Vocabulary Instruction
for AAC Learners

June, 2015

Carole Zangari, Ph.D., CCC-SLP
www.PrAACticalAAC.org

Supplemental Resources

Handout with PPT Slides Posted on PrAACtical AAC (www.PrAACticalAAC.org: AAC eToolbox (under Organizations & Handouts)

Apps to Support Vocabulary Activities
- Lauren Enders' collection of apps: http://bit.ly/YlELl1

- BitStrips: http://www.bitstrips.com/
- Conversation Therappy: http://bit.ly/1ahlBro
- Cool to Be Clever: http://www.agiopublishing.com/coolapp/
- Doppel Me: http://doppelme.com/
- Enchanted Dictionary by Golden Communications: http://goldencommunicationsllc.com/
- Hipster Dress Up: http://hyptod.com/games/hipster-dress-up/hipster-dress-up.html
- InferCabulary: http://www.communicationapptitude.com/#!ipad-apps/c8k2
- Morpho: http://www.morfoapp.com/
- Opposite Ocean by NRCC Games: http://bit.ly/UmIgZu
- Pictello: http://www.assistiveware.com/product/pictello
- Same Meaning Magic by NRCC Games: http://tinyurl.com/98djtng
- Shadow Puppet: https://itunes.apple.com/us/app/shadow-puppet-edu/id888504640?mt=8
- Super Duper Idioms App: http://bit.ly/1ahNb99
- Super Kids 4th-6th Grade Vocabulary: http://bit.ly/1uGuxFv (Other grade levels available)
- WordQuations: http://www.communicationapptitude.com/#!wordquations/cs80

Websites
- Acrostic Poems: http://rwtverio.ncte.org/materials/acrostic/index.html
- Inside Story Flashcards: http://insidestoryflashcards.com/
- Mii: http://www.blogcdn.com/www.joystiq.com/media/2006/10/mii.swf
- PicLits: http://www.piclits.com/
- Tarheel Reader: http://tarheelreader.org/
- Tellagami: https://tellagami.com/
- Voki: http://www.voki.com/

- Word Hippo: http://www.wordhippo.com/
- Wordsift: http://www.wordsift.com/
- Wordia: http://www.wordia.com/

Making Online Lessons
- Jog the Web: http://www.jogtheweb.com

Digital Word Walls
- LinoIt: http://en.linoit.com/
- Wall Wisher: www.wallwisher.com

Word Clouds
- ABCya: http://www.abcya.com/
- Tagxedo: http://www.tagxedo.com/
- Wordle: www.wordle.net
- WordFoto: https://itunes.apple.com/au/app/wordfoto/id414002091?mt=8

Online & Visual Dictionaries
- Lexipedia: http://www.lexipedia.com/
- Lingro: http://lingro.com/
- Shahi: http://blachan.com/shahi/
- Snappy Words: http://www.snappywords.com/
- VisuWords: http://visuwords.com/
- WordFlex: http://wordflex.com/

Mind Mapping Site/Apps
- Mind Meister: http://www.mindmeister.com
- iThoughts: http://www.ithoughts.co.uk

Note: Be sure to follow your agency guidelines in using any digital tools or websites in addressing issues of student privacy, access to appropriate material, cyber safety, etc.

Selected References

Balandin, S., & Iacono, T. (1999). Crews, wusses, and whoppas: core and fringe vocabularies of Australian meal-break conversations in the workplace. *Augmentative and Alternative Communication, 15*, 95-109.

Banajee, M., DiCarlo, C., & Stricklin, S.B. (2003). Core vocabulary determination for Toddlers. Augmentative and Alternative Communication, 19, 67-73.

Clarke, M., & Wilkinson, R. (2007). Interaction between children with cerebral palsy and their peers 1: Organizing and understanding VOCA use. *Augmentative and Alternative Communication, 23*, 336-348.

Hirsh-Pasek, K., Golinkoff, R.M., & Hollich, G. (2000). An emergentist coalition model for word learning: Mapping words to objects is a product of the interaction of multiple cues. In Golinkoff, R.M., et

al (Eds.), *Becoming a Word learner: A debate on lexical Acquisition* (pp. 136-164), Oxford: Oxford University Press.

Kent-Walsh, J., Binger, C., & Hasham, Z. (2010). Effects of parent instruction on the symbolic communication of children using AAC during storybook reading. *American Journal of Speech-Language Pathology, 19*, 97-107.

Liboiron, N., & Soto, G. (2006). Shared Storybook reading with a student who uses AAC: An intervention session. *Child Language Teaching and Therapy, 22*, 69-95.

Light, J. (1997). "Let's go star fishing": Reflections on the contexts of language learning for children who use aided AAC, *Augmentative and alternative communication, 13*, 158-171.

Müller, E., & Soto, G. (2002). Conversation patterns of three adults using aided speech: Variations across partners. *Augmentative and Alternative Communication, 18*, 77-90.

Murray., J., & Goldbart, J. (2009). Cognitive and language acquisition un typical and aided language learning: A review of recent evidence from an aided communication perspective. *Child Language Teaching and Therapy, 25*, 31-58.

Pennington, L., Thomson, K., James, P., Martin, L., & McNally, R. (2009). Effect of It Takes Two to Talk – the Hanen Program for parents of preschool children with cerebral palsy: Findings from an exploratory study. *Journal of Speech, Language, and Hearing Research, 52*, 1121-1138.

Proctor, L., & Zangari, C. (2009). Language assessment in students with AAC needs, pp. 47-69. In G. Soto & C. Zangari (Eds.) <u>Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs</u>. Baltimore: Paul H. Brookes Publishing Co.

Romski, M.A., & Sevcik, R.A. (1996). *Breaking the speech barrier: language development through augmented means*. York: Brookes Publishing Company.

Romski, M.A., Sevcik, R.A., Cheslock, J., & Barton, A. (2006). The system for augmenting language. In R.J. McCauley & M.E. Fey (Eds.), *Treatment of language disorders in children* (pp. 123-173). Baltimore, MD: Paul H. Brookes Publishing.

Romski, M.A., Sevcik, R.A., Adamson, L.B., Cheslock, M., Smith, A., Barker, R.M., & Bakeman, R. (2010). Randomized comparison of augmented and nonaugmented language interventions for toddlers with developmental delays and their parents. *Journal of Speech, Language and Hearing Research, 53*, 350-364.

Ruston, H.P., & Schwanenflugel, P.J. (2010). Effects of a conversation intervention on the expressive vocabulary development of prekindergarten children. *Language, Speech, and Hearing Services in Schools, 41*, 303-313.

Schlosser, R.W., (2003). *The efficacy of augmentative and alternative communication: Towards evidence-based practice*. New York: Academic Press.

Solomon-Rice, P. (2011). *Enhancing the language skills of toddlers with severe communication difficulties who benefit from AAC: A comparison of two language intervention approaches*. Unpublished Doctoral Dissertation, University of California, Berkeley.

Soto, G. (2013). Conversation-based AAC intervention. Annual ASHA Convention.

Soto, G., & Dukhovny, E. (2008). The effect of shared book reading on the acquisition of expressive vocabulary of a 7 year old who uses AAC. *Seminars in Speech and Language, 29*, 133-145.

Soto, G, & Hartmann, E. (2006). Analysis of narratives produced by four children who use augmentative and alternative communication. *Journal of Communication Disorders, 39*, 456-480.

Soto, G., Yu, B., Henneberry, S. (2007). Supporting the development of narrative skills of an 8 year-old child who uses an augmentative and alternative communication device: Case Study. *Child Language Teaching and Therapy, 23*, 27-45.

Soto, G., Hartmann, E., & Wilkins, D. (2006). Exploring the elements of narrative that emerge in the interactions between an 8 year-old child who uses a device and her teacher. *Augmentative and Alternative Communication, 22*, 231-249.

Soto, G., Solomon-Rice, P., & Caputo, M. (2009). Enhancing the personal narrative skills of elementary school-aged students who use AAC: The effectiveness of personal narrative intervention. *Journal of Communication Disorders, 42*, 43-57.

Soto, G., Yu, B., & Kelso, J. (2008). Effectiveness of multifaceted narrative intervention on the stories told by a 12 year old girl who uses AAC. *Augmentative and Alternative Communication, 24*, 76-87.

Stiegler, L.N., & Hoffman, P.R. (2001). Discourse-based intervention for word finding in children. *Journal of Communication Disorders, 34*, 277-303.

Waller, A., & O'Mara, D.A. (2003). Aided communication and the development of personal story telling. In S. von Tetzchner and N. Grove (Eds), *Augmentative and Alternative Communication: Developmental Issues* (256-271). London: Whurr Publishers.

Yoder, P.J., & Warren, S.F. (2002). Effects of prelinguistic milieu teaching and parent responsivity education on dyads involving children with intellectual disabilities. *Journal of Speech-Language-Hearing Research, 45*, 1158-1174.

Zangari, C. (2012, September). Helping the general education team support students who use AAC. Perspectives in AAC, 21, 3, 82-90.

Zangari, C., & Van Tatenhove, G. (2009). Addressing language demands of the curriculum for more advanced linguistic communicators, pp. 173-193. In G. Soto & C. Zangari (Eds.) Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs. Baltimore: Paul H. Brookes Publishing Co.