Augmentative and Alternative Communication (AAC)

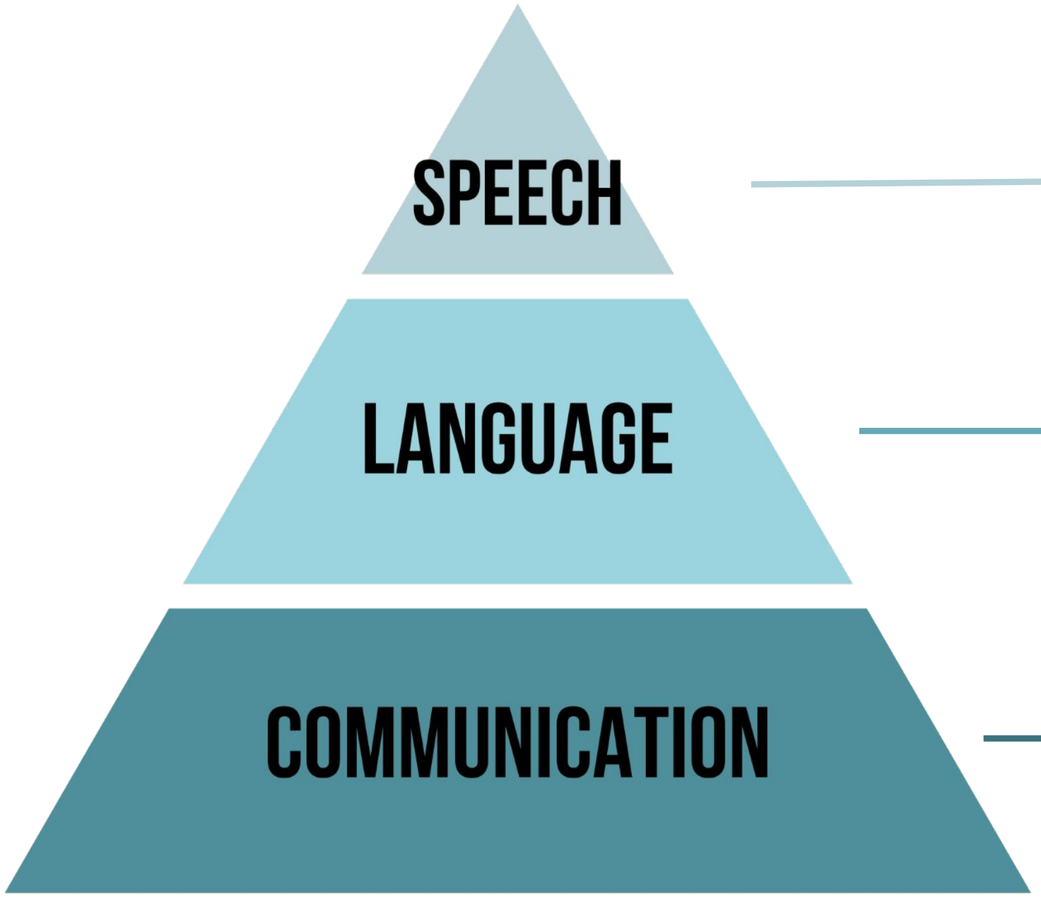
Cristina Sánchez Sánchez
Alejandro Calvo Aníbarro

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1. Communication, Language and Speech
2. What is an AAC System?
3. Types of AAC Systems
4. Uses of AAC



1. Communication and Language

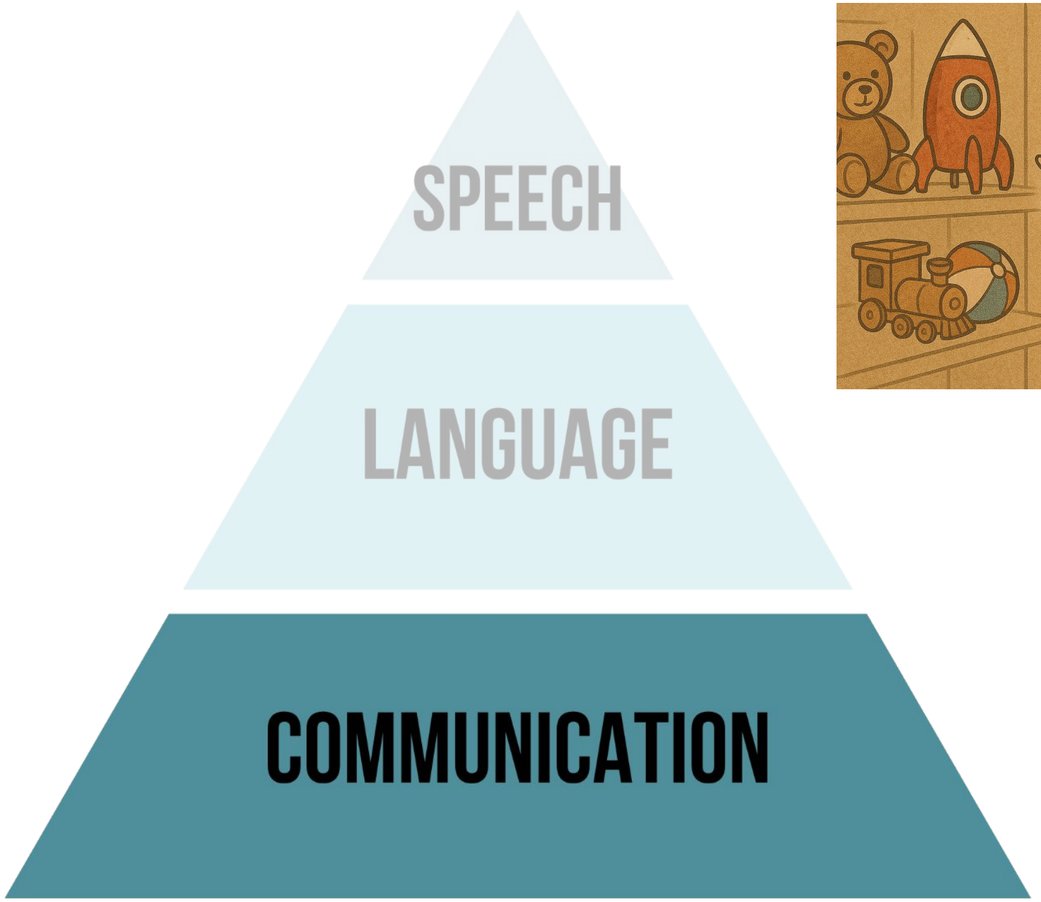


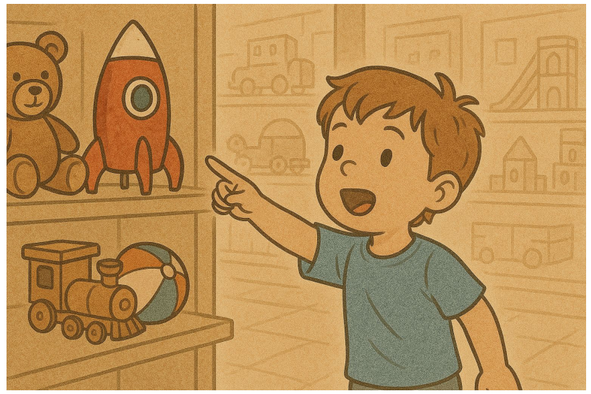
Physical production of oral language

Structured system of oral, written, or gestural signs. Code.

Exchange of information, emotions, ideas, or thoughts.
Verbal or non-verbal.

1. Communication and Language

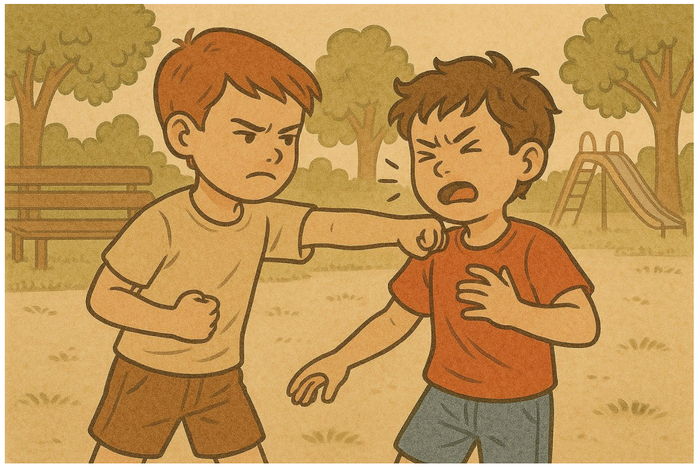




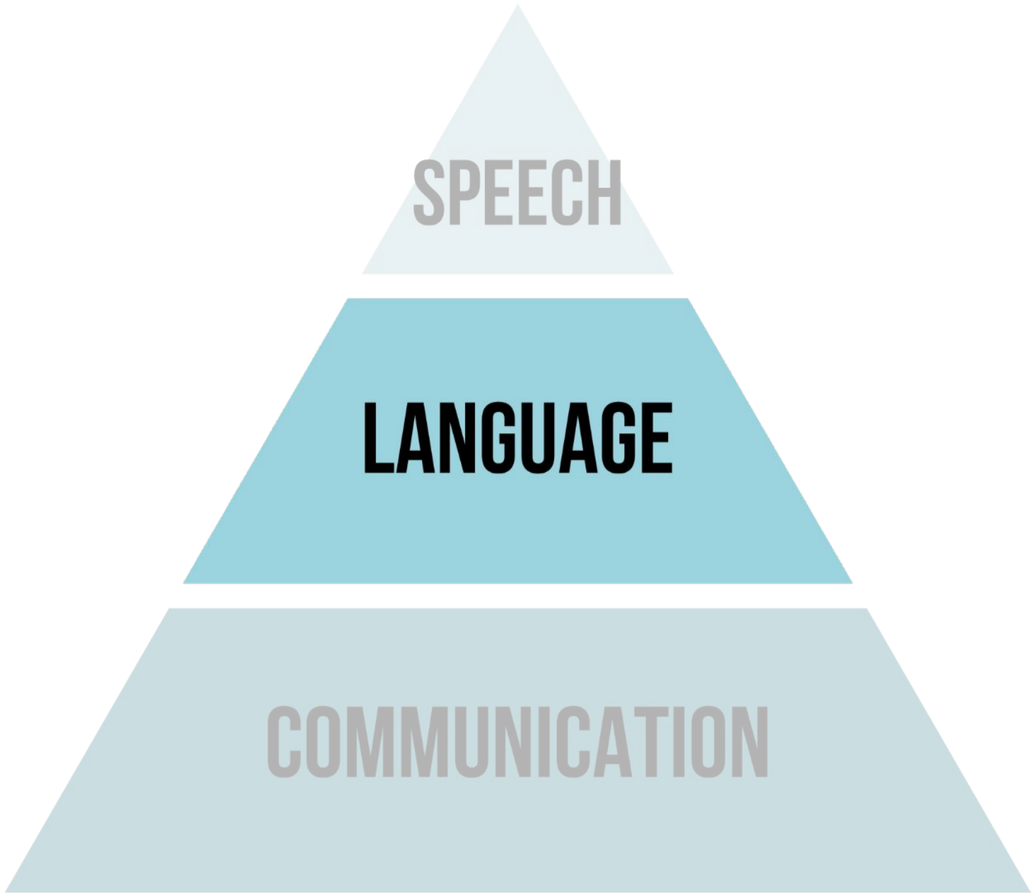


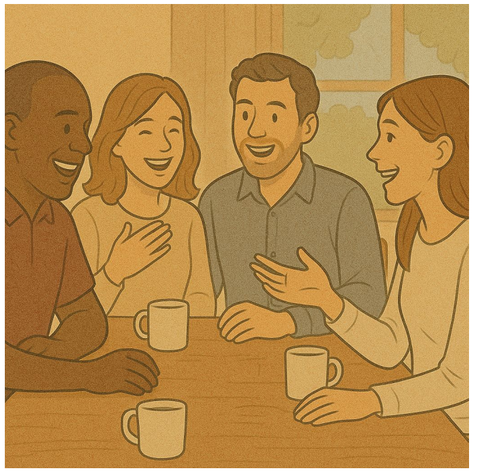






1. Communication and Language



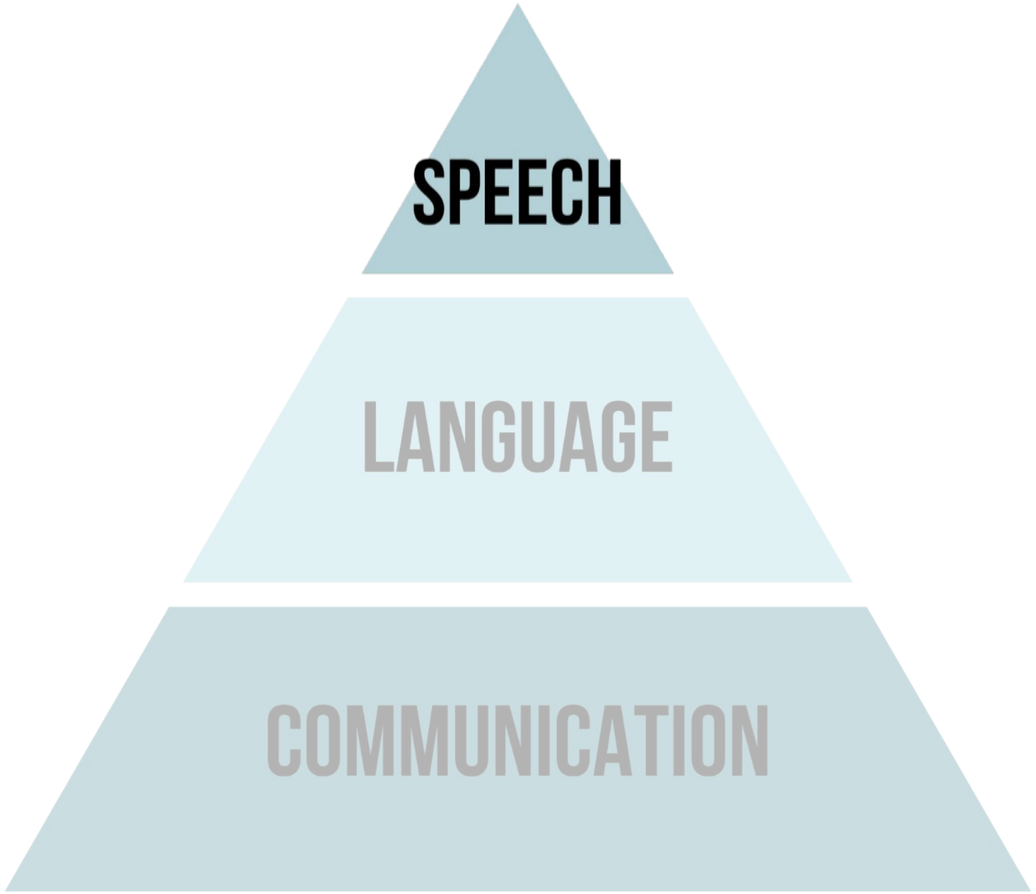








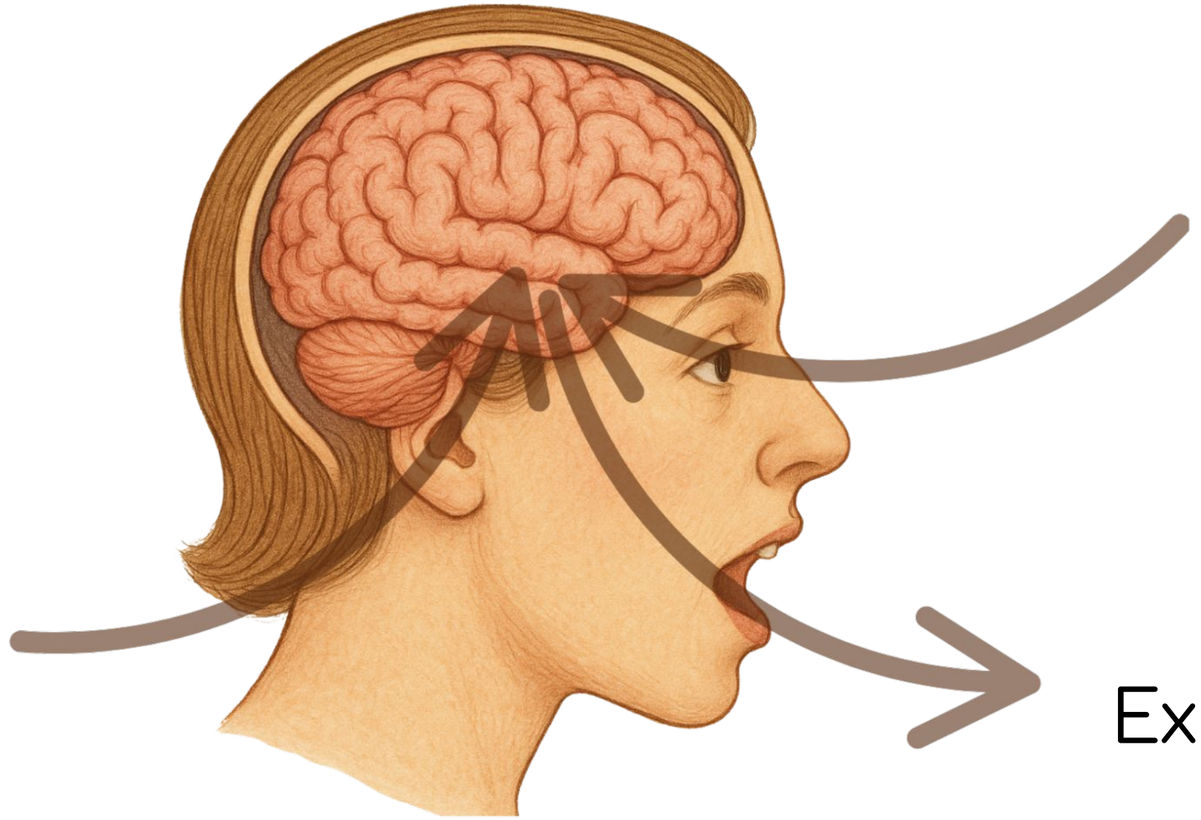
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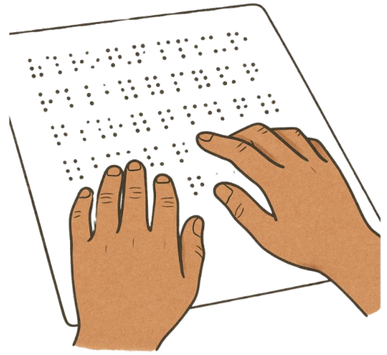






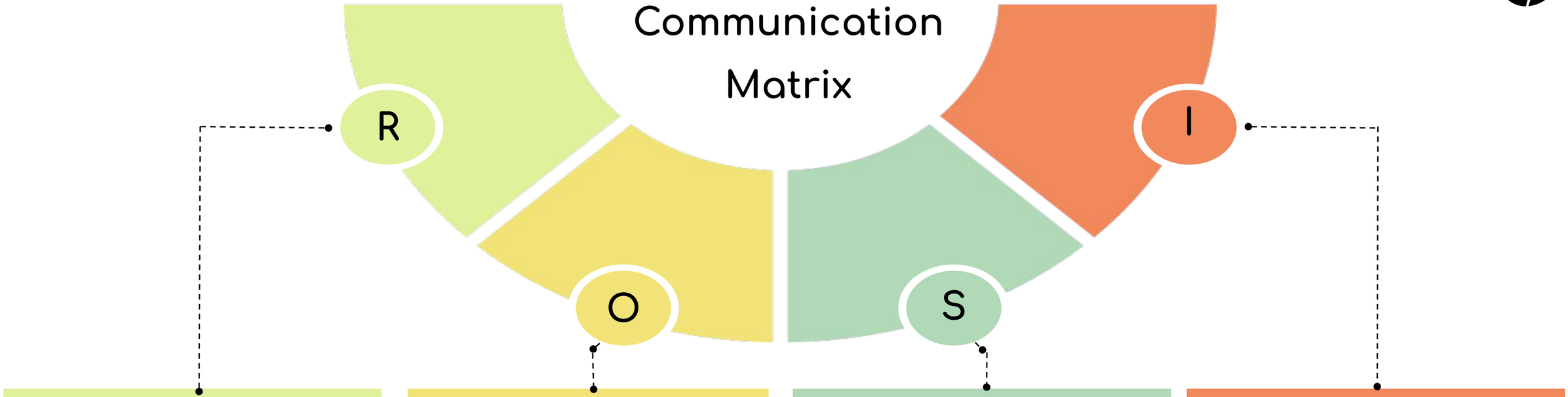
1. Communication and Language







1. Communication and Language



Reject

- Turns their head or pushes an object away when they do not want it.
- Verbally says “no,” “stop,” or “leave me alone.”

Obtain

- Hands over an object, such as a spoon, to ask for food.
- Says “I want to play” or selects phrases on a device.

Social

- Uses learned gestures such as “goodbye” or “high five.”
- Smiles or laughs during interaction with another person.

Information

- Asks questions using gestures or devices, such as “What is that?” or “Where is Mum?”
- Tells something in sign language

https://communicationmatrix.org/

1. Communication and Language

Admin Date 5/29/2025

MatrixID: 813752



Any Questions?



2. AAC

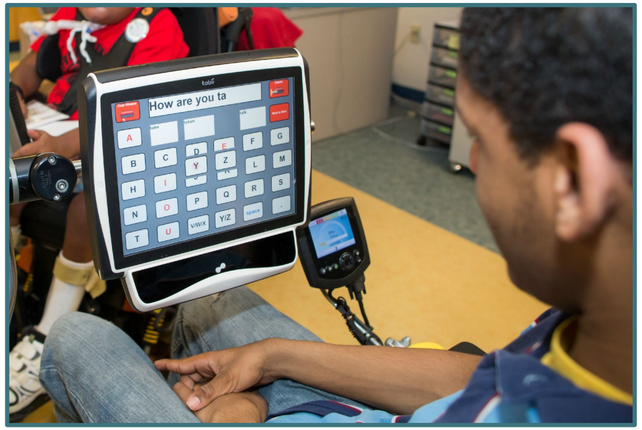
Alternative and Augmentative Systems:

A set of codes other than speech, materials, technical aids, strategies, etc., that are used as a communication channel for people with communication impairments or disorders.

Correa et al (2012)









2. AAC



ALTERNATIVE

There is no functional speech

Systems different from speech

They replace speech



AUGMENTATIVE

There is partial or limited functional speech

Additional support for speech

They complement speech

2. AAC

Aided

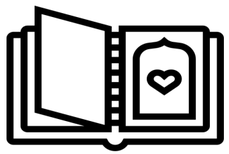
No-tech

Communication boards or books

Objects of reference

Tactile symbols

Raised-letter/Braille signs



Low-tech

Recordable buttons

Voice-output switches

GoTalk devices

Switch panels



High-tech

Tablets with communication software

Alternative access technology (eye gaze, head control, joysticks)

Apps with pictograms, synthesized speech, or prediction



Unaided

Sign language

Sign-supported language

Manual alphabet on the palm / Fingerspelling on the palm

Bimodal communication

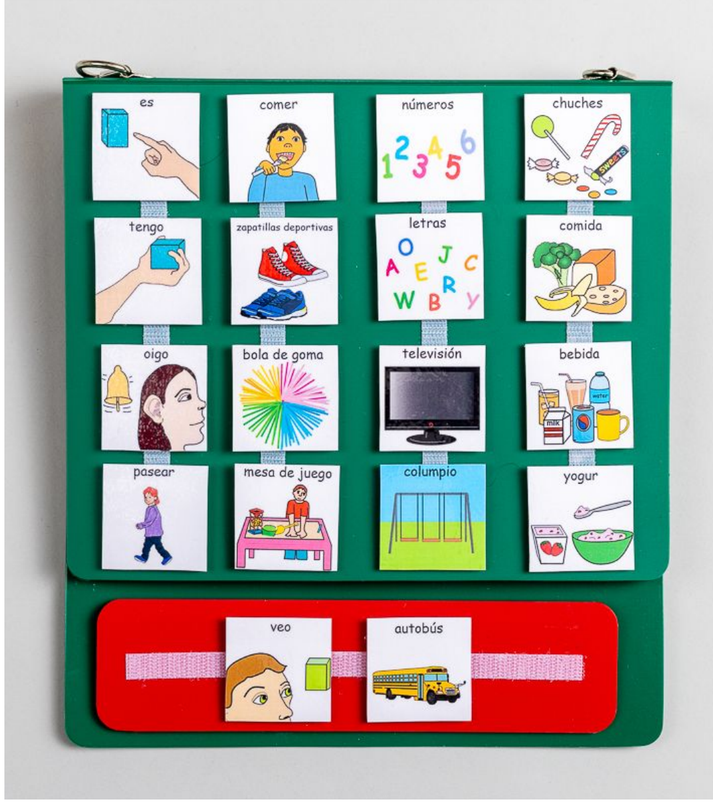
Cued speech

Makaton vocabulary



3. Aided AAC

No tech







3. Aided AAC

No tech



3. Aided AAC

No tech



3. Aided AAC

No tech



3. Aided AAC

No tech





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No tech







3. Aided AAC

No tech



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Low tech





3. Aided AAC

Low tech



3. Aided AAC

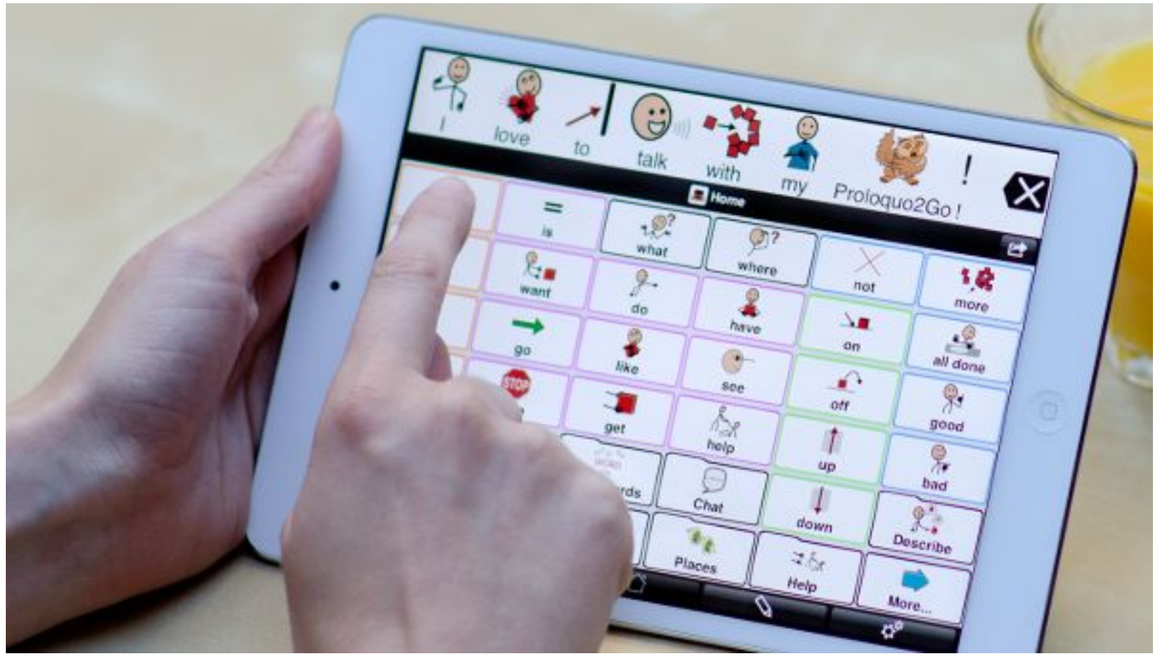
Low tech



3. Aided ACC

High tech





3. Aided ACC

High tech



3. Aided ACC

High tech



3. Aided ACC

Levels of abstraction



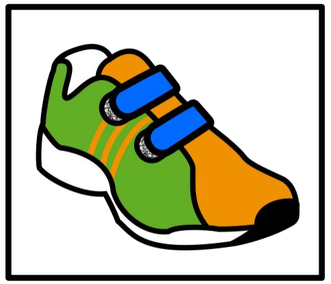
Object of reference



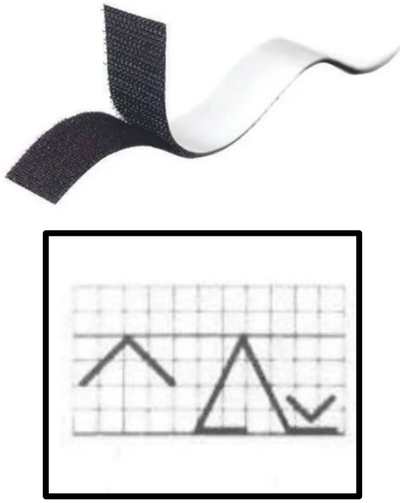
3D object (representation)



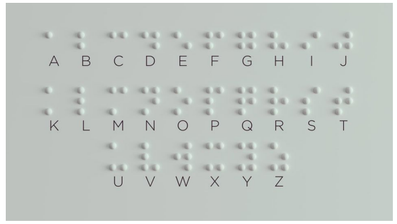
Photograph



Figurative symbols



Abstract symbol (Blissymbolics system)





Written word

Less abstract → More abstract

1. Any Questions?



4. Unaided ACC

Aided

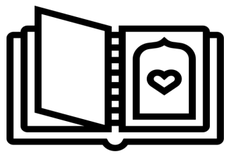
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Makaton vocabulary



4. Unaided AAC



Signs

4. Unaided AAC



Sign language



Angolan sign language

4. Unaided AAC

Sign language

Park - I - go- want



Sign supported communication

I want to go to the park



4. Unaided AAC

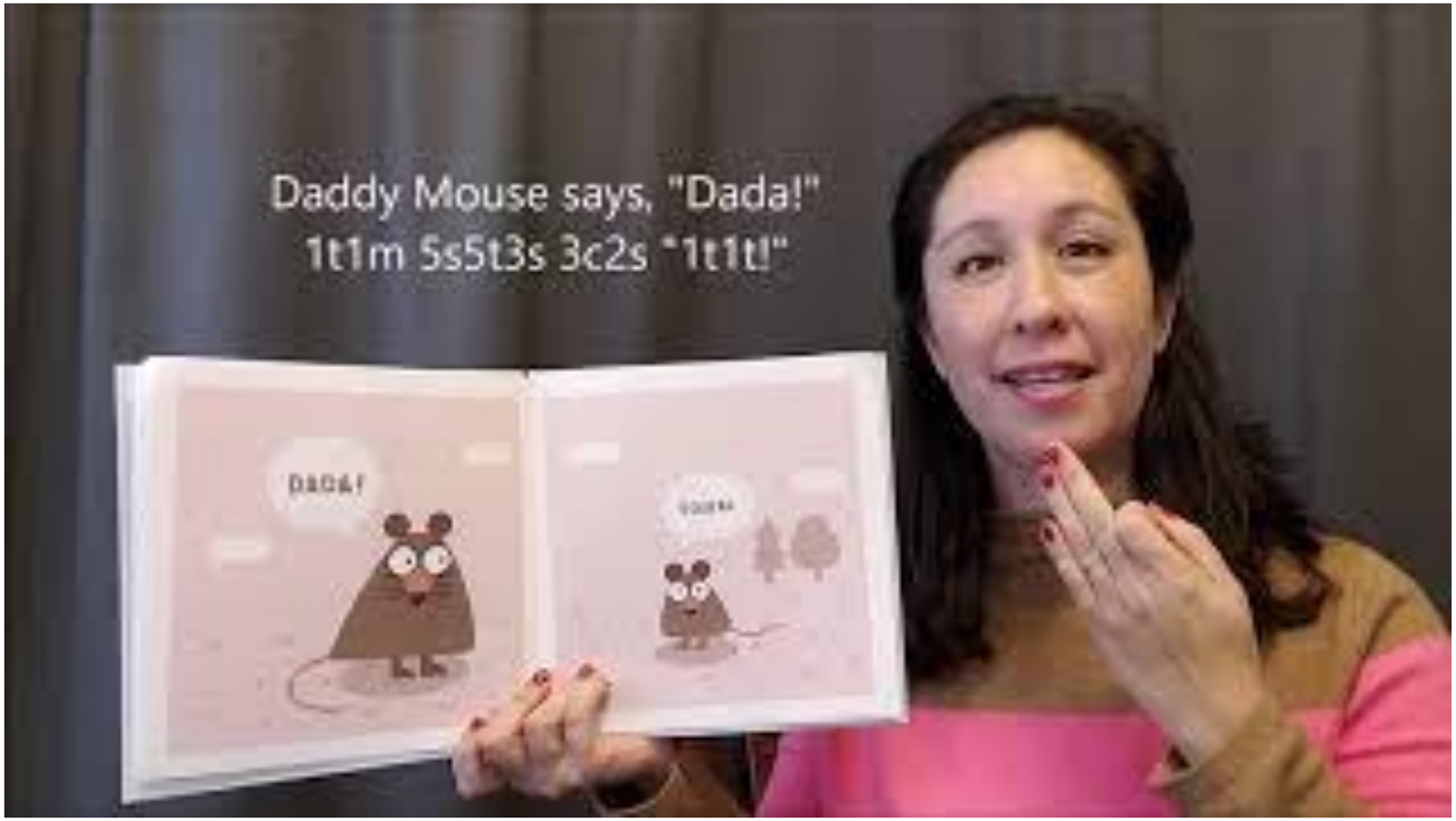


Protactile or deafblind



Fingerspelling on the palm

4. Unaided AAC



Cued Speech

4. Unaided AAC



Makaton Vocabulary

4. Uses of AAC

01.



Alternative to speech

Previous language

Affected speech



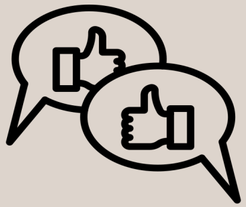
Support for speech development

Facilitator

Expression and comprehension

02.

03.



Support for understanding the message

Speech with difficulty

Clarify and reduce ambiguity

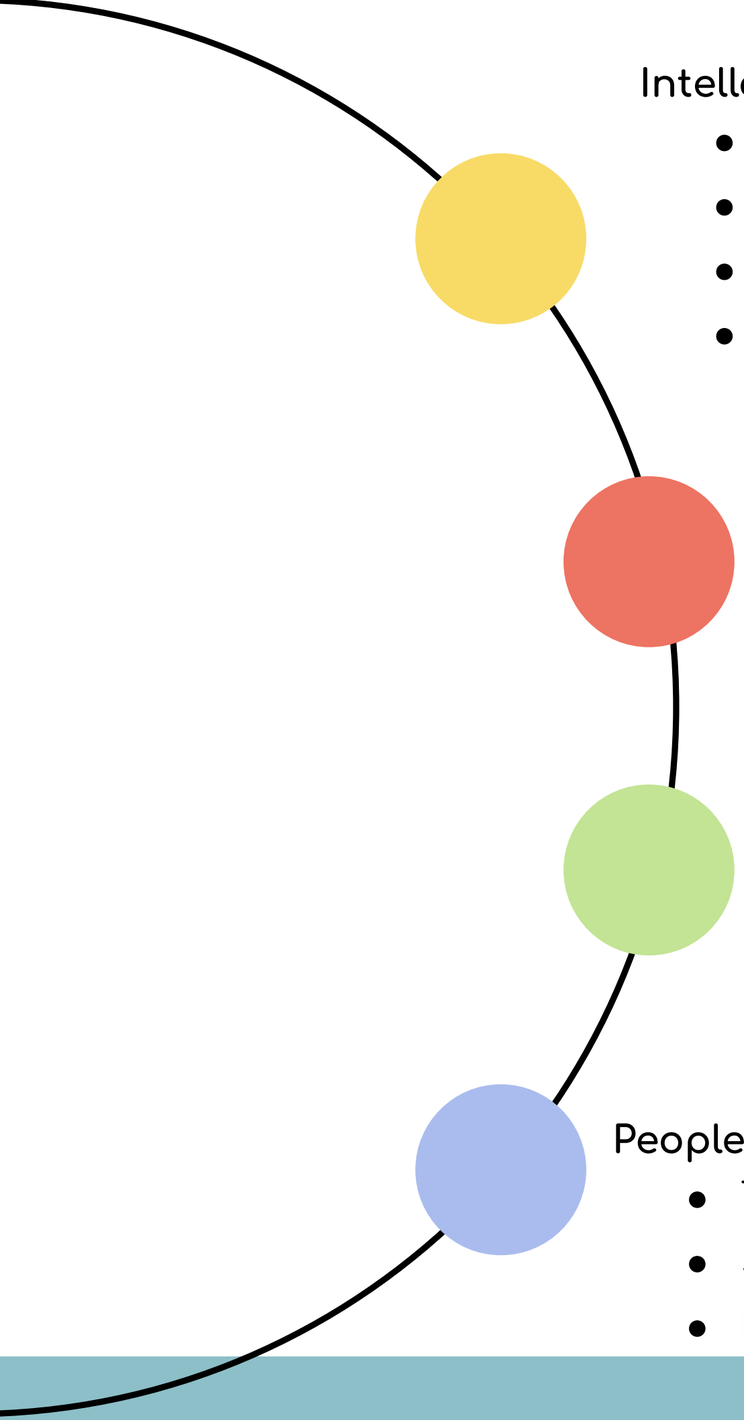


Alternative to language

Comprehension and expression

Main system

04.



Intellectual and/or developmental disability

- Down syndrome
- Autism spectrum disorders / Autism spectrum disorder (ASD)
- Cerebral palsy
- Rett syndrome, Angelman syndrome

People with language and communication disorders

- Developmental language disorder (DLD)
- Severe dysphasia
- Apraxia of speech
- Acquired aphasias (due to brain injury)

People with neurodegenerative or neuromuscular diseases

- ALS (Amyotrophic Lateral Sclerosis)
- Advanced multiple sclerosis
- Muscular dystrophies
- Spinal muscular atrophy

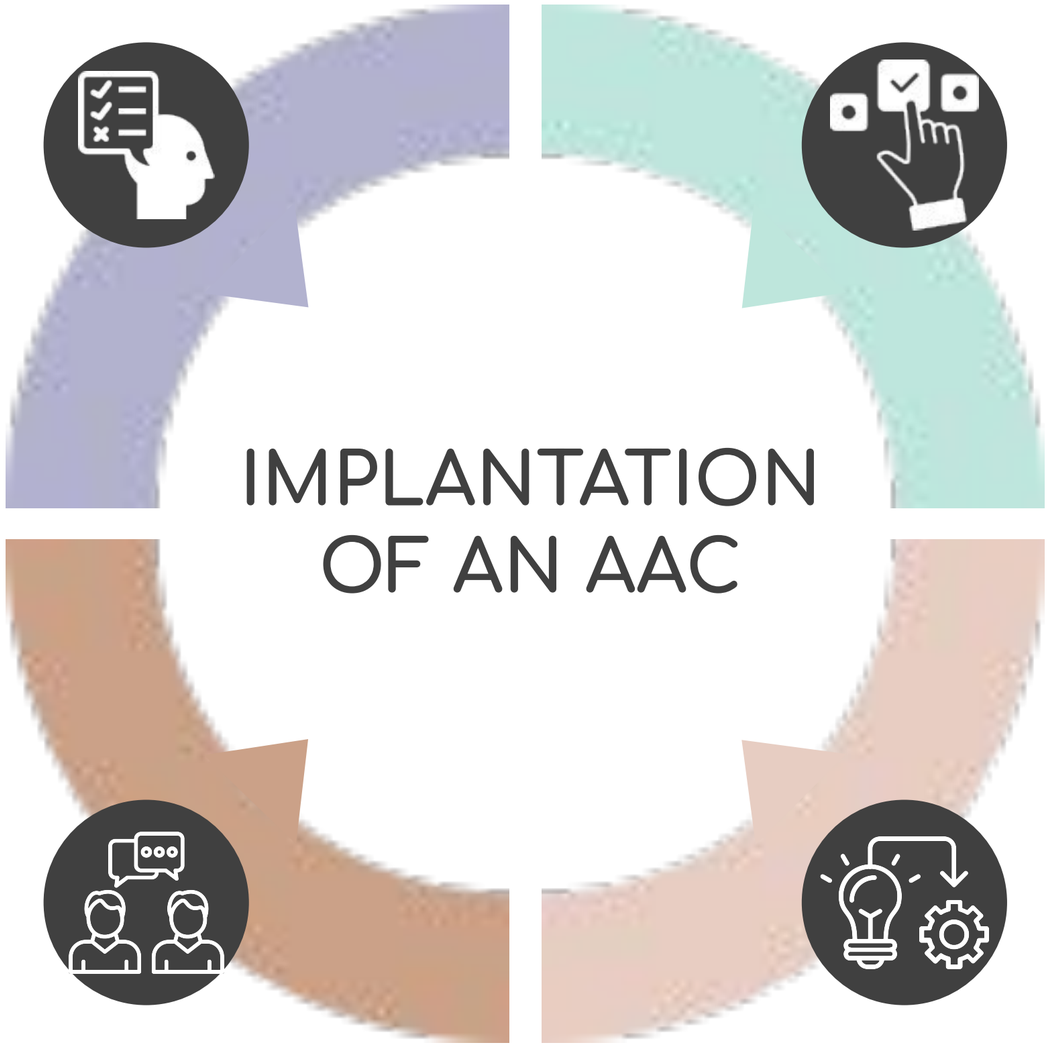
People with acquired brain injury

- Traumatic brain injuries
- Stroke / cerebrovascular accident (CVA)
- Brain tumors

4. IMPLANTATION OF AN AAC



IMPLANTATION OF AN AAC



01.
Assessment

Sensory, motor, cognitive and communication skills

Interests

Environment

02.
Decision-making

Adapt system

Supportive environment

Cost

Selection of core vocabulary

03.
Implementation

Usual context

Support and model

Strategies

04.
Follow-up

Observation

Adjustments and improvements

Teaching strategies

SORO-CAMATS (2002)

01

OVERINTERPRETING

Giving a specific meaning to an utterance or communicative production.
This happens naturally when communicating with babies.
It increases the chances of repetition > generalization > initiative.

02

STRUCTURED WAITING

Opportunities for communicative turns to make requests.

03

MODELING

Providing an appropriate model of the production.

04

USE IN ROUTINES

Creating communicative situations: choices, simple questions.

05

INTERRUPTING CHAINS

Interrupting actions to elicit spontaneous requests.
Helps understand the usefulness of AAC: satisfying wants or needs.

06

EXPANDING VOCABULARY

Expanding the production by including more elements.
We add structure and complexity.

AAC SYSTEM AS SUPPORT FOR COMPREHENSION

01 SCHEDULE

- Helps structure the day
- Marks the beginning and end of an activity
- Associates activity with symbol

02 ANTICIPATORY SIGNS

- They are used to anticipate what happens next
- Integrate sequences
- Help with transitions

03 REGULATORY SIGNS

- Indicate the beginning and end of an action
- Provide information about appropriate behavior.

Schedules


MATEMÁTICAS
TIEMPO LIBRE
INGLÉS
LAVABO
LAVARNOS LAS MANOS
COMIDA
DEBERES
JUGAR
DUCHA


Desayuno
Ver televisión
Lectoescritura
Números/Cuentas
Puzzles
Almuerzo
Descanso
Lectura
Apps Educativas
Merienda
Juegos
Hora del baño
Cena
Leer Cuentos
Dormir


Class 5 can choose
Soft Play
Finish
Class 5's work for Tuesday
Maths
Chemistry
Music and Movement
Lunch Time
ICT
P.S.H.E
toilet
lunch

Schedules




Music
Computer
Recess
ART
P.E.
All Done


Toilet
Lunch
Snack
sensory soft play
sensory soft play
Swimming
Art

AAC SYSTEM AS SUPPORT FOR COMPREHENSION

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Anticipators





AAC SYSTEM AS SUPPORT FOR COMPREHENSION

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02 ANTICIPATORY SIGNS

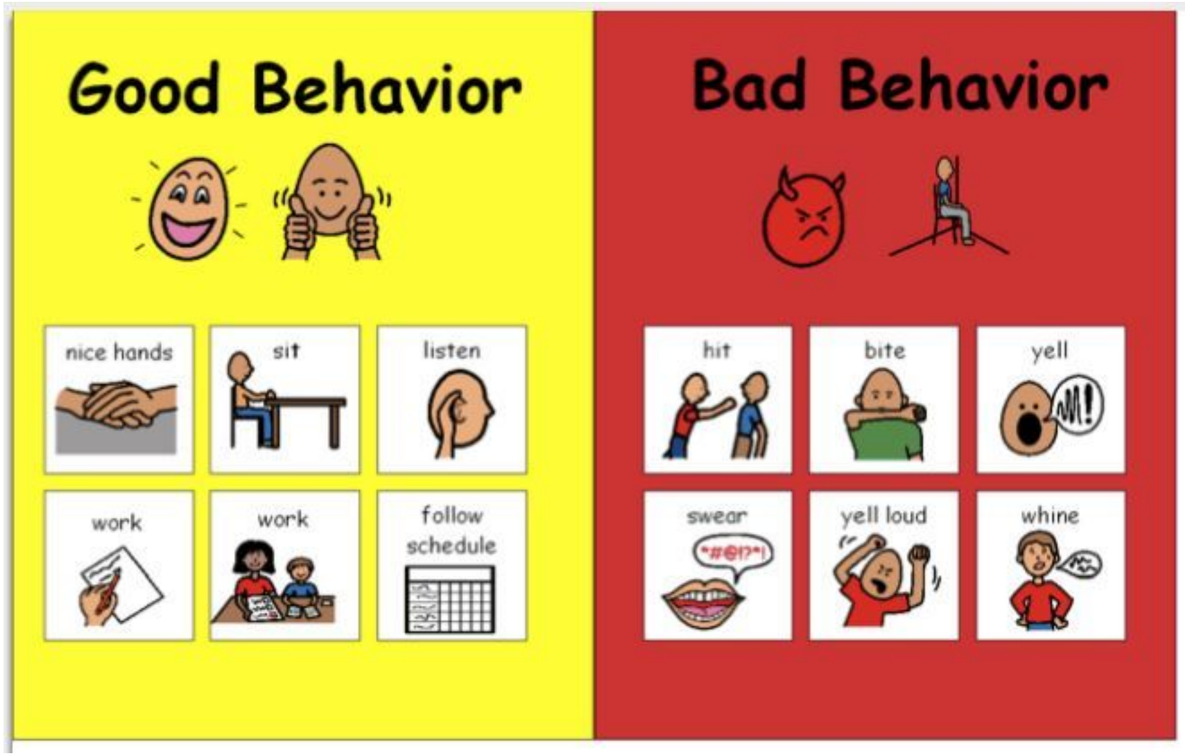
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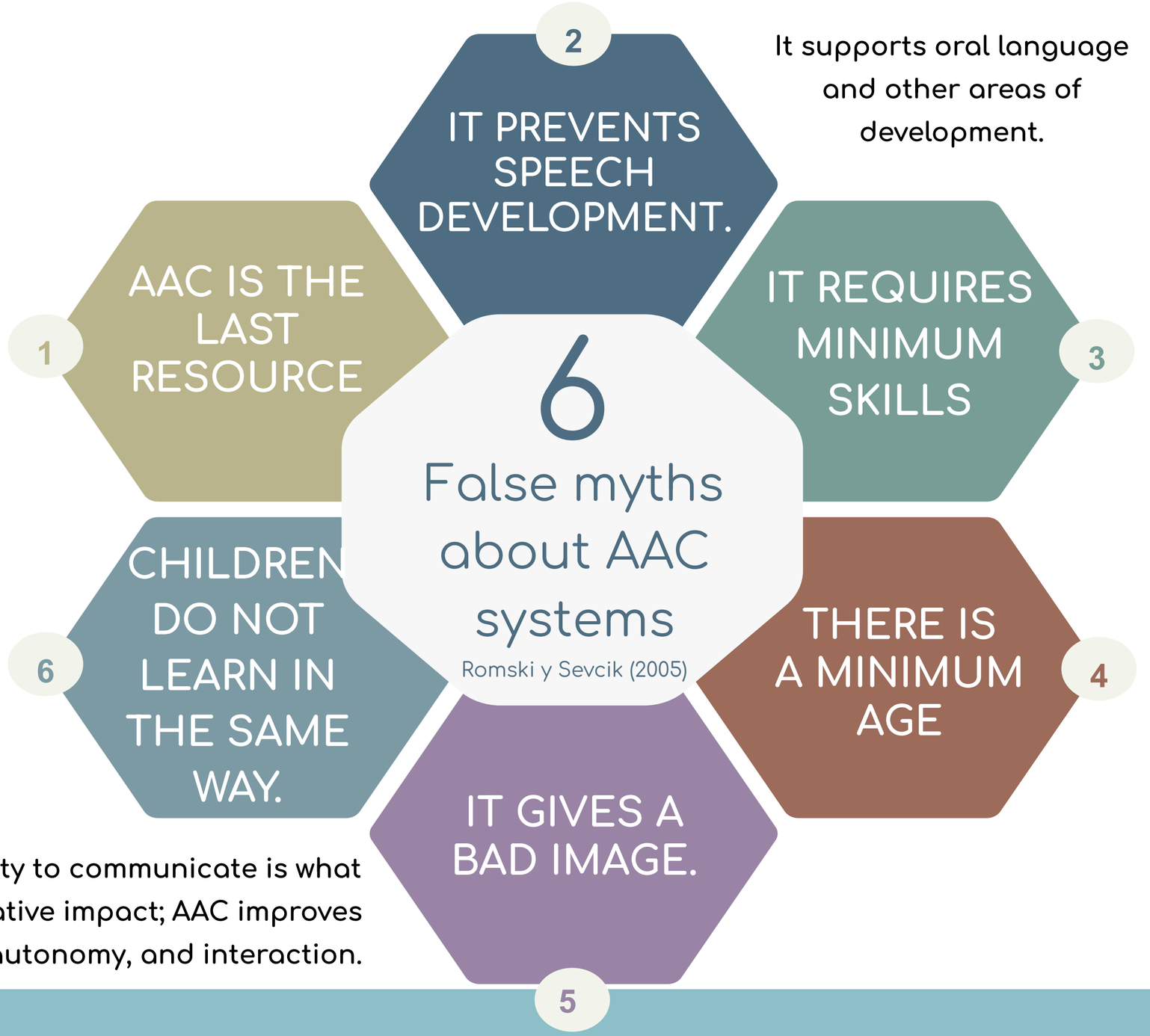
REGULATORY




Good Behavior
nice hands
sit
listen
work
work
follow schedule
Bad Behavior
hit
bite
yell
swear
yell loud
whine

6 False myths about AAC systems

Romski y Sevcik (2005)



1. AAC IS THE LAST RESOURCE
   It should be used from the beginning. It helps prevent difficulties in overall development.
2. IT PREVENTS SPEECH DEVELOPMENT.
   It supports oral language and other areas of development.
3. IT REQUIRES MINIMUM SKILLS
   Everyone can learn with appropriate strategies.
4. THERE IS A MINIMUM AGE
   It can and should be used as soon as difficulties are detected.
5. IT GIVES A BAD IMAGE.
   The inability to communicate is what has a negative impact; AAC improves behavior, autonomy, and interaction.
6. CHILDREN DO NOT LEARN IN THE SAME WAY.
   They can achieve similar language milestones with symbols if they are used from early stages.

Why are AAC systems necessary?

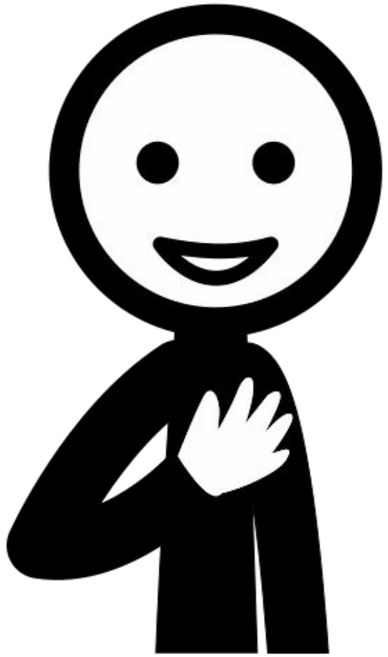
Every person has the right to communicate, regardless of their condition.

Communication is a basic need and an essential human right.

Denying access to AAC systems to those who need them is, in reality, denying them the possibility of participating fully in society.

1. Any Questions?









THANKS!

¡Thanks!



capazide.com

(+34) 623 995 362

info@capazide.com