



# Let's Get Talking: Using AAC in the Classroom!



EMPOWERING TODAY, INSPIRING TOMORROW



# Disclosure

Hello, my name is CONSULTANT

I am a salaried, regional consultant for PRC,  
as well as one of more than  
100 employee owners.



# Learning Outcomes

- After today, you will be able to:
  - state the connections between early speech and language development and AAC
  - define and give examples of core and fringe vocabulary
  - tell one way to engineer the classroom to promote use of core vocabulary
  - pick vocabulary to target during speaking, reading and writing activities
  - find and create supports for that vocabulary
  - set up and deliver activities to foster communication



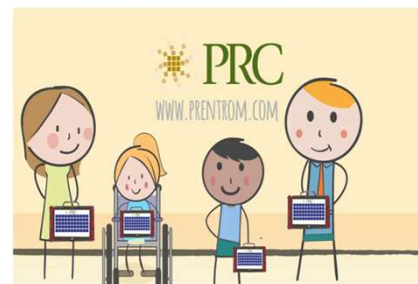
# Today's Agenda

- Some background information on
  - speech and language development
  - core vocabulary
- General Classroom Strategies
  - Learn the AAC System
  - Model Target Vocabulary
  - Create Communication Opportunities
  - Use Descriptive Teaching
  - Engineer the Classroom
- Let's get talking during...
  - speaking activities
  - reading activities
  - writing activities



## BACKGROUND INFORMATION

- Speech and Language Development
- Core Vocabulary



<https://www.youtube.com/watch?v=9UkXkVta-OM>

AAC Language Lab Stages Chart  
AACLanguageLab.com

Language Lab

LANGUAGE STAGES				
Language Stage	Stage One	Stage Two	Stage Three	Stage Four
Description of Language	Talking with one word at a time Saying with two and three word phrases	Building phrases and early sentences	Linking phrases and sentences together	Using sentences and phrases with their grammar and usage
Expected Outcomes	The person speaks one word at a time. The person begins to use two words together to make phrases. The person begins to use three words together to make phrases.	The person begins to use words together to make phrases and sentences. The person begins to use words together to make phrases and sentences. The person begins to use words together to make phrases and sentences.	The person begins to use words together to make phrases and sentences. The person begins to use words together to make phrases and sentences. The person begins to use words together to make phrases and sentences.	The person begins to use words together to make phrases and sentences. The person begins to use words together to make phrases and sentences. The person begins to use words together to make phrases and sentences.
Unity® Programs	Any Unity 1-100 program - May begin with hidden key to simplify use. Unity 100 program - May begin with vocabulary builder files to simplify word choices.	Any Unity 100-200 program - May begin with vocabulary builder files to simplify word choices.	Any Unity 200-300 program - May begin with vocabulary builder files to simplify word choices.	Any Unity 300-400 program - May begin with vocabulary builder files to simplify word choices.

So, an AAC device...

- Gives an individual an **alternate way to produce speech**
- Gives an individual another way to **acquire language** without having to rely on his/her speech

Pop Quiz! True or false...

- Speech and language are the same thing.
- AAC provides an alternate way for people to speak, acquire language and communicate.
- Researchers have documented early language development.

Why Single Words?

- Easier to learn – pairing a motor act with an auditory output followed by a meaningful natural response
- Provide flexibility in expression (*generative language*)
- 20 phrases... only 20 things to say
- Remember early language development

Why Core Vocabulary? Rylee – 3 ½

What did you do at today?  
*We said the flute.*

What else did you do?  
*We played nicely.*

What did you do with the boy?  
*We played mom and dad.*

What else did you do?  
*We were being dinosaurs.*

Can you think of something else you did today?  
*I played the drum.*

How did you play the flute?  
*Very softly.*

What did you do to help the boy?  
*played nicely with the flute, didn't fight, played mom and dad, played dinosaurs.*

What did you do to play mom?  
*I was at work and then I found the dad.*

What did you do when you found the dad?  
*Hugged him.*

Yup, I was talking about art class.

## Core Vocabulary

- Every language has this basic feature:
  - The vast majority of everything spoken or written in a language is produced using a small subset of the overall vocabulary
- In English
  - 80% of spoken/written language comes from 400-500 words
  - 20% comes from bank of 10,000's of words
    - *Vanderheiden & Kelso (1987)*
    - *Boenisch, J. (2014)*
    - *Boenisch, J. & Soto, G. (2014)*
- Which word is more useful across a variety of situations?



If you don't mind, let's get back to talking about me.

### Pronouns: (3)

- I – 4
- We – 5
- Him

### Verbs: (9)

- Said
- Played – 6
- fight – 2
- Being
- Were
- Was
- Work
- Found
- Hugged

### Conjunctions: (1)

- And – 3

### Contractions: (1)

- Didn't – 2

### Prepositions: (2)

- With
- At

### Adverbs: (4)

- Very
- Softly
- Nicely – 2
- Then

### Articles: (1)

- The – 4

### Nouns: (3)

- Flute – 2
- Dinosaurs – 2
- Drum

### Names: (2)

- Mom – 2
- Dad – 3

80% core  
20% fringe

## Toddler Vocabulary



23 core words shown at right comprise 96.3% of the total words used by toddlers in this study.

Banajee et al. 2003

Words	Percentage
I	9.5
no	8.5
yes/yea	7.6
my	5.8
the	5.2
want	5.0
is	4.9
it	4.9
that	4.9
a	4.6
go	4.4
mine	3.8
you	3.2
what	3.1
on	2.8
in	2.7
here	2.7
more	2.6
out	2.4
off	2.3
some	2.3
help	2.3
all done/finished	1.0
<b>Total</b>	<b>96.3</b>

## Vocabulary Selection

- Research tells us which words are used most frequently
- Individual's preferences gives us insight into which fringe vocabulary to include
- You try it!

## Vocabulary Selection - Hands-on Activity



- Take out the blank communication board
- Here are the rules:
  - Each table will be given a toy
  - Create a communication board to use with that toy
  - Use single words only
  - You don't have to fill in every space if you don't want to



## “Repetition with Variety”

Gail VanTatenhove

- Do different activities, but keep the vocabulary constant
  - Use the same core words throughout the day
  - Keep those words in the same spot
- Do the same activity, but vary the target vocabulary
  - Making a smoothie
- Change one thing at a time, not both
  - When learning about ‘go’, systematically introduce new situations where we can say ‘go’
  - When making a smoothie for the first time, introduce ‘in’ and ‘on’. The second time around, introduce ‘cold’ and ‘yum’.



## Core = Variety

- Variety of Word Classes
  - Pronouns: I, you, it, my, me, mine
  - Verbs: do, go, put, make, get, like, work
  - Negation: not, don’t
  - Prepositions: in, on, off, out, down
  - Question words: what, where
  - Modifiers: some, more
- Variety of Communicative Functions
  - Direct actions – go out
  - Reject – don’t like
  - Ask for information – what that?
  - Share information – mine
  - Request – want some
  - Comment – like it

Function: **To play with bubbles**

Example: **“Bubble stop”**



## “Give Core, Get Language”

Bruce Baker

- Core allows you to...
  - generate novel messages
  - diversify the individual’s vocabulary
  - teach a variety of pragmatic functions/reasons to communicate
  - teach grammar
  - increase MLU



## Pop Quiz! True or false...

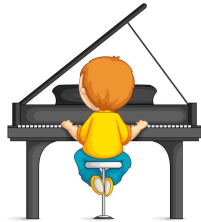
- Core words are statistically used more frequently.
- Cookie, dog and car are examples of core words.
- Individuals should not have access to nouns.



### GENERAL CLASSROOM STRATEGIES

- Learn the AAC System
- Model Target Vocabulary
- Create Communication Opportunities
- Use Descriptive Teaching
- Engineer the Classroom

## Learn the AAC System



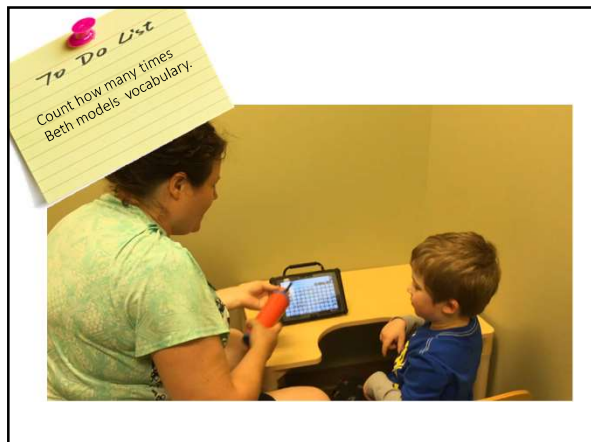
## Learn the AAC System

- It's difficult to teach something you don't know.
- Know how to find words on the AAC system.
  - Understand the architecture and organization
    - Explore the device
    - Take a class offered by the manufacturer
    - Use Word Finder
- Learn with your student.
  - Think aloud while learning
  - "I don't know where the word *clean* is on your talker as in *clean* up. Let's go on a hunt and find it. Let's look under bathtub because we get clean in the bath. There it is, *clean*."

## Model Target Vocabulary

- Provide an example of a behavior without expecting a response.
- Learning "He should" with Pogg
- Model different reasons for communicating
  - Make a comment – "awesome"
  - Describe something – "cold"
  - Ask a question – "Who?"

(Drager et al., 2006) (Roth, F. & Worthington, C., 2001)



## Create Communication Opportunities

Planning for communication opportunities in every aspect of speech-language (communication) therapy helps ensure productive use of time and effort for both clinician and learner. **It is not enough to talk to a student, it is not enough to provide fun activities without lots of opportunity for active participation and more specifically communication initiation.** Another word for communication initiation/opportunities is communication temptations. Communication temptations are **structured situations designed to entice a variety of specific communication functions** or semantic relations (Wetherby, 1988). There needs to be lots of times where there is targeted modeling and then a specific, obvious reason for the learner to be the initiator of communication. A temptation to communicate.

<http://practicalaac.org/strategy/practical-communication-opportunities-in-slp-sessions/>



PRC

“

“One of the biggest barriers to **Language Learning** in our classrooms is that we tend to focus on **rote memory** of the main vocabulary words instead of **understanding concepts.**”

Robin Hurd

”

Need: Opportunities to learn concepts, not just memorize vocabulary words.

## Use Descriptive Teaching

<p><b>Referential</b></p> <ul style="list-style-type: none"> <li>• The target is referential.</li> <li>• The target is usually fringe vocabulary which may or may not be in the student’s AAC system.</li> <li>• It sounds like a quiz question and typically only has one right answer.</li> <li>• For example             <ul style="list-style-type: none"> <li>• What is the weather?</li> <li>• What is the season?</li> </ul> </li> </ul>	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• The target is a descriptive response.</li> <li>• The target is usually core vocabulary which is typically found pre-stored in the AAC system.</li> <li>• It sounds like an open-ended statement and invites a variety of responses.</li> <li>• For example             <ul style="list-style-type: none"> <li>• Tell me what it looks like outside today.</li> <li>• Tell me something about winter/spring/summer/fall.</li> </ul> </li> </ul>
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## Use Descriptive Teaching

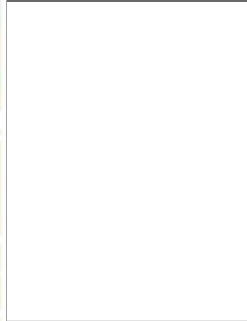
- It is **important to understand the meaning** of referential vocabulary, but it is **not always necessary to store these words** in a device.
- **Descriptive** teaching allows the student to **demonstrate understanding** and gives a teacher better feedback about **progress and comprehension.**

## Traditional Calendar Time

- Today is \_\_\_\_\_.
- Yesterday was \_\_\_\_\_.
- Tomorrow will be \_\_\_\_\_.
- What is the weather?
- What is the season?
- What do you need to wear?
- Who is here? Who is not here?

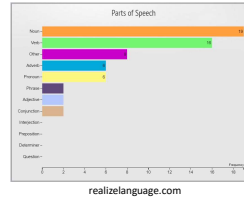
## Revised Calendar Time

- Who knows what today is?
- Tell me 'stop' when I am pointing to Tuesday.
- Tell me something about today (Tuesday).
- Tell me what it looks like outside today.
- Tell me what we can do on a snowy day.
- Why did you have to wear mittens and boots today?
- Tell me something about winter/spring/summer/fall.
- Is Janet here or not here?

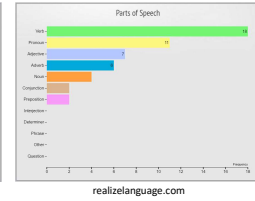


## A Comparison

Traditional Calendar Time



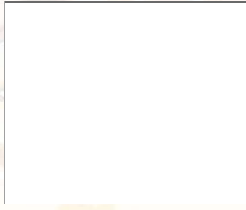
Calendar Time with Core



## Revised Classroom Jobs

- "Let's see who will help today. (Device user's name) what is (Classmate's name) going to do to help today?"
- Children take turns drawing a task from the hat to match with a child who is "here" and the device user uses the following core words to describe the task each child will do for the day.

- Matt helper
- Plant helper
- Line leader
- Caboose
- Flag helper
- Light helper
- Napkin helper
- Book helper



## Engineer the Classroom



## Engineer the Classroom



## Word of the Week

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 GO	2 GO	3 GO	4 GO	5 GO	6
7	8 UP	9 UP	10 UP	11 UP	12 UP	13
14	15 PLAY	16 PLAY	17 PLAY	18 PLAY	19 PLAY	20
21	22 STOP	23 STOP	24 STOP	25 STOP	26 STOP	27
28	29 MORE	30 MORE	31 MORE			

## Core Word of Week- U



### Sample Week

- Monday: Adults and students learn where the word is on the AAC system.
- Tuesday: Model use and create opportunities for learning the word.
- Wednesday: Two more contexts
- Thursday: Two more contexts
- Friday: You did it!

### Example Week

- Monday- Find *up*
- Tuesday
  - Clean *up* (your room)
- Wednesday
  - Get *up* (in the morning)
  - Pick *up* (from school)
- Thursday
  - Elevator *up*
  - Turn *up* the radio
- Friday- You did it!

## Word of the Day

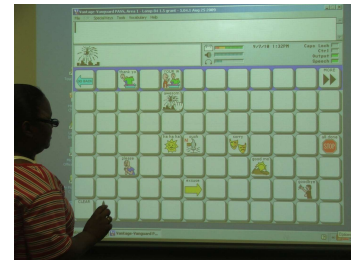
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 GO	2 UP	3 PLAY	4 STOP	5 FUN	6
7	8 READY	9 AGAIN	10 LOOK	11 PUT	12 YUCK	13
14	15 LOOK	16 FEEL	17 MORE	18 WHAT	19 READ	20
21	22 HELP	23 WET	24 CLEAN	25 ALL DONE	26 PUT	27
28	29 TURN	30 ON	31 OFF			

## Something in Between

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 GO/STOP	2 GO/STOP	3 GO/STOP	4 GO/STOP	5 GO/STOP	6
7	8 UP/DOWN	9 UP/DOWN	10 UP/DOWN	11 UP/DOWN	12 UP/DOWN	13
14	15 PLAY/FUN	16 PLAY/FUN	17 PLAY/FUN	18 PLAY/FUN	19 PLAY/FUN	20
21	22 LOOK/READ	23 LOOK/READ	24 LOOK/READ	25 LOOK/READ	26 LOOK/READ	27
28	29 WHAT/AGAIN	30 WHAT/AGAIN	31 WHAT/AGAIN			



## Engineering the Classroom with PASS



## Pop Quiz!

- When you model you are always expecting the child to do something.
- Know how you are going to create communication opportunities during a motivating activity.
- Descriptive teaching gives students the opportunity to use their core words.
- What core word could you put on a window?




LET'S GET TALKING DURING...

- Speaking
- Reading
- Writing



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## It's as Easy as P-R-C!



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P R C


## Pick your words

- Activity based words
- IEP Goals
- Word lists
- Communication functions
- All of the above 😊

ACTIVITY

IEP GOALS

- ✓ Use color words to describe objects
- ✓ Use prepositions to describe location



WORD LIST

Gail's First 8:

All done  
Help  
Want  
Mine  
More  
Stop  
That  
What

COMM. FUNCTIONS

- ✓ Commenting
- ✓ Asking Questions

PRC

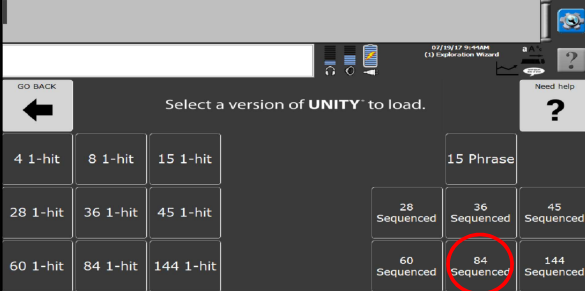
P R C

## Review your icons

- Learn the words via the device
  - Word Finder
- Make support materials for the words
  - PASS software/ Write with Icons
- Limit the words on the device
  - Vocabulary Builder

P R C

## Our Unity option for today

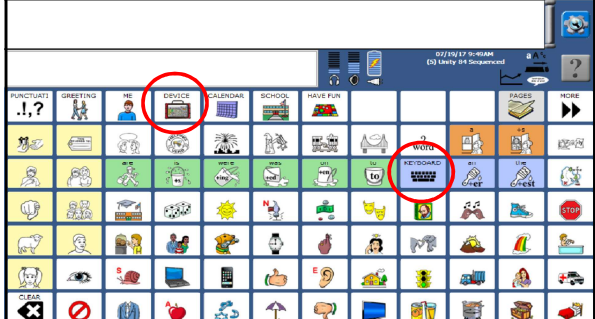


Select a version of UNITY to load.

4 1-hit	8 1-hit	15 1-hit	15 Phrase
28 1-hit	36 1-hit	45 1-hit	28 Sequenced
60 1-hit	84 1-hit	144 1-hit	36 Sequenced
			45 Sequenced
			60 Sequenced
			84 Sequenced
			144 Sequenced

P R C

## Review Icons: Word Finder

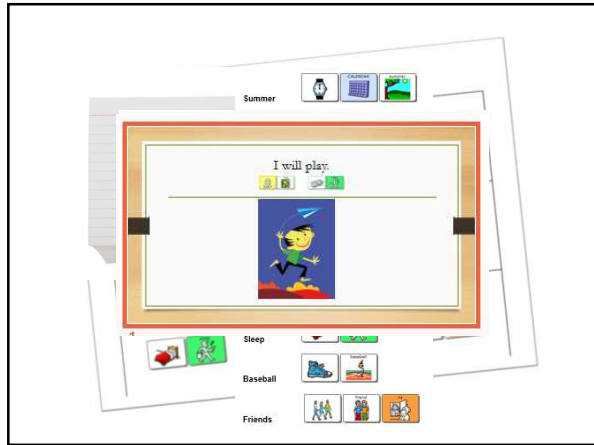


Word Finder interface showing a grid of icons. Two icons are circled in red: 'DEVICE' and 'KEYBOARD'.



## Review Icons: PASS/ Write with Icons

- PASS is a free download from our website. Windows/ Windows environment on a Mac
- Voice is active for 90 days
- Great for making materials using Write with Icons!
- Found [here...](#)



## Review Icons: Vocabulary Builder

- Use Vocabulary Builder (VB) to temporarily limit the number of words that are visible
- Some students may need this more than others  
Only 25 words visible
- To learn more
  - See VB QRG
  - [YouTube Video](#)
- Let's take a look!

Over 5000 words available


## Communicate!

*There has been increasing recognition in the AAC field that communication, reading, and writing are interrelated and that integrated instruction that supports development across all areas is beneficial (Clendon & Erickson, 2009).*

## Speaking Activities

- Speaking is generally the first thing support teams think about when working with children using AAC.
- Use device in speaking activities verbal children would do

## Speaking: Show & Tell




- Goals from Common Core
- [CCSS.ELA-Literacy.SL.1.4](#)
  - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- [CCSS.ELA-Literacy.SL.1.3](#)
  - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

[www.corestandards.org](http://www.corestandards.org)

Pick your words

## Speaking: Show & Tell



	Beginning Communicator	Intermediate Communicator	Advanced Communicator
Sharing	Duck	My favorite duck	This is my favorite duck.
Sharing			
Asking	Where?	Where you get?	Where did you get it?
Asking			



Review your icons

Communicate!

- Find unknown words using Word Finder

Adult can say...	To help child say...

## Speaking: Social Groups





- Goals from Common Core
- [CCSS.ELA-Literacy.SL.8.1c](#)
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas
- [CCSS.ELA-Literacy.SL.8.4](#)
  - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation

Pick your words

What verbal teenagers in a social group might say

I brought this picture from home.  
It's a funny picture.  
I've never seen dogs look like this.  
Why would someone dress them like that?  
What do you think?  
That dog is saying, "do you want to dance?"



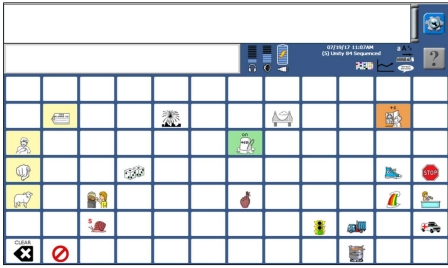
Our target words - intermediate:

This from home.  
I bring this.  
They are funny.  
They are funny dogs.  
Why dress funny?

Review your icons

Communicate!

## Limit vocabulary using VB



This  
From  
Home  
I  
Bring  
They  
Are  
Funny  
Dogs  
Dress  
Think  
Want  
Why  
dance

## Speaking: Cooking



- Goals from Common Core
- [CCSS.ELA-Literacy.L.K.1.B](#)
  - Use frequently occurring nouns and verbs.
- [CCSS.ELA-Literacy.L.1.1.F](#)
  - Use frequently occurring adjectives.
- [CCSS.ELA-Literacy.L.1.1.G](#)
  - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- [CCSS.ELA-Literacy.SL.1.2](#)
  - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## Pick your words

What peers might say in a cooking class

Let's make pizza.  
What goes in the dough?  
Can I help?  
I want mushrooms and onions on my pizza.  
What's next?  
Looks good.  
It's hot.



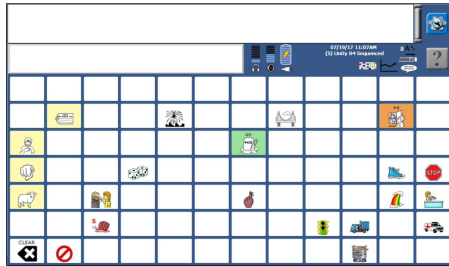
Our target words - intermediate:

Make pizza  
What in dough?  
Help  
Mushrooms and onions.  
What next?  
Looks good  
Hot

Review your icons

Communicate!

## Limit vocabulary using VB



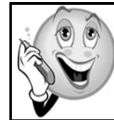
Make  
pizza  
What  
in  
dough  
Help  
Mushrooms  
and  
onions  
next  
Looks  
good  
Hot



## Reading Activities

Literacy programs can teach students with CCN strategies that help them to read and write high-frequency words while at the same time teaching them how to find and use those same words on their high-tech AAC devices to support their face-to-face communication

(Erickson, Hatch, & Clendon, 2010).



## Pre-reading Activity



- Common Core Goals - Kindergarten
- [CCSS.ELA-Literacy.RF.K.1b](#) Recognize that spoken words are represented in written language by specific sequences of letters.
- [CCSS.ELA-Literacy.RF.K.2a](#) Recognize and produce rhyming words



## Pick your words

## Brown Bear, Brown Bear....

- Lots of great repeated words in there...
  - Brown Bear, Brown Bear, **what do you see?**
  - I see a Red Bird looking at me.

Review your icons

- Limit vocabulary through vocabulary builder

**Communicate!**

Brown bear, Brown bear, I see a red bird looking at me... Look, it's the same word! See!

See? See! You see?

**Communicate!**

### Different communication options!

- Backwards chaining to identify word in repeated line
- Who should turn the page? Me/ You
- Let's think of rhyming words!
  - Whee... me/ see
  - Ew... you/ do
  - Cut... what

### Reading: Sight/ Spelling Words

- Common Core Standards
- [CCSS.ELA-Literacy.RF.K.3c](#)
  - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do*)
- [CCSS.ELA-Literacy.RF.1.3b](#)
  - Decode regularly spelled one-syllable words.

Students who use spoken language	Children who use AAC
See it!	See it!
Say it! (verbally)	Say it! (device/ verbal approximation)
Spell it! (verbal/ written)	Spell it! (device)

**Pick your words**

### Early sight words

- The "picking" is often done for you!
- Use Dolch word lists... district reading curriculum... whatever works for you!
- From Dolch:
  - I
  - He
  - And
  - Can
  - Go

**Review your icons** **Communicate!**

### Write with Icons

- Provide visual supports from Write with Icons.



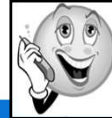
## Additional Reading Resources

- [www.aaclanguageab.com](http://www.aaclanguageab.com)
- [www.tarheelreader.org](http://www.tarheelreader.org)
- [www.readitoncagain.com](http://www.readitoncagain.com)
- PRC Live Online Implementation Classes
  - Learning to Read with AAC: Emergent Literacy
  - Learning to Read with AAC: Conventional Literacy



## Writing

- For kids who are reluctant to use device to speak or who are learning Unity as a repair strategy, writing is perfect opportunity to practice.
- Great opportunity to work on grammar
- We write for different purposes – narrative writing, letter writing

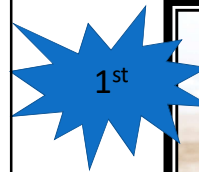


## Writing – Captions for Photos

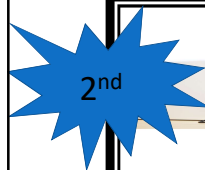


From Common Core:

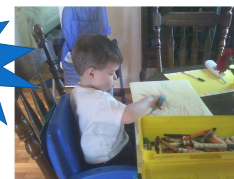
- [CCSS.ELA-Literacy.W.1.8](#)
  - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- [CCSS.ELA-Literacy.W.1.6](#)
  - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



**Take fun pictures!**



**Transfer pictures to the computer**



Write about your picture here.



**Put photos in PPT or Word**


PRC

Pick your words

## Captions for photos

- Use IEP goals to pick your words
- Goals for Sam:
  - Recall information /events
  - Use correct subject/ verb agreement
  - Use “-ing” verbs in short sentences

Pick your words



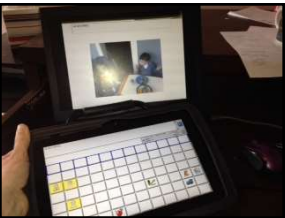
GOALS:

- (1) Recall information/ events
- (2) Subject/ Verb agreement
- (3) Use of -ing verbs in short sentences


PRC

Review your icons

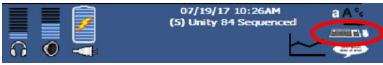
- Learn the words via the device
  - Word Finder
- Make support materials for the words
  - PASS software/ Write with Icons
- Limit the words on the device
  - Vocabulary Builder




Communicate!





- (1) Connect the device to the computer using:
  - USB cable that comes with each device
  - OR
  - Bluetooth adaptor to connect wirelessly
- (2) Turn OUTPUT “on”
  - OUTPUT MENU in toolbox



I am coloring




## Writing: Emails to home

From Common Core:

- [CCSS.ELA-Literacy.W.7.3d](#)
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- [CCSS.ELA-Literacy.W.7.6](#)
  - Use technology, including the Internet, to produce and publish writing ... and collaborate with others...

PRC



## Writing: Emails to home

- Connect device to computer
- Open email program
- Make the font **large** for student to see
- Use Unity/LAMP WFL to compose short email

Pick your words

## Emails: Beginning Communicators

- You type the framework, have them fill in with target vocabulary
- Possible vocabulary:

Adult writes	Target Words for Student
Hi, _____!	Mom, Dad, Grandma
My day today was: _____	Good, bad, funny
I went to _____.	Art, PE, music
Here's what I thought about it:	I, like, don't
Tonight, I can't wait to _____.	Play, read, eat, drive

Review your icons

## Emails: Beginning Communicators

- Reviewing Icons
  - May use PASS/ write with icons for visual cues
  - May use vocab builder to narrow down choices



Pick your words

## Emails: Advanced Communicators

- Encourage full sentences with grammar words
- The words that you target may be based on IEP goals or relevant to the specific activity
  - Pragmatic functions: asking questions (why? when?)
  - Pronoun phrases: I am/ Are you?
  - Conjunctions: and/ or

Review your icons

Communicate!

## Emails: Advanced Communicators

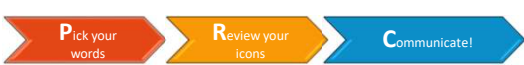
- Reviewing icons
  - Icon tutor to remind you and student of icon location
  - PASS software to print out icon sequences to show as a target



PRC

## Conclusions

- AAC in the classroom is doable
- It's as easy as P-R-C...



- IEP Goals
- Word List
- Pragmatic Functions
- Based on what other students would say in that activity

- Word Finder
- PASS/ Write with Icons
- Vocabulary Builder

- Focus on important words
- Use speaking, reading, writing activities
- Have fun!





## Thank you!

- Question?
- CONSULTANT NAME and EMAIL
- [www.prentrom.com](http://www.prentrom.com)

EMPOWERING TODAY, INSPIRING TOMORROW

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