

AIDED LANGUAGE INPUT: WHAT AND HOW?

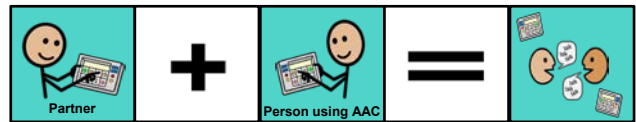


HELLO
my name is

AIDED LANGUAGE INPUT
aided language stimulation
modeling
augmented language
partner augmented input

Aided language input is 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
<http://bit.ly/AidedLanguageExplained>



Aided Language Input in Action
<http://bit.ly/AidedLanguageKendal>

QUICK FACTS ABOUT LANGUAGE

Typical Language	Language of People Who Use AAC
4000-6000: number of words typically developing child hears per day	How many words do you model on the device each day?
500: number of times a child hears those first words before he/she says it	50-150: number of times a word was modeled before the child started using independently
1 year: how long we immerse in language before we expect to hear a word.	Immediately: how long before we often expect the child to use the device independently
36,500: the number of HOURS typical 9-12 year old has been exposed to and immersed in oral language (Korsten, 2011)	701: 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)

COMMUNICATION PARTNERS



Common Traits of Communication Partners

- Take most of the turns
- Ask mostly yes/no ?s
- Frequently interrupt
- Focuses on the technology
- Provide limited opportunities

Kent-Walsh & McNaughton, 2005



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

Kent-Walsh & McNaughton, 2005

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

Wait.
Look
expectantly.

Ask open-
ended ?s

Active
Feedback

Focus on the
person

Provide
opportunities
Model!!!

Kent-Walsh & McNaughton, 2005

Notes

PUTTING AIDED LANGUAGE INPUT INTO PRACTICE

What Do I Use?



Person's device



Companion App



Low Tech version



Computer Emulator
Software

- www.saltillo.com
- www.touchchatapp.com
- <https://saltillo.com/chatcorner/content/29>
- <https://saltillo.com/products#chat-editor>

PUTTING AIDED LANGUAGE INPUT INTO PRACTICE

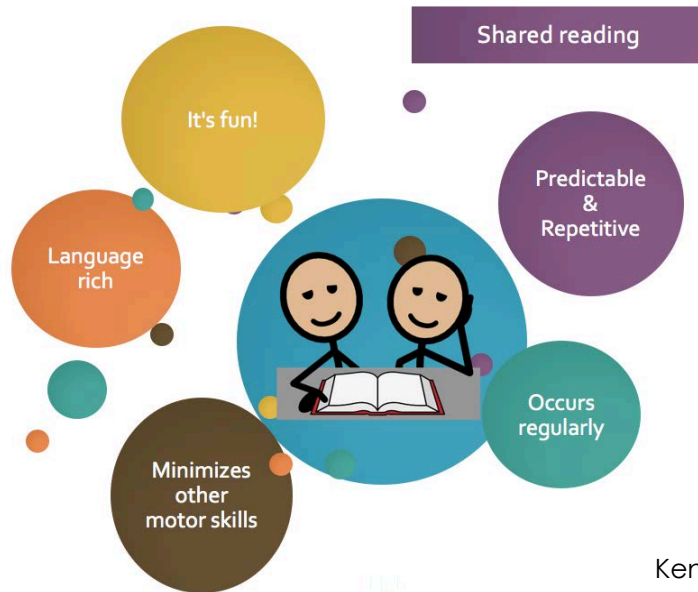
When to Do It?

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?



Light & Kelford Smith, 1993;
Kent-Walsh, Binger, Hashman, 2010

Choosing Books

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

TarHeel Reader

- Free downloadable ppt books
- <http://tarheelreader.org/>

Repetitive Books

- Rent, buy, or borrow these children's books
- <https://www.goodreads.com/shelf/show/repetitive>
- <http://bit.ly/RepetitiveBooks>
- <http://bit.ly/kimrankin>

Created Books

- Make your own CORE word books
- <https://aaclanguagelab.com/>
- <https://saltillo.com/chatcorner>

Your Turn To Practice: Use an Early Books Page

← BACK TO BOOKS		?						Brown Bear, What Do You See? Bill Martin Jr / Eric Carle		
clear	I	me	bear	bird	that	a	the	and	look'ng	
.	my	is	duck	horse		red	orange	yellow	green	
delete wd	it		frog	cat			blue	see	purple	
	you	do	dog	sheep		black	white	brown	grey	
we	us		fish	teacher	children		gold	turn page	tan	



Reflect: How was this experience?

Your Turn to Practice: Model Words Used Across Books

friend	boy	girl	mother	father	brother	sister	head	hand	foot	feet
I	me	what	where	now	later	today	same	diff'rnt	big	little
my/mine	is / am / are	to	first	next	last	all gone	ready	busy	happy	sad
it	can	have	come	feel	know	give	angry-mad	messy	good	bad
you	do	eat	drink	finish	get	sing	that	a	the	and
your	don't-not	go	help	open	put	see	again	in	away	on
here	there	like	play	read	stop	walk	show	out	up	off
yes	no	want	take	tell	turn	watch	write	front	down	with



Reflect: What words do you use while reading?

Things to Make It Easier

- Practice first
- Start with a picture walk
- Pick 1-2 target words per book
- Simplify the words
- Follow the child's lead
- Wait after you say something, give child a turn
- Use Chat Editor to create visual supports to include in the books or on a cheat sheet
- Use Sticky notes as reminders to words you want to model during the interaction



Getting Started

- Start by always having the AAC system available because it is partly about HABITS (Linda Burkhart, 2010).
- Create an aided language learning environment <http://bit.ly/PosterCoreBoard>
- 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>

Watch Client and How To **Videos**

<http://youtube.com/saltillocorp>

Find **Implementation Ideas**

www.saltillo.com/chatcorner

www.practicalaac.org

www.inmaninnovations.com

Get **Support:**

1-800-382-8622

<http://saltillo.com/support>

Join our **Newsletter**

<http://saltillo.com/newsletter>

Connect with Us

 <https://www.youtube.com/user/saltillocorp>

 [@Saltillocorp](https://twitter.com/Saltillocorp)

 <https://www.facebook.com/groups/novachat/>
<https://www.facebook.com/groups/touchchatapp/>