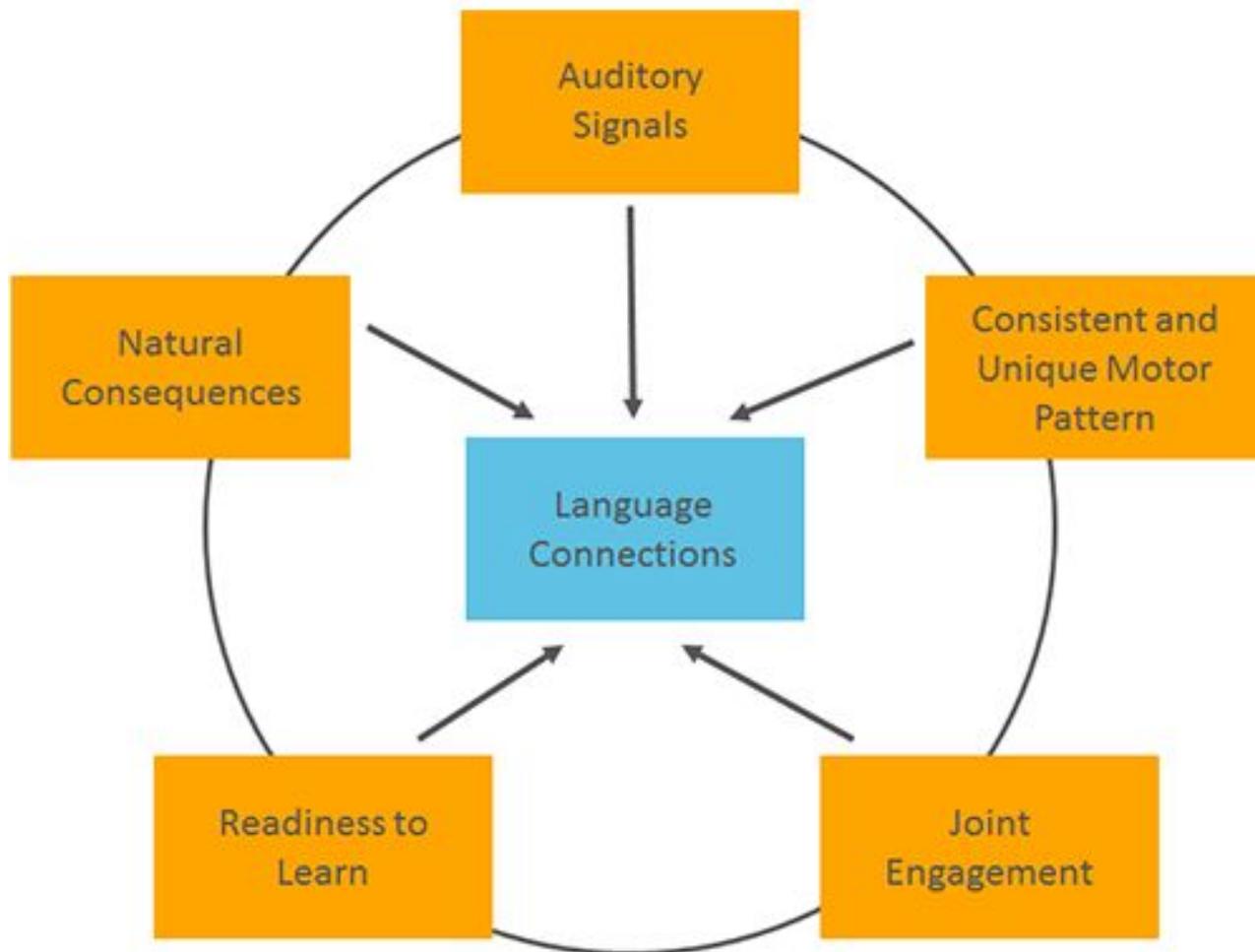

AAC

— What We Want You to Know —

What is AAC?

- Augments (supplements) or assists (replaces) speech as a form of communication
- Unaided - uses no equipment
 - Sign language
 - Gestures
- Aided - uses equipment
 - **Low tech options** (no speech output) - manual communication boards, PECs, PODD
 - **Mid tech options** (static display, speech output) - BigMac Switches, GoTalk, QuickTalker, Logan ProxTalker
 - **High tech options** (dynamic display, speech generating devices) - iPad based communication applications, Dynavox devices, Prentke Romich (PRC) Accent devices, NovaChat devices, Tobii devices



Who Should Teach Our Students to Use AAC?

-EVERYONE!

-Teaching AAC is a team approach involving the Speech Therapist, teacher, instructional assistants, and parents.

-AAC devices should always be available to the user

-Devices should be used across contexts, settings, and materials

How Can We Teach/Model AAC?

- Always have the device out and accessible
- Use the device when talking to the student
- Navigate the device to search for words while the student is watching
- Ask or give the student directions using the device
- If a student verbally states one word use the device to model an expansion.



Ways Our Students Need to Communicate...

-to request

-to comment

-to protest

-to greet

-to question

-to joke

Communication Function	Core words to model	Core words with fringe to model
Requesting	want, want that, want different, want more, I want	want food, want to play, I want red, I want to watch TV
Protesting	not, not that, stop	not red, not that game, stop that music
Commenting/ directing	get, get it, get that, I get that put in, put it in, take out, take it out make more, make big see, see them give me, give me that	get the blue one, put on your hat, make a cake, do more swinging, I see the car, give me my cup please
Asking for information	what? what that? where? where go? who? who go?	When are we going to shopping? Where is David? Who is going to the party?
Giving opinions	like, I like that not like, I don't like it good, bad, that good, that bad	I like chocolate, I don't like spiders, pizza is good, Mondays are bad
Tell news	I go, I see, I eat I went, I saw, I ate	I went to the park, I see Dad, I ate rice for dinner on Saturday
Starting a conversation	what? what do? I like that, what you like? I go there, where you go?	What are you doing on the weekend? I went to the beach I like movies, what do you like?

Functions/Purposes of Communication

Greet	Hello, what's up?, hey	Redirection/Change	Different, another
Depart	Bye, see you later	Existence	That, there, look
Affirm	Yes, okay, I agree	Nonexistence	None, not
Rejection	Stop, all done, finished, no, more	Disappearance	Away, all gone
Negation	No, not, stop	Possession	Mine, yours, his, hers
Cessation	stop	Comment	Like, bad, good, silly
Request Assistance	Help, can you...	Describe	Tall, fat, cold, fast, under
Request Recurrence	Again, more	Person	I, you, mom, dad
Request Information	What, why	Interject	Wow!, cool!, no way!
Request object	This, that, the	Question	Who? What? Where? When? Why? How? How many/much?
Request action	Want, get, do, turn, put, open		
Direct	Go, get, try, help, come, up		

Core and Fringe Vocabulary

Fringe words are often easier to teach because you can picture the item in your mind; however, core words are going to be more flexible to use across environments and communication partners. Since we don't just speak using fringe vocabulary, it is imperative that we focus on teaching the core words even though it can be more challenging.

finished 	mine 	little 	up 	yes 	good 	some 	no 	down 	out 	off 	bad 
me 	my 	wear 	am 	please 	that 	and 	in 	what 	a 	+s 	there 
I 	we 	are 	is 	were 	was 	on 	to 	SPELL/NUM 	an 	the 	end 
you 	they 	new 	play 	like 	work 	have 	feel 	read 	more 	fast 	stop 
it 	he 	want 	all 	come 	time 	do 	go 	get 	big 	color 	help 
she 	look 	slow 	hear 	think 	right 	said 	live 	love 	follow 	ride 	put 
not 	talk 	sit 	eat 	find 	make 	need 	drink 	watch 	turn 	sleep 	

Core Vocabulary

- High frequency words that can be used in a variety of situations and with various communication partners
- Make up about 75-80% of the words we use everyday
- You cannot form a sentence without using core words
- You can create a sentence using only core words
- Examples include – I, he/she, like, play, have, on, open, help, more, can, do, it
- Sentences using only core vocabulary – “I like to play”, “I need help”

Fringe Vocabulary

- Words more specific to a situation – mostly nouns
- Cannot be used across a variety of situations
- Cannot form a sentence with only fringe words
- Can visualize the fringe vocabulary words
- Examples include “pig”, “school”, “teacher”, “pizza”, “TV”, “dinosaurs”

Frequently Asked Questions About AAC

- Won't the device keep my student from developing natural speech?
- How can I use the AAC device in my classroom?
- How long does it take for kids to learn to use an AAC device?
- Is the device fragile?
- Does my student need to have the AAC device at all times?
- Can we use the AAC device to play YouTube videos?

Resources

- [Using a Device in the Classroom](#)
- [Using an AAC Device at Home](#)
- [Core Word of the Week Activities](#)