I've Purchased Gateway Now What?

Joan Bruno, Ph.D., CCC-SLP
Communication Technology Resources
www.gatewaytolanguageandlearning.com

1

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

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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

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3

11/21/20

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

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4

Assessing Language Performance: Formal Measures

Receptive Vocabulary
Receptive Language
Expressive Language

5

Receptive Vocabulary - PPVT

* "…an individually administered, untimed, norm-referenced, 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
* PPVT-III & WISC are highly correlated - (the Verbal IQ correlation is slightly higher than Performance and Full Scale IQ correlations)

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6

2

Test of Auditory Comprehension of Language

* Designed to test understanding of the structure of spoken language
  * 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

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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 structure.
  * Use multi-modal approaches for responses (e.g., speech, gestures)
  * Aided AAC device or language board as alternative. (Must be familiar with vocabulary contents and organization)

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8

Preschool Language Scale
Vocabulary needed to achieve a 29 Month level of performance

9

TOLP - P

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

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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

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11

AAC Intervention Considerations and Strategies

12

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

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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)

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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

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15

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

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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

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17

Goal - **MA**STER 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

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18

Goal - MA**S**TER the Core

* **S** – 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 - MAS**T**ER 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
  * Resources and Lesson Plans from Gateway website

20

Goal - MAST**ER** 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

21

Treatment Activities

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

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22

Make And Talk About The Picture

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

23

Make And Talk About A Picture

I have crayons and scissors.
I painted a girl.

24

Guide Participation to Match Abilities

Can we play a game?

25

Super Duper Publications

PO Box 24997
Greenville, SC 29626-2497
800-277-8737
www.superduperinc.com

26

Vocabulary

* 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)

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27

28

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

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29

Sample Lesson Plan

30

Sample Lesson Plan

Therapy Resources for Teaching Gateway®
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Pronoun Party™

Pronoun Party® is a game, produced and distributed through Super Duper Publications (GB# -599). It is designed to help children "learn personal, possessive and reflexive pronouns in a fun interactive way". It contains 8 game boards and 192 "Party" word cards facilitating a range of pronoun + verb combinations. Of the192 word cards, 146 contain words that are included a part of at least one of the Gateway page sets. Refer to the Charts below for specific details.
The *Pronoun Party* manual contains well-written directions on how this game can be used to teach functional use of pronouns. *Pronoun Party* can be used with Children using the Gateway® page as a tool to teach mastery of pronouns without significant modifications to the game or to the Gateway page set.

Gateway Intervention Goals:
__X__ **Vocabulary: Acquisition** - Pronouns, Objects, the, auxiliaries "is" and "are", Verbs, Prepositions,
__X__ **Expressive Language: Syntax & Morphology** - Use of pronouns in the following sentence forms: S-V-O; S-V- P-O; Use of Pres. Progressive Verb Tense w/ articles

Suggested AAC Intervention Strategies: Modeling Expansion Aided Language Stimulation

Pronouns

Activity Description: This *Pronoun Party* vocabulary set contains exercises to teach the following pronouns. An (X) indicates that the word is contained within the respective Gateway 20, 40, or 60 page set.

Subject	20	40	60	Object	20	40	60	Possessive	20	40	60	Reflexive	20	40	60
I	X	X	X	Me	X	X	X	My, Mine	X	X	X	Myself	X	X	X
You	X	X	X	You		X	X	Yours	X	X	X	Yourself	X	X	X
He	X	X	X	Him		X	X	His		X	X	Himself	X	X	X
She	X	X	X	Her		X	X	Her(s)		X	X	Herself	X	X	X
We	X	X	X	Us		X	X	Our(s)		X	X	Ourselves		X	X
They	X	X	X	Them		X	X					Themselves		X	X
It	X	X	X	It	x	X	X					Itself		x	X

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31

Group 4

INGREDIENTS	TASK
• Cake • White Icing • Yellow Icing Tube • Blue Icing Tube • Green Icing Tube • 5 Decorating Tips for Colored Icing Tubes • Sprinkles • Spatula • YOUR IMAGINATION AND CREATIVITY	CREATE A CAKE TO REPRESENT NEW JERSEY STRONG

REQUIREMENTS

You have 30 minutes to make your cake. You MUST get input from the campers. Campers are the Directors – Adults and/or Siblings are the Decorators.

The base of the cake should be decorated with the white icing. Use of the other colors is optional but you may not use anything that wasn't given to you. Campers must use their devices to answer questions you ask them about how to decorate your group's cake. MM, MS and SY should play a lead role in giving ideas about how to design the cake and LB can play a lead role in helping to decide what color icing to use, what icing tips (i.e., 1, 2, 3,4,5), and what "things" they want on the cake. Campers should be expected to use sentences but due to time limitations, proper word is not required.

Campers can also assign jobs to the other members of the group using people – mom, dad, sister, brother, friend, etc.

At the end of the 30 minutes, each Group will present their cake to "Buddy". The will need to describe how their cake reflects the theme, "New Jersey Strong".

www.campchatterbox.org

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32

Literacy Activities

Contents and Location
* Read the page to the child using Gateway to model.
* Have the child find targeted words.
* Syntax
  * Read the page to the child using Gateway to model.
  * Read every other word with the child.
  * Take turns reading a page.
  * Ask the child questions about the story and or the photos.

Download on iBooks   amazon kindle

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33

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

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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

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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

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36

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

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37

Additional Resources

* Website – www.AACCoreWord.com
* 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

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38