

SIMPLIFY YOUR LANGUAGE OR RAMP IT UP!
Use Scaffolding Strategies to Hit the Mark

Effective communication occurs when an adult speaks in language a child can understand, yet still challenges learning. Try scaffolding strategies when questions are too easy or too hard.

If questions are too hard, you can model the correct answer, provide a choice or use a carrier phrase like “I see a _____?” or “We all fall _____!” When questions are too easy, ask questions about why something happened, what might happen next, or ask a child to relate an idea to their personal experiences. “What do you think the girl will see?” or “Tell me about a time when you felt scared.”

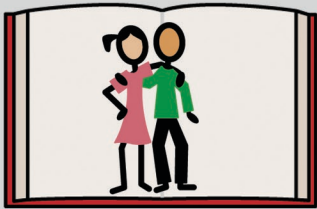


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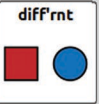
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22	23	24	25	26	27	28
29	30	31			Model & Grow Language For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 	

Read **You’ve got a Friend in Me**,
a story by Saltillo Corporation.



See what these animal friends like to do together. How do you like to spend time with your friends?

Words to Model:



A Fun Opportunity to practice using target words with friends!

Recipes, party invitations and a party plan are writing activities that teach socialization. Try out these ideas:

- Create a recipe with a friend. What ingredients do we need? **Sometimes** we like the **same** things. **Sometimes** something **different**. Offer ingredients you would not typically use to make S’mores.
- Compose a list of **friends** to invite to your birthday party.
- Plan a party with **friends**. Practice **same** and **different** while going through the options. Offer pictures of cake or cupcakes, cheese pizza and pepperoni pizza, Bingo or Twister. **Sometimes** we might want something completely **different** than what is offered. Let’s find out!

Please **help** me with a recipe. Let’s make S’mores



Tell me what you like:
1. Graham crackers
2. Toast
3. Chocolate square
4. Peanut Butter
5. Marshmallow

Make one for a **friend** with **help**. Tell me if you want the **same** or **different** ingredients.

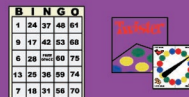
Let’s make a list of **friends** to invite to your party!



Tell me what friends we should invite. Here is my list, **tell** me if your list is the **same** or **different**.

1. Mary
2. Joe
3. Fred
4. Sally

Tell me what we should have at the party.



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?

































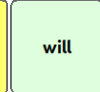









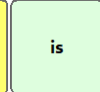










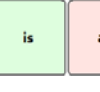


















Model short two-word phrases during the day and try to use different types of words. It's best to use grammatically-correct phrases as much as possible. So, say out loud "*You're finished*" even though you may model (touch) the words "*you*" and "*finish*" on the board or device. And remember that repetition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

December: <i>You've got a Friend in Me</i> by Saltillo's Kim Galant		
Target words	2 words	3-5 words
sometimes    	sometimes more     	Sometimes they work.        
tell 	tell me  	What can you tell me?        
help 	you help  	I will help you.     
same  	same here   	It is the same.      
different  	different than   	That is a little different.       
friend  	my friend   	Who is your friend?        

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