

Speak AAC to Teach AAC

Inspiring Communication



**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.**

statistic from Jane Korsten - QIAT Listserv 2011

photo by Rachael Langley - AAC Specialist

Importance of AAC modeling

Communication Partner Rule of 3

1. Speak AAC to Teach AAC
2. Always Attribute Meaning
3. Inspire! Don't Require!



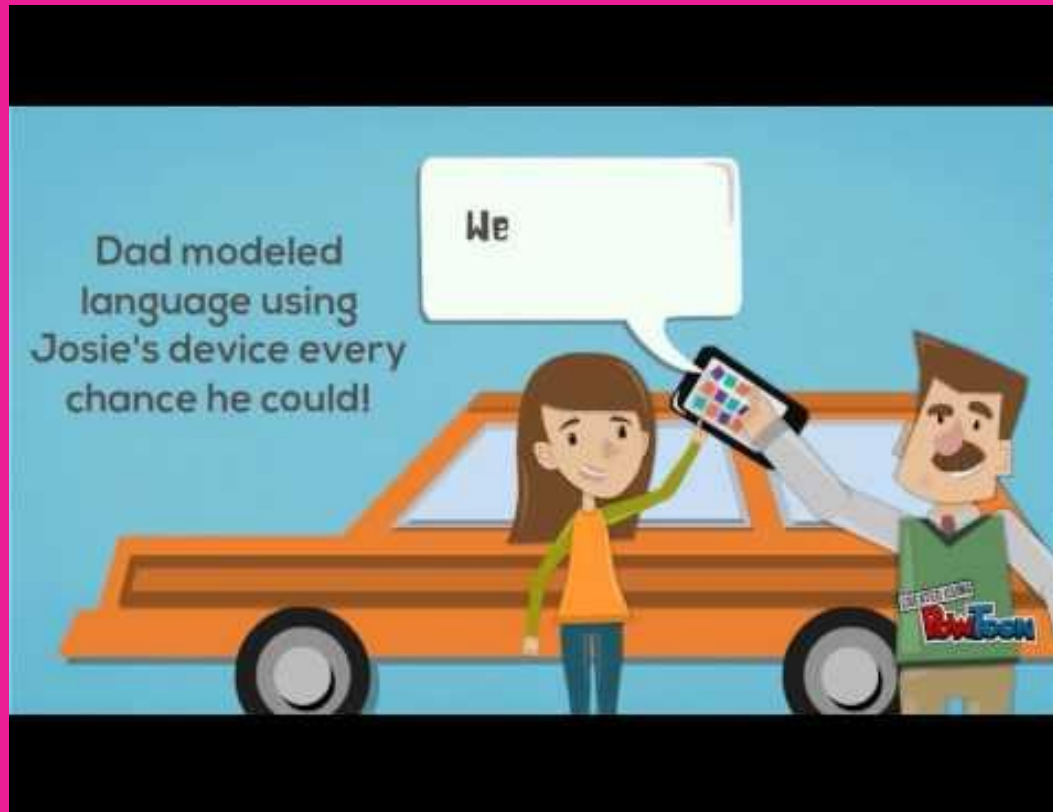
Speak AAC To Teach AAC



Modeling, Aided Language Stimulation & Aided Language Input

- In the AAC community, you will hear all of these words used to describe a communication strategy that is crucial to language development for AAC users.
- In simple terms, we want you to **Speak AAC to Teach AAC!** Just like you need to be immersed in a foreign language to really learn how to communicate effectively, people using AAC need to be immersed in their language to really begin to understand how to use it!
- You will use **your** words and thoughts to speak with the AAC user, using **their** AAC system.

Aided Language/Modeling Explained



How to Model

- Create a phrase/sentence by selecting icons on the individual's AAC. The message should be one word above the student's spontaneous communication.
- While selecting the icon, also say the word or words (icon meaning).
- Go slow.
- Pause between models to let the child join in.
- Model CORE words as much or more than nouns.
- Repeat the same model across contexts.
- Acknowledge and respond to any communication response.

Why Modeling is Important

Learning a new language requires listening and seeing the language being spoken (or written) for a long time before you can speak or use the language. We all learn skills at different paces so it may take one person longer to learn their new AAC language than another person!

By modeling our thoughts and ideas in the same language as the AAC user, we promote that system as a valued and valid method of communication!

Even if your AAC user doesn't seem to be paying attention, please continue to model!

Always Attribute Meaning

**Student
Explores** → **Partner
Attributes
Meaning**

There are 2 main ways we can give meaning to the communication our students are using.

We can try to label their actions and behaviors, validating their communication!

We can also respond purposefully and respectfully to ALL their communication attempts.





Remember, we aren't mind readers!
Even if you are sure a child has
“incorrectly” activated a button,
continue to attribute meaning to what
they did say!



Why Attributing Meaning is Important:

1. It sends a message of respect and value for their communication.
2. It helps students learn what words or phrases mean in specific contexts.
3. It encourages students to use their AAC systems.

Inspire!
Don't require!



If you could only take away one thing from this session today, our hope is that you remember to **INSPIRE** communication for your child, rather than **REQUIRE** communication!

This message is critical on two levels:

Spontaneous Communication
&
Connection/Autonomy

Spontaneous Communication

The end goal of using a robust AAC system is to provide our students with the ability to say **what they want, when they want** with **whomever they want!**

We also call this **Spontaneous, Novel Utterance Generation**

or

SNUG

Spontaneous Communication

To inspire communication, we must look for the things the child may want to talk about rather than the things we want them to talk about (like school or things on our agenda).

Look for the silly, the strange, the new and amazing things that surround us in the world!

When interactions and language are motivators rather than demands or work, students learn the power of their communication!

Body Autonomy

We value and use “hands on” experience in many aspects of our lives and this often translates into helping our students learn!



Connection over Compliance

It's important to remember that we can't force a speaking person to communicate any more than we can force a non-speaking person to communicate.

By using hand over hand, we take away the child's control over their body and in turn send the message that they are less valued and not in charge of their communication (or their bodies)

Why
Inspire! Don't Require!
is so important!

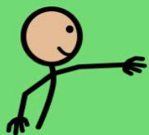
Let's Practice!

Who will be our
next top
Model(er)?

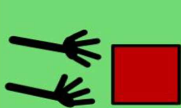
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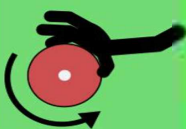
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what



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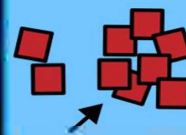
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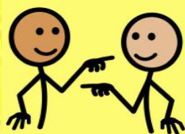
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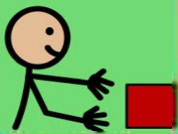
more



you



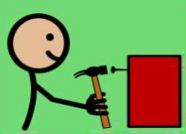
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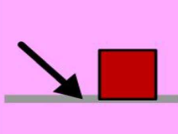
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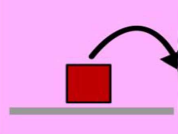
get



on



off



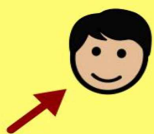
good



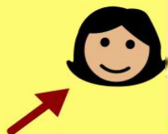
all done



he



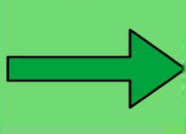
she



stop



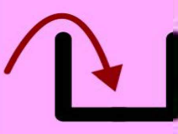
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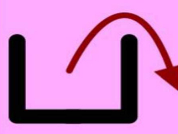
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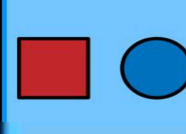
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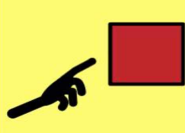
bad



different



it



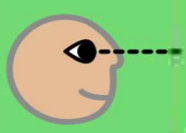
drink



eat



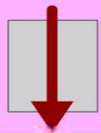
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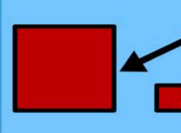
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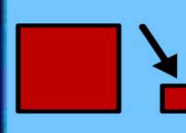
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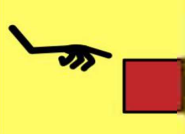
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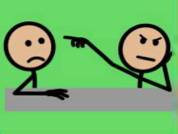
little



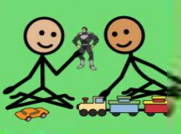
that



go away



play



open



help



break



hi



bye



bathroom



AAC Implementation Ideas

[https://drive.google.com/file/d/16Kv5tReFGxgaZtRLILffcCETcod2vHk3/view?usp=share link](https://drive.google.com/file/d/16Kv5tReFGxgaZtRLILffcCETcod2vHk3/view?usp=share_link)

Aided Language Input handout...

[https://drive.google.com/file/d/1hYKlqCBV6PNFPf17twRpRxMEz8RD9MOv/view?usp=share link](https://drive.google.com/file/d/1hYKlqCBV6PNFPf17twRpRxMEz8RD9MOv/view?usp=share_link)