

Modeling and Recasting: Intervention with Children who use AAC

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Introduction

- Grammatical marker use is a core component of building linguistic competence
- No intervention studies have been published that teach bound morphemes use to children who use AAC (Binger & Light, in press)

Method

- Design
  - Single subject multiple baseline across targets
- Participants
  - Alex: Cerebral palsy, age 11
  - Jessie: Childhood apraxia of speech, age 6
- Materials
  - Storybooks (Scooby-Doo for Alex, Muppets for Jessie)
  - Vantage/Vanguard (Minspeak ©-based devices)
- Intervention Techniques
  - Aided AAC modeling & recasting during storybook reading
  - Explanation of grammar rules for Jessie
- Measures
  - Percent correct on probe data (pool of 50 probes, 10 used per session)
  - Probe example
    - “Here is a cow and here is his bell. This bell belongs to the cow. This bell is the \_\_\_\_”

Results

- Baseline
  - Very low percentages of bound morpheme use for Alex & Jessie
- Intervention
  - Both children reached criterion with all three morphemes: at least 80% accuracy for 3 consecutive sessions
  - Unusual errors noted for both children (morpheme confusion, overextension)
- Maintenance
  - Both children failed to maintain use of one morpheme
  - Both maintained morpheme after booster sessions
  - Alex maintained use of possessives and 3rd person singular for 5 months
  - Jessie maintained use of past tense for 2 weeks; still in progress on others

Discussion

- Intervention techniques
  - resulted in improved use of bound morphemes
  - may not be ideal for maintenance of all morphemes for all children
- Children who use AAC may exhibit unusual grammatical error patterns

Reference

Binger, C. & Light, J. (in press). The morphology and syntax of individuals who use AAC: Research review and implications for effective practice. *AAC*.