

CTC-CK Augmentative Communication Services (ACS)

Core Word of the Month: *Want*



What are core words and why are they important?

Core words are made up of verbs, adjectives and pronouns. They are the words we use across all activities, situations and environments. Teaching core vocabulary to your AAC user allows them to say whatever they want, whenever they want, without limitations. In this newsletter we will focus on the Core Word **WANT**. We will learn to demonstrate /model different ways of using **WANT** throughout the day with your AAC user. **WANT** can be used to express wants and needs, giving and getting information and for social interactions. Let's plan some ways we can demonstrate/model **WANT** with your AAC user throughout the day.

BOOKS

Books can be used for more than just reading all the words on each page. Instead try doing picture walks while talking about what is happening to each picture.

Hungry Caterpillar

- ◆ The caterpillar **WANTS** strawberries/oranges/plums etc.

If You Give a Mouse a Cookie

- ◆ The mouse **WANTS** a glass of milk/crayons etc.

Pete the Cat's Perfect Pizza

- ◆ What toppings do they **WANT**?

ACTIVE ACTIVITIES

Playing in the sandbox. While bringing the AAC users' high tech device to a sandbox may not sound like a great idea, there are always ways to build on communication. You might put the AAC users system into a Ziploc bag to protect it or use a core board to continue modeling and communicating with your AAC user.

- ◆ Model **WANT** dig/shovel. What do you **WANT** to build etc.

Morning Routine. During your morning routine, there are many opportunities to provide modelling.

- ◆ Model **WANT** while choosing clothing to wear, food for breakfast, and even to make plans for the day, "What do you **WANT** to do today?".

BE CREATIVE

Enjoy creating your own book with your AAC user of different things they **WANT**. You might include different places they **WANT** to go, food they **WANT** to eat, activities they **WANT** to play, the list is endless. After creating your own book enjoy reading and modeling with your AAC user.



Communication Functions

Requesting

Directing

Giving Opinion

Sharing News

Commenting

Protesting

Asking Questions

Communication functions are the reasons we communicate. There are so many of them! A common mistake in AAC implementation is to underestimate the functions that a learner needs to be able to express themselves. This month we are looking at **REQUESTING**. We need this function to get our wants and needs met. Focusing on **REQUESTING** can be a good function to start working on. It's often motivating for beginning users to be able to request desired objects and can help them understand the power of their AAC System. We need to remember however, not to get "stuck" at **REQUESTING**. We must move beyond **REQUESTING** once it is established. Your first go to for **WANT** is most likely to use it as a **REQUEST** " I **WANT** that.", but it can be used for different functions.

Gaining attention: "Hey, I want you"

Asking for information: "What do you want?"

Commenting: " Yuk, he doesn't want that"

Planning: "When I grow up I want to be.....:

Rejection: "I don't want that."

Strategy of the Month:

Aided Language Stimulation

Aided Language Stimulation

Pause and Wait

Respond

Have a Plan

Be prepared to Change

Sabotage

Expand

Obtain Attention

Importance of Core

The Power of No



There are many different strategies that you can use to help your AAC user learn to use their communication system. This month we will focus on **Aided Language Stimulation**. This is modeling or demonstrating on their communication system. **Aided Language Stimulation** is used to show new AAC Users how to use their new language. New AAC Users need to be exposed to other people using their language to be able to learn it. It is the same as someone learning a new verbal language . As you are talking with your new AAC User demonstrate the symbol usage by pointing to or pressing the buttons that match your words as you go along. This does not have to be full sentences. Start small as you are learning a new language too. For example, you say "I **WANT** to go outside" and you may only model "**WANT**". Later, when you know where more of the words are you might model on the device "**WANT** go" while still saying the full sentence.

For more information please contact the Augmentative Communication Services (ACS) at the Children's Treatment Centre of Chatham-Kent:



Speech Language Pathologist

Tracy Koehler-Massender 519-354-0520 ext.271 or by email at tmassender@childrenstreatment-ck.com

Communication Technology Facilitators (CTF)

Ann McKenzie 519-354-0520 ext. 239 or by email at amckenzie@childrenstreatment-ck.com

Carol McFadden 519-354-0520 ext. 216 or by email at cmcfadden@childrenstreatment-ck.com