

AAC-59

AAC Intervention: Effective Use of Apps to Build Vocabulary Skills

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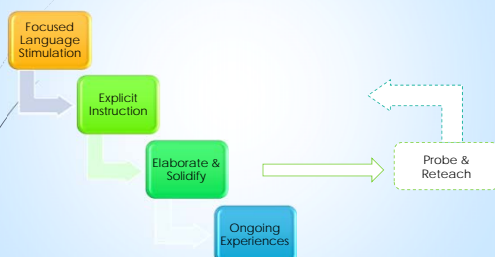
2 Disclosures



Financial
Co-editor of the book, Practically Speaking: Language, Literacy, and Academic Development of Students with AAC Needs

Non-Financial
Education website (non-revenue-bearing), PrAACtical AAC.

3 Framework for Semantic Instruction in AAC



4 What is Focused Language Stimulation?

- An intervention approach that:
 - Uses naturally-occurring opportunities
 - Includes modeling target words in ways that reveal their meanings
 - Brief definition
 - Clear connection to the context
 - Is an INDIRECT teaching method

5 Focused Language Stimulation


- Explain new word meanings when they are first used with **student-friendly definitions**
- In context and in discourse
 - Can include models of other forms of the word

"Intend"

intends, intended,
intending, intent,
intention, etc.

(Dickinson, Cote, & Smith, 1993)

6 Student-friendly Definitions

ancient very old These pyramids were built in ancient times.	
Synonyms: long ago old-fashioned out-of-date	

Photos from Ann Fausnight
www.DevotedtoVocabularyDevelopment.com

- Use **only words the student already knows**
- Focus on the essential elements
- Primary meaning

7 What is Explicit Instruction?

Key Elements

- Teaching vocabulary in a way that is direct, meaningful, and effective
 - Creating opportunities (not just taking advantage of naturally occurring opportunities)
- Goal driven: Specific vocabulary targets
- Requires planning
- Structured, systematic, scaffolded

Activities in This Phase

- Designed to **make the primary meaning clear**
 - Working with definitions
 - Using contrastive examples
 - Building graphic organizers
- Promote **metalinguistic knowledge**
 - Word consciousness
 - Self assessment
- Refine and clarify** the meaning

Highly
interactive;
Steeped in
dialogue

The Elaboration & Solidification Phase

- Relatively enjoyable activities that:
 - **Solidify** the student's understanding of the word
 - **Broaden** their knowledge of the word
 - Give them **practice** using the word
 - **Build linguistic diversity** (using a greater variety of words)
 - Promote generalization of use to new people and settings
 - **Give the student some control** over how to learn/practice
 - **Provide insight** into what the student knows

10 Activities in this phase should:

- Serve a **specific** purpose, such as:
 - Broadening understanding of how the word can be used
 - Understanding the relative value on a continuum;
 - Differentiating it from words with similar meanings
- Allow us to probe to see what they've learned so that we can re-teach, if necessary

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What is the Ongoing Experience phase?

- A period of time when we move onto address **NEW** words
- **BUT** keep providing opportunities for **receptive exposure** and **expressive use** of the target words

12

- Weeks 1-2
 - Target words: effort, sufficient, frustrated
 - Target words: I, go, more
- Weeks 3-4
 - Target words: continue, method, gain
 - Repetition on: effort, sufficient, frustrated
- Target words: it, like, get
 - Repetition on: I, go, more
- Weeks 5-6
 - Target words: ambiguous, lack, confused
 - Repetition on: effort, sufficient, frustrated, continue, method, gain
- Target words: he, want, no
 - Repetition on: I, go, more, it, like, get

Black: Tier 2
Blue: Core



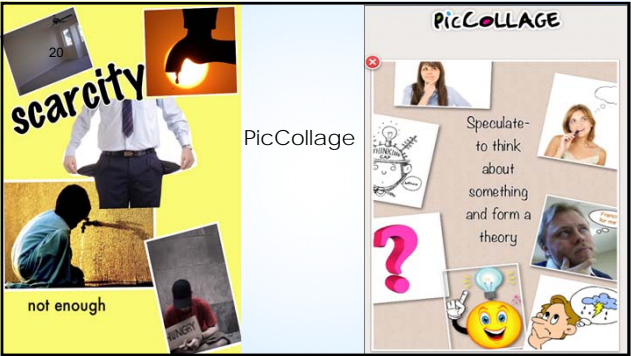
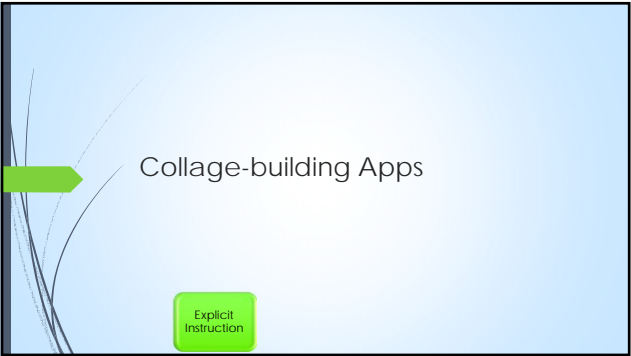
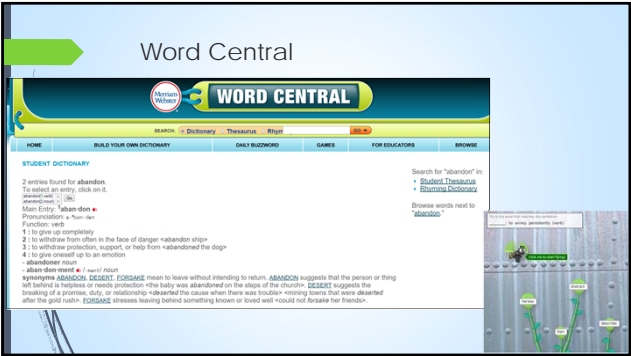
Online & Personal Dictionaries

Focused Language Stimulation

Explicit Instruction

http://kids.wordsmyth.net/

The screenshot shows the Kids Wordsmyth website interface. The top navigation bar includes 'Explore', 'A-Z', and 'Search'. A sidebar on the left lists categories: Animals, Food, Home, Language, Maps, Numbers and Shapes, Our Planet, and Plants. The main content area features a large illustration of a girl writing, with the word 'writer' displayed below it. Below the illustration is a horizontal timeline showing various professions: actor, dancer, chef, scientist, and teacher. On the right, there is a 'writer' section with a definition, a list of professions (actor, dancer, chef, scientist, teacher), and a 'Focused Language Stimulation' button. At the bottom right, there is a 'Explicit Instruction' button.



21

The learning is in the dialogue around the activity.

Avatars & Storytelling Apps

23

BitStrips

FaceCon

- Introduce an activity or assignment
- Create a cartoon or story around a target word
- Share with others

Mii

NAME :
Carole


CREATOR'S NAME :
Carole

OK

FAVORITE COLOR :

>NAME :

25



DoppelMe

Student A
-annoyed
-outraged
distressed

Student B
-mad
-angry

Focused Language Stimulation Elaborate & Solidify Ongoing Experiences

26

Target Words: specific, clarify



I want a sweater.

With long arms. Open.

Red

There are a lot! Be more specific.

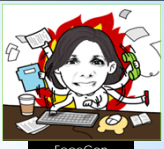
Can you specify the color?

Thanks for clarifying.

music by Daniel Littlejohn

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From Avatar to Narrative



FaceCon

"Can I start by telling you how incredibly busy I have been?"

"Did you get my email...?"

"What do you think I meant by 'incredibly?'"

"What inference can you make about...?"

Focused Language Stimulation Elaborate & Solidify Ongoing Experiences

From Avatar to Narrative



Voki

"Can I start by telling you how nonchalant she acted when I told her how mad I was?"

Focused Language Stimulation Elaborate & Solidify Ongoing Experiences

29 Digital Storytelling Apps


- E.g., Tellagami
- Create an animated story around a target word



Tellagami examples at <http://bit.ly/1cZ8f5L>

30 Building Narratives

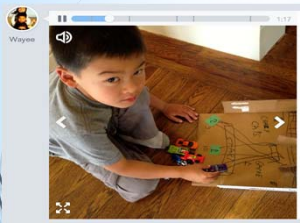
Be prepared to co-create the story.



Tellagami

indifferent

31 Shadow Puppet App



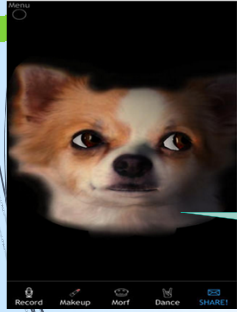
Goals

- 1. Increase sentence length beyond 3 words
- 2. Use prestored questions
- 3. Multiple uses of core words (e.g. 'look' as a phrasal verb 'look like')

Focused Language Stimulation

Elaborate & Solidify

Ongoing Experiences



Morpho

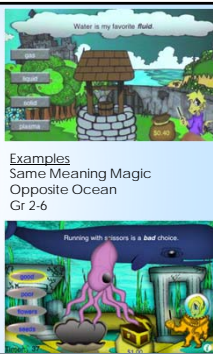
"I look like Mrs. Pardo. What do you think?"

Record Makeup Morph Dance SHARE!

Vocabulary Apps & Websites

- Lots of them! ELA, ELL
- Watch for:
 - Whether the focus is on semantics or spelling
 - Whether it teaches or tests; Testing can be okay for practice
 - Timed/or untimed
 - Whether the words match the student's targets
 - How errors are handled

Examples
Same Meaning Magic
Opposite Ocean
Gr 2-6



Running with scissors is a bad choice.

Water is my favorite fluid.

Buttons: Focused Language Stimulation, Explicit Instruction, Elaborate & Solidify, Ongoing Experiences

SLP Therapy Apps

Conversation TherAPPy

Tell or write a story about being lonely.



Buttons: Focused Language Stimulation, Elaborate & Solidify, Ongoing Experiences

35 Vocabulary-Specific Apps

Overall Rating: 150.3 (2 of 27 levels)

Which quiz would you like to practice?

- 01. Nouns - Things ?
- 02. Adjectives - Amount ?
- 03. Verbs - with Things ?
- 04. Nouns - Ideas ?
- 05. Adjectives - of Ideas ?
- 06. Verbs - with Ideas ?
- 07. Nouns - Personal ?
- 08. Adjectives - of Things ?
- 09. Verbs - with People ?

Reset Send

Middle School Vocabulary
By Monkey in the Middle



Buttons: Explicit Instruction, Elaborate & Solidify, Ongoing Experiences

36 Verb News

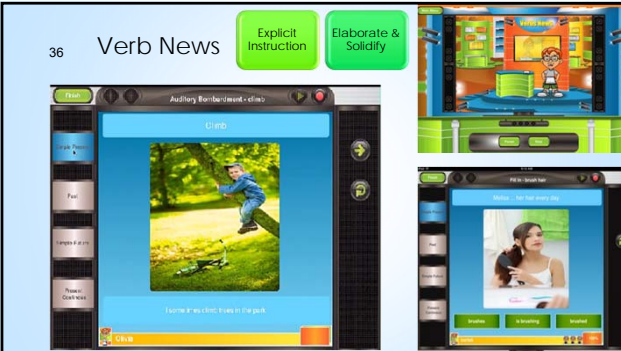
Explicit Instruction Elaborate & Solidify

Audio: Ben-Hur - cello

Verb: Jump


Image: A person jumping over a log in a forest.

Text: Teach it by doing it. Use in the park.



Buttons: Explicit Instruction, Elaborate & Solidify, Ongoing Experiences

37 Multiple Meaning Library



Explicit Instruction

Elaborate & Solidify

Ongoing Experiences

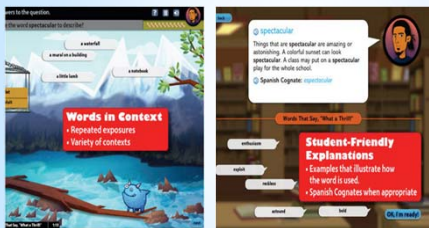
38 Comparative Adjectives



Elaborate & Solidify

Ongoing Experiences

39 World's Worst Pet

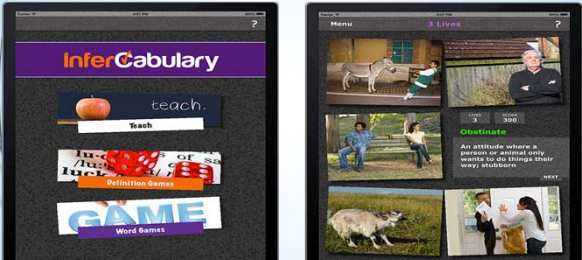


Focused Language Stimulation

Elaborate & Solidify

Ongoing Experiences

40 InferCabulary (1, 2, 3)



Explicit Instruction

Elaborate & Solidify

Ongoing Experiences

41 WordQuations

Base Verb
+ Speed
+ Heaviness, Volume, or Intensity
+ Motive or Emotion
= Synonym

Video of teens acting it out

Explicit Instruction
Elaborate & Solidify
Ongoing Experiences

Base Verb
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Explicit Instruction
Elaborate & Solidify
Ongoing Experiences

43 Re-purposed Websites & Apps

Create your own Mood Dude!

10 zany story makers

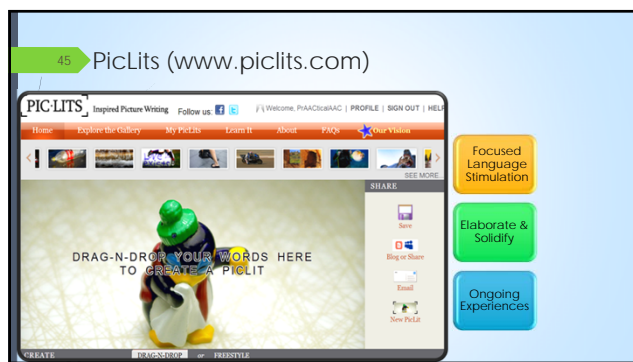
Focused Language Stimulation
Elaborate & Solidify
Ongoing Experiences

Apps that focus on a target word (e.g., try, work, invent, challenge)
Or allow student to select words

It's Cool To Be CLEVER

10 zany story makers

Focused Language Stimulation
Elaborate & Solidify
Ongoing Experiences



"But my kid wants to use the app on his own terms, not with ME!"

Strategies to Try

- Make expectations clear w/ visual supports
- New app, new rules
- Make a separate folder for apps that are shared with another person
- Use a visual schedule
- Write a social narrative

Read a Pictello Story			Done
	Wendy	Pick a story.	X
	Dr. Z	Say something about it.	X
	Wendy	Say something about it.	
	Dr. Z	Say something about it.	
	Wendy	Rate the book.	


Sample Activity Schedule

49

Social Narrative

- I like to do things on my iPad. I look at books, watch videos, and play games. I like to do that alone.
- Sometimes, other people want to play with me on the iPad. They want to have fun. They want to help me learn. That is good and helpful.
- It is okay for them to play with me on the iPad. Playing together is good.
- I will try to share and take turns. They will be happy if we play together.
- If I feel upset, I can tell them or ask for a break. I know that I will get to play by myself later on.
- I can have fun by myself. I can have fun with other people, too.

How many turns? $5 + 5 = 10$ More on token boards at
<http://bit.ly/YPjeels>

Taking Turns					
Wilson					
					
Someone else					
					

Keep the focus on teaching.

Real vocabulary instruction is an ongoing process.

Connect


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