

AAC IN THE THE CLASSROOM

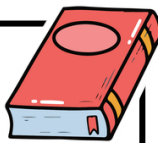


Tips and tricks to be a pro at AAC

WHAT IS AAC?

Augmentative and Alternative Communication (AAC) is a vast, diverse collection of technology that supports students in your classroom who have complex communication needs. AAC does not impede speech development; it can support language growth over time. Devices can be low-technology (non-electric) or high-technology (electric)

WHAT IT CAN DO IN THE CLASSROOM?



- AAC gives students a way to express their needs, thoughts, and ideas enabling participation in class activities
- AAC supports interaction using AAC, leading to positive social interactions.
- AAC can promote shared experiences and participation
- Support language development by modeling to increase expressive language

TEACHER STRATEGIES FOR SUCCESS



- Model AAC regularly: show students how to use the device during real classroom interactions
- Embed AAC across routines: during morning meeting, transitions, group work, and academic tasks
- Encourage peer use: used carefully, however, encourage classmates on how to interact with AAC systems
- collaborate with SLP: they can tailor AAC supports to meet IEP goals and classroom needs

AAC IN THE THE CLASSROOM CHECKLIST



IS THE AAC AVAILABLE?

- Students' AAC system is within reach
- Device is charged / materials are ready
- AAC goes with the student to all activities

AM I MODELING AAC?

(The student learns AAC by watching YOU use it)

- I point to symbols/words as I talk
- I model without expecting the student to copy
- I model during real classroom moments (not drills)

AM I GIVING COMMUNICAITON OPPORTUNITIES?

- I pause and wait (expectant look)
- I offer choices instead of yes/no
- I create chances for the student to request, comment, or ask

AM I RESPONDING TO ALL COMMUNICATION?

- I acknowledge every attempt (pointing, looking, pressing)
- I respond to the message, not how it was said
- I expand on what the student communicates

AM I USING AAC ACROSS THE DAY?

Don't worry if you don't do all of these every day. Consistent small moments of AAC use add up!

Morning arrival

Transitions

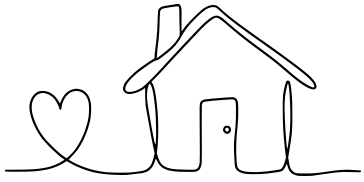
Snack/lunch

Dismissal

Circle time / group lesson

Academic work

Play/centers



AAC in

The HOME

A PARENTS MINI GUIDE TO BE A PRO AT AAC

Why AAC at home?

AAC isn't just a school tool it's a communication system that belongs everywhere your child goes. AAC supports your child's ability to express needs, interact socially, and participate meaningfully in daily life.

Benefits of AAC in daily routines

- **Reduced Frustration & Challenging Behaviors:** When children can communicate their wants and needs, frustration decreases
- **Stronger Parent: Child Interaction** Using AAC at home strengthens communication in the home and encourages functional communication.
- **Language & Social Development Support:** Consistent use of AAC across contexts can support functional communication growth and interaction skills.

Parent strategies for success

- **Model the AAC consistently:** use the device yourself in real time so your child can see how communication works
- **Use the device during daily routines:** mealtimes, playtime, dressing, and getting ready are natural and meaningful opportunities
- **Keep it simple:** model clear functional phrases
- **Follow their lead:** follow your child's lead by talking about what they are interested in and what motivates them
- **Acknowledge and respond to their communication attempts**

AAC in The Home

Checklist



DEVICE REDINESS

- Device is charged
- Do i know where the charger is?
- Device is turned on
- Device is working properly and cleaned

AM I MODELING AAC?

(The student learns AAC by watching YOU use it)

- I point to symbols/words as I talk during real interactions
- I model without expecting the student to copy
- I model simple functional phrases

AM I GIVING COMMUNICAITON OPPORTUNITIES?

- I pause and wait (expectant look)
- I offer choices instead of yes/no
- I create chances for the student to request, comment, or ask

AM I RESPONDING TO ALL COMMUNICATION?

- I acknowledge every attempt (pointing, looking, pressing, gesturing)
- I respond to the message, not how it was said
- I expand on what the student communicates

AM I USING AAC ACROSS THE DAY?

Don't worry if you don't do all of these every day. Consistent small moments of AAC use add up!

Getting dressed

Bathroom

Eating

Bedtime

Reading time

watching tv

In the car

Play time

