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# Semantic Intervention in AAC: Engaging Learners with Digital Media

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Handout:


ENJOYING ISAAC?  
TWEET OR FOLLOW  
#ISAAC2016

What apps/websites do you like for building vocabulary skills with AAC learners?

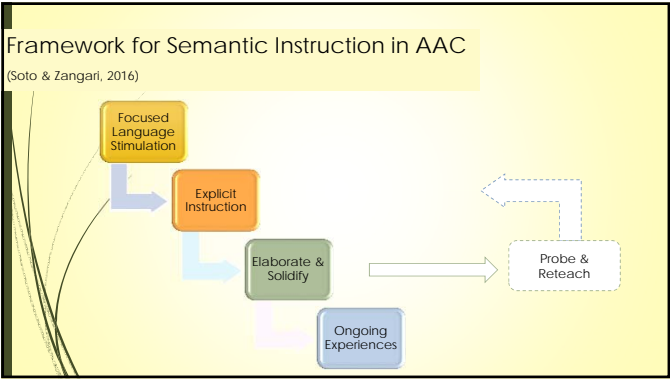
Share your ideas!

Use the + button in the lower corner to add a sticky to our wall. Add your ideas about websites/apps for vocabulary building, ask a question, or make a comment.

Join at: <http://bit.ly/AACvocabularyPadlet>



<http://bit.ly/AACvocabularyPadlet>



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# 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

Focused Language Stimulation

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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: to plan or want to do something

(Dickinson, Cote, & Smith, 1993)

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

Focused Language Stimulation


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Student-friendly Definitions

**ancient**  
very old

These pyramids were built in **ancient** times.

Synonyms:  
long ago  
old-fashioned  
out-of-date



• Use **only words the student already knows**

• Focus on the essential elements

• Primary meaning

Photos from Ann Fausnight  
www.DevotedtoVocabularyDevelopment.com

Focused Language Stimulation

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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

Explicit Instruction

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Activities in This Phase

■ Designed to **make the primary meaning clear**

1. Working with definitions

2. Using contrastive examples

3. Building graphic organizers

■ Promote **metalinguistic knowledge**

1. Word consciousness

2. Self assessment

■ **Refine and clarify** the meaning

Highly interactive; Steeped in dialogue

Explicit Instruction

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

Elaborate & Solidify

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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

Elaborate & Solidify

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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

Ongoing Experiences

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Online & Personal Dictionaries

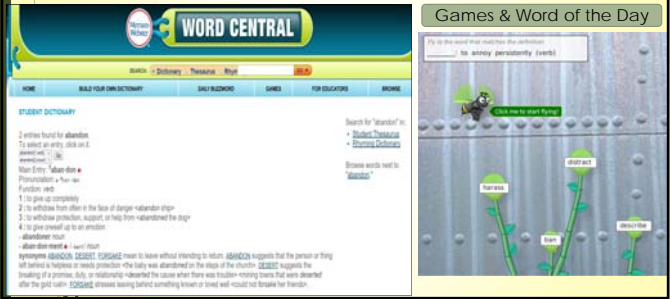
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Dictionary Work

- Interactive activity
- Provide lots of dialogue and conversation about the target word(s)
- Expand on the definitions to add clarity
  - Give meaningful explanations
- Relate the explanation to personal experience
- NOT memorizing and reciting definitions

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Word Central



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Implementation Ideas

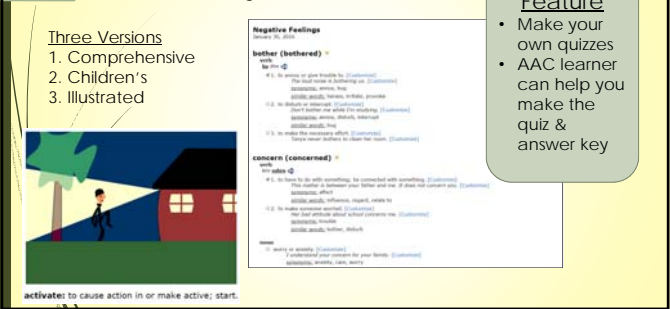
- Student gives input into what words we focus on
  - Nominate words for study
  - Select from a word bank
- Discuss: What do you already know about this word?
- Look it up; Pronounce it in SGD
- Find & discuss the meaning
- Elaborate on the meaning
  - Tell a story; Relate it to a past experience
- Provide opportunities for both parties to say the word with AAC several times

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Wordsmyth

Three Versions

- Comprehensive
- Children's
- Illustrated



Quiz Feature

- Make your own quizzes
- AAC learner can help you make the quiz & answer key

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<http://kids.wordsmyth.net/>



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Personal Glossary Examples

- Rachael's Rainbow of Feelings
  - "It's all bad."
  - Expand the number of emotion words
  - Understand the continuum of feelings
- High School Like a Boss
  - "What would Jenna say?"
- Newspaper Words
  - Terms for Journalism Club



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Collage-building Apps

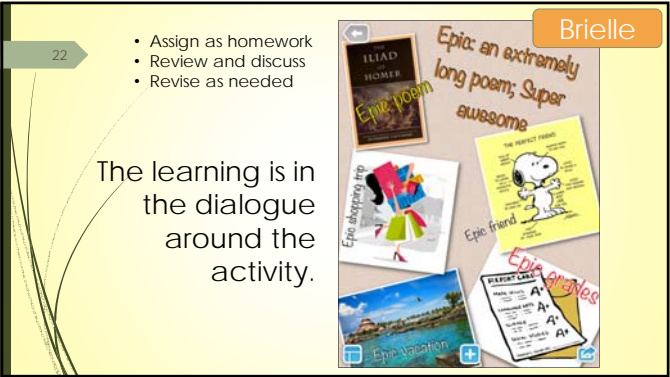
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Vocabulary Collages

- Interactive activity
- Select images that depict or relate to the target word
  - Find them on the web or take photos with the mobile device
- Discuss: Why is this photo a good fit for our word? Why not?
- Show it off! Explain the collage to teachers, therapists, family, & peers.
- Provide opportunities for both parties to say the word with AAC several times



PicCollage



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- Assign as homework
- Review and discuss
- Revise as needed

The learning is in the dialogue around the activity.

Brielle



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## Avatars & Storytelling Apps



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BitStrips



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

Elaborate & Solidify

Ongoing Experiences



Voki



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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.

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From Avatar to Narrative



"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...?"

From Avatar to Narrative

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



Voki

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Digital Storytelling Apps

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

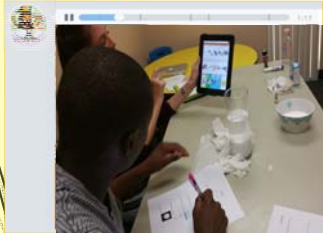




Tellagami examples at <http://bit.ly/1cZ8f5L>

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Shadow Puppet App




“DO you know what we did today? I DO! We love to DO experiments. We did one with colors.

DO you have a favorite color? I DO! It is green. I put some in.

Gianna said, ‘Who wants to mix it?’ I DO!...”

Morpho




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’)

“I look like Mrs. Pardo. What do you think?”


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



SLP Therapy Apps

Conversation TherAPPy







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Vocabulary-Specific Apps

Overall Rating: 150.3 (2 of 27 levels)

Which quiz would you like to practice?

D1. Nouns - Things

D2. Adjectives - Amount

D3. Verbs - with Things

D4. Nouns - Ideas

D5. Adjectives - of Ideas

D6. Verbs - with Ideas

D7. Nouns - Personal

D8. Adjectives - of Things


D9. Verbs - with People

Reset

Send

Middle School Vocabulary

By Monkey in the Middle




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Verb News


Audio Player

Drinks



Learn to use the verb in the past.

Fill in: break the



break

break

break

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Multiple Meaning Library

Multiple Meanings Library

START

SETTINGS

REPORTS

INFO

What did he mean by, "I will train your dog?"

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Comparative Adjectives

Find the younger kid



Library

Settings

Angry

Beautiful

Big

Cheap

Cheerful

Clean

OFF

ON

ON

OFF

ON

ON

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World's Worst Pet

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InferCabulary

1. Infer from photos

2. See the student-friendly definition

3. Get more information & examples

4. Play games to reinforce learning

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WordQuations

Base Verb

+ Speed

+ Heaviness, Volume ,or Intensity

+ Motive or Emotion

= Synonym


Video of teens acting It out

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Re-purposed Websites & Apps

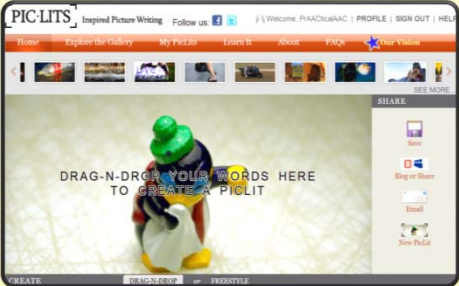
Use them to meet your purpose in word learning

E.g., Feel Electric App (Electric Company)



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

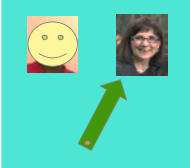
42 PicLits (www.piclits.com)








“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 |
|---|--------------------------------|------|
|  | Wilson Pick a story.           | X    |
|  | Dr. Z Say something about it.  | X    |
|  | Wilson Say something about it. |      |
|  | Dr. Z Say something about it.  |      |
|  | Wilson Rate the book.          |      |

Sample Activity Schedule













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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  |  |   |   |   |   |
|  |  |  |  |  |  |

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Vocabulary learning comes from instruction, not the technology.



Keep the focus on teaching.

Thank you!

<http://bit.ly/AACvocabAppPadlet>



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