

AAC and Errorless Co-Construction of Language: Making Language Real

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Language development

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

• The invention of language by children: Environmental and biological influences on the acquisition of language. In Gleitman, L., & Liberman, M. (Eds.), Language: An invitation to cognitive science (2nd edition). Cambridge, MA: MIT Press.



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





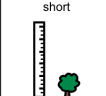






Patient photos or videos




Patient photos or videos



cat 	outside 	see 	
	play 		short 
cow 	green 	shoes 	cricket ball 

Vocabulary selected



there was a

short

cow

with

green

shoes

and he was

lookING

outside

at a

cat

playiNG

with a

cricket ball


Vocabulary 'enhanced'








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Cha
To

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she 	going to happen 	itchy 	diarrhea 
WILL	play 	appointment 	stop 



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going to happen

WILL WAS play^{ING} HE WAS itchy

AND HAD diarr^{hea} SO she SAID

stop PLAYING WE HAVE AN appointment

May 3
Dr--10-00




A made up story by Will that is happening now:

The Giant Red Sox jumps over the triangle

He kicks the triangle and it breaks

He goes home to get a new triangle.



The diagram illustrates the construction of a sentence through a series of steps:

- Step 1: "I have something to say" (with an icon of a person speaking).
- Step 2: "pretend" (with an icon of people on a stage).
- Step 3: "people" (with an icon of a group of people).
- Step 4: "John" (with an icon of a person).
- Step 5: "actions" (with an icon of a hand holding a camera).
- Step 6: "get" (with an icon of hands holding a red block).
- Step 7: "things" (with an icon of a cat).
- Step 8: "photo" (with an icon of a photo album).
- Step 9: "of you, Will" (with an icon of a person).

Final sentence: "Will you give me a photo of John?"

Example dialogue:

William: Is this pretend? no
 William: Is this for real? Yes
 Ann: Are you saying I want to give John a photo of me? Yes

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
