

Strategies to support AAC implementation

Stage of Communication skills	What you should do	What you can use
<p>Children who are UNINTENTIONAL communicators</p> <p>The child does not communicate deliberately. Communicative intent and meaning are assigned by the communication partner to the child's behaviours</p>	<p>Expectant Delay, Ask Open-Ended Questions, Increase Responsivity</p> <ul style="list-style-type: none"> • Consistent and positive responses to their behaviour and initiations • Provide sensory experiences – for this child the activity is more about the process rather than the end product • Use the principles of SLOW (Share, Listen, Observe and Wait) • Create opportunities. Set up the environment so person can control it • Create predictable routines • Model • Allow exploration and initiations – wait/have expectant pauses. • Break the activity into parts • Use touch cues and gesture when you are talking • Wait 	<ul style="list-style-type: none"> • Personal Communication Dictionaries – use this to record the child's responses to everyday activities and what they are telling you with these behaviours, sounds and movements. • Use real objects when talking about what's going to happen. E.g. It's time for a drink (hold up cup) • Switches – you position the switch in a position where the person will accidentally hit it. • Leisure kits – bag of favourite sensory items to use in free time • Touch cues • Natural gesture
<p>Children who are INTENTIONAL communicators</p> <p>The child's behaviours are intentional and directed to another person, but not yet symbolic.</p>	<p>Expectant Delay, Ask Open-Ended Questions, Increase Responsivity</p> <ul style="list-style-type: none"> • Consistent and positive responses to their behaviour and initiations • Use the principles of SLOW (Share, Listen, Observe and Wait) • Create opportunities/communication temptations • Create predictable routines • Model • Use Key Word Sign and Gesture to make it easier for the person to understand • Break the activity into parts • Wait 	<ul style="list-style-type: none"> • Personal Communication Dictionary • Use sign and gesture when you are talking • Switches – model the use of this then include expectant pauses and wait for them to use it • Object timetables • Use objects for making choices about familiar activities

<p>Children who are SYMBOLIC communicators</p> <p>The child starts to have an internal mental representation of the world around them.</p>	<p>Expectant Delay, Ask Open-Ended Questions, Increase Responsivity</p> <ul style="list-style-type: none"> • Consistent and positive responses to their behaviour and initiations • Use the principles of SLOW (Share, Listen, Observe and Wait) • Create opportunities/communication temptations • Create predictable routines • Model • Use Key Word Sign and Gesture when you talk, model the use of signs within the activity • Break the activity into parts • Wait 	<ul style="list-style-type: none"> • Use pictures, photos, Picture Communication Symbols (PCS), COMPIC • Activity schedules, timetables • Picture scripts • Who's here today • Use switches or appliances which have easy to use knobs, use ingredients which are easy to manipulate etc
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