



Help Me Talk.

Model, Wait, Use Visuals, Play!

A close-up photograph of a baby's face, focusing on the nose and mouth. A hand is visible near the baby's mouth, possibly holding a pacifier or a finger. The background is slightly blurred, showing a red and white patterned surface.

**BY 18 MONTHS
babies have heard
4,380 HOURS**

**OF SPOKEN
LANGUAGE**

**and we don't expect them
to be fluent speakers**

YET

**If AAC learners only see symbols modeled for
communication twice weekly for 20-30 minutes, it will take**

84 YEARS

**for them to have the same exposure to aided language
as an 18 month old has to spoken language.**

statistic from Jane Korsten - QIAT Listserv 2011

photo by Rachael Langley - AAC Specialist

Model.

- Say and show!
- Model verbally, but show the key words on the communication board.
- Don't expect your child to respond or request every time you model. They are taking it all in!
- Try to talk one step above where your child is talking.

Ex: Child is using 2 words, you are modeling 3 words, or adding grammar.

Child: I go

You: I go there *or* You are going?

WAIT EXPECTANTLY.

Sometimes silence
IS THE BEST WAY

TO ENCOURAGE

AAC USE.

Wait.

- One of the best things you can do is WAIT.
- Give your child time to respond.
- Ask open ended questions (What is that? Where are we? Who is it?)
- Count to 5 in your head while waiting for them to answer. Some students need 10 or even 15 seconds to process and respond.
- Wait quietly.
- Do not over prompt or continuously repeat.
- Respond to all communication attempts, even if they seem silly.

"I'm a visual thinker,
not a language-based
thinker. My brain is
like Google Images."

- Temple Grandin

<http://www.fierceof.com/quote/17.com>

Use Visuals.

- Use the visual board. It gives a visual representation of otherwise abstract language concepts.
- Point to key words as you say them.
- Encourage your child to point as well, but do not make it a requirement all of the time.
- Let the child “babble” with the visual, or with their talker.
- Model as much as possible on the student’s communication board or talker.

Play!

- Language is learned through play and interactive experiences.
- While playing, children communicate for the following reasons:
 - ask for things
 - socialize
 - comment
 - ask for help
 - interact with objects
 - draw attention to
- Model words, sentences and phrases during play. Ask questions. Talk about what you are doing. Refuse things. Ask for help. Make characters talk/act things out. Engage your child!

Hide and Seek

- Do not look!
- Go.
- I look.
- You look.
- Look up.
- Look down.
- Look in.
- Look out.
- Go fast!
- Go slow.
- I go.
- You go
- Want to play?
- Want to look?
- Help me look!
- There you are!
- Do not talk!
- Look right.
- I get you!
- My turn to look.
- Stop looking.
- Finished playing.
- Find you!
- Find me!

Legos/Blocks/Building toys.

- Put on
- Put in
- I like play
- You and me play
- I put up
- Watch it go down!
- Help me.
- I do it.
- You do it.
- Time to finish
- Put it there.
- Put it here.
- Watch me.
- Come play.
- Get off.
- Get out.
- Do you like to play?
- Go get that.
- Go get it.
- Look at it!
- It is big!
- It is little.
- Good work!

Dress up/play with Barbies or action figures

- Put on.
- Look me!
- New color.
- Make up.
- I like.
- I do not like.
- She eat.
- He eat.
- My turn.
- You do.
- You put on.
- Put to sleep.
- Go to sleep.
- Get up.
- You drink.
- Do you like it?
- I love you!
- Do you want to play?
- I hear it!
- It is big!
- She is fast!
- He go.
- What do you want?
- That is mine.

Breakfast/Dinner/Snack/Cooking

- I eat.
- You eat.
- I like it.
- Do not like it.
- No more.
- Yes please.
- I make it.
- You do it.
- Put some in.
- Go get that.
- Help do it.
- I finished.
- Do not eat fast!
- Eat slow.
- I said stop!
- I love you.
- What are we eating?
- Sit down.
- I want to get up.
- I have some!
- That is mine!
- I want big.
- I want a little.
- It is good! (bad)