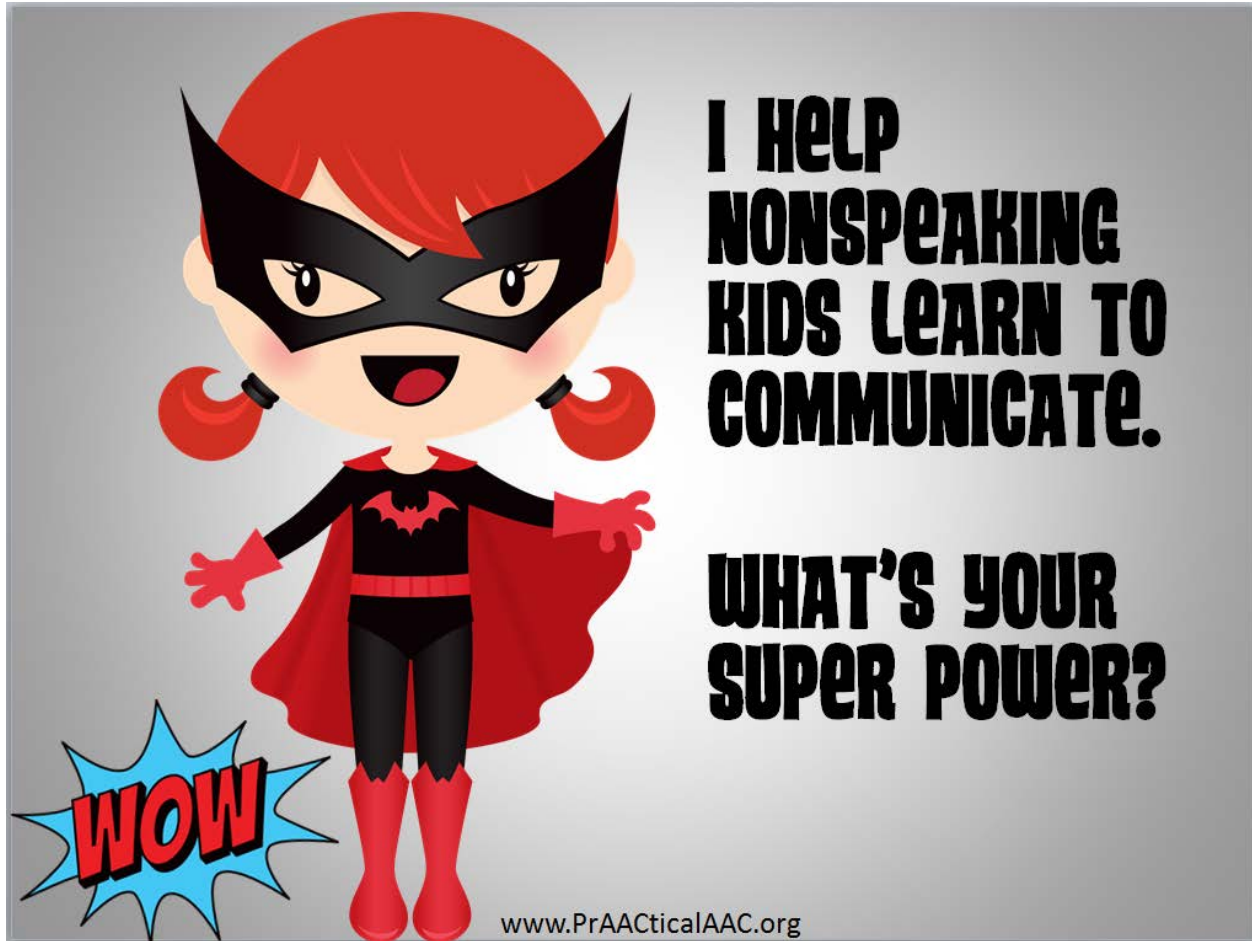


A PrAACtical Packet of AAC Resources



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Words Like This



Empty dashed orange box for brainstorming related words.

Empty dashed orange box for brainstorming related words.

Empty dashed orange box for brainstorming related words.

Large empty rounded green box for the target word.

Empty dashed orange box for brainstorming related words.

Empty dashed orange box for brainstorming related words.

Empty dashed orange box for brainstorming related words.

Insert target word in the center. Brainstorm related words & record in the surrounding boxes.



Visual Supports Beyond Childhood



PrAACtical AAC

www.PrAACticalAAC.org

Visual Supports Beyond Childhood

Growing up isn't easy. There are nuances to social situations, school experiences, life at home, and relationships in the workplaces that may be difficult to understand.

In this packet, we share visual supports that we've used to help people with AAC needs better cope with some of the challenging issues that they have faced. We often generate these together with the learner, then make visuals that we can keep in visible during the session and a separate copy that goes home with them.

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Handling Disappointment

1. Take some **deep breaths**. Remember, you can choose how to respond.
2. Tell yourself, "*This isn't as bad as it seems. I can handle it.*"
 - "*Things don't always go my way, but I can choose to be calm about it.*"
 - "*Part of growing up is accepting disappointment. I can practice responding in a calm way.*"
 - "*If I have a meltdown, I'll feel bad about it later. I don't like being embarrassed.*"
3. Think of something that makes you happy until you feel calmer.
4. Take a moment to feel proud of yourself. Staying calm when you are upset is a real achievement!

Things to Do When People Ignore Us

1. Remember, we all ignore people sometimes.
2. Sometimes people ignore us for a good reason.
3. You can:
 - Repeat what you said.
 - Say it louder.
 - Say "*Excuse me. I need to tell you something.*"
 - Use their name. "*Ellie, I have something to say.*"
 - Wait until later, then tell them what happened & how you felt about it.
4. Get help from a teacher or someone else.
 - Explain. "*We have a problem.*"
 - Use an 'I' statement. "*I feel ___ when ___.*"
 - Ask for support. "*Can you help us work it out?*"
5. Show appreciation. Say "*Thank you.*"

Taking Personal Responsibility

1. Remember, everyone has to do things they don't really want to do.
2. No one likes when other people tell us what to do, boss us around, or nag us. If you do the work on your own, you can avoid those things.
3. Part of growing up is taking responsibility for doing things that need to be done.
4. You can:
 - Use notes, lists, & calendars to remind yourself what to you have do.
 - Do a little bit at a time. Work on it for 15 minutes, then take a break & come back to it later.
 - Find ways to reward yourself for doing what needs to be done.
5. Take a minute to feel proud of yourself. Taking responsibility for what you do is a positive step!

Saying the Same Thing Over & Over

1. People often find it annoying when we say the same exact thing several times in a row.
2. Remember, you can **choose** how to respond.
3. Think about **why** you want to say it over.
 - If they didn't hear you, it's okay to say it again.
 - If you need more information, say so or ask a different question.
 - If you don't like their response, make a comment about your concern.
 - If you are upset or worried, talk about your feelings.
 - If you just want to talk about the subject some more, make a comment or ask a different question.
4. Be proud that you are challenging yourself to grow in new ways.

Taking Another Person's Perspective

1. To get along, make friends, & succeed at school or work, we can't just think about ourselves.
2. If we just do what is best for us, people may think we are rude or selfish. They may not want to hang out with us or work with us.
3. Think about the impact of what you do or say on other people. Sometimes it helps to:
 - Think about what other people are going through.
 - Ask yourself, "*What if everyone did that?*"
 - Decide if things would work out better if you said or did something different.
4. It isn't easy thinking about how our actions affect other people but it is part of growing up.

When Things Seem Unfair

1. Successful people understand that not everything in life is fair. Part of growing up is handling those situations in a mature way.
2. Ask someone else about it. Sometimes, it isn't as unfair as we think. Getting someone else's opinion can be helpful.
3. It is normal to feel angry or resentful when something is unfair. But if we spend too much time and energy being angry, things will probably not improve. We will just get angrier and angrier.
4. Ask yourself, "What can I do to improve the situation?" Sometimes, there are positive steps that we can take. Other times, we have to just accept an unfair situation.
5. Think about the strategies you use to handle disappointment or frustration. It may be helpful to use those.
6. It seems like fairness should apply to every situation. When it doesn't, it is good to know that you can deal with that in a mature way.

Visual Schedules

This file contains two pages on the topic of designing and using visual schedules. It is designed to be printed back-to-back (2-sided), then folded into quarters to make a booklet.

The handout may be distributed to teachers, families, and therapists.

What format will the schedule take?

- What symbol set/ system will be used?
- What will be the symbol for each activity?
- How many activity symbols will be displayed?
- Who will use it: an individual or a group?

How much time will the schedule cover?

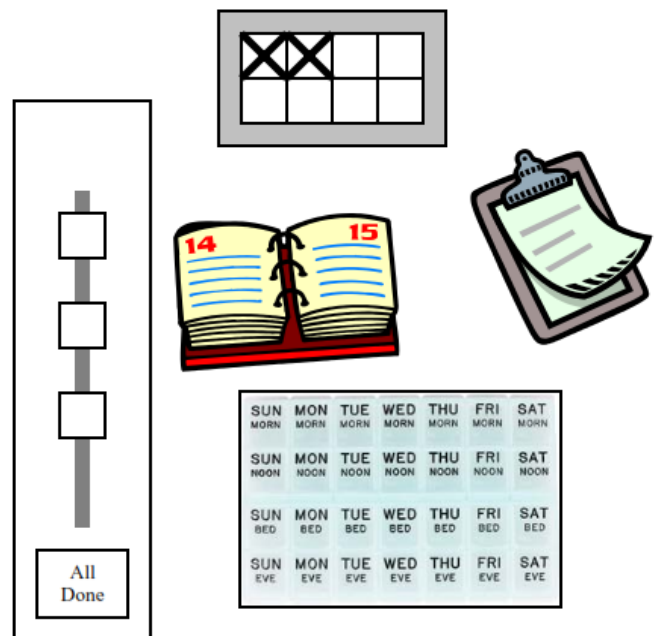
- A single activity
- Part of a day
- The whole day
- A week
- A month

How Will We Know If the Schedule is Effective?

Student is...

- more independent
- less anxious
- more successful

Visual Schedules Must Be Individualized



Determine the Order of Events

Pre-determined by adult

- Student has no choices of activities or order

Set by Student

- Student chooses activities or the order in which they are completed

How Will the Student Indicate That an Activity is Finished?

- Turn over the symbol
- Cross it off
- Remove it
- Cover it up
- Put it in a 'finished' location (e.g., envelope, pocket)

How will the schedule indicate 'last minute' changes?

- 'Wild Card' ('Something Different') symbol
- Special place for novel events

How Will the Student Learn to Use the Schedule?

Frequent Opportunities to Use It Each Day

+

Modeling

Verbal Cues

Gestural Support

Physical Guidance

[Fade Prompts]

+

Praise & Encouragement

Vocabulary Scale

1

I've never heard it before.

2

I've heard it but I don't know what it means.

3

I might know a little about it.

4

I know something about it.

5

I know a lot about it.

Vocabulary Scale

1

No idea

2

I've heard of it.

3

I know a little bit about it.

4

I know it.

5

I know it and use it.



AAC Rating Scales



Text Only

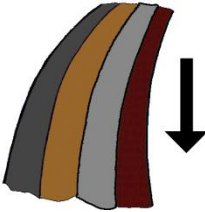


| | | | | |
|-------------------|--------------------|--------------------------|-----------------------|--------------------|
| Never 1 | Rarely 2 | Occasionally 3 | Sometimes 4 | Always 5 |
|-------------------|--------------------|--------------------------|-----------------------|--------------------|

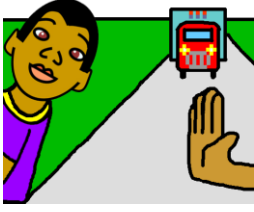


| | | | | |
|---------------------|---------------------------|-------------------------|---------------------|---------------------|
| Hate It 1 | Don't Like It 2 | Okay/Unsure 3 | Like It 4 | Love It 5 |
|---------------------|---------------------------|-------------------------|---------------------|---------------------|




| | | | | |
|--------------------|----------------------|-------------------------|----------------------|------------------------|
| No Way 1 | Possibly 2 | Okay/Unsure 3 | Probably 4 | Absolutely 5 |
|--------------------|----------------------|-------------------------|----------------------|------------------------|

| | | | | |
|------------------|----------------------|------------------|-------------------------|-------------------|
| None 1 | A Little 2 | Some 3 | Quite a Bit 4 | A Lot 5 |
|------------------|----------------------|------------------|-------------------------|-------------------|




With Pixons

| | | | | |
|--|----------|--|----------|---|
| Ugly 1  | 2 | Not Sure 3  | 4 | Beautiful 5  |
|--|----------|--|----------|---|



| | | | | |
|--|----------|--|----------|--|
| Never 1  | 2 | Not Sure 3  | 4 | All the Time 5  |
|--|----------|--|----------|--|



| | | | | |
|---|----------|--|----------|---|
| Hate It 1  | 2 | Not Sure 3  | 4 | Love It 5  |
|---|----------|--|----------|---|



Clipart

| | | | | |
|--|-------------------------------|--|-------------------------|---|
| Hate It 1  | Don't Like 2 | Okay 3  | Like 4 | Love It 5  |
|--|-------------------------------|--|-------------------------|---|

Miscellaneous

| | | | | |
|--|-------------------------------|-----------------------------|-------------------------|---|
| Terrible 1  | Don't Like 2 | Not Sure 3 | Like 4 | Awesome 5  |
|--|-------------------------------|-----------------------------|-------------------------|---|

| | | | | |
|---|----------|------|------|---|
| Very Bad | Not Good | Okay | Good | Great |
| 1 | 2 | 3 | 4 | 5 |
|  | | | |  |

| | | | | |
|---|---|------|---|---|
| Not Clear | | Okay | | Clear |
| 1 | 2 | 3 | 4 | 5 |
|  | | | |  |



Colorful Connections

This packet contains materials for professionals who are developing color-coded AAC materials. It includes the two most frequently used color-coding systems, **Modified Fitzgerald Key** and **Goossens, Crain, & Elder**. Templates for teaching the color-coding system to people who use AAC are also included. Posts on how to use these materials can be found at www.PrAACticalAAC.org.

Modified Fitzgerald Key

Blue: Adjectives

Green: Verbs

Yellow: Pronouns

Orange: Nouns

White: Conjunctions

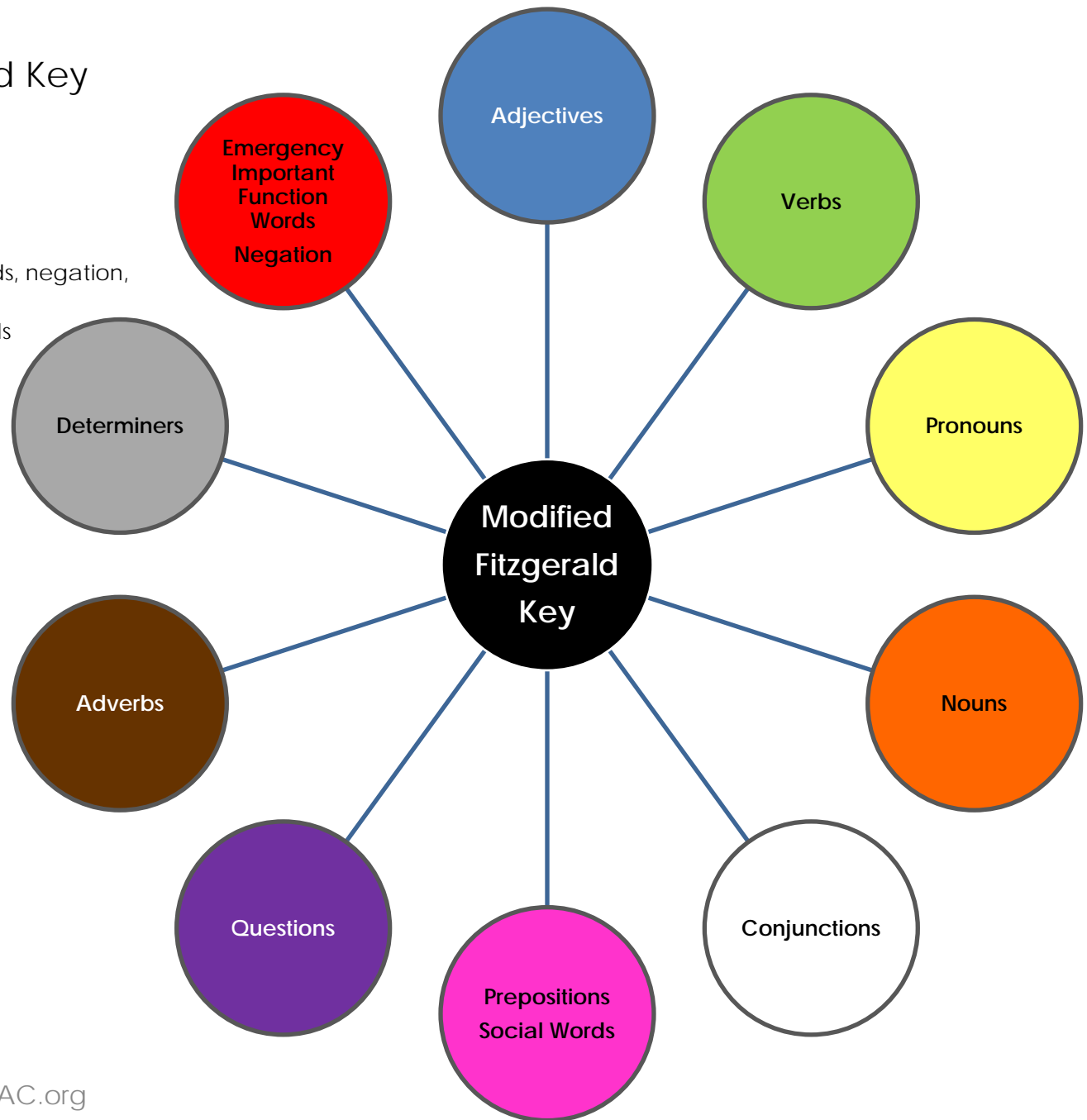
Red: Important function words, negation, emergency words

Pink: Prepositions, social words

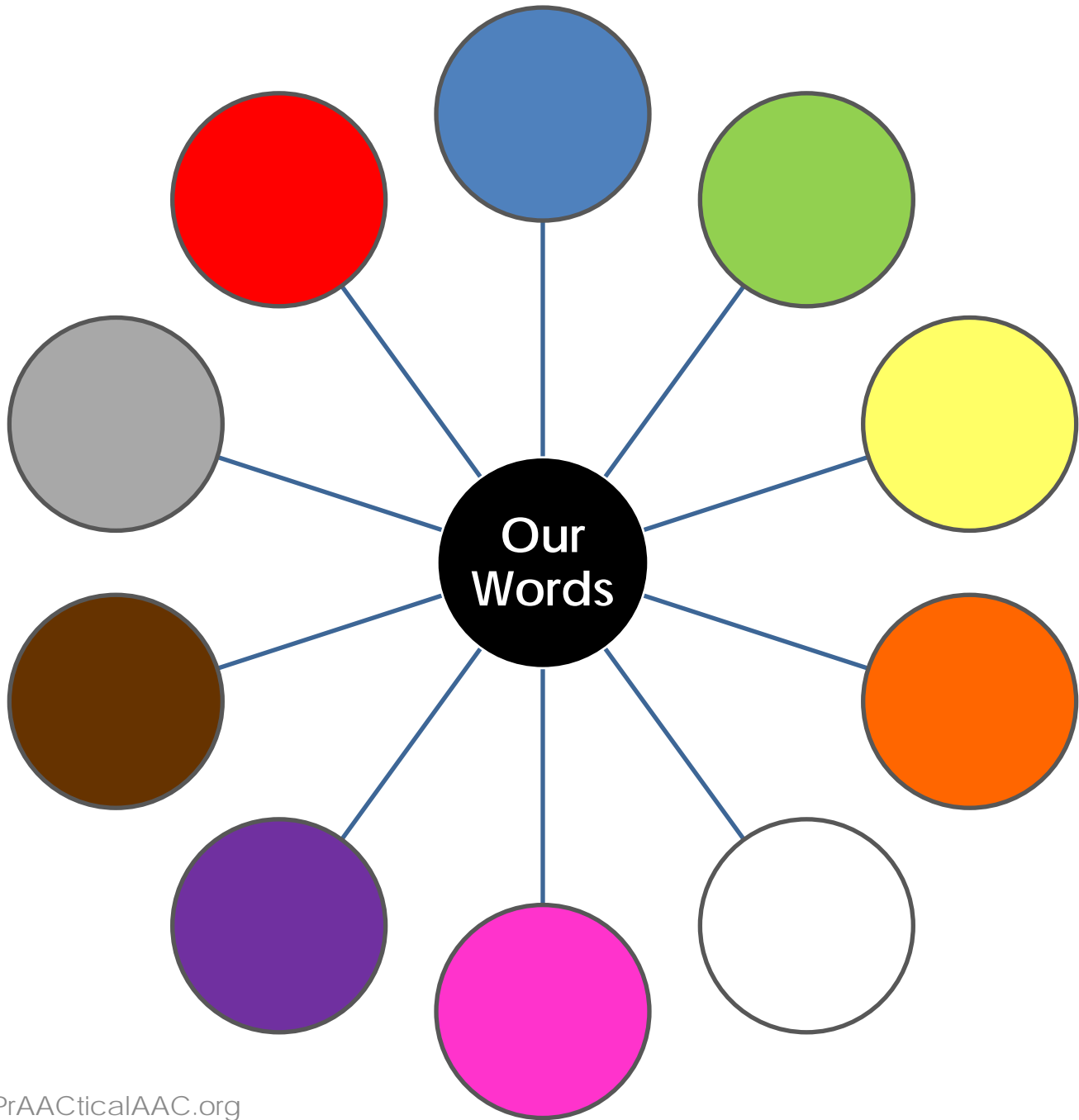
Purple: Questions

Brown: Adverbs

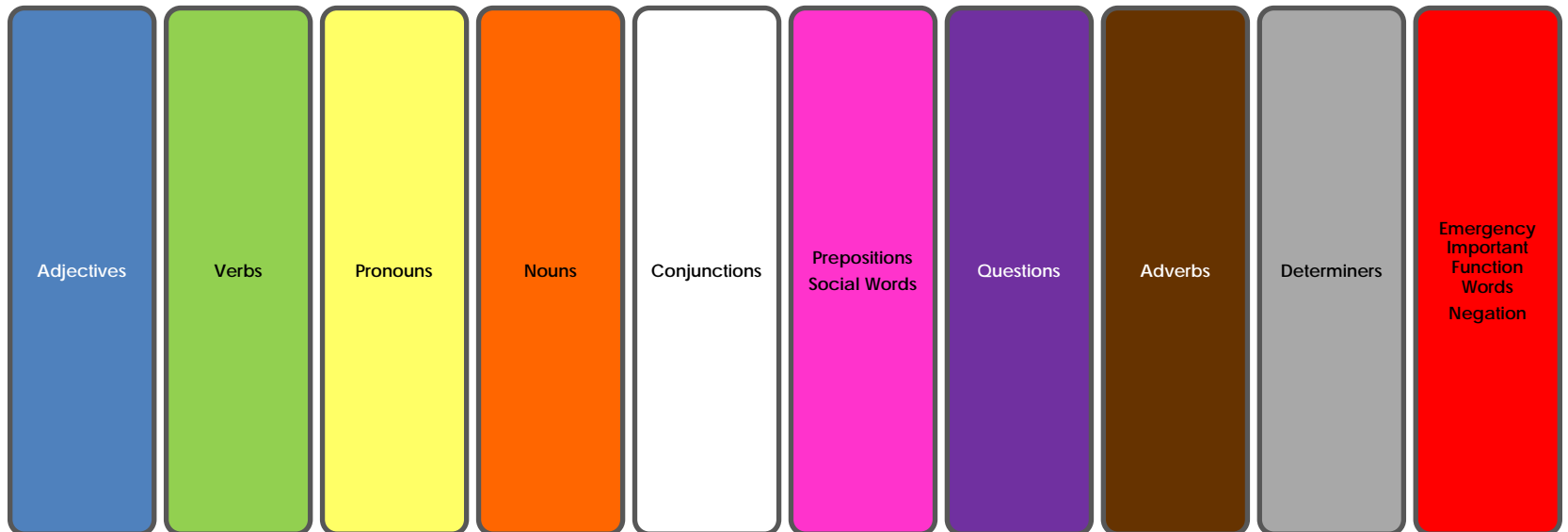
Grey: Determiners

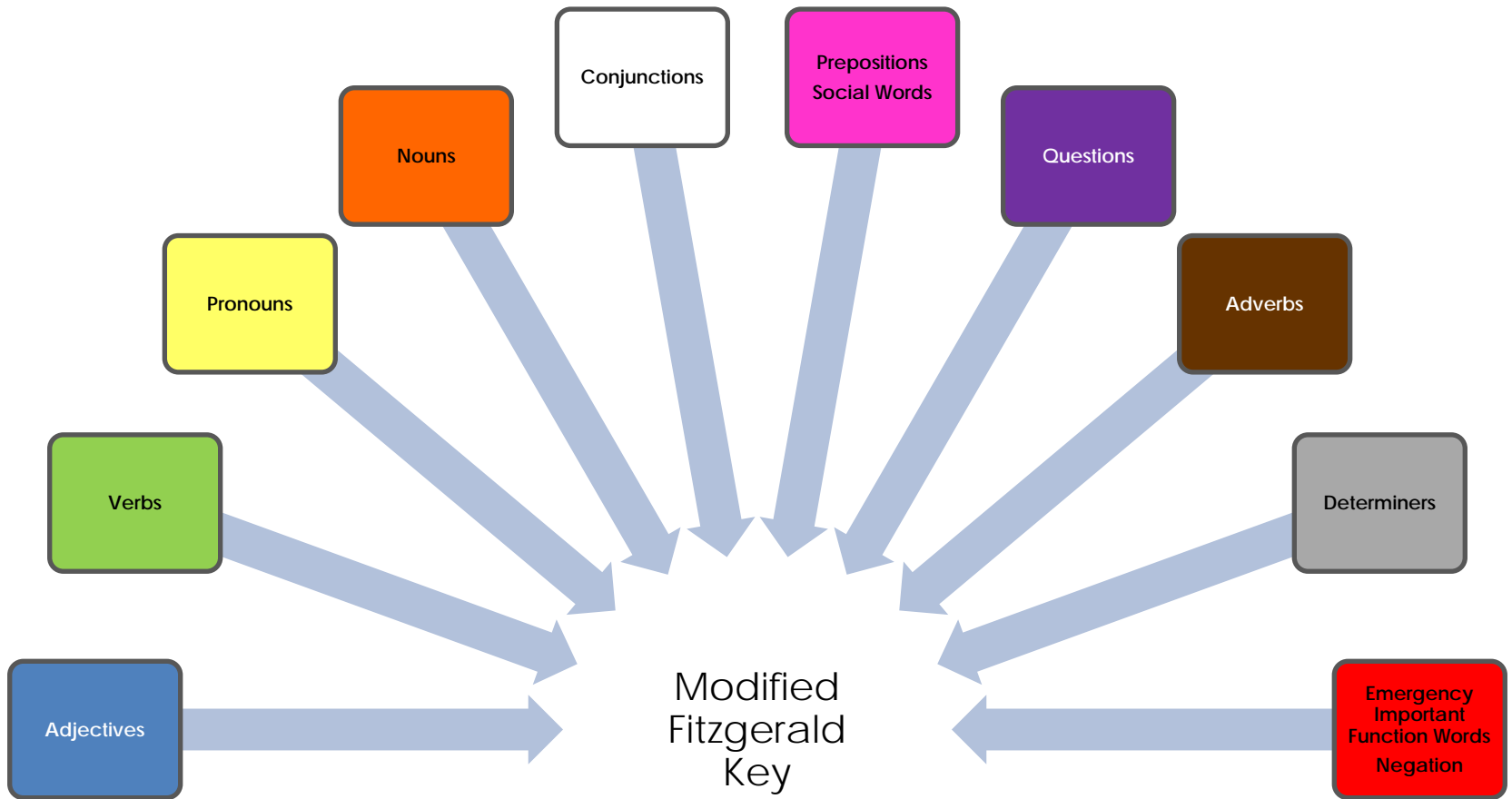


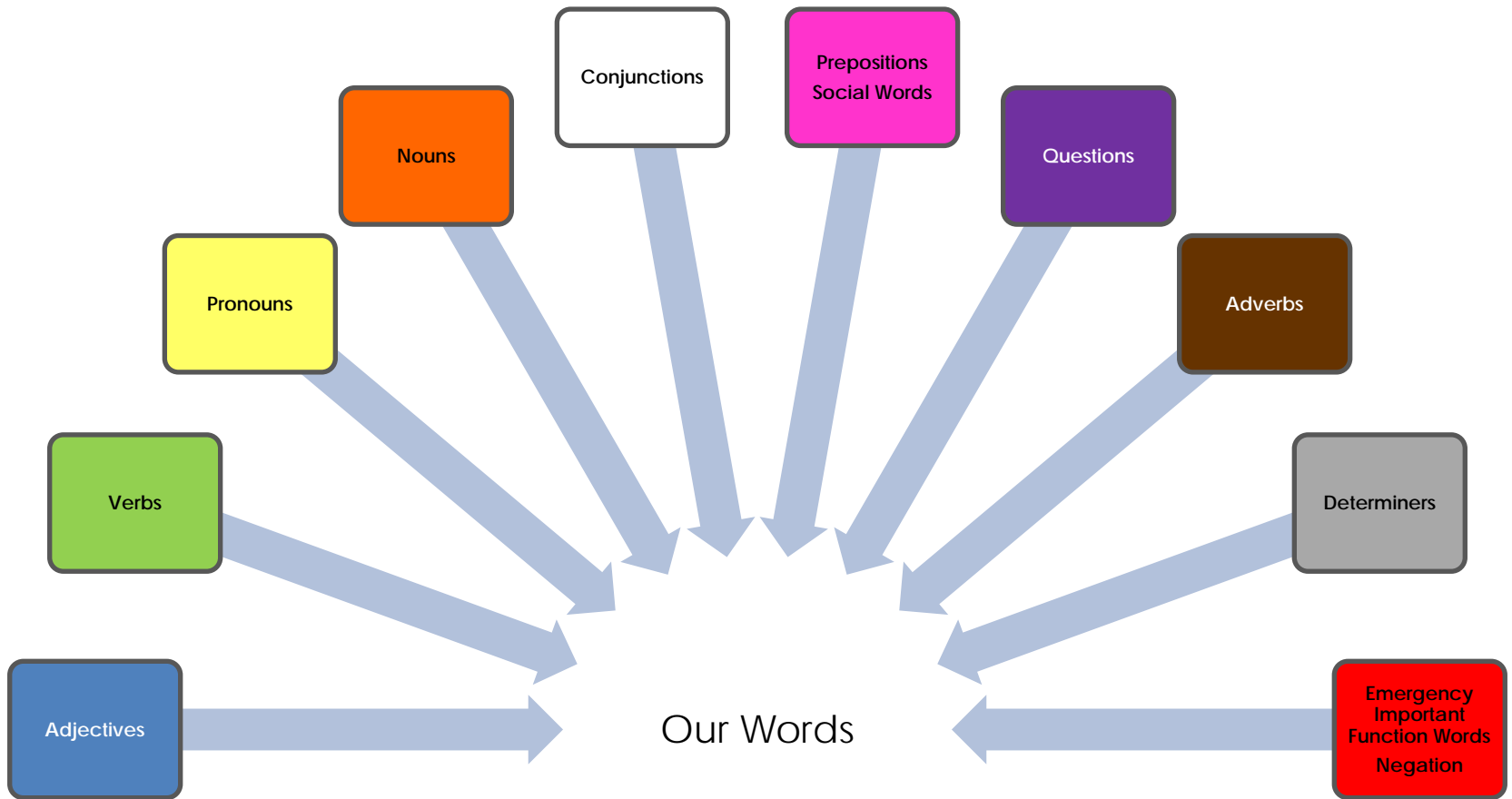




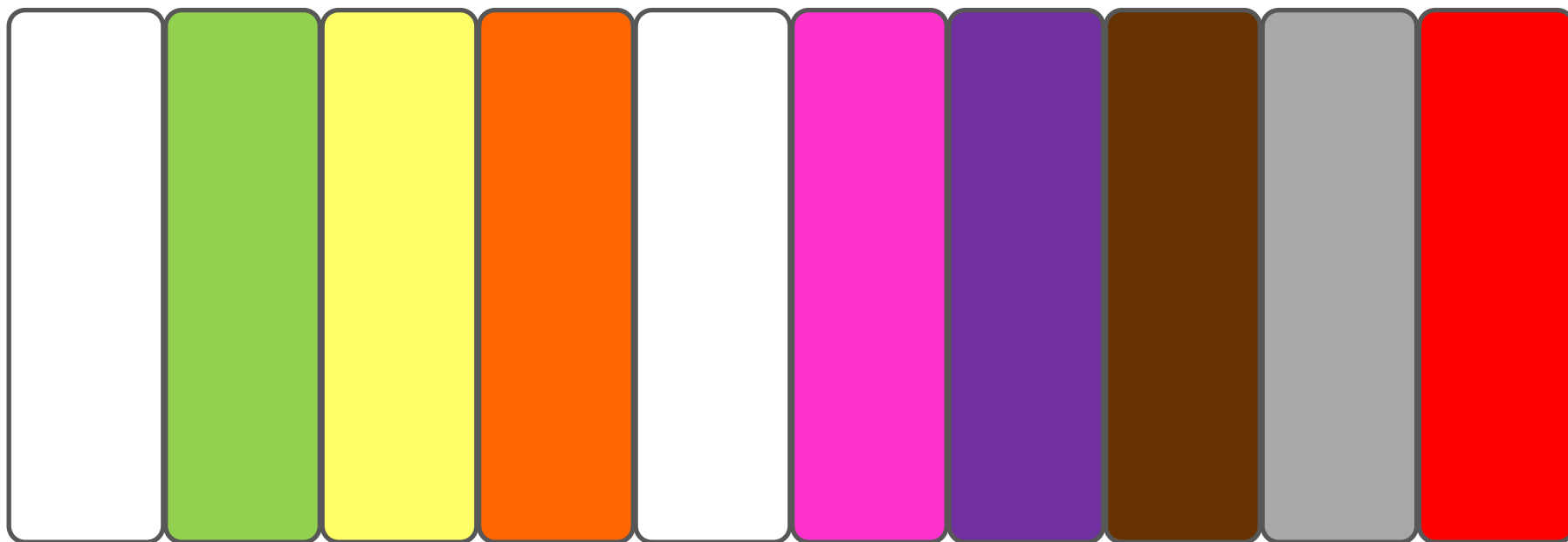
Modified Fitzgerald Key







Our Words



Goossens', Crain, & Elder

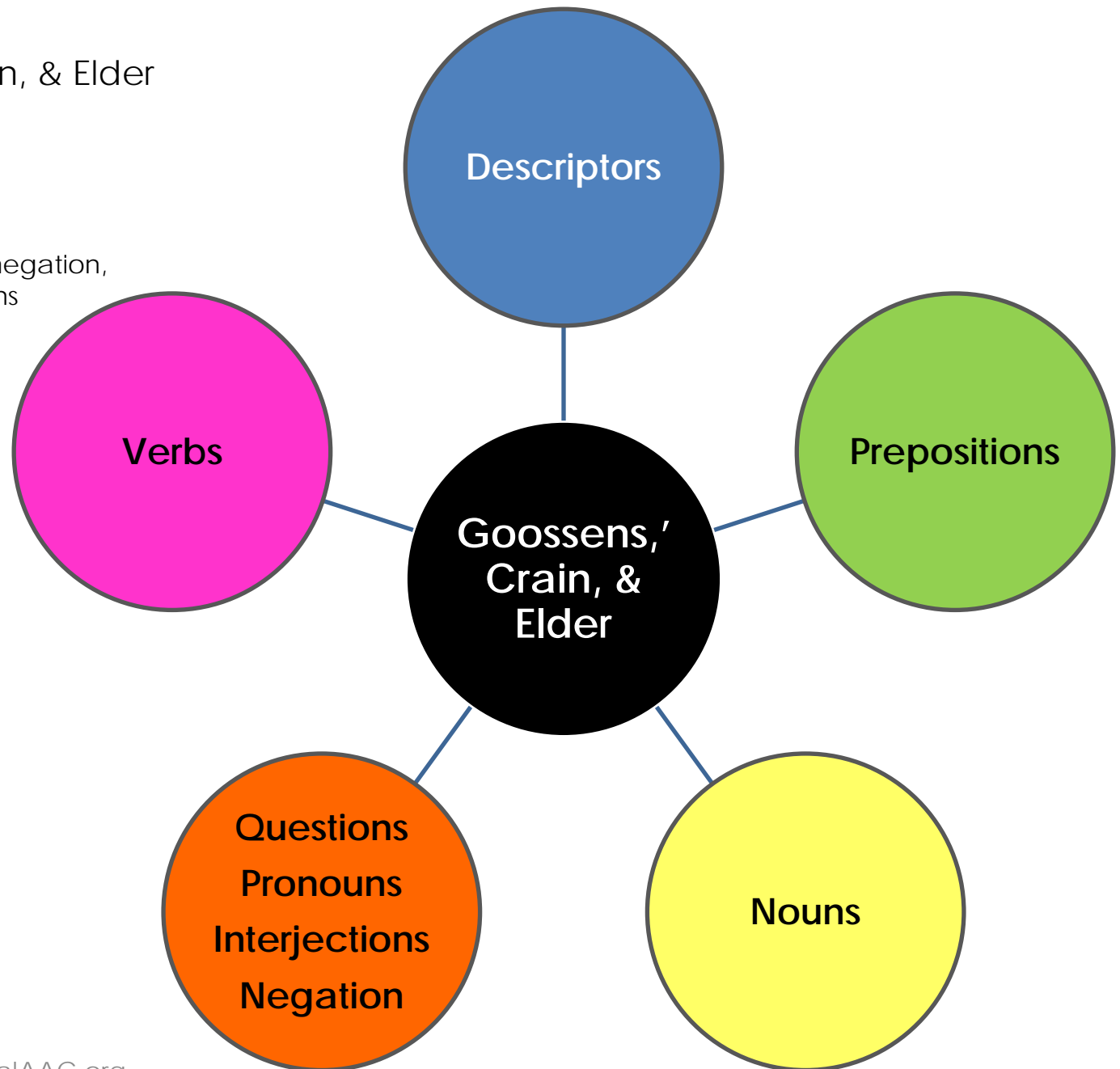
Pink: Verbs

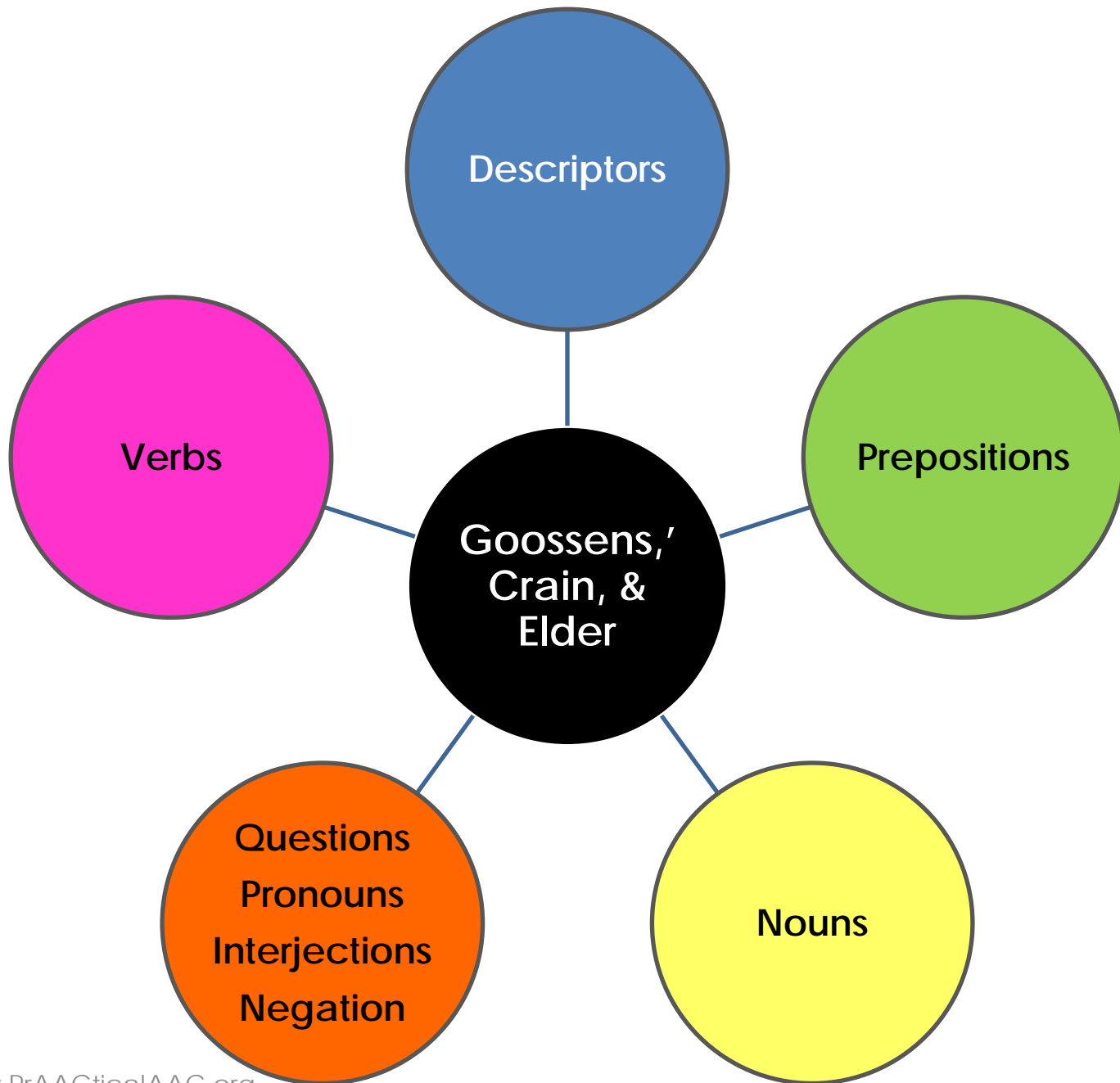
Blue: Descriptors

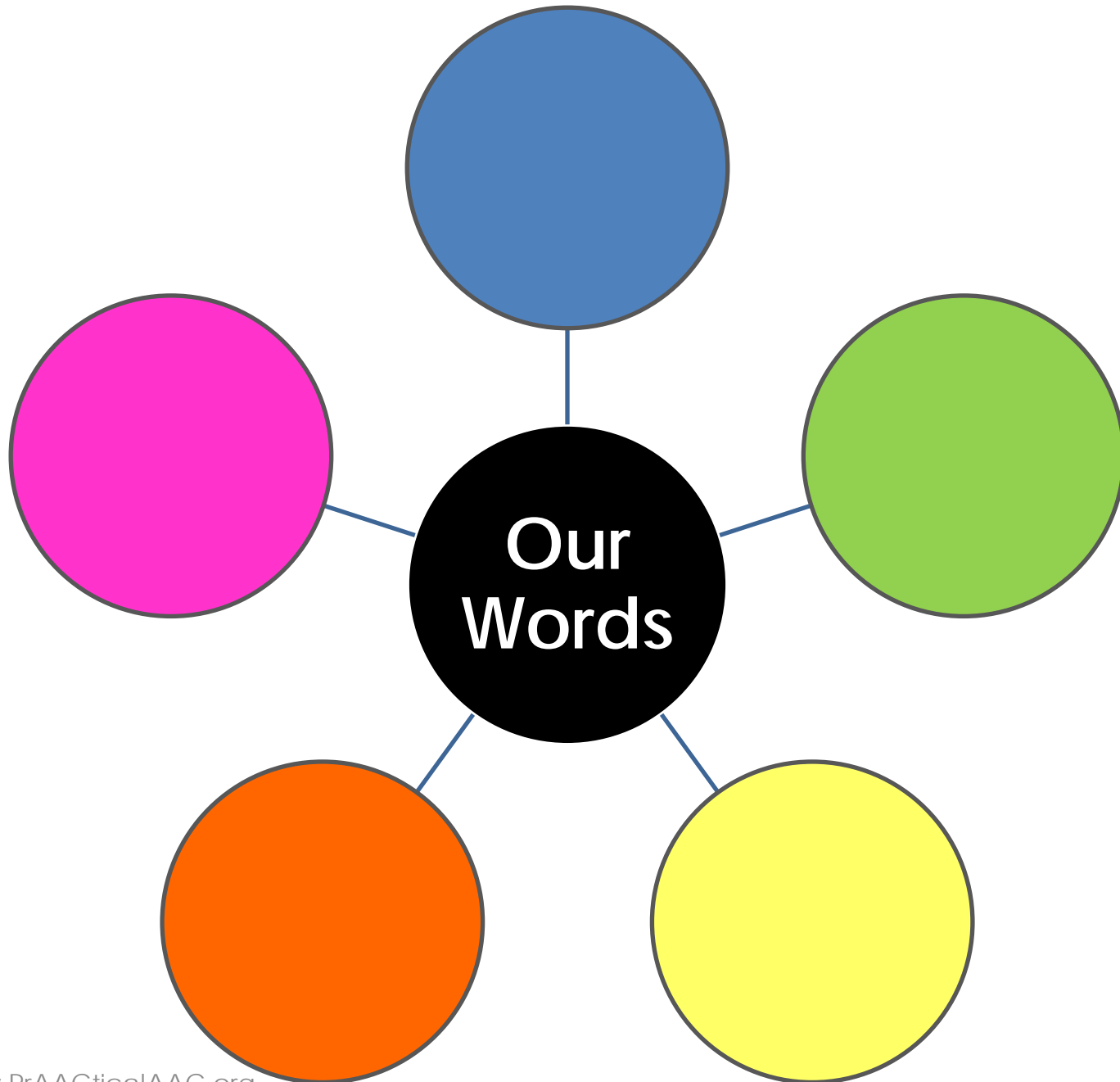
Green: Prepositions

Yellow: Nouns

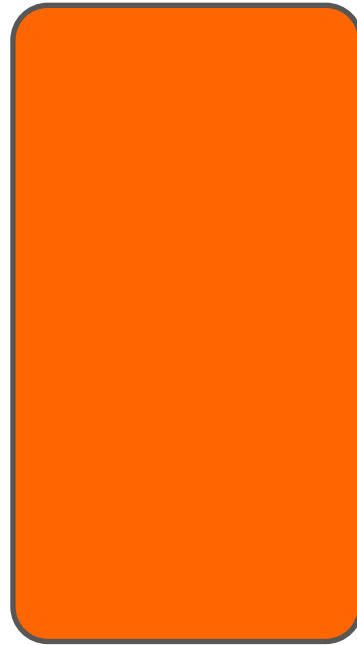
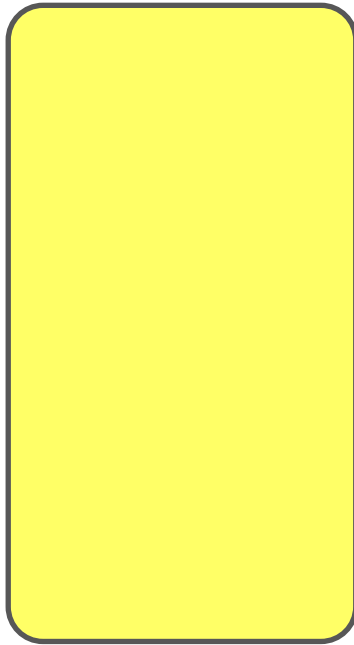
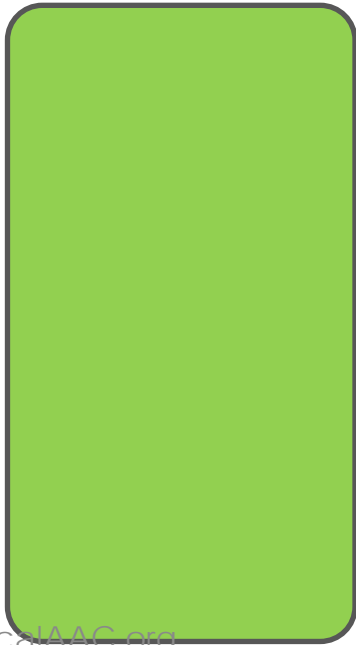
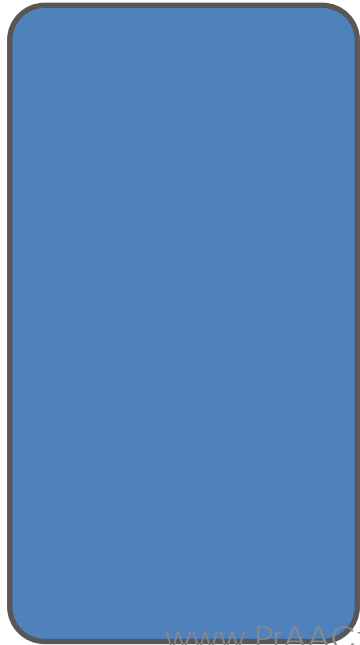
Orange: Questions, negation,
pronouns, interjections







Our Words



Goossens, Crain, & Elder

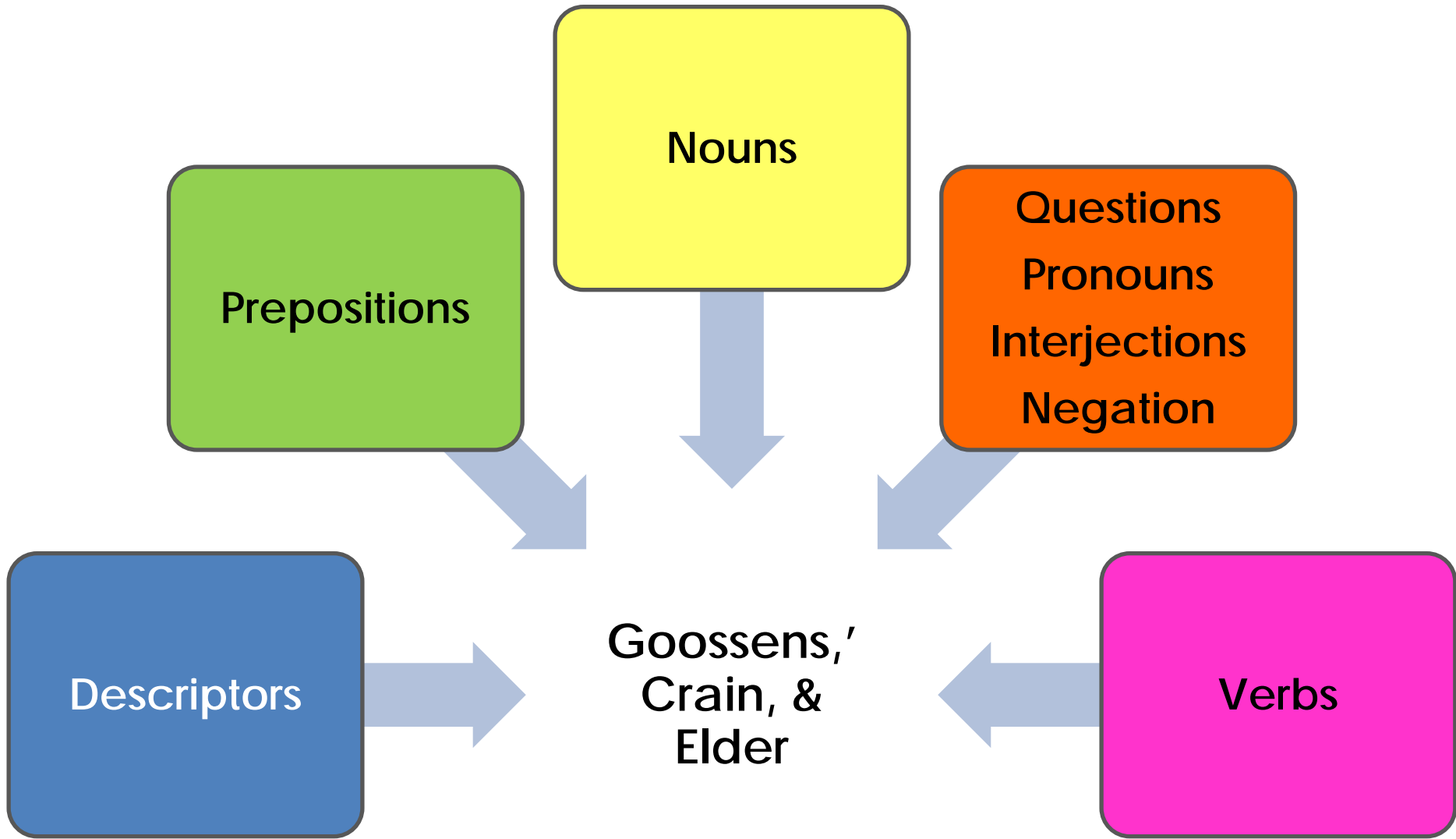
Descriptors

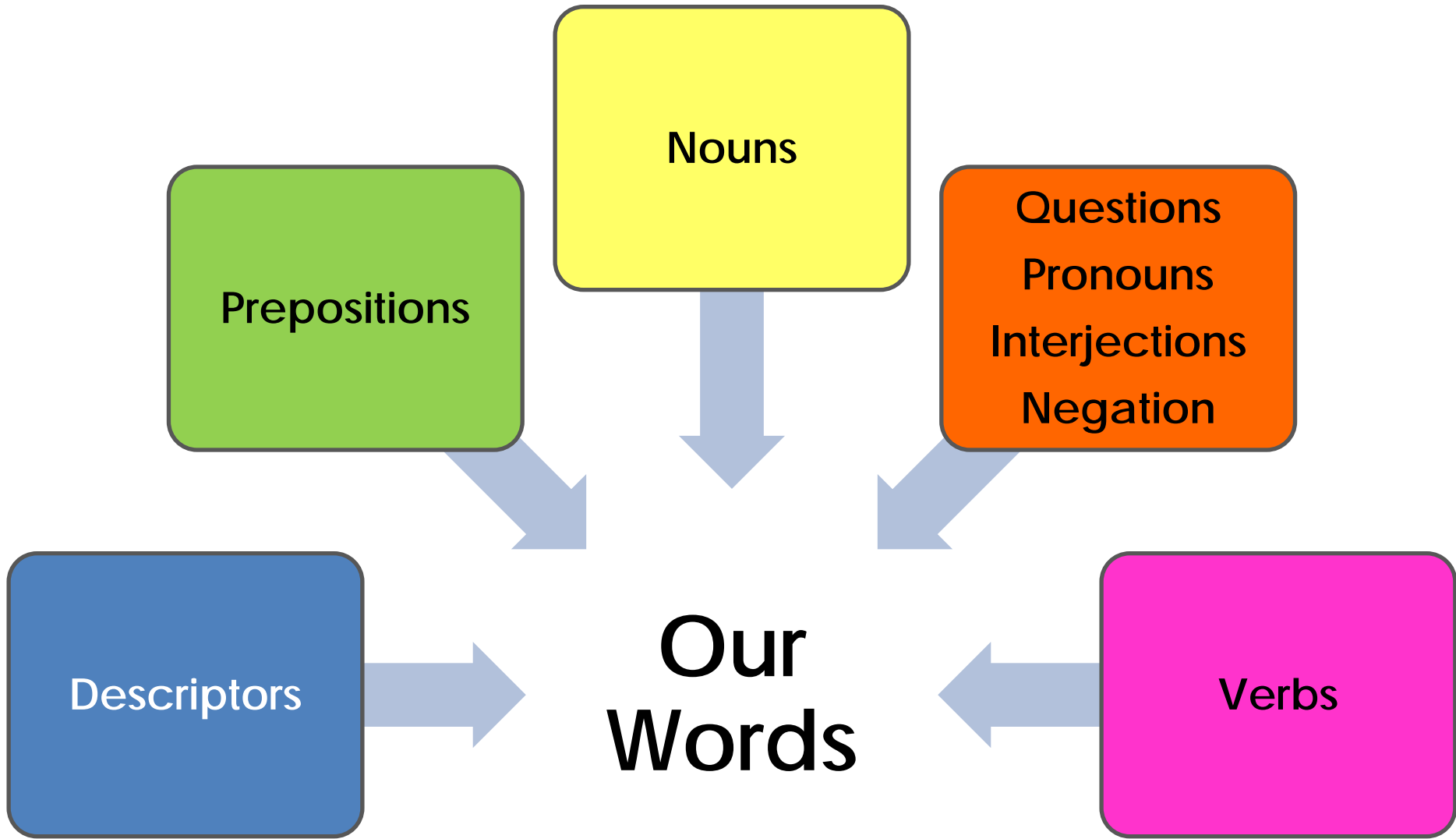
Prepositions







Nouns

Questions
Pronouns
Interjections
Negation

Verbs





| | |
|---|---|
| <p>When we tell stories, people understand us best when we include these things:</p> | <h2 style="text-align: center;">Words We Can Use</h2> |
|  <p>Who was involved?</p> | <p>I, me, you, [names], she, it, friend, teacher, Mom, brother, neighbor, man, girl, baby, animal, stranger, worker, student, something else</p> |
|  <p>What happened first?</p> | <p>do/did, go/went, see/saw, tell/told, know/knew, think/thought, get/got, like/liked, have/had, say/said, can/could, something else</p> |
|  <p>What else happened?</p> | <p>next, then, also, some, again, before, after, with, because, about, around, not, something else</p> |
|  <p>Where did this take place?</p> | <p>here, there, home, school, inside, outside, far away, close, place, store, up, in, beside, under, town, state, country, planet, different, not, something else</p> |
|  <p>When did it happen?</p> | <p>today, yesterday, last, day, week, month, year, start, time, before, after, around, long, short, remember, something else</p> |
|  <p>How did it feel?</p> | <p>feel/felt, good, bad, best, scary, nice, proud, embarrassed, terrific, frustrated, worried, awesome, amazing, unusual, something else</p> |