**Aided Language Input: What and How?**

**Aided Language Input:** A research-based strategy in which, communication partners highlight symbols on the AAC system as they interact verbally with the person using AAC with a goal to teach language. (Goosens, Crain, Elder, 1992, 1994)

Aided Language Input Explained, Chris Bugaj

Aided Language Input in Action

**Quick Facts About Language**

<table>
<thead>
<tr>
<th>Typical Language</th>
<th>Language of People Who Use AAC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4000-6000:</strong> number of words typically developing child hears per day</td>
<td>How many words do you model on the device each day?</td>
</tr>
<tr>
<td><strong>500:</strong> number of times a child hears those first words before he/she says it</td>
<td><strong>50-150:</strong> number of times a word was modeled before the child started using independently</td>
</tr>
<tr>
<td><strong>1 year:</strong> how long we immerse in language before we expect to hear a word.</td>
<td><strong>Immediately:</strong> how long before we often expect the child to use the device independently</td>
</tr>
<tr>
<td><strong>36,500:</strong> the number of HOURS typical 9-12 year old has been exposed to and immersed in oral language (Korsten, 2011)</td>
<td><strong>701:</strong> Number of YEARS, at twice a week, for 20-30 minutes, that it would take for a child to obtain the same amount of language immersion on his/her device, as the 9-12 year olds (Korsten, 2011)</td>
</tr>
</tbody>
</table>

**Communication Partners**

Common Traits of Communication Partners
- Take most of the turns
- Ask mostly yes/no questions
- Frequently interrupt
- Focuses on the technology
- Provide limited opportunities

Common Traits of People who Use AAC
- Passive, limited initiation
- Know more than they can say
- Respond only in obligatory contexts
- Communicate for limited number of reasons
- Use restricted grammar

8 of 10 most frequently reported reasons for device abandonment were related to __________________ and __________________________. (Johnson, Inglebret, Jones, & Ray, 2006)
### COMMUNICATION PARTNERS CONTINUED…

Effective Communication Partner Strategies

<table>
<thead>
<tr>
<th>Wait. Look expectantly.</th>
<th>Ask open-ended ?s</th>
<th>Active Feedback</th>
<th>Focus on the person</th>
<th>Provide opportunities Model!!!</th>
</tr>
</thead>
</table>

Kent-Walsh & McNaughton, 2005

### PUTTING AIDED LANGUAGE INPUT INTO PRACTICE

**What Do I Use?**

- [www.saltillo.com](http://www.saltillo.com)
- [www.touchchatapp.com](http://www.touchchatapp.com)
- [https://saltillo.com/chatcomer/content/29](https://saltillo.com/chatcomer/content/29)
- [https://saltillo.com/products#chat-editor](https://saltillo.com/products#chat-editor)
**PUTTING AIDED LANGUAGE INPUT INTO PRACTICE**

**When to Do It?**

Throughout Any Daily Routine: Shared Reading, Meals, Predictable Chart Writing, Art Activities, Music, Play…

Reflect: When would be a good time for you to add aided language input in your day? ___________________

**SHARED READING AS A VEHICLE TO USE AIDED LANGUAGE INPUT**

**Why shared reading?**

- It’s fun!
- Language rich
- Minimizes other motor skills
- Predictable & Repetitive
- Occurs regularly

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**Choosing Books**

Consider child’s interest; Look for repetition; Limited text may make it easier

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**TarHeel Reader**

- Free downloadable ppt books
- [http://tarheelreader.org/](http://tarheelreader.org/)

**Repetitive Books**

- Rent, buy, or borrow these children’s books
- [https://www.goodreads.com/shelf/show/repetitive](https://www.goodreads.com/shelf/show/repetitive)

**Created Books**

- Make your own CORE word books
- [https://aalanguagelab.com/](https://aalanguagelab.com/)
- [https://saltillo.com/chatcorner](https://saltillo.com/chatcorner)

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Light & Kelford Smith, 1993; Kent-Walsh, Binger, Hashman, 2010
Your Turn To Practice: Use an Early Books Page

Things to Make It Easier

- Practice first
- Start with a picture walk
- Pick 1-2 target words per book
- Use Chat Editor to create visual supports to include in the books or on a cheat sheet

- Simplify the words
- Follow the child’s lead
- Wait after you say something, give child a turn
- Use Sticky notes as reminders to words you want to model during the interaction

Reflect: How was this experience?

________________________
________________________
________________________
________________________

Reflect: What are words you use while reading?

________________________
________________________
________________________
________________________
## Getting Started

- Start by always having the AAC system available because it is partly about HABITS (Linda Burkhart, 2010).
- Make sure the child has a robust enough language system to be able to model what you are saying (e.g., a phrase based or sentence based system may make aided language input more difficult).
- Don’t be afraid to make mistakes. It takes TIME.

## NOTES & REFLECTION

- What is one thing you learned today that you will change about the way you communicate with people who use AAC? ____________________________________________________________________________________________________
- What tools do you need in order to be successful (e.g., chat editor, more training)? ____________________________________________________________________________________________________
- How will you share this information? ____________________________________________________________________________________________________

## ADDITIONAL RESOURCES

**Attend a Webinar**  
[http://saltillo.com/webinars](http://saltillo.com/webinars)

**Watch Client and How To Videos**  
[http://youtube.com/saltillocorp](http://youtube.com/saltillocorp)

**Find Implementation Ideas**  
[www.saltillo.com/chatcomer](http://www.saltillo.com/chatcomer)  
[www.practicaaac.org](http://www.practicaaac.org)  
[www.inmaninnovations.com](http://www.inmaninnovations.com)

**Get Support**  
1-800-382-8622  
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[https://www.facebook.com/groups/novachat/](https://www.facebook.com/groups/novachat/)  
[https://www.facebook.com/groups/touchchatapp/](https://www.facebook.com/groups/touchchatapp/)

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