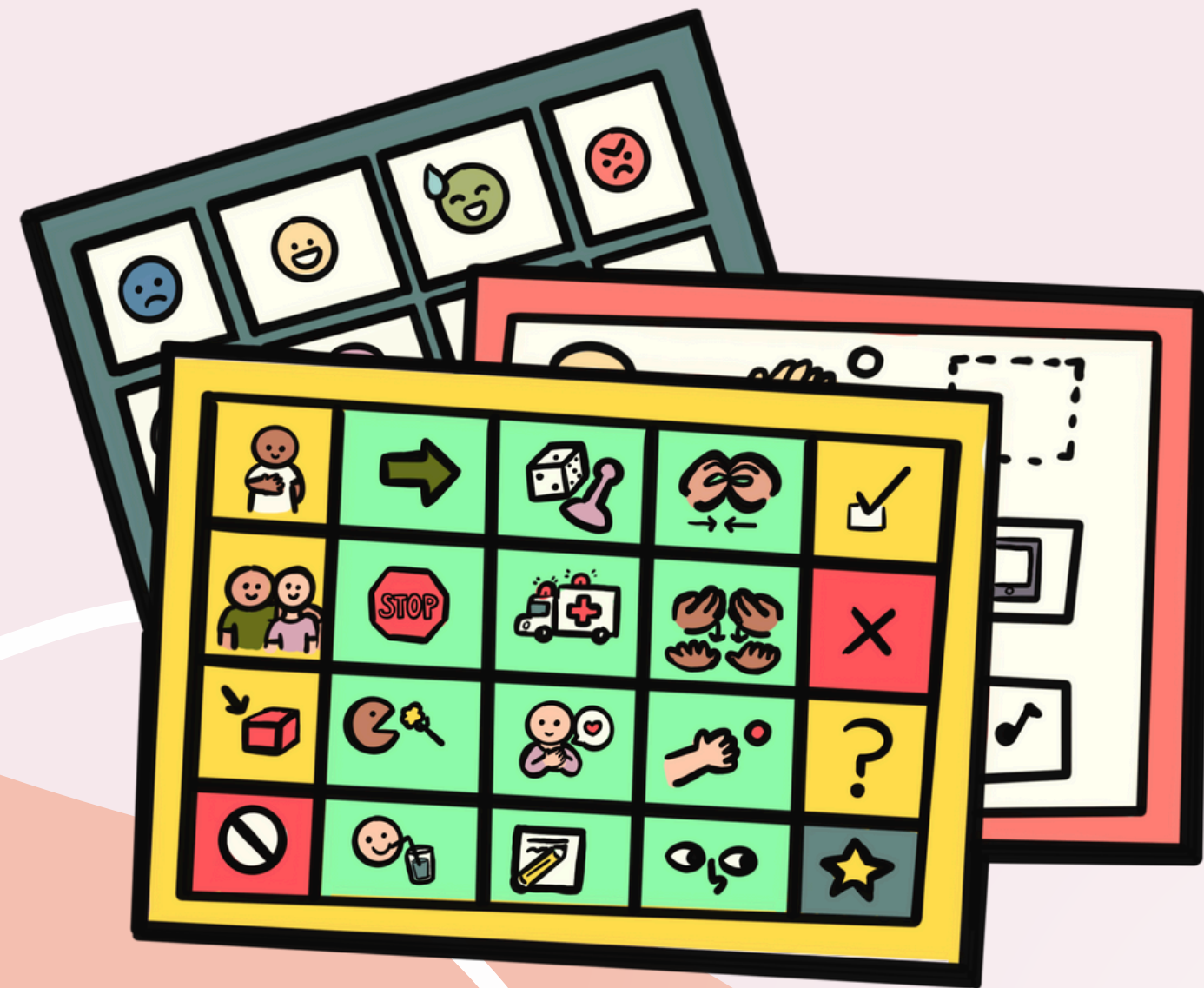


WHAT IS AAC?

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)



WHAT IS AAC?

AAC is Augmentative and Alternative Communication.

AAC includes all forms of communication other than oral speech (i.e. gestures/signs, symbols, pictures, writing, speech generating device, etc.).

The chosen mode of communication (low-tech, mid-tech, high-tech, no-tech) is the USER'S VOICE!



WHAT DOES AAC STAND FOR?

Augmentative

Any communication that adds to a student's speech

Alternative

Anything that is used to communicate besides speech

Communication

The ability to exchange thoughts and ideas

WHO USES AAC?

In a classroom setting, AAC is used by students who have difficulty using natural speech due to a variety of reasons including, but not limited to, autism, Childhood Apraxia of Speech, selective mutism, Down Syndrome, cerebral palsy, and stroke.

WHAT ARE SOME FORMS OF AAC?

No Tech

Using gestures, sign language, writing, or drawing

Low Tech

Pointing to pictures in the environment or on a communication board

Mid Tech

Using a limited vocabulary prerecorded voice output device

High Tech

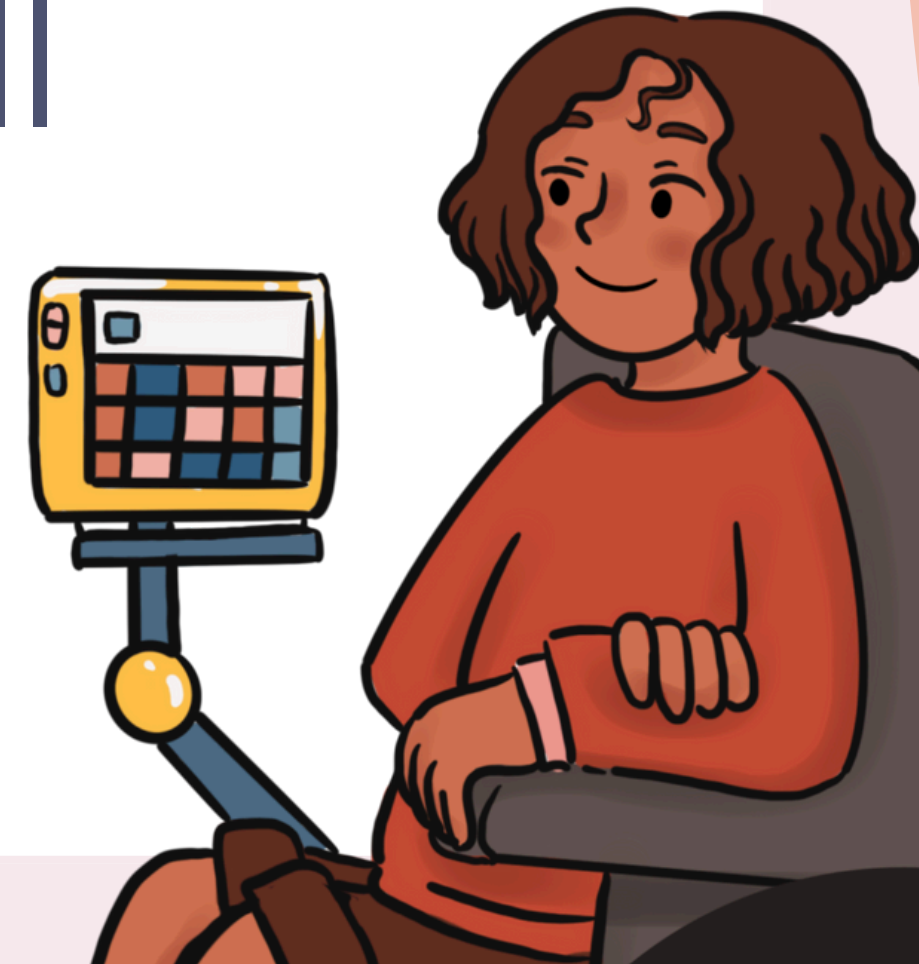
Using an app or computer to generate speech

MYTH OR FACT?



Myth or Fact?

Students who use alternative and augmentative communication devices will never speak verbally.



Myth!



AAC does NOT prevent or reduce verbal speech.

Research shows that AAC often supports and enhances speech development.

Myth or Fact?

If a student is able to speak orally, they don't need to use AAC.



Myth!



AAC can augment speech for individuals who speak orally but have difficulty being understood.

Myth or Fact?

There are no prerequisites to introduce AAC.



Fact!



AAC can support communication development from a very young age. Children learn language through exposure and interaction. No prerequisite skills are necessary.

Myth or Fact?

Students need to show they are ready to use an AAC device.



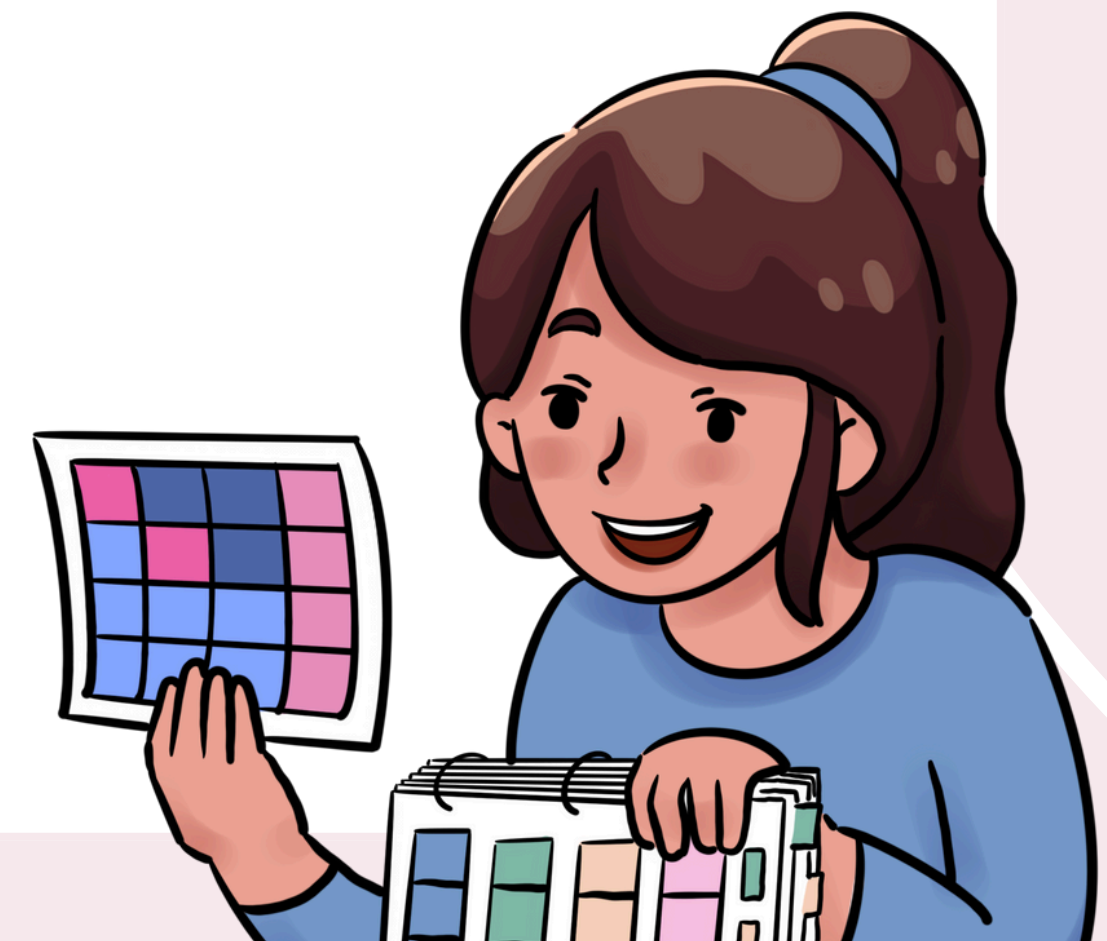
Myth!



We should always presume competence and recognize a student's potential.

Myth or Fact?

High-tech AAC is not always better.

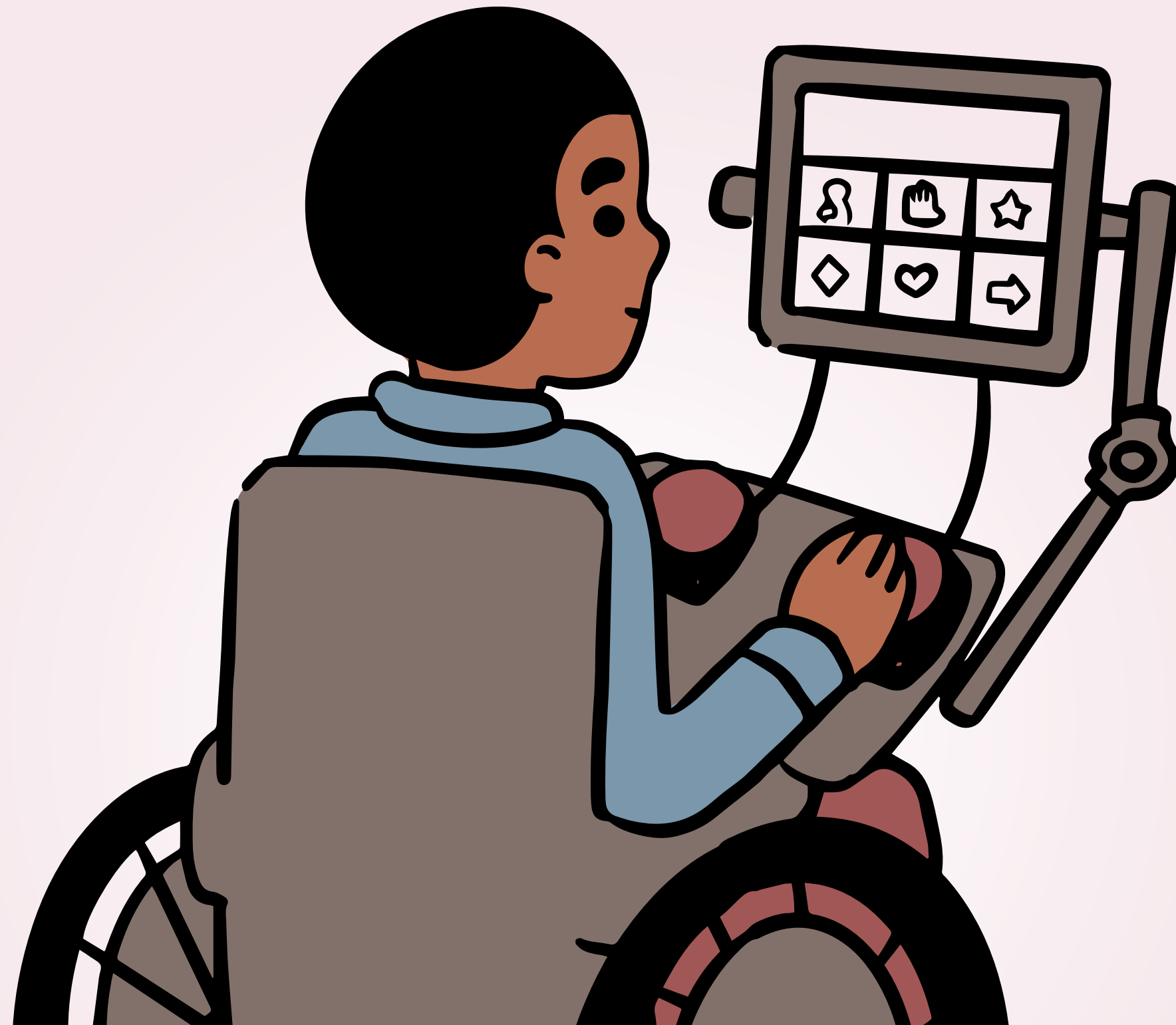


Fact!



Both low-tech and high-tech AAC systems can help students communicate. The best choice depends on the student's needs.

SUPPORTING AAC USERS



SUPPORTING AAC USERS

Model Language on the AAC Device

- Consistently model and offer a variety of AAC options during classroom lessons and activities.
- Model language without any expectations. The student will use the AAC device when they are ready.
- Use visual schedules, core boards, and other aids to support communication throughout the day.



SUPPORTING AAC USERS

Foster a Supportive Environment

- Educate all of our students so that they understand that AAC is a tool for communication, just like talking or writing.
- Use your classroom resources as a form of AAC
- Ensure the student has opportunities to use their AAC device in all classroom activities.
- Ask open-ended questions and give them time to respond.



SUPPORTING AAC USERS

Presume Competence

- Always presume the student is capable of understanding and learning. This encourages them to reach their full potential.
- Treat all forms of communication with respect, whether they come from speech, gestures, or an AAC device.
- Your student has valuable ideas and thoughts to share. Be patient and wait for them to respond.



SUPPORTING AAC USERS

Keep AAC Devices Ready

- Ensure the AAC device is always charged and in good working condition.
- The student should carry their device or have access to it throughout the day.
- The device should be ready during transitions, specials (like gym and art), and recess.



SUPPORTING AAC USERS

NEVER Take a Device Away

- There will be times when students will be stimming or “babbling” on their device. While this might become disruptive, this is the perfect opportunity to teach the child how to use the volume controls or when it is appropriate to “speak” and when it is not.
- Remember, an AAC device is the child’s voice. We cannot take a speaking child’s voice away so we should not take a child’s device away either.

If AAC learners only see symbols modeled for them twice a week for 20-30 minutes, it will take them 84 years to have the same exposure to aided language as an 18-month old has to spoken language.

Jane Korsten

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COMMUNICATION BILL OF RIGHTS

Everyone Has the Right To:

- learn to communicate
 - be spoken with and not about
 - know and ask about what's happening to them and to make their preferences known
 - a communication system all the time and deserves to have a voice
-
- Remember, for people with conditions that impact communication, AAC is the means of achieving this basic human right.

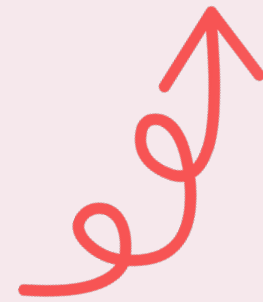
ACCESSING AAC FOR THE CLASSROOM

- SLP assigned to your school
 - Boardmaker- communication boards, picture symbols
 - SLP can request core boards and larger posters from PRC-Salttillo
- AT Lending Library through school
- Alabama's AT4ALL
- FREE AAC iPad apps
 - WeaveChat
 - TouchChat Partner program
 - LAMP Partner program
 - TD Snap for SLPs

IN CLOSING...

Questions?

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THANK YOU!