

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.

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

<http://bit.ly/CommunicareYouTube>



AAC Implementation Cariboo Game

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.



AAC Implementation Reading a Book

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.



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.

Prompting

What is prompting?

Prompts are used to increase the likelihood that a child will provide a desired response. In terms of communication, prompts are provided upon the student's demonstration of communicative intent.

Prompt level is an integral component of the teaching strategy and the prompt level for communication is determined by the speech-language pathologist.

AAC Prompting Hierarchy (From Positive AACtion - Rocky Bay 2010; Senner 2010; YAACK 1999)

1	Expectant Pause	Give the child time to respond or the opportunity to initiate communication.
2	Indirect Nonverbal Prompt	Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc).
3	Indirect Verbal Prompt	Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").
4	Request a Response	If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").
5	Gestural Cue	You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.
6	Partial Verbal Prompt	If there is still no response, give them part of the expected response (e.g. "You went to the...").
7	Direct Model	If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.
8	Physical Assistant	Provide hand-over-hand assistance to help the child to form the message using their device.

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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.



<http://bit.ly/PrAACticalAACExpansion>