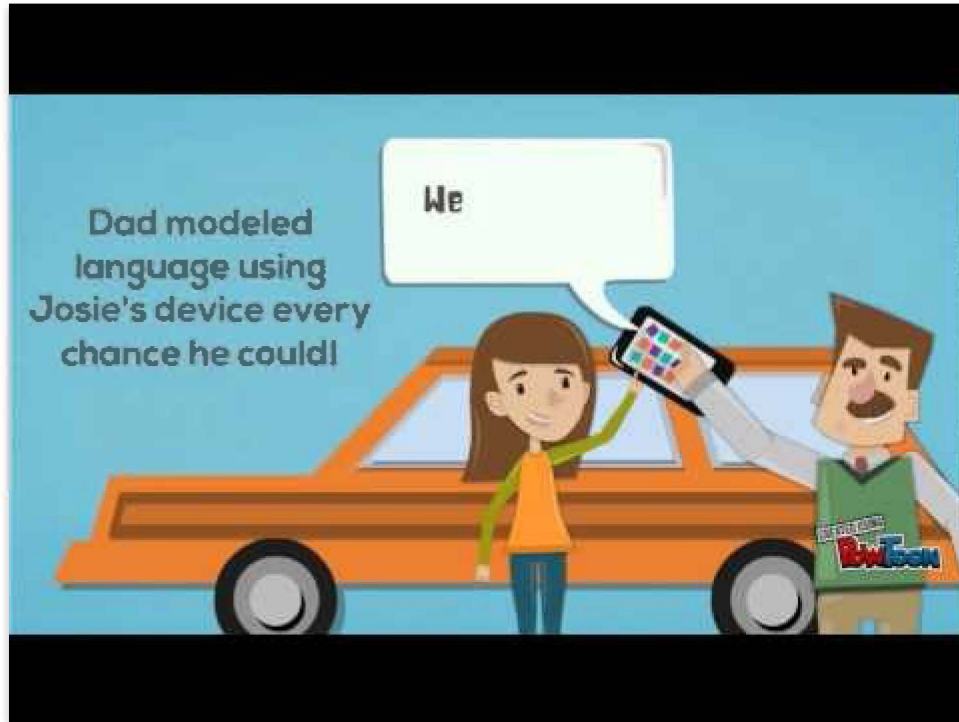


Modeling AAC

For Families

Modeling: What is it?



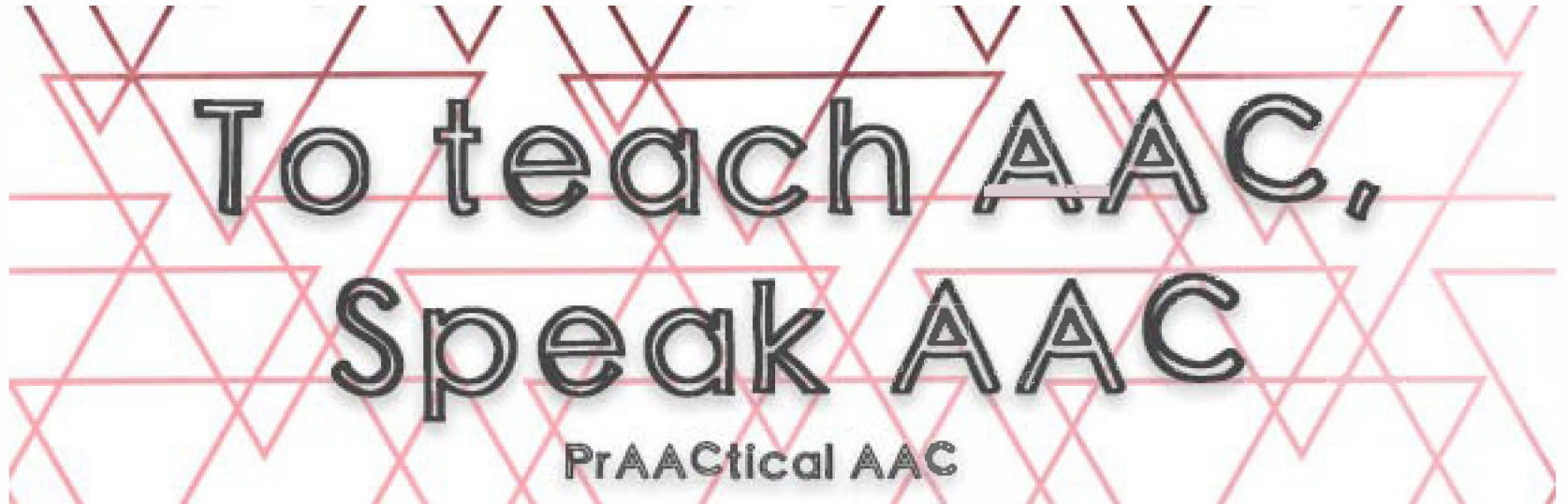
Modeling: What is it?

“...a communication strategy that requires a communication partner to teach symbol meaning and model symbolic communication by **pairing speech with graphic symbols or other forms of aided augmentative and alternative communication.**” -

[Project Core](#)

Modeling: What is it?

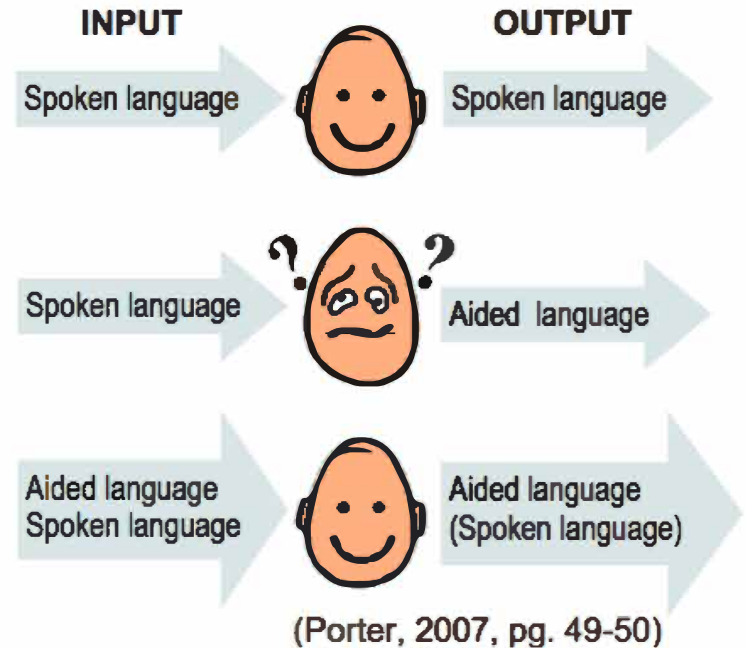
In other words...



Modeling: Why do we do it?

We want our input (how we communicate with the child) to match the desired output (how the child will communicate)

- If we want a child to learn spoken English...
...we speak to them in English
- If we want a child to learn to speak in Spanish...
...we speak to them in Spanish
- **If we want a child to learn to communicate using picture symbols...**
...we communicate with them using picture symbols (in addition to verbal speech)



Modeling: Why do we do it?

Kids learning to speak are exposed to spoken language all the time.

Kids learning to use AAC need to be exposed to AAC all the time too!

A close-up photograph of an infant's face, focusing on the mouth and nose. The image is used as a background for a text overlay that discusses language exposure for children with AAC.

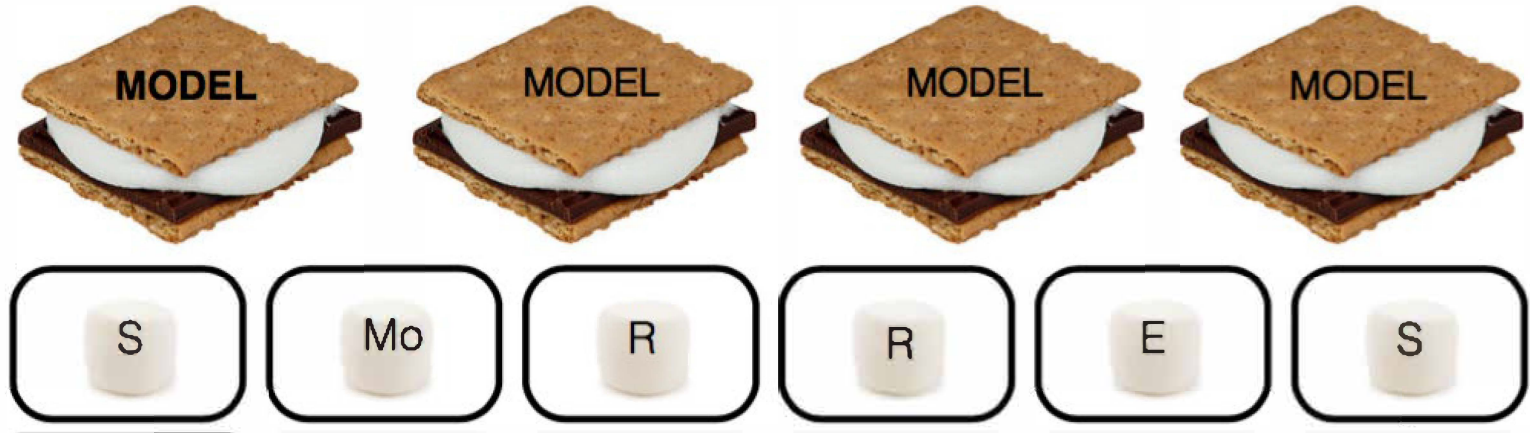
BY 18 MONTHS
babies have heard
4,300 HOURS

OF SPOKEN
LANGUAGE
and we don't expect them
to be fluent speakers
YET

**If AAC learners only see symbols modeled for
communication twice weekly for 20-30 minutes, it will take**
84 YEARS
**for them to have the same exposure to aided language
as an 18 month old has to spoken language.**

statistic from Jane Korsten - QIAT Listserv 2011
photo by Rachael Langley - AAC Specialist

Modeling: How do we do it? SMoRRES!



SMoRRES is a mnemonic for high quality AAC modeling, created by Jill Senner and Matt Baud

Modeling: S = Slow Rate



- Speak slowly and clearly
- Minimize “filler” speech



Video credit: [We Speak PODD](#)

Modeling: Mo = Model all the time

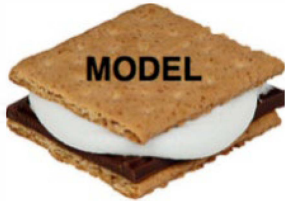
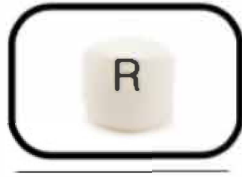


- Self talk (what you are doing)
- Parallel talk (what the AAC user is doing)
- It's okay if the AAC user doesn't respond



Video credit: [Heather Hayworth](#)

Modeling: R = Respect and Reflect



“Map” your modeling onto the AAC user’s nonverbal communication

- AAC user pushes materials away
→ model “finished”
- AAC user smiles
→ model “happy” or “I like it”



Video credit: [Mara Rogers](#)

Modeling: R = Repeat



- Model targeted words frequently
- Many repetitions over time are needed for learning



Video credit: [Melba Acey](#)

Modeling: E = Expand



Model a phrase 1-2 words longer than what AAC user is using

- AAC user selects “more” → model “want more”
- AAC user selects “play ball” → model “play big ball”

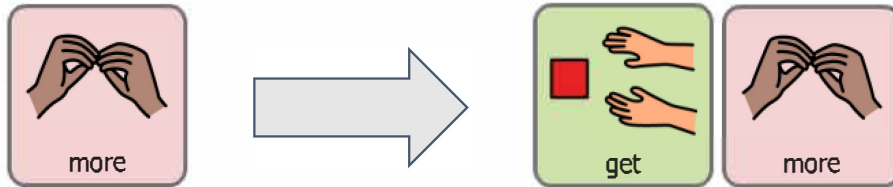


Video credit: [Melba Acey](#)

Modeling: E = Expand



- Model “one step up” from user’s current level



Modeling: S = Stop



- After modeling, stop and give AAC user opportunity to respond
- Use an inviting, expectant pause
- BUT remember that it's okay if they don't respond



Video credit: [Melba Acey](#)

Model many functions of communication

FUNCTIONS of Communication

Make Requests



Reject / Refuse



Make Comments



Assert Independence



Greet



Ask questions



Direct other's actions



Express emotional and physical states



Label



Answer questions



Call someone



Share personal experiences



Share thoughts and ideas



Share factual information



Express Manners



Model many functions of communication

Many AAC users get stuck on requesting objects

We can help encourage other functions of communication by modeling them consistently

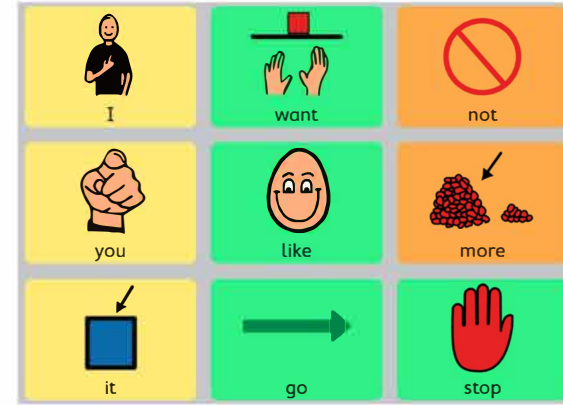
Other motivating communicative functions might include

- Reject/refuse/protest (model “finished,” “stop,” or “don’t like”)
- Direct action/activity (model “more,” “go,” “turn it on”)

Vocabulary

Core: most frequently used words

- Not many nouns
- Verbs, pronouns, prepositions
- More flexible but more abstract



Fringe: more specific, less frequently used

- Most nouns are fringe words
- More concrete but less flexible
- Often most motivating to start with
- Easy to get stuck here



Vocabulary



Vocabulary

Model both core and fringe, BUT

- Don't get stuck searching for every fringe word you might want to use
 - If you can't find a specific word, can you find a more general way to say it?
 - E.g. instead of "drive" you could say "go;" instead of "draw" you could say "make"
- Remember that core words can be used in almost any situation
- Remember that AAC users may need more models of core words to learn the symbols

Some professionals suggest trying to model four core words for every one fringe word

Modeling Resources

Low tech boards and books ([based on TouchChat with WordPower, via Saltillo](#))

- Free printable options
- Use as backup when high tech isn't available (e.g. in pool, when battery is dead)
- Low tech boards can be left in different locations in the home
 - Home page/core vocabulary - can use everywhere
 - Activity-specific pages - keep in appropriate location (e.g. "snack" page in kitchen)



Modeling Resources

“Activity-First” planners - can help provide ideas for what language to model

([via Saltillo](#))

