

Alternative Augmentative Communication (AAC) and ASAP



USING AAC & ASAP



Use AAC for intervention activities and social engagement

- Help the child practice communicating across contexts

Model and use the AAC format the child uses during intervention activities

- Seeing others using the same form of communication shows the child when and how to communicate using AAC

HARD TO PICTURE WORDS



Pronouns:

- Use generic pictures of people and label them. Ex: a picture of a boy labeled "he"

"He"



Onomatopoeias:

- Use & label an image of familiar objects that makes the sound. Ex: an image of a bubble labeled "pop"



Exclamations:

- Words like 'wow' could be shown as pictures of facial expressions. Ex: an excited face depicted by an open mouth



PICTURE BOARD TIPS



Keep it simple!



- Cut out the pictures and pick a few to use during the session. Place 2-3 pictures on a Velcro strip

Use a consistent layout for:



- Core vocabulary words
- Activity-specific vocabulary
- High Frequency words: Keep towards the corners or along the edges of boards

Have at least half of the board consist of

- Core vocabulary & activity-specific vocabulary


ASAP MANUAL BOOK 2: RESOURCES



Specific strategies and guidelines

- Incorporating AAC into intervention categories (pgs. 142-146)

Activity-specific communication boards

- For ASAP activities (pgs. 148-153)
Look for the  beside activities in the Manual 2

Core vocabulary list

- For signs, pictures, or output devices (pgs. 144-145)