

How to Model AAC

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- Depending on the child's needs: Gesture or sign key words and phrases, and/or touch the word/phrase on the communication board or device as you speak
- Make comments not questions
- You don't need to sign/point to every word you say
- You don't need to be completely grammatically correct



If your child is using sounds, words or phrases (signs, points to pictures, speaks), then.....

- Interpret (say what you think they are trying to say)
- Expand (model different words/phrases about what is happening)
- Extend (model different reasons to communicate, e.g., share joy, comment, greet)
- Recast (correct errors without expecting a response)
- Respond to and interpret all attempts



- Frequently
- During daily routines and planned activities
- During incidental moments
- During any conversation
- Whenever you can!



- Teaching staff and in class support team
- Peers
- Siblings, parents, friends and family
- Anyone can!



- In classes and halls
- On playground
- At home and in the community
- Everywhere and anywhere



Children learn to speak by exposure to oral language. The average 18 month old child will have been exposed to 4,380 hours of oral language from birth.

A child who has an AAC system that is only being used 10 minutes a day would reach the same amount of language exposure in 84 years. *Jane Korsten, SLP, (2011)*

Remember.....

- Model without expecting anything in return......INSPIRE don't require
- Model with variety (e.g., make comments, use greetings, predict, share ideas and feelings)
- Don't stop modelling once the student is using the system
- One is never enough (repeat the word many times and in many environments)
- AAC system should <u>always</u> be available and ready to use



