

Commenting with AAC

Set Up (Environmental Antecedents):

- PIXON communication board
- Communication temptations
- Activities to generate comments
- Reinforcers

Plan for Generalization:

- Teach the skill in as many environments as possible.
 - Use communication boards in everyday routines to increase opportunities to practice.

Maintenance:

- Be consistent with using the teaching strategies on a regular basis (practice often).
- Gradually increase expectations for reinforcement (i.e., expect a bit more independence before delivering a reward) over time, as you notice an improvement in communication skills.

Data Collection Method: Frequency

Teaching Steps (Child Response/Skill):

- Sit face to face with your child with limited distractions around.
- Provide as little help as possible to promote independence.
 - Initially, model target phrases appropriate to the activity you are playing with (e.g., “I want a red block,” “I have a blue piece,” etc.), using your child’s communication board.
 - You may hold back materials to encourage requesting. Cue your child to respond by using a time delay (i.e., wait expectantly). Provide a verbal model as you are pointing to each picture on the board. Fade cueing as success is gained.
 - Eventually, we want your child to comment or request (using a complete phrase) without an immediate model or cue.
- Target phrases include I want...; I see...; I have...; I found...
- Over time, provide a reinforcer (i.e., token or preferred items/activities) only after your child has done the best you have seen them do consistently (e.g., expect an independent response before delivering a reinforcer).
 - The idea is that you want to “raise the bar” when they are ready (i.e., they have exhibited some independence).

Reinforcement of Corrective Feedback:

- Wait up to 5 seconds for a response to occur.
- When your child makes an independent statement/uses a target phrase using their PIXON board, provide enthusiastic praise paired with a tangible reinforcer (e.g., toy, edible).
 - Provide higher quality reinforcers for independent responses (e.g., more reinforcers for independent responses and longer responses and fewer for prompted responses).
- If an incorrect or non-response occurs, provide a modeling prompt. Alternatively, you could make an easy demand (including motor imitation, receptive instructions), and then go back to the phrase you were working on. Provide high quality reinforcers for approximations and/or cooperation with the task.
- If problem behavior occurs (e.g., whining, hitting), provide minimal attention to the behavior.
 - Work on easy demands until you regain cooperation, then try engaging your child in play-based activities again with an appropriate prompt level for the two-three-word phrases.