbles or little bubbles?*  
*Isaac blow or Mom blow?*

Model short two-word phrases during the day and try to use different types of words. It's best to use grammatically-correct phrases as much as possible. So, say out loud "*You're finished*" even though you may model (touch) the words "*you*" and "*finish*" on the board or device. And remember that repetition with different materials, people, and activities throughout the day is the key to success.

Once a language learner can combine a variety of two-word phrases, begin to introduce longer phrases: *doggie down there, want more cracker, Dad read it again, give me a puzzle.*

Have fun modeling and growing language!

Try out some of the ideas on how to model a variety of word combinations using this month's target words in the chart below (Example shown: WordPower60 Basic SS):

April: <i>Mouse's First Spring</i> by Lauren Thompson, illustrated by Buket Erdogan		
Target words	2 words	3-5 words
<b>there</b>  	<b>put there</b>   	<b>Who is there?</b>       
<b>something</b>   	<b>something there</b>     	<b>I see something.</b>      
<b>what</b>  	<b>what happened</b>   	<b>What can it be?</b>       
<b>can</b> 	<b>I can</b>  	<b>Can you see it?</b>      
<b>it</b> 	<b>It goes</b>   	<b>I see it there.</b>      
<b>Be</b> 	<b>You can be*</b>    *"be" appears with appropriate grammatically construction in a sequence as a next logical word.	<b>I can be there.</b> 