

Communicative Functions

<p>What do we all want to communicate?</p> <ul style="list-style-type: none"> Ask questions Answer questions Tell a story Comment Complain Request Reject 	<p>We want our students to be able to use communication for as many as these functions as possible.</p> <p>We must move beyond requesting!</p>
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Vocabulary

Core	Fringe
I, you, go, eat, want, more, not	Reindeer, Mount Everest, paper clip
Small number of words	Large number of words
High Frequency	Low Frequency
Applicable to all environments/topics	Applicable to limited environments/topics
Uses a variety of parts of speech	Includes mostly proper names and other nouns
Approximately 80% of the words in a sample	Approximately 20% of the words in a sample

Core Vocabulary Board

	<p>"If we expect learners to speak AAC, we must speak AAC to them."</p> <p style="text-align: center;">Robin Parker (PrAACtical AAC)</p>
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Salttillo Wall Chart WordPower 60 basic

Notes:

Aided Language Input

aka partner augmented input, natural aided language, aided language stimulation

Strategy for teaching students and adults who use AAC

Saying words/phrases related to the context, while pointing to icons on the AAC system

What are the benefits?

Increases vocabulary comprehension

Increases symbol comprehension

Increases utterance length and complexity

Increases understanding of pragmatics, semantics, syntax and morphology

Provides a model for how AAC can be used, contexts, purpose, etc.

Reinforces the effectiveness of the system

Shows children that AAC is an acceptable use of communication

It happens everywhere!

It's for everyone!

It helps us (communication partners) become familiar with the device

Tips for Modeling

Model regularly and consistently

Use a slow pace

One time isn't enough

Don't worry about grammar

Self-talk

Parallel-talk

Model key words in the sentence

Model across all context


Continue even if they aren't watching, responding or replying

Don't expect the user to copy you

Reinforce and expand

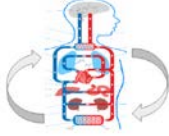
AAC and Academic Learning

5th Grade example – February is for Hearts? or for the Circulatory System?



Your heart is in your chest.

your in



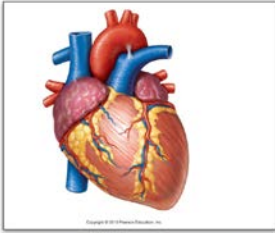
After it circulates, it comes back to the heart, and the cycle begins again.

go to in out up down again

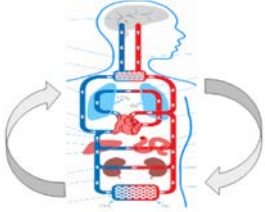
Descriptive Teaching

"We spend SO much time programming vocabulary into the device!"

Heart



Circulate



I **need** **it**

it **work**

it **in** **here**

go **up** **down** **again**

Notes

My next moves...