

# Communication Systems

## *An OCALI Parent Package*



 educational service center  
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Welcome to the presentation on Communication Systems. This is an introductory presentation designed to emphasize the importance of a verbal or non-verbal system of communication for each and every individual. We will discuss the use of augmentative and alternative communication or AAC in a system of communication for the non-verbal individual. We will discuss why it is important to utilize AAC, who can use it and the different components of an AAC system. We will also show some of the different types of AAC devices and talk a little about the factors involved with selecting an AAC device.

This presentation is part of the Ohio Center for Autism and Low Incidence's (OCALI) Parent Packaged materials series; materials designed to be used by parents and parent groups to increase knowledge about topics important to families of those with disabilities. These materials were developed by the expert staff at OCALI with funding from the Ohio Department of Education, Office for Exceptional Children. For further information on all the parent packaged materials please contact Donna Owens, family and adult services administrator at OCALI, 614-410-0381 or [donna\\_owens@ocali.org](mailto:donna_owens@ocali.org)

## Objectives

- Participants will understand every person's right to communicate
- Participants will understand how augmentative and alternative communication (AAC) can make a difference in an individual's life
- Participants will become aware of the wide range and types of communication systems available
- Participants will learn where to find more information



Our objectives for the day focus on the following:

- First of all, we must acknowledge that everyone has an innate right to communicate.
- Hopefully by the end of this presentation, you will be able to cite examples of the power of AAC; what it can do for individuals with communication impairments; what types of communication systems to choose from and
- Finally, we will provide resources for future exploration including where to find more information.

## What is Communication?

*“Any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge or affective states”*

National Joint Committee for the Communicative Needs of Persons with Severe Disabilities (1992)



What exactly is “communication”? The National Joint Committee for the Communicative Needs of Persons with Severe Disabilities defines communication as:

“Any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms and may occur through spoken or other modes” (1992, p.2)

This broad view of “any act” opens up the range of possibilities that persons may use to communicate. It also goes beyond “needs” to include those things we most often communicate about: how we see things, what we know and how we feel.

## The Right to Communicate

- Communication is the essence of human life
- All people have the right to communicate
- No individuals should be denied this right



(American Speech-Language-Hearing Association, 2004)

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The right to communicate is fundamental. The American Speech-Language-Hearing Association has a statement about this right. It reads as follows:

“It is the position of the American Speech-Language-Hearing Association (ASHA, 2004) that communication is the essence of human life and that all people have the right to communicate to the fullest extent possible. No individuals should be denied this right, irrespective of the type and/or severity of communication, linguistic, social, cognitive, motor, sensory, perceptual, and/or other disabilities they may present.”

So when parents and professionals discuss communication we need to keep these rights in mind. How can we best HELP those with communication difficulties fulfill their right to communicate?

## What's the Law?

“All students with disabilities are entitled to a **free** and appropriate public education (FAPE) appropriate to their needs.”



IDEA (2004) 300.17; Operating Standards for Ohio Schools Service Children with Disabilities (2007) 3301-51-09(A).

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When working with schools, we also need to keep the LAW in mind. The Individuals with Disabilities Education Improvement Act (IDEA 2004) outlines what we call FAPE. All children are entitled to a Free Appropriate Public Education, or FAPE "regardless of the severity of their disabilities. Communication is key to accessing this right as well.

## What's the Law?

“All students with disabilities are entitled to a free and **appropriate** public education (FAPE) appropriate to their needs.”



IDEA (2004) 300.17; Operating Standards for Ohio Schools Service Children with Disabilities (2007) 3301-51-09(A).

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It is the responsibility of the Individualized Education Program or IEP team to determine what constitutes “appropriate”. Parents are members of this team. Decisions on the “appropriateness” of the IEP must be made on a case-by case basis for each student and included in the IEP.

One area specifically outlined in the IEP is whether a student needs assistive technology or AT to support their access to, or progress in their program. AAC devices and supports can be part of that discussion for assistive technology. The basic standard to be met with regard to communication is whether or not the student needs assistive technology (AT) to receive FAPE. Once a decision is made that AT is needed, the equipment, services and supports are provided by the school at no cost to the family. The law refers to any technology needed to allow a student to receive FAPE, not only communication technology.

So, in short, IDEA 2004 allows individuals with disabilities that need AAC or AT devices a venue to access them, through the IEP process.

## Four Guiding Questions

Is the provision of an assistive technology device or service:

- Essential for the student to receive FAPE?
- Essential for the student to be educated within the least restrictive environment (LRE)?
- A necessary related service?
- Necessary for the student to have access to school programs and activities?



The school district must answer four specific questions when determining whether assistive technology including AAC devices is educationally necessary for a student:

1. Is the provision of an assistive technology device or service essential for the student to receive FAPE?
2. Is an assistive technology device or service necessary for the student to be educated within the least restrictive environment?
3. Are the assistive technology devices and/or services a necessary related service?
4. Given assistive technology service and/or devices, will the person with disabilities have access to school programs and activities?

These questions address the student's right to participate like other students in their school. Technology for communication goes a long way in accomplishing this.

So let's clarify what these questions really mean. We have talked about FAPE being the free and appropriate public education required by IDEA 2004. Now let's talk about what Least Restrictive Environment or LRE means. LRE is usually defined as the general education classroom – the environment that is the most natural for the individual at their age. So essentially that question is – what types of supports in the area of assistive technology would promote the most independence in the school environment for the individual – what supports are essential? Finally, let's talk about what a "related service" is with regard to special education and IDEA 2004. Related

## Assistive Technology Services

School district is responsible for:

- Evaluating the needs
- Obtaining/acquiring the device
- Training the student and families to use the device
- Training for professionals
- Coordinating therapies, interventions or services
- Maintenance, repair, and replacement as needed

IDEA, 2004, Part A, Definitions, 300.6



Federal law defines “assistive technology services” and identifies the following as responsibilities of the school district:

- Evaluating the need for AT: using a team approach gather information from those who know the individual best and making referral to specialists when questions remain.
- Obtaining/acquiring the device: a combination of resources may be used, including Medicaid or family insurance. Once the need is determined, the bottom line is that the school district must provide.
- Training family and student to use the device / • Training for professionals: if all know how to customize and use the AAC system, the messages can be current and meaningful.
- Coordinating therapies, interventions, or services: this is about making the AAC system part of all other services
- Maintenance, repair, and replacement as needed: no matter who purchased the system, it is the school district’s responsibility to



## What does AAC stand for?

- AAC = Augmentative and Alternative Communication
- Augment or increase existing communication
- Alternative means of communication



Assistive technology to support communication is called AAC which stands for Augmentative or Alternative Communication.

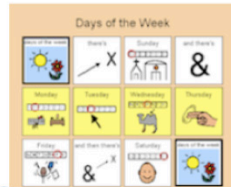
A primary purpose of AAC is supporting or **augmenting** the effectiveness of an individual's ability to communicate through their existing methods of communication. The existing methods may be efficient and effective with some communication partners in certain situations but not effective in others. For example, a child with cerebral palsy may produce speech that is understood by family and friends but poses great difficulty for those who are less familiar with the person. Therefore, the child's speech must be augmented by an additional method in order to be understood by the unfamiliar partners as well.

For other individuals who are non-verbal, the AAC system may serve an **alternative** function in that it becomes the primary and perhaps only means of communication. It is considered an alternative means of communication because verbal speech is not being used or is not the primary means of communication.

## What does AAC include?

AAC is "multi-modal" and includes any existing

- speech
- vocalizations
- gestures
- communication
- systems or devices
- manual signs



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AAC does not refer to any one specific method of communication. Nor does it imply that an individual will adopt a single method of communication. Instead, it is best to think about AAC as a system composed of different modes of communication used together by individuals to meet daily communication demands. Any particular one or combination of AAC methods may be called for, depending on the circumstances.

FACILITATOR, PLEASE ASK THE PARTICIPANTS THE FOLLOWING QUESTIONS (AUDIENCE PARTICIPATION TIME):

How does your child/youth/adult with a disability tell you:

- That they want something?
- That he or she doesn't want something?
- That he or she does not feel well?
- That he or she wants to do something?

FACILITATOR – USE A CHART OR BOARD TO WRITE THE ANSWERS SO THAT ALL CAN SEE

FACILITATOR - Point out the variety of ways our children communicate.

AAC incorporates the individual's full communication abilities and may include any existing speech or vocalizations, gestures, manual signs, and communication systems or devices. The bottom line is to empower the individual to use every mode possible to communicate.

## Why Use AAC?

- Participate in activities
- Interact in conversations
- Establish and maintain friendships
- Learn to read and write
- Reduce challenging behaviors
- Personal needs



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FACILITATOR - Ask participants:

"why should you use AAC?"

- write answers so all can see
- compare with the slide bullets

AAC can make the difference:

**Between joining-in and sitting  
on the sidelines watching**

**Between interacting and just  
listening-in**

## Who is AAC for?

Any person whose current way of communicating limits:

- the **quantity** of their interactions
- the **quality** of their interactions



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So who can benefit from the use of AAC?

AAC is for anyone whose present methods of communication limit the quantity or quality of their interactions with others. A child does not have to be non-verbal to benefit from AAC. Some students speak, but their speech is so difficult to understand they need help in getting their message across. There are no pre-requisite skills for AAC. You can start with an individual any age or developmental level.

## Will Using AAC Limit the Development of Speech?

- NO!
- AAC can help speech develop



Some people are afraid that use of a communication device will limit the development of speech. It is a common misconception that the device will replace the individual's desire to produce verbal speech.

Quite the contrary - as shown in Millar & Light's research regarding the effects of AAC on subsequent uses of speech. Their study showed that AAC facilitates speech in individuals with a broad array of disabilities.

An extensive review of common myths and fears associated with using AAC with young children is available from the YAAK website which is listed under Internet Resources on your handout.

## Terms you might see

AAC Devices are also called:

- **VOCA** = voice output communication aid
- **SGD** = speech generating device

Types of speech are called:

- **Digitized** = recorded speech
- **Synthesized** = computer-generated speech



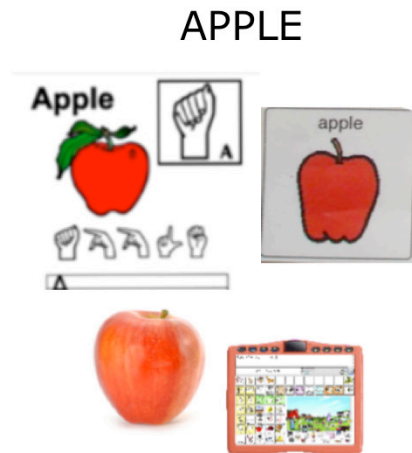
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As we delve deeper into the concept of language representation – let's take a moment to review some of the terms that are frequently encountered in the area of augmentative and alternative communication.

AAC devices that have speech output are sometimes referred to as a VOCA, (voice output communication aid) or in the medical world – as an SGD (speech generating device). AAC devices may have digitized (recorded) and/or have synthetic voice features. Synthesized speech is also referred to as computer-generated speech.

## Types of Communication

- Gestures/Signs
- Objects
- Pictures
- Symbols/Icons
- Printed Words
- Voice-output



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When discussing communication, you will also find that many terms are used to describe types of communication. We will review what each of these terms mean in this next section of the presentation.

# Types of Communication

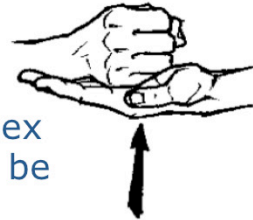
## Gestures

- Natural
- Universal
- Limited



## Sign Language

- Can be simple or highly complex
- "Symbolic"- meaning may not be apparent
- Others need to know signs



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Gestures are the most natural communication that a developing child uses and they are generally understood by all.

Reaching for something on a shelf or pointing to an object is easily interpreted.

Gestures are natural, they can be universal, like pointing, but can also be quite limited. For example, when an individual is pointing at something on a cluttered desk, it can be difficult to distinguish exactly what he or she really wants.

Sign language is an efficient way of communicating and can be simple or highly complex. Signs are "symbolic": a movement of the hands that represents something else. It is a visual system for children who are strong in this modality. One limitation is that people need to know sign language to be able to communicate with the individual using it.

Nevertheless, sign language is often used effectively to start a child communicating, even if they can hear just fine.

With both gestures and sign language, the "communication system" needs no batteries, can't be lost and is always with them!



# Types of Communication

## Objects

- Clear meaning
- Good for visually impaired children
- Good for simple messages
- Good for a limited number of messages



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Objects can be used for clearly communicating, "this is what I want". There can be a bit of symbolic understanding with some objects, where a television remote can be used to indicate, "I want to watch t.v.".

Objects are especially good for visually impaired children who can use the sense of touch to find the object and message they want.

Object systems are sometimes used by students with severe cognitive challenges because they are a very concrete representation of the message.

Objects are only good for a limited number of messages since sorting and finding what you want can quickly become impossible with a large set.

# Types of Communication

## Pictures

- Photos
- Line drawings
- PCS symbols (Boardmaker)
- Abstract representations (Minspeak)



Pictures symbols are used to represent language in a wide variety of ways. They can be actual photographs of the object, a line drawing or commercial symbol sets such as the Picture Communication Symbols (PCS) commonly found in the *Boardmaker* software and materials. Boardmaker is a program put out by Mayer Johnson and produces pictures like those seen on this slide.

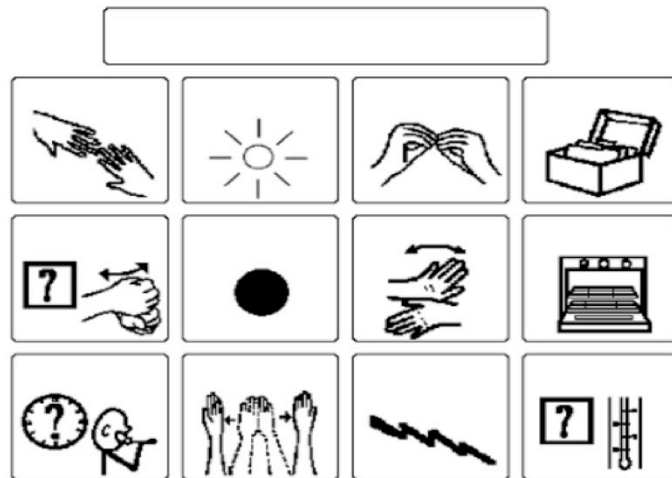
The determination of which type of picture symbols to use depends on the individual. Some will be able to generalize that a round, red PCS symbol means apple while others will require a more concrete representation of the apple as shown in the digital picture near the top of the slide.

Still others will be able to make the association with a black and white outline of an apple.

Another type of picture symbols is known as minspeak symbols and their use requires the ability to understand that one symbol can mean many different things. So the apple could mean apple, or eat, or food or hungry depending on other symbols with which it is associated.

Again, the important thing to keep in mind is the match between the individual and the type of picture representation that best works for them.

## What do these pictures mean?



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### **FACILITATOR - Picture Selection Activity:**

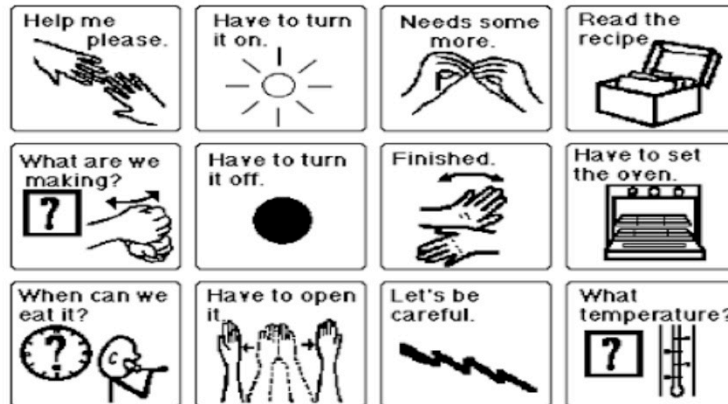
Given that students using picture communication boards often have limited reading skills, this is how the board might appear to them.

Can you identify the exact message that each of these symbols is intended to convey?

Give participants sheet of pictures (PICTURE LABEL ACTIVITY IN HANDOUTS). Have them work with a partner to write the label on each

# What do these pictures mean?

## Preparing Food



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**FACILITATOR - Compare participants labels with this slide. Discuss.**

How did you do?

Just as with any other skill that is being taught, using pictures to communicate, understanding and associating meaning with the picture is essential to the USE of the picture.

It is our belief that pictures look "easy" to us because we are attending to the words and reading the message rather than examining the pictures and inferring their communicative intent. So selection of pictures needs to be well thought out – what do we really want them to represent? Is their meaning something that others will understand as well?

Any vocabulary and pictures that are placed in an AAC system need to be introduced and taught. This can become an objective on the individual's IEP.

# Types of Communication

## Words



This is a word-based language system where the alphabet is near the top of the page and frequently-used words are available with just one button push.

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Another way to represent language is through letters and words. If a student is able to read and spell, they will often times use a combination of pre-programmed words and phrases along with spelling and word prediction.

Shown here is a word-based language system where the alphabet is near the top of the page and frequently-used words are available with just one button push.

Although spelling allows access to every possible word a person might want to say, it is slower than selecting a pre-programmed word or phrase. Then again, if only pre-programmed words and phrases are available then the individual is limited by only the messages that have been entered for his or her use.

This is just one example, there are multiple devices, and even some iPhone apps that can support the use of words for communication.

## Access

- Reach and touch --Direct selection
- Find and send messages with ease
- Keep most frequent messages or “core vocabulary” visible
- Establish a consistent motor pattern for accessing vocabulary

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One of the foundations of communication is that it allows access to people, things, information, ideas... it allows access to getting wants and needs met. For some individuals no matter what AT or AAC system is out there, their disability limits their access to that system. Whether the disability limits them physically, visually, or in any other way, it becomes incumbent on the adult, or peers working with them to help them obtain access in order to communicate.

An individual's ability to access the messages is another important component of determining the most appropriate communication system. Individuals using communication systems need to be able to find and send their messages with relative ease. The individual's motor skills will affect how messages are produced. For example, sign language takes fine motor coordination and not all will be able to form the hand and arm movements accurately to allow this method of communication. Some individuals will be able to select pictures easier if they were mounted on a board rather than in a book.

It is important to keep the most frequently-used messages or “core vocabulary” readily available. The layout of pictures in this “core” should stay the same so that student's pattern of touching pictures can become automatic.

# Access

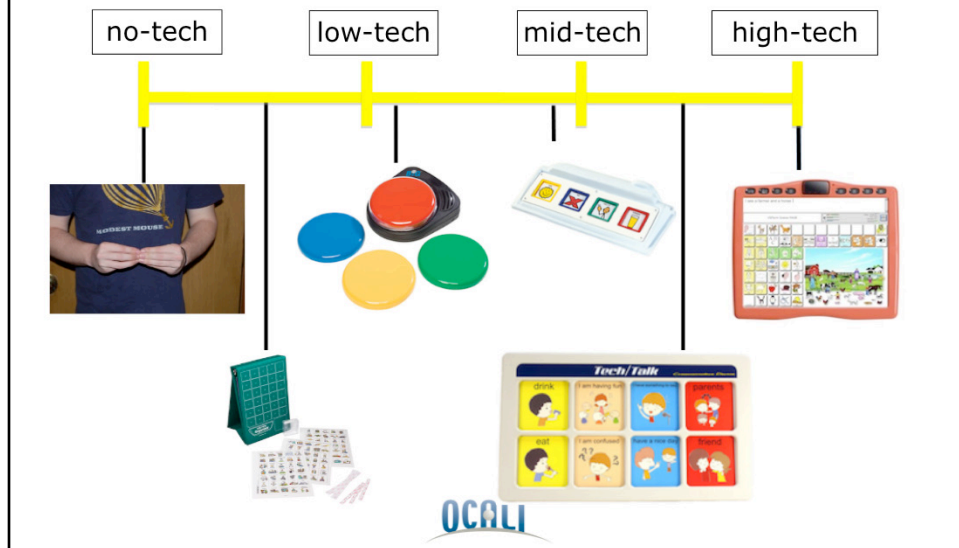
- Headpointing
  - Use headstick or eye-gaze technology
- Scan choices highlighted
  - Use a switch to select



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Selecting messages with a pointer finger is the simplest method of access, but some do not have the motor abilities to do this either. Some individuals can move their head more reliably than their hands and can find and select by looking at the message they want. This is called “headpointing”. In “scanning” the AAC device highlights each message one by one and the user hits a switch for the one they want.

## The AAC Continuum



AAC is not only high-tech expensive communication devices. There are a wide variety of AAC devices available today but the concept of AAC also includes no-tech and low-tech options. The AAC continuum ranges from no-tech options such as sign language, low-tech options such as picture symbol sets and single message buttons, mid-tech options such as recorded speech devices and high-tech computer-based communication devices. The next few slides will highlight some examples of each.



## The AAC Continuum No-Tech

Pointing  
Gestures  
Sign language



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Here are some examples of no-tech AAC supports. These include pointing, gestures and sign language. Often times, kids will use their own system of modified signs or vocal approximations that are quite effective in communicating their wants and needs. This is a great strategy for familiar partners such as mom and dad or other family members.

# The AAC Continuum Low-Tech

## Picture Symbols Single Message Devices



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Low-tech options include a wide variety of picture symbols and single or multiple message button switches. The button switch shown here is called the “BigMack” switch. It is commonly found in the school environment and the messages can be changed very easily to encourage participation in any activity.

## The AAC Continuum Mid-Tech

Digitized Devices  
Static Display



Tech/Talk



Go Talk

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Here are just two examples of static display devices with digitized speech. The digitized speech means that the messages consist of recorded human speech. The pictures do not move around – and that is why we refer to them as static display. Many of the devices in this category offer multiple levels of vocabulary. Sometimes, a new level of vocabulary can be accessed by turning a dial found on the back of the device. This is true of the “Tech/Talk” device shown here. Then, a different picture overlay that goes with the new set of vocabulary words must be inserted. This allows several activities or pages of vocabulary to be pre-programmed. Sometimes, students use different levels of vocabulary for different environments – one page for home, one or two pages for school, and another for community outings. Other times, the vocabulary is set up to represent different activities – one page for music, one page for circle time, one for snack, etc.

## The AAC Continuum High-Tech

Synthesized Voices  
Dynamic Display



Tobii ATI Eye Gaze



Proloquo2Go

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High tech devices can be stand-alone AAC devices - but they are often times part of a bigger computer-based system. These integrated systems offer other features that you would expect to find on a computer such as word processing capabilities and sometimes even Internet access. High tech devices can be large or small. They usually offer computer-generated voices, many of which are very human-like. The high-tech devices offer dynamic display properties which means that pages of vocabulary are electronically linked to the category buttons. The number of pages linked are limited only by the number of buttons on a page and amount of memory in the device. When a category is selected, the screen changes to vocabulary related to that topic. So for example, the top page might have a food icon, a school icon and a games icon. If the user selects the food icon, all of the symbols change to food choices. There is typically one button reserved for linking back to the top page.

## How to decide what system is right?

- No standardized test
- Valid assessment
  - natural communication behaviors
  - in daily routines
- Team approach essential



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So how is the decision made about which AAC system should be used by an individual?

There is no standardized battery of tests that comprise an AAC evaluation, but several principles are recommended. First there should be a valid assessment that includes activities that bring out the natural communication behaviors from the individual. The team (IEP or other) should gather information about the individual's communication needs in everyday routines to the greatest extent possible.

When making the decision, (1) language representation system, (2) how language will be used, and (3) how it will be accessed are three important things to consider during the AAC assessment.




Team members might include the teacher, speech pathologist, occupational or physical therapists, intervention specialist,

## Feature Match

Strengths,  
capabilities and  
communication  
needs



Features of  
AAC System

	 Dynamilis Xpress Dynamilis Medical Technology	 ALT-Chat Spartan Corporation	 Springboard Lite Proton Speech Company (PSC)
<b>Basic Information</b>			
Cost	\$7500	\$3450-5495	\$5,995
Size / weight	6" x 8" x 1.75" / 1 lb 7 oz or 8 lbs 1 oz with extended battery	7.5" x 7.5" x 1.8" ; 1lb. 8oz	7.5" x 7.5" x 1.8", 0.5 lbs, 2 volume
Medicare version/code	Dedicated; Ergon	ALT-Chat D+1	same; Ergon
<b>Device Groups</b>			
Device type	Integrated system & / or dynamic display	Dynamic Display	Dynamic with more options; Dynamic Display
Device style	Tablet style with optional keyboard & plug-in keyboard	tablet	Tablet style; no touch- screen input
<b>Input/Selection Method</b>			
Selection method	Touch screen and call, scanning	Direct select, scanning	Direct select, scan (visual auditory), touch, handwriting or / external trackball, mouse
Types of scanning	visual and auditory scanning	single switch or two switch; scanning with auditory prompting	Single / dual switch, single, eye / touch, scanning / row, linear, scanning
<b>Symbols/Language Representation</b>			
Symbols/Language	Pictures / words / letters / visual symbols	Pictures, alphabet, PCS, logograms, tripart digital	Unity icons, PCS symbols, logograms

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The next critical step is to perform a “feature match” where the student’s communication needs along with visual, fine motor and cognitive abilities are matched to the features available on a wide variety of communication devices. This entire process should be the result of coordinated team input.

For example, a student might relate best to color pictures that are at least 2” in size, but can only visually manage choosing between 8 different messages. This person is also motivated by voice-output; can reach and touch 2” buttons, but requires a keyguard to prevent him from bumping unwanted messages. These needs can then be matched to AAC devices that offer those features.

## What Messages are Important?

- Messages appropriate to:

Age

Gender

Daily life

Interests

Life experiences



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What messages should be included?

When selecting messages, be sure to include messages that are important to the AAC user, appropriate to their age, their gender, their daily lives and their interests and life experiences.

## What Messages are Important?

### Activity:

- Draw a 4 x 8 grid on a piece of paper
- Write at least 16 vocabulary items into your grid you think your student/child needs to use
- Think about vocabulary that is "functional" – words that would be used in everyday life

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### FACILITATOR - Determining Appropriate Vocabulary

Begin with the following activity to create a communication board:

- Draw a 4 x 8 grid on a piece of paper
- Write at least 16 vocabulary items into your grid you think your student/child needs to **communicate**
- Think about vocabulary that is "functional" - words that would be used in everyday life



## What Messages are Important?

- Look at the vocabulary you selected
- Did you have any of the following?
  - Eat
  - Drink
  - Bathroom



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FACILITATOR - Look at the vocabulary you selected. What did you write down? Did you have any of the following?

- eat
- drink
- bathroom

Frequently, eat, drink and bathroom are among the first vocabulary items chosen by parents and professionals. Communication boards are then constructed to represent these messages and the individual does not use them. The individual is often times accused of "not being ready for a communication system" or "not liking communication boards" and they abandon the idea of using an AAC system. Taking a closer look at this scenario, we typically find that the individual's basic needs such as eating, drinking and toileting are taken care of regardless of whether they request it or not. Thus, the individual is left with little motivation or need to communicate these messages.

## First 15 Words

### First Words:

all done	like	mine
more	stop	that
want	what	you
go	help	here
I	it	get

from Banajee, M., DiCarlo, C., & Buras-Stricklin, S. (2003). Core Vocabulary Determination for Toddlers, Augmentative and Alternative Communication

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First Words of typically developing children

How many “things” are in this list?

Note that these are words that can be used in a variety of ways to accomplish a variety of things.

## Selecting the Right Messages

### Plan for powerful messages

- influence other people
- play and have fun



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Think of things the individual will be motivated to talk about. The right messages can be very powerful. When the individual experiences the power of communication, he will soon learn that he can impact his environment. Appropriate messages will also enable the individual to interact with peers - at their level. Choose messages that impact other people - like playing catch, asking to be spun around in circles or being pushed in a swing. Create opportunities for the communicator to use their system to play and have fun.

## Selecting the Right Messages

### Plan fun activities

- create messages around activities
- allow for choice-making and participation



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When working with beginning communicators, think of activities they enjoy and create communication messages around them. Make it fun and allow the individual to control the activity.

There is power in communication

A individual who has vocabulary which allows them communicative power feels:

- I can impact my environment through what I say
- I can play and have fun

Think of the fun and power an individual will feel when using a communication system for the first time to say:

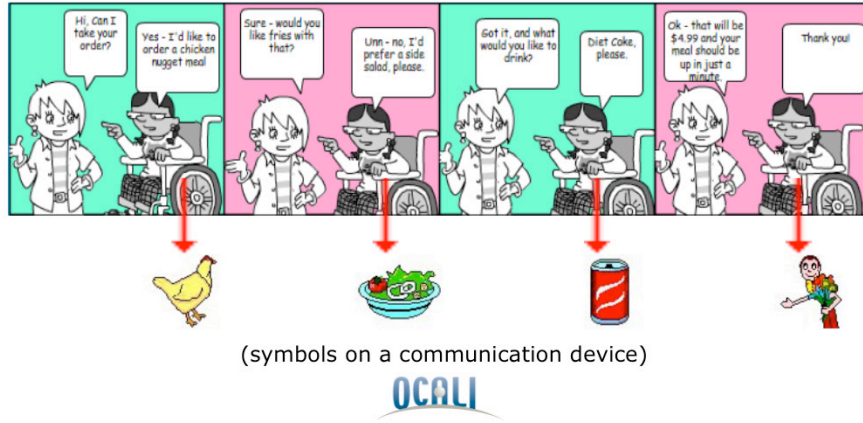
- Tickle me!  
Rub my back  
Chase me!  
Bet you can't catch me!  
Bounce me up and down!

When working with beginning communicators, think of activities

## Selecting the Right Messages

Write "scripts" that allow:

- Participation in routines
- Back and forth exchanges



Some of the exchanges we have every day are fairly predictable,

"Hi, how are you?"

"I'm fine, how are you?"

"Whatcha up to?"

"Nothin' much, how about you?"

Plan messages around these exchanges and rehearse them at home. An example would be ordering at McDonald's. The cashier has a script of questions to ask each customer and your child can be ready with the answers.

## Model How to Communicate

*An individual needs to be shown how to use AAC*

- Model by using individual's AAC system as you speak
- Model how to use symbols to say real things in real situations in natural contexts throughout day



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AAC users learn language the same way typical children use language - through natural interaction in a language immersion environment.

Others should model the language they use by also using the AAC system as you speak.

This is more effective than drill and teaching - “this symbol means this”

This type of modeling shows how the symbols can be used to say real things in real situations. Children learn what to say, when to say it and what pictures to use.

AAC can make the difference between joining in and sitting on the sidelines watching, between interacting and just listening,

# Internet Resources

1. OCALI Assistive Technology Resource Manual 2008  
[http://www.ocali.org/view.php?nav\\_id=60](http://www.ocali.org/view.php?nav_id=60)
2. AAC Institute - Parent's Corner  
<http://www.aac institute.org/Resources/ParentsCorner/intro.html>
3. AAC Basics - Assistive Technology Training Online Project at the University of Buffalo  
<http://atto.buffalo.edu/registered/ATBasics/Populations/aac/>
4. Listing of Types of AAC Devices - AAC TechConnect  
<http://www.aactechconnect.com/aacinfo.cfm>
5. YAACK: Review of common myths and fears associated with using AAC with young children:  
<http://aac.unl.edu/yaack/b2.html>
6. Resources for vocabulary for AAC  
<http://aac.unl.edu/>
7. Center for AAC and Autism  
<http://www.aacandautism.com/>





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Thank you for your participation today. We hope you have enjoyed this presentation on communication systems.