

# Just START!

## Aided Language Planning Guide - EXAMPLE

<b>S:</b> Statements <b>T:</b> Time <b>A:</b> Aided Language Stimulation <b>R:</b> Respond <b>T:</b> Try it!	<b>Aided Language Stimulation</b> <ul style="list-style-type: none"><li>• Use the AAC or visual supports.</li><li>• Point to or select the words or phrases in the system to create a message. What might you say verbally?</li><li>• Consider this teaching the new language through using the system in a natural context.</li></ul>
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Kids learn language by being around people who use language throughout the day. The same is true for AAC; we need to "teach" the new AAC language by using it throughout the day! This is called aided language stimulation or aided language input. It can be done in a variety of ways, but it should always be done without any expectation that the child will imitate or respond after you.

During aided language, try to keep interactions very natural. Also aim to follow the child's lead in order to keep the child interested in the interaction. If you're now thinking "ok, so what do I naturally say?", here are some strategies:

- **Self-talk:** talk about what you are doing, feeling, or thinking
  - e.g., I see the dog. I like it.
  - \*This is the only recommended strategy for GLPs.
- **Parallel-talk:** talk about what your child is doing or possibly feeling or thinking
  - e.g., You don't like it. You are going.
- **Expanding:** after your child communicates something, add a word or two and say it back
  - e.g., child-car; parent-car goes fast
- **Recasting:** if your child makes an error, you can say it back with the correction.
  - e.g., child-big cat; parent-oh, big dog

When getting started, pick 1 word per sentence to model on the AAC system. At times, you may pick nouns (fringe words), but most of the time, you will likely pick more flexible and functional words (core words). As you become more comfortable and as your child's language grows, add more words to your sentences. The ultimate goal would be to model full and grammatically correct sentences. For early GLPS, you may be more likely to start with full sentences and preset phrases/sentences based on their gestalts. Then you would likely work backwards to break those gestalts into smaller units.

Different kids may respond better to different methods of aided language input. Try different methods and see if your child responds differently to any.

- Say the words verbally while simultaneously pointing to the pictures or activating the device.
- Say the word/sentence verbally then model it on the AAC system or say it on the AAC system then say it verbally.
- Only use the device or system to model language. (This may be the preferred option for kids with difficulty with auditory processing or overwhelm with auditory input.)

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## Aided Language Planning Guide - EXAMPLE

Aided language can be very intimidating. The goal would be for all members of the home to provide input using the device throughout the day, just like talking verbally. For comparison, that would be like being fluent in a new language as a whole family over night. Impossible! Use this planning guide to help you get started. Refer to your Statements Planning Guide for more ideas.

Activity	Single words	Phrases or sentences
Activity or something that your child loves:  <i>cars</i>	<i>car, go, on, like, want</i>	You can model the whole sentence or just the underlined words. Build up to the whole sentence. Include gestalts if GLP.  The <u>car</u> is going fast. My car goes <u>slow</u> . I want the <u>blue</u> car. You <u>like</u> the <u>red</u> car.
Activity or something that your child loves:  <i>bubbles</i>	<i>go, want, like, more, up, down, in, out, bubbles, open</i>	You want <u>bubbles</u> . <u>Open</u> it. <u>Bubbles</u> go <u>up</u> . I like <u>bubbles</u> . <u>More</u> bubbles. <u>Put</u> in. <u>Take</u> out. <u>Bubbles</u> go <u>down</u> .
Activity or something that your child hates:  <i>the robot vacuum</i>	<i>stop, not, like, go, vacuum, clean</i>	Make it <u>stop</u> . I <u>don't</u> like it. <u>Go</u> away. Let's <u>look</u> - it is <u>picking</u> <u>up</u> the dirt.
Activity or routine that you do every day with your child:  <i>getting dressed</i>	<i>want, not, like, on, off, go, need, get, hat, sneakers, shirt</i>	I <u>don't</u> want that one. That is <u>itchy</u> . We're <u>going</u> to the <u>park</u> today- we <u>need</u> <u>sneakers</u> and a <u>hat</u> . Let's <u>put</u> <u>on</u> your shirt- it goes <u>over</u> your <u>head</u> .
Activity or routine that you do every day with your child:  <i>snack</i>	<i>more, done, on, in, open, go, pretzels, like</i>	You like those. <u>Open</u> the <u>pretzels</u> . <u>Put</u> <u>on</u> plate. They are <u>done</u> , time to <u>go</u> wash.
Activity or routine that you do every day with your child:  <i>potty</i>	<i>on, done, bye, go, in, down</i>	Time to <u>get</u> <u>on</u> the potty. You made it <u>go</u> <u>in</u> the potty! Time to flush; <u>bye</u> <u>bye</u> ! It <u>goes</u> <u>down</u> .