



AAC NEWSLETTER

YOUR BI MONTHLY NEWSLETTER ABOUT AAC
PLEASE CLICK ON THE PICTURES FOR MORE INFORMATION

AAC Strategies

Verbal referencing!

Strategy: Verbal Referencing Say what you see!

Verbal referencing is a scaffolding technique in which a communication partner or accomplice (i.e., helper not involved the primary exchange) describes what a learner is doing, as well as the his/her interpretation of the learner's action. For those learning to use AAC, verbal referencing is particularly powerful when it is used in conjunction with aided language/modeling.

Here's what to do:

- 1) Describe the communication behavior you see.
- 2) Say what the communication behavior means to you, and
- 3) Model corresponding language on the AAC system.

Examples:

- "I see you walking to the door, makes me think you WANT GO."
- "I hear your voice and your face looks upset. Maybe you're thinking THAT MAKES ME MAD!"

(CAPTIALS-AAC Selections)



Oh, you're pushing your drink away. Looks like you're telling me you're all done.

ALL DONE!



AAC Winter Ideas

Model core words connected to this seasonal topic



AAC Myth

Only children who are non-speaking need AAC

For some children with language delay, using AAC can be viewed as a transitional tool. Some children who use AAC at a younger age may move onto spoken language once they are ready. It can be viewed as an 'support' especially when they are still learning to understand language. It can also help to alleviate the pressure around their communication.





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AAC and Literacy

Alphabet and phonological awareness

AAC users can learn phonological awareness skill too!

- **Modeling Sounds:** Provide clear auditory models of each letter sound while showing the corresponding letter on the AAC device or in print. For example, saying "m" and showing the letter "M" as you press it on the AAC device.
- **Videos and Songs:** Use songs or videos that focus on letter sounds. Many early literacy songs (like those from "Sesame Street" or "Super Simple Songs") are designed with visuals and repetitive sounds, which can be great for AAC learners.
- **Tactile Learning:** Some AAC users may benefit from multisensory approaches like writing letters in sand, using magnetic letters, or tracing with their fingers while saying the letter sounds out loud. This reinforces letter-sound relationships through touch.
- **Movement and Action:** Incorporating movement into learning can be helpful. For example, associate letters with physical motions—flapping for "F" (as in "fly"), stomping for "S" (as in "snake"). If the AAC device has a built-in speech function, the child can press the symbol corresponding to the letter sound to reinforce the connection.

AAC TIP

Click on the wait icon to see a video

Wait time!

Due to the nature of AAC, it usually takes a bit longer to compose a message. A person needs to navigate to the individual words needed for their phrase within the communication boards of their AAC. While AAC users may have some pre-programmed phrases for quick interactions, we **WANT** to encourage them to find unique and fitting words to express themselves. Calm and collected waiting while a person finds the words they need is empowering.



AAC Success Stories

- We would love to hear your AAC success stories!
- Tracey.Robertson@ecsd.net



AAC Goes home

Please join us for AAC goes home parent information sessions!
Information below





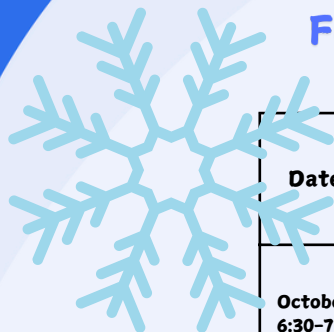
EDMONTON CATHOLIC SCHOOLS
LEARNING SERVICES

AAC GOES HOME



Please join us

For online parent education sessions to help you build communication at home using AAC.



Date	Topic	Description
October 29/24 6:30-7:30	AAC- Regulation and Access	Ideas on how to build regulations skills and build access to help with AAC implementation.
November 26/24 6:30-7:30	AAC Basics: Modelling and More!	Includes getting started at home, possible ways to engage your child with AAC. How to incorporate AAC during any routine at home or in the community.
December 17/24 6:30-7:30	Personalizing your Child's Device	What are those powerful words that your child needs on their device? Who are the people they love most? What are their favorite activities? All are good words to add, we will show you how.
January 28/25 6:30-7:30	AAC myths and Advocating for AAC	Let's investigate what the research tells us about AAC and how you as parents can advocate for your child.
February 25/25 6:30-7:30	More Than Requests!	There is so much more your child will learn to use their device for than only ask for things. They will learn to make comments, tell you what they did, complain & protest, ask questions and more!
March 18/25 6:30-7:30	Progress: What Does it Look Like?	How do you know if your child is improving? We will chat about some of the signs to look for and why it feels like it takes so long.
April 29/25 6:30-7:30	AAC Basics: Modeling and More- the next level!	How to incorporate AAC during any routine at home or in the community. What have you tried? What were your struggles? More ideas to support you at home & in the community.
May 27/25 6:30-7:30	AAC Fun at Home & in the Community	How to build AAC into your community and home routines. Exploring All About Me and Communication Inventories. We will discuss ideas to incorporate AAC into your summer as your routine changes.