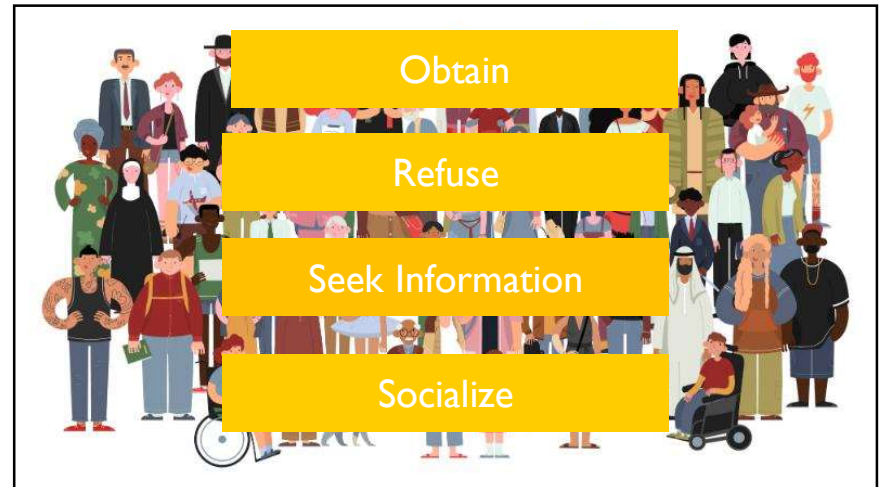
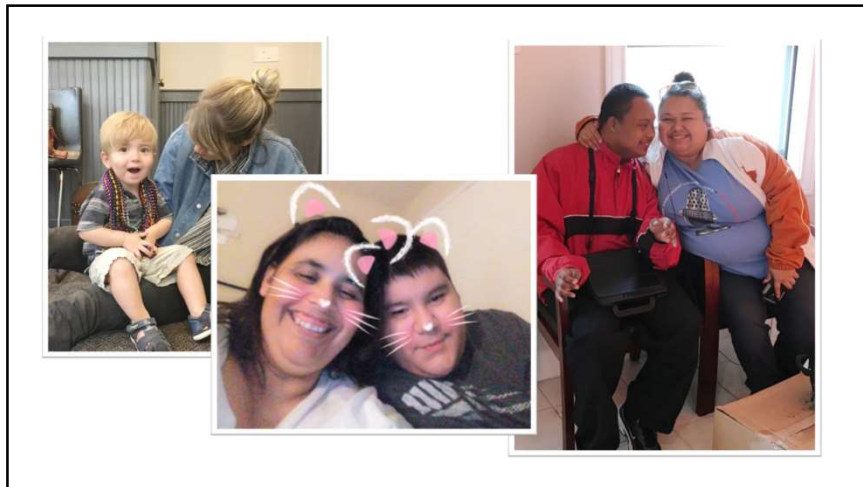





Area of Intervention	Facility Type					
	Elementary		Secondary		Combination	
	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*	Percentage who regularly serve clients with this disorder	Number served (mean)*
	96.8	<i>n</i> varies	<i>n</i> = 215	<i>n</i> varies	<i>n</i> = 87	<i>n</i> varies
Language disorders: semantics, morphology, syntax	92.9	21.3	92.0	24.2	94.9	21.7
Nonverbal, augmentative and alternative communication (AAC)	58.5	4.5	61.2	5.4	70.7	7.1
Reading and writing (literacy)	31.1	12.6	48.2	17.8	33.1	14.2
Selective mutism	18.0	1.4	22.6	1.4	17.3	(<i>n</i> < 25)
Speech sound disorders	93.7	20.8	78.7	7.3	93.3	16.1
Voice or resonance disorders	20.1	1.6	20.0	1.9	9.7	(<i>n</i> < 25)



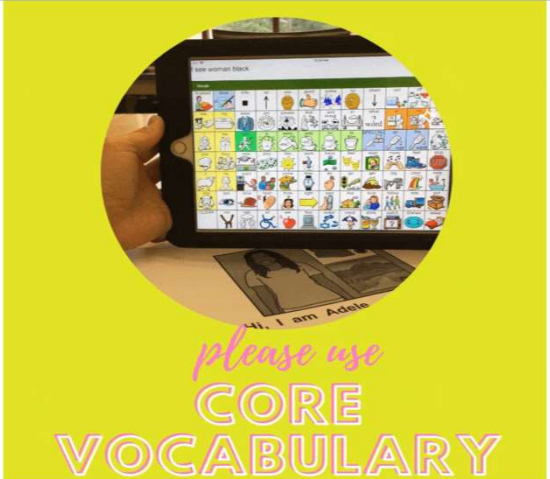


Obtain: I want phở.

Refuse: I don't want onions in my phở.

Seek Information: Where's the best phở place in Austin?

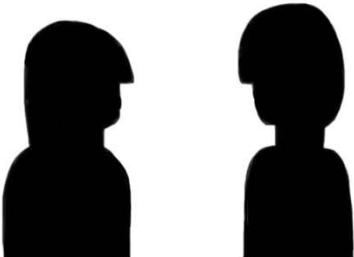
Socialize: Hi, do you want to go get phở for lunch?!















please use
CORE
VOCABULARY

Core vocabulary words are high frequency, reusable, generic words. They comprise 80-90% of the words we use. Core Vocabulary is important because it promotes **generative language**.

Fringe vocabulary words are a set of low-frequency words that are specific to a person or activity.




Gail Van Tatenhove

 yo	 si	 no
 tu	 ayuda	 ¿que?
 querer	 mas	 gustar
 para	 ve	 se acabo

I want more.

What like?

Finished! All done!










I like.

help.

I want go.

You stop.

Go Talk 9- Print on letter paper in landscape mode.

soup

bowling

Coke

Speech

WWE

KFC!

Made with Boardmaker and the Picture Communication Symbols © 1981-2005 Mayer-Johnson LLC, P.O. Box 1078, Sonoma Beach, CA 94970 U.S.A. Phone (800) 398-4348

Here is a list of words Elliott says and how they currently sound when produced. Hope this helps you! 😊

help - hep

Mama - "Baba" (hi at her)

Elliott - Ei - uh-t - "I know a boy which name it..."

Dog - daw.

Cat - Ca

Pea - pepe.

poop - cooa (spanish)

Papa/Papapa - Papa

Crocker - cr-a-ker (flatt-t)

Cup (Gustav) - cu

water - wawa

want - waa

all done - all dun

all open (bam-bam) - all opa

up - up-a.

I did it - I di it.

car - car, oo car

Ready set - i-ke-ri-ri-go.

stop - stop

slide - sale









































toy - toy

Rock Beer - rooh - Bee


Trigger - Ting

Open - open

people - peas


									
									
									
									

yes	no	Help me please	I need a break	all done
I	my	your	you	mine
want	that	put	in	out
What's	turn	more	go	stop
open	close	big	little	all done



I love a laminator.

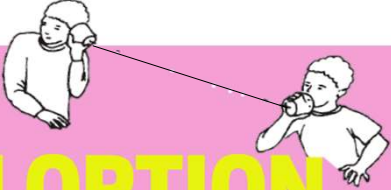
QUESTNS	PEOPLE					PLACES	TIME	WORD GROUPS *ETC.	
SOCIAL	SPELLING NUMBERS ABC	ACTIONS	to	don't	can't	-S	good	more	DESCRIBE
I	me	are	can	be-	come	drink	a-	and	for
it	my	could	do	eat	feel	get	that	of	in



Erik's ability to make request using noun + verb combinations improved from successfully demonstrating the skill in 0/5 opportunities to 5/5 opportunities with minimal cues. Following the mediated session, Erik was able to request "I want Usher". This required Erik to push "I," "want" and then "Usher".

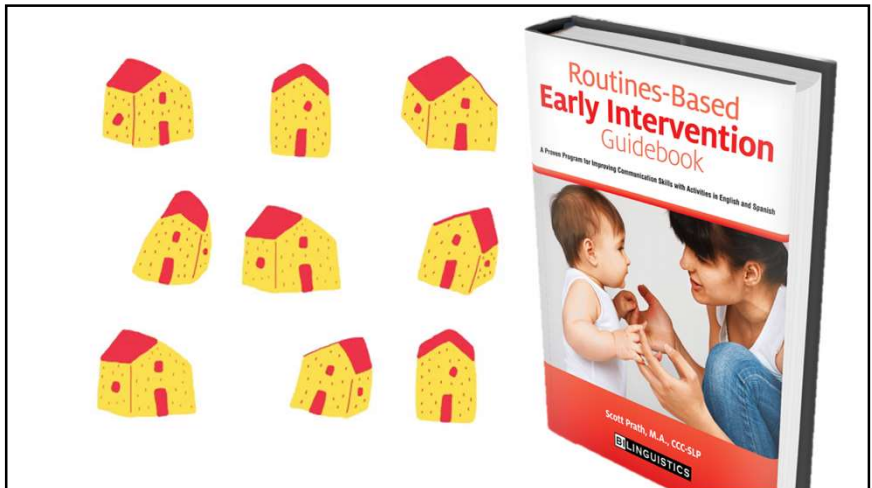
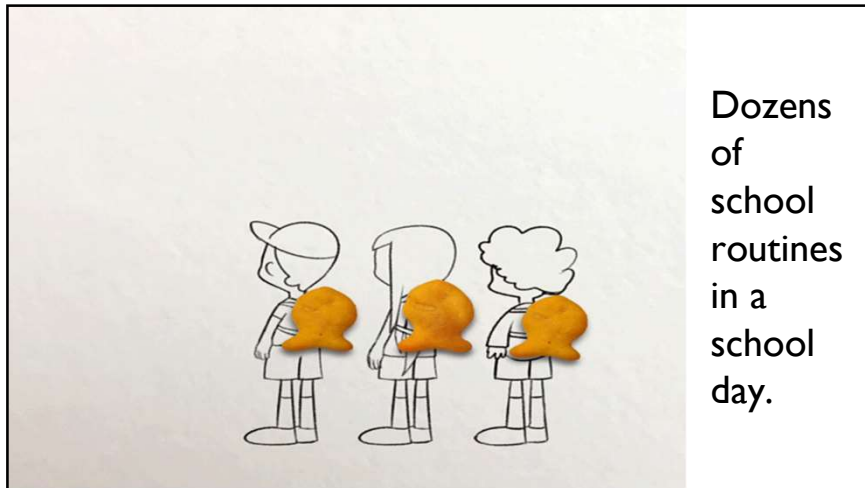
AAC and AT
Considerations

NO TECH OPTION
always available





Give Access All Day



model, model, model

I	it	who	where	what	when	tell	all	this	that
you	me, mine	can	do	get	go	help	some	here	finished
he	don't	is	like	look	make	need	in	out	more
she	not	open	put	stop	turn	want	on	off	different

You open it. You like that! I want some!

GRAMMAR

*is not a priority initially
and
should be available*

BE GIVING
of wait time

MULTI-MODAL

communication

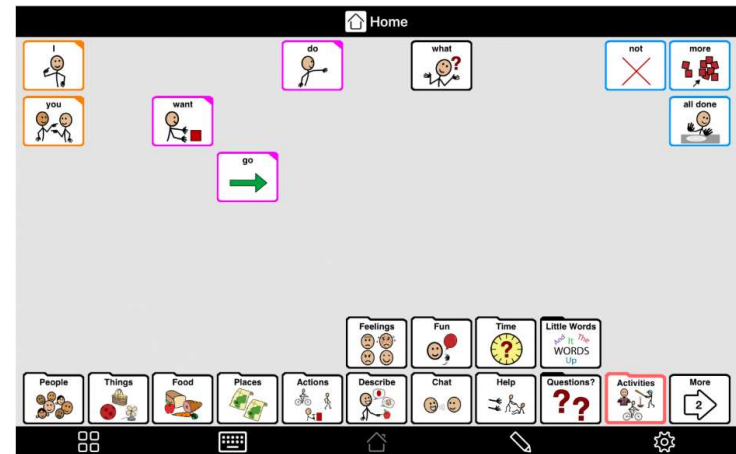


SHARE STRATEGIES

with families and teachers

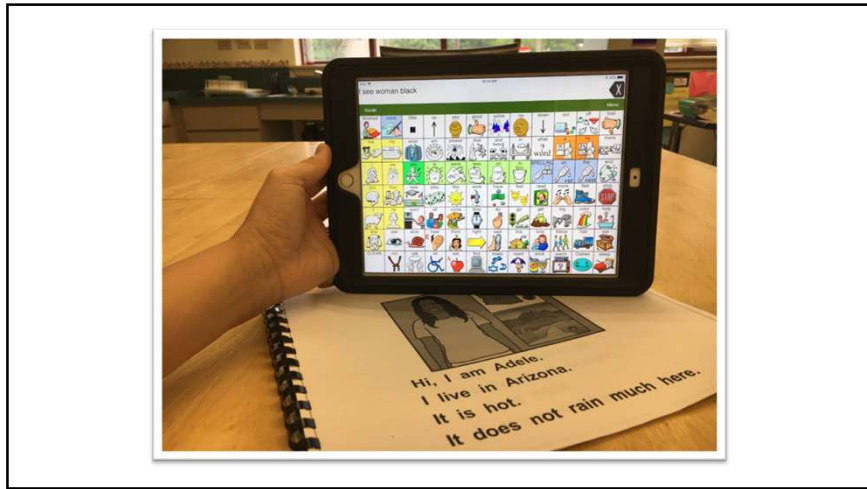
PROGRESSIVE

language




LITERACY

please



Send video beforehand modeling location of target vocabulary along with a script.

Word of the Week: Showed symbol, the location and ideas for modeling.



The AssistiveWare Core Word Classroom

Tips from
Melissa Matthews, SLP

AAC and AT

Buy In



“I think in our case, the communication device helped unlock some of the pathways to verbal language. The repetition and visuals was kind of like a constant communication classroom. One that was interesting and fun for Ollie.”

MAKE IT
FUNCTIONAL



i	do / does / did	get	this	good	more	
you / your	want	give	that	bad	again	
it	eat	like	all gone / gone	big	help	
not / don't	drink	look / see	away	little	ready	
what	stop	come	go	different	all done / finished	