**TAALC Communication Strategy #2:**

**Aided Language Modeling**

**Definition:** Aided Language Modeling requires the communication partner to **model** the use of the AAC device by simultaneously **touching the symbols for key words while saying the words of the message** in a grammatically correct model. Aided Language Modeling is an evidence-based strategy and was found to be more successful than verbal prompting alone (O’Neil, Light, Pope 2018).

**Implementation:** To implement Aided Language modeling, use a core array organized in subject, verb, adjective, adverb, object/noun known as fringe order.

- Speak slowly and
- Point to the symbols/words,
- Vocally **emphasize** the key symbols/words,
- Pause frequently,
- Wait for the student to engage.

In the video clip, the teacher models for the student using his device. She touches the pictures on the device as she says the words. This is Aided Language Modeling [https://youtu.be/dB2HN2iJ1ww](https://youtu.be/dB2HN2iJ1ww)

**Peer Power:** Peers can do aided language modeling with students. In fact, evidence indicates that students respond better and are more likely to use their device if engaging with peers (Kleinert & Keams, Liu, Thurlow, Lazarus, 2019 in progress).

**Summary:** Aided Language Modeling is an evidence-based strategy for modeling Augmentative Alternative Communication (AAC). Consistently modeling the use of AAC with Aided Language Modeling will significantly improve AAC Use.
Resources

- **Practical AAC** [http://praacticalaac.org/about-us/]
- **Aided Language Modeling Video** [https://www.youtube.com/watch?v=flFNMky22-U]
- **Aided Language Modeling Video** [https://www.youtube.com/watch?v=VppaSuAF0f4]
- **Core Vocabulary** [http://corevocabulary.weebly.com/]

References


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