

## Morphology Resources for Individuals who use AAC

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### Assessment

- Receptive morphology
  - Standardized tests that target receptive morphology and require no verbal response
    - Picture identification
      - CASL: Comprehensive Assessment of Spoken Language
        - Norms ages 3-21
        - Subtest: Grammatical Morphemes (intended for ages 7-10)
      - TACL: Test of Auditory Comprehension of Language
        - Norms: ages 3-9
        - Subtest: Grammatical Morphemes
      - TOLD-P: Test of Language Development-Primary
        - Norms: ages 4-8
        - Subtest: Grammatical/Semantic Understanding
    - Sentence imitation
      - TOLD-P
      - (There are others, too)
    - Grammaticality judgment
      - CASL
        - Subtest: Grammaticality Judgment (for ages 3-21)
          - This is a correction task too; fix error in the sentence
      - TOLD-I: Test of Language Development-Intermediate
        - Norms: Ages 8-17
        - Subtest: Morphological Comprehension
      - Rice-Wexler Test of Early Grammatical Development
        - Norms: Ages 4-11
        - Subtest: multiple
      - Can make up your own, too, to test specific morphemes
- Expressive morphology
  - Language sampling
    - Do as you would with any other student; record speech (if applicable) and AAC output
  - Writing sampling
    - Collect samples from written assignments, with student's permission

- Elicitation questions/ Sentence completion/ Cloze sentences
  - Bankson Language Test-2
    - Norms: Ages 3-6
    - Variety of grammatical morphemes
    - “She likes to read. In this picture she is reading. What is she doing?  
She \_\_\_\_\_”
  - CELF-P: Clinical Evaluation of Language Fundamentals – Preschool
    - Norms: Ages 3-6
    - Subtest: Word Structure
  - Rice-Wexler Test of Early Grammatical Impairment
    - Test as a whole focuses on “finite verb morphology”: 3<sup>rd</sup> person singular –s, regular and irregular past tense, copular and auxiliary forms of ‘to be’, auxiliary forms of ‘do.’
      - → sensitive diagnostic markers for SLI; can be used with children who use AAC
    - “Here the boy is [walk]ing. Now he is done. Tell me what he did” to elicit past tense productions.
    - Use of puppets: “Ask the puppet if the bears are resting” to elicit “**Are** the bears resting?”
  - TOAL-4: Test of Adolescent and Adult Language
    - Norms: Ages 12-24
    - Subtest: Word Derivations
      - Provided with key word, such as ‘Laugh’. “The play was very funny. The people broke out [laughing.]”
  - TOLD-P
    - Norms: Ages 4-8
    - Subtest: Grammatical/Morphological Understanding
  - Some posted at [www.cathybinger.com](http://www.cathybinger.com)
    - Print out items and clip art figures
    - 50 probes each for
      - past tense –*ed*
      - 3<sup>rd</sup> person singular –*s*
      - possessive ‘*s*
      - Aux V + Main V + *ing*
      - plural –*s*
    - Use with felt board
  - Can make up your own

**Intervention***Language Intervention Techniques, Examples of AAC Applications, and Intervention Programs that utilize each Technique*

Intervention techniques	Examples using AAC
<b>Prompting techniques</b>	
Contrastive targets	Clinician: “This boy is walking” <i>BOY IS WALK + ING</i> , “and this boy walked” <i>BOY WALK + ED</i>
Expectant/Time delay	Clinician: “The boy is walking” <i>BOY IS WALK + ING</i> [pauses for 10 seconds]
Forced alternative questions	Clinician: “Which is it? The boy walk <i>BOY WALK</i> or the boy is walking <i>BOY IS WALK + ING</i> ?”
Mands (non-y/n requests or commands)	Clinician: “Tell me, ‘The boy is walking’ <i>BOY IS WALK + ING</i> (For AC-O: “Tell me, ‘The boy is walking’ on your device.’)
Models of target structures	Clinician: “The boy is walking” <i>BOY IS WALK + ING</i>
Target placed in high saliency context + use of emphatic stress	Clinician: “Is the boy walking?” <i>IS BOY WALK + ING?</i>
Violation of routines	Clinician: [tries to color with lid on marker] “It isn’t working” <i>IT IS NOT WORK + ING</i>
<b>Responding techniques</b>	
Child’s lead followed/ parallel talk	Child; [Points to boy] Clinician: “The boy is walking.” <i>THE BOY IS WALK + ING</i>
Contingent queries/ contingent mands	Child: <i>WALK</i> Clinician: “What is the boy doing?” <i>WHAT BOY DO + ING?</i>
Corrective feedback	Child: <i>BOY WALK</i> Clinician: “No, say, ‘The boy is walking’” <i>BOY IS WALK + ING</i>
Expansions and recasts	Child: <i>BOY WALK</i> Clinician: “The boy is walking” <i>BOY IS WALK + ING</i>

*Note.* Adapted from Binger & Light, 2008; Information derived from sources such as Alpert & Kaiser, 1992; Ellis Weismer & Robertson, 2006; Fey et al., 1993 & 1997; Hancock & Kaiser, 2006; Robertson & Ellis Weismer, 1999; Ronski et al., in press. Items in *CAPS AND ITALICS* indicate AAC device use.