# AAC 101: Steps of Learning Process

For implementation planning and AAC system customization!

## STEP ONE:  TARGET

| Student | |
|---|---|
| Planning Date(s) | |
| Team Members | |
| Communication Modalities | |

### Preferred Topics, Items, People & Activities *(favorite places, favorite snack, people)*

*Use Home & Community Word list and Classroom Word List tools to develop specific word lists for the student.*

### Self-initiated student messages (These are often communicated in non-symbolic methods- gestures, behaviors, facial expression, sounds or scripted language)

*Communication Sampling and Analysis is recommended if these messages aren't obvious. Gather video samples of the student interacting with and around other people.*

Environmentally Based Messages (What words and messages initiate and sustain social interactions and meet basic communication needs?)

A. What words or messages would help the student engage with peers and teachers?

B. What messages would allow the student to self-advocate for personal hygiene, physical or sensory needs?

C. High Frequency Words/Message the student needs to learn to be more effective *(core vocabulary words)*

*Consider high frequency word lists such as Project Core (Carolina Center for Literacy & Disabilities Studies)*

D. Language Development Goals (single word vocabulary, phrase/sentence generation, word endings, social/pragmatic language etc.)

*Refer to speech and language evaluation information: developmental norms, standardized testing, checklists.*

## Where to Begin?

Start teaching words and messages identified in Section A & B: **Preferred Topics, Items, People & Activities** and **Self-initiated student messages.** These are messages that the student already is motivated in communicating.  Targeting these messages will result in a higher rate of learning and functional use of AAC system.  These messages begin the process of moving the student toward autonomous communication.