

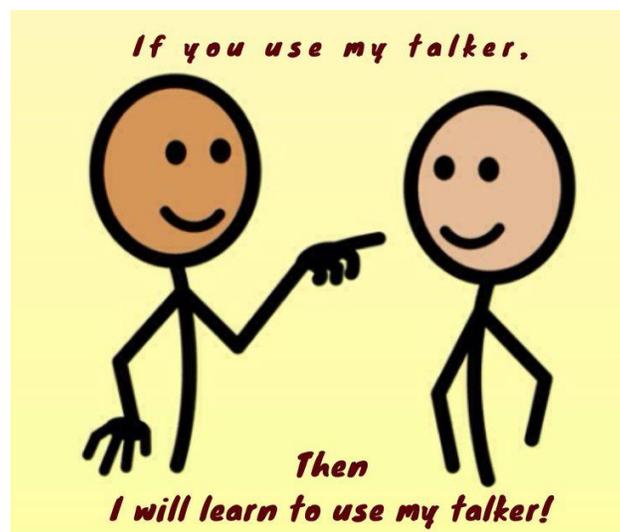
Implementing a Communication Device: Where do I Start?

Aided Language Stimulation

See AACtion Point AAC Handout: Aided Language Stimulation for more information.

Follow the 3 'M's':

- 1. Motivate-** Find motivating activities that give your child the opportunity to communicate (e.g. around the dinner table your family may want to share about their day, tell jokes, ask questions, request food or drinks).
- 2. Model** language and device use- Communicate with the device as you would with your voice. Don't worry about modeling every word you speak (e.g. you may say 'I like your drawing!' but only model 'I like'). Model without the expectation your child will use the vocabulary right away. Your child will need many repetitions of the same word(s) in many different environments before he/she will be able to use the word(s) independently.
- 3. Move out of the way-** Leave the device available to your child at all times. There is no such thing as 'device time being over'. If your child is too tired or does not have anything to say, they won't communicate. It's fine to have the device available and then not say anything.



What am I modeling?

“Sure, I can request, but can I...?”



AAC users need access to COLORFUL language!

Learning to request objects or actions is important, but there are also many other reasons to communicate! The following is a list of some of the reasons for communication you can model to your child.

Social Rituals:

- Greetings and farewells ('Hey! What's up?')
- Introductions (e.g. 'Hi, my name is ____')
- Requests for clarification ('I didn't understand')
- Telling jokes
- Initiating interaction ('Hi, what's your name?')

Needs and Wants:

- Requesting an object or action
- Protest/rejection ('no thanks!')
- Acceptance
- Communication of choices (e.g. 'that one')

Information Sharing:

- Telling personal information (e.g. 'I have a cat and two dogs').
- Describing (e.g. 'That truck is huge!')
- Answering questions
- Sharing opinions and preferences (i.e. 'I like it!')
- Sharing information either within or outside immediate environment ('I went to the park on the weekend and went down the slide!')
- Telling a story
- Sharing feelings (e.g. 'I feel sad')

Requests:

- Asking for assistance (e.g. 'help', 'need help')
- Requesting information – in conversation, in academic settings, in the community.