


BEYOND THE BASICS:
CORE CONSIDERATIONS IN
AAC INTERVENTION

CAROLE ZANGARI, PH.D., CCC-SLP
COLLEGE OF HEALTHCARE SCIENCES
NOVA SOUTHEASTERN UNIVERSITY

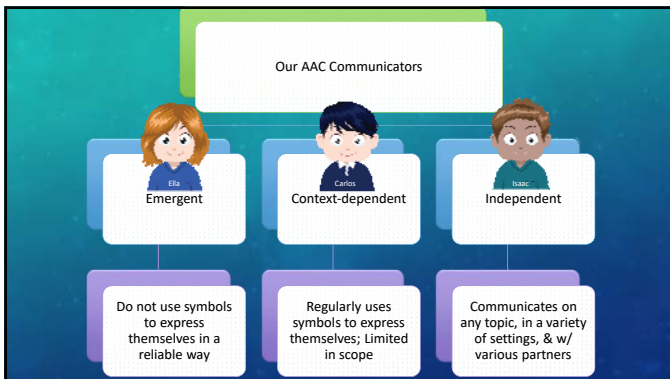
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“Another talk on core vocabulary?!”

...After 75 posts on the topic (<http://bit.ly/CoreKeyword>), isn't it time to move on?...



Almost!



One size doesn't fit all.


So...

- Should we use core vocabulary with everyone?
 - What role should it play for Emergent Communicators? For Context-Dependent Communicators? For Independent Communicators?
- Should we implement it in different ways?

Clearing Up Misconceptions

Core words are...

- All that are needed in an AAC system??



Comprehensive AAC Systems

Core

Fringe

Prestored sentences/questions

Alphabet



Individual Needs

Core

Core

Core

Core

Core

Core

Core

Core

Core

Core

Core

Core

Core

Core

Core

Core

Fringe

Fringe

Fringe

Fringe

Fringe

Sentences

Questions

Alphabet



Individual Needs

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Fringe

Core

Core

Core

Core

Sentences

Sentences

Questions

Questions

Alphabet



Building Language: Where Do I Start?

Arrows indicate possible pathways for combining words.

What does the person LOVE?

Which core word is most naturally associated with that word? If you're not sure, ask yourself, "What do I do with it?" (eat, play, go, make...)

Teach the one of these words first.

Specific nouns related to the word (i.e. _____)

What words can you use to describe the item/activity?

What words/phrases do you use when you talk about this item/activity?

#1

Teach the one of these words first.

Speak for Yourself, 2012

CLEARING UP MISCONCEPTIONS

Core words are...?

- All that are needed in an AAC system??
- First words?? A developmental word list??




Image Credit: Strokke

CLEARING UP MISCONCEPTIONS

Core words are...?

- All that are needed in an AAC system??
- First words?? A developmental word list??
- Too abstract for learners with intellectual disabilities??

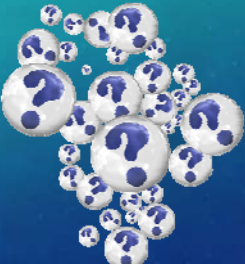


Image Credit: G. Altmann

CLEARING UP MISCONCEPTIONS

Core words are...?

- All that are needed in an AAC system??
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Image Credit: Wokandapix

OTHER MISCONCEPTIONS

“We can use whatever symbols we have access to when making or selecting core vocabulary materials.”

Do the symbols in your educational/therapy materials match the students' AAC devices/apps?

--- Reduce roadblocks to learning by being consistent.

OTHER MISCONCEPTIONS

“We can use whatever symbols we have access to when making or selecting core vocabulary materials.”

- Risky assumption! Not necessarily.
- Consistency matters
 - What symbol set is used by the student's SGD or AAC app?
 - If not using AAC tech yet, go with your best prediction.
- Aim for the same type of symbols, layout, & color-coding schema across AAC tools (no tech, low tech, &/or high tech) and visual supports

OTHER MISCONCEPTIONS

Modeling is 'enough.'

- Aided language input is necessary but not sufficient for many learners.
- Risky assumption!
- Therapists and educators should use additional teaching strategies.




Engaging Interaction Styles

1. Content that is meaningful to the learner
 - Planned activities & materials
 - Making associations & connections in spontaneous situations

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Engaging Interaction Styles

1. Content that is meaningful to the learner
2. Authentic purposes
 - Communicating something that matters in the context.



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Image Credit:
B. Gambit

Engaging Interaction Styles

1. Content that is meaningful to the learner
2. Authentic purposes
3. Non-confrontational
 - Few directives for communication
 - Little or no questions or mands
 - Descriptive talking (Van Tatenhove)
 - 'Think aloud' approach
 - Narrating the student's experience

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Engaging Interaction Styles

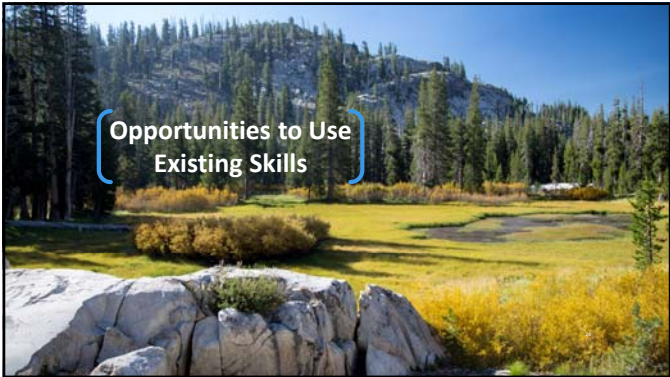
1. Content that is meaningful to the learner
2. Authentic purposes
3. Non-confrontational
4. Supportive responses
 - Acknowledgment & validation
 - Assistance, when appropriate
 - Informative feedback

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Engaging Interaction Styles

1. Content that is meaningful to the learner
2. Authentic purposes
3. Non-confrontational
4. Supportive responses

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Practice in Meaningful Contexts

- Set the stage with opportunities, aided language, & an engaging interaction style
- Pause expectantly
- Support the student in creating a response, when appropriate
- Repeat with similar circumstances

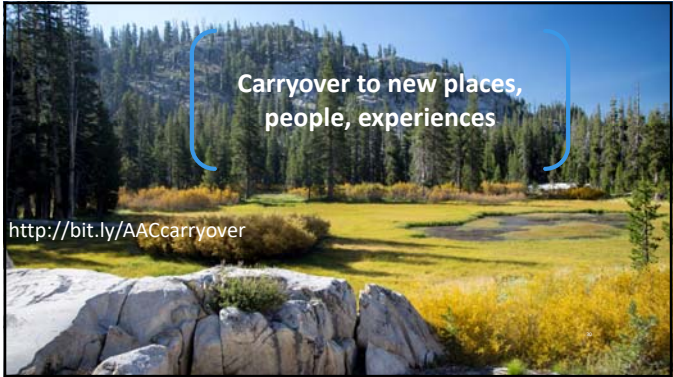
How can we wedge in MORE communication experiences throughout the day?




“It’s a great activity, but it’s not therapy.”


AAC support takes many forms.


CONVERSATION/ACTIVITIES	THERAPY/INSTRUCTION
<ul style="list-style-type: none"> • Spontaneous or planned • Uses skills the learner already has • May address goals but not driven by them • No scope or sequence “What you see is what you get” • May include supportive strategies that have an evidence base • Performance monitoring is sporadic or non-existent 	<ul style="list-style-type: none"> • Planned • Uses existing skills & builds new ones • Goal-driven • Has a scope & sequence “Adds up to more than the sum of the parts” • Must include supportive strategies that are evidence-based • Performance is continually monitored & evaluated • Includes conversation & activities, but goes beyond them





Thank you!

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