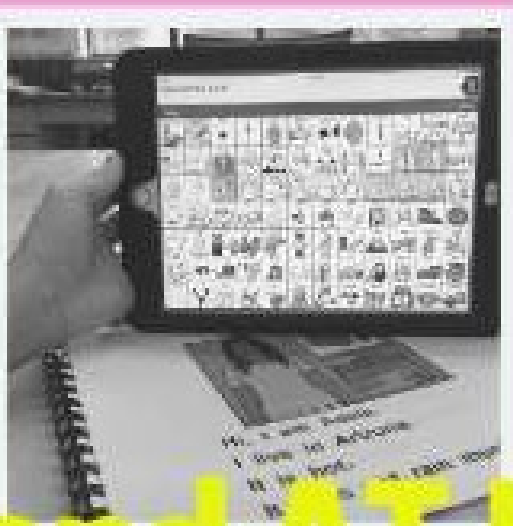
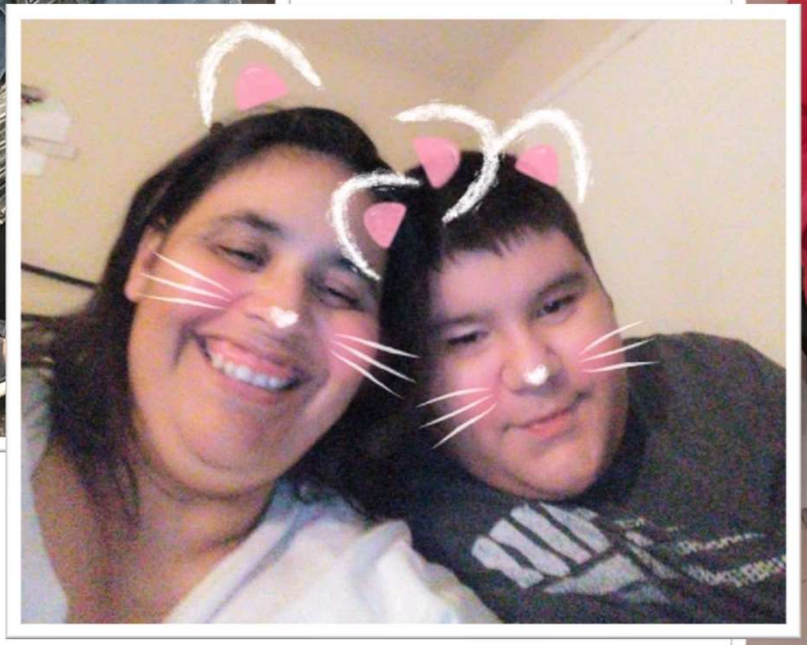
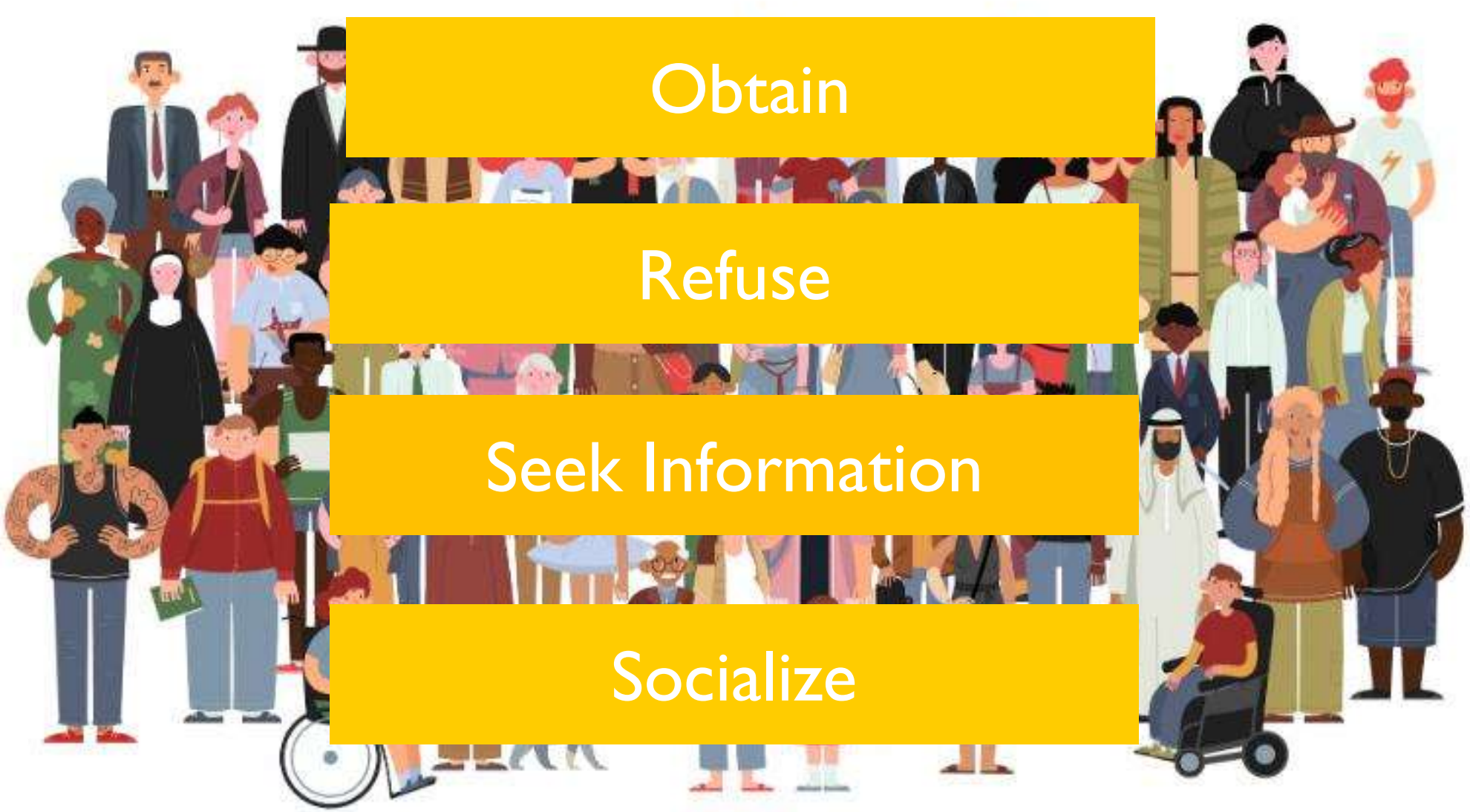


AAC and AT Power

for Speech-Language Pathology

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)*
	968	*n* varies	*n* = 215	*n* varies	*n* = 87	*n* 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	(*n* < 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	(*n* < 25)




Obtain
Refuse
Seek Information
Socialize

Obtain: I want phở.

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

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

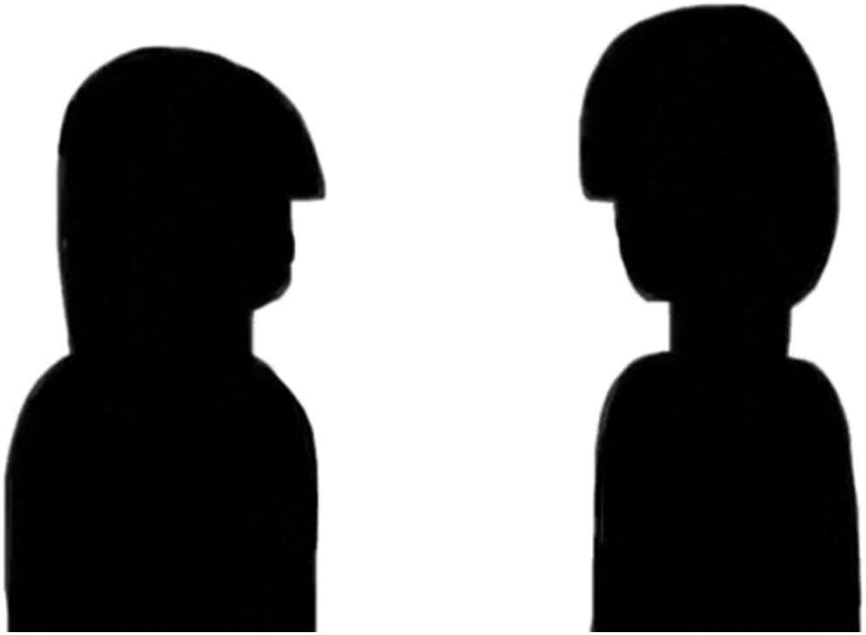
Socialize: Hi, do you want to go get phở for lunch?!

please use

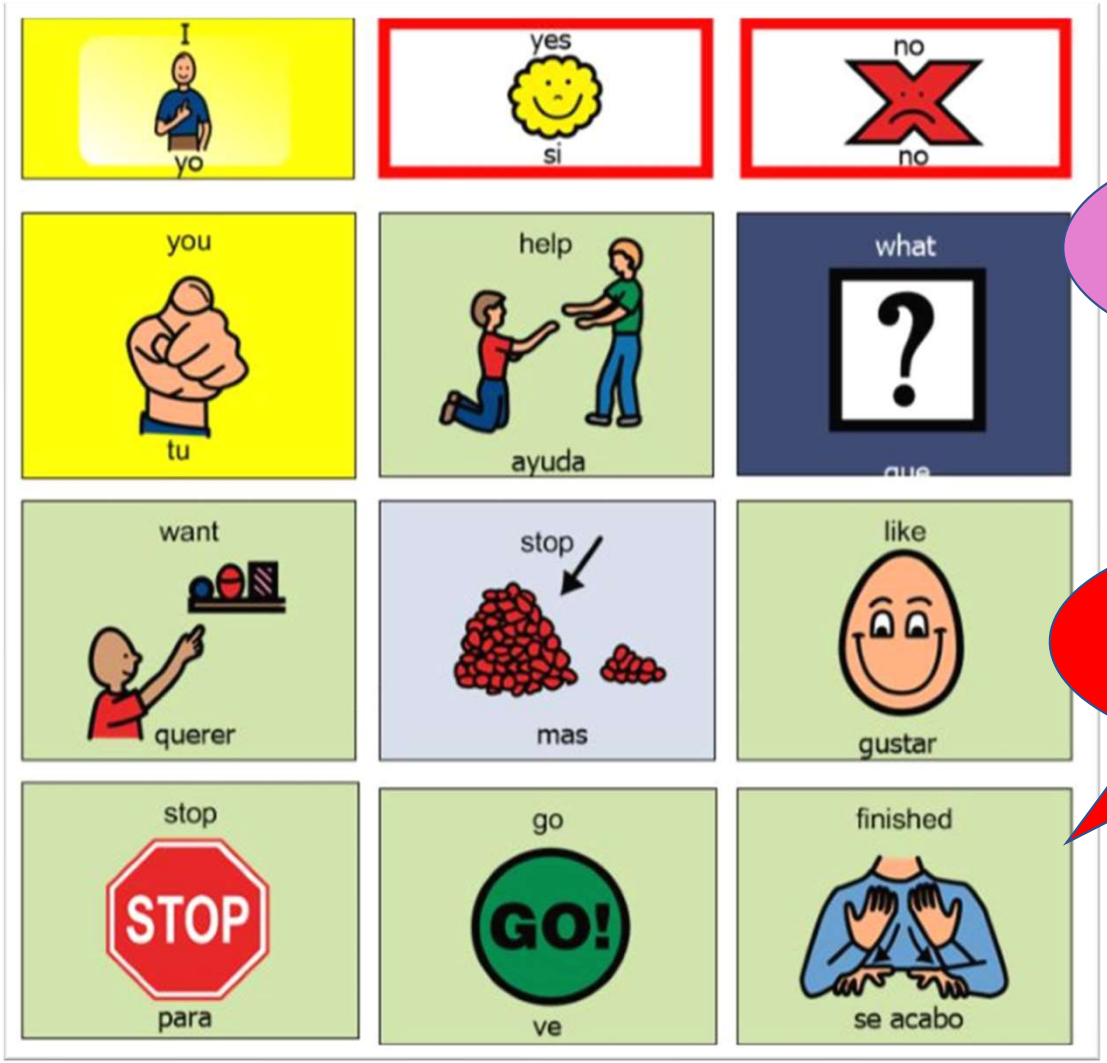
CORE VOCABULARY

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



I want more.

What like?

Finished!
All done!

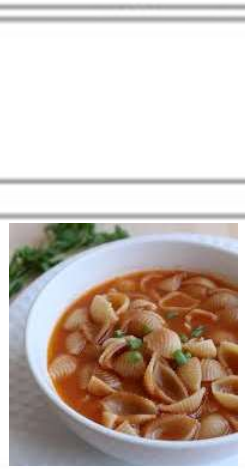
I like.

help.

want go.

You stop.

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



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soup

bowling

Coke

Speech

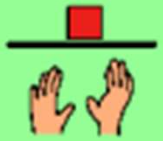
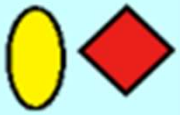
WWE

KFC!

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

help - hep

Mama - "Baba" (M's are hard)
Elliott - Ei - uh - t - "I know a boy who's name is ___."
Dog - Daw.
cat - Ca
Pee - pepe.
poop - caca (spanish)
Papa/Grandpa - Papa
Cracker - cra - kur, ga - e - ta (spanish)
cup (juice cup) - "cu"
water - wawa
want - wan wan: ___
all done - all dun
all gone (mouth clear) - all gon
up - up - a.
I did it - I di it.
car - car, go car
Ready, set, ___ = - he fills in "go".
stop = sop
shake = sake
toy = toy
Pooh Bear - Pooh - Bea
Tigger - Tigg
open - open
please - peas

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 

Go Talk 20+

Print on letter paper in landscape mode

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

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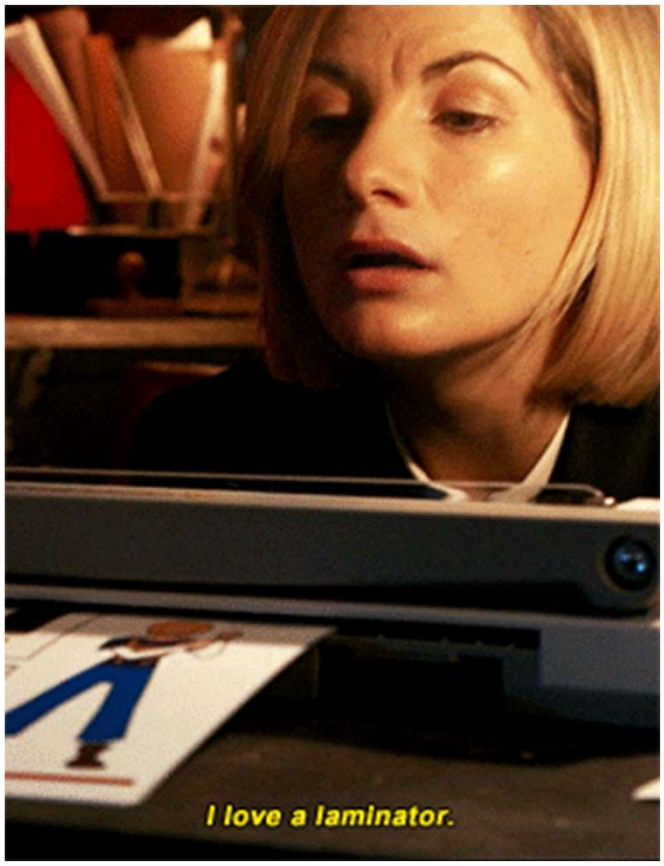
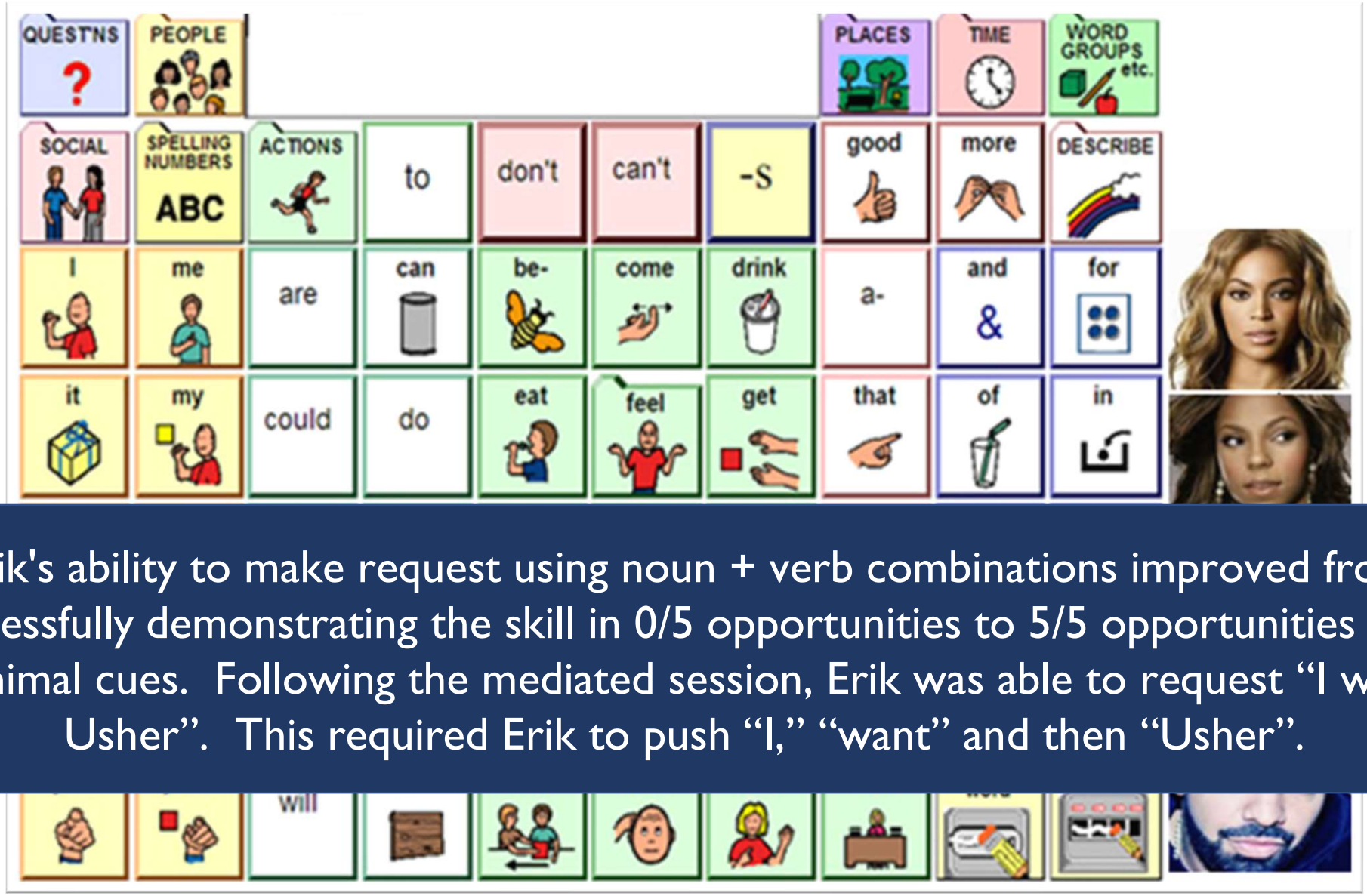
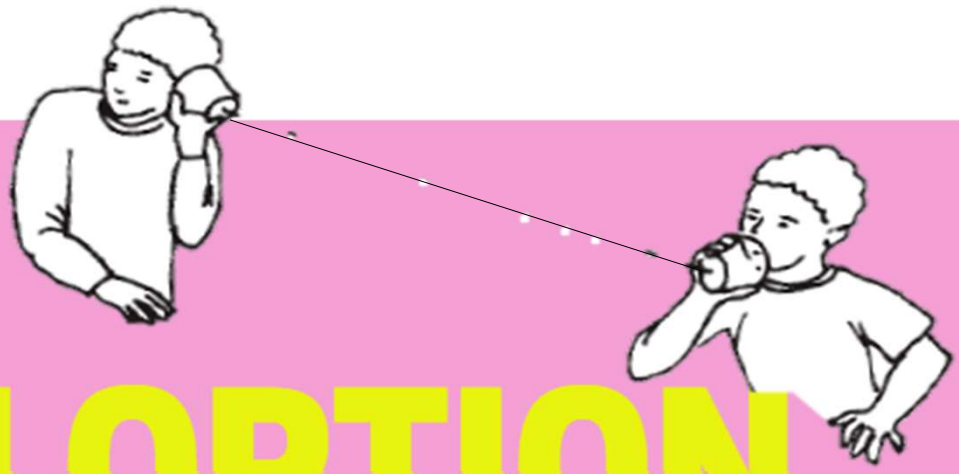




Erik's ability to make request using noun + verb combinations improved from successfully demonstrating the skill in 0/5 opportunities to 5/5 opportunities with minimal cues. Following the mediated session, Erik was able to request "I want Usher". This required Erik to push "I," "want" and then "Usher".

AAC and AT

Considerations

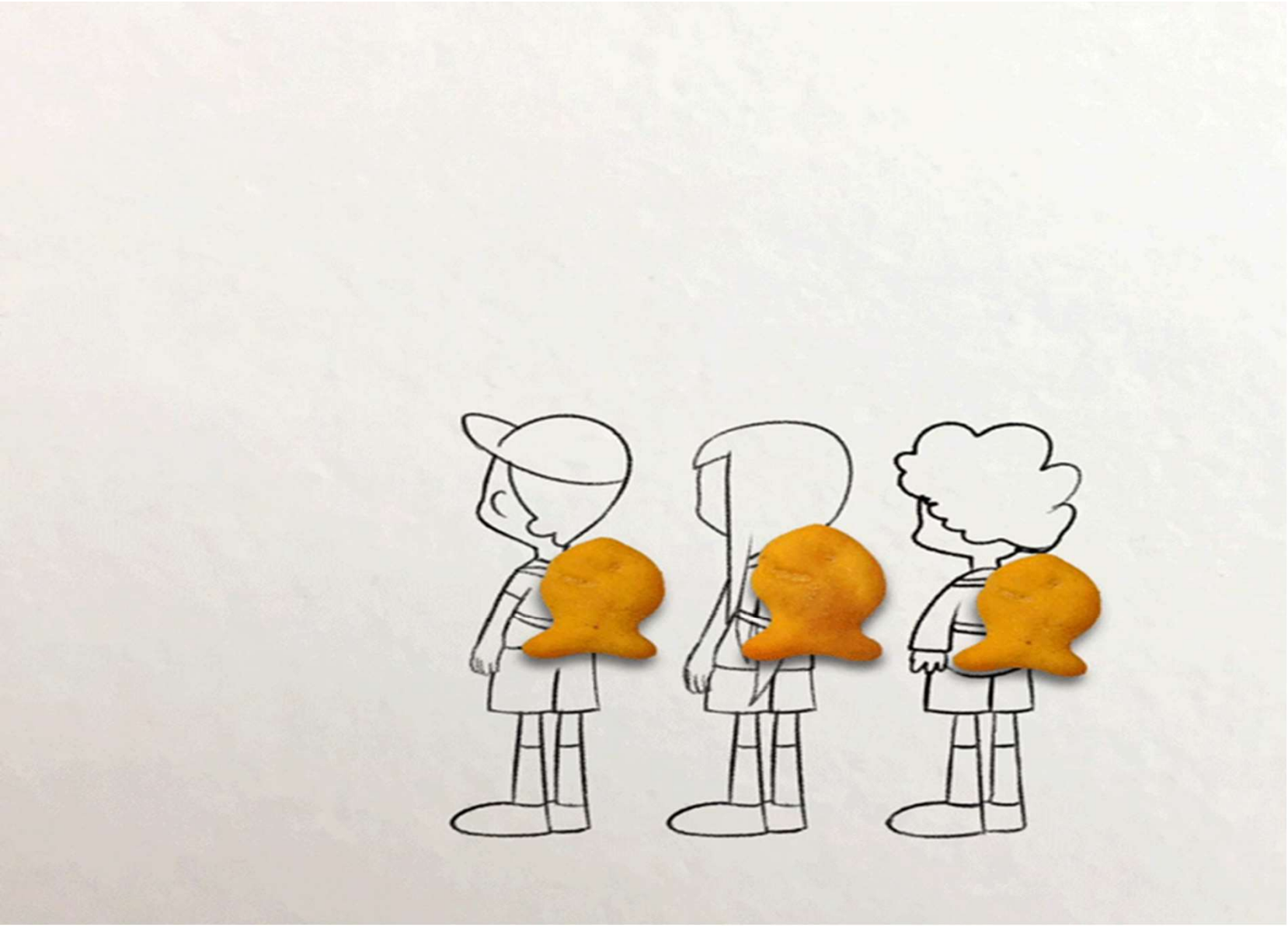


NO TECH OPTION

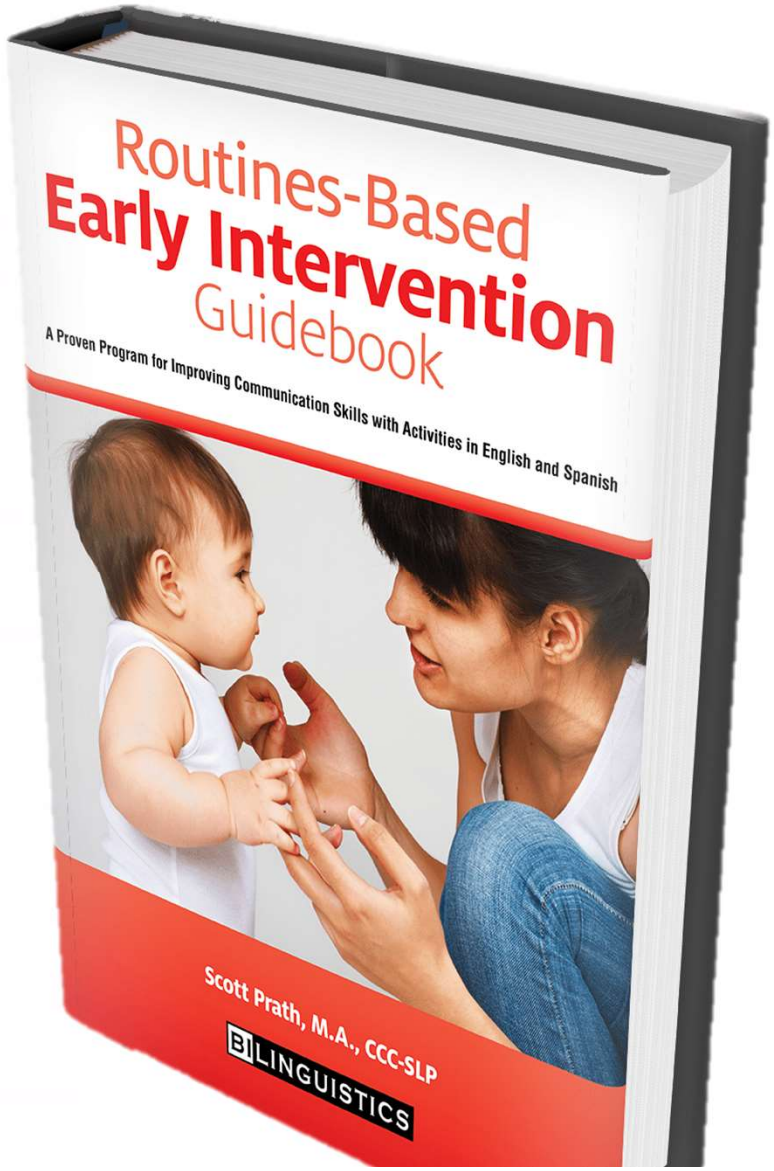
always available

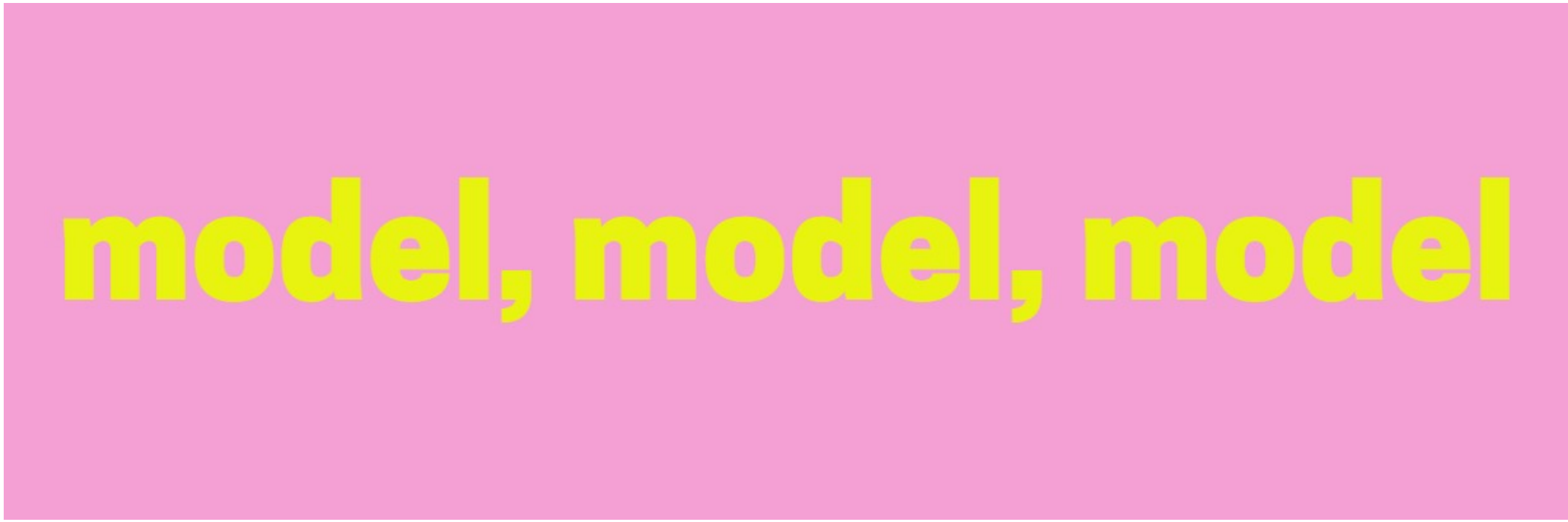
finished
mine
little
up
yes
good
some
no
down
out
off
bad
and
in
what
word
a
+s
there
on
+en
to
to+
SPELL/NUM
an
+er
the
+est
end
have
feel
read
more
fast
stop
STOP
do
go
get
big
color
help
said
live
love
follow
ride
put
CLEAR
not
talk
sit
eat
find
make
need
drink
watch
turn
sleep
I see woman black
Hi, I am Adele.
I live in Arizona.
It is hot.
It does not rain much here.

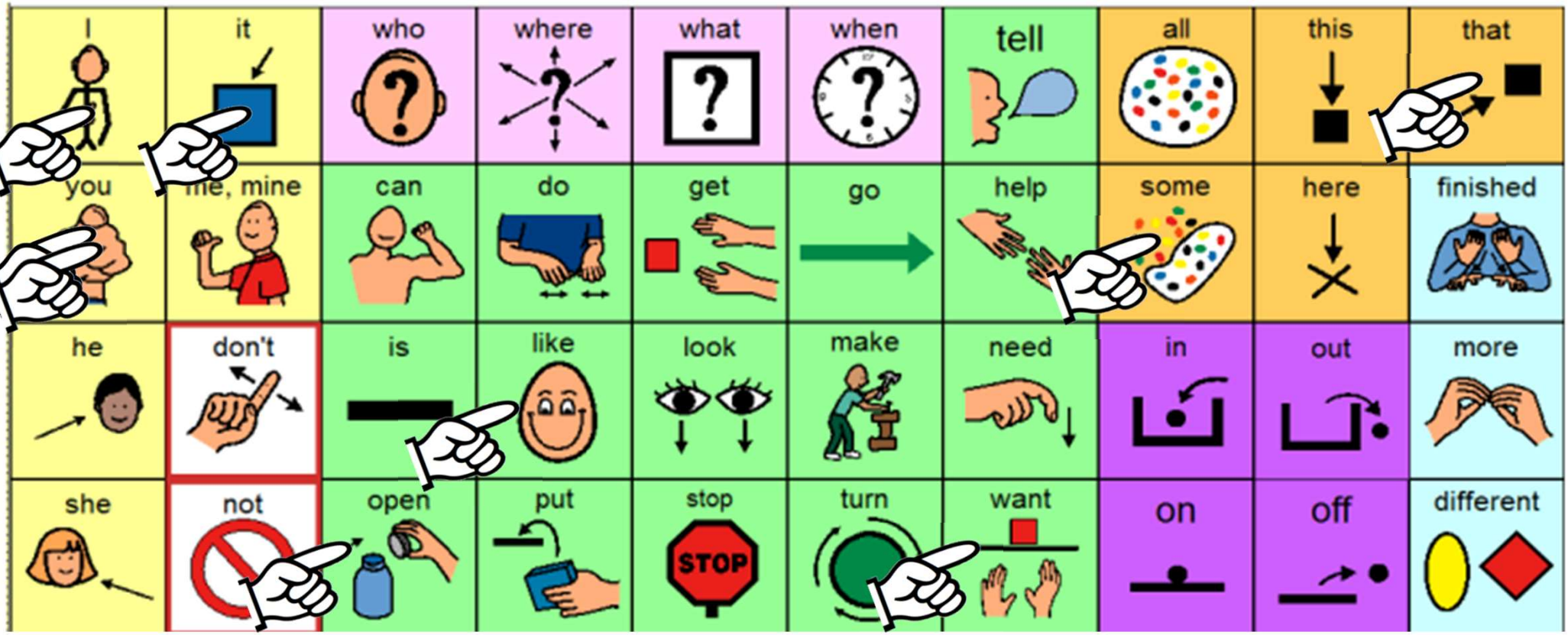
Give Access All Day



Dozens of school routines in a school day.


Routines-Based
Early Intervention
Guidebook
A Proven Program for Improving Communication Skills with Activities in English and Spanish
Scott Prath, M.A., CCC-SLP
BILINGUISTICS


model, model, model



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

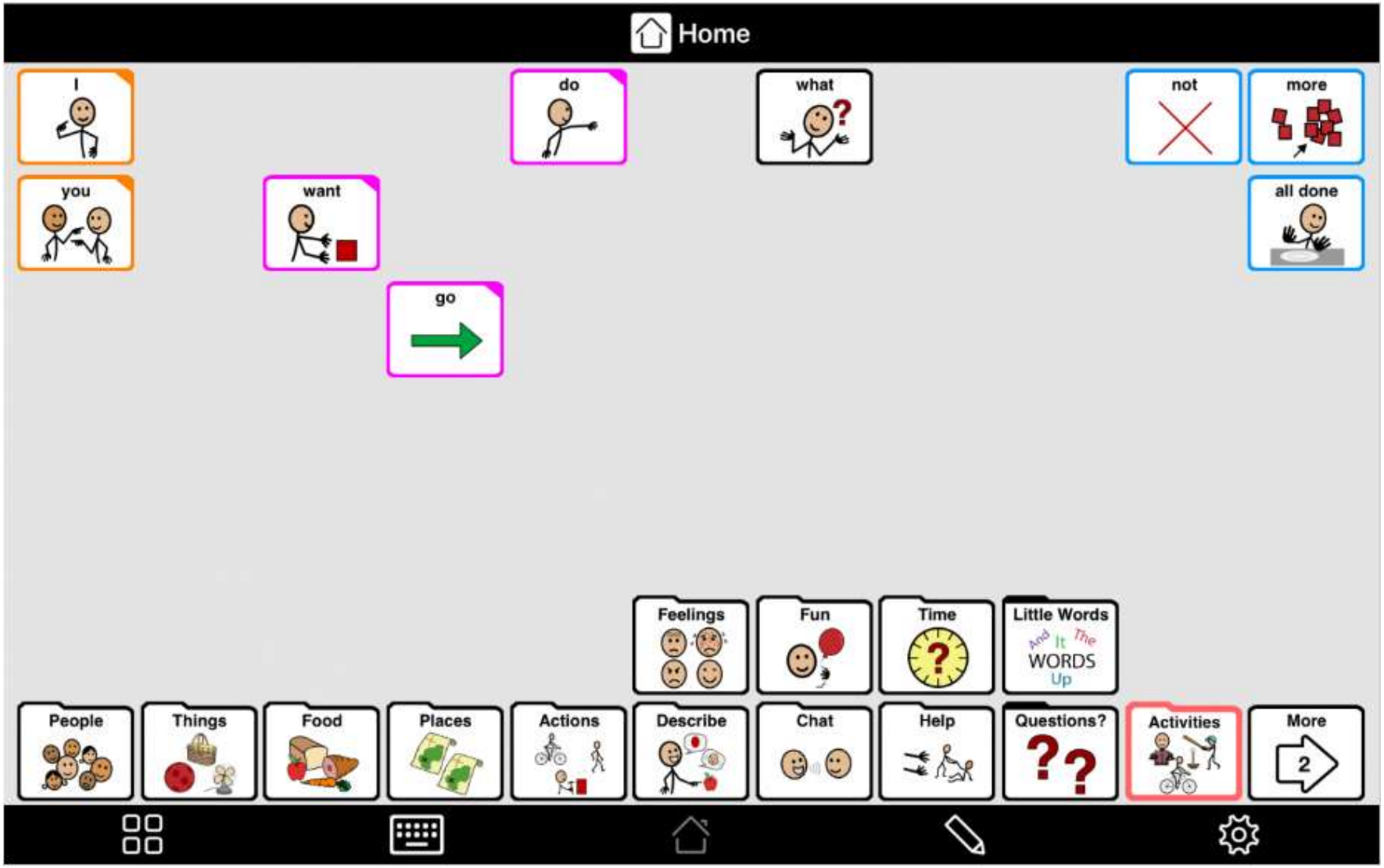
communication

SHARE STRATEGIES

with families and teachers

PROGRESSIVE

language

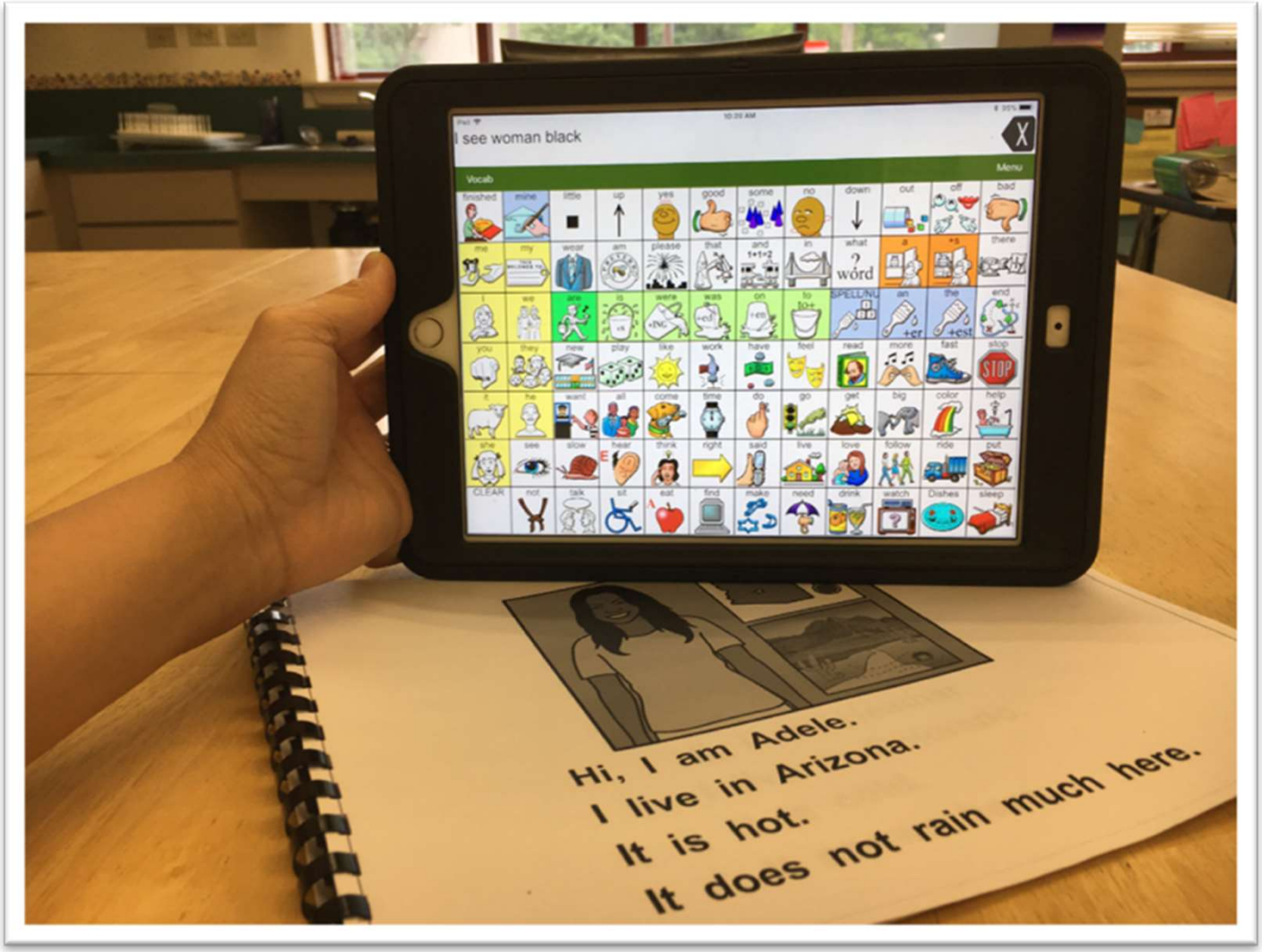


AsstistiveWare.com

LITERACY

please

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


I see woman black
Vocab
Menu
Hi, I am Adele.
I live in Arizona.
It is hot.
It does not rain much here.

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

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

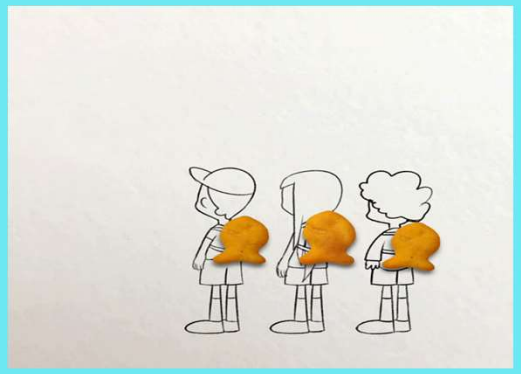
Tips from
Melissa Matthews, SLP

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