

Language Functions & Early Generative Language Production

Top Words Used by Toddlers

a	it	some	These words make up 96.3% of the total utterances by toddlers, ages 24-36 months.
all done/finished	mine	that	
go	more	the	
help	my	want	
here	no	what	
I	off	yes/yeah	
in	on	you	
is	out		

Banajee, M., DiCarlo, C., & Buras-Stricklin, S. (2003). Core Vocabulary Determination for Toddlers, *Augmentative and Alternative Communication*, 2, 67-73.

CLINICAL APPLICATION: by Gail VanTatenhove, Speech-Language Pathologist and AAC Specialist (www.vantatenhove.com)

First 8 Words:

all done	more
help	stop
want	that
mine	what

First 15 Words:

all done	I	stop
away	it	that
go	like	want
help	mine	what
here	more	you

First 30 Words:

again	get	it	off	that
all done	go	like	on	there
away	help	little	out	up
big	here	mine	put	want
do	I	more	some	what
down	in	my	stop	you

First 50 Words:

again	drink	in	now	tell
all	eat	it	off	that
all done	feel	like	on	there
away	get	little	out	turn
bad	go	make	play	up
big	good	me	put	want
come	happy	mine	read	what
do	help	more	sad	where
don't	here	my	some	who
down	I	not	stop	why
				you

Adding to the First 50 Words to get to 300+ Core Words:

+ed	did	hi	love	problem	surprise	very
+ing	different	hot	maybe	ready	swim	walk
+s	dress	how	much	ride	take	way
after	fall	hungry	myself	same	thank you	we
almost	fast	idea	name	say	these	when
another	favorite	is	need	she	they	win
any	for	job	nice	sick	think	with
ask	fun	know	of	silly	thirsty	work
be	give	later	one	sing	those	write
before	goodbye	leave	other	sit	time	wrong
body	guess	let	over	sleep	tired	your
can	have	listen	place	slow	together	all pronouns
cold	he	live	please	sorry	try	more adjectives/adverbs
color	hear	lose	pretty	start	under	expand verb tense



I CAN communicate. Here's how to help me!

Please keep this card attached to my AAC system!

DON'T do this...	Do this...
DON'T expect me to know how to communicate without first SHOWING ME HOW .	MODEL, MODEL, MODEL for me. Show me what to do before asking me to do it.
🚫 DON'T talk so much that you forget to let me talk.	✓ PRESUME MY COMPETENCE. I can do it!
🚫 DON'T prompt me every second. I need time.	✓ WAIT 10-20 seconds before re-prompting me. Count in your head!
🚫 DON'T teach me ONLY to request or communicate wants & needs. I have lots of other things to say.	✓ FOLLOW a prompt hierarchy, only going as far as I need. (Here's one from Environmental Communication Teaching -Dr. George Karlan.) 1. Pause. Focus your attention on me. Pause. 2. Ask me an OPEN-ENDED question. Pause. 3. Give me a partial prompt. Pause. 4. Request my response. Pause. 5. Give me a full model. Pause. Let me know what you heard and then model what I can add.
🚫 DON'T take away my device if I'm not cooperating. That's my voice!	✓ TEACH me to direct action, comment, reject & more. Besides wants & needs, I need to share my thoughts, worries, fears, and joys. I need to make friends and to become literate.
🚫 DON'T put words on my system that I won't use again.	✓ GIVE me CORE WORDS including verbs, describing words, and function words... NOT JUST NOUNS!
🚫 DON'T always stop me from "babbling" or exploring my device by pushing buttons. I need time to learn.	✓ COLOR CODE parts of speech for me.
🚫 DON'T move my symbols. I need them to stay in the same spot so I can develop a motor plan.	✓ MAKE SURE I have access to my words at ALL TIMES .
🚫 DON'T leave my system in my desk, cubby, or backpack.	✓ PROVIDE aided language input. USE SYMBOLS when talking to me!
🚫 DON'T expect me to talk in sentences right away. No one else does when they learn to talk!	

This 4x6 index card template was created by Lauren Enders, MA, CCC-SLP with content by Lauren Enders, Pat Mervine, Melissa Skocypiec, & Cathie VanAlstine. Use the back of this card for important information about the way I communicate, my preferences, and my dislikes. The idea for the card was suggested by Maureen Welch of www.realifecolorado.com.

ATIA 2016 Agreements Regarding AAC

Repetition with moderate differences is important to avoid habituation.

Core vocabulary should be taught.

Modeling should be done on a system that is robust and can allow all pragmatic functions.

There should always be a light tech option as part of an AAC system.

The AAC System should never be removed for disciplinary reasons.

Accept any mode of communication as valid, as long as the communication partner understands what it means. Don't require individuals to repeat themselves in another modality.

The student should not have to exit out of his/her communication system in order to engage in academic or leisure activities.

A single switch or sequenced switch device is appropriate to use as a component of a multi-modal communication system.

The AAC system should always be available within arm's reach of the user.

Motor planning is an important consideration of an organizational structure of an AAC system.

Modelling (aided language stimulation) all day, every day, is desired in AAC, with no requirement of a response.

Don't demand more language than is pragmatically appropriate for the interaction.

