

# AAC and Early Intervention

## Getting Started

### Early Intervention Steps with AAC

This handout is based off the work by Light & Drager (2019). Visit <http://aackids.psu.edu> for more information.

#### Step 1: Identify meaningful contexts for communication with your child

- *Is this activity motivating for my child?*
- *Do I have a way to interact socially with my child during the routine?*
- *Is what we're doing appropriate for their current level of understanding and interest?*

<b>Context</b>	Katie's bathroom "routine" – getting changed and washing hands
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#### Step 2: Provide effective way(s) for your child to communicate

- *How will my child respond?*
- *If using a high-tech SGD, do I need a low-tech backup for this activity?*

<b>Communication Method</b>	Speech Generating Device
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#### Step 3: Select appropriate vocabulary for your child

- *Which words are we targeting for my child to use?*
- *Are we using words that are motivating? Are enough words flexible for many situations?*
- *Do I know how to model these words?*

<b>Target Words</b>	We will model "wash" to have Katie indicate she is ready to wash hands, but Katie could also use: wet, water, soap, hands, dirty, clean, etc.
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#### Step 4: Set up the environment to support your child's communication

- *Are they in a position where they are stable and able to use the AAC?*
- *Can my child easily see and reach the AAC?*
- *Am I face to face with my child so they can see me and my face?*

<b>Environment Setup</b>	Will change diaper on the changing table and device will be by Katie's shoulder on her right. When Katie has been changed, she will be placed by the sink and shown her device.
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#### Step 5: Use appropriate interaction strategies to support communication

- *Am I modeling as much as I can? Can I model more?*
- *Do I wait to give my child time to respond? Do I need to count to 10 in my head?*
- *Do I respond to every communicative attempt? Do I recast on the device at times?*

<b>Strategies</b>	Show the device to Katie and wait to see if she initiates independently. Model "WASH" if she doesn't, or accept any word she uses and model the word she uses with wash, such as "Yes Katie, WET! You WASH your hands and get them WET!" (Words in CAPS modeled on device.)
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