

what, who and how...

AAC Modeling

Sharon Redmon, MS, ATP

Kelly Fonner, MS



Aided Language: from Research to Practice : What, you want me to Model, Model, Model?

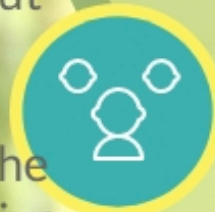
Hover over picture when you see this icon.
Stop and Think



Aide Language Stimulation/Input Modeling



Aided Language stimulation is the process of modeling Augmentative and Alternative Communication (AAC) language in everyday settings.



~ Assistive Technology Australia



Look and Point

Read and Say

AAC

The What: AAC



Augmentative Alternative Communication
AAC is a set of tools and strategies that an individual uses to solve everyday communicative challenges.

The Why: Research!



"Aided language may be defined as the use of communication aides in face-to-face conversations." (VonTetzchner, 2018)

The Who: AAC Communicator



Any person who requires an alternative method to communicate. Communication is a basic human right.

The Who: AAC Supportive Partner



Any communication partner supporting the use and learning of an AAC communicator.

The When: ALS Modeling



Home, Community, School settings, so pretty much everywhere!

The How: ALS Modeling



It may sound like an easy thing to do, however, in reality, Supportive partners struggle with this strategy.

But let's first agree and understand....



Communication Bill of Rights

Presuming Potential/competence

Presume competence but not knowledge. Just because you don't know how, doesn't mean you can't know how. We will keep saying it until everyone's potential is seen and is approached with the presumption that they can.



My Communication Bill of Rights

- I have the right to my own friends and social life.
- I have the right to ask for what and who I want and where to go.
- I ALWAYS have the right to say, "No!"
- I have the right to say what I feel.
- I have the right to make my own, real, choices.
- I have the right to say what this.
- I have the right to ask for get and give information.
- I have the right to know about the people in my life and everything happening to me.
- I have the right to be taught to communicate and have what I need.
- I have the right to have my communication system (and other tools), to have them working and to be with people who know how to set up, use and fix my communication system.
- I have the right to be heard and answered, even if I can't have what I want.
- I have the right to be part of my community.
- I have the right to be treated with respect.
- I have the right to be talked to and not about.
- I have the right with be talked with in a way I understand.

Adapted from the AAC Communication Bill of Rights 2016. © 2016 by the AAC. All rights reserved. For more information, visit the AAC website at www.aac-usa.org.



Unaided Communication



Aided Communication

vocalizations	Facial expressions
sign language	gesture

letters & words	speech generating device & Apps
SGD	pictures and symbols



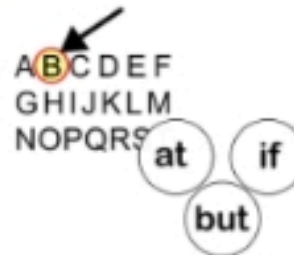
AAC Multimodel



body language



facial expressions



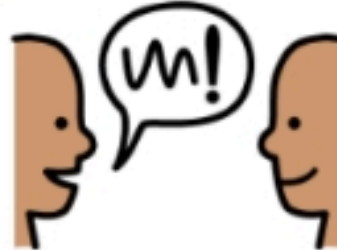
letters and words



Speech Generating
Device & Apps



sign language



vocalizations



SGD



pictures & symbols

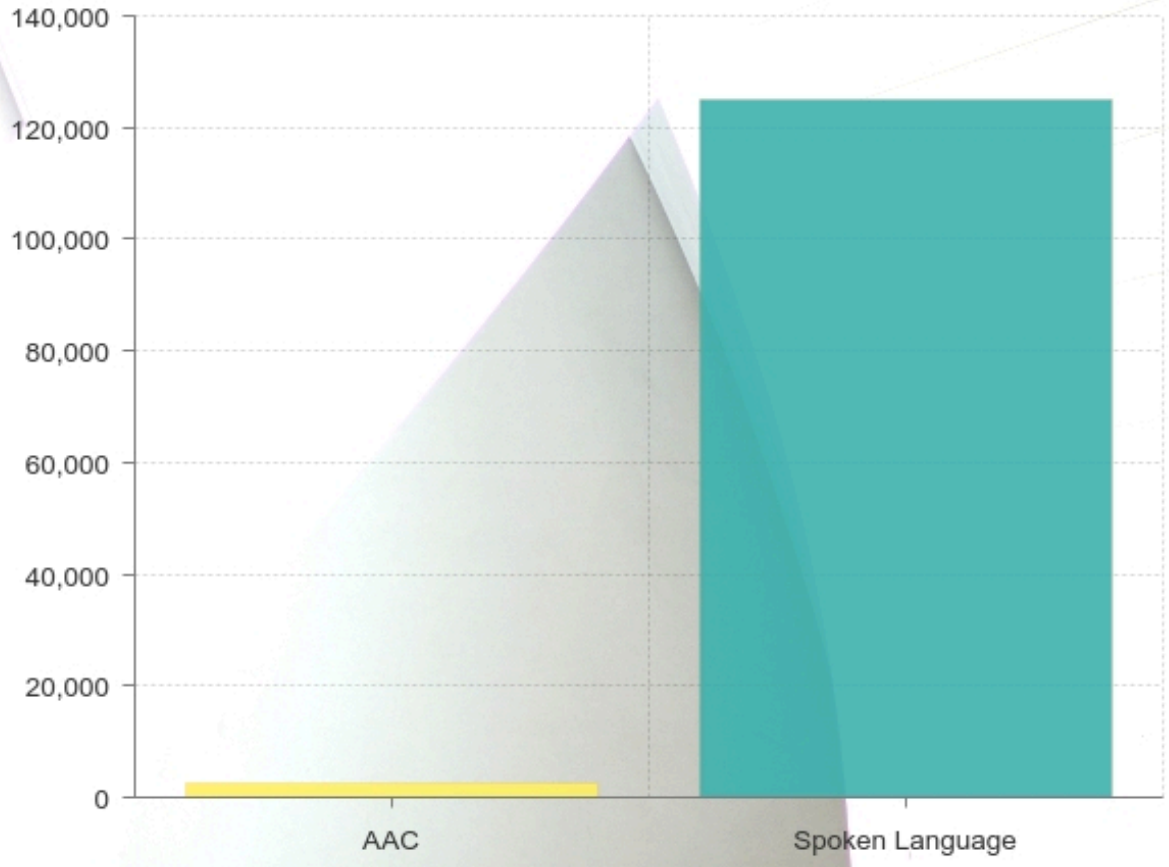


Why? What's the problem?

“The average 18-month-old child has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system and receives speech/language therapy two times per week for 20-30 minute sessions will reach this same amount of language exposure in 84 years.”-- Jane Korsten

Comparison of AAC modeling to Verbal Language Modeling to an average 3-year-old in one week

Words Modeled per Week





We know it is best practice...



So what are the barriers blocking the modeling? Our perceptions and knowledge?



"it feels silly"
"makes me feel stupid"
"IT'S so SLOW"

~School Staff

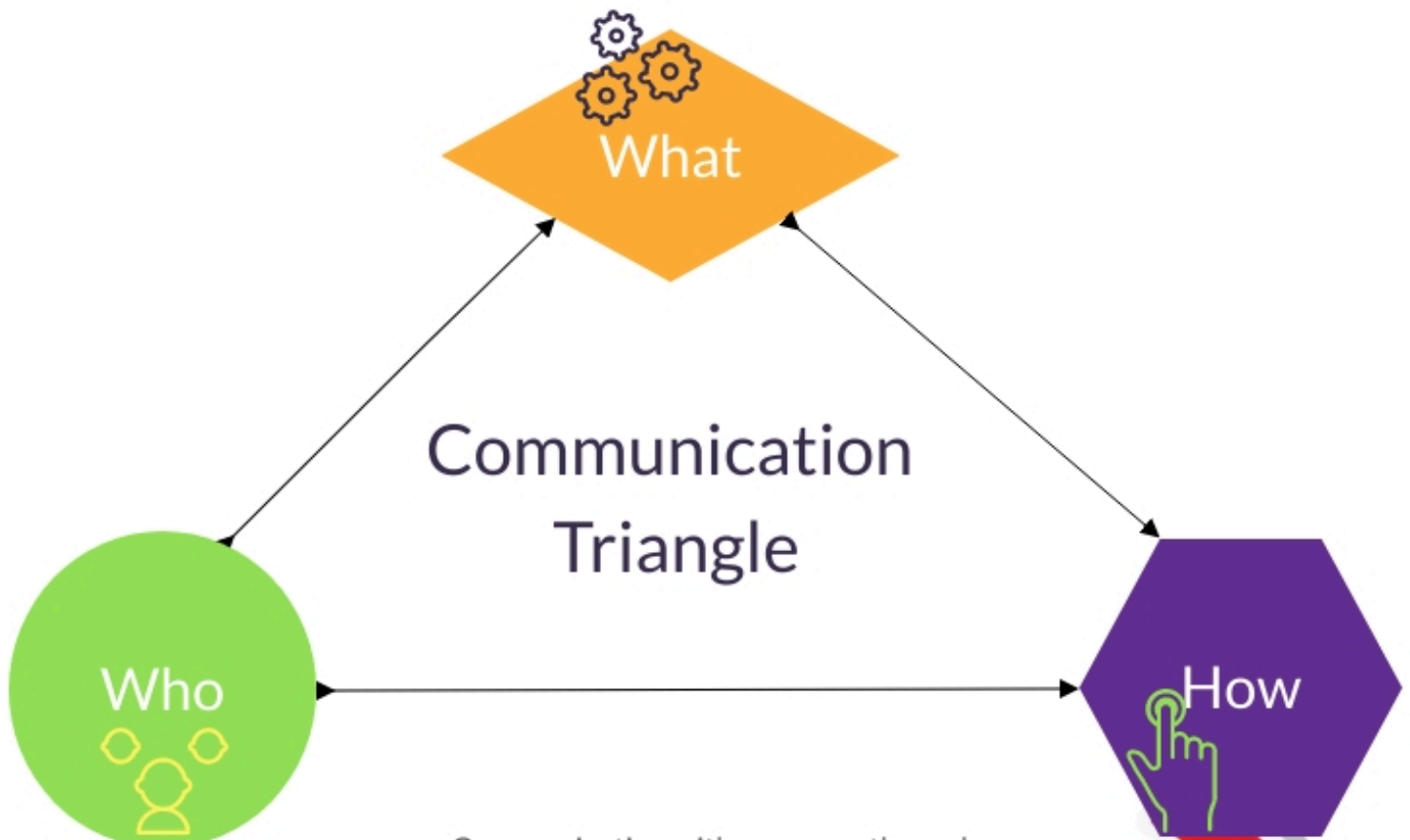
"I don't know where the words are."
"The word I want is never there."
"Takes too long to find the word and I lose them."
"They (AAC user) is not paying attention, so why bother"
"I don't have time." ~ Educational Assistants

"What if someone walks in and sees me talking to myself and just pointing"

"Overall, staff felt It was too overwhelming to model every word, too much pressure and not enough success. Staff felt they weren't effective. We needed to change our mindset and our approach. And that is when we became a team full of successful AAC moments." ~Davina Penne, CCC-SLP

"I think the biggest hurdle for me was that I felt like just because the boys couldn't talk, didn't mean they couldn't hear. So I looked at it like why would I model with the iPad when I want them to respond to my voice because their ears work just fine. So I had to really adjust my thinking to understand how they learn and process language and to the fact that it was giving them extra exposure to their words and I could talk at the same time." ~ Megan Hufton, Mom to two AAC communicators

"I feel like the hardest part is just starting! It becomes second nature after a while... but you just have to start. And the biggest obstacle for me was not seeing the point. The boys didn't seem responsive in the moment so it's easy to think it was not helping at all." - Megan , AAC Mom



Communicating with someone through a communication board/SGD which replaces verbal speech.

Communication Functions



Solutions



Environment and Tools

- tools (robust communication system: all are welcome) core/fringe
- operational competencies
- carry partner system around
- create back up (low tech)
- use an AAC word wall

- Visual supports for AAC communication partners
- think about what you want to say, point to the word, say the word
- display AAC sentence starters and paths
- use the find option
- Balanced AAC** core and fringe words of the day/week
- SMORRES**
- Just start! Good job!

Visual Supports



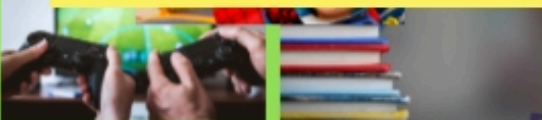
Success

- meaningful/motivating activities and experiences in context
- give control/agency to AAC communicator
- honor all forms of communication in all situations
- COMMUNICATION FUNCTIONS (try going through your day with only using the function of requesting).
- slow down and give wait time
- metacognitive talk (I am thinking about? I want to say?)

- choose it & use it (core/fringe)
- start slow, extend and expand
- task analyze the steps break it down into small steps
- flip the goal (build communication partner success)
- Give me 3 (1 word, 3 functions, 3 X a day) Be Bold and do 3 Words next!
- watch videos for modeling
- give yourself permission to make mistakes
- model the competencies

Small Steps

Activity



 AAC
communicator

When/Where

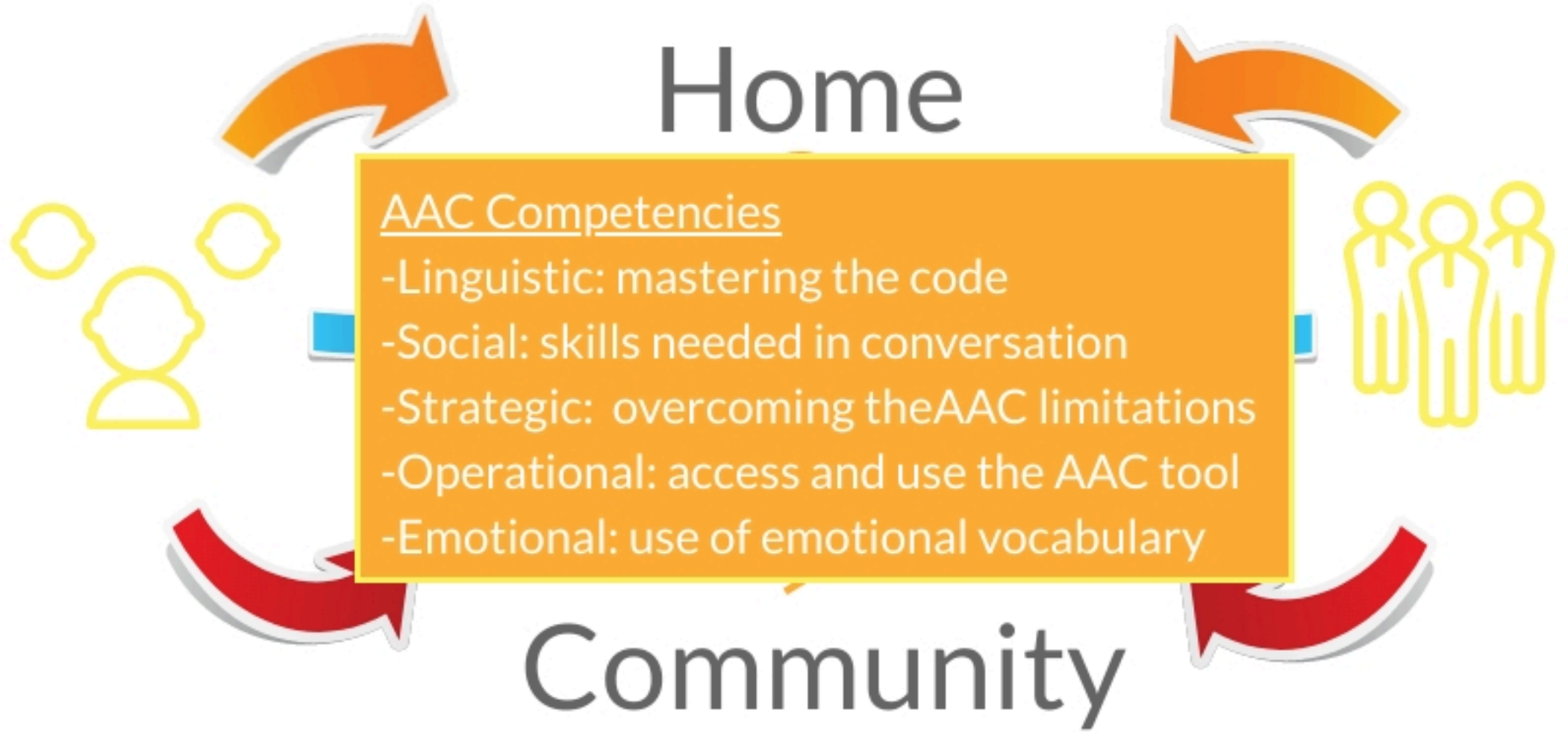
communication
supportive partner

Home

AAC Competencies

- Linguistic: mastering the code
- Social: skills needed in conversation
- Strategic: overcoming the AAC limitations
- Operational: access and use the AAC tool
- Emotional: use of emotional vocabulary

Community



CREATED BY



Sharon Redmon, M.S., Ad. Ed. - Assistive Technology; ATP CommunicATionSpAACes.com



Kelly Fonner, MS Educational Assistive Technology Trainer, and Coach www.Kellyfonner.com

Special Thanks to my WATRN (Wisconsin Assistive Technology Regional Network) team!; Davina Penne, CCC-SLP and Megan Hufton-AAC Mom

[Modeling Intervention Research](#)

Resources

[PrAACtical AAC - Research Support for Aided Language Input](#)

[SMORRES PrAACtical AAC posting](#)

[Closing The Gap Article](#)

[Communications Quarterly Research Article](#)

[PodCast Jill Senner and Matt Baud: Teaching Communication Partners](#)

Case Examples

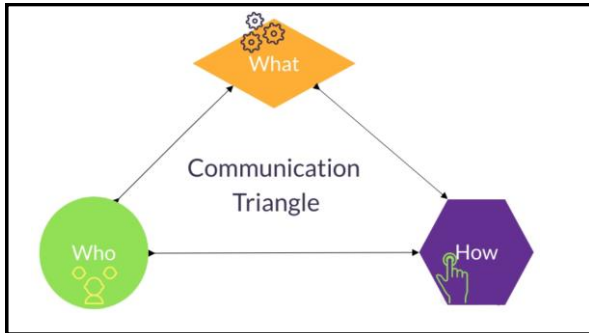
[Children pictures and video Links from Linda Burkhart's presentation handouts on Aided Language input with Karen Owens \(We Speak PODD\)](#)

[With Aura Baker](#) *

the research links to Von Tetzchner's work through ISAAC are not public unless you have an ISAAC Subscription...

Updated June 2019-Presented for
AbleNet University

Visme presentation link: <https://my.visme.co/projects/y4j173kz-aac-modeling-2>



If you want to have a Symbol Talker, You need to be a Symbol Talker Too

Kelly Fanner

The Rhetorical Triangle by Aristotle

The Origins & Variations of the Communication Triangle

Rhetorical Triangle

Aristotle's Rhetorical Triangle