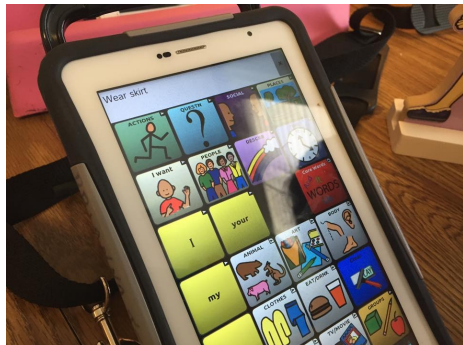
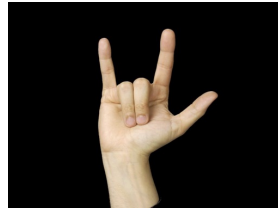
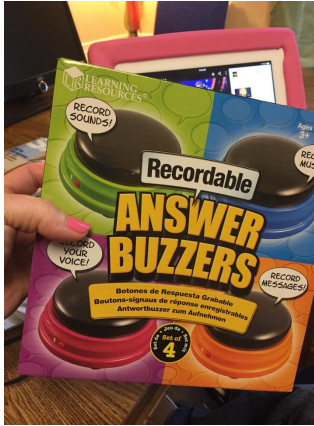




Getting Started: Communication Supports & Resources for the Classroom

DTA Schools

What is AAC?



Purposes of AAC

Augmenting existing natural speech

Providing primary output mode for communication

Providing input and output mode for language and communication

Language intervention strategy

What do people who use
AAC have to say?



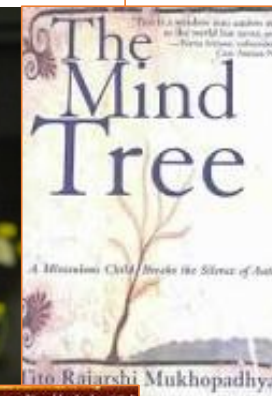
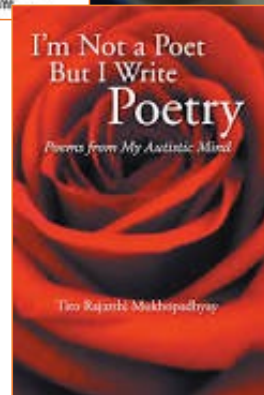
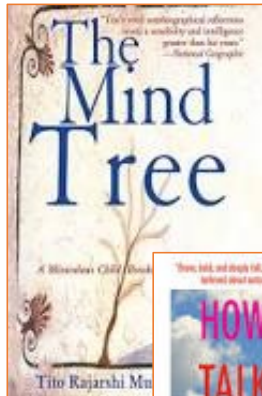
How about our governing
bodies?

*Joint Commission of the Dept. of Education and
the Department of Justice*

Public schools must “ensure
that communication with
students with hearing,
vision, or speech disabilities
is as effective as
communication with all
other students.”

IDEA, Title II & Section 504;
National Joint Committee on the
Communication Needs of Individuals with
Severe Disabilities (NJC)

Tito Mukhopadhyay, Author





CBS. 60 Minutes: *Breaking the Silence, One Woman's Drive To Teach Her Autistic Son* [Video file]. (2003, July 14). Retrieved from <https://www.youtube.com/watch?v=Nfiap3a7Tuo&t=23s>



What
Can We
Do?

Look at our students critically..

Are they communicating like
their peers?

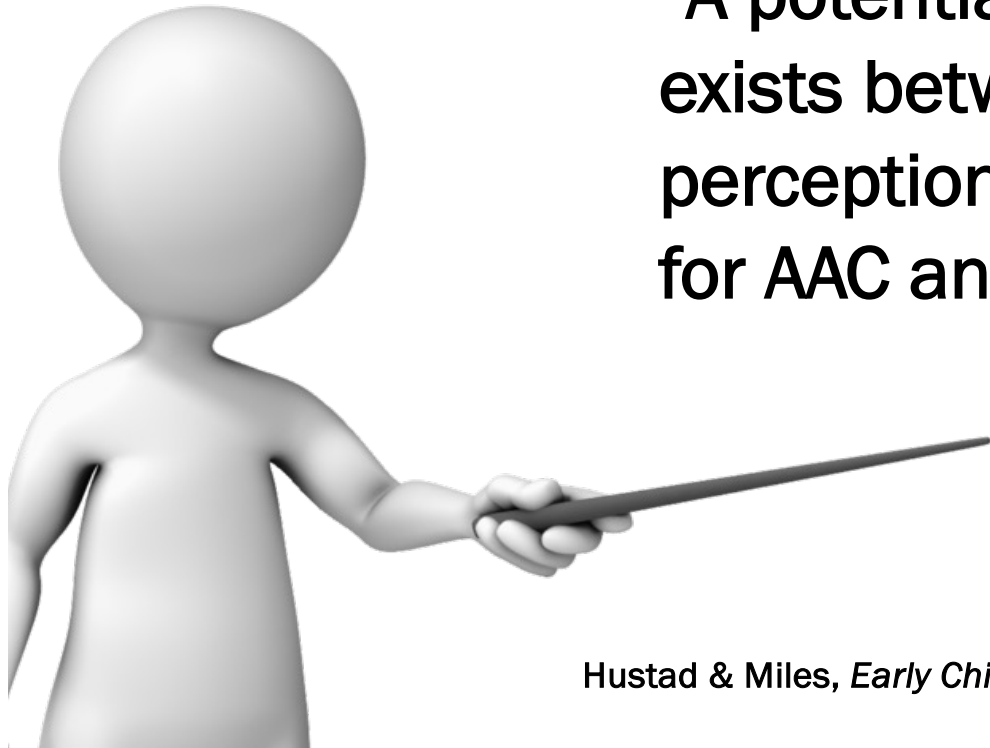
Could they communicate MORE
like their peers?

HOW?

Where Are We Now?

“A potential misalignment exists between clinician perceptions of the need for AAC and actual need.”

Hustad & Miles, *Early Child Services (San Diego)*, 2010 Sep 10: 4 (3) 129-140



AAC Myths vs. Research

Common AAC myths tell us...

You should wait for a student to develop speech before introducing AAC.

AAC is only for student who are non-speaking.

Speech is the only acceptable form of communication.

AAC will reduce the likelihood that speech will develop.

Research says...

- Waiting for speech means that students can go YEARS without a means to communicate, negatively impacting language and cognitive development.
- Augmentative communication is used to supplement speech, to clarify and increase effectiveness of speech.
- All people are multimodal communicators!
- AAC supports the development of speech!



Without a means to effectively communicate, students have...

- limited access to comprehensive communication and language development
- limited access to independence
- limited development of social regulation and relationships
- limited access to academic instruction



What does the CEC say about teacher AAC competencies?

"Special educators who are well-prepared and feel supported are more likely to stay in the field long-term (Gersten, Keating, Yovanof, & Harniss, 2001)"

"By enhancing the skillsets of pre- and in-service special education teachers and other professionals, it is reasonable to expect that the communication skills of their students will further develop."

"By embedding the use of AAC strategies during classroom routines and activities, special education teachers can exemplify the competencies needed to effectively address the communication needs of all students."

Da Fonte, M. A., & Boesch, M. C. (2016). Recommended augmentative and alternative communication competencies for special education teachers. *Journal of International Special Needs Education*, 19(2), 47-58.

Recommended
augmentative
and alternative
communication
competencies
for special
education
teachers

Communication Development &
Competencies

Teamwork & Collaborative
Practices

Role & Functions of AAC Systems

AAC Instructional Strategies