

Training Communication Partners by Simplifying the Task of Modeling

Webinar: www.salttillo.com

Presenter Info

Gretchen Storm MS, CCC-SLP
Speech Therapy of the Rocky Mountains, LLC
E-mail: gretchenstorm@gmail.com
Website: www.stormspeechtherapy.com

Agenda

- Attitude
- Thoughtful AAC selection
- Conscious vocabulary choice
- The use of Modeling/Aided Language Stimulation to teach the user
- Engaging activities which are customized
- Errorless learning supports

Teaching Modeling
replicable
simple
individualized
ENGAGING

Attitude

We must empower others to learn!

- Let them know you are learning with them.
- Create an environment where it is ok for those learning to ask questions.
- Work collaboratively even if you are coming in as the AAC “expert”.
- Remain open to those who know the AAC user best. If they have suggestions try to honor those suggestions in any way possible.

Thoughtful AAC Selection

When selecting devices consider options for training others on the vocab

- Do they have a free software where you can write with icons or capture button sequences?
- Do they provide a free version for the SLP to use that mirrors the child’s device?
- Are there other training websites that have materials that go with the device?
- Is there a resource sharing website?

Conscious Vocabulary Choice

AAC Terms Frequently Used	Try using this instead...
Aided Language Stimulation	Modeling Define it: Using the communication device yourself to talk to the AAC user Teaching symbol meaning
Core Vocabulary	High Frequency Words Define it: verb, adjectives, prepositions, pronouns, interjections, question words and adverbs (NOT nouns)

Notes:

Modeling

Goals (Drager, 2009)

- Enhance input
- Communication partner uses AAC with verbal speech to provide a model
- What is modeled should be similar to the expected output of the user
- Modeling can also increase comprehension by providing visual information

How well do I need to model?

“Provide normal language learning opportunities for those with complex developmental communication needs so that each AAC user acquires personal maximum language competence “

(Beukelman & Mirenda, 2005)

Why do I need to train?

Speech-Language Pathologists can't do this alone!

Not with the AAC user all day

Need buy in from others working with the AAC to get carryover to other environments

Variation in language models

Parent or care giver will be the long term advocate

With trained partners there is a faster acquisition of AAC device use from the user

5 keys to great AAC modeling

Modeling, aided language input, or aided language stimulation -- whatever you call it, it's pretty important in the world of AAC learning.

Here are 5 simple keys that will help you become a great AAC modeler.



1. Just do it!

Don't make excuses, don't put it off. It's never too late to start. Your example is THE BEST learning tool. Start simple, start slowly, but start!



2. Know the Device

It's pretty tough to model something you don't understand. Take some time to get to know the student's AAC so you can model with meaning.



3. Build a base of core words

Core vocabulary is essential in building language. Modeling core words exposes your learner to a flexible vocabulary and not just a long list of nouns.



4. Don't Forget the Fun Stuff

Modeling is not just for structured lessons. Activities, jokes, your favorite animal -- often these are great motivators so model, model, and model some more.



5. Don't Quit!

As your learner gets better at AAC it's easy to think, "they've got it -- I can be done now." But don't! Keep speaking their language. They really do need you.

From your friends at COUGHDROP mycoughdrop.com

Free Software Downloads

- Chat Editor from Saltillo Corporation
 - Can be downloaded at: saltillo.com
 - Use the “Capture” feature!
 - *Webinar on how to use at saltillo.com*
- PASS Software from PRC
 - prentrom.com
 - Use the “Write with Icons” feature!
- Snipping Tool from Microsoft
 - Search it in your Start Menu
 - Can use this to screen shot from Google Images, etc.



Notes:

Use pre-made Materials OR Create Your Own!

Materials should cover:

Vocabulary development of a wide variety of communicative functions:

- ✓ Requesting,
- ✓ Rejecting
- ✓ Initiating
- ✓ Commenting
- ✓ Directing



**Find it: Gretchen Storm's Teachers Pay Teachers store*

Errorless Activity Ideas (continued)



Today is

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

It is

☀️	☁️	☔️	🌧️
----	----	----	----

 It feels

😊	😞
---	---

In Math I _____ In Writing I _____

In Reading I _____ Other: _____

Today's special was

🍷	🍔	🍕	🎵	🇪🇸
---	---	---	---	----

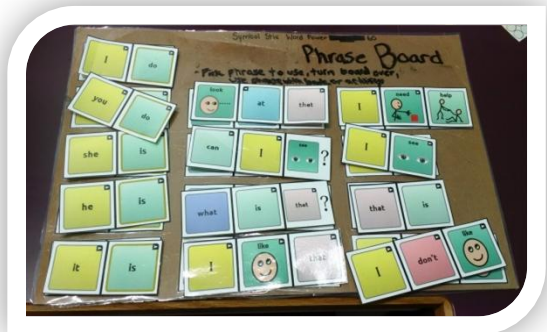
For lunch I ate

🍌	🇮🇳	🍷	📐
---	----	---	---

At recess I played

🏀	🚲	🏈	🎮
---	---	---	---

 with _____



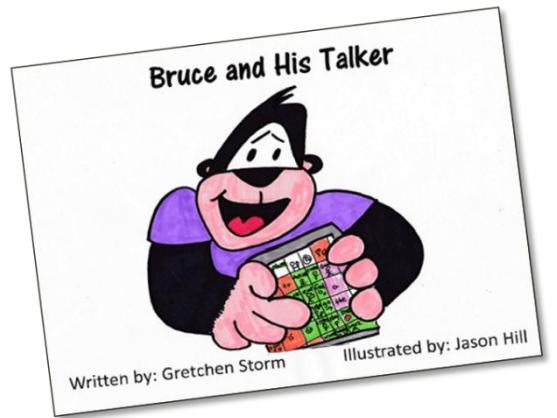
*Find it: www.stormspeechtherapy.com

Secret Square 60 Symbol Stix Questions

is	it	any- every- but or	under
GROUPS	ANIMALS	animal	GROUPS
GROUPS	FOOD	food	GROUPS
GROUPS	PLANT	plant	GROUPS
GROUPS	VEHICLES	vehicles	GROUPS
GROUPS	MUSIC	instrument	GROUPS
any- every- but or	some	thing	GROUPS



*Find it: www.lessonpix.com
(search Treasure Hunt Cards – Core Vocabulary)



*Find it: www.stormspeechtherapy.com

Notes:

Classroom Carryover

- Set Up times and activities in the daily schedule
- Make symbol access available to the students on their schedules, recall sheets, etc.
- Books: Check with your literacy coach for leveled books that are repetitive (only need 1 sentence strip for these)
- Create loan Library – use TarheelReader to make books or take classroom books and put symbols on the bottom
- Paras – have them read to students using the device
- Homework – use a shared Google Drive to give parents access to read books using symbols
- Peer Reading Buddies

Write a Social Story



Home Carryover

HOME PRACTICE	
We are focusing on the core vocabulary word "I". Below are some phrases to work on at home.	
	I eat ____.
Model eating lots of different foods and using the communication device to say "I eat ____" as you eat. Have the child try after lots of models and examples are given.	
	I drink ____.
Model drinking different things or out of different glasses and then use the communication device to say "I drink ____" to your child. Have your child try.	
	I dance.
Model dancing (you could even use music to make it extra fun). Use the communication device to say "I dance" every time you dance. Have your child try.	
	I sit.
Sit down in many location and model "I sit" on the child's communication device every time you sit down. After many models, have them say "I sit" next time they sit down.	
Parent Comments: (How did it go?)	

*Find it: www.teacherspayteachers.com

Gretchen Storm's Store

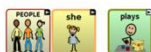
("Core Word Books" include home carryover at the end).

Notes:

Write Great Directions

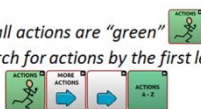
- Don't assume that anyone can look at an activity or communication device and know what exactly you want them to do
 - ✓ Be concrete
 - ✓ Be specific
 - ✓ Take a picture/Give a visual if needed
 - ✓ Use language the person modeling can understand
 - ✓ Test it

She plays.



NOW PRACTICE SOME OF YOUR OWN

- * Remember all actions are "green"
- * You can search for actions by the first letter of the action under



- Do an action and try to find that action on the talker.
- Watch a peer do an action then talk about what the peer just did using the talker.
- Have the student tell you what action to do.

Directions:

1. Pick one of the photos
2. Put the blue strip in front of the student and show them the photo
3. Decide if it he OR she (using the choices that look like below) then put it on the blue sentence strip:



4. Put "is" on the blue sentence strip after the pronoun



5. Give a choice of 3 pictures and have the student pick which one goes with the photo.



Example: (show-  and  and )

Ask "Which one matches the photo?"

6. Finally use the talker to read the sentence aloud.
7. Pick a new photo and start all over!



SAMPLE:

Notes:

Other Websites

www.salttillo.com

Webinars on “How To”
(model and use Chat Editor)

www.stormspeechtherapy.com

www.teacherspayteachers.com

Search Gretchen Storm

www.aaclanguagelab.com

www.praacticalaac.com

www.tarheelreader.com

References

Drager, Kathryn D.R. “Aided Modeling Interventions for Children With Autism Spectrum Disorders Who Require AAC.” *SIG 12 Perspectives on Augmentative and Alternative Communication*, December 2009, Vol. 18, 114-120.

Beukelman, D. & Mirenda, P. (2005). *Augmentative and Alternative Communication: Supporting children and adults with complex communication needs (3rd Edition)*. Baltimore, MD: Paul H. Brookes Publishing Co.

Notes: