Diving Into the AAC Language Lab

AAC
languagelab®

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Language Stages

LANGUAGE STAGES

	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six
Language Stage	Talking with one word at a time	Talking with two and three word phrases	Building phrases and early sentences	Learning grammar and sentence structure	Using sentences and phrases with more grammar endings	Using correct grammar and syntax
Description of Language	• The person speaks one word at a time. • He or she learns to direct activities, request, and label.	• The person learns more words. • He or she begins to combine words to make phrases.	• The person combines words in meaningful order. • He or she begins using grammar endings for -ing verbs and plural nouns.	• The person begins to use whole sentences to ask questions and make negative statements. • He or she learns common irregular past tense verbs such as "said", "saw", "went", and "told."	• The person uses more grammar endings. • He or she learns to make nouns plural. • He or she learns to add "s" to third person present tense verbs and "ed" to past tense verbs.	• The person has an understanding of most grammar rules. • He or she has the ability to speak spontaneously using whole sentences. Language continues to grow by adding vocabulary.
Expected Outcomes	The person will speak one word at a time, and will increase vocabulary.	The person will speak two and three word phrases in meaningful contexts.	The person will increase the number of words combined to speak in full sentences.	The person will be able to use "wh" words to ask questions. The person will show an understanding of actions that happened in the past by using common irregular past tense verbs.	The person will use correct grammar endings for past and present tense verbs. The person will increase his or her ability to communicate in more complex whole sentences.	The person has full communication skills to express his or her own thoughts, and can use full language for any purpose. The person will continue to learn new words.
Unity® Programs	Any **Unity 1-Hit** program – May begin with hidden key to simplify **OR** Any **Unity Sequenced** program – May begin with Vocabulary Builder lists to simplify word choices.		Any **Unity Sequenced** program – May begin with Vocabulary Builder lists to simplify word choices.			

Core Word Starter Set

Lesson Plans for the first _____ words.

I can start with these lesson plans when

-_____

-_____

Name 5 Core Words

  1._____

  2. _____

  3. _____

  4. _____

  5. _____

All About Me

* My favorite color is_____

* I like to eat _____

 * I am _____years old.

 * My favorite book is_____

 * If I go to the zoo, I want to see a

   _____

 * My favorite thing to say

   is_____

Slang It!

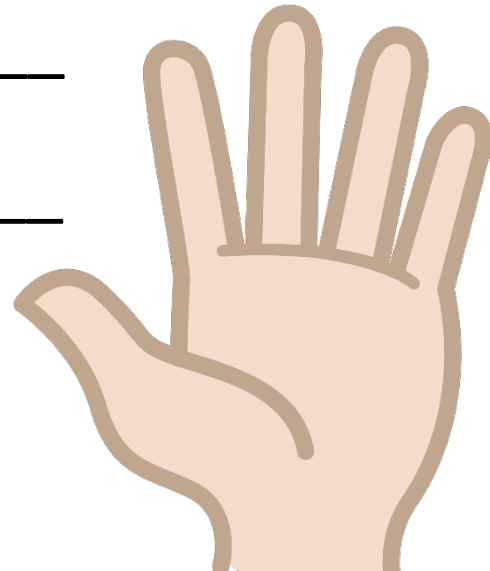Positive   Neutral   Negative

Gimme Five

Activity_____

- Core_____

- Core_____

- Core_____

- Core_____

Making Monsters

IS   HAS   CAN

Hope Is

If hope were a sound, it would sound like_____
If hope were a color, it would be_____
If hope were a feeling, it would be_____
If hope was a taste, it would be_____
If hope was a smell, it would like_____

Manual Boards

**Ways to
use a manual communication board**

_____

_____

_____

Noun Town

What is the benefit of using the Noun Town story for staff development?

_____

_____

_____

_____

_____

Smart Chart Generator
What does the new Smart Chart Generator allow you to do?

_____

_____

_____

_____

_____

_____

Where on the Lab can I go to learn about real world AAC solutions and stories?

_____

_____

_____

How can I contact a PRC-Saltillo Ambassador?

_____

_____

_____

_____

Notes

Thank you for attending.

www.aaclanguagelab.com

www.prc-saltillo.com

www.prentrom.com

www.saltillo.com

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