

AUGMENTATIVE & ALTERNATIVE COMMUNICATION (AAC)

+ What is AAC?

"Augmentative and Alternative Communication (AAC) includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas"

- American Speech Language & Hearing Association (ASHA)



No Tech

"Unaided" - Gestures, Body language, Facial expressions, Manual signing

"Aided" - Writing, Typing, Picture communication, Communication board
(Loncke, 2020)



Low/Light Tech

Switches & Message recording communication device

Multiple message generating device



High Tech

Speech Generating Device (SGD) on a tablet or dedicated device with dynamic display

Eye-tracking software

Will AAC hinder speech?

No! AAC may help facilitate **many forms** of communication.

Are there any prerequisites to using AAC?

No! There are no **Cognitive, Visual, Linguistic, or Physical** requirements

Is the main goal of AAC to have individuals request?

No! **Autonomous communication** is the goal.

(Blischak et al., 2003) (Loncke, 2020)
(Millar et al., 2006)

Why do we communicate?

Socialize

Greet others
Tell a joke
Start & maintain conversations

Add Information

Tell stories
Generate ideas
Describe
Comment
Use imagination

Protest

Reject what we don't like
Negate facts

Express wants and needs

Ask for objects, activities, help, information, etc.

Share feelings

Express emotions
Share opinions
Set goals

(Ahern, 2015), (Light, 1988)



Respect & acknowledge all communication



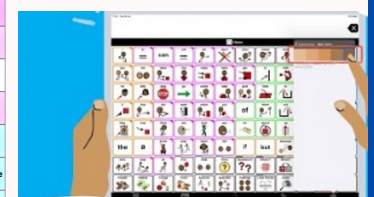
- We all use **AAC** & multiple modes everyday ~ **Honor** all forms of communication
- Recognize how a person communicates may be the quickest and easiest for them
- Motivate** others by acknowledging that their communication is **understood**.
- Minimize** the **efforts** it takes to produce an utterance.

Diversity, Equity, and Inclusion

- Each individual's AAC system should represent themselves
 - Skin tone, Gender, & Voice
- Multiple languages can be accessed through a toggle switch
- Include meaningful, family-specific words on AAC system



WordPower60 Español Básico - Saltillo



Proloquo2Go

AssistiveWare

AUGMENTATIVE & ALTERNATIVE COMMUNICATION (AAC)

Ideas & strategies to communicate

Aided Language Stimulation

Use AAC to teach AAC
Model language in daily routines
Increase the # of exposures

Immerse in AAC

(Kent Walsh et al., 2015)

"I SEE a DOG!"
"CAN YOU STOP?"



"WE LIKE to RUN FAST"
"LET'S GO IN"

Modeling without expectations

TEACH, DON'T TEST
Reduce the pressure
Engage in hands-on learning
Have a conversation
Model to **connect**

"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 them **84 years** to have the same exposure to aided language as an 18 month old has to spoken language" - Jane Korsten,

SLP QIAT Listserv 2011

Be a good communication partner

S'MORRES

Slow down



Model



Respect & Reflect



Expand



Stop



(Senner & Baud, 2013)

Slow down your rate of speech & modeling

Model on the AAC system

Respect all forms of communication

Reflect another option

Expand a person's single word to a short phrase

Stop and allow more wait time

"Communication helps build relationships so we need to make communication fun and not always homework."

Chris Klein, Former USSAAC President and AAC User

Use CORE & Fringe Vocabulary

80% CORE Vocabulary

80% of language ~ 300 words

High Frequency & Flexible

Many verbs, location words, and pronouns

I, me, can, go, stop, no, in, out, open

20% Fringe Vocabulary

20% of language ~ 1000's of words

Motivating & Specific

Primarily nouns/objects

Legos, Bubbles, TV characters, Animals

Sources

(Loncke, 2020), (Quick et al., 2019)

American Speech Language Hearing Association [ASHA]. (n.d.) <https://www.asha.org/public/speech/disorders/aac/>

Blischak, D.M., Lombardino, L.J., & Dyson, A.T. (2003). Use of speech-generating devices: In support of natural speech. *Augmentative and Alternative Communication*, 19 (1), 29-35.

Light, J. (1988). Interaction involving individuals using augmentative and alternative communication systems: State of the art and future directions. *Augmentative and alternative communication*, 4(2), 66-82. Chicago

Loncke, F. (2020). *Augmentative and Alternative Communication: Models and Applications*, Second Edition. Plural Publishing, Inc.

Kent-Walsh, J., Murza, K.A., Malani, M.D., & Binger, C. (2015) Effects of communication partner instruction on the communication of individuals using AAC: A meta-analysis. *Augmentative and Alternative Communication*, 31 271-284. doi: 10.3109/07434618.2015.1052153.

Millar, D.C., Light, J.C., & Schlosser, R.W. (2006) The impact of augmentative and alternative communication intervention on the speech production of individuals with developmental disabilities: A research review. *Journal of Speech, Language, Hearing Research*, 49 (2), 248-264.

Quick, N., Erickson, K., & Mcright, J. (2019). The most frequently used words: Comparing child directed speech and young children's speech to inform vocabulary selection for aided input. *Augmentative and Alternative Communication*, 35(2), 120-131.

Senner, J., Post, K., Baud, M., Patterson, B., Bolin, B., Lopez, J., Williams, E. (2019) Effects of parent instruction in partner-augmented input on parent and child speech generating device use. *Technology and Disability* 31, 27-38

Wagner, D. K., (2018, November). Building Augmentative Communication Skills in Homes Where English and Spanish Are Spoken: Perspectives of an Evaluator/Interventionist. *Perspectives on AAC*, 3, 172-185.

Padlet of Resources

