

Quick overview of Partner Augmented Symbol Input and Concept of Modeling

KAREN NATOCI, M.S., CCC-SLP

Example:

Role of the Partner during Play Aided Language Stimulation

Use symbols receptively, even if child doesn't appear "ready" (use level V symbols receptively to a level I-III child)

- ▶ Facilitator: "Let's build a big house."
- ▶ Point and show single symbol (level V): **HOUSE**
 - ▶ Use eye gaze board, black board, (what you anticipate to be their mode of eventual expressive communication)
 - ▶ You can point, use small flashlight, use a helping doll toward the symbol of **HOUSE**

P 274, Augmentative & Alternative Communication 4th Edition, Beukelman and Mirenda

Role of the Partner: Model Considerations:

- ▶ It's not modeling if the learner doesn't see it (Erickson, 2018)
- ▶ Consider being redundant when talking
 - ▶ Reference an object in the environment for added clarity
- ▶ Thinking of what symbol to use receptively will help you make a more complete communication system! (For example, all nouns is limiting when modeling.)
- ▶ Consider visiting ProjectCore (<http://www.project-core.com/>) and use a core board to get started. They are free and in pdf form.

Example: When directing a child System for Augmenting Language

Use symbols receptively

- ▶ Also known as Augmented Communication Input
- ▶ Used during naturally occurring opportunities
 - ▶ "Johnny, let's go outside and play"
 - ▶ Points to symbols, **"go"** + **"play"**, using their SGD
 - ▶ Consider general MLU: point to one word at first so as not to overwhelm

P 275-276, Augmentative & Alternative Communication 4th Edition, Beukelman and Mirenda

Partner Augmented Input (Allen, Schlosser, Brock & Shane, 2017, p. 157)

Example:

Role of the Partner during Play Partner Augmented Input (PAI)

Use symbols receptively, even if child doesn't appear "ready"

SMORRES (Dr. Jill Senner and Matthew Baud)

- ▶ S = Slow rate
- ▶ Mo = Model through self narration, parallel talk (hearing, seeing, doing, feeling)
- ▶ R = Respect & reflect (honor multi-modal communication)
- ▶ R = Repeat
- ▶ E = Expand
- ▶ S = Stop (pause, allow child to respond)

Narration or Parallel talk: When commenting about an item in the environment: Aided Language Modeling

Use symbols receptively

- ▶ Provides models that combine symbols and speech
- ▶ Use during highly motivating interactive play or story reading activities
 - ▶ Point to a referent in the environment (such as a TREE)
 - ▶ Then follows the pathway or sequence to say TREE with the child's device.
 - ▶ If using a core board point to a relevant conceptual core word: "BIG" or "UP" (while pointing up)

P 276-277, Augmentative & Alternative Communication 4th Edition, Beukelman and Mirenda