

5 STEPS Student and Team Educational Profile System

Aided Language Input for Students with CCN

Targets		
Receptive Communication	Expressive Communication	Academic Skills
Student will demonstrate stronger receptive understanding of spoken language across a broad range of domains and contexts, by observing models of key words represented as visual symbols, paired with spoken language.	Student will show increasing level of attention and interest to models of using AAC. Student will initiate use of AAC for a broad range of communicative functions and across a broad range of contexts.	Student will develop stronger understanding of early concepts about herself, others, objects, her community, and the physical environment, including how items are labeled by characteristics and can be categorized.
Teaching & Tasks		
Aided language stimulation (modelling of AAC) Pair key words in spoken language with a visual symbol. Model one level above the student's current expressive use. If student is not yet using symbols, model one-symbol messages. If student is generating one-word messages, expand to 2-word messages and model new one-word messages in new contexts. If student is combining 2 symbols, model 3-4 symbol messages. Pragmatics Reflect the student's apparent emotional state or intentions back to her: "I think SOMETHING IS WRONG", "you do NOT LIKE that", "I think you want something DIFFERENT."	Vocabulary specific Model directives such as GO whenever student is asked to leave a room, move to a new location, transition to a new activity, or pushes you away. Model STOP whenever student indicates they do not want to GO. "I wonder if you are saying you do NOT want to GO. I think you want to STOP." Activity specific During block or vehicle play, or while swinging or dancing, model MORE, UP, DOWN, CRASH, GO, LIKE, DON'T LIKE and STOP. During shared reading, model "let's read some MORE!", "that was FUN," "it is YOUR TURN", "should I READ THIS IN A SILLY VOICE?", "let's ACT IT OUT!", "let's read something DIFFERENT."	Describing words Describe new terms in terms of physical attributes (colour, size, texture, sounds), quantity (many, few, more), time (now, later) and categories (animal, people, things.) Student will likely learn to label before describing, so put emphasis on describing words. Don't forget to also describe what it is NOT! Comments When student is excited during new or favourite activities, model COOL!, WICKED, EPIC, I LIKE THAT!, or AWESOME. Repair strategies When uncertain what the student is expressing, model "I don't understand," or how to navigate to the CLUES folder to ASK ME YES/NO QUESTIONS.

Tools		
Designated speech-generating device with robust AAC vocabulary, including: • Novachat • Dynavox • Vanguard	iPad with AAC communication apps with robust vocabulary, e.g: • TouchChat w/WordPower • Proloquo2Go w/Crescendo • LAMP • Speak for Yourself • Compass with PODD or CORE First	Light-tech communication system with robust vocabulary Pragmatically Organized Dynamic Display (PODD) Core board with options for fringe Core+fringe flip books
Testing		
Observational data collection: • adult/peer modelled language • frequency/engagement/duration of student observation of models • portfolio of anecdotal student initiations and responses • range/types of communicative functions modelled or initiated • range of natural contexts/ environments where modelling or initiation occurred	Participation Rating Scale: 1: observes adult model 2: partial physical or hand-under-hand prompt 3: gestural or light-pointing prompts 4: verbal prompt/statement 5: independent The Pragmatics Profile The Communication Matrix The AAC Profile	Engagement Rating Scale: - A: Awareness - B: Refusal - C: Response - D: Engagement, initiation - E: Participation - F: Attainment - G: Mastery
Team		
Webinars/online professional learning resources • ASF Communication Training Series, specifically Aided Language Input • Project CORE, specifically Teaching/Modelling Core • Descriptive Teaching Method by Gail Van Tatenhove • Assistiveware's Core Word Classroom	All team members Train on aided language stimulation with student's specific AAC. Teacher, Special Educator, Speech Language Therapist Identify target vocabulary and natural contexts/activities Educational assistants Training on data collection	Social media and blogs • ASF CTS Facebook group • Angelman Literacy & Education on Facebook • PrAACtical AAC • Caroline Musselwhite's website • Communication Matrix Community