


# Using Core Vocabulary with Generative-Independent Communicators in Inclusive Classrooms

by Gail M. Van Tatenhove, PA, MS, CCC-SLP



## ASHA Disclosure

- I, Gail Van Tatenhove, am a speech-language therapist in private practice in Orlando, FL. I am also a part-time employee of Semantic Compaction Systems.
- I will be referencing the AAC Profile: A Continuum of Learning by Dr. Tracy Kovach. I have not financial or nonfinancial interest in this product.
- I will be showing some visual support materials used in general education classrooms. Some of these materials are products which are sold by Gail Van Tatenhove, PA.
- I will be referencing the September issue of Perspectives, a publication by SIG 12 of ASHA. I was the editor of this issue.

## An Independent-Generative Communicator (I-G/C) has the potential to ...

- Produce generative language that is understandable independent of the context or setting in which it is produced
- Interact with familiar & unfamiliar partners equally well
- Move past “learn to communicate” and now can “communicate to learn”

### What does it mean to “learn to talk/communicate” so you can “talk/communicate to learn” in a general education classroom?


- It does NOT mean.....
  - I have single message devices that I’m learning to hit to say “yes” or “no.”
  - I can name my colors, numbers, and shapes.
  - I can select pre-stored sentences in a scripted classroom activity.
  - I can sing songs or tell jokes with my device.

### What does it mean to “learn to communicate” so you can “communicate to learn” in a general education classroom?

- It means ....
  - I have been given and can access a robust set of core vocabulary words (operational competence)
  - I can put core words together into sentences (linguistic competence)
  - I am interested in communicating with others (social competence)
  - I have ways to compensate when the words I need are not in my device – and I can’t spell them. (strategic competence)


Light, J. (1989). Toward a definition of communicative competence for individuals using augmentative and alternative communication systems. *Augmentative and Alternative Communication*, 5, 137-144.

## The I-G/C in an Inclusive Classroom



**Assumed Assets**

- Device Capable of Robust Language
- Personal Device
- Personal Assistant



**Anticipated Challenges**

- Device Competence
- AAC, AT, IT, ET Coordination
- Variable Grade Level Skills
- Subtle Language Issues
- Possible Behavior Problems
- Variable General Education Team Skills and Attitudes
- Personal Assistant Role & Skills Challenges
- IEP, State Standards, Diploma Issues

## Baker\* Communication Equation

- “If the motivation to communicate a message is greater than the physical effort, cognitive effort, and time required to produce it, then communication will occur. If not, no message will be generated.”

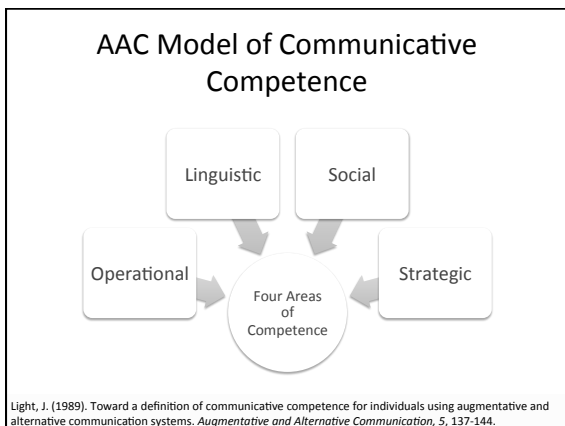
$$\text{Motivation} > \text{Physical Effort} + \text{Cognitive Effort} + \text{Time}$$

- **Motivation:** how much the PWUAAC wants to communicate his/her message
- **Physical effort:** the amount of effort (and energy) required to produce the message
- **Cognitive Effort:** remembering where a message is located or how it is coded
- **Time:** how long it takes to produce the message

\*Computer and Language Disabilities, presented at the Byte Computer Show (Boston, Massachusetts, May; Dallas, Texas, September; New York, New York, September; San Francisco, California, September), 1985.

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### Defining and Measuring a Student's Progress in the Four Areas of Competence

- AAC Profile: A Continuum of Learning by Dr. Tracy Kovach, available from LinguSystems – \$69.95
- Can download sample pages at the LinguSystems website

- ### Participation Model
- Barriers to Effective AAC & Inclusive Education (policies, practices, attitudes, knowledge, skills)
  - Degree of Classroom Participation (full, selective, none)
  - Independence/Support (complete, with set-up, assisted)
  - Participation Levels
    - Academic (competitive, active, involved, none)
    - Social (influential, active, involved, none)
- Beukelman, D. & Mirenda, P. (2005). *Augmentative and alternative communication: Supporting children & adults with complex communication needs* (3rd ed.). Baltimore: Paul H. Brookes.

### Academic Participation by I-G/C

Level	Academic Expectations	Workload	Evaluation of Progress
<b>COMPETITIVE</b>	Same as peers	May be adjusted	Same as peers
<b>ACTIVE</b>	Less than peers, but SAME content	May be adjusted	Individualized standards
<b>INVOLVED</b>	Minimal, with same or alternative activity	Individualized	Individualized standards
<b>NONE</b>	No expectations, passive during activities	None	Not Evaluated

- ### S.E.T.T.
- A FRAMEWORK for a team to collaborate in addressing concerns and implementing solutions about AT, including AAC as a type of AT
  - Addresses 4 Areas
    - Student
    - Environments
    - Tasks
    - Tools
- S.E.T.T. Framework by Joy Zabala, website information at: <http://www.joyzabala.com>

- ### Today's Topics
- Lessons from Four Student Experiences
  - Appropriate AAC Language Systems
  - Collaboration Process that Promotes Core Vocabulary
  - SWU AAC to SWU AAC Mentoring

# Using Core Vocabulary with Generative-Independent Communicators in Inclusive Classrooms

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## Lessons

1. You can't read, write, or talk without core.
2. Academic vocabulary needs are endless.
3. Learning to spell is a life saver.
4. Family and peer supports are invaluable.
5. Balance "learn to talk" with "talk to learn."
6. Coordinate SLP goals with school IEP goals.
7. Writing isn't the same as talking.
8. Teachers test and test and test.
9. Negative attitudes & policies create insurmountable home-school conflicts.
10. Once "out of curriculum," hard to catch up & assistant becomes the teacher.
11. State Standards/Tests and instruction through IT are part of the new classroom culture.
12. Daily, On-Going Access to an appropriate AAC system is still the bottom line for meeting your potential as an independent-generative communicator.

## What is essential to an Appropriate & Supportable AAC Language Set & System?

For I-G/C in General Education  
Classrooms

## The AAC system for a I-G/C ....

- Contains a minimum of 300 – 350 – 400 Core Words (with morphological variations)
  - See handout of Communication Board
- Has TOP core words and variations organized in "language-friendly" ways
  - Most are retrievable with a 2-part icon sequence or navigational path
  - No more than a 3-part icon sequence or navigational path (Baker Equation)



## The AAC system for a I-G/C has Non-Core Vocabulary ....

- Pre-stored (or architecture to custom store) for basic, predictable K-6 academics
- Has pre-stored phrases and sentences for mediation of learning
- Classroom-specific "social" stuff for participation
  - Pledges
  - Time dependent classmate "QuickTalk"
- Features to interact with classroom IT

## Add Academic Subject Words that cross Grade Levels

- Subject specific, not lesson specific
  - Subject specific, not lesson specific
  - Based on usefulness from K to 12
- Handout list covers words for (see handout)
  - Math
  - Language Arts
  - Science and Health
  - Social Studies
  - Music & Art

## Academic Functions in Device or Through other AT/IT

- Commands for Computer Emulation
  - Mouse movements/clicks
  - Send/Correct/Print text functions
- Spelling & Writing supports
  - Letters, Shift, Punctuation, etc.
  - Editing functions for writing
  - Notebooks to write/save/print later or when not at an external computer
- Math Operations & Calculator

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## General Principles to Teaming

- Administrative support
  - Is there a “culture of inclusion?”
- All Players are at the table
- Key Players meet regularly
  - Before/After school/During Therapy Times
  - Teacher In-Service Days
- There is a **Consensus on Priorities\* & Goals**
- There is MONEY if the team needs outside help or other resources

## An On-Going Process



## A Process for Team Collaboration that Promotes Core & Generative Language

### \*Consensus on Priorities

- What is the priority of the SLP using a student who is learning his/her AAC, especially one who believes in Core Vocabulary and Generative Language?
- What is the priority of the classroom teacher who has a class of 20+ students and a defined curriculum?

**SLP** ← Words for Talking/Chatting → **GET**

Words for Answering

1. ABANDON the focus on core and PROGRAM in the words for giving answers
2. IGNORE the words for giving answers and not worry about answering questions in class.
3. WAIT, and WORK ON, and HOPE for spelling and reading/WP skills to develop.

How do I reconnect the words a student needs for language development (core) with the words he/she needs to give answers in class (extended) when that student is not sufficiently literate or operationally efficient to use spelling-based strategies?

### Step 1: Learn to Work within the “Culture of the Classroom”

What’s the job of a General Education Teacher?  
What kind of changes are realistic?

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## Teachers Teach (& Review) ...

- In consideration of national core standards & state curriculum and testing standards
- Using the curriculum selected by her school or school district that has critical concepts & vocabulary identified in the curriculum materials
- By giving students both guided and independent learning and practice
- Using various teaching strategies & materials (projects, internet resources, worksheets, computer software, homework)
- In ways that align the school curriculum with national/state standards

## Teachers Test ...

- With limited, if any “supports” provided to the students
- To assess retention of facts & application of the new information
- Using a range of assessment formats
  - Software programs (automated assessment)
  - Tests with a variety of types of questions
  - Written papers
  - Oral reports
  - Projects

## Teacher Style & Speaking Students

- Referential Style
  - Speaking children use lesson-specific words (context specific)
  - Many words in the lesson are new to them
  - Quick, one-word responses are the norm with usually 1 correct answer
- Descriptive Style
  - The words needed are usually already in their language banks (non-context specific)
  - Encourages oral Q&A sessions
  - Answers are multi-word descriptions or explanations

## The Referential Style & AAC Users

- Designed to elicit short, simple answers instead of multi-word answers
- Feels “efficient” and “easy”
- Easy to grade
- Reinforces talking with 1 word
- Forces pre-literate AAC users to have context specific, specialized vocabularies which change frequently on a daily, weekly, or monthly basis
- Places the emphasis on extended vocabulary rarely used outside of the lesson, instead of core vocabulary used for a life time

## The Descriptive Style with AAC Users

- Often appears more challenging to the student
- Gives students more practice putting words together
- Allows students to use a stable vocabulary
- Helps students use common, non-context specific words in different situations
- Supports literacy
- Designed to elicit multi-word answers
- Takes more time to generate a response

### Using Vocabulary

On a separate sheet of paper, write the term that will correctly complete each sentence.

spring	irrigation
swamp	growing season
current	subtropical

1. A \_\_\_\_ is an area of land that is always damp and muddy.
2. The part of a body of water that always flows in the same direction is the \_\_\_\_.
3. A \_\_\_\_ climate has hot summers and mild winters.
4. The \_\_\_\_ is the time when temperatures are right for growing crops.
5. When water rises up from the earth, it forms a \_\_\_\_.
6. Using pipes and ditches to bring water to crops is called \_\_\_\_.

What are the Review & Testing Format Options for the SWUAAC do questions 1 - 6? What are the pros & cons?

1. Yes/No questions
2. Multiple choice selections
3. Words programmed into the vocabulary set and represented with pictures

# Using Core Vocabulary with Generative-Independent Communicators in Inclusive Classrooms

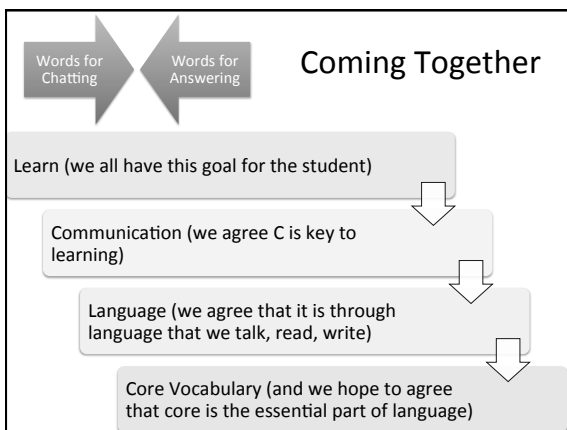
by Gail M. Van Tatenhove, PA, MS, CCC-SLP

The trouble with programming in the words and representing them with single meaning pictures or even codes.

- Lessons change constantly in a general education classroom and SLPs can spend the majority of therapy time doing programming instead of language intervention.
- There is never enough time to teach the word-picture association or navigation to the new vocabulary.
- If a student “fails” a lesson – is it because he/she didn’t know the material, or hadn’t had the time to learn the pictures/codes/navigations?

### When testing....

- Do teachers really want and need the lesson specific words?
- Don’t they primarily need the student to show he/she knows the concepts behind the lesson specific words?



### Step 2: Relate Core to the Curriculum

How does focusing on Core Vocabulary support my curriculum?

**Core vocabulary is a statistical concept related to overall word frequency.**

- The most frequently occurring words = 80% of the actual words spoken
- 78 – 80% of the words we use daily come from a set of fewer than 350 - 400 words
- The 50 most frequently occurring words account for 40-50 % of total words said, while the 100 most frequently occurring = 60% of what is said

### Core Vocabulary & Literacy

- Teachers may take the ability to talk with core vocabulary for granted, but not the ability to read/write with core
- They know they have to teach student’s to read and write high frequency words
  - Dolch word lists
  - Sight words
  - Word walls

Teachers assume all students entering school have learned to SAY words from ALL word classes and now have to be taught to read and write words, starting with the most frequently used words .

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## Core Vocabulary

- Baker, B., Hill, K., Devylder, R. (2000). Core Vocabulary is the Same Across Environments, California State University at Northridge (CSUN) Conference, Los Angeles, California.
- Balandin, S., Iacono, T. (1999). Adult Vocabulary Usage, English, Sydney, Australia, AAC, Vol. 14.
- Banajee, M., Dicarolo, C., & Stricklin, S. B. (2003). Core Vocabulary Determination for toddlers. Augmentative and Alternative Communication (AAC), 19, 67-73.
- Marvin, C., Beukelman, D., Bilyeu, D. (1994). "Vocabulary-Use Patterns in Preschool Children: Effects of Context and Time Sampling." AAC, Vol. 10, No. 4.
- Stuart, S. and Beukelman, D. (1997). Most Frequently Occurring Words of Older Adults. AAC, Vol. 13.
- Download vocabulary lists at <http://www.minspeak.com/CoreVocabulary.php>

## Practice Activities

- Reading Passages from the curriculum
- Writing Passages of Peers
- Talking Samples of the AAC Student
  - using LAM data

This is what I do with General Education Teachers to help them remember the priority of CORE in their CURRICULUM.

## Final Points on Core & Non-Core Words

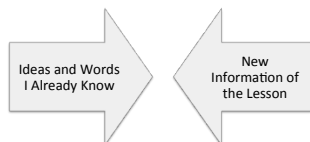
- The content words of the lesson are NOT “bad” words.
- Hearing and learning content words is important for language enrichment, but saying them with the AAC device, when the student hasn’t learned the “core” is not a good use of time.
- As the student masters “core,” content words can be added (or said via spelling/ word prediction.)

Besides the connection to talking, reading, and writing, is there any other reason a teacher should focus on core?

- A focus on the use of core vocabulary in generative language is in keeping with 2 familiar educational principles
  - Constructivism
  - Bloom’s Taxonomy of Learning

## Constructivism

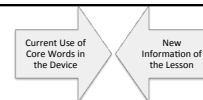
- Students learn (construct knowledge) by fitting NEW information together with what they already know, not by passively receiving instruction and repeating ideas.



Sandholtz, J., Ringstaff, C., & Dwyer, D. (1997). Teaching with technology: creating student-centered classrooms. New York: Teachers College Press.

## Application to AAC

- What does the AAC student already have available and is learning/knows?
  - Core words already in the device
- What “new information” is being taught?
  - Vocabulary words and concepts introduced in the lesson
- Constructivist Approach
  - Instead of programming more and more content words into the AAC device, the student says new ideas with core vocabulary



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## Bloom's Taxonomy of Learning

- People learn in 3 domains
  - Attitude
  - Physical-Motor
  - Cognition
- Cognitive Domain Levels
  1. Knowledge (referential style)
  2. Comprehension
  3. Application
  4. Analysis
  5. Synthesis
  6. Evaluation

### HANDOUT

Descriptive Teaching moves students through the cognitive domain levels

Besides the connection to talking, reading, and writing, and support of educational principles, is there any other reason a teacher should focus on core?

- It supports the student's ability to meet your state's educational standards.

Teachers are **CONCERNED** about this!

State standards generally have measurable verbs in the standards that are "receptive/behavior" or "expressive/talking" in nature.

### Receptive

- identify
- recognize
- sort
- use
- demonstrate
- listen to
- locate

### Expressive

- name/label
- define
- describe
- discuss
- compare
- explain
- give examples
- list

## Core and State Standards

- Remind them of their state standards and that students are expected to communicate with language, even AAC students.
- Encourage them to move beyond "receptive" goals only.
- Assure them they you'll help them integrate core vocabulary learning within their IEP and curriculum.
- Help the SLP figure out how to align SLP goals to the curriculum.

## September 2012 Issue of ASHA SIG 12 Perspectives, VanTatenhove (ed.)

- Witkowski, D. & Baker, B. (2012). *Addressing the content vocabulary with core: Theory and practice for non-literate or emerging literate students*. *Perspectives on Augmentative and Alternative Communication*, 21:74-81.
- Zangari, C. (2012). *Helping the general education team support students who use AAC*. *Perspectives on Augmentative and Alternative Communication*, 21:82-91.
- Henneberry, S., Kelso, J., & Soto, G. (2012). *Using standards-based instruction to teach language to children who use AAC*. *Perspectives on Augmentative and Alternative Communication*, 21:92-98.
- Boruta, M., & Bidstrup, K. (2012). *Making it a reality: Using standards-based general education science and math curriculum to teach vocabulary and language structures to students who use AAC*. *Perspectives on Augmentative and Alternative Communication*, 21:99-104.
- Kramlich, C. (2012). *Perspectives from general education teachers, students and their parents: Including students with robust communication devices in general education classrooms*. *Perspectives on Augmentative and Alternative Communication*, 21:105-114.
- George, C., & Warren, F. (2012). *Mentoring as a communication coach in a public school setting*. *Perspectives on Augmentative and Alternative Communication*, 21:115-121.

Download pre-publication version of papers at:  
<http://www.minspeak.com/students/researchinformation.php>

## SLP Goals can be written that ...

- Address language skills that are meaningful and functional to the individual student
- Align SLP Goals with State Standards and Academic Goals



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academic area of concern to teacher	state standard	traditional focus of speech therapy with goals developed by SLP to align SLP focus with academic	
Academic Area Addressed:	Content Standard:	Competencies/SLP Area Addressed	Aligned Speech Therapy Goals
Early Exploration of Florida (Chapter 2, Lesson 1)	American History: 4.1.1	Linguistic: • past and progressive tense verb; • agent + action + object phrases	
Expected Outcome of the Lesson:	Identify explorers and their motivations for expeditions.	Present Level of Performance: Name uses only present tense verbs and limited progressive tense verbs.	When asked to discuss actions of people or characters from the past, ... NAME will use appropriate past tense or (e.g., wanted, looked, came) or future tense (were looking) verbs.
Following a passage about explorers who came to Florida (e.g., Hernando DeSoto, Panfilo De Narvaez, Ponce De Leon), NAME will state the 2 main reasons the Spanish explored Florida.		Name produces primarily 2-part constructions.	When asked to discuss actions of people or characters, NAME will use a Agent + Action + Object construction (e.g., they want gold, they came land, He looking stuff).

Modified from work by Margaret Perkins, SLP, 2009; via personal correspondence.

## Step 3: Address Subject-Specific Words

- Are these words ignored or “bad?”
- What subject-specific words are used from K-12?
- What words are helpful to facilitate learning, discussing, and writing?

## Subject-Specific Words

- Identify essential subject-specific words
  - Math
  - Language Arts
  - Science and Health
  - Social Studies
  - Music & Art
- Add subject specific, not lesson specific words to the AAC device

See **HANDOUT** from workshop packet

## Lesson-Specific Content Words

- Show how to use “temporary” solutions for content words
  - Sticky notes with key words on them
  - Quick and easy manual boards
  - Word Lists and Word Banks (for literate students)
  - Multiple Choice Numbers or Letters written into printed text

## Step 4: Identify Specific Teacher & Team “To Do” Activities

Move past the “theory” and “informational” level and get to the “simple,” “practical,” & “effective”

## Change Expectations

- For the Student
  - Raise expectations to a realistic, but optimistic level (slightly beyond current level of performance)
- For the SLP
  - You can expect that I, as the SLP, will be working on core vocabulary and generative language (spoken & written)
  - You can expect that I, as the SLP, will align my IEP goals, to support the curriculum, while staying true to core vocabulary and language principles

# Using Core Vocabulary with Generative-Independent Communicators in Inclusive Classrooms

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## Be Aware

- Teaching Style with the Student using AAC
  - Have someone give you feedback (and improve skills if needed) on
    - how much you are doing descriptive vs. referential teaching with the student using AAC
    - how much modeling you are providing
    - other communication partner skills which impact the SWUAAC
- Other Contributing Factors
  - There are ALWAYS lots of contributing factors and other things going on

## Be Aware Of ....

1. Classroom Activity and Materials
2. Communication Partner Skills
3. Student's Participation (with/without device)
4. Social Interaction
5. Device Logistics

Adapted from: Mellman, L., DeThorne, L., Hengst, J., "Shhh! Alex has something to say: AAC-SGD use in the classroom setting," ASHA Perspectives, Division 12, December 2010.

## 1. Classroom Activity/Materials

- Calculate % of referential vs. descriptive styles used in oral & written activities
  - with normally developing students
  - with the student using AAC
- Note materials used
  - What kind of "modifications" are being used?
  - How much are these modifications promoting language?
  - Who decides how to modify the materials?

## 2. Communication Partner Skills

- Analyze Communication Partner skills
  - Timing (expectant delay, pace, etc.)
  - Question asking strategies
  - Prompt and response strategies
- Opportunities
  - Recognizing and giving them
  - Structuring lessons to provide specific opportunities
- Modeling\*

## 3. Student Participation

- Types of learning "groups"
  - Entire class
  - In small groups
  - In 1:1 activities
- When in a group, how much is ....
  - Self-Initiated Participation vs. Prompted Participation vs. Guided Participation
- Calculate % of opportunities given & taken
- What kind of language is produced?

## 4. Social Interaction

- What kind of talking is happening between students?
- Which peers would make good peer helpers?
  - Come along to Speech Therapy?
- What's happening between the SWUAAC and peers during non-class time (recess, lunch)

### 5. Device Logistics

- How often is device with/not with the student?
- Is the device positioned for reliable access?
- Is the student positioned to see the teacher?
- Is it charged, connected, etc.?
- Are device features being used to promote success in the classroom (e.g., vocabulary masking)?

### Share and Discuss

- Be frank, but kind
- Focus on the positive first
- Discuss what kind of changes can be made without totally altering the class
- Discuss where to start
  - Start simple
  - Don't expect big differences right away in the teacher or the student

### Material Modification Guidelines

- Modify current materials used by the teacher in simple ways rather than making new materials
  - Copy/write recommendations as to modifications on the material
  - Add mini-cheat sheets to the materials
- Provide symbol/sequence supported text “cheat sheets” to help with the lesson
  - Unity® users = PASS software
  - PCS/Dynavox = Writing with Symbols, Symbolate

### Material Modification Goals

- Between 30% - 50% of any material in a lesson will be “essay-style” with core vocabulary emphasized
- Decrease T/F, multiple choice, and fill-in-the-blank questions for anything other than “Fact Question” requirements

### Making Visual Support Materials

- “Less is More”
- Simple, simple, simple
- Made with accessible software
  - What software does the teacher have in her computer?
- Multiple copies
- Takes LOTS of time

### Resources for Pre-made Visual Support Materials

- For students using Unity® programs
  - AAC Language Lab Teaching Resources
    - <http://www.aaclanguagelab.com/resources>
  - Minspeak Website
    - <http://www.minspeak.com/teachers/InterventionPlanning.php>
  - Gail Van Tatenhove, PA
    - <http://www.vantatenhove.com/materials.html>
- For students using Dynavox programs
- For students using PCS-based programs

# Using Core Vocabulary with Generative-Independent Communicators in Inclusive Classrooms

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## Teacher Teams Need VSM To ...

- Model
- Look up & Learn
- Visualize
- Participate

## Purposes of the Wall Chart

- Not designed
  - For the AAC user to “see the codes” (but can be used that way for students who can do some independent work or when sitting close enough)
  - As a MCB (but portable board could be used that way)
- Teacher-Therapist Visual Dictionary/Reference Tool
  - To look up words for lessons
  - To model when talking with the student (and student is close enough to see what doing)
  - To document vocabulary additions to the device

## Show ‘n Do with the Wall Chart

- Show how the words are organized
  - Part of Speech (with color coding)
  - Alphabetical order (except for people words)
  - Interrogatives in the “word group” that answers the question
  - Blank spaces to add more words
- Practice finding words
  - Start with SIMPLE words

## Possible Challenges

- Lots of “independent” or small group working time
  - Create “stations” with wall chart posted
  - Use peer helpers
- Teachers moving around the room &/or school
  - Make several NALBs to post around the school
  - Make wall chart as a free-standing
  - Convert board into a book

## Color-Code & Parts of Speech

- Teach language and literacy in consideration of the device, especially the Color Code for Parts of Speech
  - Re-vamp and modify Graphic Organizers that might ask about “who” (yellow) or “where” (purple) etc.
  - Create colored-cards, onto which you can write words to develop a sentence (which MUST have a green VERB card)
  - Color code words in reading and listening comprehension passages

## Doing a Core-Focused Lesson

1. Review the Lesson Plan
2. Identify KEY vocabulary of the lesson
3. Check for Vocabulary already in the device, both core and extended
4. Define KEY with Core
5. Define acceptable levels of output
6. Determine and make needed visual support materials for the student, assistant, teacher

# Using Core Vocabulary with Generative-Independent Communicators in Inclusive Classrooms

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## The Power of Modeling

- Modeling Language via Aided Language Input has been identified as a very powerful means of ....
  - language instruction
  - social interaction
  - education enrichment
- Everyone in the student's life should be encouraged to provide Modeling!

## Modeling

- Modeling Takes .....
  - Time Time Time
  - Practice Practice Practice
  - Visual Supports (as needed) as reminders of vocabulary codes/paths
- Modeling is best done directly on the AAC system, but can be done other ways.

## What did I do relative to the wall chart in order to model language?

- Positioned the chart for easy access in my teaching space
- Positioned students to see the chart
- Circled targeted words
  - To help me and them find them
- Modeled by pointing at the circled words
- Paired with prompt and response strategies as communication partner strategies

## Pair Modeling with Response Strategies

- Student says "good"
  - Correct (order, ending, word choice)
    - "You said 'good,' but it is usually 'bad'."
- Student says "bad"
  - Expand
    - "Yes, it is a bad thing."
    - "Yes, it is a bad thing and doesn't happen everyday."
- Student says "bad thing"
  - Add Connector
    - "Yes, it is a bad thing **AND** "

## Pair Modeling with Prompt Hierarchy

- Expectant Delay (a comprehensive strategy)
  - Watch & Wait for 10 – 15 seconds
- Open-Ended Prompts (with expectant delay)
  - "Tell me something about an emergency."
- Directed Prompts (with expectant delay) with more detail about what you want them to say
  - "Tell me if it a good or bad thing."
- Physical prompt
  - "Let me help you say 'bad thing'."

## Modeling in Augmented Interaction

- This involves using modeling not just for the targeted words, but for most of what you are saying while interacting with the student.
- It typically requires a 1:1 setting and a high level of comfort with the available vocabulary

### Starting Out Modeling

- Don't be afraid to try Augmented Interaction and don't give up too quickly!
- Implement initially in 1:1 activities, then in small group activities.
- Implement for at least 1 lesson/day (initially).
- Do it for only part of the lesson or for only the 2 – 3 key content words of the lesson.

### Principles of Modeling

- Model maximum language possible and necessary without overwhelming the student
  - 1 or 2 words beyond current output level
  - Based on target vocabulary, language level, or target concepts in the lesson
- Model at a rate SLOW enough for student to observe vocabulary selections, word combinations, and codes or navigational paths
- Pair with speech as needed

### Modeling

- Encourage people to do it
  - When targeting new vocabulary or language
  - Until the person reaches sufficient competency
- Teach people how to do it (see principles)
- \*Develop “lessons” to help constant partners (e.g., family, long-term SLP) learn enough words so they can talk with the device themselves
- Provide visual supports for infrequent communication partners
  - Wall chart, flip book, other stuff

### Step 5: Document Outcomes

### Are teachers really modifying lessons/materials and modeling core?

- Teachers and class levels
  - Assistants (under the direction of a teacher) more than teachers
  - Regular education teachers more frequently than special education teachers
  - Preschool and elementary more than middle or high school teachers

### Subjective Teacher & Communication Partner Outcomes

- Slowed down speech rate & shortened sentence length (during lecture-style teaching)
- Built natural support networks of peers
- Partners modeled language more and more with the wall chart
- Helped other students in the class with learning challenges

# Using Core Vocabulary with Generative-Independent Communicators in Inclusive Classrooms

by Gail M. Van Tatenhove, PA, MS, CCC-SLP

## Subjective AAC Student Outcomes

- More active and independent participation in activities by the AAC users
- More diverse language produced (beyond nouns)
- More use of the device with more communication partners across more activities and settings (generalization & de-contextualization)
- Seemed “to get” new academic information more quickly

## Five-Step Summary

- Work within the culture and realities of today’s classroom.
- Relate the value and importance of core vocabulary to the curriculum.
- Address the need for subject, not lesson-specific vocabulary.
- Identify specific teacher “to-do” activities that are simple and practical.
- Document outcomes subjectively and objectively.

## Peer Mentor Program

- Orange County Public Schools
- Coordinator – Cathy George
  - [catherine.george@ocps.net](mailto:catherine.george@ocps.net)
- OCPS AT Website
  - [www.ocps.net/cs/ese/support/at](http://www.ocps.net/cs/ese/support/at)
- Presentation at ATIA 2012 Orlando
- Article in the September 2012 Issue of SIG 12 Perspectives

## Mentoring

- Goals
  - Provide a communication model to students using AAC devices
  - Provide a “vision” to teachers of a competent, generative-independent communicator
  - Build AAC awareness and supports among fellow students

## SWUAAC to SWUAAC Mentoring

- Attitude is the most important, but difficult thing to change in people
- Investigate options for implementing SWUAAC to SWUAAC mentoring in your school district.
- Be creative in how you develop and fund a program.
- **Building Connections with Others through Mentoring and Education about AAC**
  - BeCOME: AAC ([www.becomeaac.com](http://www.becomeaac.com))
  - YouTube (<http://www.youtube.com/user/becomeaac>)