

## Graduate Student Boot Camp: Module 5 Application Information Communication Partner Strategies

### Aided Language Stimulation/AAC Modeling

#### What is it?

Aided language stimulation (ALS) is a facilitation technique in which the communication partner highlights symbols on the individual's overlay as he or she interacts and communicates in the context of an activity. In other words, the communication partner models appropriate use of a communication overlay. The partner can choose to highlight and activate the device, or activate the device and verbalize the word at the same time. ALS allows the individual to visually process words and symbols being concretely combined to form functional utterances within meaningful routines.

#### Why is it used?

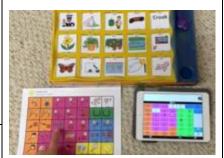
This modeling process demonstrates to the individual using AAC how to use their system for functional communication. Individuals develop and enhance their language partly due to watching and learning from more advanced language users. Individuals using AAC are often at a disadvantage, as they do not have consistent models of AAC use. ALS provides examples of language in the same or similar mode that is expected of the individual using AAC.

#### How is it used?

- Use primarily single words/symbols and short phrases to talk about what the individual is hearing, seeing, doing, and feeling.
- Use lots of repetition as you describe ongoing events.
- Whenever the individual indicates something nonverbally model the single word/symbol needed to communicate the same intent.
- Whenever the individual says something with a single word/symbol, expand that message into a semantically equivalent two-word/symbol combination.
- Use the device in the same way the individual accesses the device.
- ALS can be used with low-tech and high-tech systems.

Watch these videos and more on Commūnicāre's YouTube Channel:

http://bit.ly/CommunicareYouTube



AAC Implementation Cariboo Game



AAC Implementation Reading a Book



ALS During Reading with High-Tech

Aided language stimulation/AAC modeling should be used whenever possible. It is essential that individuals get models of successful and effective AAC use to help them advance their own skills.



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#### **Prompting** AAC Prompting Hierarchy (From Positive AACtion - Rocky Boy 2010; Senner 2010; YAACK 1999) xpectant Give the child time to respond or the 1 opportunity to initiate communication. Use your body language to indicate to the Indirect child that something is expected (e.g. Nonverbal expectant facial expression, questioning What is prompting? Prompt hand motion with a shrug, etc). Use an open-ended question that tells the Indirect Verbal 3 child that something is expected but Prompts are used to increase the likelihood nothing too specific (e.g. "Now what?", Prompt "What should we do next?"). that a child will provide a desired response. If there is still no response, you can try Request a to direct the child more specifically In terms of communication, prompts are 4 (e.g. "Tell me what you want." "You Response provided upon the student's demonstration need to ask me."). You can point to the symbol or of communicative intent. leave/tap your finger there for 5 Gestural Cue several seconds to get the child started with his message. Prompt level is an integral component of If there is still no response, give Partial Verbal them part of the expected the teaching strategy and the prompt level Prompt response (e.g. "You went to the..."). for communication is determined by the If still no response, model on the speech-language pathologist. student's device (e.g. "The bear is Direct Model sad."). Pause and wait for the child to imitate or respond. Provide hand-over-hand assistance to help the child **Physical Assistant** to form the message using their device.

### Expansion

What is expansion?

Expansion is the modeling of a longer utterance after a student's communicative output. The student is not required to demonstrate the expanded utterance.



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http://bit.ly/PrAACticalAACExpansion