

# Introduction

## Language Development Kit: Clinical Protocol

*A Collaborative Creation by:*

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Individuals with complex communication needs are often excluded from the opportunity to actively engage with the motivating toys, and stimulating activities, their verbal peers are privileged to. Clinical indications revealed through extensive research have demonstrated the benefits of play, and play-based therapy, as the most effective psychosocial tool to increase an “at-risk” child’s motivation in learning novel language. (Han, Moore, Vukelich, Buell, 2010.)

So where does that leave our AAC users? One fundamental goal in Augmentative and Alternative Communication intervention is achieving communicative competence to meet all individual medical, and communication needs, across communication settings. All children, regardless of their preferred means of communication, develop language, literacy, self-determination, independent living skills, and increased social-emotional skills through play-based activities.

Clinicians, teachers, and caregivers have expressed the need to prioritize strategies in which to assist AAC users to associate their device, as the most appropriate, preferred means of communication to effectively meet their current medical, and communication needs. As well as, to improve their quality of life, and increase an individual’s confidence as an effective communication partner. By using their device for communication within play, a child will gain their communicative competence skills through positive reinforcement naturally embedded into the activities.

### **Forbes AAC**

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# Introduction

Forbes AAC has critically considered the individual AAC user's needs, and clinical research, and are excited to introduce our Interactive Language Development Kits. These kits were developed by Speech-Language Pathologists, with the goal of providing access to play-based therapy strategies for all emergent communicators, regardless of a child's motor abilities, or preferred means of communication. These kits will provide children with a toy that is controlled via IR capabilities of the Forbes AAC WinSlate device, a corresponding Grid set with context-specific language, and lesson plans for therapists, teachers, and/or caregivers.

The IR toys are a powerful extrinsic tool to engage your user's motivation and positive association with their device. Your user will be motivated to learn through interactive play that incorporates multiple modalities of sensory input.

# Wall Car

## Objective:

"Patient/Student" will use SGD to express 1-3 core vocabulary/context-specific fringe vocabulary for a variety of pragmatic functions provided initial explicit instruction, and aided language stimulation with structured play-based activity.

- "Patient/Student" will utilize "Wall Car" grid set on his/her WinSlate, via Enable Eyes (or other preferred access method), to activate IR-controlled Wall Car, and demonstrate:
  - joint attention
  - following directions
  - communicative intent
  - cause/effect
  - receptive/expressive understanding of target core/fringe vocabulary
  - express 1-3 words/signals for a variety of pragmatic functions

## Materials:

- WinSlate with IR module
- Wall Climber Grid Set
- Wall Climber toy car (USB connection for charging battery)

## Suggestions for Lesson/Activity Planning:

- Clinician/teacher will provide explicit initial instruction using "Patient/Student" IR page set, activity material operational use, and core vocabulary/fringe word target(s), through Aided Language Stimulation.
- Clinician/teacher demonstrates how to activate button commands to signal the Wall Car to go forward, backward, and spin, through aided play stimulation, with context-specific page sets provided for user.
- The wall car provides auditory, tactile, visual, and kinesthetic sensory play.
- Core vocabulary example targets: go, stop, again, more, up, down, turn, like
- Fringe word example targets: fast, slow, car, red, wall, floor, table, crash, vroom, crazy
- Clinician/teacher/caregiver may adapt activity, target words, word combinations, with increasing level of difficulty with individual's current language development level

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\*Additional vocabulary targets, and examples to increase syntax, semantics, MLU, and use of SGD for a variety of pragmatic functions of language:

Core Vocabulary Targets	Fringe Vocabulary Targets
I, want, go, stop, more, again, up, down, open, close, put, in, out, like, it, you, do, all done, finished, there, help, turn, on, off, a, don't, not, good, see, play, please	car, fast, slow, forward, backward, fun, red, charge, floor, wall, table, crash, vroom, crazy
<b>Pragmatic Functions of Language/Communicative Functions</b>	
Examples: Greet, request objects/actions/assistance, protest, comment/ describe, label, ask/answer questions, reject, negation, social	
<b>Communicator Language Proficiency Level: Pragmatic Function of Language, Target Word/Phrase</b>	
<i>Emergent Communicator: 1-3 words/signal(s)</i>	
Communicative Function	Example Target Word/Phrase
<b>Requesting and Protesting needs, wants, preferred/non-preferred items, actions, assistance</b>	<ul style="list-style-type: none"> <li>• want, I want, want it, want more, want go, want help, want do, want stop, want play, want fast, want car, want forward, want backward, want spin, want again, want charge, want all done, want on/off, want floor, want table, want wall, spin, spin more, I want more, I want go, want it go, want it go forward/backward/ spin, I want charge, etc.</li> <li>• do, play, I do, you do, you help, I play, crash it, put, put on, put off, put it on, put on table/ floor/wall, turn it on/off, etc.</li> <li>• don't, don't want, I don't want, no, stop, I want stop, I want all done, no more,</li> <li>• go, stop, more, again, up, down, put, all done, help, turn, on, off, a, don't, not, good, see, play</li> </ul>
<b>Commenting/Describing: Giving and getting information</b>	<ul style="list-style-type: none"> <li>• like, like it, like car, like fast, it crazy, it is fun, I like it, it red, it on wall, car spin, car fast, car go, car go forward/ backward, I see, I see it/ car, fun, it is fun, etc.</li> </ul>
<b>Social Competency: Turn-taking, Conversational Exchanges</b>	<ul style="list-style-type: none"> <li>• I do, you do, my/your turn, I see you, do you see? I like you(r), do you like, etc.</li> </ul>

PREVIEW

# Data Tracking Sheet

	Date	Cueing	Opportunities	Notes
Attention		IND Min Mod Max	Tactile Visual Verbal Other_____	1 2 3 4 5 6 7 8 9 10
		IND Min Mod Max	Tactile Visual Verbal Other_____	1 2 3 4 5 6 7 8 9 10
		IND Min Mod Max	Tactile Visual Verbal Other_____	1 2 3 4 5 6 7 8 9 10
Making Choices		IND Min Mod Max	Tactile Visual Verbal Other_____	1 2 3 4 5 6 7 8 9 10
		IND Min Mod Max	Tactile Visual Verbal Other_____	1 2 3 4 5 6 7 8 9 10
		IND Min Mod Max	Tactile Visual Verbal Other_____	1 2 3 4 5 6 7 8 9 10
1-step directions		IND Min Mod Max	Tactile Visual Verbal Other_____	1 2 3 4 5 6 7 8 9 10
		IND Min Mod Max	Tactile Visual Verbal Other_____	1 2 3 4 5 6 7 8 9 10
		IND Min Mod Max	Tactile Visual Verbal Other_____	1 2 3 4 5 6 7 8 9 10

Preview

Please contact Sales at  
Forbes AAC to purchase the full  
25 page Language Development  
Kit Clinical Protocol.

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