



Aided Language Input, Attributing Communicative Meaning and Core Vocabulary with Pre-symbolic Communicators

Kathryn Dorney MA.CCC-SLP

Division of Speech & Hearing Sciences
The Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill

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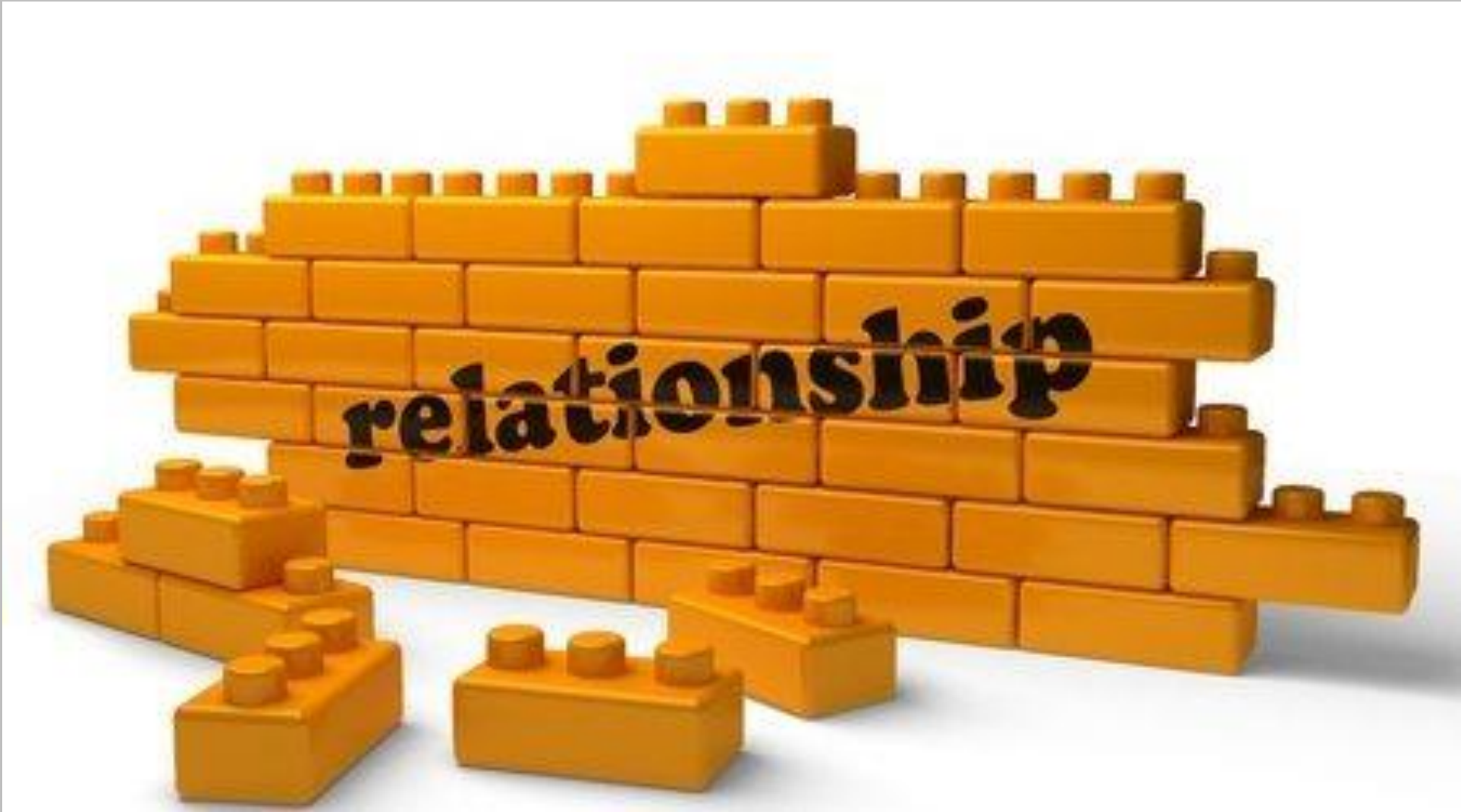
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Participants will learn:

- (a) to describe the value and role of adult responsiveness in attributing communicative meaning as part of aided language input with pre-symbolic communicators;
- (b) to identify the characteristics of inclusion of adult responsivity in aided language input intervention in the literature and practice.
- (c) to describe 2 or more differences between aided language input with pre-intentional and intentional communicators;
- (d) to describe 2 or more ways to apply aided language input during emergent literacy or other naturalistic intervention contexts.



Intentional Communication

- Deliberate pursuit of a goal
- Individual has a mental representation of the desired goal and a means to obtain the goal
- Aware of the effect on the listener
- Persistence

Wetherby & Prizant, 1989

Pre-symbolic Communication

- Pre-intentional behavior
- Intentional behavior
- Unconventional communication
- Conventional communication

Symbolic Communication

Rowland, 2013

“Whatever view one takes of research on language acquisition proper -however nativist or empiricist one’s bias, one must still come to terms with the role or significance of the child’s pre-speech communication system.”

Bruner, 1975

Attributing Communicative Meaning

- Important distinctions between adult's responsivity for pre-intentional and intentional communication
- Adults can successfully elicit, respond to, and repeatedly encourage children's pre-intentional communication
- Follow children's lead and interests

Cress et al. 2013; Cress et al. 2014;;
Yoder et al. 2001; Yoder & Warren,
1999;

Core Vocabulary

- High frequency conceptual words leading to flexible use.
- Reflective of the intent of communicators
- Children learn the symbols we teach.
- Form, Content and Use
- Allows for more synchronous input and increased opportunities of aided language input.

Dorney & Erickson, 2019; Quick & Erickson, 2019; Quick et al. 2017; Sevcik et al, 2018; Van Tilborg & Deckers, 2016,

Aided Language Input

- Vocabulary
- Children use words adults use when communicating with them.
- Expressive and receptive language

Dada & Alant, 2009; Drager et al. 2006; Quick et al., 2019; Sevcik, et al. 2018



Literature Review

Aided Language Input



21 studies

- Single-case experimental design (not AB design)
- +50% involved partner instruction
- Direct-select with finger
- Symbolic Communicators

Finke et al. 2017; O'Neill et al., 2018; Sennott et al. 2016; Ronski et al. 1994; Van Der Meer et al. 2013

Aided Language Input



4 studies

Considered and attributing communicative meaning to participants' communication was a component of the intervention.

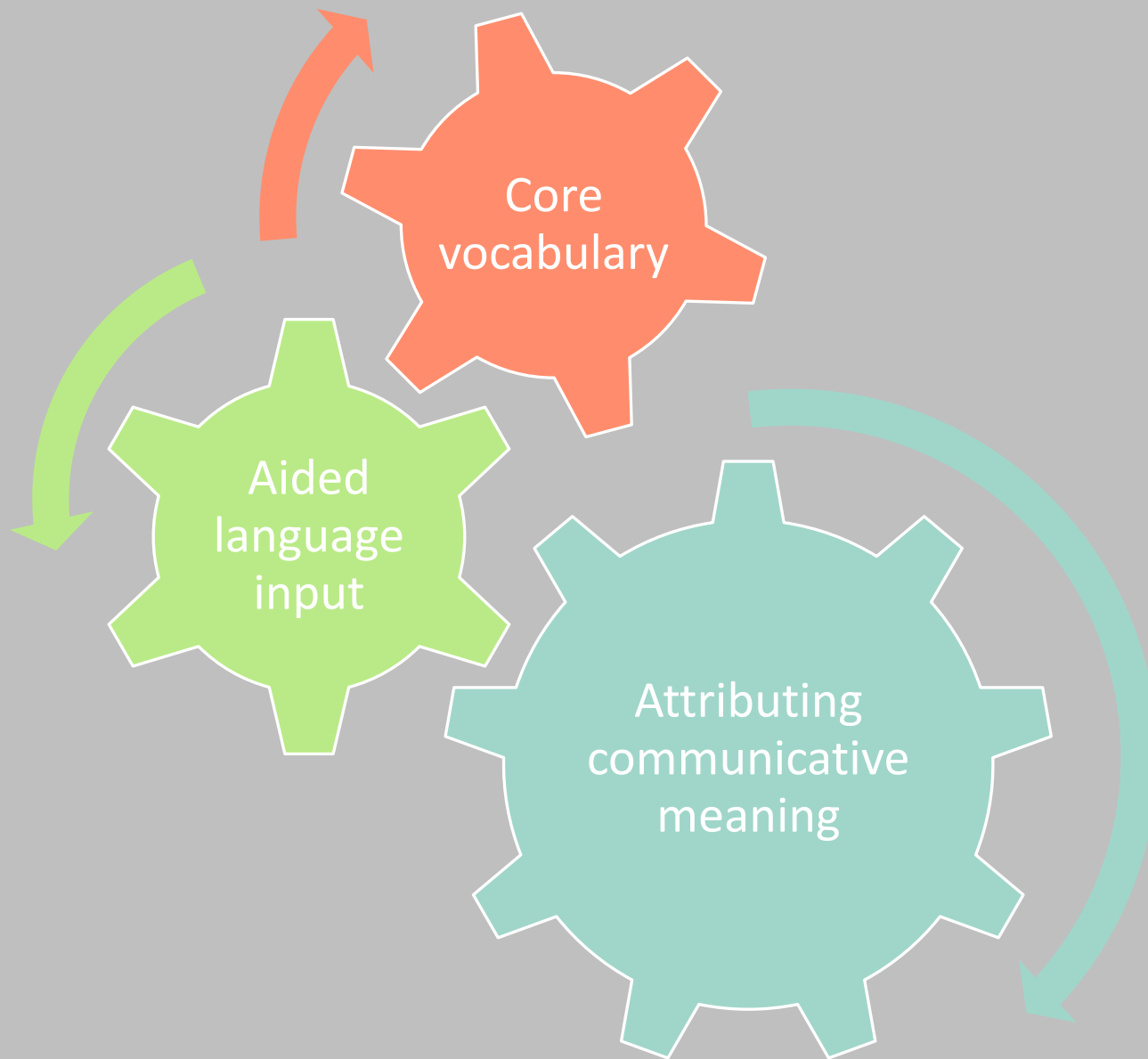
Beck et al., 2009; Ronski et al., 1994; Rosa-Logo and Kent; Trembath et al., 2009;

Aided Language Input

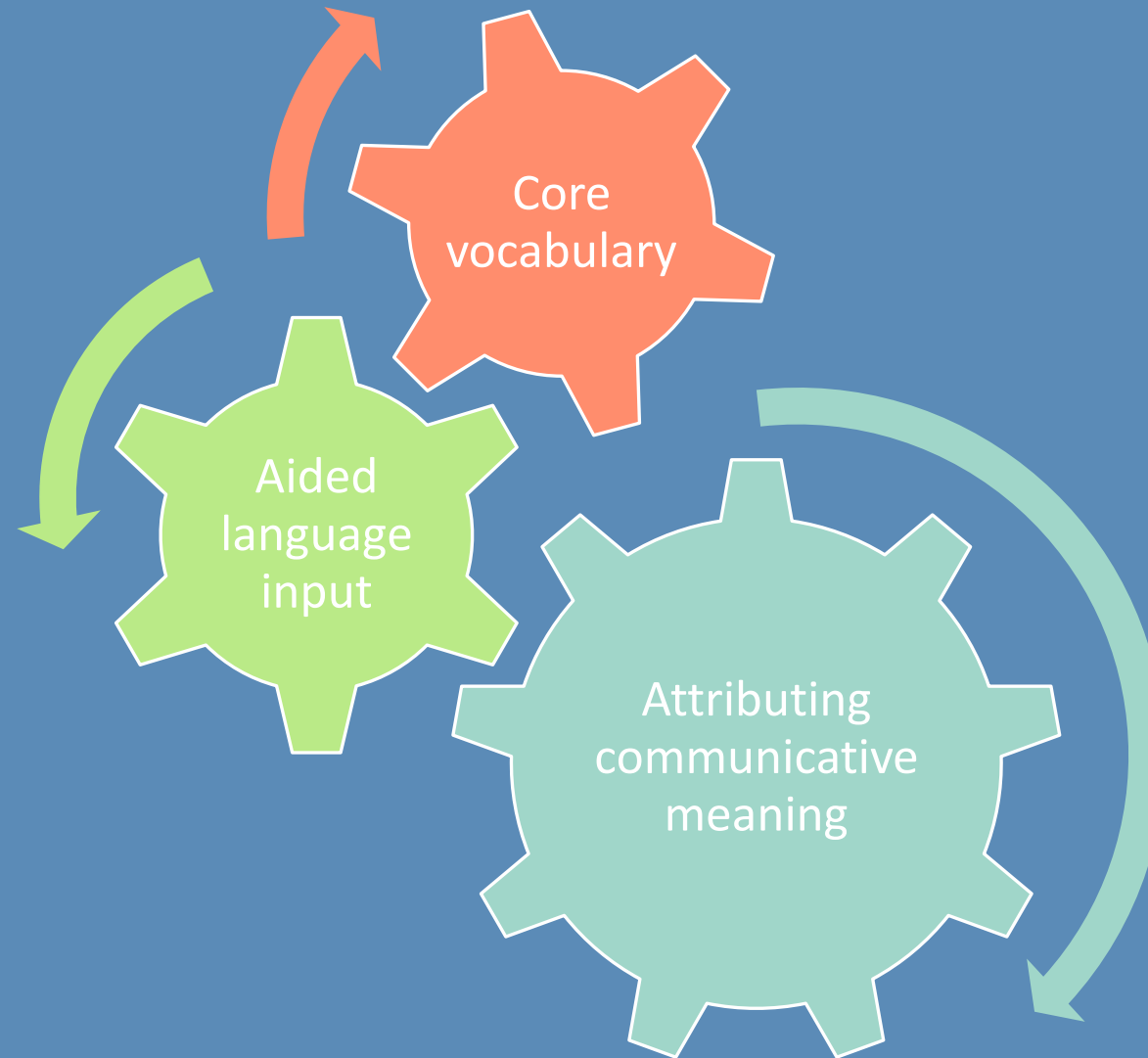


0 studies

Used aided language input to teach the participants to use symbols to communicate what they were communicating through non-symbolic means.



Naturalistic Teaching



Romski et al.,
1996; Cowan &
Allen, 2007;
Woods et al. 2004

Attributing meaning + Aided language Input

1. Recognize what the child is doing.
2. Determine what it means.
3. Honor it and demonstrate a symbolic equivalent.

In Shared Reading:
Follow the:

Comment

Ask for participation

Respond



Lick nose.

Do!



Lick nose.

“You’re
smiling.”

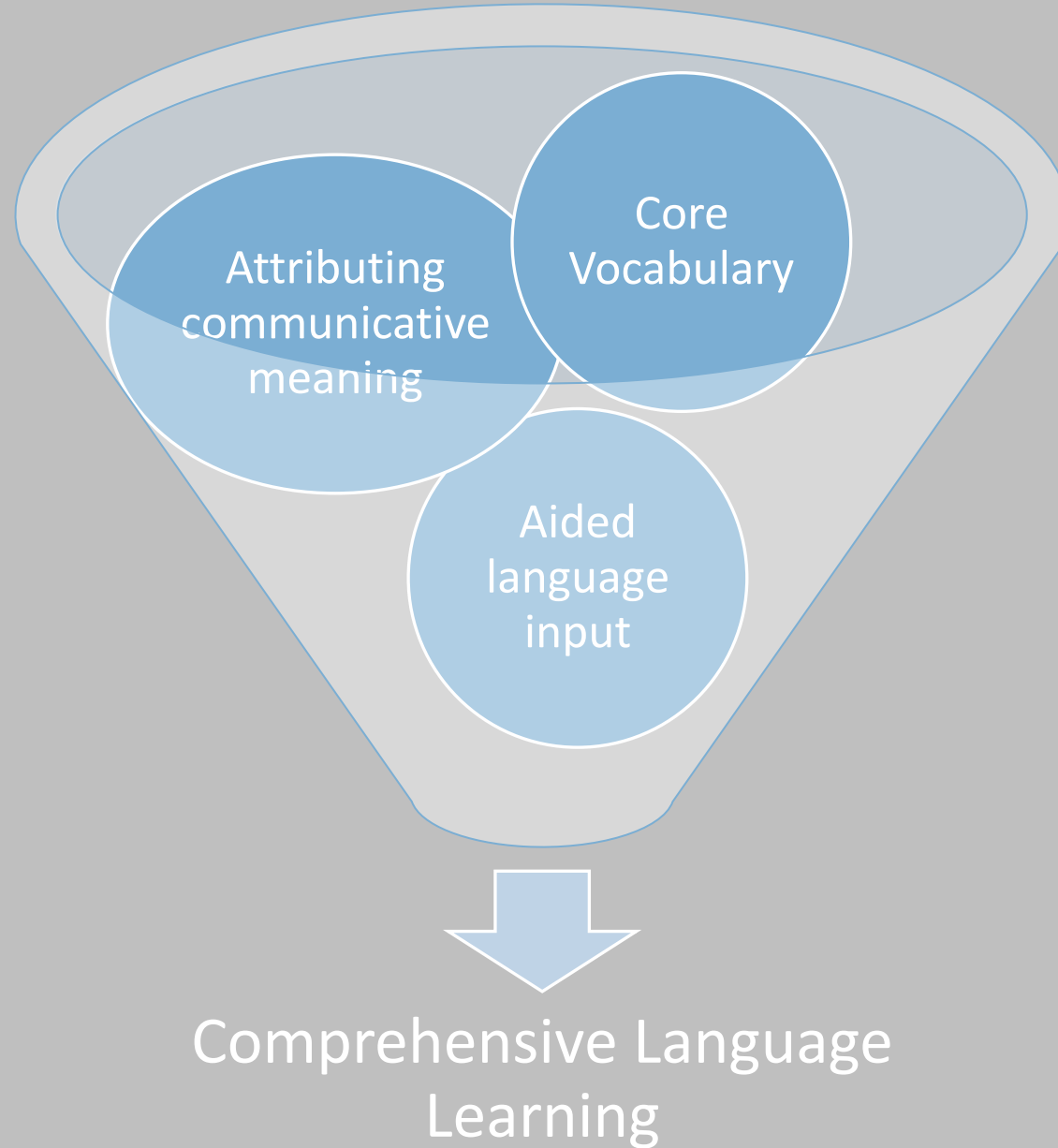
“You like
him’

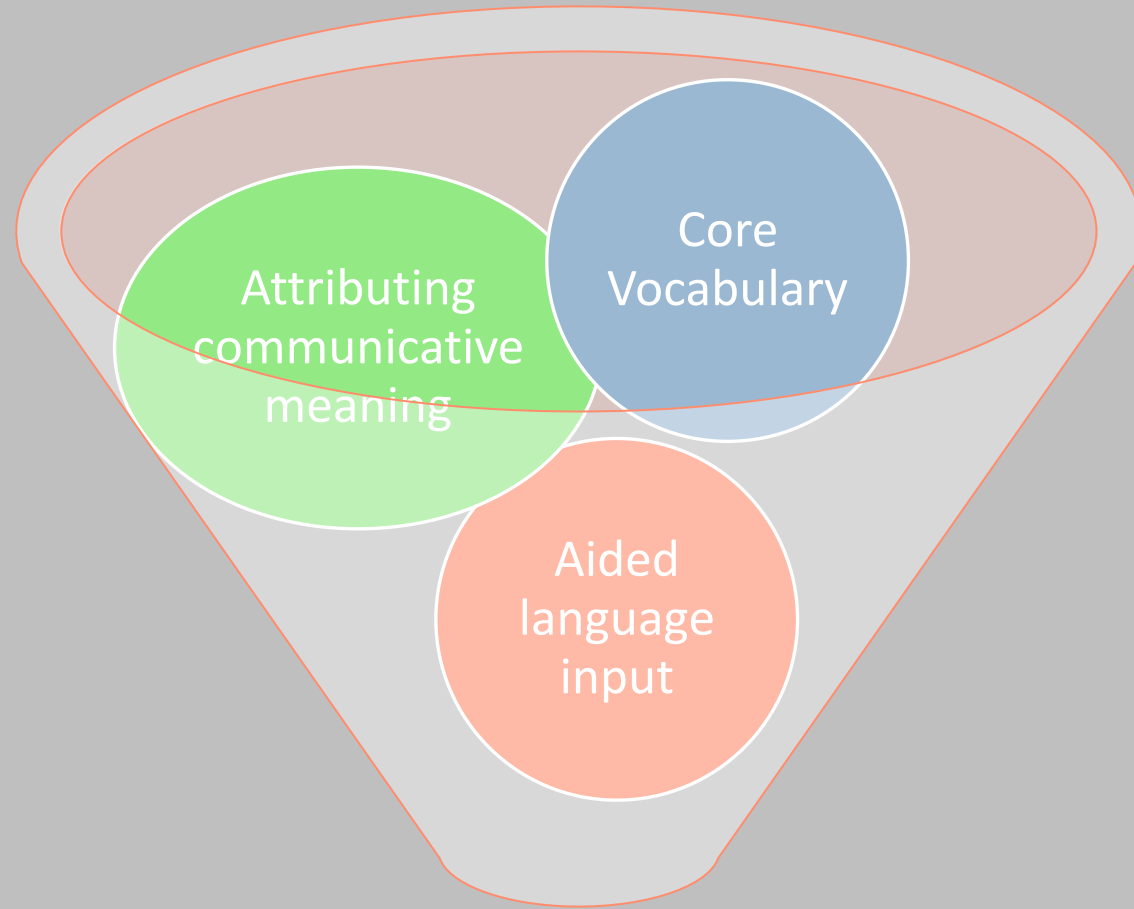


Daily Routines

What could the child communicate in this context?

What is the child communicating in the moment?

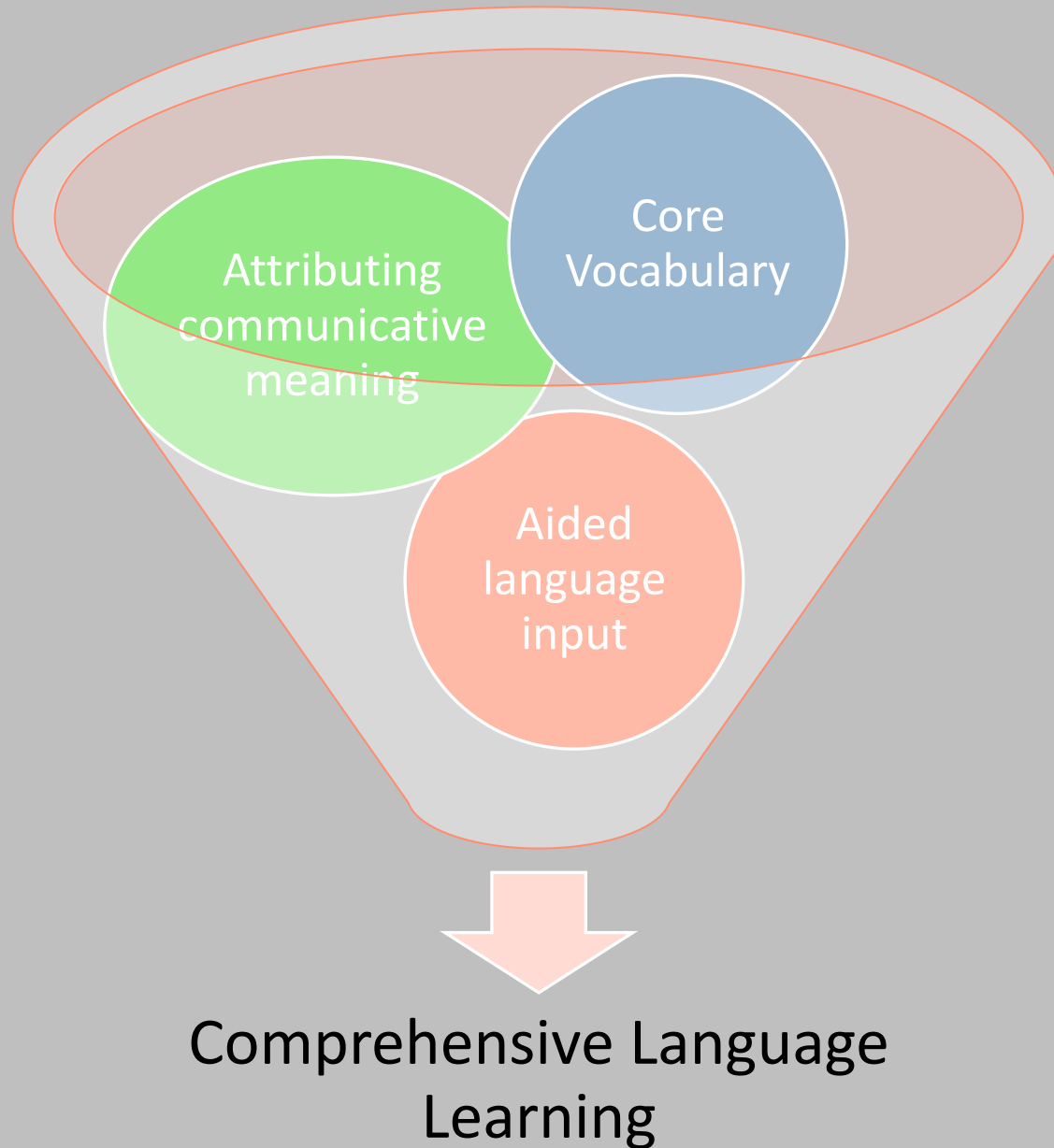




Comprehensive Language Learning

Teach the symbolic equivalent of the communicator's intent

Attribute meaning to non-symbolic and symbolic communication.



Core vocabulary can reflect the intent of the pre-symbolic communicator's intent.

Form, Content, and Use

Contact Information

The Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill
321 South Columbia St., Suite 1100
Chapel Hill, NC, 27599-7335

CLDS Website: <http://www.med.unc.edu/ahs/clds>

Kathryn Dorney, MA. CCC.SLP

Kathryn_Dorney@med.unc.edu



Questions?

Thank you

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