

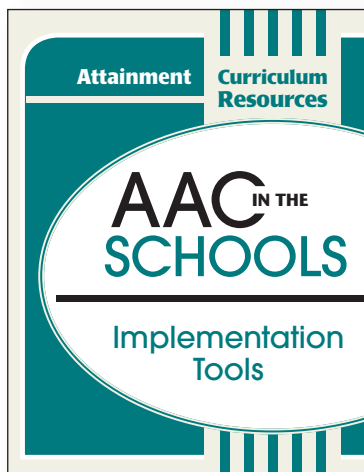
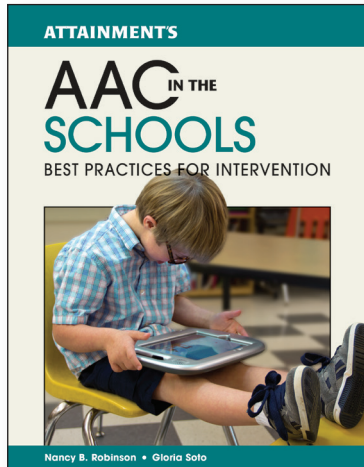
Attainment

**Curriculum
Resources**

AAAC IN THE
SCHOOLS

**Implementation
Tools**

Attainment Curriculum Resources



AAC in the Schools Implementation Tools

- Implementing UDL
- Parent Interview Tool
- Language Assessment for AAC users
- Template for Comprehensive Goal and Intervention Planning
- Brown's Stages of Language Development and Pragmatic Development
- Pragmatic Language Use Across the School Day
- Guidelines for Vocabulary Selection for AAC Systems
- RISE Elements of Phonological Intervention with Students Using AAC Systems
- Checklist for SLPs Working with Families in AAC Practices
- Professional Self-Assessment for SLP Roles in AAC in School Settings



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Implementing UDL

- ▶ Consider the needs of students who need alternative methods to access print materials through simultaneous use of print and icons or pictures to convey key concepts.
- ▶ Examine the curriculum with teachers to determine flexible and responsive ways to reach all students through increased use of visual supports in the classroom, such as visual schedules and photographic representations of special classroom events.
- ▶ Review assistive technologies that can be used in the classroom, such as computers for students to read classroom materials in digitized formats. These may include text-to-speech options for students who are verbal, allowing them to read aloud with the class.
- ▶ Conduct assessment and progress monitoring for students who use AAC with a variety of materials and adapted methods of assessment. These methods may include pointing to picture choices to determine knowledge and use of language functions such as vocabulary, syntax, morphology, and phonology. Extensive discussion of assessment tools and methods is provided in Chapter 2.
- ▶ Evaluate the core curriculum with the teacher to determine flexible goals with multiple ways for students to demonstrate learning in the curriculum. Ralabate (2011) provides the following example: “Identify the elements of fiction (problem, solution, character, and setting) and analyze how major events lead from problem to solution” (Massachusetts ELA Curriculum Frameworks, Standard 12). This example allows the student to meet the goal in multiple ways. The SLP can work with the teacher to establish alternative means for students with AAC systems to indicate fiction elements through communication boards designed for this purpose or adapted literacy tools that may include a story map to visually guide the student.
- ▶ Work toward a classroom culture that allows for diverse learning styles and accepts different modalities of communication. The SLP can model for all students in the class that one student may use a computer to read a book to others and another student may use pictures to tell a story. Acceptance can be established through multiple ways to achieve the same curriculum expectations.
- ▶ Examine barriers in the curriculum that may prevent students from participating with other students to use language and literacy skills. Barriers may include emphasis on responding verbally to the teacher’s questions. The SLP can demonstrate and model multiple modalities of expression with students who use AAC systems, as described above. Anticipation of barriers for students who use AAC will help to prevent exclusion from the general curriculum. Additional guidelines for educators are available from the National Center for UDL in the form of the Educator Checklist and may be accessed at <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>.

FIGURE 2.2 Parent Interview Tool

Student Communication Background: Parent Interview

Student _____ Date: _____

Birthdate _____ Chronological age _____ School _____ Grade _____

Form completed by _____ Relationship _____

Phone _____ Email _____

Please check all items that apply to your child.

My child

- enjoys communicating
- initiates communication
- responds to communication
- resists communicating
- is easily frustrated with unsuccessful communication attempts

Child's response when message is not understood

- not aware of misunderstanding
- aware of misunderstanding and repeats message
- other

1. How does your child get your attention? _____

2. How does your child indicate his/her wants and needs? _____

3. How does your child indicate feelings about him/herself, others, or activities? _____

4. How does your child request information? _____

5. How does your child request objects/events/people that are present? _____

6. How does your child request objects/events/people that are not present? _____

7. How does your child let you know s/he doesn't want to do something? _____

8. How does your child answer "yes" to a question? _____

9. How does your child answer "no" to a question? _____

10. What else do you want me to know about your child? _____

Communication Partners and Settings

Provide some information in the following chart about the people your son/daughter communicates with and how often. For example, the child's teacher communicates with your child on a daily basis. In contrast, your child may only interact with the physical therapist weekly.

People My Child Communicates With

Name	Daily	Weekly	Monthly	Occasionally

Student's Interests and Communication Topics

Tell us about the things your child likes to do and communicate about, for example, favorite movies, games, music, sports, travel, books, heroes, family events. _____

Communication Priorities

What is MOST IMPORTANT for your child to learn this year that would help him/her (a) be more independent and (b) participate more fully with family?

Priority 1 _____

Priority 2 _____

Priority 3 _____

Adapted from Robinson and Cooke (2010).

TABLE 2.1 Language assessment for AAC users

Area to be assessed	Domain	Language profile/skills	Test (and subtest)
Receptive Language	Single-word vocabulary	Prelinguistic: Individuals who rely primarily on nonsymbolic modes of communication, such as gestures, vocalizations, eye gaze, and body language. Use of these modalities may be either intentional or unintentional (Beukelman & Mirenda, 2013).	<ul style="list-style-type: none"> ▶ Communication Matrix ▶ CSA
	Single-word vocabulary	Beginning communicators: Individuals who have an expressive vocabulary of 50 words or fewer (Soto & Zangari, 2009).	<ul style="list-style-type: none"> ▶ MacArthur Bates ▶ PPVT ▶ OWRVT
	Single-word vocabulary	Symbolic communicators: Individuals with language production skills corresponding to 36 months of age and beyond. These individuals communicate in sentences and use morphological features (Soto & Zangari, 2009).	<ul style="list-style-type: none"> ▶ MAVA (3 Vocabulary Tiers) ▶ TACL-3 (Vocabulary)
	Words in discourse	Symbolic	<ul style="list-style-type: none"> ▶ TOLD-4 (Syntactic Understanding subtest) ▶ TACL-3 (Elaborated Phrases and Sentences subtest) ▶ CELF (Formulated Sentences subtest) ▶ CELF (Understanding Spoken Paragraphs subtest)
	Grammatical morphemes	Symbolic	<ul style="list-style-type: none"> ▶ TACL-3 (Grammatical Morphemes subtest) ▶ TOLD (Syntactic Understanding subtest) ▶ CELF-4 (Word Structure subtest)

(Table continues)

TABLE 2.1 (Continued)

Area to be assessed	Domain	Language profile/skills	Test (and subtest)
Receptive Language	Inferences	Symbolic	<ul style="list-style-type: none"> ▶ CELF-4 (Understanding Paragraphs subtest) ▶ TLC-E (Listening Comprehension subtest)
	Figurative language	Symbolic	▶ CELF (Understanding Spoken Paragraphs subtest)
Expressive Language	Single-word vocabulary	Symbolic	<ul style="list-style-type: none"> ▶ TOLD (Word Articulation subtest) ▶ EVT ▶ OWEVT ▶ MAVVA (3 Vocabulary Tiers) ▶ CELF-4 (Expressive Vocabulary subtest)
	Rapid naming	Symbolic	▶ CELF-4 (Rapid Automatic Naming and Word Association subtests)
	Definitions	Symbolic	▶ TOLD (Oral Vocabulary subtest)
	Sentence formulation (beginning)	Symbolic	▶ CELF-4 (Formulated Sentences subtest)
	Sentence formulation (advanced)	Symbolic	▶ CELF-4 (Sentence Assembly subtest)

TABLE 3.1 Template for comprehensive goal and intervention planning

Lesson Plan:		
Operational goal:		
Functional goal:		
Time	Introduction activity	Intervention strategies
Time	Direct instruction activities	Intervention strategies
Time	Guided practice activities	Intervention strategies
Time	Independent practice	Intervention strategies
Time	Generalized/extension activities	Intervention strategies

TABLE 4.2 Brown’s stages of language development and pragmatic development

	Communicative intent	Discourse rules
Stage I MLU 1: One-word utterances (up to 75 words)	<ul style="list-style-type: none"> ▶ Naming ▶ Commenting ▶ Requesting objects ▶ Requesting information ▶ Responding ▶ Protesting or rejecting ▶ Greeting 	<ul style="list-style-type: none"> ▶ Turn-taking based on joint reference or joint action ▶ Initiating a topic based on “self,” such as attention getting ▶ Maintaining a topic in routine situations
Stage II MLU 1.5–2.5: Two- and three-word phrases (75–200+ words)	<ul style="list-style-type: none"> ▶ Requesting action ▶ Responding to requests ▶ Stating ▶ Regulating conversational behavior 	<ul style="list-style-type: none"> ▶ Turn-taking after a pause ▶ Turn-taking beyond two turns ▶ Initiating a topic to an adult, then to peers ▶ Restating when requested
Stage III MLU 2.5–3.0: Early sentence types (200–1,000 words)		Restating when requested, then when given an indirect cue by an adult, “I didn’t hear you.”
Stage IV MLU 3.0–3.75: Sentences include grammar forms (1,000–2,000 words)	Other performatives such as teasing . . .	<ul style="list-style-type: none"> ▶ Rephrasing when requested ▶ Maintaining a topic using interjections ▶ Maintaining a topic using questions ▶ Initiating a topic regarding something in the “here and now”
Stage V MLU 3.75–4.0: More grammar forms in sentences (2,000–3,000 words)	Other topics such as teasing, warning, sarcasm, humor, metaphors	Restating when requested, then when given an indirect cue by an adult, “I didn’t understand that.”
Stage VI MLU 4.0+: Correct syntax and grammar (3,000+ words)		Initiating a topic regarding something in the “here and now,” then to topics in the past and future

Adapted from Prentke Romich AAC Language Lab.

TABLE 4.3 Pragmatic language use across the school day

Student Name: Tim

Pragmatic skill	School environment	Activity or routine	Strategy	Communication partner
Greeting Others	Hallway	Morning Arrival	Indirect prompt: Peers greet	Peers
Initiating Conversation	Classroom	Morning Circle	Teacher indirect prompt: "Who has news to share?"	Peers/teacher
Sharing News/Story	Classroom	Language Arts	Peer prompt: "Share your story, Tim."	Peers/teacher
Taking Turns	Classroom	Language Arts, Science, Math	Peer prompt: "It's your turn."	Peers/teacher
Commenting	Classroom	Language Arts, Science, Math	Teacher/peer prompt: "What do you think, Tim?"	Peers/teacher
Asking for Repetition	Classroom	Language Arts, Science, Math	Teacher indirect prompt: "Does anyone have a question?"	Teacher
Closing Conversation	Classroom	Closing Circle	Teacher indirect prompt: "Let's hear highlights of the day."	Peers/teacher

TABLE 4.3 Pragmatic language use across the school day



Student Name:

Pragmatic skill	School environment	Activity or routine	Strategy	Communication partner

Guidelines for Vocabulary Selection for AAC Systems

- 1** When beginning with a limited number of keys, put words for broad language functions on the device and extended vocabulary (names of people, places, and things) on a manual communication board. To have words with **maximum** value across the most number of activities and communication settings, start by focusing on words that are used to **mediate** or **regulate** activities (e.g., *more, again, help, all gone, all done, different*). Then add words that are used to **comment** and **relate** (e.g., *fun, good, bad, like*).
- 2** If a child has a reliable way to say *yes* and *no* (or *hello* and *goodbye*), don't select these words as the first words on the AAC device.
- 3** While young children use *the* and *a* with high frequency, these are not high-content or high-function words and don't need to be on an AAC device or board that has limited keys. This principle may apply to many other low-content words, like *of, to*, etc.
- 4** Begin to build a manual communication board, keeping motor planning and automaticity in mind. Always try to have a board with keys for at least 50 core words. For nouns, use a section that can be flipped or changed so that no matter what the activity, the same 50 core words are always available.
- 5** After the first 50 words, the AAC system should grow in keeping with normal language development principles, as follows:
 - ▶ Make sure you have words from a variety of word classes.
 - ▶ Include key pronouns (*I, me, you, it, mine, he, she*); verbs (*do, put, is, make, let, get, want*); negation (*not, no, don't*); prepositions (*with, for, to, in, on*); key question words (*what, where*); modifiers (*gone, more, some, all*); generic locations (*here, there, away*).
 - ▶ Add words for **personal** core. Include words that are core to the child's personal needs, like names of key people, places, and things. These words may not be generic to all other people, but they are important to the person using the AAC device.
 - ▶ Verb phrase development depends on having access to main verbs, "little" verbs, and verb endings. You need main verbs with the widest range of function (e.g., *do, put, get, give, make, let, try, like, want*) and more specific function (e.g., *eat, read, drink, read, color*).
 - ▶ Some verbs cannot stand alone (e.g., *put*). They are combined with another word (e.g., preposition = *put on*, adjective = *put more*, adverb = *put away*, pronoun = *you put it*, determiner = *put that*). You have to have a variety of words available to combine with these verbs.
 - ▶ Noun phrase development needs more than names of things. Many times, the more generic nouns have more usefulness in the context of the situation. Consider how you can use these words: *this, that, these, those, other, more, one, thing, any*, etc.
 - ▶ Make a plan for expanding the language available to the child on the AAC board or device.

Note: Adapted from *Normal language development, generative language & AAC* (unpublished manuscript), by G. M. Van Tatenhove, 2007. Retrieved on May 23, 2012, from: www.vantatenhove.com

TABLE 5.5 RISE elements of phonological intervention with students using AAC systems

RISE element	Description	Example with student using AAC
Repeated Opportunities	Two words per page for 10-page book = 20 trials	SLP presents target sound in book and requests student to identify target sound using AAC device or pre-recorded VOCA.
Intensity	Individual or small group, 40–60 minutes per week focused on phonemic awareness for 8–10 weeks	SLP presents target skill such as segmented word, <i>b-a-d</i> , and requests student to identify blended target word using AAC device or pre-recorded VOCA.
Systematic Support	<ul style="list-style-type: none"> ▶ Interactive response scaffolds: Stress the target sound. ▶ Interactive linguistic scaffolds: Expand a partial into full-word segmentation. ▶ Interactive regulatory scaffolds: Ask student what is being learned with multiple-choice. ▶ Structural scaffolds: Use rhyming books to highlight form over content. 	<ul style="list-style-type: none"> ▶ SLP requests student to point to target letter when hearing sound. ▶ SLP requests student to point to blended word when hearing partial word. ▶ SLP asks student to select answer for target sound being learned. ▶ SLP asks student to select rhyming word from choice of two words, one that rhymes and one that does not.
Explicit Skill Objective	Maintain a clear focus on phonemic awareness over other skill opportunities presented.	<ul style="list-style-type: none"> ▶ SLP records warm-up and closing song with visual and auditory model of target sounds/words being highlighted. ▶ Student with AAC system participates by activating target sound/word on device.

Adapted from Ukrainetz (2007).

Checklist for SLPs Working with Families in AAC Practices

- Listen carefully regarding preferences of the family regarding AAC practice.
- Identify main family members and their roles. Include influential family members in decision-making about AAC practice.
- Treat each family as unique, respecting their values and communication styles.
- Recognize and respect family alterations and accommodations in lifestyle regarding AAC practices.
- Tailor AAC information and training to individual families.
- Provide clear information to families regarding funding, warranty, and service for AAC devices.
- Sample language of peers and siblings; ask family to include symbols relevant to them.
- Facilitate social and community participation for student using AAC system.
- Consider transition needs and provide stability and continuity in services.
- Be aware and provide support for family regarding frustration with AAC system or services.

Adapted from Saito and Turnbull (2007).

TABLE 7.1 Professional self-assessment for SLP roles in AAC in school settings

Target skill area	Not present in service delivery	Partially implemented	Fully implemented	Comments
Knowledge of AAC systems				
AAC assessment: Adapting language assessments				
AAC assessment: Curriculum-based assessment				
Planning intervention: Link to curriculum standards				
Planning intervention: Align curriculum goals for individual				
Planning intervention: Develop functional language goals for individual				
Implementing intervention: Communication partner skills (partner-assisted scanning, aided language stimulation, naturalistic language intervention, etc.)				
Implementing intervention: Curriculum-based				
Implementing intervention: Targeting language development				
Implementing intervention: Targeting literacy development				

(Table continues)

TABLE 7.1 (Continued)

Target skill area	Not present in service delivery	Partially implemented	Fully implemented	Comments
Collaboration and consultation with classroom teacher				
Collaboration with school administration				
Collaborative planning with members of educational team				
Professional development: Reflective practice				
Professional development: Continuing AAC education				
Professional development: Knowledge of curriculum leveling tools				