Ideas for Team AAC implementation and Buy-In

Lauren S. Enders, MA, CCC-SLP
Augmentative Communication Consultant
lenders@bucksui.org
Who am I?

Lauren S. Enders, MA, CCC-SLP

• SLP
• full-time AAC/AT consultant
• social media

[Images of social media icons: Pinterest, Twitter, Facebook, Scoop.it]
Who are you?

- Teachers?
- SLPs?
- OTs?
- PTs?
- BCBAs?
- Administrators?
- Paraprofessionals?
- Parents/Caregivers?
- AT Consultants?
- Other?
Today’s Agenda

1. Welcome and introductions
2. Common pitfalls and best practices in AAC implementation
3. Thoughtful vocabulary selection and organization
4. Expanding the use of aided language stimulation
5. Modifying and enhancing typical school-based lessons to increase engagement and meet the unique needs of AAC learners
6. Fun and unique ways of encouraging team buy-in
7. Q & A
Learning Objectives

Following today’s workshop, you will be able to:

1. Provide at least 3 reasons why aided language stimulation is an essential implementation component for any AAC learner.

2. Describe the difference between referential and descriptive teaching styles and state which style best supports AAC learners.

3. Describe at least 3 methods of encouraging AAC implementation buy-in from teams and families.

Lauren S. Enders, MA, CCC-SLP
THINGS TO REMEMBER

1. Be kind to yourself.

2. Give yourself (and those you support) permission to make mistakes (LOTS OF THEM!) while everyone learns.

3. You CAN make a difference!
Common AAC Implementation Pitfalls
Common AAC Pitfalls

1. Not enough modeling (aka aided language stimulation)
2. Not enough vocabulary
3. Communication is a demand
4. Focus on requesting only
5. Progress expected too soon
6. Prompting too much & too quickly

Lauren S. Enders, MA, CCC-SLP
HOW can I avoid common AAC implementation pitfalls?

Lauren S. Enders, MA, CCC-SLP
Pitfall #1: Not enough modeling

A language stimulation approach in which the facilitator points out picture symbols on the child's communication display in conjunction with all ongoing language stimulation. Through the modeling process, the concept of using the pictorial symbols interactively is demonstrated for the individual.

Goossens, Crain, & Elder (1992)
But **WHY** must we model?

because learning the “language of AAC” mirrors how we ALL learn language... through **immersion** in that language!
We can’t learn a language without being spoken to in that language!

Spoken Language Development

Input

Output

Spoken Language

Spoken Language

Aided Language Development?

Input

Output

Spoken Language

Aided Language

Gayle Porter, 2004
Aided Language Development
Benefits of ALgS

1. Shows HOW to use symbols to communicate
2. Helps US learn the AAC system
3. Helps US determine if vocabulary is robust enough
4. Validates AAC as a communication method
5. Helps US find mistakes in the system
6. Supports language processing
7. Research based with studies dating back to 1988

Lauren S. Enders, MA, CCC-SLP
When teaching a child with complex communication needs...

we must speak to them in the language they will use to speak back to us.

If they will be speaking to us using a symbol based communication system, then we speak to them using a symbol based communication system along with our verbal speech.

IF YOU USE MY TALKER...
I WILL LEARN HOW TO USE MY TALKER.

KATE AHERN

YEaH IF YOU COULD TRY SOME AIDED LANGUAGE INPUT
THAT WOULD BE GREAT

If you use my Talker...
I will learn how to use my Talker.

KATE AHERN

ANGELMANN ACADEMY

ANGELMANNACADEMY.ORG
What is modeling?
Why is modeling so important?
Who should model?
When do you model?
How often should we model?
What system can you model on?
How many words do we model?
What words do we model?
8 common problems when modeling

https://www.assistiveware.com/learn-aac/start-modeling
Aided-language what? How to model AAC
SMorRES* FOR MODELING SUCCESS

WHAT? WHY?
SLOW SPEECH RATE
MODEL
RESPECT & REFLECT
REPEAT
EXPAND
STOP

How To Model AAC
SMorRES* Flipbook Style

*based on the work of Senner & Baud

Video Examples of AAC Modeling (ALgS)

Pitfall #2: Not enough vocabulary

The Fix:
Provide Robust Vocabulary!

If the words aren’t on the system, you won’t be able to model them!

If you don’t model them, how will your student/client learn how to use them?
What is a ROBUST AAC system?

- Motor planning
- Expandable vocabulary
- Grammar is supported
- Alphabet is available for spelling
- Core words are available and are large in number with all parts of speech/word types represented
- Pre-programmed whole messages are available for fast moving social occasions and emergency situations

Kate Ahern, M.S.Ed

Why should start with a smaller set of large buttons and then move to smaller buttons once the larger buttons are mastered?

FALSE!
If the grid is too complex initially, mask (hide) cells. WHY? to preserve the motor plan!
Pitfall #3: Communication is a Demand

Down with demands

Up with invitations

The Fix: Interact, don’t test!!

Typical language learners don’t learn by constantly being tested with questions. Neither should AAC learners!

Communication ≠ Compliance!

Caroline Ramsey Musselwhite
“If we are going to have success with people who use AAC, we need to create opportunities for them to interact with people without making it seem like work.”

Chris Klein

Assistive Technology Outcomes and Benefits, 2017
Pitfall #4: Teaching Only Requesting

The Fix:
Model/Teach ALL functions of language!

poster with graphics showing examples of different communicative functions by Alicia Garcia, SLP
WHAT?

YOU'RE SAYING THERE'S MORE TO COMMUNICATION THAN "I WANT COOKIE"??
Pitfall #5: Progress Expected Too Soon

The Fix: KEEP MODELING!

BY 18 MONTHS babies have heard 4,380 HOURS OF SPOKEN LANGUAGE and we don’t expect them to be fluent speakers YET

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

Quote by Jane Korsten
Graphic by Rachael Langley
“The typically developing child will demonstrate language competency around 9 – 12 years of age having been immersed in and practicing oral language for approximately 36,500 waking hours.

For 9–12 years that child has been using and receiving corrective feedback while practicing with the spoken word.”

Jane Korsten
2011 QIAT Listserv
### Helpful Handout!!

Look Through A Language Development Lens to Set Expectations and Guide Intervention for AAC Users

#### Typical Language Development

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>We speak verbally to our babies for a year without requiring immediate speech from them.</td>
<td>AAC users without expecting immediate output from them.</td>
</tr>
<tr>
<td>Children who develop verbal speech and language abilities using AAC learn best when language is modeled within a meaningful context in a variety of natural settings.</td>
<td>Children who develop language abilities using AAC learn best when language is modeled within a meaningful context in a variety of natural settings.</td>
</tr>
<tr>
<td>We don't stop talking to our children if they don't begin to talk after a few months – we keep talking, and talking, and talking.</td>
<td>We don't stop modeling language if our AAC users don't begin using their device after a few months – we keep modeling, and modeling, and modeling.</td>
</tr>
<tr>
<td>Receptive language skills (understanding) develop before expressive language skills (verbal output).</td>
<td>Receptive language skills (understanding their AAC vocabulary) develop before expressive language skills (using their AAC system to communicate).</td>
</tr>
<tr>
<td>We use short and simple, yet grammatically correct sentences when speaking to our children.</td>
<td>We speak in grammatically correct sentences to our AAC users while modeling language on their AAC device.</td>
</tr>
<tr>
<td>Babies babble and experiment with sounds and words before they begin to use them in a meaningful way.</td>
<td>AAC users push a lot of buttons and explore their devices before they begin to use them in a meaningful way.</td>
</tr>
<tr>
<td>Toddlers do not begin speaking in complete sentences.</td>
<td>AAC users do not begin speaking in complete sentences.</td>
</tr>
<tr>
<td>Once our children begin to participate in group social, play, and pre-academic settings, we need to teach them when it's appropriate to speak and when they need to listen quietly.</td>
<td>Once our children who use AAC begin to participate in social, play, and pre-academic settings, we must teach them when it's appropriate to communicate using their device and then they need to listen quietly.</td>
</tr>
<tr>
<td>Children should always have the opportunity to request items freely, even if that choice may not be an option or the answer is 'no'.</td>
<td>Children who use AAC should always have access to the vocabulary to request whatever they want using their device, even if that choice isn't available or the answer is 'no'.</td>
</tr>
</tbody>
</table>
Pitfall #6:
Prompting Too Much And Too Quickly

The Fix:
Use a Least to Most Prompting Hierarchy & PAUSE

Kate Ahern, M.S.Ed.
Count in your head & LOOK EXPECTANTLY!

10-15 seconds for many AAC users!
Important to Consider...

Typically developing children start to combine words when they have acquired between 25 and 50 words.

How quickly are you modeling phrases?

Lauren S. Enders, MA, CCC-SLP
Rule of Thumb

EXPAND! Model utterances that are 1 to 2 words beyond what the communicator is typically using.

Lauren S. Enders, MA, CCC-SLP
Thoughtful Vocabulary Selection & Organization

Pre-programmed phrases & sentences
Robust core
Limited navigations

Lauren S. Enders, MA, CCC-SLP
# AAC Vocabulary Questionnaire for the Classroom

**Student Name:** ______  
**Grade Level:** ______  
**School:** ______  
**Today’s Date:** ______

<table>
<thead>
<tr>
<th>Name(s) of person/people completing questionnaire</th>
<th>Relationship to student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* You may cross out words in the checklist and write in any of the child’s unique terms.  
For example, you could cross out the word “technology” and write in “STEM.”

It is likely that we won’t be able to fit ALL of the words on the paper boards constructed; however, we will represent as many key words as possible!  
If you frequently use a word, check the box next to that word.

If you don’t see a word or phrase you use often, write it in a text box!  
Please make sure you highlight any words that are very frequently used  
& therefore essential for this student.

## CLASSMATES/BUDDIES NAMES

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

*If you don’t know an answer, leave it blank!!*

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### SCHOOL DAY MAP SURVEY

**Purpose:** to assist teams in identification of essential vocabulary and communication purposes for students using AAC

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Activity</th>
<th>What words do you say to the students?</th>
<th>What words/phrases would you like your student to communicate during this time?</th>
</tr>
</thead>
</table>
| 8:40 - 8:50 | Get off bus and come into the school building | • “Good morning!”  
• “How are you this morning?” | • Use a greeting  
• Answer question “How are you this morning?” with an adjective |

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Lauren Eiders, MA, CCC-SLP - June 2018
Vocabulary Questionnaire to Support Vocabulary Selection for Augmentative & Alternative Communication

Student Name: ___________________________ Date: ___________________________
Nickname (if applicable) ___________________________ DOB: ___________________________
School Student attends ___________________________ Student District of Residence ___________________________
Student home address and phone number (for emergency information on communication system) ___________________________

This questionnaire is designed to aid in the selection of the most important and meaningful vocabulary for students using or beginning to use an augmentative and/or alternative communication system (such as a voice output communication device or communication boards). The words you choose will help the team develop a communication system that offers more meaningful and powerful vocabulary.

Note: If you don’t know an answer, leave it blank!

Does he/she recognize line-drawn symbols (i.e., Beeminder)? Y N

Does he/she require photographs? Y N

Name(s) of person/people completing questionnaire Relationship to student Date

Name of person completing questionnaire ___________________________ Relationship to student ___________________________ Date ___________________________

PLEASE PRINT CLEARLY!!
If you don’t know, leave it blank!!

Vocabulary for Mealtime Placemats to Support AAC Use

Student Name: ___________________________ Today’s Date: ___________________________
Nickname (if applicable) ___________________________
School Student attends ___________________________ Student District of Residence ___________________________

Note: If you don’t know an answer, leave it blank!

<table>
<thead>
<tr>
<th>Name(s) of person/people completing questionnaire</th>
<th>Relationship to student</th>
<th>Date</th>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

* You may cross out words in the checklists and write in any of your child’s unique terms. For example, you may want to cross out the word “dinner” and write in “supper.”

It is likely that we won’t be able to fit ALL of the words on a paper board, but we can represent as many as possible!

PEOPLE OFTEN AT THE TABLE

Family Members What your child calls the person to the left (for example: brother – Billy, mom – Momma)

Mom Leave blank if the same as name on left.

Dad

PLEASE PRINT CLEARLY!!
If you don’t know, leave it blank!!
Kate Ahern’s 5 Reasons to use the high-quality vocabulary already included in your AAC system:

1. The work is done for you!
2. It isn't too much!
3. Choice Boards aren't communication
4. Evidence Based Practice/Research-based are the words of the decade!
5. Stuff Happens

http://teachinglearnerswithmultipleneeds.blogspot.com/2015/10/reasons-to-use-high-quality-vocabulary.html
Motor Plan Consideration

Words that are repeated on more than one page should be in the same page location, whenever possible.
Limit Navigation

The goal should be for any word to require the least number of navigations possible.
Don’t forget about pre-programmed phrases and sentences!!

- quick social exchanges
- emergencies
- frequently used language
Expanding the use of Modeling (ALgS)
DESCRIPTIVE
TEACHING
METHOD

Created by
Gail Van Tatenhove
DTM IS...

“a method of teaching that focuses on teaching curricular content using the core words that every student needs as opposed to a set of very specific words that will do nothing to help the student communicate on a daily basis”

Gail Van Tatenhove
WHAT DO WE NEED TO USE the DTM?

• 50-400 permanently available, appropriate, high frequency, re-usable words and word variations in the student’s AAC system (manual boards or devices)

• “language-friendly” AAC system designs

• easy-to-use, teacher-friendly and therapist-friendly visual supports

• supplemental, student-accessible curriculum materials

Start Talking in Class: Helping Students Using AAC Devices - Gail Van Tatenhove
# Referential vs. Descriptive Teaching Styles

<table>
<thead>
<tr>
<th>Referential Style</th>
<th>Descriptive Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need large vocabulary of words rarely needed daily</td>
<td>Need smaller vocabulary of words used daily</td>
</tr>
<tr>
<td>Requires least amount of thinking – rote memory</td>
<td>Requires creative thinking re: concepts and vocabulary</td>
</tr>
<tr>
<td>Highest memory demand with the least pay off</td>
<td>Focus on info in the lesson, not new pages and symbols</td>
</tr>
</tbody>
</table>

(Van Tatenhove, 2009)


Lauren S. Enders, MA, CCC-SLP
Use **Descriptive**, Not Referential Language

The following chart shows the difference in question asking between the referential and descriptive styles of teaching using two different lessons. (Van Tatenhove 2009)

<table>
<thead>
<tr>
<th>Science: The Nature of Matter</th>
<th>REFERENTIAL STYLE (Closed)</th>
<th>DESCRIPTIVE STYLE (Open)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: Name 3 states of matter.</td>
<td>A: solid, liquid, gas</td>
<td>Q: Describe something when it is a solid.</td>
</tr>
<tr>
<td>A: freezes</td>
<td>A: Keep shape, hard, hard all the way through</td>
<td></td>
</tr>
<tr>
<td>Q: What is the effect of extreme cold on a liquid?</td>
<td>Q: What does it mean for something to evaporate?</td>
<td></td>
</tr>
<tr>
<td>A: freezes</td>
<td>A: change, go from 1 way to another, go away</td>
<td></td>
</tr>
</tbody>
</table>

From Gail Van Tatenhove 2009
WHEN YOU CAN'T FIND A WORD
CURVED YELLOW FRUIT
40¢

DESCRIBE IT!

Rachael Langley - AAC Specialist
RE-DEFINE CURRICULAR VOCABULARY WITH CORE

- Form = way something looks because of way it is put together
- Flexible = easy to move
- Stiff = hard to move
- Texture = look or feel of something
- Solid = keeps shape, hard all the way through


Lauren S. Enders, MA, CCC-SLP
A class is going on a bushwalk to learn about native plants and animals:

<table>
<thead>
<tr>
<th>Referential Style (closed)</th>
<th>Descriptive Style (open)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. What animal did we see on the path?</td>
<td>Q. What can you tell me about the bandicoot?</td>
</tr>
<tr>
<td>A. bandicoot</td>
<td>A. Small, brown, soft, long nose, run, go fast</td>
</tr>
</tbody>
</table>

A primary school class has dinosaurs as their theme for the term:

<table>
<thead>
<tr>
<th>Referential Style (closed)</th>
<th>Descriptive Style (open)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. Is the Tyrannosaurus Rex a herbivore, omnivore or carnivore?</td>
<td>Q. What does the Tyrannosaurus Rex eat?</td>
</tr>
<tr>
<td>A. Carnivore</td>
<td>A. eat meat, eat other animals</td>
</tr>
</tbody>
</table>

From Gail Van Tatenhove 2009

Re-define with critical words

- Tombs: dead people go in
- Slaves: not free, low, had to work hard, not important
- Desert: very hot, very dry place
- Pyramids: people build very big, shape triangle
- Mummies: old dry dead people
- Canopic jar: most important body parts go in
- Temple: go to show respect to most important
- Pharaoh: most high up person, most important
- Ancient Egypt
LET’S TRY IT!

1. Pick a curricular theme/topic
2. Identify 3 curricular vocabulary words
3. Describe each word using core
4. Type your description into the Upgoer5 [https://splasho.com/upgoer5/](https://splasho.com/upgoer5/)
5. See if any of your words get flagged!
Descriptive Labels

- Post around the classroom/home/work
- Include path to words
- Model using the labels
- Gail says to use “Materials that say “what do” instead of “what is”!

AAC in the General Education Classroom

Lauren S. Enders, MA, CCC-SLP
Presentation for Peers, Teachers, Staff

- About 30-45 minutes long
- Kids and adults LOVE it!
- Easy and fun
- Requires very little to no preparation.

Lauren S. Enders, MA, CCC-SLP
If the child is comfortable, make him or her the expert!

Lauren S. Enders, MA, CCC-SLP
Peer Lesson Elements

• Define Assistive Technology (AT)

• Look around and tell the kids you see someone in the room wearing AT!

• Can they guess who? (glasses)

• Explain that AAC is a kind of AT
More Peer Lesson Elements

• Show types of AAC (dedicated/iPad based).
• Explain that the talker is their peers’ voice.
• Teach that they must ask before touching their friend’s talker.
• Explain age appropriate help.

Repeat each year for new classrooms!

Lauren S. Enders, MA, CCC-SLP
Classroom Additions

- Big Core Board
- Symbols around the room
- Wearables on teacher/staff
- Manual boards for **ALL** students
BIG Core Benefits for Kids who Use Natural Speech

• Slows down OUR rate of speech
• Forces us to simplify our language and include more core/target vocabulary
• Provides visual input to support processing of our statements, comments, directions, and questions
• Provides peers with a model of how to use ALgS with their peers who use AAC

Lauren S. Enders, MA, CCC-SLP
Encourage school-wide **BUY-IN** by inviting the principal, special education supervisor and even the superintendent to your peer presentation!!

Lauren S. Enders, MA, CCC-SLP
Let's think about HOW we teach our AAC learners…
ALWAYS ASK YOURSELF:
Would I think this is fun?

If your answer is **NO**... think about how you can teach the same language/skill that’s **FUN**!

Our best learning happens when we are engaged!
IS IT FUN??

Lesson Examples

1. Fish Cannon Example
2. Morning Meeting Example
3. Seasons Lesson Example
HOW do I get buy-in from teachers, staff, and families??
Implement a Coaching Model!!

It works!!!
AAC Implementation Coaching

- **Essential** for teachers, staff, & families
- **Does not** require a tremendous time commitment
- Follows the same principles that tell us that Aided Language is necessary for AAC learning
- Supports team buy-in

Lauren S. Enders, MA, CCC-SLP
Partner Augmented Input with S’MORRES
Dr. Jill Senner & Matt Baud

- Research-Based
- 8 well-described steps
- mnemonic strategy with visuals

**S'Mores**

**S**LOW RATE
- Use a slow speech rate.
- Speak in slow, clearly articulated manner.

**M**ODEL
- Say words/phrases that are related to the contextual information available while simultaneously pointing to pictures on the child's board or device.
- Parallel talk (i.e., describing what the student is doing as he or she is doing it) and self talk (i.e., talking about what you're doing as you’re doing it) are helpful tools for modeling.
- Think about modeling as providing the color commentary for ongoing classroom activities.

**R**ESPECT AND REFLECT
- Provide the words to code the child's wants, feelings, and intended messages.
- When the child communicates something through gesture or word approximation, model a word or phrase to communicate the same thought or feeling without making the child repeat him or herself on the device. For example, if the child points to a water fountain, the adult might model: "DRINK. WANT DRINK."

**R**EPEAT
- Frequently repeat utterances. When you model a sentence, say it again.
  - It's ok to vary how you say it (e.g., "I WANT A RED BALLOON," "A RED BALLOON, PLEASE").

**E**XPAND
- Repeat and rephrase, building upon your own single word utterances by adding one to two words to provide a more complete phrase or sentence.
  - You can build upon the child’s communication as well (i.e., if he/she use one word or symbol such as "BUBBLE" try expanding the comment to two or three words, for example, "BIG BUBBLE," or "BLOW a BIG BUBBLE").

**S**TOP
- Provide an expectant pause to allow the child time to respond. Count to 10 (or longer) in your head after you model a phrase to give the child an opportunity to take a turn in the conversation.

Senner & Baud (2013)
Model as a MASTER PAL!

Supporting Exemplar Communication Partners to:
MODEL as a ...

- Motivate
- Accept multiple modalities
- Statements more than questions
- Time (wait time, and time for growth)
- Engage naturally
- Response not required
- Resume competence
- Appropriate prompting
- Let the child lead

Tabi Jones Wohleber, MS, CCC-SLP

1. Overview of ‘Model as a MASTER PAL’
2. Modeling, an Overview
3. Motivate
4. Accept Multiple Modalities
5. Statements more than Questions
6. Time (wait time & time for language to develop)
7. Engage Naturally
8. Response NOT Required
9. Presume Competence
10. Appropriate Prompting
11. Let the Child Lead
YOU get FREE professional development!!

and YOU get FREE professional development!!
<table>
<thead>
<tr>
<th>DON'T do this......</th>
<th>DO this......</th>
</tr>
</thead>
<tbody>
<tr>
<td>DON'T expect a user to know how to communicate w/o direct models &amp; instruction</td>
<td>MODEL MODEL MODEL model expected communication behaviors BEFORE expecting to see those behaviors from the user</td>
</tr>
<tr>
<td>DON'T do ALL the talking</td>
<td>PRESUME COMPETENCE</td>
</tr>
<tr>
<td>DON'T overprompt</td>
<td>FOLLOW prompt hierarchy</td>
</tr>
<tr>
<td>DON'T teach ONLY requesting</td>
<td>TEACH language functions including directing, commenting, requesting assistance, etc... NOT JUST WANTS AND NEEDS</td>
</tr>
<tr>
<td>DON'T re-prompt too quickly</td>
<td>WAIT 10-20 sec. (w/an expectant look) BEFORE re-prompting! Count in your head!!</td>
</tr>
<tr>
<td>DON'T provide ONLY nouns</td>
<td>PROVIDE CORE WORDS including verbs &amp; describing words (in addition to nouns)</td>
</tr>
<tr>
<td>DON'T focus on words that are not functional/won't be used tomorrow</td>
<td>COLOR CODE parts of speech</td>
</tr>
<tr>
<td>DON'T move symbols</td>
<td>KEEP icon placement constant always keep repeated icons in the same location on each page/screen</td>
</tr>
<tr>
<td>DON'T remove the device</td>
<td>ALLOW user time to explore and learn their system</td>
</tr>
<tr>
<td>DON'T stop all &quot;babbling&quot; (exploring, button pressing)</td>
<td>MAKE AAC available at ALL times</td>
</tr>
<tr>
<td>DON'T keep the AAC system in their desk, cubby, or backpack</td>
<td>PROVIDE Aided Language Input talk to users while pointing to key words/icons</td>
</tr>
<tr>
<td>DON'T expect sentences right away</td>
<td>ASK open-ended questions</td>
</tr>
</tbody>
</table>

Lauren S. Enders, MA, CCC-SLP

Attach Reminders to AAC devices!

Laminate and attach to devices or books!

I Can Communicate card

I CAN communicate. Here’s how to help me!

DON’T do this...

- DON’T expect me to know how to communicate without first SHOWING ME HOW.
- DON’T talk so much that you forget to let me talk.
- DON’T prompt me every second. I need time.
- DON’T teach me ONLY to request or communicate wants & needs. I have lots of other things to say.
- DON’T take away my device if I’m not repeating or not operating. That’s my voice!
- DON’T try to force me to talk. Model for me if I don’t respond!
- DON’T always stop me from “babbling” or exploring my device by pushing buttons. I need time to learn.
- DON’T expect me to talk in sentences right away. No one else does when they learn to talk!
- DON’T leave my system in my desk, cubby, or backpack.

DO this...

- MODEL, MODEL, MODEL for me. Show me what to do before asking me to do it.
- PRESUME MY COMPETENCE. I can do it!
- WAIT 10-20 seconds before re-prompting me. Courteous of your heart.
- FOLLOW a prompt hierarchy, only going as far as I need.
  (Here’s the one from Environmental Communication Teaching - Dr. George Karlan.)
  1. Pause. Focus your attention on me. Pause.
  5. Give me a full model. Pause.
  Let me know what you heard and then model what I can add.
- TEACH me to direct action, comment, reject & more. Besides wants & needs, I need to share my thoughts, worries, fears, and joys. I need to make friends and become literate.
- GIVE me CORE WORDS including verbs, describing words, and function words...NOT JUST NOUNS!
- COLOR CODE parts of speech for me.
- MAKE SURE I have access to my words at ALL TIMES.
- PROVIDE aided language input. Talk to me with my system.

If you have found this device, PLEASE contact...

It’s my voice and I need it to talk! REWARD UPON RETURN!

This 4x6 inch card template was created by Lauren Enders, MA, CCC-SLP with content by Lauren Enders, Pat Marvin, Melissa Skopec, & Cathie VanAntwerp.

Use the back of this card for important information about the way I communicate, my preferences, and my devices. The idea for the card was suggested by Maureen Welch of www.realfacecolorado.com

Some content ideas were borrowed from a similar card created by Dana Nieder of http://niedefamily.blogspot.com.
Print, Post, and Share Some Memes!

Memes can be gentler and funnier than traditional reminders of best practices for AAC implementation!


Lauren S. Enders, MA, CCC-SLP
Looking for AAC-related memes?

Create YOUR OWN memes!

Have meme contests!

Use websites like:
https://imgflip.com
or
Meme generator apps
1. In a web browser, navigate to [https://imgflip.com](https://imgflip.com)

2. Create your own meme!
SHARE VIDEOS OF AWESOME AAC IMPLEMENTATION!!

- Caution: share only video from experienced clinicians, teachers, and parents.

- Choose videos that show implementation in varying environments (school, home, community).

- Choose videos that show use of students with similar needs using similar systems and access methods.

- Get releases signed and record yourself and other experienced implementers!

Lauren S. Enders, MA, CCC-SLP
CHECK OUT THESE GREAT CHANNELS!

- Kate Ahern
  https://www.youtube.com/user/teechkidz/playlists

- Gail Van Tatenhove
  https://www.youtube.com/user/gvantatenhove/videos

- We Speak PODD
  https://www.youtube.com/channel/UCfvD20l2wn-fS2Ar4bdTXZg
Get creative with “wearable” and “portable” core!

- Hand signs
- Velcro friendly aprons
- Lanyards
- Wrist coaches (idea courtesy of Kelly Key and Deidre Dobbels)
- Pillowcases
- Kneeling pads & foam sheets
- Placemats
- Retractable badges

Lauren S. Enders, MA, CCC-SLP
Make modeling **FUN** with “Pointing Props”!

- Hand pointers
- Laser pointers
- Witch fingers
- Finger eyes
- Pen lights
Make it a Contest!

• Ask supervisors for money for prizes OR contact vendors or app developers for donated prizes!

• Share rules along with a deadline, including teachers, staff, and families

• Recruit judges from your staff or have kids as guest judges!
Contest Ideas

• #SeeMyAAC- school, home, community (Kate Ahern)

• Meme contest

• Staff/Peer Modeling Contest

• Parent Modeling Challenge
  - Speak for Yourself/Uncommon Sense Blog
Congratulate Successes **BIG & small!**

- “Catch” teachers, staff, peers, and family members demonstrating awesome communication partner behaviors.

- Leave notes for a job well done. (Provide specific feedback!)

Lauren S. Enders, MA, CCC-SLP
Recognize & encourage staff with bookmarks or notes from praacticalaac.org *(or create your own)!*

http://praacticalaac.org/?wpfb_dl=207

http://praacticalaac.org/?wpfb_dl=200

http://praacticalaac.org/?wpfb_dl=202

http://praacticalaac.org/?wpfb_dl=132
Don’t forget about the power of VIDEO!!

Get a video release signed at the beginning of the assessment process so you can document challenges and successes.
Reviewing video of YOUR interactions with those using AAC allows you to:

- Catch YOUR implementation mistakes
- Catch YOUR implementation successes
- Observe STUDENT challenges outside of the situation
- Catch STUDENT successes to share with team/family/administration
Need help implementing a district-wide initiative/focus on core vocabulary?

Keep an eye out for webinars and presentations by Kelly Key and Deidre Dobbels!
Supporting Families

- Send home one page resources
- Share videos of aided language stimulation in use
- Run modeling or #seemyAAC contests
- Share AAC blogs and social media groups
- Offer after-school AAC activities
- Provide descriptive labels or placemats
- Share helpful websites intended for families

Lauren S. Enders, MA, CCC-SLP
QUESTIONS?

Lauren S. Enders, MA, CCC-SLP
Thank You!

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Twitter: @lasenders