



IMPLEMENTING THE USE OF AAC IN THE CLASSROOM AND SCHOOL

Dr. Kaitlin Brown
SLPD, CCC-SLP

Financial Disclosures

- Relevant Financial Relationship: Dr. Brown is an adjunct professor at Brescia University
- Relevant Non-Financial Relationship: Dr. Brown has no relevant non-financial relationships to disclose.



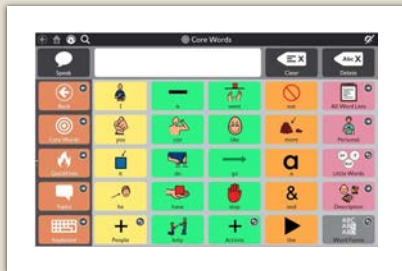
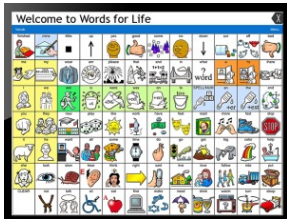
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Learning Objectives

- Describe the different types of AAC with options of each
- Describe the scaffolding of AAC
- Identify and describe different strategies to implement the use of AAC in the classroom setting

What is AAC?

- Augmentative and Alternative Communication
 - AAC does not hurt or delay developing verbal speech. Research has shown the opposite, access to AAC can actually increase verbal speech output!
 - Age, Skills, and Timing



Introduction

Pediatric SLP in schools

Partnered with Assistive Technology Specialist to implement functional communication project district-wide

Specialize in AAC, pediatric feeding disorders, and childhood language disorders

Adjunct Professor at Brescia University

Content Expert for students at Rocky Mountain University of Health Professions

Continuing Education Presenter

Children's Book Co-Author

Implementation in the schools

Teachers (general
education and
special
education)

Administrators

Paraprofessionals

Speech-
Language
Pathologists

Occupational
Therapists

Physical Therapists

Counselors



FORMS OF AAC AND IMPLEMENTATION

AAC Opportunities

No tech (Unaided)

- Gestures, signs, facial expressions, body language, pointing

Low tech (Aided)

- Pictures, PECS, writing, alphabet boards

High tech (Aided)

- SGD, iPads, Eye-Gaze SGD

Best Practices

1) Access

- All day, at all times, and in all environments

2) Modeling

- Exposure on/with their AAC system
- Use to talk about what you're thinking, what you're doing, what they may be thinking, what they're trying to tell you, etc.

3) Core Vocabulary

- Comprises 80% of what we say (consists of about 200 words)
- Core vs. fringe vocabulary

4) Communication Opportunities

- Providing enriching environments for language development and use
- AAC users need at least 200 opportunities every day to use their system



INCORPORATION IN THE CLASSROOM & SCHOOL

AAC in the Classroom/School

Arrival

- Greeting staff/peers, commenting on their night/weekend, making lunch choices, engaging with peers

Literacy

- Requesting specific stories, commenting throughout the book, identifying targeted vocabulary words, comprehension questions post reading

Math

- Money, time, calculations

Lunch

- Requesting, commenting, engaging with peers during meal

Centers/Activities

- Commenting, protesting, sharing with peers, communicating with peers and adults

Recess

- Commenting, requesting, turn-taking, fanny-pack/small resource, outdoor boards, pre-loaded pages

Block/Specials

- Pre-loaded pages, large access boards, small resources, commenting, requesting, turn-taking, engaging with teachers and peers

AAC & Core Vocabulary

- Core vs. Fringe Vocabulary
- Selecting word lists or working from pre-determined list
- Smart-Board, Velcro visual boards, Velcro visual books, Green Screen activities
- Core Word of the Week
- <https://www.youtube.com/watch?v=43iph8nvY5o>
- <https://www.youtube.com/watch?v=n4O1IRbpHXg>
- <https://www.smore.com/3gcxh-aac-at-a-distance>



QUESTIONS??

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