

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”: 3rd 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
 - Print out items and clip art figures
 - 50 probes each for
 - past tense –*ed*
 - 3rd 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
Prompting techniques	
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>
Responding techniques	
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.