




The Do's & Don'ts of AAC

DO...	DON'T...
Keep a <i>POSITIVE</i> outlook on AAC <ul style="list-style-type: none"> - This promotes more opportunities for the child 	Say, "I don't do AAC" <ul style="list-style-type: none"> - This can <i>NEGATIVELY</i> affect the child and reduces their opportunities!
Use AAC with children whose poor speech keeps them from communicating effectively <div data-bbox="349 619 526 726" style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> AAC </div>	Forget about AAC as an option for enhancing the communication interactions of your kiddos <div data-bbox="1057 600 1312 730" style="text-align: center; margin: 10px auto;">  </div>
Provide the necessary seating adjustments to best assist the child. Make sure ¹ : <ul style="list-style-type: none"> - they are seated comfortably ✓ - they have enough support ✓ - they have a little wiggle room ✓ (because we all wiggle when we sit) 	Ignore necessary seating accommodations for the child. Doing so may affect: <ul style="list-style-type: none"> - fatigue/comfort levels ☹ - emotional levels ☹ - ability to move ☹ - ability to pay attention ☹
Encourage participation: <ul style="list-style-type: none"> - Research shows children in need of AAC have higher levels of enjoyment & preference for activity participation than same-age peers ³ <div data-bbox="298 1100 581 1234" style="text-align: center; margin: 10px auto;">  </div>	Overlook the children who aren't participating or talking with peers <ul style="list-style-type: none"> - Research shows this may affect self-esteem & quality of life ³ <div data-bbox="1057 1100 1312 1234" style="text-align: center; margin: 10px auto;">  </div>
Present information in a variety of ways <ul style="list-style-type: none"> - Incorporate visual schedules, photographs, video-based materials, online resources, etc. 	Present information solely through textbooks and lecture <p>← Do this instead!</p>
Change your teaching style at times <ul style="list-style-type: none"> - Pair the students together, do group work, role play... continuously keep students <p><i>ENGAGED</i> and promote a variety of ways to participate and demonstrate their comprehension</p>	Teach the same way every day and expect the same work to be done every day <ul style="list-style-type: none"> - Lecture then quiz ☹ - Lecture then quiz ☹ - Lecture then quiz ☹
Seat students who use AAC in a location that promotes the best learning for them <ul style="list-style-type: none"> - For example, away from a noisy air conditioner 	Seat students in locations that don't meet their needs <ul style="list-style-type: none"> - Hearing and visual impaired students <i>need</i> to be at the front of the classroom
Work as a <i>team</i> with all of the professionals who interact with the child. Research shows this promotes:	Do everything on your own <ul style="list-style-type: none"> - Someone else may be able to help your student in

<ul style="list-style-type: none"> - Improvements in academic skills - Social interactions with peers - Engagement in classroom activities ² 	<p>a way you never knew--- <i>accept</i> their help</p>
<p>Know who to contact when you need help & <i>ASK</i> for it</p> <div data-bbox="367 359 513 527" style="text-align: center;"> </div> <p style="text-align: right; font-size: small;">*Contact information on back</p>	<p>Refuse help or not know who to contact</p> <div data-bbox="980 254 1395 443" style="text-align: center;"> </div>

Contact Information:

(To be filled in as necessary per location)

References

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Supporting Children and Adults with Complex Communication Needs; 4th Edition. Baltimore, MD: Paul H. Brookes Co.

Hunt, P., Soto, G., Maier, J., Muller, E., & Goetz, L. (2002). Collaborative Teaming to Support

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Thirumanickama, A., Raghavendraa, P., & Olssonb, C. (2011). Participation and Social Networks

of School-Age Children with Complex Communication Needs: A Descriptive Study. *Augmentative and*

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