Language development

• Language learning proceeds uniformly within and across linguistic communities despite extensive variability of the input provided to individuals

This is true for all languages and gestural codes but is also based on the fact that the child can use language.
My motivation:

- IEP goal (ugh):
  
  Johnny will communicate a choice from a field of three symbols with 80% accuracy
  
  Johnny will identify the appropriate symbol from a field of three symbols given verbal prompts
  
  Johnny will match a symbol to a like referent with 80% accuracy

How about…

- Johnny will experience the power of language and the meaning of a symbol through creative and supported exploration of language

In addition:

- Phrase based communication system
- Encoding instruction is very ‘language arts/curriculum’ based, and fun and function is removed
- Communication support focuses on curriculum and personal needs.
Tools needed:

- A bunch of symbols/photos with velcro on back
- A Veltex board
- Eye gaze from for those unable to direct access
- A white board
- Color makers
- Toys/objects to match your symbols
- Imagination

Patient photos or videos

Patient photos or videos
Changing word order

To create absurdities

Patient photos or videos
Patient photos or videos
Will’s use of language AFTER repeated errorless Co-construction experience

Patient photos or videos

This task may support focus on:

- Inventively manipulating language
- Experimenting with change in meaning based on change in word order
- Focus on left to right orientation
- Using language for imaginary purposes
- Create a novel utterance that is static and may be used to re-tell a story
- Begin creation of a self-authored story book
- Make abstract language more meaningful by drawing and acting out