



Talking not Testing: Using AAC in the school environment

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Today we will discuss:



- *Different types of AAC

- *Reasons that students may use AAC

- *Ways to interact with an AAC user across school settings

When interacting with a student, whether they use AAC or not, remember:

"I want to know what you think, not just what you know".

Dedicated Communication Device

Dedicated iPad with communication app

iPad with communication app

Picture cards

Typing program or low tech spelling board

Types of AAC

Students may use AAC because:



- They are not able to communicate verbally
- They need support for their verbal speech
- They need a way to communicate – and a system can replace behavioral communication

Everyone communicates, having a way to communicate that is socially acceptable and works for a variety of purposes is important for everyone.

- Use the chat box for your answers
- Group “A”- anyone whose first name starts with letters A-M
- Group “B” – anyone whose first name starts with letters N-Z

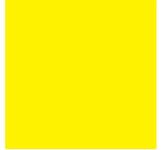
People in Group B may interact with each other, but people in Group A may only answer this presenter’s questions

Activity One

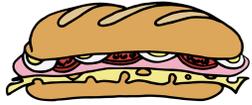


○ Group A – use the chat box to answer the following questions

1. What color is this?



2. What food is this?



3. What is this?



4. Where do you eat lunch?

5. When do you sleep?

6. When do you eat?

○ Group B – use the chat box to answer the following questions:

1. What do you think about this blue dog?



2. If you could have anything you wanted to eat right now, what would you choose?

3. What do you think?



What did we learn from the people in Group A

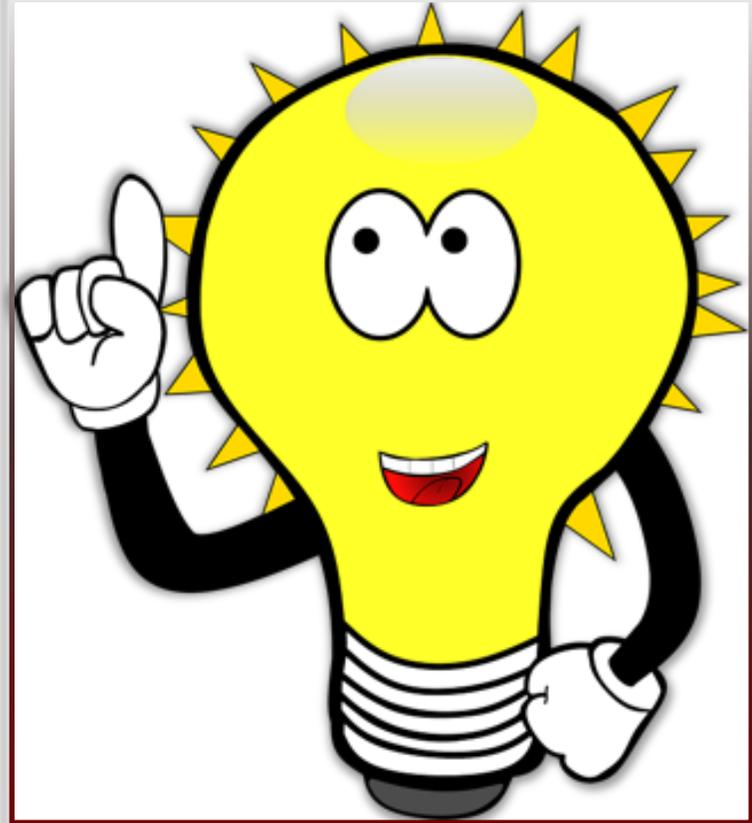


THE
ANSWER

- Specific information that is either right or wrong
- Whether they knew what the picture was or understood the question.

And if they answered incorrectly, do we have information as to why?

What did we learn from the people in Group B



- What do they think about something?
- Do they have the same thoughts as others in the group?
- Did they have a little or a lot to say?
- Did they want to discuss other people's thoughts?

Was there a right or a wrong answer to any of these questions?

Limits to "WH" questions

- Excessive questioning leads to student frustration
- If you already know the answer, why are you asking?
- Looks for a right or a wrong, but doesn't ask what the student really thinks about something
- Doesn't build conversation skills or teach students how to initiate communication

Questions are great if you are instructing or taking a test, but it should NOT be the only communication during the day.

Limits to "WH" questions

- Does the student now know the answer, not know where the answer is located, or just not care about the question?
- There is so much more to communication than answering a question or making a direct request

Questions are great if you are instructing or taking a test, but it should NOT be the only compunction during the day.

Reasons to Communicate

We need to help our students learn to communicate for a wide variety of reasons.

Direct

Get Attention

Disagree and Protest

Tell a story

Share physical needs

Tell on someone

Ask a question

Get Attention

Express a feeling

Comment and Clarify

Discuss an interest

Give an answer

Make a request

Tell a Joke

- Use the chat box for your answers – please feel free to comment on peer comments



Activity Two

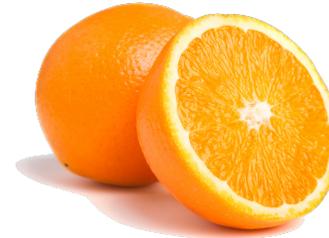


What are the first 5 things you think of when you see the following picture?

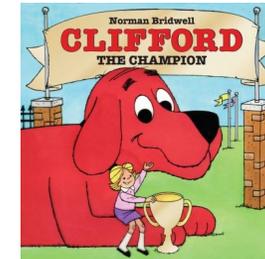
So, how do I incorporate talking during the day?

- Are you reading with your student? Ask open ended questions, make a comment and wait for their reply or encourage them to comment on what they see or hear
- Instead of asking for “cracker” or “juice” at snack time, model how the food tastes, smells, feels or sounds
- Does your class have a morning meeting? Ask everyone to contribute one thought – don’t worry about trying to make it all about one topic
- Model different ways to ask a question, tell a joke during down time, or use interjections during an activity

Talking is something that naturally occurs during our day. We need to make it a point to model that level of conversation for our AAC users.



Instead of “I want orange” . . .?



Instead of “who is that?”



Instead of “what is he doing?”



Students need frequent and consistent modeling to learn how to communicate throughout the day. The more you model, the more comfortable you become with talking using AAC instead of simply testing.

Questions?