



Steps for AAC Success

Steps parents can take to encourage Augmentative Alternative Communication (AAC) use at home and in the community.

April 20, 2022



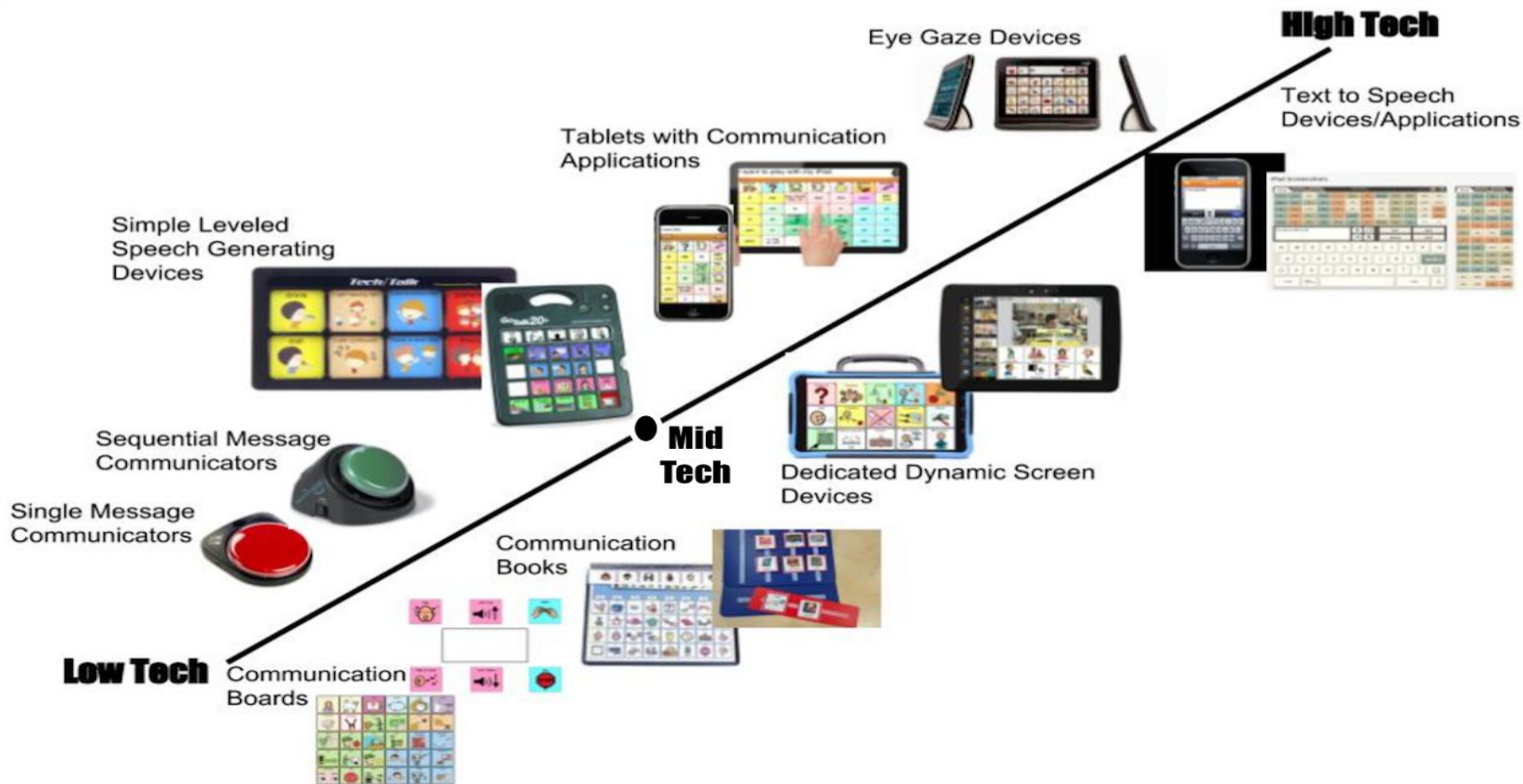
- Overview of Augmentative/Alternative Communication
- Understand the steps for implementation at home
- Review home activity suggestions

What is AAC?

AAC stands for Augmentative/Alternative Communication.

- This means all the ways we communicate besides (or in addition to) natural speech. AAC is a tool for people who are pre-verbal or non-speaking, or those for whom speech is not sufficient to meet their communication needs.
- AAC is not just one single system
- AAC is not “One size fits all”
- It is okay (and encouraged) to use more than one modality

What is AAC?



Your role in AAC implementation



As a parent/guardian, you play a huge part in teaching your child to communicate with their AAC device, because you spend the most time with them.

The following steps will help you successfully implement AAC in the home and community:

- 1. Presume Competence**
- 2. Always Available**
- 3. Modeling**
- 4. Teach Core words**

Presume Competence

Presuming competence means that we as communication partners assume that the communicator is capable of learning to communicate and build language. They may not have the capabilities now. But we believe that they can gain communication and language skills with the right support. So, we interact with them as we would with any other individual of similar age.

- Where is the device at home?
- It's important to give your AAC user access to an AAC system all the time. That means that it is charged, within reach or always in the same place.
- A paper based version of AAC , such as a core word board is a great suggestion to place on tables, refrigerators, and in places where high tech devices could get possible water damage such as sink areas, bathtubs, or toileting areas.

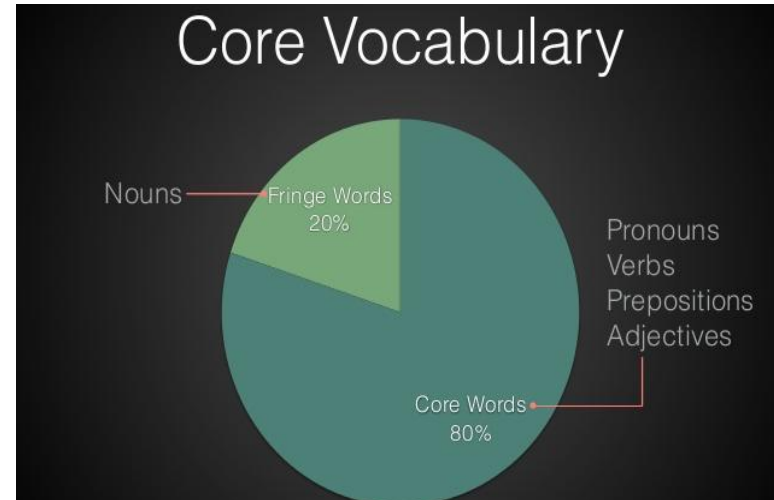
- Modeling AAC (also called “Aided Language Stimulation”) is the practice of using AAC as you speak. In this way, you “model” or provide functional examples of how to use AAC for communication.
- Modeling without expectation means using AAC to talk without expecting that your learner will respond or do the same.
- When you model without expectation, you can concentrate on connection with your child.



Modeling Without Expectation

Teaching with CORE WORDS

- Core words are 400-500 words that make up the majority of everything we say. Augmentative and Alternative Communication (AAC) systems use these core words to allow non-speaking people to communicate.
- Core words are just one important part of a communication system. All communication tools should be balanced with also quick access to fringe vocabulary and the alphabet.



Language Functions

Turn Taking:

My turn, My

Getting attention:

Look! Watch!

Commenting:

cool, like,
yuck, bad

Asking for information:

What? What that?
Who That?

Greetings:

hello, good-bye

Protest:

no, don't, stop

Share information

Complain/Disagree:

Don't like that, Don't want

Accept/ Reject:

okay
no, no way

Negotiate/Bargain:

one more, Please

Tease:

you silly

Talk about past/ future:

I did, I will, yesterday,
tomorrow, later

Tell stories:

yesterday I...

Express feelings:

I sad, excited

Assert Independence:

I do it! I make

Answer Questions:

blue one, big one

A list of phrases that can be generated from the 32 Core Vocabulary and their communicative functions...

REQUESTING

- You make
- Make again
- Make more
- Make it
- Make it go
- Make it
- Make that
- Make open
- Make more that
- Make it turn
- Make it stop
- Make it again
- Make that
- I help
- Hey help
- I want help
- More help
- Help me
- Help me/make
- Help me
- Help mine
- You help
- Get it
- You go
- More go
- Play that
- Look that
- Go look
- Look me
- You look
- Look here
- Play me
- I play
- I play that
- I play again
- Go play
- Play me you do
- Play it
- Play again
- You play me
- You play
- More that
- Do more that
- Open it
- You open
- Go again
- Open that
- Go get it
- Go get that

- Go get
- Get it
- Get out
- I get it
- I get that
- Mine/my turn
- I want
- Want more
- I want out
- I want in
- I want turn
- I want my turn
- I want make
- more
- I want make it
- I want more
- Want open
- Want play
- I want go
- Want more that
- I want play
- I want play you
- Want all gone
- I want open
- I want that
- I go
- I do
- Put here
- Put in
- Put out
- Put on
- No play
- Put in here
- I do again
- I do it
- Do again
- Do it
- Do it again
- Do that
- Go here
- Look here
- Turn again
- Turn more
- Play it
- Go here
- Look here
- Finish it
- Turn more
- Want that
- Get more
- More turn
- Put it out
- Put it in
- Put it here

- Mine turn again
- That again
- You open it
- You put it here
- Put that here
- Put in
- I put in
- Hey put here
- That out
- You turn that
- You help me

REFUSE/REJECT

- No more
- No more that
- No more you
- No more play
- No more help
- No more turn
- No that
- No help
- No stop
- No turn
- Not me turn
- No make more
- No go
- No want
- No want that
- No want more
- No want more
- No help
- No like
- No play
- No again
- No put
- No here
- No you
- Do not want
- You stop
- Stop it
- Stop that
- Stop help
- Want all finished
- Want no help
- Finish it
- Finish that
- I want finished
- I go in
- I no go
- I no play
- I no like
- I no finished

COMMENTING

- Uh-oh
- It yucky
- You yucky
- Look that yucky
- Look yucky
- That yucky
- All done yucky
- No more that
- Hey you
- I open it
- I stop
- Hey look
- I like play
- I like you
- I like
- Like you
- No like
- I like that
- Like it
- Not me turn
- No like you
- You like that
- No like it
- Mine all gone
- Uh oh all gone
- I all gone
- I all done
- Hey mine
- That mine
- It go
- Look it go
- Look it here
- Look make more
- I get that
- I get out
- I get in
- I go here
- I go out
- I go here
- I open that
- I open it
- I do
- I look here
- I no like
- I no like you

Opportunities to use AAC



- Your AAC user will learn their device faster, the more you build in opportunities for them to use it. And what better way to build in natural opportunities, than at home! Think about all the different words you could model!
- The more opportunities they get to practice, the more likely they will generalize their language skills with different activities and people!

Home/Community Activity Suggestions:

- Books
- Outdoors: swinging, water play, gardening, sand box
- Toys and Games
- Cooking
- Daily Routines: Bath time, Meal time, Bedtime routine
- Art

6 “Zones” or Activity Ideas for Parents



Use AAC to teach AAC



Children must see their AAC system being used, in real situations to learn how to use it themselves. If we only model a few times a day, it will take the child much longer to learn.

“The average 18-month-old has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system (AAC) and receives speech/language therapy 2 times/week for 20-30 minutes will reach the same amount of language exposure (in their AAC language) in 84 years.”

Jane Korsten, SLP

We need to **use AAC to teach AAC.**

Thank you for attending today's workshop!

For additional information or questions, contact:

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If I need help?



TASK

OUSD TASK Flyer

Oceanside Unified School District is pleased to announce a new partnership with TASK. TASK is a nonprofit organization whose mission is to educate and empower children with disabilities, their families, and the professionals who serve them navigate special education, disability services, and assistive technology.

Resolutions for Student Success (RSS):

- Confidential and Results - Oriented - RSS outcomes usually result in mutually acceptable agreements.
- Satisfying - A safe, collaborative working relationship is developed and supported through the RSS process, building trust between the parties.
- Fast and Efficient - The RSS coordinator will respond to initial phone calls within three working days. This is considerably faster than the 45-day timeline for state-level due process.
- Free process and does not involve the use of attorneys or paid advocates.
- *Call the RSS Coordinator for assistance: 619-594-7383*

Thank you!

