

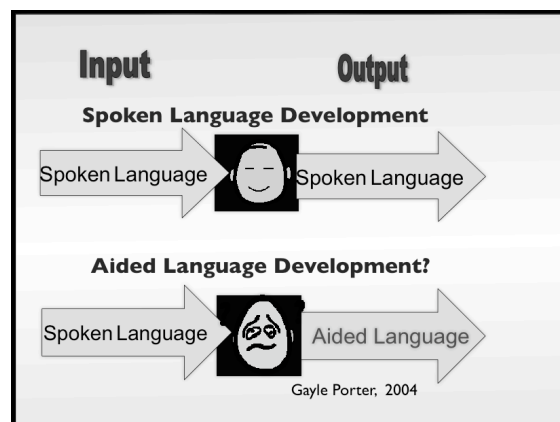
## Aided Language Stimulation for the Prospective Auditory Scanner

### Learning any Language Includes Subtle Pragmatic Issues:

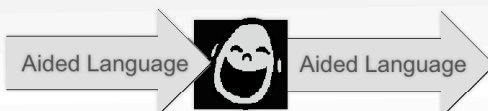
- Difference of Speed
- Vocabulary Selection
- Conversational Flow
- Use of multiple systems
- Access

### Aided Language Stimulation

### Teaching versus Testing



### Aided Language Development



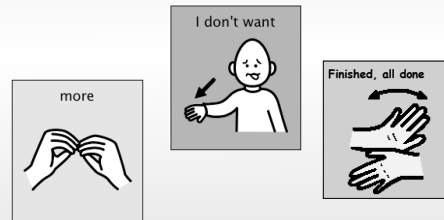
### Aided Language Stimulation for Prospective Auditory Scanners

- Crucial for learning how to use a system
- Difficult due to time and conversational flow constraints, but still important
- Gives the partner a good perspective on what the child is facing
- Utilize a Multi-Modality Approach to Receptive Language

## A Multi-Modality Approach to Receptive Language

- Speech
- Picture Symbols
- Tactile Symbols
- Sign Language
- Gesture
- Auditory Scanning
- Light and High Tech Communication Systems

## Symbolize the Child's Communicative Intent



## Self-Talk Allows us to:

- Organize
- Predict
- Confirm
- Remember
- Encourage
- Correct

## These Children Need to Juggle Sensory, Motor, Language and Cognitive Demands



## Additional Self-Talk Demands for the Auditory Scanner:

- What do I want to say?
- Do I have a way to say it
- Where is it?
- Listen, no, listen, no, listen, yes
- Weight shift, move, recover, wait
- Remember what I was Saying
- Monitor flow
- Hold that thought for later....
- Monitor communication partner
- Repair communication break downs
- What's that noise?
- etc

## Modeling Self-Talk

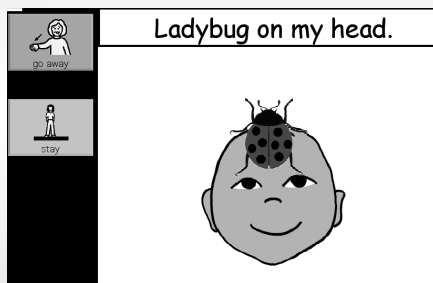
I hear something...  
Sounds like footsteps....  
Maybe it's Daddy....  
Maybe it's Jamie.....  
Maybe it's the cat.....  
hmm.....  
I think it's Daddy!

MM I'd like one of those biscuits  
 Maybe I can get Julie to give me one  
 I'm looking at Julie  
 Oh she's not looking at me  
 What can I do  
 I know, I'll make a noise  
 "Ah!"  
 Good she's looking at me  
 I'm looking at the biscuit  
 I'm looking at Julie  
 Great she asked me if I wanted one  
 I'd better nod my head "YES" quick  
 Head down and up for yes

## Model Operational and Social Speech

Use a different tone, volume, and expression, for self-talk and operational speech, than you do for the actual social message.

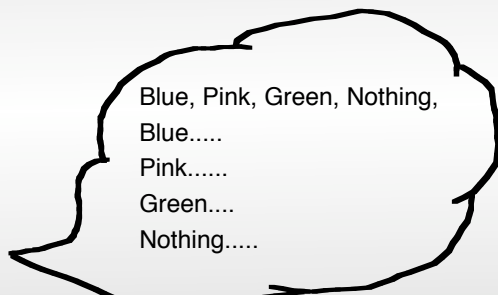
## Model Computer Play to Improve Access



## Partner-Assisted "Light Tech" Systems can Reduce Operational Demands



Give All the Choices First.  
 Then, List them Simply and Slowly



Model "Yes" and "No" as you go.

Position yourself for best observation by the child visually and auditorally

Watch the child for clues of active listening and self-talking along with you. Use this to guide your pace and acknowledge his/her efforts.

State why you are turning to a particular page:

"I'll tell you who" ... go to 14 ... so I'll turn to page 14 which is the people page

When the child is communicating to you, you can also use speech to let them know what operational cue, you are responding to.

"I see you are looking up for yes!"

Be careful not to give too many verbal prompts.

Do not interrupt the child's thought process.

### Model Initiation

Expand upon what the child communicates using the same auditory scanning system.

### Focus on Interaction

Have a Conversation

**Have others use the system to model communication.**

**Use Both "High Tech" and "Light Tech"**

## **Communication partner learning**

Two types of partners need different skills

1. Need skills to understand child's expressive communication and become an AAC user to provide language stimulation & teach communication skills.
2. Need skills to operate system to understand child's expressive communication.
  - use partner assisted auditory scanning
  - read responses

### **Parents (and other people) are generally:**

- Competent users of the spoken language, gestures and body language of their community (family)
- Have "intuitive" knowledge of their communication system, eg: what is easier, common childhood simplifications
- Are unaware that they are "teaching" the complex skill of communication as they go about their daily life.

*It is the families own system of communication that they are "passing on to" their child.*

*Families of children who use AAC need to learn a new language system*

### **Families Also Need to Learn:**

**Sufficient knowledge, judgment and skill in four areas**

- linguistic competence
- operational competence
- social competence
- strategic competence

Light (1989)

### **Conventions for modelling using an auditory scanning dynamic display:**

- Use the child's dynamic display to interact.
- Model the child's method of initiating communication
- Begin modelling from the front page
- Follow the branch pathways to express your messages
  - Verbal reference what you are doing and where you are in the system

### **Conventions for modelling using a dynamic display:**

- Speak aloud each word
- Regularly recap the message "thus far"
- Repeat the message in normal spoken English at the end
- Use the full auditory scanning access some of the time.
  - Use their method of response - verbal reference

### **Strategies for adult learning**

- As AAC expert provide lots of models using auditory scanning
  - to communicate real messages
  - interacting with children and other adults

### **Establishing Habits**

- **Communication systems always available**
- **“See child see communication system”**
  - Strategies for transporting communication systems
  - Repeated modeling of this expectation
- **Expectations that child will participate in solving own communication challenges**
  - Responsible for message transmission
  - Avoid “20 questions”
- **Expectations that partners will use system**
  - Supported partner use of auditory scanning