

Realize Language™ Starter's Guide

Using Information in AAC Planning

In the preceding weeks you have probably created several reports and have examined the language and communication activity of your student. When the time comes to draw conclusions and act on this information, every student using AAC will have different needs. Depending on whether you are a parent, an SLP or another professional, the conclusion you may draw may be different.

In this section we will present three different representations of information and show how interpretation might supply information that can be acted upon.

Word Lists as a programming guide

In the previous section you created four lists. Study the lists as each can serve a useful purpose. The conclusions we draw may depend on your student's literacy skills.

| | Strong Literacy | Weak Literacy |
|-----------------------|--|--|
| KNOWN PRE-STORED | When a student experiments with a new communication system you may see a surge of activity. Consider ways to encourage structured independent learning. As the student begins to know where words are found, you may see a drop in the total number of words used. | |
| UNKNOWN PRE-STORED | What is missing may be just as important as what is in this list. You may see names, friends and places. Decide if there any names which your student would likely use if they were pre-stored and thus faster to access. | |
| KNOWN SPELLED | These words are possibly stored in the device. If so, show the student where they are and think about how to demonstrate the advantages of faster communication. | These words may be being written by the student or by an assistant. In the case of an assistant, explain where the words can be found as pre-stored vocabulary. This may help in modeling. |
| UNKNOWN SPELLED | These words may be specialized vocabulary that could be stored into the AAC device to speed up communication. | In these words you may see attempts at spelling. Use these as a guide in literacy teaching. |