

Supporting Communication for Students who are Non- verbal and Minimally verbal

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Learning Objectives

1. Define AAC and identify students who need communication support in your classroom.
2. Develop a classroom AAC system that will support students on a variety of communicative levels.
3. Implement strategies within your curriculum to increase student participation and develop functional communication skills.

Nonverbal Vs Minimally Verbal...why did we say AND?

- **Nonverbal**
 - increasingly referred to as 'non-speaking'
 - do not use words or speech to communicate
 - rely on behavior, gestures, or alternative tools to communicate
- **Minimally verbal**
 - language abilities roughly equivalent to those of an 18-month-old
 - rely primarily on gestures or single words to communicate
 - language may expand with age, but is severely impaired compared to same aged peers

What is AAC?

- AAC : Alternative/Augmentative Communication
 - communication methods used to supplement or replace speech/writing for those with impairments in the production or comprehension of spoken or written language
- Two Types
 - Unaided systems: You do not need anything but your own body - includes gestures, body language, facial expressions and sign language, also called 'No Tech'
 - Aided systems: uses some sort of tool or device, can be low tech (communication board) or high tech (speech generating device)

Who needs AAC?

- Does the individual have difficulty expressing their wants, needs or thoughts in one or more environments?
- Does the individual have difficulty having basic needs met?
- Does the individual become frustrated or give up when attempting to communicate?
- Does the individual understand more than they are able to express?
- Does the individual have a basic understand of cause/effect relationships?

Sample Class

Student	Communication	Academics	Behavior
Joey	Non-speaking, knows a few signs when prompted	Does not recognize letters, numbers yet, pre-literate	Poor attention to structured tasks, tries to leave table/rug during non-preferred activities
Kate	Speaks in phrases and some simple sentences, many of which are scripted	Reads basic sight words, poor comprehension and social skills	Emotional, but able to participate in structured lessons
David	Uses about 10 words	Pre-literate	Requires 1:1 assistance to complete academic tasks, runner
Suzie	Speaks, but speech is difficult to understand	K-1 reading/math level	Frustrated when teachers and peers don't understand her, impulsive, often interrupts lessons

Benefits of AAC to support learning

- Can you expect your students to progress academically without developing more complex communication?
- Communication is a basic human right. Research indicates that people with significantly impaired cognition are able to demonstrate learning and access AAC with intervention and support.
- Research indicates that AAC users develop MORE verbal speech following AAC intervention:
 - Increase in speech production – 89%
 - No change in speech production – 11%
 - Decrease in speech production – 0%
 - (Millar, Light & Schlosser, 2006)

Are your students using AAC now?



How do I get AAC for my students?

- High tech AAC systems, or speech generating devices, are covered by Medicaid and some private insurances, but require a doctor's prescription and an evaluation by a licensed SLP.
- Low tech systems can be utilized until a high tech system is obtained.

Develop a low tech system

- School districts: consider coordinating a system to be used county-wide so as students move or transition to other programs, the communication system remains consistent
- Consider selecting a symbol set that teachers can easily access to create supporting materials
 - LessonPix, Boardmaker Online, Symbol Stix Prime
- Your low tech system should contain primarily, if not all, core word vocabulary.

What are core words?

- Researchers identified a set of approximately 450 words that make up the majority of words used in typical conversation and writing.
- Core words make up 80% of words spoken across languages!
- Dominates natural, everyday speech for toddlers, preschoolers, adults, and seniors.
- Contains few, if any, nouns.
- For a child to become an effective communicator, he/she must master these basic core words.

Core Vocabulary Research

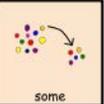
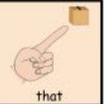
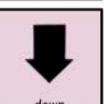
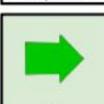
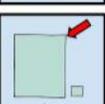
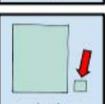
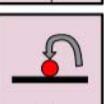
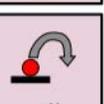
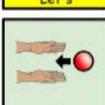
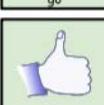
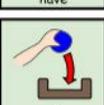
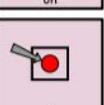
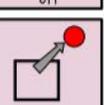
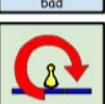
- Banajee, M., Dicarlo, c. Stricklin, S. (2003) identified words used most frequently by toddlers and found a total of 23 words made up 96% of words used in this age group.
- Snodgrass, M.R., Stoner, J.B., & Angell, M.E. (2013) demonstrated that a child with severe intellectual disability and vision impairments could learn to use 'conceptual, core words' to communicate across a variety of activities.
- Stuart reported that 72% of what seniors said across all environments and topics was made up of only 174 words.

What about
the other 20%
of words?

- Fringe Vocabulary
 - Typically arranged in categorical word lists or pages
 - Often vocabulary that educators consider important, but isn't often used in everyday language
 - Primarily nouns
- As a general rule, vocabulary should be taught on a 4:1 ration of core: fringe

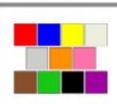
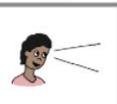
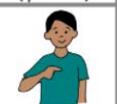
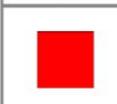
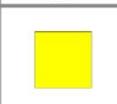
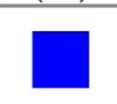
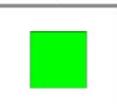
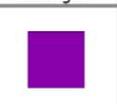
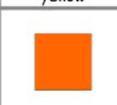
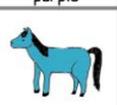
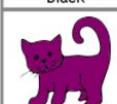
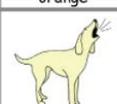
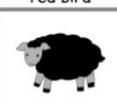
Activity:
Core Vs Fringe

What are your plans for lunch today?

 I	 it	 what	 where	 yes	 no	 some	 that
 me-my-mine	 he-she-we-us	 can	 come	 help	 again	 All Gone	 All Done
 you	 not, don't	 do	 feel	 one	 more	 up	 down
 Let's	 go	 get	 have	 big	 little	 on	 off
 want	 like	 make	 put	 good	 bad	 in	 out
 stop	 eat	 drink	 play	 read	 turn	 there	 here

Core Board level 4 ©2021 LessonPix, Inc - All Rights Reserved

Brown Bear, Brown Bear, What Do You See?

 Brown	 bear	 what do	 you	 see	 (question)
 I	 see	 (color)	 ?	 looking at	 me
 red	 yellow	 blue	 green	 purple	 white
 black	 orange	 red bird	 yellow duck	 blue horse	 green frog
 purple cat	 white dog	 black sheep	 gold fish	 teacher	 Children

Brown Bear, Brown Bear, What Do You See? ©2016 LessonPix, Inc - All Rights Reserved

Core Communication Board

Me, you go out
 We can go there, it good
 I eat all gone
 Not here, bad
 Yes, let's go there.
 Can she come eat?

I want go out.
 I like there, let's go.
 Let's eat here.
 We go out?
 Can you come eat?

Brown Bear "Communication Board"

You, me
 What do
 I see you
 duck
 fish

Core Boards Level 1-4: 48 core words

		what				that
me-my-mine			help			All Done
				more		
	go					
want						
stop	eat	drink	play	turn		

Core Board Level One

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I	it	what		yes	no		that
me-my-mine				help		All Gone	All Done
you					more		
	go		have				
want	like						
stop	eat	drink	play	read	turn		here

Core Level 2

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I	it	what		yes	no	some	that
me-my-mine	he-she-we-us			help	again	All Gone	All Done
you		do		one	more	up	down
	go	get	have	big	little	on	off
want	like		put			in	out
stop	eat	drink	play	read	turn	there	here

Core Level 3

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I	it	what	where	yes	no	some	that
me-my-mine	he-she-we-us	can	come	help	again	All Gone	All Done
you	not, don't	do	feel	one	more	up	down
Let's	go	get	have	big	little	on	off
want	like	make	put	good	bad	in	out
stop	eat	drink	play	read	turn	there	here

Core Board level 4

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Lamp Words for Life homepage: 84 core words

LAMP Words for Life aacapps.com

finished	mine	little	up	yes	good	some	no	down	out	off	bad
me	my	wear	am	please	that	and	in	what	a	+s	there
I	we	are	is	were	was	on	to	SPELL/NUM	an	the	end
you	they	new	play	like	work	have	feel	read	more	fast	stop
it	he	want	all	come	time	do	go	get	big	color	help
she	look	slow	hear	think	right	said	live	love	follow	ride	put
CLEAR	not	talk	sit	eat	find	make	need	drink	watch	turn	sleep

LAMP Words for Life aacapps.com

			up					down		off	
	my		↑					↓		☺☺ ☹☹	
	THIS BELONGS TO →										
						on					
			play			☺ +cl			more		stop
			🎲						🎵		STOP
						go					
						🚦					
CLEAR											
				eat				drink		turn	
			🍏					🍷		🌀	

Core First Communication Books



Where do I start with AAC?

- Collaborate with school SLP to select your core vocabulary board and set up your classroom.
- Create:
 - Wall chart: poster size version of your core board, used for structured teaching and 'on the fly' modeling
 - Leveled boards: each student has their own board, available at all times, NOT only available during structured teaching
- Recognize that you AND your students are learning a new language system. Learning a language requires time and repetition to develop understanding and use of the system.
- Be patient, open-minded, and consistent.

How do I use
AAC to access
the
curriculum?

1. Aided Language Stimulation
2. Word of the Week
3. Descriptive Teaching

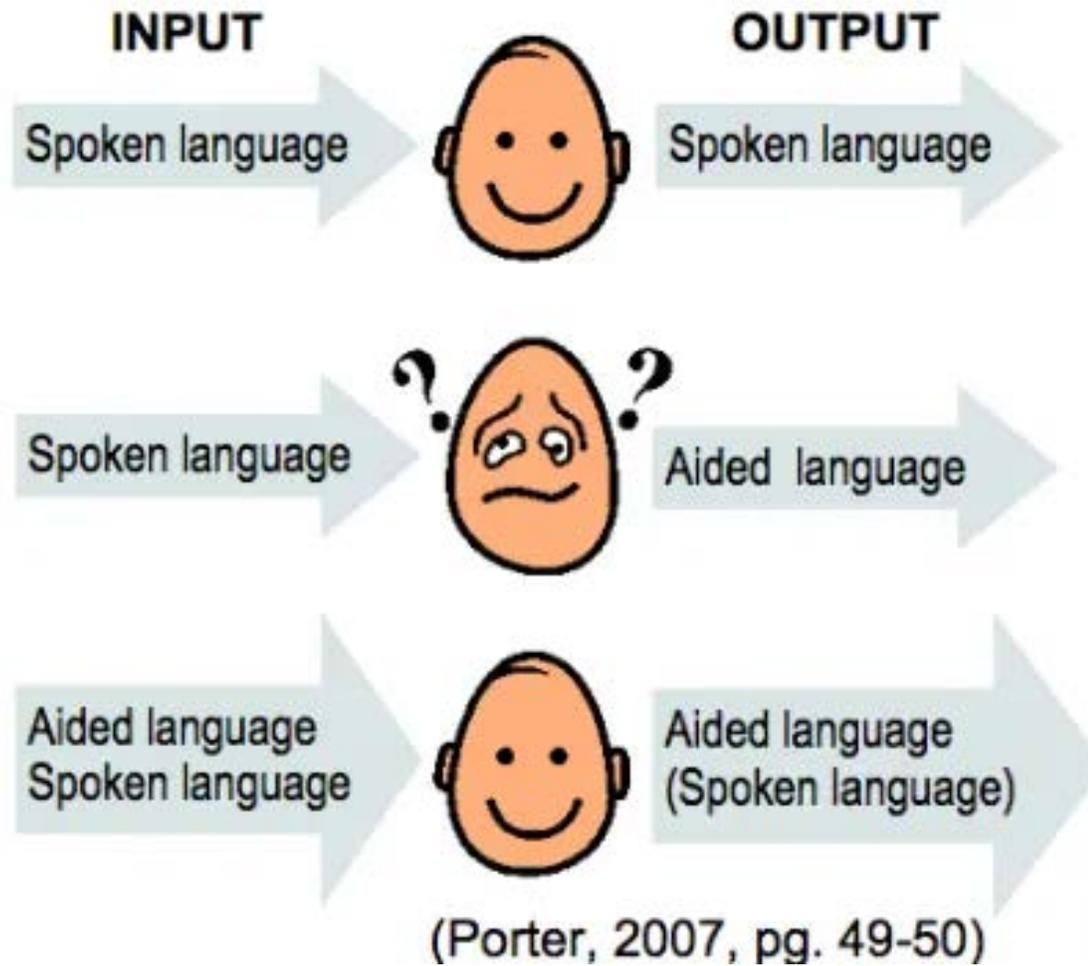
Teaching Strategy #1 Aided Language Stimulation

- Communication partners teach symbol meaning by modeling language on AAC system during natural communication exchanges.
- Communication partner verbalizes intended message while simultaneously selecting vocabulary on the AAC system.
- Requires you, the communication partner, to have a general knowledge of the AAC system.
- Shows the AAC user how to access the system, while teaching contextual vocabulary in real time, real life situations.

Teaching Strategy #1: Aided Language Stimulation

- <https://www.youtube.com/watch?v=fIFNMky22-U>

Can you expect your students to communicate using AAC if you don't show them how?



The Do's and Don'ts of Modeling

Do

- Create messages using symbols on the user's AAC device. Model 1-2 words at first . (ie. *want go*)
- Verbalize your message using a complete sentence (ie. *I want to go out. Do you want to go?*)
- Wait and allow the user to respond
- Consistently model core words throughout daily routines

Don't

- Think you have to model a complete sentence using the AAC device.
- Over prompt or use hand over hand assistance to force the user to imitate your model.
- Expect the user to respond right away.
- Stop or correct the user if they are 'babbling'

Aided Language Stimulation

- When modelling, remember SMORRES:
 - S: Slow Rate
 - MO: Model - say word(s) while pointing to symbols on the communication board or device
 - R: Respect and Reflect - when the student communicates via gesture or word approximation, model word(s) to communicate the same idea using AAC
 - R: Repeat - provide repeated opportunities to model
 - E: Expand - add a word to build utterance length
 - S: Stop - provide expectant pause and allow child time to respond

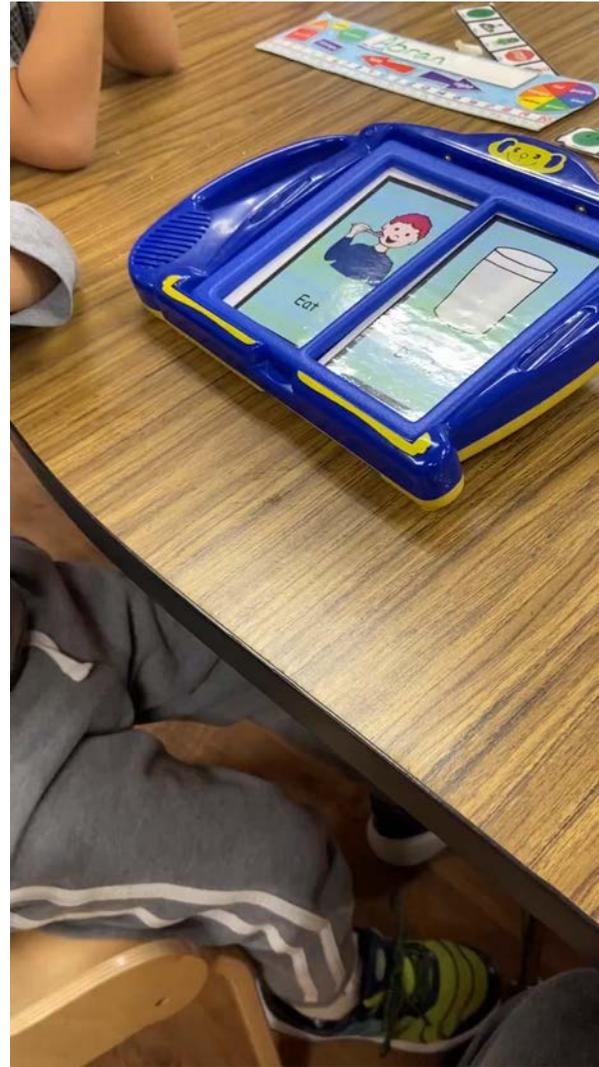


Developed by Dr. Jill Senner and Matthew Baud to provide a strategy for building partner interaction skills (2017)

Max



Andres



AAC Language Lab Stages Chart

AACLanguageLab.com



LANGUAGE STAGES

Language Stage	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six
	Talking with one word at a time	Talking with two and three word phrases	Building phrases and early sentences	Learning grammar and sentence structure	Using sentences and phrases with more grammar endings	Using correct grammar and syntax
Description of Language	<ul style="list-style-type: none"> The person speaks one word at a time. He or she learns to direct activities, request, and label. 	<ul style="list-style-type: none"> The person learns more words. He or she begins to combine words to make phrases. 	<ul style="list-style-type: none"> The person combines words in meaningful order. He or she begins using grammar endings for -ing verbs and plural nouns. 	<ul style="list-style-type: none"> The person begins to use whole sentences to ask questions and make negative statements. He or she learns common irregular past tense verbs such as "said", "saw", "went", and "told." 	<ul style="list-style-type: none"> The person uses more grammar endings. He or she learns to make nouns plural. He or she learns to add "s" to third person present tense verbs and "ed" to past tense verbs. 	<ul style="list-style-type: none"> The person has an understanding of most grammar rules. He or she has the ability to speak spontaneously using whole sentences. Language continues to grow by adding vocabulary.
Expected Outcomes	The person will speak one word at a time, and will increase vocabulary.	The person will speak two and three word phrases in meaningful contexts.	The person will increase the number of words combined to speak in full sentences.	The person will be able to use "wh" words to ask questions. The person will show an understanding of actions that happened in the past by using common irregular past tense verbs.	The person will use correct grammar endings for past and present tense verbs. The person will increase his or her ability to communicate in more complex whole sentences.	The person has full communication skills to express his or her own thoughts, and can use full language for any purpose. The person will continue to learn new words.
Unity® Programs	Any Unity 1-Hit program – May begin with hidden key to simplify OR Any Unity Sequenced program – May begin with Vocabulary Builder lists to simplify word choices.		Any Unity Sequenced program – May begin with Vocabulary Builder lists to simplify word choices.			

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For best viewing, print on legal-sized paper.

LL Stages Chart 061218kmk

Sample Class

Student	Communication	Academics	Behavior
Joey	nonverbal, knows a few signs when prompted	Does not recognize letters, numbers yet, pre-literate	Poor attention to structured tasks, tries to leave table/rug during non-preferred activities
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David	Uses about 10 words	Does not recognize written text, Pre-literate	Requires 1:1 assistance to complete academic tasks, runner
Suzie	Speaks, but speech is difficult to understand	K-1 reading/math level	Frustrated when teachers and peers don't understand her, impulsive, often interrupts lessons

Sample Class, organized

Language Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Description	Single words	2-3 word phrases	Phrases, early sentences	Learning grammar, sentence structure	Adding more grammatical endings	Correct grammar, word order, complex sentences
Expected Outcomes	Increase single word vocabulary	Combine 2-3 words in meaningful contexts	Increase the number of words combined to speak in full sentences	Use early grammar such as verb tenses	Add more word endings and build sentence complexity	Able to use sentences to participate in all activities. Continue to build vocabulary.
My Students	Joey David		Kate		Suzie	

- Model at and then one level above your student's language level to advance communication skills!

Teaching Strategy #2: Word of the Week (WoW)

- What?
 - a systematic approach to teaching core words by providing repeated opportunities to use core vocabulary in a variety of contexts
- How?
 - Select a core word and build your lesson plan around it.

School year plan for Core 48

Week 1	Want	Week 19	Read
Week 2	All done	Week 20	Do
Week 3	Mine, me	Week 21	Up/down
Week 4	Help	Week 22	Big/little
Week 5	Turn	Week 23	In/out
Week 6	Eat/drink	Week 24	On/off
Week 7	Play	Week 25	Some/one
Week 8	More	Week 26	Put
Week 9	Stop/Go	Week 27	Get
Week 10	That	Week 28	Again
Week 11	What	Week 29	There
Week 12	I/you	Week 30	Don't
Week 13	It	Week 31	Can
Week 14	All gone	Week 32	Let's
Week 15	Yes/no	Week 33	Make
Week 16	Like	Week 34	Feel/good/bad
Week 17	Have	Week 35	Where
Week 18	Here	Week 36	Come

How does core vocabulary fit into the curriculum?

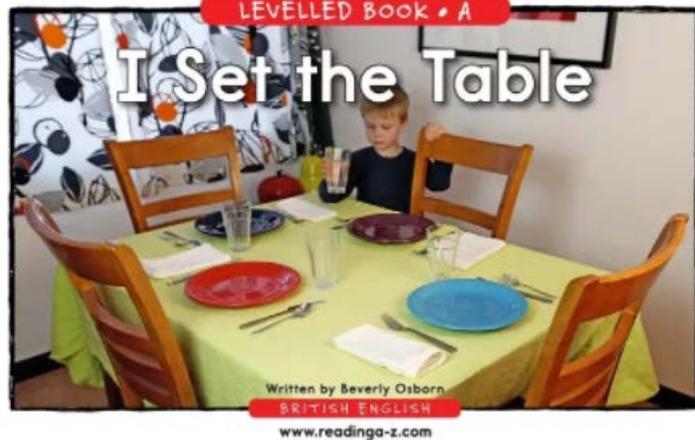
DOLCH WORD LIST

Sorted alphabetically by grade level

Pre-primer		Primer		First		Second		Third	
a	play	all	out	after	once	always	right	about	never
and	red	am	please	again	open	around	sing	better	only
away	run	are	pretty	an	over	because	sit	bring	own
big	said	at	ran	any	put	been	sleep	carry	pick
blue	see	ate	ride	as	round	before	tell	clean	seven
can	the	be	saw	ask	some	best	their	cut	shall
come	three	black	say	by	stop	both	these	done	show
down	to	brown	she	could	take	buy	those	draw	six
find	two	but	so	every	thank	call	upon	drink	small
for	up	came	soon	fly	them	cold	us	eight	start
funny	we	did	that	from	then	does	use	fall	ten
go	where	do	there	give	think	don't	very	far	today
help	yellow	eat	they	going	walk	fast	wash	full	together
here	you	four	this	had	were	first	which	got	try
I		get	too	has	when	five	why	grow	warm
in		good	under	her		found	wish	hold	
is		have	want	him		gave	work	hot	
it		he	was	his		goes	would	hurt	
jump		into	well	how		green	write	if	
little		like	went	just		its	your	keep	
look		must	what	know		made		kind	
make		new	white	let		many		laugh	
me		no	who	live		off		light	
my		now	will	may		or		long	
not		on	with	of		pull		much	
one		our	yes	old		read		myself	

Target Word	Put				
Books	I Set the Table (Reading A-Z), Put Me in the Zoo (Robert Lopshire)				
	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Story containing target word is read aloud each day. Teacher models target words during read aloud. Students will be given opportunities to imitate models or comment using novel utterances during read aloud time.				
ELA	<p>Journal: Where do you put your work?</p> <p>I put work in the basket.</p> <p>Chart: Write the Chart (noun) I put the --- on the table.</p> <p>Students will select noun, glue on chart, and read aloud.</p>	<p>Journal: Where do you put trash?</p> <p>I put trash in the garbage can.</p> <p>Chart: Write the Chart (WoW) I put the --- on the table.</p> <p>Students will match 'put' symbol to word on chart, then read aloud.</p>	<p>Journal: Where do you put your jacket?</p> <p>I put my jacket in my backpack.</p> <p>Chart: Re-read and hands on I put the --- on the table.</p> <p>Hands on activity. Student will read sentence, identify object, and put it on the table to 'set the table'.</p>	<p>Journal: Where do you put your toys?</p> <p>I put my toys in the basket.</p> <p>Chart: Working with Cut Up Sentences I put the --- on the table.</p> <p>Each student will read a sentence. In groups, students will arrange words to form sentences.</p>	<p>Journal: Where do you put your sticker?</p> <p>I put my sticker on my shirt.</p> <p>Chart: Make a book I put the --- on the table.</p> <p>Make a book. Students will glue words into book and take home for further reading and practice.</p>
Classroom Routines	put work in the basket	put trash in the garbage can	put jacket in backpack	put toys in the basket	put sticker on your shirt

High
frequency
reader from
Reading A-Z



I put the cloth here.

I Set the Table • Level A

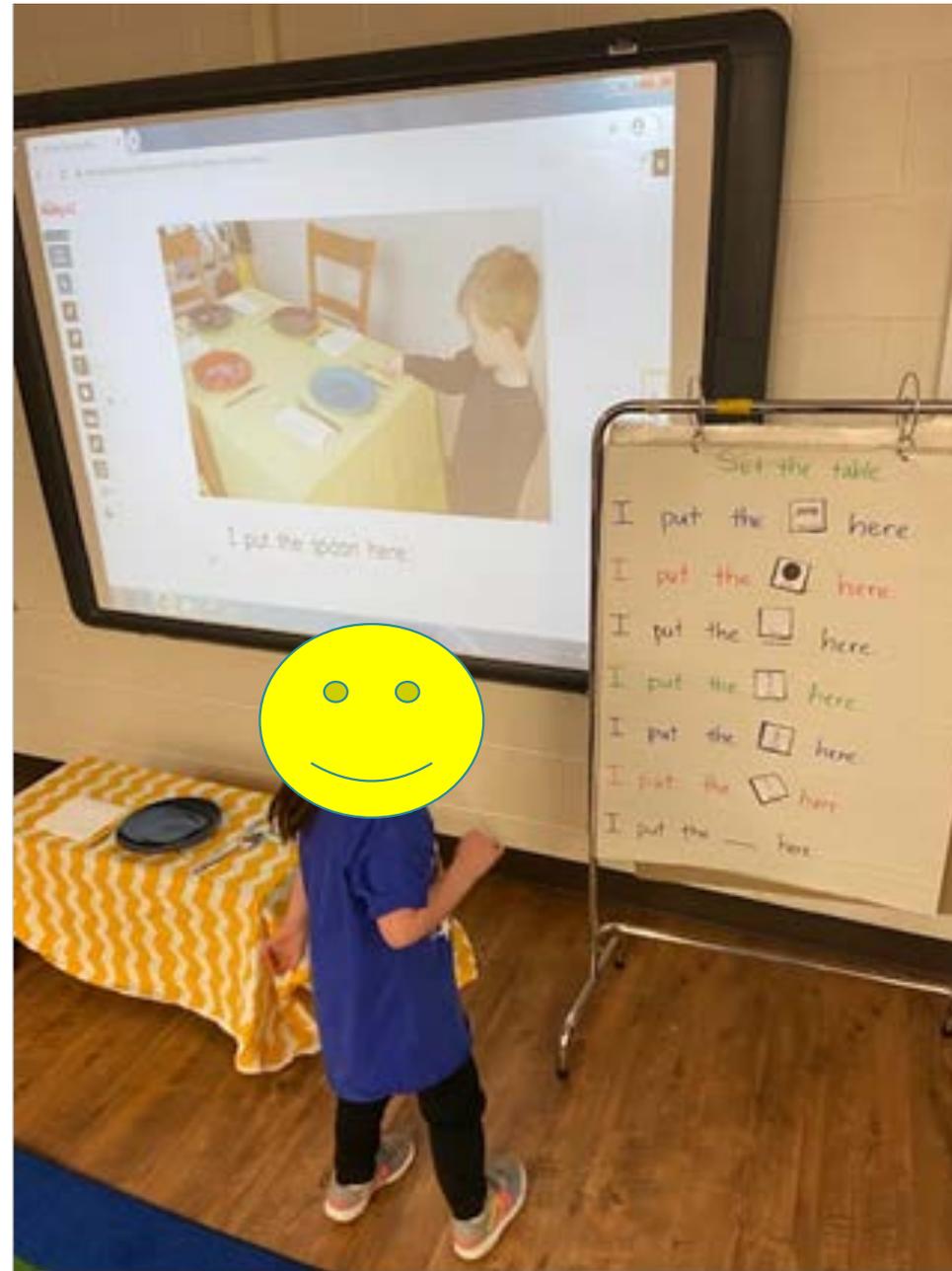
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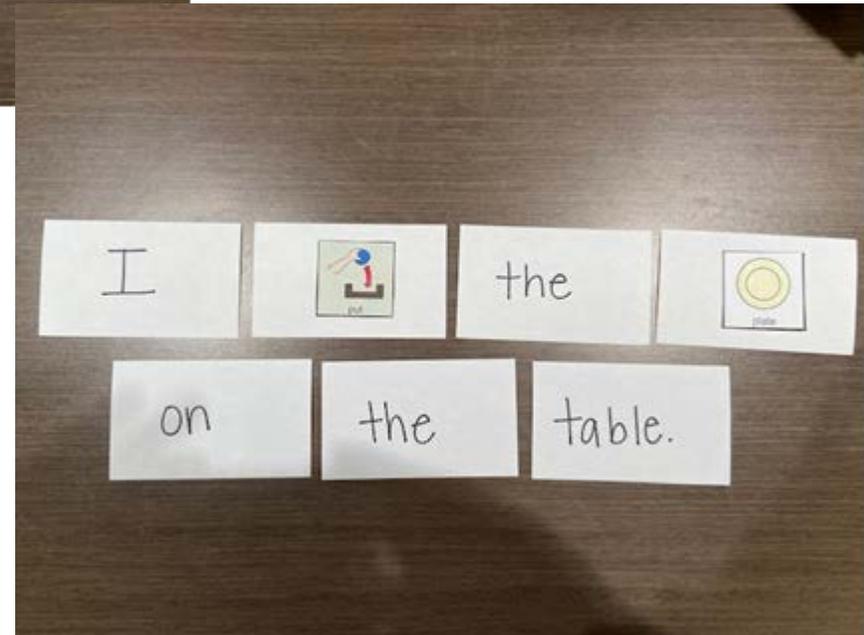
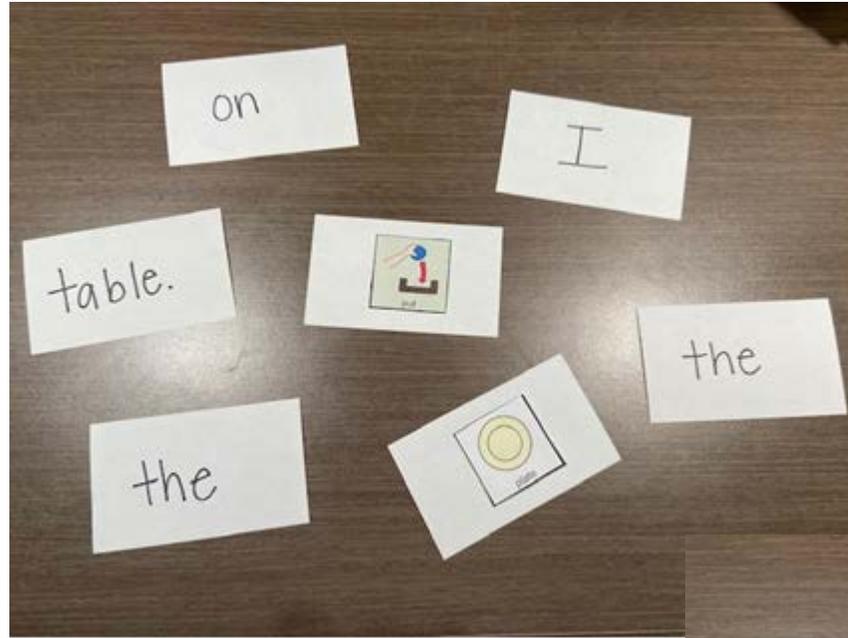
I put the plate here.

4

Predictable Chart Writing and Hands on Activity



Building Sentences



Writing and Make a Book Activity



Teaching Strategy #3: Descriptive Teaching

- What?
 - Teaching style pioneered by Gail van Tatenhove and her mentors and officially 'named' by Bruce R. Baker, inventor of the MinSpeak language system.
 - Focuses on teaching academic concepts using vocabulary that is already in a user's AAC system, reducing the need to add vocabulary to an already robust language system
- How?
 - Using your existing lesson plan or curriculum map, you will teach your students to participate in learning using core vocabulary.

Descriptive Teaching

- Allows AAC users to
 - Engage in the learning process using a stable, familiar vocabulary
 - Practice putting words together while participating in lessons
 - Use core vocabulary in new and different contexts

Referential vs Descriptive Teaching

Referential Teaching

- Focus on critical concepts and topic specific vocabulary
- Memorization of terms and their definitions
- Primarily labeling or naming activities

Descriptive Teaching

- Focus on giving communicators an opportunity to learn using words they are familiar with
- AAC user demonstrates understanding of critical terms and topic specific vocabulary using common (core) words

Core vocabulary and common terms found in state standards

- Define
- Describe
- Predict
- Explain
- Ask
- Answer
- Compare
- Contrast
- **notice the word “label” is NOT included
- Can my students use core vocabulary to complete these tasks?

How do I teach descriptively?

1. Teach and Model simultaneously using your AAC wall chart and/or the AAC user's device
2. Ask open ended questions to allow AAC users to respond using descriptive language or core vocabulary
3. Respond to student attempts by recasting and expanding to model and teach more complex language

Thanksgiving Day



Let's look at an example:

SSKH₁ Identify the national holidays and describe the people and/or events celebrated.

Key Curriculum Concepts	Core Word Targets to Describe
Proclamation	<u>Make</u> thanksgiving day for U.S.
Pilgrims	They <u>go</u> to a new place. They need <u>help</u> .
Wampanoag	They <u>help</u> them live in new place
Mayflower	The ship they ride <u>on</u>
Feast	They all <u>eat</u> , <u>drink</u> together

Open Ended questions

Referential	Descriptive
What made Thanksgiving a national holiday?	What did Lincoln's Thanksgiving Proclamation change?
Who traveled to the New World?	What did the Pilgrims do?
Who helped the Pilgrims survive in the New World?	Tell me about the Wampanoag.
How did the Pilgrims arrive in the New World?	What was the Mayflower?
What event did the Pilgrims and the Wampanoag plan?	Describe the feast held by the Pilgrims and Wampanoag.

Another Example: 3rd grade Science Standards

- **S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.**
 - a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.
 - b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.
 - c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.

Another Example:

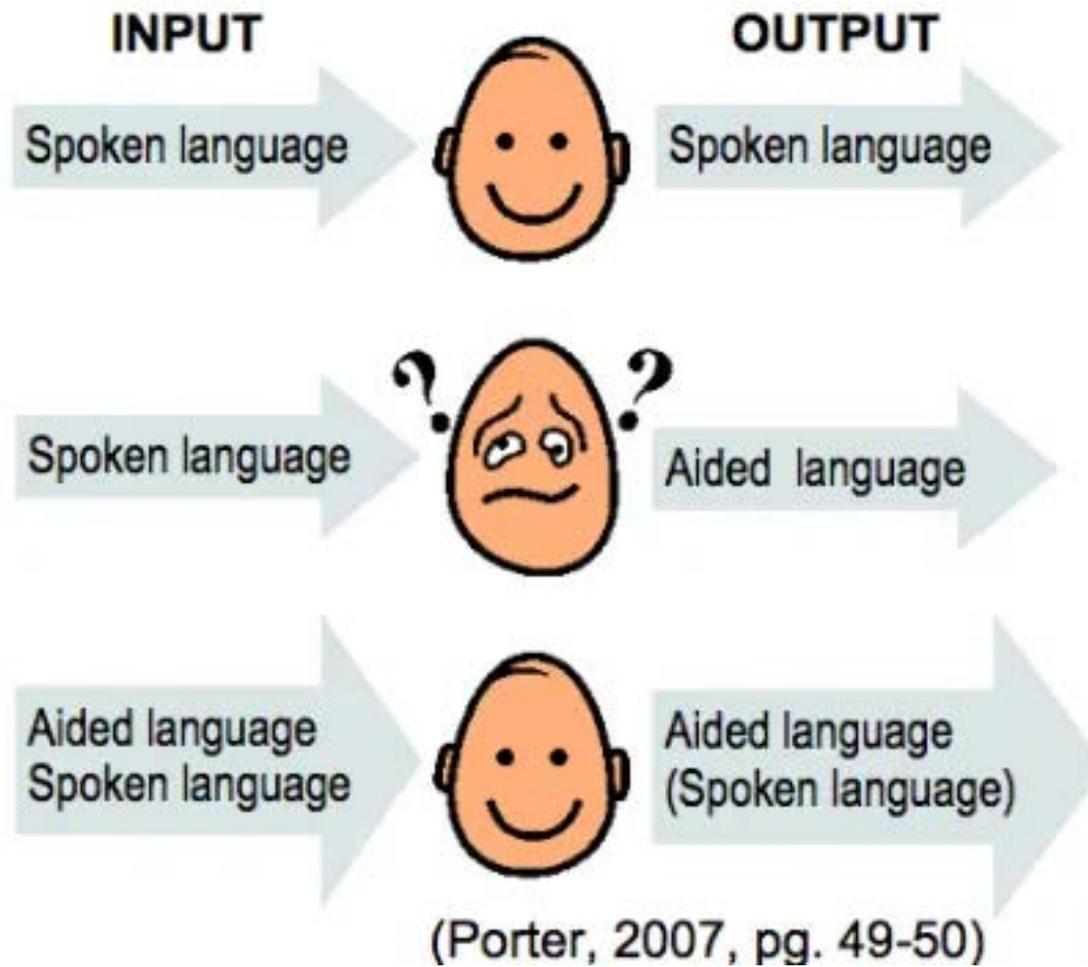
SL31.b. Construct an explanation of how external features and adaptations of animals allow them to survive in their habitat.

Key Curriculum Terms	Stage 1	Stage 2	Stage 3+
Camouflage	color	turn color	Animal is same color as home.
Mimicry	look	look like	It want to look like that one.
Migration	go	go there	They all go to a new place.
Hibernation	sleep	go sleep	It go sleep long time.

Probe for understanding using open discussion.

- Explain migration.
- Define hibernation.
- Compare/contrast camouflage and mimicry.

Am I supporting communication in my classroom ?



Making a Plan

1. At what language stages are my students functioning?
2. What are my goals for these students to participate in classroom activities?
3. How can I use modeling and descriptive teaching within my curriculum?

Planning Tool: At what language stages are my students functioning?

Language Stages for Classroom

Language Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Description	Talking with one word at a time	Talking with 2-3 word phrases	Building phrases and early sentences	Learning grammar and sentence structure	Using sentences and phrases with more grammatical endings	Using correct grammar and syntax
Expected Outcomes	Increase single word vocabulary	Combine 2-3 words in meaningful contexts	Increase the number of words combined to speak in full sentences	Use early grammar such as verb tenses	Add more word endings and build sentence complexity	Able to use sentences to participate in all activities. Continue to build vocabulary.
My students						

**adapted from the AAC Language Lab Stages Chart, copyright 2020 PRC-Satillo

Planning Tool: Word of the Week

Word of the Week Planning Sheet					
Target Word:					
Books:					
Activities:	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Writing	Journal: Chart: Write the Chart (noun)	Journal: Chart: Write the Chart (WoW)	Journal: Chart: Re-read and hands on	Journal: Chart: Working with Cut Up Sentences	Journal: Chart: Make a book
Play and Classroom Routine					

Planning Tool: Descriptive Teaching Plan

Descriptive Teaching Plan

Topic: _____

Key content words or concepts	Core word description **words available in the student's device**

Open ended questions to review or assess this topic:

- _____
- _____
- _____
- _____
- _____

"Using a descriptive teaching style, the teacher mentions and references the context specific words, then teaches concepts behind the words using high frequency, re-usable, common words" (Van Tatenhove 2009)

For additional information

- Minimally vs NonVerbal:
<https://www.spectrumnews.org/news/whos-minimally-verbal-depends-ask/>
- Predictable Chart Writing:
<https://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/predictable-chart-writing/>
- Project Core: <http://www.project-core.com/>
- Using Descriptive teaching to Support the Learning of AAC users. (2020) avaz inc. <https://www.avazapp.com/blog/using-descriptive-teaching-to-support-the-learning-of-communicators/>
- Core Vocabulary and Descriptive Teaching in AAC. Handout. Independent living centre WA <https://aztap.org/wp-content/uploads/2019/07/Ideas-for-Team-AAC-Handouts.pdf>
- AAC and Descriptive Teaching: Let me show you what I know. Blog. Helland, Kathryn. 2020.
<https://aaccommunity.net/2020/07/aac-and-descriptive-teaching-let-me-show-you-what-i-know/>

For additional information

- SMORRES, Aided language stimulation: <https://talcaac.com/download.html>
- All things AAC: <https://praacticalaac.org/>
- Georgia State Standards: <https://www.georgiastandards.org/Pages/default.aspx>
- AAC Language Lab: <https://aaclanguagelab.com/>
- LAMP Words for Life: <https://lampwflapp.com/>
- Lesson Pix Custom Learning Materials: <https://lessonpix.com/>
- Reading A-Z: <https://www.readinga-z.com/>
- Effective AAC Strategies: <https://www.chambersschool.org/lets-talk-aac-and-more-part-two/>



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