Page 1 (cover) – trim to 4 inches each
this page has 2 covers to make 2 flipbooks

Aided-language *what*? How to model AAC

SMoRRES* FOR MODELING SUCCESS

**based on the work of Senner & Baud:*

International Society for Augmentative and Alternative Communication (ISAAC, 2018). Ingredients to Successful Modeling: SMoRRES and Partner-Augmented Input [Webinar] presented by Senner, J. E. & Baud, M. R. Retrieved from https://youtu.be/3RtWBvTWEXU

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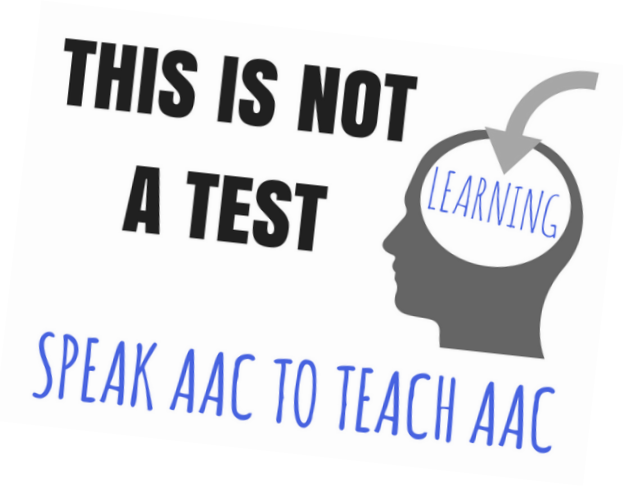
Aided-Language Modeling. Partner-Augmented Input. Modeling.

Whatever you call it, "modeling" is critical for AAC learners to develop communication skills using their AAC system.

GOAL: to create an immersive environment for the AAC user to learn their AAC language



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WHAT? WHY?

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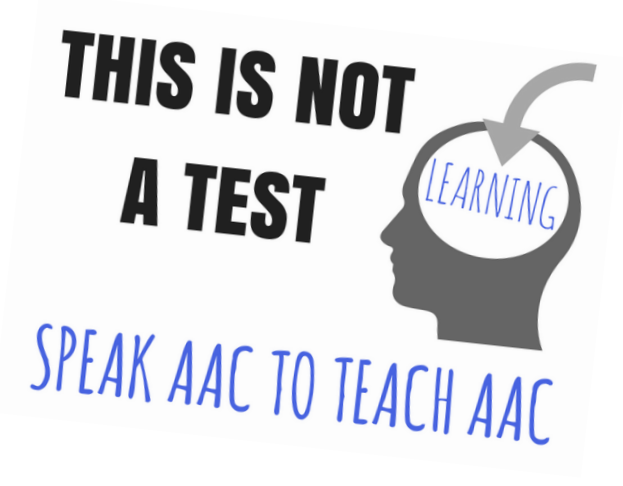

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WHAT? WHY?

Page 3 – trim to 6 inches
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SLOW RATE: Speak in a slow, clear manner while *at the same time* pointing to (touching) one or more of the words you say on the AAC learner's communication system. *(ISSAAC (2018); Senner & Baud (2016); http://talcaac.com/)*

This helps the AAC learner have the time needed to process your message. It also allows him or her to watch and learn as you select words and word combinations on their communication device, as well as how you navigate their system.

GOAL: communicate at a slow rate

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SLOW SPEECH RATE

MoDEL: Verbally speak while also pointing to (touching) pictures/words on the AAC learner's communication device. Imagine you are adding closed captions to a silent movie.

- Parallel talk – describe the actions/interests of the AAC learner
  - Look at what the AAC learner is doing, feeling, seeing, hearing, then form an utterance they might say
  - Talk about what is happening in the environment
- Self-talk – describe *your* actions/interests
  - Narrate your inner thoughts, problem-solving, feelings
  - Talk about what you are doing, what you are using, etc.

(ISSAAC (2018); Senner & Baud (2016); http://talcaac.com/)

GOAL: model on the AAC learner's communication system during 80% of your communicative interactions

- aim for ~80% comments/statements to 20% questions/demands

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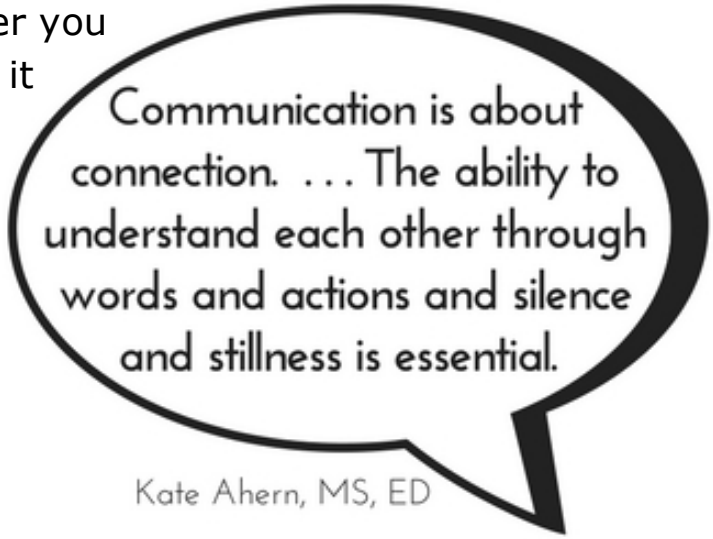
MoDEL

RESPECT & REFLECT: When the AAC learner communicates something through gestures, vocalizations, behaviors, or some means other than their communication system, *respect* that communication attempt and *reflect* their intended message by modeling a word or phrase to communicate the same message. DO NOT make the AAC learner repeat.

(ISSAAC (2018); Senner & Baud (2016); http://talcaac.com/)

GOAL: respect all communication attempts while also teaching the AAC learner how they can communicate that message using their AAC device

- you may not be able to honor each demand/request made by the AAC learner, however you do need to ACKNOWLEDGE it



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RESPECT & REFLECT

REPEAT: Use utterances repeatedly. Use words repeatedly, but with variety, to teach different uses and meanings of the word or phrase.

(ISSAAC (2018); Senner & Baud (2016); http://talcaac.com/)

- Choose target words/phrases to teach (model)
- When choosing words to teach, consider the '**3F Rule**'

(Garcia, 2016)

  - **F**unctional [useful/meaningful & can't otherwise express]
  - **F**un [motivating/has clear pay-off for AAC learner]
  - **F**ast [message that can be communicated quickly]

It is estimated that an AAC learner will need at least 100-125 models of words and word combinations on their AAC system before you will see him/her use the word (at some future time) spontaneously.

(Gail Van Tatenhove, 2006)

GOAL: Model a word or phrase many, many times (in a variety of ways and contexts)

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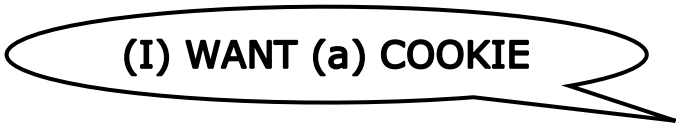
EXPAND: Build upon the AAC learner's communication attempts. Be mindful that you do not overwhelm the AAC learner. *(ISSAAC (2018); Senner & Baud (2016); http://talcaac.com/)*

- If he uses one word, expand on it using two words
- Add content (meaning)

- Add 'completeness' (longer, more complete utterance)



Remember that we use language for a wide variety of purposes:

- Commenting
- Directing
- Describing
- Giving opinions
- Rejecting/protesting
- Asking questions
- Telling stories
- Answering questions
- Joking
- Sharing information

And MORE!

GOAL: model utterances that are more complete/correct

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EXPAND

STOP: Provide an *expectant pause* to give the AAC learner an opportunity to communicate using their communication system. Wait with anticipation for at least 10 seconds (some may need longer) to invite communication from the AAC learner. Processing what you have said, formulating a response, and initiating that response through their communication device takes time. If the AAC learner does not take a turn, DO NOT require them to communicate. Simply move on and resume modeling.

- Pause before modeling
- Pause during modeling
- Pause after modeling

(ISSAAC (2018); Senner & Baud (2016); http://talcaac.com/)

Beware of inadvertently limiting the AAC learner's needs and opportunities to communicate by anticipating their wants/needs so that they do not need to communicate: *(Calculator, 1988)*

- ∅ Arranging the physical environment in a way that erases the need to communicate
- ∅ Non-verbally providing access to materials, events, activities by anticipating before the AAC learner has had a chance (need) to communicate
- ∅ Verbally prompting (questioning, providing choices, tell them what to say) before the AAC learner can initiate a message of his/her own

GOAL: invite the AAC learner to communicate via their AAC system by providing opportunities

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The contents of this flipbook are based on the work of
Jill Senner, PhD, CCC-SLP & Matthew Baud, MS, CCC-SLP:

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