

# **COMMUNICATION BOARDS**

**HOW TO USE THEM AT HOME**

# WHAT IS AIDED LANGUAGE AND WHY IS IT IMPORTANT?

## WHAT IS AIDED LANGUAGE

- Aided language stimulation (ALS) is a communication strategy, where a communication partner teaches the meaning of symbols and models language by combining their own speech with the selection of vocabulary on the AAC system.

## WHY IS IT IMPORTANT

- Gives pupils a voice
- Independence
- Increased participation across educational and social situations
- Reduced frustration
- Support and develop understanding

# DIFFERENT TYPES OF AIDED LANGUAGE





















- Choice making displays
- Activity boards
- Core vocabulary boards
- Multi-level communication books
- PODD communication books
- Medium and high tech VOCA

# COMMUNICATION BOARDS

[Communication Tips & Strategies: Communication Boards - YouTube](#)



# ACTIVITY BOARDS

 stop/finished	 wash	 shoes	 hand	 massage
 I, me, mine	 look/see/show	 socks	 feet	 more
 want	 cream	 calm	 head	 on
 no, not	 smell	 quiet	 arm	 off

Groups words by activity

Follows colour coding

'flows' in the same direction as spoken syntax



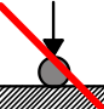










Cannot talk outside of topic or request at a different time



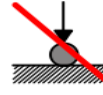










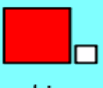







Allows for all particles of speech but mostly nouns

Little consistency between boards

Can express wider range of communication intents

Can be positioned with the activity

 top	 page	core	 not here
 I, me, mine	 like	 go, went	
 want	 look, see, show	 more	
 no, not	 help	 stop, finished	
 what?	 good, awesome	 oops, mistake, uh oh	

 top	 page	core		 not here
 I, me, mine	 like	 go, went	 lots, many	
 want	 look, see, show	 more	<b>1</b> 1	
 no, not	 help	 stop, finished	 big	
 bad, rubbish	 good, awesome	 oops, mistake, uh oh	 little	
<b>?</b> what	 something's wrong	 got an idea	 let's pretend	

## CORE VOCAB BOARDS

Focuses on common core vocabulary

Talks across subjects









Demonstrates using same words in multi-contexts

Gets ready for communication books / high tech

Used alongside topic specific boards

Allows quick access to vocab that is frequently required or useful

 back	water	 next	
 water	 rain	 bucket	
 dry	 splash	 wet	
 play	 pour, tip		
 spray	 in	 cold	

 back	making things	 next	
 water	 scissors	 pen	 pencil
 felt tip	 coloured pencil	 colour	 crayon
 paper	 rubber	 paint brush	 paint
 sharpener			
 paint	 draw	 cut	 stick

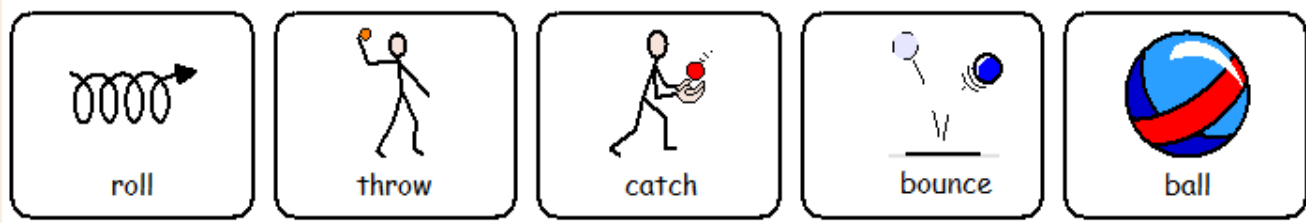
## FRINGE VOCABULARY

Provides vocabulary specific to an activity

Can make single word requests or simple 2word phrases e.g.

Pour+water

Would need to be used in conjunction with core vocab page



## CORE VOCAB BOARDS WITH FLIP STRIPS

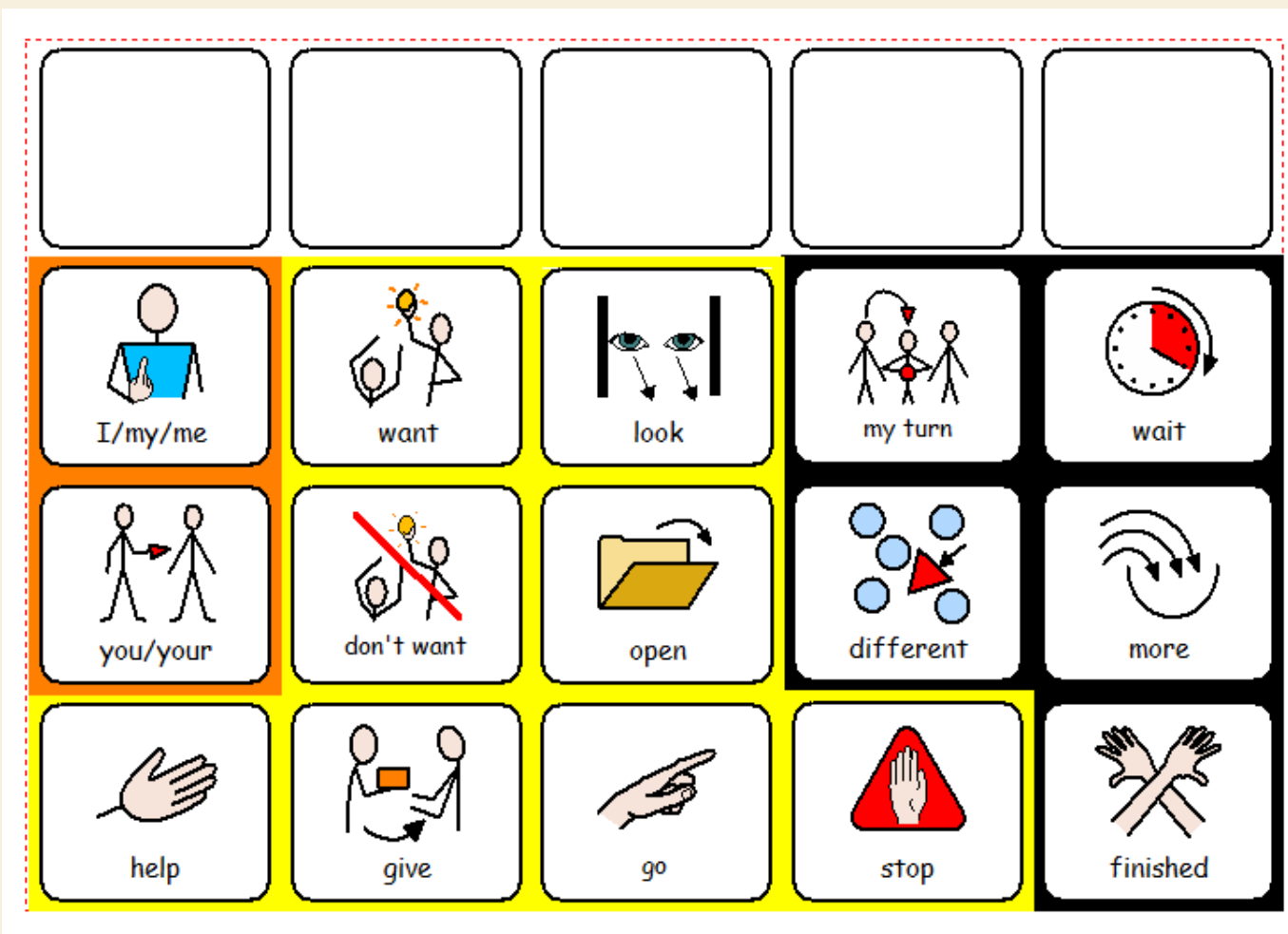
Allows access to topic specific vocabulary

Can increase participation

Opportunity for more novel utterances

Can move between strips to change subject or give more information

Belongs to students





# MODELLING

- Pointing to symbols as you talk either on the board or in a book
- Model more than just what the symbol is, model how it can be used to say real things in real situations
- Modelling range of different things to say e.g. requests, comments, questions
- Don't be afraid to make mistakes and show student how to correct them
- Focus on the key words, don't worry about grammatical accuracy
- Model one level above where the student is, e.g. if they are not using it all you may start with highlighting single symbols, but once they start pointing at single symbols model 2.

# HOW TO USE A COMMUNICATION BOARD

[Aided Language Stimulation Boards - Core Word Vocabulary Board - YouTube](#)



# WHEN TO USE COMMUNICATION BOARDS

- Communication boards lend themselves well to the home environment as they can be easier to find than PECS and can focus on activities that both the family and the young person want to participate in
- Potential activities:
  - Mealtimes
  - Bathtime
  - Motivating activities e.g. play dough, painting, cars
  - TV/Ipad
- Additional opportunities:
  - Identifying emotional responses i.e. when your child is showing signs of being upset, angry or tired this can be modelled on a communication board. Allowing your child to develop an awareness of what they are feeling but also have their reactions acknowledged in a meaningful way.

# HELP AVAILABLE

- If you need additional help or support to implement communication boards at home please contact your class teacher or myself:
  - Shelley Soni (Speech and Language Therapist)
- Good luck 😊