

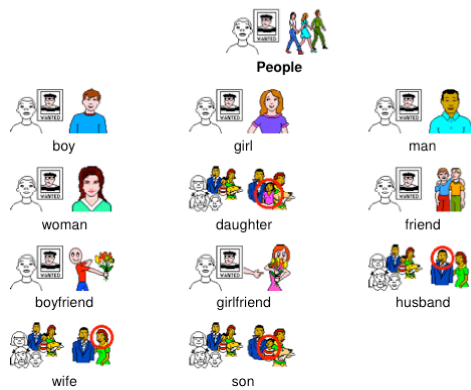
Strategies to Increase Success for AAC Users Including Students with ASD (Musselwhite, 2008)

Model, Model, Model!

How many times do you think the typically developing child heard a model of ‘Daddy’ in context, by multiple communication partners, before s/he first said “da da”? Yet, we often lament after less than three months (and minimal integrated models!), that “she just doesn’t get this device.” While communication partners are urged to model AAC use interactively (Beukelman & Garrett, 1988; Goossens, Crain, & Elder, 1992; Musselwhite & St. Louis, 1982), and while research shows that modeling AAC use is helpful (Ronski & Sevcik, 1996), Light (1997) cites several studies indicting that partners use AAC modeling in less than 10% of their messages, even when given specific instruction to do so. Communication partners should model vocabulary not yet in student’s expressive lexicons and sentence structures that are “. . . just beyond the current productions of the child, although within the child’s receptive capabilities” (Light, 1997, p. 168).

Use ‘Smart Charts’

One reason often given for failure to model is that communication partners don’t know the location of words on the student’s communication device. The ‘smart charts’ shown below provide visual support to facilitators regarding where to find vocabulary.



People Smart Chart

The class is doing a unit on family relationships, so the partner has prepared a visual list of where to find symbols for Unity™ (ex: Vantage)

Note: Samples from software for PRC devices, www.prentrom.com



Categories Smart Chart

The class is talking about a field trip, and discussing places to go, and describing things they might see. The partner has sticks with ‘places’ and ‘descriptions’ on them for cueing.

Note: Samples from software for the V, www.dynavotech.com

References

(Musselwhite, 2007) www.aacintervention.com

- Binger, C & Light, J. (2007). The effect of aided AAC modeling on the expression of multi-symbol messages by preschoolers who use AAC. *AAC Journal*, 23 (1), 30 – 43.
- Berninger, V. & Gans, B. (1986). Language profiles in nonspeaking individuals of normal intelligence with severe cerebral palsy. *Augmentative and Alternative Communication*, 2, 45-50.
- Beukelman, D. & Garrett, K. (1988). Augmentative and alternative communication for adults with acquired severe communication disorders. *Augmentative and Alternative Communication*, 4, 104-121.
- Goossens', C. (1989). Aided communication intervention before assessment. *AAC Journal*, 5(1), 14 – 26.
- Goossens', C. (2002). Aided language stimulation for the cognitively young. *AAC in the Desert Conference*, Phoenix, AZ.
- Koppenhaver, D. & Yoder, D. (1992). Literacy issues in persons with severe speech and physical impairments. In R. Gaylord-Ross (Ed.), *Issues and research in special education*, Vol 2 (pp. 156-201). New York: Columbia University, Teachers College Press.
- Kraat, A. (1985). *Communication interaction between aided and natural speakers: A state of the art report*. Toronto: Ontario: Canadian Rehabilitation Council for the Disabled.
- Kuhl, P., Coffey-Corina, S., Padden, D., & Dawson, G. (2005). *Developmental Science* (8:1), pp. F1 – F12, Blackwell Publishing Ltd., 350 Main Street, Malden, MA 02148.
- Light, J. (1997). "Let's Go Star Fishing": Reflections on the contexts of language learning for children who use aided AAC. *Augmentative and Alternative Communication*, 13, 158-171.
- Musselwhite, C. & St. Louis, K. *Communication Programming for Persons with Severe Handicaps*. Austin, TX: Pro Ed.
- Romski, M.A. & Sevcik, R. (1996). *Breaking the speech barrier. Language development through augmented means*. Baltimore: Paul H Brookes.
- Speech and language may influence later development in autism (2005). *Therapy Times*. . <http://www.therapytimes.com/content=5901J64C489E5A841>
- Schwartz, J. (2007). *Social interaction plays key role in how infants learn language, studies show*. www.uwnews.org
- Sturm, J. & Clendon, S. (2004). Augmentative and alternative communication, language, and literacy: Fostering the relationship, *Topics in Language Disorders*, 24, 76-91

Musselwhite, 2008 www.aacintervention.com

Resources for Students with ASD

(Musselwhite & Wagner, 2007) www.aacintervention.com

Cafiero, J. (2007). Challenging our belief systems regarding people with autism and AAC: Making the least harmful assumptions. *Closing the Gap Newsletter, April, May, 2007*. www.closingthegap.com

Cafiero, J. (2005). *Meaningful Exchanges for People with Autism: An Introduction to Augmentative and Alternative Communication*. Hodgdon, L. (2000). Joanne M. Cafiero, Ph.D., CCA Publications, 14112 Castaway Drive, Rockville, MD 20853-2626 www.lindburkhart.com

Goossens', C., Crain, S., & Elder, P. (1992). *Engineering the Classroom Environment for Interactive Symbolic Communication – An Emphasis on the Developmental Period, 18 Months to Five Years*. Birmingham, AL: Southeast Augmentative Communication Publications.

Goossens', C., Crain, S., & Elder, P. (1995). *Engineering Preschool Display Software* (\$129), and *Engineering Adolescent Overlay Software* (\$199). . Mayer Johnson LLC, P.O. Box 1579, Solana Beach, CA, 92075. 800-588-4548, www.mayerjohnson.com

Hodgdon, L. (1995). *Visual Strategies for Improving Communication: Practical Supports for School and Home..* Mayer Johnson LLC, P.O. Box 1579, Solana Beach, CA, 92075. 800-588-4548, www.mayerjohnson.com

Musselwhite, C. & Burkhart, L. *Can We Chat? Co-Planned Sequenced Social Scripts*. (2001). AAC Intervention, 916 West Castillo Drive, Litchfield Park, AZ 85340. www.aacintervention.com

Musselwhite, C. & King-DeBaun, P. (1997). *Emergent Literacy Success: Merging Technology and Whole Language for Students with Disabilities*. AAC Intervention: 916 West Castillo Drive, Litchfield Park, AZ 85340. www.aacintervention.com

National Research Council (2001). *Educating Children with Autism*. Washington, DC: National Academy Press