

# AAC MODELING

## Children with Extensive Support Needs

My child's teacher and SLP said that I can help my child learn the symbols in their AAC system by *modeling* them.  
What does that mean?

*Modeling* is when someone demonstrates the use of a language for someone else who is learning that language.

Have you ever tried to learn a new language?

It probably helped to have someone who knew the language talk to you in that language and help you learn from your mistakes.

The same is true for children who are learning language.

Most children learn to speak and use spoken language by hearing the people around to them talk.



Some children, maybe due to a disability, learn to use augmentative & alternative communication (AAC) that includes picture symbols.  
(Those symbols are *aided language*)



When we talk to our children, we naturally provide them a language model that *matches* how we expect them to respond. You talk to them, they talk back.

however

For a child learning to use picture symbols, it is not enough to **ONLY** talk to them. We must also **show them** how to use the symbols in their system to "talk back."

## How do you do it?

1

### Know your child's AAC device.

Take some time to get to know your child's system. You need to know it to model it.

### Use core words

Core words are common words that can be used for a lot of purposes during the day  
(see the attached communication board).

2

3

### Make it fun and familiar!

AAC is not just for school. Your child's favorite things are great motivators for communication.

### Don't quit.

As your child learns, keep modeling use of their AAC system. Your help is 100% needed.

4



# Want more direction?

Your child's SLP at school is also happy to help :)

# Try these steps:

## What is an activity your child enjoys?

Think about that activity as you answer the following guiding questions....



## What are the “things” needed to do the activity?

Find those words on your child's AAC system. You can also use common words like “it”, “that”, and “this” to practice using core words.

*(see the communication board in this packet for core)*

## Who are the people needed to do the activity?

Find those words on your child's AAC system. You can also use common words like “I”, “you”, “he”, “she”, and “me” to practice using core words.

*(see the communication board in this packet for core)*

## What actions occur *as part of* the activity?

What actions do the people and objects do? Find those words on your child's AAC system. You can also use common words like “do”, “go”, “turn”, “stop”, “put”, and “get” to practice using core words.

*(see the communication board in this packet for core)*

## What actions occur *around* the activity?

Think about the interactions between people that don't have to do with the objects themselves. We can say we like something, we can tell people what to do, get someone's attention, or keep the action going. Words like “like”, “look”, “do”, “stop it”, “put here”, “do more”, etc. can say these important things as you and your child interact.

*(see the communication board in this packet for core)*

## Now you are ready to model!

Modeling with AAC is when you **point** to a picture symbol you found in your child's AAC system **as you say** the word that goes with it. This is how you can **show** your child how to say different things *during the activity* using the AAC system. Modeling this way makes the picture symbols meaningful to your child **and** shows where it is in the AAC. Think back to the words you found in the steps above. You can use those words to show your child how to say different things during the activity. A few examples are below:

Say this	Point to one or all in AAC system	To show how to do this
I think <b>it</b> is going to <b>stop</b> !	<b>IT</b> + <b>STOP</b>	Comment on the action of something
It's too heavy. <b>Help</b> me!	<b>HELP</b> + <b>ME</b>	Ask for assistance
<b>That's</b> <b>not</b> my car.	<b>THAT</b> + <b>NOT</b> + <b>ME</b>	To playfully deny

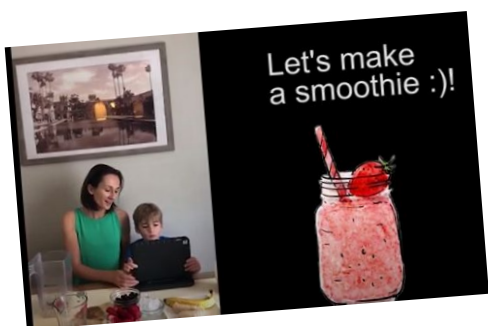
# AAC MODELING: Watch an Example

Need some inspiration? Here are some links to video examples of AAC modeling during activities:

While reading  
a book



<https://bit.ly/LlamaYum>



[https://youtu.be/Ns\\_hWXWF1fM](https://youtu.be/Ns_hWXWF1fM)

While making  
a smoothie














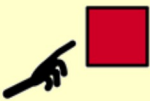






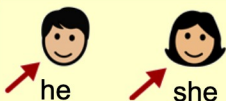






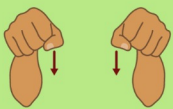











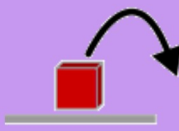

While playing  
with Playdoh ®



<https://bit.ly/AACPlaydoh>



This language board will help your student learn to understand and use more words. Please use it by pointing to key words as you speak or do an activity with your student. Keep your sentences short and simple. If your student points to a word, say it out loud, and then respond as if your student had spoken.

 I, me, my	 what	do	 is, are	 that	 not	 more
 you, your	 where	 want	 have	 here	 in	 all done
 it	 like	 get	 see, look	 there	 out	 good
 he she	 who	 open	 give	 put	 again	 different
 can	 STOP	 go	 come	 up	 on	 bad
 turn	 eat	 play	 help	 down	 off	 feel