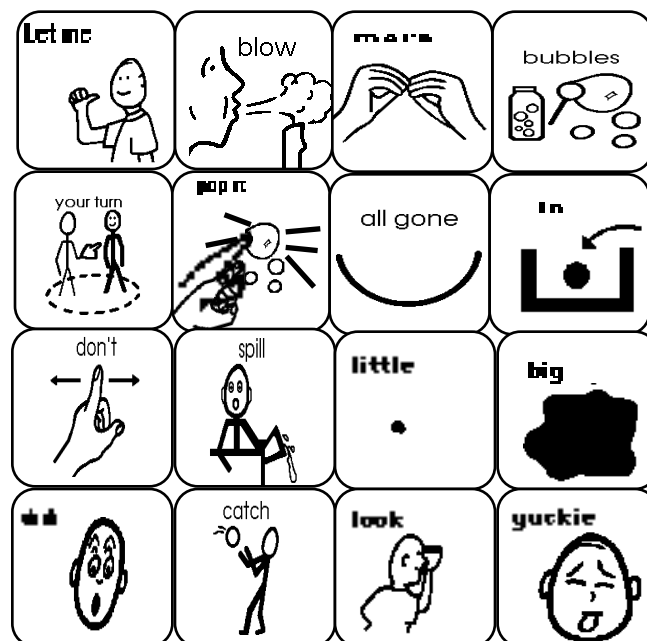


AAC STRATEGIES: AIDED STIMULATION

A nonverbal student using augmentative communication systems needs to see how s/he will be expected to communicate. To do this you will bombard the student with "Aided Language Stimulation" as described in the book by Carol Goossens' called Engineering the Preschool Environment for Interactive, Symbolic Communication, pages 101-106. In brief, this will consist of the following approach.

- You will need to develop vocabulary that is specific to each of the student's activities.
- Once you have the display ready for the student, you will present it with the activity. You will either point to the two items or light cue them as you say what you are going to do. The example we often use at the Special Education Technology Center is a bubble activity. The words on the display are as follows:



- When pointing to the bubble picture, the facilitator (you in this case) would say "I have bubbles", then you might point to the pictures of "blow" and "bubbles", then say "Let's blow some bubbles". Then you would blow some bubbles. You might point to the pictures of "pop" and "bubbles" and say "Let's pop some bubbles" or "I'm gonna pop the bubbles". Then pop the bubbles and point to the same pictures and say "I popped the bubbles". Continue with the activity using several of the symbols and 'talking through' the activity. You would then repeat this activity a few times at different times of the day or week. At this point you are not expecting a response from her. But you are following a similar sequence of play so that you are repeating the same phrases in a relatively similar order. You will also build in pauses just before you highlight or point to the symbols. For example, you might hold up the bubble jar and shake it. Pause, then say "I've got

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bubbles" while pointing to the symbol "bubbles". This way the child can begin to anticipate which symbols will like elicit the next part of the activity.

- After a few days bombardment, you will want to begin to look for an anticipatory response to the symbol sequence. If you see the student begin to search for the symbol, pause a little longer to see if s/he will spontaneously use the symbol. If no anticipatory response occurs, cue the student to an appropriate symbol response by touching it or light cueing to it. Try **NOT** to verbally coach the student by saying "point to this one" or "here it is". Instead, either repeat the appropriate phrase or say nothing. If the child still does not respond, continue the aided language stimulation. As in the above example you might hold up the bubble wand, shrug your shoulders and pause (juncture cue - see Goossens'). You are hoping s/he will spontaneously point to "blow". If s/he doesn't respond then you would light cue to the picture of "blow" on his/her board say "Blow ". Wait a few seconds to see if she attempts to select the picture herself. If not, continue with the activity by saying "I'm gonna blow a bubble" while pointing to **your** board."