



# 4 Ps of AAC Educator Edition



## Present

AAC system is PRESENT

- Do ALL students have access to functional communication?
- Does the student have access to personalized AAC supports at all times?
  - Travel within the classroom?
  - Travel throughout the school building?
  - Travel between home and school?
- Are there classroom communication supports available?
  - Do these symbols match the symbols on the student's AAC?
- Are low-tech supports available and taught?
- Is there a back-up system available? (Low or high-tech option if the primary system is unavailable)



## Personalized

AAC system is PERSONALIZED

- Is it easily evident who the AAC belongs to?
- Does the student have access to a robust communication system?
  - Core vocabulary
  - Personally-relevant fringe vocabulary
  - Quick-fire, pre-stored messages
  - Access to the alphabet / keyboard and word-prediction
  - Grammatical markers
- Is the AAC system feature-matched?
  - Symbol type, linguistic features, voice, access, method, visual display, editing, portability, positioning, operational features



## Persistent

Communication partner is PERSISTENT

- Is consistent modeling on the AAC system taking place?
  - Aided Language Stimulation
  - Descriptive Teaching
  - Peer Modeling
- Is core vocabulary targeted and included in lesson plans?
- Are AAC supports utilized during all instruction and activities throughout the day?
- Have staff members received training?
- Have family/caregivers received training?



## Patient

Communication partner is PATIENT

- Is sufficient wait time provided during all communication exchanges?
- Are all communication attempts (in any modality) honored?
- Is a least-to-most prompting hierarchy being used?
  - Wait time between prompts
  - Avoid hand-over-hand prompts
  - Honor the individual's decision to not respond

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