



4 Ps of AAC

Self-Advocate Edition



Present

AAC system is PRESENT

- Do I have access to my AAC supports all the time?
 - During all classroom activities
 - Throughout the school building
 - Between home and school
- Do I have low-tech or back-up AAC supports available?
- Are there communication supports in my classroom that are similar to the symbols on my AAC system?



Personalized

AAC system is PERSONALIZED

- Is it obvious to others that the AAC device belongs to me?
- Is my AAC feature-matched to my needs and preferences?
 - Symbol type, voice, access method, visual display, editing, portability, positioning, language features, operational features
- Do I have access to a robust system?
 - Core vocabulary
 - Personally-relevant vocabulary (people, things, & activities that are important to me)
 - Quick-fire phrases (things I say a lot)
 - Alphabet / keyboard and word prediction
 - Grammatical markers (plurals, possessive, verb endings)



Persistent

Communication partner is PERSISTENT

- Are others modeling on my AAC system and/or a matching system?
 - Peers and adults are modeling AAC use
 - Touching the icons on the AAC device while they speak to me
- Do my teachers use core vocabulary during instruction and ask questions that let me respond with core vocabulary?
- Have my teachers, service providers, and family/caregivers received training on my AAC system?



Patient

Communication partner is PATIENT

- Do others give me enough wait time during conversations so that I can:
 - process what was said?
 - decide how or if I want to respond?
 - create my message on my AAC system?
 - repair communication breakdowns?
- Do I have a way to easily and effectively communicate the need for extra time?

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