

Student-Centered AAC Design and Intervention: *Practical, Collaborative Approaches for Learners with Visual Impairments and Additional Disabilities* (Part 1: Design)

Handout 1: AAC Message Selection Examples

Sample Activity Routine: “Morning Meeting”

Messages Types/Examples	Possible Communication Use(s)
<u>Names</u> <ul style="list-style-type: none"> • Classmates’ names • Staff names • Reference to self/“me”) 	<ul style="list-style-type: none"> • Take Attendance • Call on Peers to report about what happened at home • Choose a person to sit next to or select a favorite song for the meeting • Get another person’s attention • Respond to “Who has [Name of calendar activity] today?”
<u>Sequencing Vocabulary</u> <ul style="list-style-type: none"> • Right now • Next/Later • Finished 	<ul style="list-style-type: none"> • Respond to partners about the calendar activities for the day • Start/End conversation about activities • Report/Announce activities for the day
<u>Comments</u> <ul style="list-style-type: none"> • Cool! • No way • I LOVE it 	<ul style="list-style-type: none"> • Follow-up with peers’ responses • Comment in response to, “What do you think about it?” • Interject/Interrupt during the meeting!
<u>Actions</u> <ul style="list-style-type: none"> • Go/Stop • Give/Get • Stand up/Sit down 	<ul style="list-style-type: none"> • Lead group morning stretches or sensory routines (request actions) • Lead a turn-taking therapy ball, massager, bolster, or rocker activity
<u>Descriptors</u> <ul style="list-style-type: none"> • Smooth/Rough • Loud/Soft • Big/Little 	<ul style="list-style-type: none"> • “Quiz” peers in opposites (“I say up, you say...”) • Give directions during functional tasks • Describe preferred activities
<u>Social Phrases</u> <ul style="list-style-type: none"> • What’s up? • Yo! • See ya • My/Your turn 	<ul style="list-style-type: none"> • Start, continue, or end conversations • Get attention of a nearby person • Take turns

AAC Assessment is Dynamic:

Communication messages (and the reasons for those messages) can change depending on the environment/context or partner. When considering messages to include in a student's AAC system, ask yourself:

- ✓ ***What are the student's "verbal" peers able to express within specific environments?***
- ✓ ***Are there opportunities where the student misses turns or opportunities to respond because he/she has no way to do so?***
- ✓ ***What kinds of messages would increase independence and initiation?***

AAC assessment is ongoing:

Once you have selected messages to include in a system, ask yourself:

- ✓ ***Is the message something the student is motivated to communicate (will the student be excited to initiate the message)?***
- ✓ ***Is the message understandable to the student's peers?***
- ✓ ***Is the message appropriate for the student's age/gender?***
- ✓ ***Does the message have the potential to be used frequently within social interactions?***
- ✓ ***Is the student using messages for a variety of reasons, not just requesting?***