

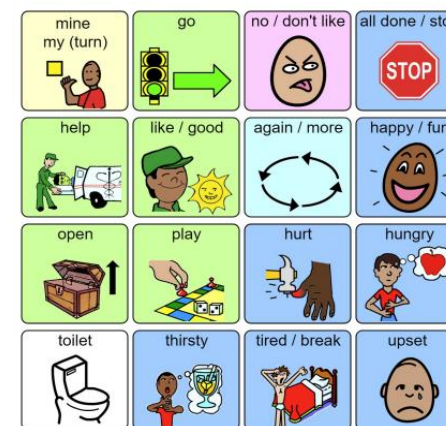
Alternative and Augmentative Communication (AAC)

Agenda

1. What is AAC
2. Why do we use AAC
3. Lanyard AAC – 4x4
4. Core Board (e.g., Pixon-112)
5. How you can support a child who uses AAC
6. What can you model with AAC

What is AAC?

- **A**lternative and **A**ugmentative **C**ommunication
- Tools or technology that help people communicate if they can't rely on speaking
- A common myth is that use of AAC will stop a child from talking – this is not true!





What is AAC?

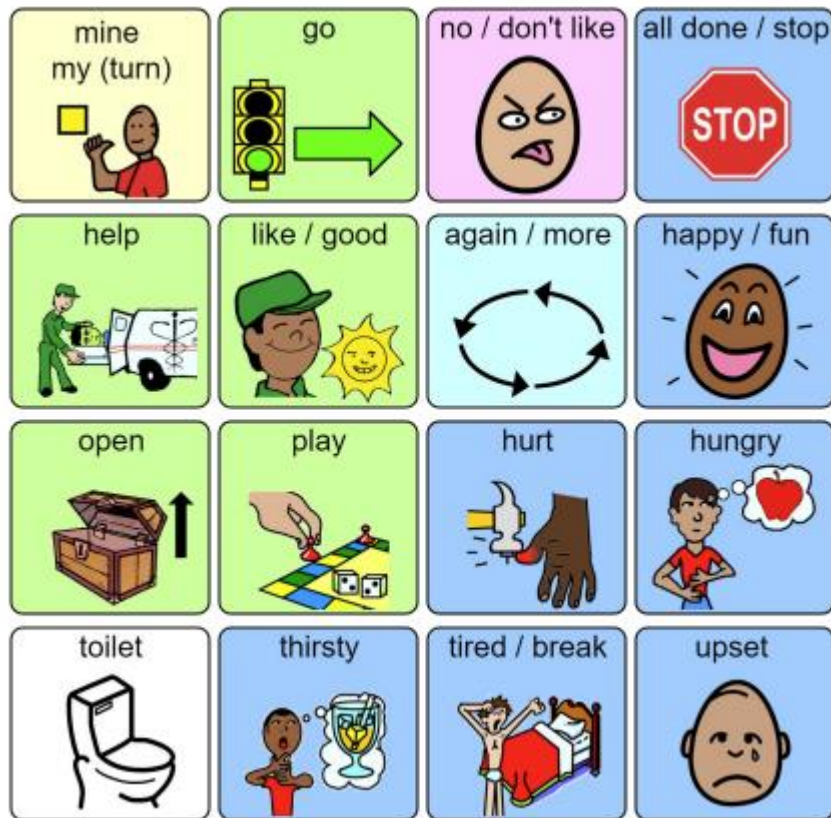
- Can be unaided (using just your body such as facial expression, gestures, signs) or aided (using objects, pictures including line drawings or photos, or text).
- Can be no tech (e.g., sign), light-tech (e.g., picture, core board), or high-tech (e.g., app on iPad, typing)
- Can be accessed directly (touch or pointing) or indirectly (e.g., partner-assisted scanning, eye-gaze, switches).
- AAC words are real words and should be respected just as much as verbal words

Why do we use AAC?

- Any child whose speech is not effectively meeting their communication needs through speech can benefit from AAC
- AAC helps an individual send and/or receive messages
- AAC supports Autonomy
- Using AAC can reduce frustration
- Using AAC can increase participation and social connections
- AAC promotes speech and language development



Lanyard AAC



- These are good-for-all visuals that can be used to support all children
- They can be worn or easily accessible.
- Try using the board to model key words and/or “interpret” when a child is unclear or having difficulty sending a message.
 - Remember: there is no demand for the child to have to imitate!

Core Board (such as Pixon-112)



- Educators may encounter a child who has been given a core board by their SLP
- We can use this in the same way as the lanyard board
- Don't cover the pictures
- Don't be scared!
- To make it easier, pick a few words to focus on

How do we model using AAC?

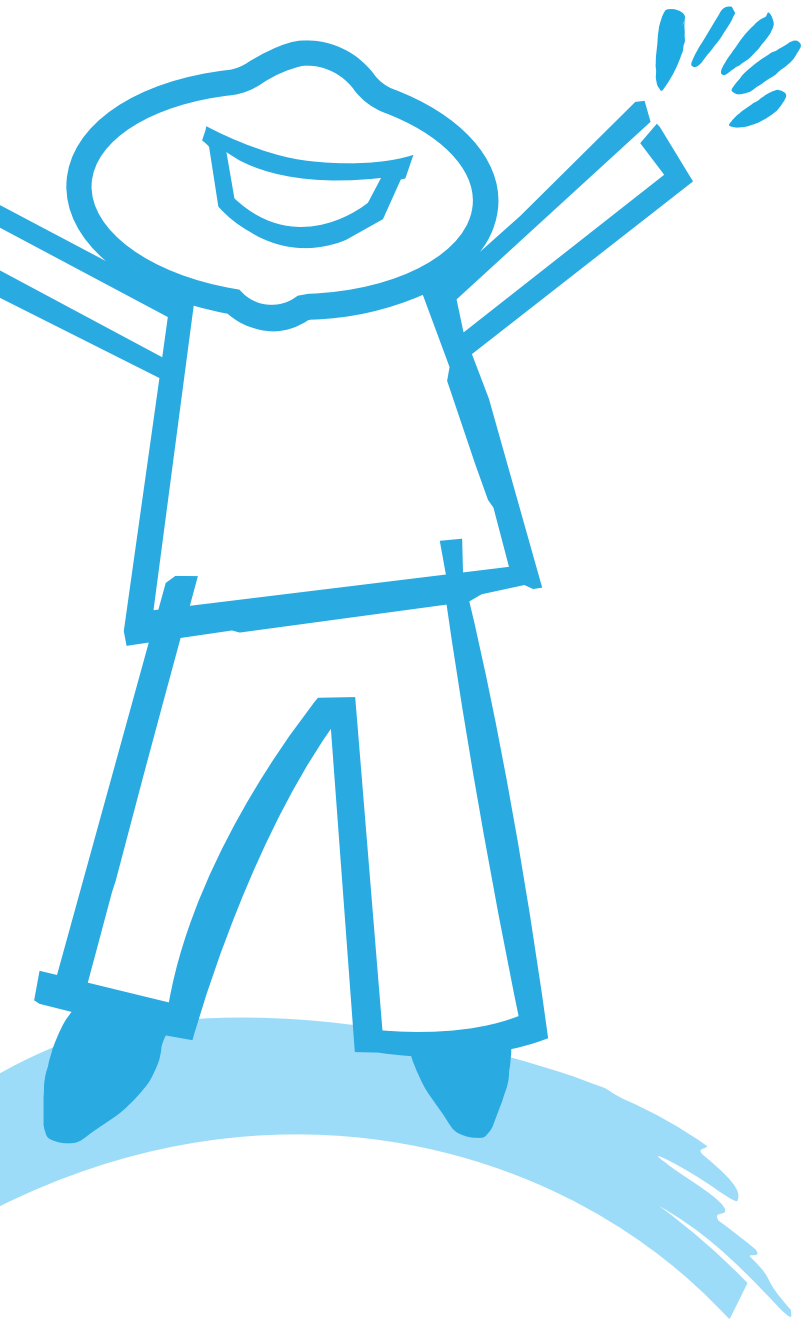
- Have the board available and easily accessible to the child!
 - Don't leave it in the cubby!
 - Have multiple copies
- Acknowledge all communication
- Model key words using the lanyard and/or board
- Give time for the child to respond (but they don't have to!)
- Don't force the child to use it!
 - Don't do hand-over-hand
 - Don't expect them to have to imitate

What can we model?

- Talk about what the child is doing
- Talk about what you are doing
- Greeting or saying goodbye
- Sharing enjoyment!
- Commenting on an action / object
- Sharing a feeling
- Protesting
- Indicating the need for a break
- Requesting an item or action
- Asking for help

Modeling tips

- Exploration is okay! Respond in the same way you would if they were babbling verbally!
- DON'T take away the board if the child is not repeating or cooperating.
- It can take a long time for some kids to pick it up! If you don't see the child using it, that's okay! Keep modeling!



You got this!

- Educators are pros at knowing that visuals help support children!
- Let's use visuals for communication too!