Chickadee AAC
Communication Services
Training and Support for Complex Communication Needs

LOOK THROUGH A LANGUAGE DEVELOPMENT LENS TO SET EXPECTATIONS AND GUIDE INTERVENTION FOR AAC USERS

TYPICAL LANGUAGE DEVELOPMENT	*AAC LANGUAGE DEVELOPMENT*
We speak verbally to our babies for a year without requiring immediate speech from them.	We use Aided Language Stimulation to communicate to our beginning AAC users without expecting immediate output from them.
Children who develop verbal speech and language learn best when language is modeled within a meaningful context in a variety of natural settings.	Children who develop language abilities using AAC learn best when language is modeled within a meaningful context in a variety of natural settings.
We don't stop talking to our children if they don't begin to talk after a few months – we keep talking, and talking, and talking.	We don't stop modelling language if our AAC users don't begin using their device after a few months – we keep modelling, and modelling, and modelling.
Receptive language skills (understanding) develop before expressive language skills (verbal output).	Receptive language skills (understanding their AAC vocabulary) develop before expressive language skills (using their AAC system to communicate).
We use short and simple, yet grammatically correct sentences when speaking to our children.	We speak in grammatically correct sentences to our AAC users while modeling language on their AAC device 1 word above what they are currently using to express themselves.
Babies babble and experiment with sounds and words before they begin to use them in a meaningful way.	AAC users push a lot of buttons and explore their devices before they begin to use them in a meaningful way.
Toddlers do not begin speaking in complete sentences.	AAC users do not begin speaking in complete sentences.
Once our children begin to participate in group social, play, and pre-academic settings, we need to teach them when it's appropriate to speak and when they need to listen quietly.	Once our children who use AAC begin to participate in social, play, and pre-academic settings, we must teach them when it appropriate to communicate using their device and then they need to listen quietly.
Children should always have the opportunity to request items freely, even if that choice may not be an option or the answer is 'no'.	Children who use AAC should always have access to the vocabulary to request whatever they want using their device, even if that choice isn't available or the answer is 'no'.