Advice to Parents on Raising a Quiet Child

- Accept personality differences
- Identify “healthy introversion” versus vs. “extreme shyness”
- Intervene in cases of extreme shyness
  - address any medical/psychological/environmental causes
  - can hinder cognitive and language development
  - can lead to depression, low self-esteem, loneliness

Why is the child quiet in the classroom?

- Social introversion
- Intellectual skills
- Communication skill deficiencies
- Social alienation
- Ethnic/Cultural divergence
- Communication apprehension

Why is the child who uses AAC with low or no functional speech skills quiet in my classroom?

- Quiet = NOT my choice
- Quiet ≠ low intellect
- Help fit in ≠ quiet
- Support school vs. home differences
- Less pressure = < quiet

Helping the “Quiet Child”

who is quiet because he/she has Low or No Functional Speech Skills

BIG ASSUMPTION

Hopefully, we all agree that the child in your classroom with no or low speech skills requires access to an augmentative and alternative communication system for spoken and/or written communication.

No Guarantee

- An AAC system is currently in place.
- The AAC system provided to the student supports his/her potential.
- The words in the AAC system supports generative language.
- The student is receiving appropriate intervention on the AAC system.
- Other factors aren’t creating roadblocks to independent communication.
The Student Using AAC: No Longer the Quiet Child In Your Classroom
by Gail M. Van Tatenhove, PA, MS, CCC-SLP, Orlando, FL

Access to an Appropriate AAC System

• Work with an AAC Assessment Team (within school district, evaluation clinics/hospitals, etc.) to immediately assess the student who does not have an AAC system.
  – Advocate for an AAC system that promote the person’s best generative language performance, regardless of the investment (money, time, staff training, etc.)
• Recognize that access to an AAC system is a process of on-going assessment of skills, needs, & technology supports for the SWUAAC and the support team.

Defining and Measuring a Student’s Progress in Four Areas of Competence*

• AAC Profile: A Continuum of Learning by Dr. Tracy Kovach, available from LinguiSystems – $69.95
• Can download sample pages at the LinguiSystems website

What does it mean to have ....

An Appropriate AAC System

• to participate in the special or general education class
• to talk, answer, recite, read, write, compute, etc.

A Supportive Classroom

• that embraces use of an AAC system in the classroom
• with a team that collaborates to support the SWUAAC

An Appropriate AAC System

• Provides the words the SWUAAC needs, not only to to participate in lessons or activity-based instruction, to practice reading out loud, to write, to chat with friends, to give specific answers, to take tests, etc.; but to talk for a life time!
• These words are predictable!

Core Vocabulary Research

• Baker, B., Hill, K., Dwyler, R. (2000). Core Vocabulary is the Same Across Environments, California State University at Northridge (CSUN) Conference, Los Angeles, California.

Core Vocabulary is a statistical concept related to overall word frequency.

The most frequently occurring words (core words) = 80% of the actual words spoken

This 80% of the words we use daily comes from a set of fewer than 350 - 400 words

The 50 most frequently occurring words account for 40-50 % of total words said, while the 100 most frequently occurring = 60% of what is said

The most frequently occurring words for speakers is also true for PWUAAC (when given access to these words in their AAC system)
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References for Vocabulary Lists

• AAC Lists
  1. www.aac.unl.edu/vocabulary.html
  2. www.minspeak.com/CoreVocabulary.php
  3. www.aacinsitute.org

• High Frequency Reading/Writing Lists
  1. www.eyeonthesky.org/highfrequencywords.pdf
  2. www.rmtc.fsd.bk12.fl.us/literacy/wordlists.html
  3. www.cantonschools.org/content/pdf_files/high_frequency_words.pdf

An Appropriate AAC System

• Organizes the person’s words to make it as easy as possible for the him/her to communicate independently, across communication settings, and with various skilled and unskilled communication partners.
  – Reduces physical effort
  – Reduces cognitive effort
  – Reduces time to communicate

John’s AAC System & The Baker* Equation

• “If the motivation to communicate a message is greater than the physical effort, cognitive effort, and time required to produce it, then communication will occur. If not, no message will be generated.”
  – Motivation: how much the PWUAAC wants to communicate his/her message with the available words to do so
  – Physical effort: the amount of effort (and energy) required to produce the message
  – Cognitive effort: remembering where a message is located or how it is coded
  – Time: how long it takes to produce the message

*Computer and Language Disabilities, presented at the Byte Computer Show (Boston, Massachusetts, May; Dallas, Texas, September; New York, New York, September; San Francisco, California, September) 1985.

There is NO One-Size-Fits-All AAC System for this Diverse Population!

Continue to use Multi-Modal AAC Systems

Unaided
  • Vocalizations
  • Gestures and Manual Signs

Aided
  • Manual Communication Boards
  • Low Tech Dedicated Speech Generating Devices (SGDs)
  • High Tech Dedicated & Integrated SGDs
  • Over-the-Counter Mobile Technologies & Apps

AAC Systems for Classrooms

• Support access to ET, IT, and other AT.
• Not just to give answers, but to engage in social interaction, to express opinions, make comments, to ask questions.
Noise Happens with AAC!

- Operational Feedback Features
  - Beeps
  - Auditory scanning
- Speech Output Volume
  - Distracting when working in groups/1:1
  - Doesn’t “whisper” well
- Errors (physical, access, outside factors)
  - Wrong words spoken (and at the wrong time)
  - “Speak Display” that goes on and on and on
  - Singing, animal noise, car sounds, nasty noises

What does it mean to have ....

✓ An Appropriate AAC System
- to participate in the special or general education class
- to talk, answer, recite, read, write, compute, etc.

A Supportive Classroom
- that embraces use of an AAC system in the classroom
- with a team that collaborates to support the SWUAAC

Respectful, AAC Permissive Classrooms

Working Collaboratively on Core Vocabulary

A Respectful and AAC Permissive Classroom

- Establish behavior & interaction rules
  - NOT the class “pet” or “baby”
  - How/When of touching student/device
  - How much to help with learning tasks
    - Prompts
    - Modified materials
  - Reacting to physical or behavioral issues
  - DO NOT pre-empt the opportunities to talk given to the SWUAAC

A Respectful and AAC Permissive Classroom

- Conduct AAC awareness activities
  - Give everyone a manual communication board to experience using AAC
  - Invite an adult PWUAAC to speak to the class
  - Read Sharon Draper’s “Out Of My Mind” (3rd grade reading level)
  - Do class or school-wide AAC Awareness Month events
    - ISAAC (an NGO with the World Health Organization)
      - October – International AAC Awareness Month

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A Respectful and AAC Permissive Classroom

• Have speaking students use AAC for some activities during the school day
  • Jonathan – Math – Eye Gaze answers to 2 choice cards or answers on blackboard
  • Joshua – His peer helper of the day uses a flip book version of his AAC system and they talk “quietly” for 3 minutes
  • Jordan – Another student attending Speech Therapy with him is allowed to reach in and use his device for a routine “chat” to practice turn taking

A Respectful and AAC Permissive Classroom

• Outline use of peer supports
  • “Jobs” that are/are not appropriate for peers
    • Feeding = No, Using PASS to make VSM = Yes
  • Programming vocabulary = in older grades only, under supervision of someone
  • Technical supports = in older grades by students who have known the SWUAAC through the grades
  • Peer-Pairings
    • Who works well with the SWUAAC?
    • What kind of training does the peer need? (Binger & Kent-Walsh)
  • Buddy Programs within the school district

A Respectful and AAC Permissive Classroom

• Commit to creating communication opportunities
  • Request help/observation from ANYONE who can help you create multiple opportunities for the SWUAAC
    • Across activities/classes
    • With different partners
  • Ask for training to learn how to help the SWUAAC take the available opportunities
    • Scaffolds
    • Prompting

A Respectful and AAC Permissive Classroom

• Be aware of high–medium–low pressure talking times
  • Identify “Pressure” Factors
    • Number of Partners
    • Personality and Skills of Partner(s)
    • Time and Time of Day
    • Automaticity vs. New Learning (Cognitive Effort)
  • Home/Family Issues
  • Health Concerns
  • Reduce Pressure Factors (Joshua)

A Respectful and AAC Permissive Classroom

• Ask for/get help on key implementation strategies
  • Modeling of the AAC System
  • Scaffolds and Prompts
  • Visual Support Materials
  • IEP Goal Development
  • Adjusting Lessons to support Core Words and Language Development
  • Listen to the advice of SWAAC and parents of SWUAAC

✔ Respectful, AAC Permissive Classrooms

Working Collaboratively on Core Vocabulary

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The Educational Team and Family will work collaboratively to ....

Keep the Priority on Helping the SWUAAC Communicate with Core Vocabulary and Generative Language

Core Vocabulary & Literacy
- Teachers may take the ability to talk with core vocabulary for granted, but not the ability to read/write with core
- They know they have to teach students to read and write high frequency words
  - Dolch word lists
  - Sight words
  - Word walls

Core & Non-Core Words
- The non-core content words of the lesson are NOT “bad” words.
- Hearing and learning content words is important for language enrichment, but saying them with the AAC device, when the student hasn’t learned the “core” is not a good use of time.
- As the student masters “core,” content words can be added or said with other strategies.
  - spelling/word prediction/word banks
  - supplemental paper-based topic boards

Keep the Priority on Core Vocabulary
- ✔ Recognize the dominance of core words when talking, reading and writing — even for students with special needs
- Identify a target of 50 – 350 core words
  - Make sure the student has easy access to these core words in his/her AAC system
    - Add to or Re-Program device as necessary
    - Provide a “Visual Dictionary” for the educational team/family

Wall Chart Targeting 150 Core Words
This chart is part of the Pixon® Project Kit, a commercial product developed by Gail Van Tatenhove, but sold by Prentke Romich Company. It comes on a CD for you to print and put together. Go to www.prentrom.com for more information.

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Wall Chart Targeting 350 Core Words

The Educational Team and Family will work collaboratively to ....

✔ Keep the Priority on Helping the SWUAAC Communicate with Core Vocabulary and Generative Language

Teach Lessons in ways that Promote Core Vocabulary and Expressive Language Output

Teachers Teach Lessons ...

• In consideration of national core standards & state curriculum and testing standards
• Using the curriculum selected by her school or school district that has critical concepts & vocabulary identified in the curriculum materials
• By giving students both guided and independent learning and practice, with periodic probes/reviews
• Using various teaching strategies & materials (projects, internet resources, worksheets, computer software, homework)
• In ways that align the school curriculum with national/state standards

Teachers Test Learning ...

• Of facts & application of the new information
• With limited, if any “supports” provided to the students
• Using a range of assessment formats
  – Software programs (automated assessment)
  – Tests with a variety of types of questions
  – Written papers
  – Oral reports
  – Projects

When Teaching-Testing with their students
ALL teachers use Referential* and Descriptive* Styles.

DESCRIPTIVE

REFERENTIAL

* Bruce Baker, 2005; Personal conversations and various presentations.
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Teacher Styles & Speaking Students

- Referential Style
  - Speaking children use lesson-specific words (context specific)
  - Many words in the lesson are new to them
  - Quick, one-word responses are the norm with usually 1 correct answer

- Descriptive Style
  - The words needed are usually already in their language banks (non-context specific)
  - Encourages oral Q&A sessions
  - Answers are multi-word descriptions or explanations

The Referential Style & AAC Users

- Designed to elicit short, simple answers instead of multi-word answers
- Feels “efficient” and “easy”
- Easy to grade

- Reinforces talking with 1 word
- Forces pre-literate AAC users to have context specific, specialized vocabularies which change frequently on a daily, weekly, or monthly basis
- Places the emphasis on extended vocabulary rarely used outside of the lesson, instead of core vocabulary used for a life time

The Descriptive Style & AAC Users

- Often appears more challenging to the student
- Gives students more practice putting words together
- Allows students to use a stable vocabulary
- Helps students use common, non-context specific words in different situations
- Supports literacy

- Designed to elicit multi-word answers
- Takes more time to generate a response

Preparing a Lesson

<table>
<thead>
<tr>
<th>Define scaffolds and prompts needed to support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the lesson plan and modify, as needed for the SWUACC</td>
</tr>
<tr>
<td>Identify KEY concepts in the lessons</td>
</tr>
<tr>
<td>Define key concepts with core words (when words are and are not in device)</td>
</tr>
<tr>
<td>Make simple (and only as needed) visual support materials</td>
</tr>
</tbody>
</table>

Scaffolds To Support Learning

- Needs visual support materials to learn core
- Visual support materials will be accessible and used, as needed, during teaching/review only
  - wall chart (in class) or flip book (outside of class)
  - cheat sheets with descriptive phrases/answers
  - flashcards of core words (with sequences) presented in word banks
    - used receptively to choose answers (e.g., top, bottom, middle)
    - used expressively to help construct phrases

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Prompts To Support Learning

• Modeling of target words/codes in device
  • Visual prompting of words/codes
    – minimal to full assist
    – with or without auditory alerts (taps, clicker)
• Verbal prompting of words/codes
  – minimal (ask open-ended question)
  – moderate (give partial answer/info)
  – full (“say x y z,” “Select preposition and umbrella”)
• Physical prompting to access words/codes
  – minimal to full assist (hand-over-hand)

Example: Plant Lesson Plan

1. Grow plants in the classroom or school garden
2. Describe the different parts of the plant
3. Discuss the functions of the plant parts in the growing process
4. Draw a picture of a plant
5. Complete a worksheet on the parts of a plant
6. Answer application questions

Lesson Plan Modifications for SWU

All Students
• Grow plants in the classroom or school garden

Jordan will
• Participate in the plant growing experiment by directing others in the steps or commenting on the process
  – go over there
  – put in more
  – give it water
  – push it down
  – that too much
  – that good work

Lesson Plan Modifications for SWUAAC

All Students
• Discuss the functions of the plant parts in the growing process
  – Flowers – hold the seeds, seeds are used to make more plants
  – Stem – support plant, carry water and food
  – Leaves – photosynthesis (light into food)
  – Roots – absorb nutrients & water from the soil, support plant in ground

Jordan will
• Describe the functions of the plant parts in the growing process using core and available key words
  – Flowers – has seeds, helps make more plants
  – Stem – keeps plant up, carry water and food
  – Leaves – make light into food
  – Roots – keep plant in food, help eat food

Lesson Plan Modifications for SWUAAC

All Students
• Draw a picture of a plant
• Complete a worksheet on the parts of a plant
• Answer application questions

Jordan will
• Use separated plant parts and direct someone to arrange them to make a picture
  – that one
  – put there, put up, put down
  – turn it
• Complete a modified worksheet (multiple choice)
• Answer 1 application question with 2 or 3 words

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Key Vocabulary Identified

- Plant (verb and noun)
- Flowers
- Stem
- Leaves
- Roots
- Soil
- Ground
- Seeds
- Photosynthesis
- Water
- Light
- Sun
- Air
- Support
- Absorb
- Nutrients

The Assistant or Teacher will ...

- Look up the KEY words in the device
  - Computer versions of software
  - Wall chart
  - Paper documentation (manual)
- Create definitions of key words using simple CORE words found on the wall chart
  - because those words are the target words the student needs to learn
- Create the needed visual support materials

DeAAClare = Talking & Teaching Descriptively with AAC

Provide opportunities for the student to talk descriptively

Implement “modeling” strategically

Opportunities

- The SWUAAC will be given 1 opportunity in all large group activities (full to ½ class) to answer a question or make a comment
- The SWUAAC will be given 2 – 3 opportunities in small group activities (2 – 7 students) to answer a question or make a comment
- The SWUAAC will be given all opportunities in 1:1 activities to answer a question or make a comment

The Talking Going On

The SWUAAC will
- Complete 75% of opportunities given
- Talk with 1 – 3 word combinations
  - adjust as needed, based on the language skills of the student, time allowed to give answers, etc.

The Teacher/Assistant will
- Use simple verbal definitions and sentences
- Provide Strategic Modeling (with wall chart or AAC device)
  - one to three core words for the key concepts
  - 2 to 3 word phrases/sentences
  - expand and correct student language, as needed

The Power of Modeling

- Modeling Language via Aided Language Stimulation (ALsS) has been identified as a very powerful means of ....
  - language instruction
  - social interaction
  - education enrichment
- Everyone in the student’s life should be encouraged to provide modeling

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### Modeling

- Modeling takes .....  
  - Time Time Time  
  - Practice Practice Practice  
  - Visual Supports (as needed) as reminders of vocabulary codes/paths

- Modeling is best done directly on the AAC system, but can be done other ways

### Model Core Vocabulary and Language

- One-on-One in a lesson or therapy  
- During small group (2 to 3 students)  
- Model  
  - “Targeted Input” - Strategic Modeling  
    - of target words  
    - of exactly what you want the student to say back to you  
  - Augmented Interaction  
    - like an ongoing, albeit simplified, conversation with examples of what the SWUAAC could say

### Targeted Input in Small Group

- Identify and introduce the key concepts of the lesson  
- Teach and “talk back” about the concepts  
- Review and test learning

Available at Gail’s YouTube Channel: gvantatenhove

### What did I do relative to the wall chart in order to model language?

- Positioned the chart for easy access in my teaching space  
- Positioned students to see the chart  
- Circled targeted words  
  - To help me and them find them  
- Modeled by pointing at the circled words  
- Paired with prompt and response strategies as communication partner strategies

### Pair Modeling with Prompt Hierarchy

- Expectant Delay (a comprehensive strategy)  
  - Watch & Wait for 10 – 15 seconds  
- Open-Ended Prompts (with expectant delay)  
  - “Tell me something about an emergency.”  
- Directed Prompts (with expectant delay) with more detail about what you want them to say  
  - “Tell me if it a good or bad thing.”  
- Physical prompt  
  - “Let me help you say ‘bad thing’.”

### Modeling in Augmented Interaction

- This involves using modeling not just for the targeted words, but for most of what you are saying while interacting with the student  
- It typically requires a 1:1 setting and a high level of comfort with the available vocabulary
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### Principles of Modeling
- Model maximum language possible and necessary without overwhelming the student
  - 1 or 2 words beyond current output level
  - Based on target vocabulary, language level, or target concepts in the lesson
- Model at a rate SLOW enough for student to observe vocabulary selections, word combinations, and codes or navigational paths
- Pair with speech as needed

### Starting Out Modeling
- Immediately implement Strategic/Targeted Modeling
  - Do it for part of the lesson or the 2 – 3 – 5 key content words of the lesson
- Implement initially in 1:1 activities, then in small group activities
- Implement for at least 1 lesson/day (initially)
- Don’t give up too quickly – hundreds of models needed before see benefits

### Wall Chart Modeling Only
- What words do they start using on their own?
  - Used 58% of the words on their own
  - Used more Interrogatives and Verbs than Adjectives
- How many models before they started using the word?
  - Range = 50-200, Average = 97
- How many models before they started using the language structure?
  - Question Phrase: Range = 75-200, Average = 105
  - Noun Phrase: Range = 100-200, Average = 138

### Device Modeling Only
- What words do they start using on their own?
  - Used 89% of the words on their own
  - Used all types fairly equally
- How many models before they started using the word?
  - Range = 20-100, Average = 47
- How many models before they started using the language structure?
  - Question Phrase: Range = 25-150, Average = 92
  - Noun Phrase: Range = 75-175, Average = 103

### Final Thoughts on Modeling
- Encourage people to do it until the SWUAAC reaches competency
- Teach people how to do it
- Develop strategies to help familiar partners (e.g., family, SLP) learn enough words so they can talk with the device themselves
- Provide visual supports for infrequent communication partners
  - Wall chart, flip book, other stuff

### I Hope You Remember that ....
- Having low or no speech is no reason for a student to be quiet in the classroom.
- The low or no speech student needs an appropriate AAC system now.
- Core words need to be a part of all AAC systems.
- It’s important for the SWUAAC to in be a respectful and AAC permission classroom.
- The descriptive teaching style helps the SWUAAC learn language and talk in the classroom.

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