

Select the Most Appropriate Gateway® Vocabulary?

- * Step 1. Select a vocabulary that corresponds to the age range of the user?
 - Child w/ ASD learning to Request, Comment and develop basic Social Skills
 - * Teen/Adult with Developmental Disability
 - * Child Developing Language
- * Teen & Adult Competent Communicator
- * Teen/Adult Seeking a Text-based Options



2

Select the Most Appropriate Gateway® Vocabulary?

- Step 2. Select a Grid size based upon the user's abilities using either formal of informal test measures.
 - * Formal Symbol Assessment Tool
 - * Use the TASP© (Bruno, 2008) as an assessment
 - * Available from Mayer-Johnson, LLC
 - * Informal Assessment Procedures
 - If the individual has an AAC device, use the present page set as a baseline
 - * If no AAC device is in place, experiment with different grid sized to find the optimal size



Establish AAC Symbolic Goals

- * Step 3. Assess the intended user's symbol abilities to determine the need for teaching symbol meaning
 - * Can the user identify PCS (BoardMaker) or SymbolStix symbols or does it not matter?
 - * Can the user identify symbols across all grammatical categories (Use results from TASP Assessment)?
 - * Nouns
 - * Verbs
 - * Adjective/adverbs
 - * Prepositions



4

Assessing Language Performance: Formal Measures

Receptive Vocabulary Receptive Language Expressive Language

5

Receptive Vocabulary - PPVT

- "...an individually administered, untimed, normreferenced, wide-range test ... of receptive vocabulary
- Results (raw scores) can be converted to the following age-referenced normative scores: SS, %ile, age equivalents.
- Select from a field of 4 Use optimal response mode (e.g., pointing, eye-gaze, yes/no)
- * Reliable measure for persons w/ CP using yes/no.
- * Provide deviation and developmental types of norms

Test of Auditory Comprehension of Language

- * Designed to test understanding of the structure of spoken
- Grammatical Morphemes (i.e., prepositions, noun number, verbs, auxiliary, adjectives, and adverbs)
- * Norms 3-0 through 9-11
- * Provides age-referenced norms SS, %ile, age equivalent (language ages)
- Easily adapted for children w/ physical disabilities
- * Select from a field of 3 Use optimal response mode (e.g., pointing, eye-gaze, yes/no)
- No information about whether or not it correlates w/ PPVT or WISC Gateway

7

Preschool Language Scale

- * Norms for Birth through 6 years 11 months
- * Measures children's receptive and expressive language performance
- Total Language, Auditory Comprehension, Expressive Communication, SS, %ile, Language Age Equivalents
- Receptive
- Can use optimal response mode (e.g., pointing, eye-gaze, yes/no)
- * Expressive
- * Asks children to name objects, use concepts that describe objects and express quantity, use specific prepositions, grammatical markers and sentence
- * Use multi-modal approaches for responses (e.g., speech, gestures)
- Aided AAC device or language board as alternative. (Must be familiar with property ocabulary contents and organization)

8

Preschool Language Scale in 🗹 shoe 🊄 oft fruit toy 🍓 Gateway

TOLP - P

- * Receptive
 - * Picture Vocabulary
 - * Grammatic Understanding
 - * Word Discrimination
- * Expressive
 - * Oral Vocabulary
 - * Sentence Imitation
 - * Grammatic Completion



10

TOLD – P: Grammatical Completion

- Designed to assess children's ability to recognize, understand and use common English morphological forms.
- * Measures the ability to complete a partially formed sentence by supplying a final word that has a proper morphological form.
- * Norms 4-0 through 8-11
- * The following age-referenced norms SS, %ile, age equivalent (language ages)
- * Tests that share the same type of quotients as the TOLD-P include Kaufman Assessment Battery, WISC



11

AAC Intervention
Considerations and Strategies

Considerations in Selecting AAC Therapy Goals

- * Chronological Age
- * Age + abilities
- * Receptive and Expressive Language Abilities and Gap
- * Small gap vs. Large discrepancy
- * Diagnosis
 - * Autism vs. Down Syndrome vs. Developmentally Delayed vs. CP vs Apraxia
- * Page Set Capabilities
- * 20 Locations vs 40 Locations



13

Language Intervention Goals

- * Semantic or vocabulary acquisition
- * Symbolic development
- * Development of syntax (grammar)
- * Translating language knowledge to comprehending and producing text (i.e. develop literacy skills)



14

AAC Language Intervention Goals (con't)

- Pragmatic Language Development
 - * Social greetings
 - * Initiates topic
 - * Maintains topic
 - * Ends topic
- * Shifts topic
 * Communicative Functions
 - * Responds to questions
 - * Requests assistance
 - * Request information
- * Social exchange * Comments
- * Protests
- * Interpretive statements



Teaching Gateway Contents and Location

- **CHANGE IT MAKE IT YOURS**
 - * Personalize the system
 - * Name
 - * Phone number
 - * Address
 - * Names of family friends
- * Customize the vocabulary
 - * Foods
 - * Things
 - * Places
- * Etc, etc, etc ...
- * Make use of the "Hide Button" feature
- Use the Gateway Page and Alpha Sorts



16

Goal - MASTER the Core

- * M Meaningful activities
- * A Aided-Language Stimulation
- * **S** Systematic approach
- * T Tools Gateway© resources
- * E Enjoyable activities
- * R Repetitive opportunities



17

Goal - MASTER the Core

- * M Meaningful activities
 - * Photos teach family, relationships, friends
 - * Familiar vocabulary
 - * Favorite places, things
 - * Make learning new vocabulary functional
 - * Meaningful = Motivating
- * A Aided-Language Stimulation
- * When child follows the adult's aided model, the child learns language structures AND, both directly and indirectly, learns vocabulary contents and location

 Gateway

Goal - MASTER the Core

- * 5 Systematic approach to teaching
 - * Teach frequently used first
 - * Words that were frequently used on old system
 - * Family -> friends, -> classmates, -> occupations
 - * Key verbs (e.g., eat, drink, play, have, go, etc)
 - * Key places (e.g., home, school, McD's, etc)
 - Meaningful and powerful adjectives and adverbs (e.g., colors, size, shape, etc.)
 - * Favorite "Things" or activities
 - * Capitalize on the color-coding



19

Goal - MASTER the Core

- * T Tools Gateway© Resources
 - * Introductory Manual
 - * Gateway 20 and Gateway 40 individual manuals
 - * Background information
 - * Page Sort
 - * Alpha Sort
 - * Use Sorts to
 - * Plan activities
 - * Customize for the user
 - * Plan your strategy for teaching Contents/Location and Language Gateway
- * Resources and Lesson Plans from Gateway website ** Resources and Lesson Plans from Gateway website **

20

Goal - MASTER the Core

- * E Enjoyable activities Make learning FUN!
 - * Teach Core in the context of play activities
 - * Doll House
 - * Games
 - * Role playing
 - * Reading books
- * R Repetitive opportunities
- * Do something enough times and it becomes automatic
- * Work to achieve "Motor Memory"
- * Repetitive practice and use leads to automaticity



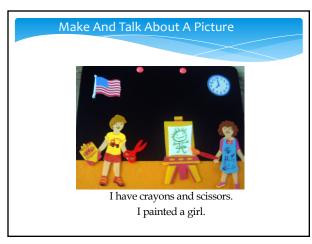
Treatment Activities

- * Imaginative play activities
- * Community-based
- * Games
 - * Board
 - * Role-playing
 - * Language
- * Literacy activities
- * Jokes, Nursery Rhymes
- * Creative arts



22

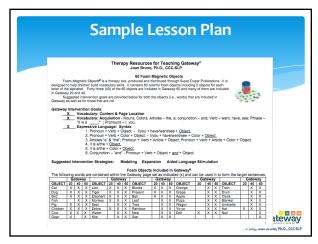
The dog is in the bed. Mom made a pizza.







* Sample Activities for Teaching Comprehension & Contents and Location Super Duper Publications Are You my Baby (Animals) 60 Magnetic Foam Objects (Common Objects) Magnetic Dress Up (Clothing) Sort and Say Magnetic Mealtime (Foods) Pronoun Party (Pronouns) Sort and Say Positions (Positions) Games by Other Companies Outburst, Jr. (Common Objects) Boggle, Jr. (Common Objects)



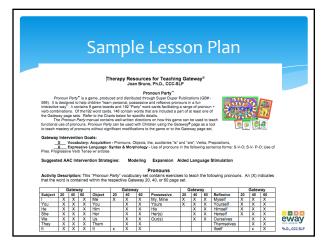
Expressive Language

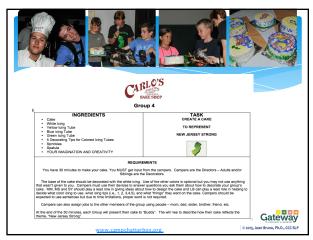
- * Sample Activities for Teaching Syntax
 - Magnetic Dress Up Present progressive verb tense
 - Pronoun Party Present progressive verb tense
 - Pronoun Parade Declarative Sentence, Interrogative (Who)
 - Using I & Me Declarative Sentence
 - Is & Are Fun Deck Present progressive verb tense
 - Was & Were Fun Deck Present progressive verb tense
 - Regular Past Tense Declarative sentence
- Irregular Verbs Present progressive verb tense



29









Intervention Goals at Home

- * Facilitate interaction within daily routines
- * Provide natural opportunities for interactions with neighbors/friends/siblings
- Carryover skills learned in school/vocation/therapy
- * Use language in play and literacy activities



34

Family Members

- * Provide opportunities for the augmented communicator to use the aided AAC system to:
 - * (1) expand language development,
 - * (2) express a range of communication functions and
 - * (3) talk about unknown events or activities
- Provide team members with feedback on the use of the system at home and in the community



35

Strategies to Facilitate Communicative Interaction

- Structure environment to foster device use and interaction with peers and family
- * Avoid yes/no questions and "test questions"- (i.e., ask open ended questions)
- * Have realistic expectations for the child
- * Provide appropriate language input



Strategies (cont'd)

- * Respond to all meaningful attempts to communicate and provide natural consequences
- * Follow the client's lead
- * Provide models; expand messages
- * Prompt, when and if, necessary



37

Additional Resources

- * Website <u>www.AACCoreWord.com</u>
- * Email JoanBruno@CTR-NJ.Com
- * Facebook https://www.facebook.com/JoanBrunoGateway
- * YouTube

https://www.youtube.com/channel/UCGSciwRcSK8eR08dtX3fEzA

- * Pinterest http://www.pinterest.com/bruno1906/
- * Ebooks http://ctr-nj.com/the-literary-lens/index.html

