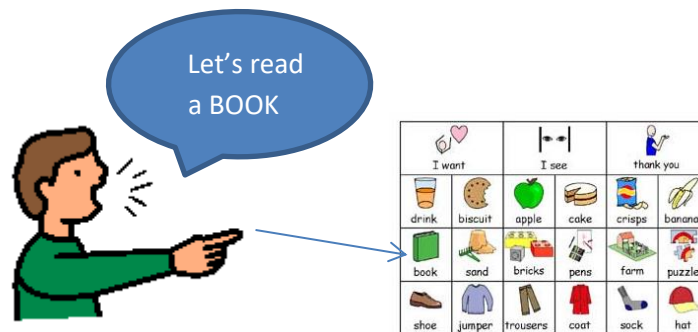


## Assistive Devices Resource Service

### Aided Language Stimulation

#### What is Aided Language Stimulation (ALS)?

- When **you** use your child's Augmentative and Alternative Communication (AAC) system to communicate, by pointing to the symbols on the display as you speak, you are using Aided Language Stimulation.



#### Why is it important to use Aided Language Stimulation?

- Learning to use an AAC system is like learning to use a new language. It is very difficult to learn if you are the only one speaking it! We cannot expect an AAC user to know how to use their AAC system to communicate if we don't show them how.

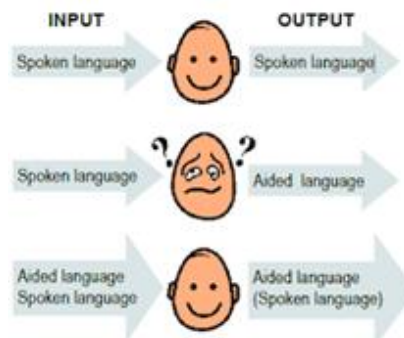


Image from PODD Communication Books Introductory workshop manual (by Gayle Porter)

Watch the following videos –

<https://www.youtube.com/watch?v=fIFNMky22-U>

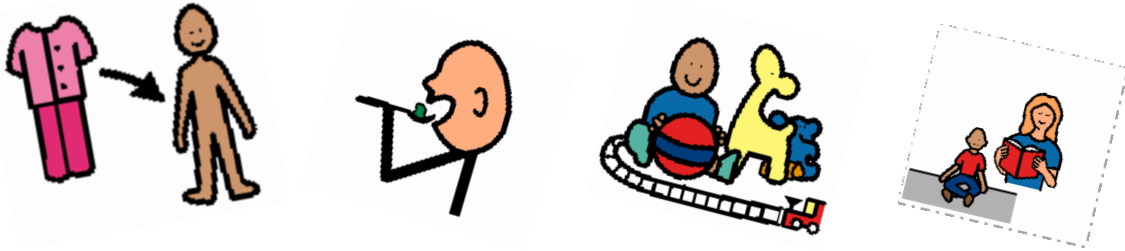
<https://www.youtube.com/watch?v=vUY6oQoSTXw>

*“The average 18 month old has been exposed to 4380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system and receives speech/language therapy 2 times per week for 20-30 minutes will reach the same amount of language exposure (in their AAC language) in 84 years”*

Jane Korsten (Assistive Technology expert from the United States)

## When, where, how and how often should you use Aided Language Stimulation?

- A child using AAC may need to see someone else use the word **upwards of 350 times** before they might begin to use it themselves! So, use ALS as often as possible throughout the day, especially during frequently occurring routines and/or highly motivating activities (dressing, eating, playing, reading books, etc.)



- Your child should always have their AAC system with them. Take it to the park, the store, the movies, to school; it is your child’s voice!
- ALS refers to your use of the AAC system, not your child’s use of it. When providing ALS, try to ensure you have your child’s attention, and use language at their level. If your child is not yet using an AAC system on their own or has just started to use it, point to one or two words at a time, and verbally say the sentence.

Some examples:

You say: “Time to GO to school” - point to ‘go’ on the AAC system

You say: “I like ICE CREAM” - point to ‘ice cream’ on the AAC system

- If your child already points to one to two pictures (words) to communicate their message, you can point to 2-4 pictures (words) at a time when you talk to them. Say your message out loud, but highlight the key words in your message by saying them a bit louder, and pointing to the associated picture.

Some examples:

You say: “It’s time to GO to SCHOOL” and point to ‘go’ and ‘school’ on the AAC system

You say: “I LIKE to EAT ICE CREAM” and point to ‘like’, ‘eat’ and ‘ice cream’ on the AAC system

- If your child points to a single picture (word), you can respond by pointing to another picture (word) to expand their message

Your child points to ‘dog’ on their AAC system, you say ‘dog, big dog’ while pointing to ‘big – dog’

- Nouns are usually easy to point to, but don’t forget other types of words. Think of the most frequently occurring words that we use everyday (core words), and try to point to them as often as possible – you will probably find there are a lot more opportunities to use the word ‘go’ than there are opportunities to use the word ‘cookie’.

Time to GO to school

GO away!

I need to GO to the bathroom

GO fast!

Let’s GO outside

Ready, set, GO

GO for it!

GO ... GO... GO... stop