



How to Teach AAC to your Students: Implementation Strategies

Vicki Clarke, MS.CCC-SLP.
Jenna Coyer, MEd.CCC-SLP
Dynamic Therapy Inc

www.amacusg.org



This Session is being Recorded

A screenshot of a web browser displaying the "Tools for Life Webinar Archives" page. The page has a navigation sidebar on the left and a main content area with a table of webinar records. The table includes columns for Date, Description, Audio, Transcript/Handout, and Presentation. The records list various webinars from 2011 to 2013, such as "The Impact of Using iPads in Student Led IEP's" and "Social Security 911: Understanding Your Rights & Resources".

Webinar Archives

Tools for Life Webinar Archives

Date	Description	Audio	Transcript/Handout	Presentation
06/14/13	The Impact of Using iPads in Student Led IEP's	Audio #		PDF
07/17/13	Social Security 911: Understanding Your Rights & Resources	Audio #		PDF
05/29/13	A Closer Look at Apps and the Tools for Life AppFinder: A Live Demo	Audio #		PDF
05/09/13	Universal Design for Learning and the Common Core: The Power of THE FACT	Audio #	DOC	PDF
04/24/13	Assistive Technology and Adapted Recreation: A Perfect Match	Audio #		PDF
04/18/13	Free for All Resources for Teachers and Students	Audio #		PDF
04/04/13	Interactive Whiteboards and Inclusive Classrooms	Audio #		PDF
03/27/13	Exploring Tools for Life's Favorite Apps for Learning Disabilities	Audio #		PDF
03/19/13	CREATE: Helping Teachers Use AT Effectively	Audio #		PDF
03/05/13	CREATE: Apps for Executive Functioning	Audio #		PDF
02/21/13	CREATE: AT Support for Reading	Audio #	DOC	PDF
01/22/13	CREATE: Math Instruction for Students With Disabilities	Audio #		PDF
10/24/12	Exploring Our Favorite Apps for Living, Learning, Working, and Playing	Audio 1 # Audio 2 #		PDF
09/26/12	Considering Assistive Technology in the School System	Audio #	DOC	PDF
08/29/12	Using Assistive Technology for Effective Nursing Home Transition	Audio #		PDF
07/25/12	Universal Design for Learning	Audio #		PDF
06/27/12	Service for All: Successful Volunteering with Assistive Technology, Accommodations and Awareness	Audio #		PDF
05/30/12	How to Fund Assistive Technology: Navigating Through Complex Funding Streams	Audio #		PDF
04/26/12	GAFL presents a Webinar: The World of Tablets and Apps	Audio #		PDF
09/05/11	Success in the General Curriculum: What it Takes	Audio #		PDF

Category: Events



CEUs and CRCs are Available



- **CEUs** are approved for .10 clock hours and are administered through Georgia Tech Professional Education
- **CRCs** are approved for 1.0 clock hours and are administered through the Commission on Rehabilitation Counselor Certification
 - To receive your verification form, send an e-mail with the webinar title and date, your full name, organization, city, state, e-mail address and date of birth to Liz.Persaud@gatfl.gatech.edu

Join us for Upcoming Webinars!



- **April 14** – Gigi Whiteside, AT Team, Fulton County Schools: Standard, Practical, and FREE AT!
- **May 5** – Holly Huynh, Metro South GLRS: AT and IT, the Right Tools for Student Success
- **May 19** – Adam Pearce, Education Director: Notetalker

The screenshot shows the Tools for Life website with a navigation menu on the left and a main content area. The 'WEBINARS' section is highlighted with a purple circle and a purple arrow pointing to it from the 'Welcome to Tools for Life' section. The webinar schedule is as follows:

Date	Webinar Title
AUG 14	The Impact of iPads Upon Student Led IEPs
AUG 29	Support for Your AT Consideration Process
SEP 10	Getting and Using Accessible Instructional Materials (AIMS): What You Need to Know



Webinar Evaluation



At the end of today's webinar, we ask that you please take a moment to complete our survey:

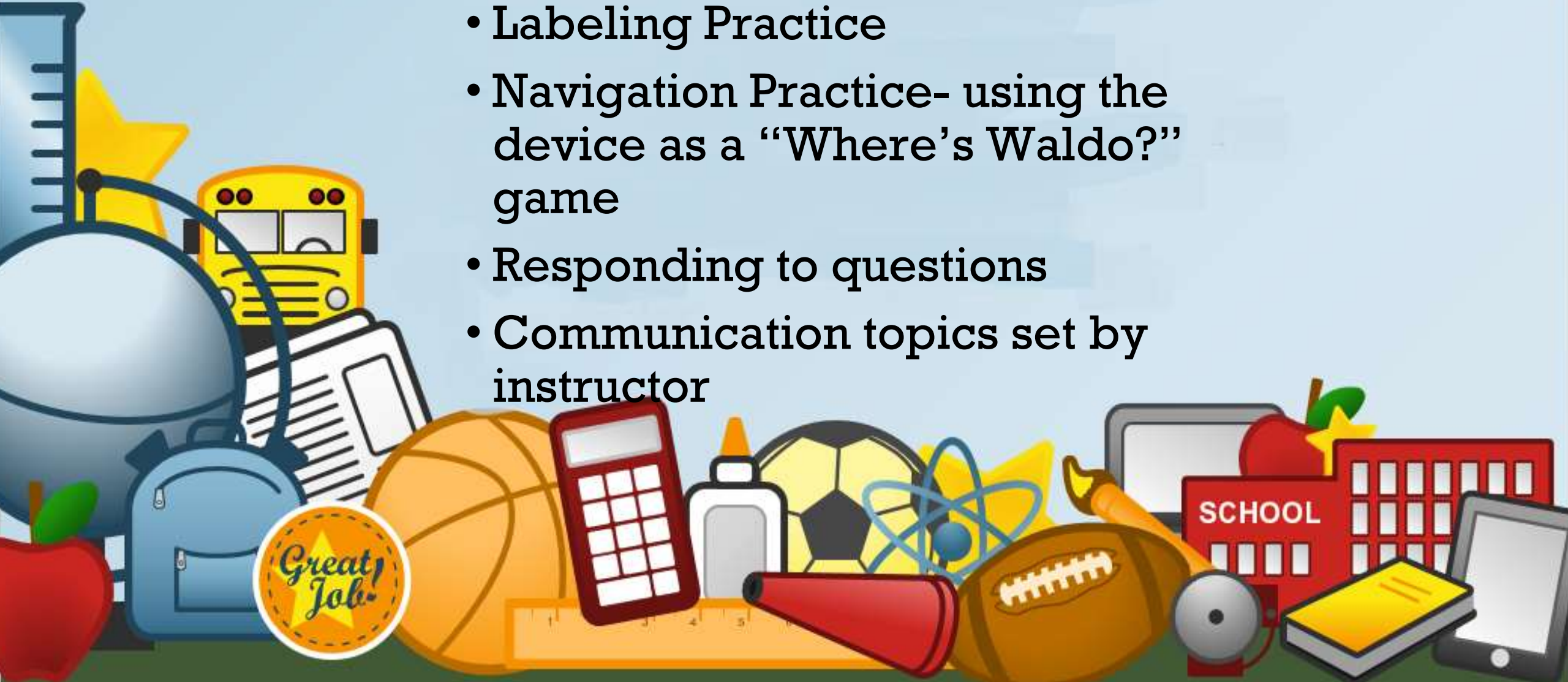
<https://www.research.net/s/TFLwebinar>



How To Teach AAC To Your Students: Implementation Strategies

Handout:
<http://bit.ly/1NrnD>

Vicki Clarke, MS.CCC-SLP
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- 
- Labeling Practice
 - Navigation Practice- using the device as a “Where’s Waldo?” game
 - Responding to questions
 - Communication topics set by instructor

Traditional Instruction: aka "drill"



Benefits to Traditional Instruction

- Allows for multiple repetition of messages/vocabulary
- Easy to document
- Easy to simplify for student



Difficulties with Traditional Instruction

- Non-communicative
- Lacking motivation for the student
- Non-functional

Strategies for AAC Teaching



Functional Communication Teaching



Aided Language Input



Joint Action Routines



Sabotage

More Strategies for AAC Teaching



Recasting and Expanding Utterances



Following the Student's Lead .



Response Cue Modeling



Momentum Strategy



Prompting Hierarchy



Functional Communication Teaching

Direction:

Teach AAC use during real life interactions, for real purposes.

Examples:

- Student delivers Attendance Form to main office. Participates in greeting routine.
- Student plays game with peers using comments and responses, “Oh man!” “That’s funny!” “Who’s turn is it?”
- Student asks coach in P.E., “What are we doing today?” and offers an opinion, “That’s cool!” or “Oh no!”

Goal:

Student learns to communicate in the moment for real communication purposes in a manner similar to his peers.



Talking with the Student's Device

A+

Aided Language Input

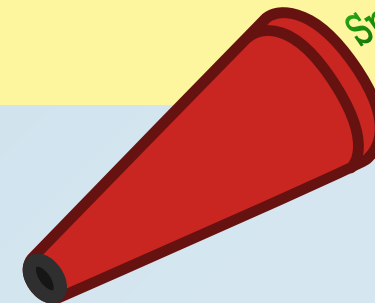
Direction:

- Adult partner uses student's device/AAC board to talk to student. Partner uses a slightly higher level of language than student.

Examples:

- Teacher tells the student, "We're going to the media center" while touching symbols "go" + "media center."
- Paraprofessional, reading to her students, touches 2-3 words per page to read the page. "Brown Bear, what do you see" while touching "what" + "you" + "see."
- SLP says "Hi!" "how are you?" while touching the symbols, "Hi" and "How are you?"

Goal: Student is immersed in AAC language, seeing models of AAC communication by others.



Speak in the language your student speaks!



Joint Action Routines

Direction:

- Within an activity, each person has regular roles and messages. The student learns what has to be said to continue the activity with repetition.

Examples:

- During book reading, student begins by saying, "I want you to read to me."
- Teacher pauses at the end of each page and waits expectantly for the student to say, "turn the page."
- At the end, teacher says, "What do you think?" Student says, "I like it" or "Don't like it."

Goal: Student communicates effectively in familiar, predictable routine activity.



If the student doesn't have a desire to communicate, they won't!

Sabotage

Direction:

Make needed or desired objects inaccessible, but visible, to the student to create a need to communicate.

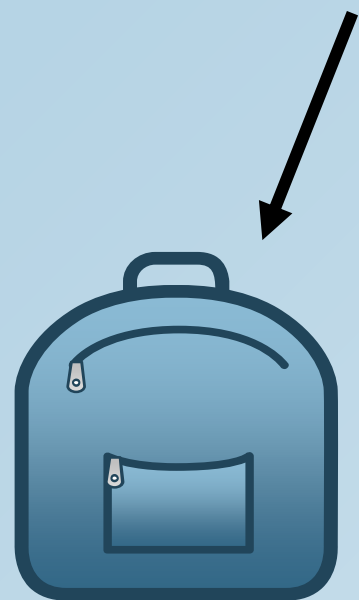
Examples:

- Make things in your classroom more difficult to reach (ex. markers, paper)
- Lunch time! Have students ask for help opening drinks, packets
- Put a code on the iPad that students must request to unlock access

Goal:

Student will be motivated to communicate!

What's in the bag?





Recasting and Expanding Utterances

Direction:

Add one word to student's message on device.

Example:

- Student uses their device to say "want+glue"
- Following their production, you could say "Great! You said I+want+glue". Here it is!

**Glue on
another word!**

Goal:

The goal is to model a longer utterance/phrase without requiring the student to repeat.





Following the Student's Lead

Direction:

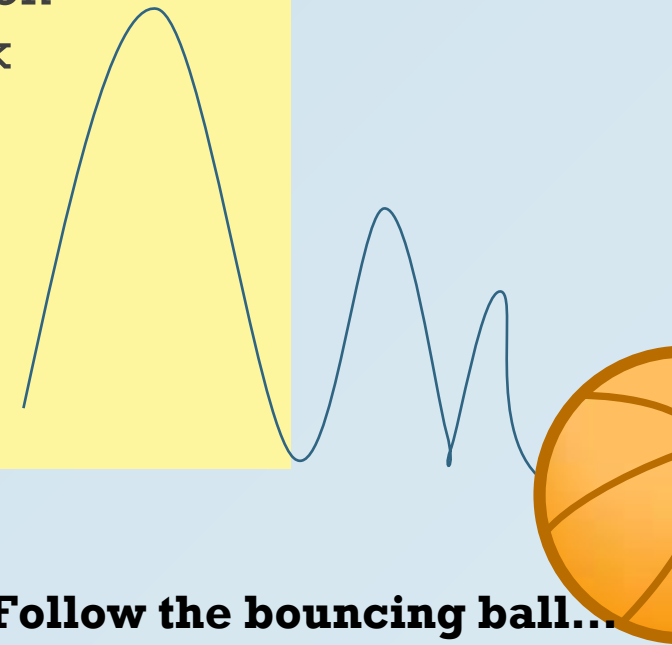
WAIT for the student to show interest in something independently, then follow!

Example:

- If the student reaches for a ball on a shelf, start playing with it! Talk about what you're doing and model appropriate language.

Goal:

Increase motivation to interact



Follow the bouncing ball...



Response Cue Modeling

Direction:

Say 3 things, using the student's device BEFORE you ask a question.

Example:

You say, "I want milk." "I want a sandwich" and "I want a napkin." "What do you want?"

OR

You say, "I go office," "I go cafeteria" then "I go Mrs. Smith's room." "Where did you go this morning?"

Goal:

Student sees a real life model of how to use his device to answer the last question. This technique gives the student an idea of the type of response required and navigation to get to the correct pages.





Momentum Strategy

Direction:

Ask 3 questions which are easy for your student to answer. Follow with a comment. Wait for your student to reply with his own comment.

Example:

You ask, “Where did you go today?” “What did you eat for snack?” “Who sat with you at the table?”

Then you make a comment: “I like her!” “I had Goldfish for snack,” “It was yummy” or, “That sounds good!”

Goal:

Student responds to the momentum of turn-taking to answer questions and is compelled to comment in response.





Prompting Hierarchy

Direction:

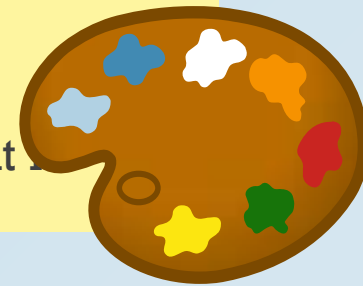
Begin teaching with full models and gradually decrease prompting until the student understands what to do. Once the skill is basically learned, allow the student to attempt to communicate independently and then gradually add prompting supports until the student is successful.

Examples:

Natural Cue → Indirect Cue → Direct Verbal Cue
→ Direct Point Cue → Partner Assistance

Goal:

Student will become increasingly independent communicating with his device.



Situation: Requesting help to get an object that is out of reach

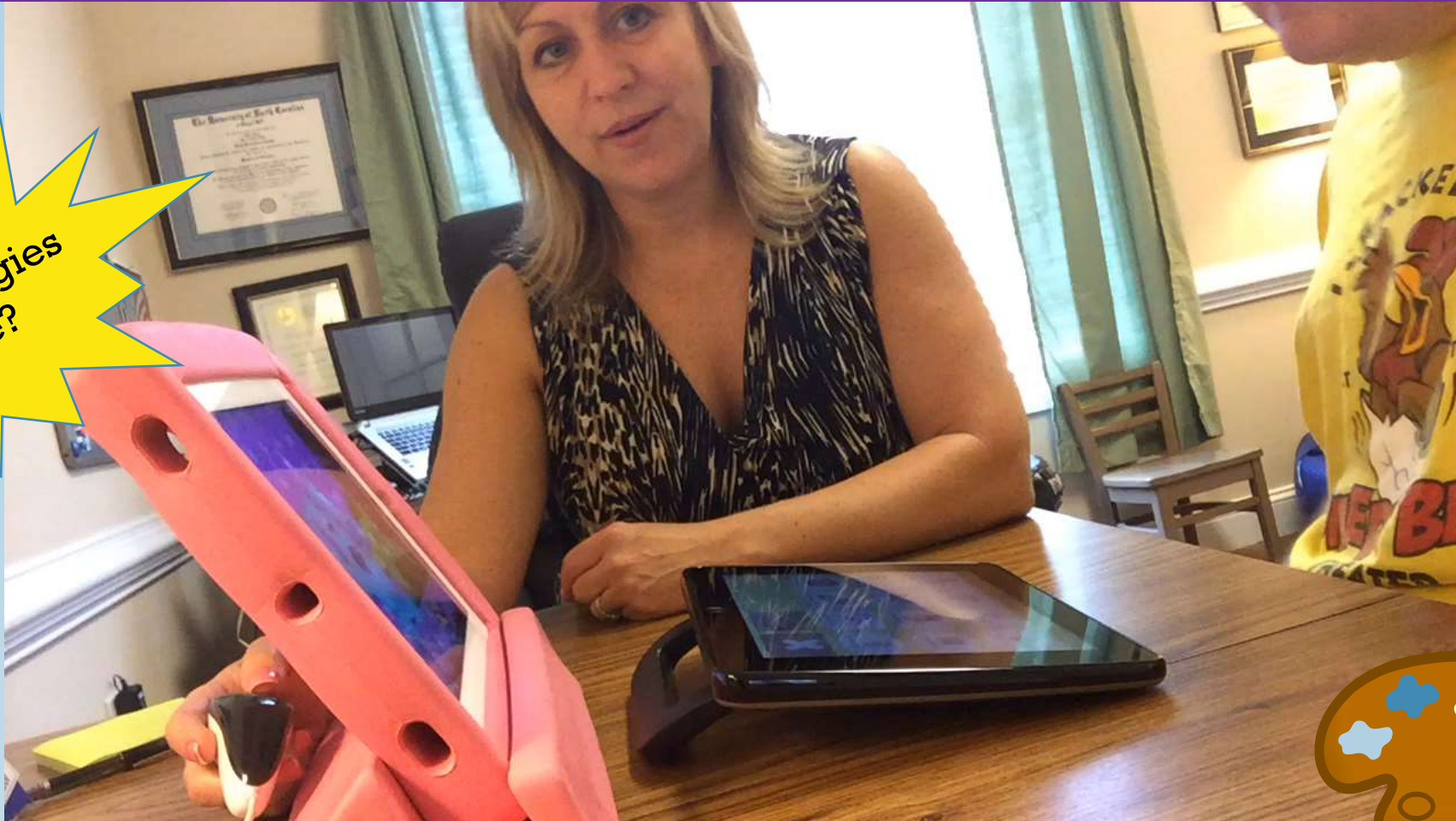
A* Communication Opportunity Targeted: Request “I want help”

- **Natural Cue:** Desired object is out of reach
- **Indirect Cue:**
 - Search light – randomly moving light/pointer/finger over board/grid
 - Verbal – “That sure is up high.”, “It looks like you’re interested in something.”
 - Visual/Gestural – shrug of shoulders, “I don’t know” hand gesture
- **Direct Verbal Cue:** “It seems like you need some help.”
- **Direct Point Cue:** Showing the location of “I want help” on the device without activating it (pen light/point)
- **Physical Assistance:** Hand under hand movement to touch symbol on device/board



Prompting Hierarchy

What strategies
do you see?





improves self-concept and self esteem



provides motivation



reduce frustration and behavior problems

Why are we doing all this work?



increase participation in daily life



facilitates learning by making learning interactive instead of passive



changes expectations of others for child's potential

Adapted from Total Augmentative Communication in the Early Childhood Classroom, by Linda J. Burkhart ©1993 on <http://www.lburkhart.com/gphb.htm>

What's the payoff?

Webinar Evaluation



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