

# Simple AAC

## S how



Point to symbols as you talk  
This SHOWS the learner what to do and models language for them. It's okay to make mistakes and you don't have to point to every single word - just the important ones!

## I nteresting



Remember to keep things fun!  
Relate your teaching to the AAC learner's favourite things to keep them INTERESTED. We all learn more when we are interested and motivated!

## M onths and months



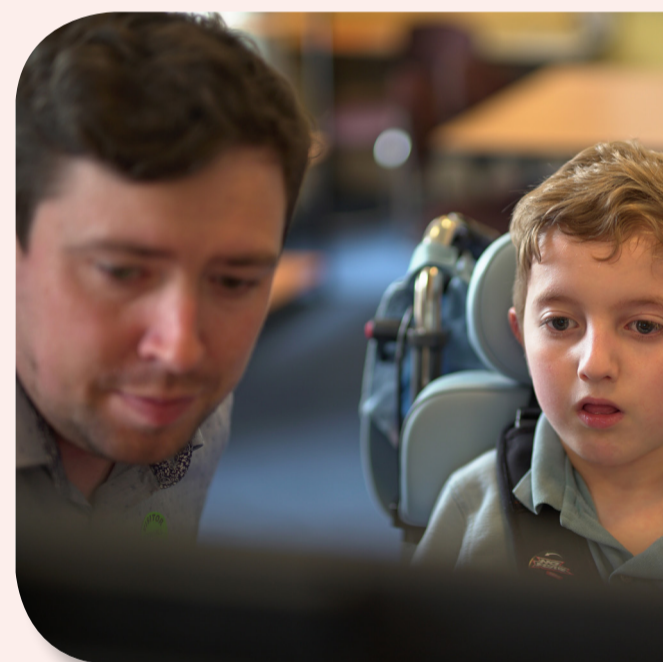
Learning AAC takes time  
Some learners will need MONTHS of modelling, to see and hear their AAC being used, before they are ready to start using it themselves. This is okay!

## P ause



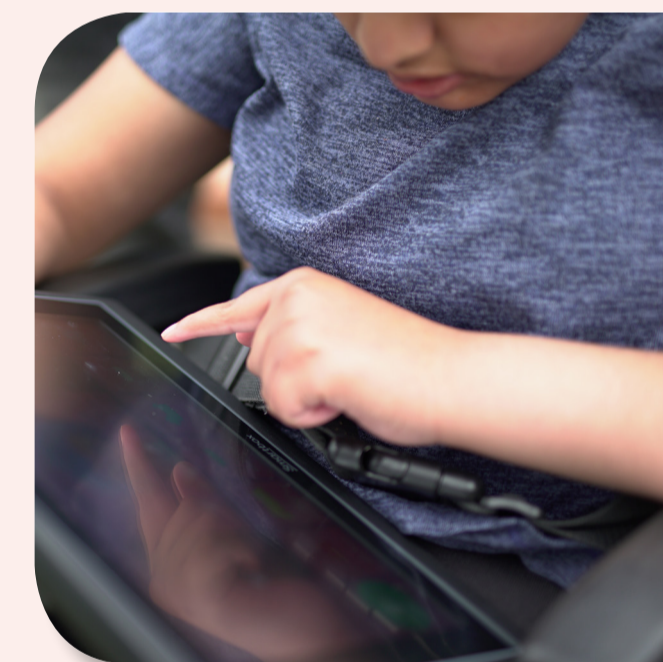
Give learners lots of time  
Learners might need longer to process what you say and respond. A PAUSE also shows it's their turn to talk. It can help to count to ten in your head to make sure you pause for long enough!

## L anguage



Teach different types of words  
Try to remember all the reasons we use LANGUAGE. It's not just to ask for things! So model a range of words and how to use them - to comment, protest, ask questions and more!

## E xplore



Give learners time to explore  
Allowing learners to 'play' with their device is okay! In fact, it's really important that we give learners time to EXPLORE their AAC and see what it can do.

## A lways available



Make sure AAC is available  
AAC users need access to language all of the time! This can be a high tech device, or a low tech communication book. But if they don't ALWAYS have their AAC - they can't learn to use it!

## A dd words



Add new words as you teach  
Once a learner begins to use their AAC, support their language development by ADDING WORDS to what they say. If they say one word, repeat it back and add another word.

## C omment



Swap questions for comments  
Questions can be testing, not teaching. So instead of asking questions we know the answer to, say the answer instead, or just COMMENT on what is happening.