Include Autism &
Crimson Center for Speech and Language

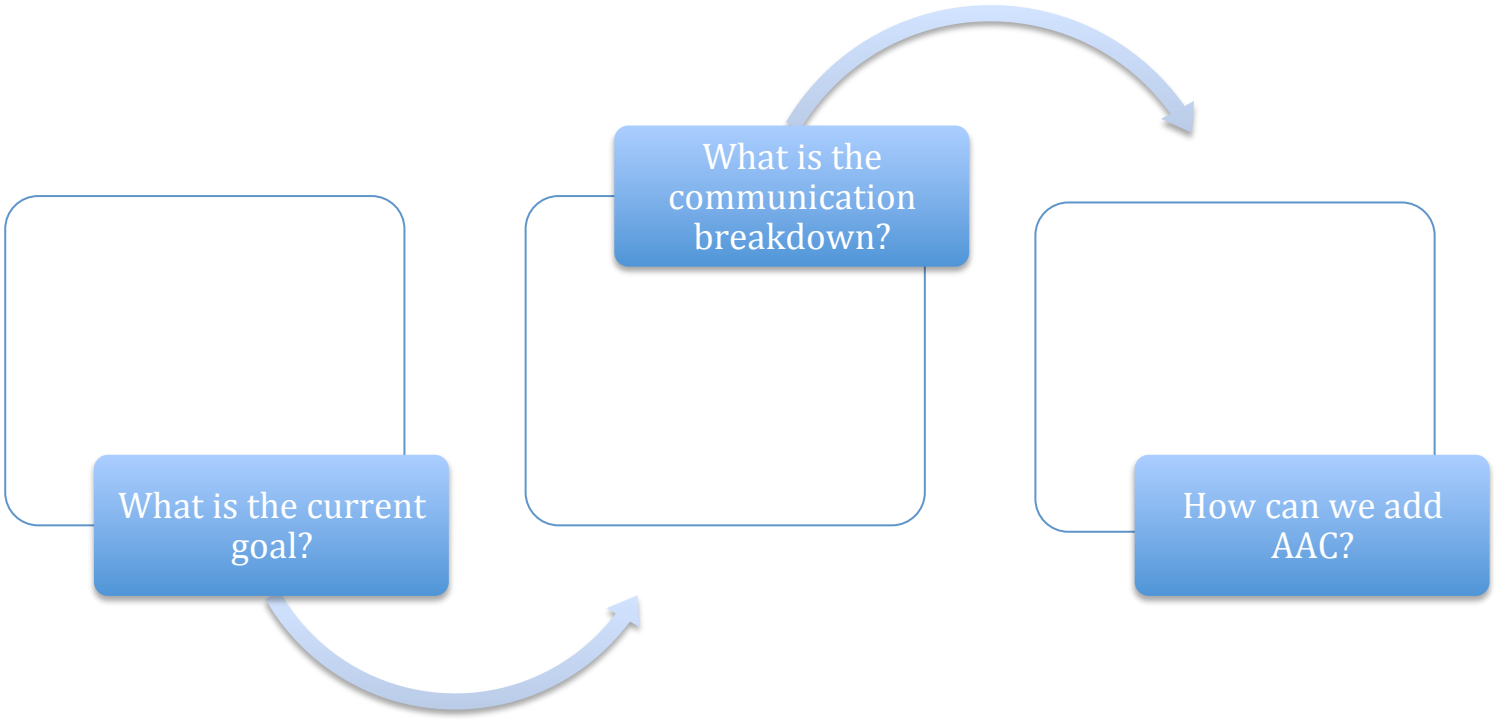
A. GOALS- In developing goals we want to add AAC to your current goals, not add new goals for every child. Looking at when and where the kids are struggling to communicate we can pinpoint the most functional goals for each of them.
   - ❑ What are the current goals?
   - ❑ When does communication breakdown?
     1. What do we need the child to communicate
     2. What does the child want to say
   - ❑ LET'S PRACTICE

B. MODELING- We need to show the kids what we want from them, what our expectations are. This is where modeling will come in; we want you to demonstrate how to find the vocabulary while out in the community and at Include Autism.
   - ❑ Use the devices yourself
   - ❑ Say what the kids want to say- especially when they are dis-regulated
   - ❑ DEMO THE USER AREAS

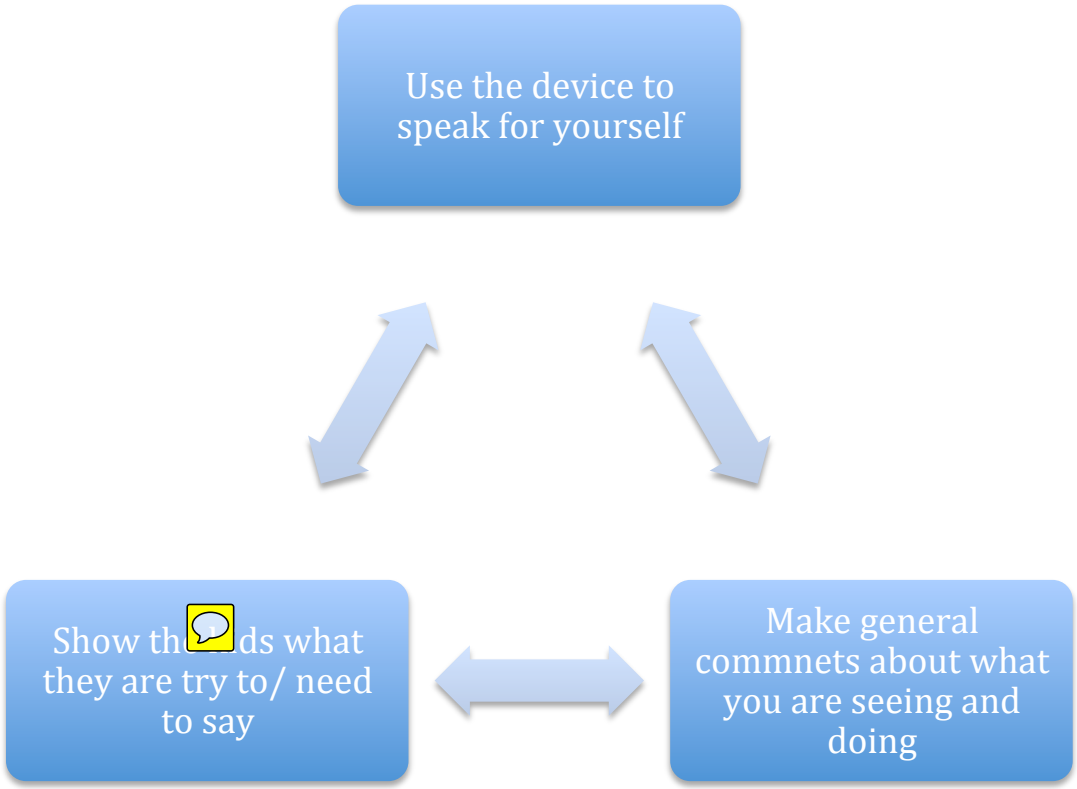
C. PROMPTING- Modeling may not be enough for the kids to develop the ability to use the devices independently.
   1. **Spontaneous**: no prompting
   2. **Verbal Prompt**: asking a question or "tell me"
   3. **Physical Prompt**: modeling for the kids→ you show them and the kids imitate
   4. **Hand Over Hand**: pushing the button with the kids hand

D. Choosing Targets
   - ❑ Keep in mind how challenging that goal is for this child and what level of prompting they typically need
   - ❑ Keep in mind where you are- is more prompting necessary?
   - ❑ Social communication goals may take more modeling to reach independence
   - ❑ What is the most meaningful target for this situation

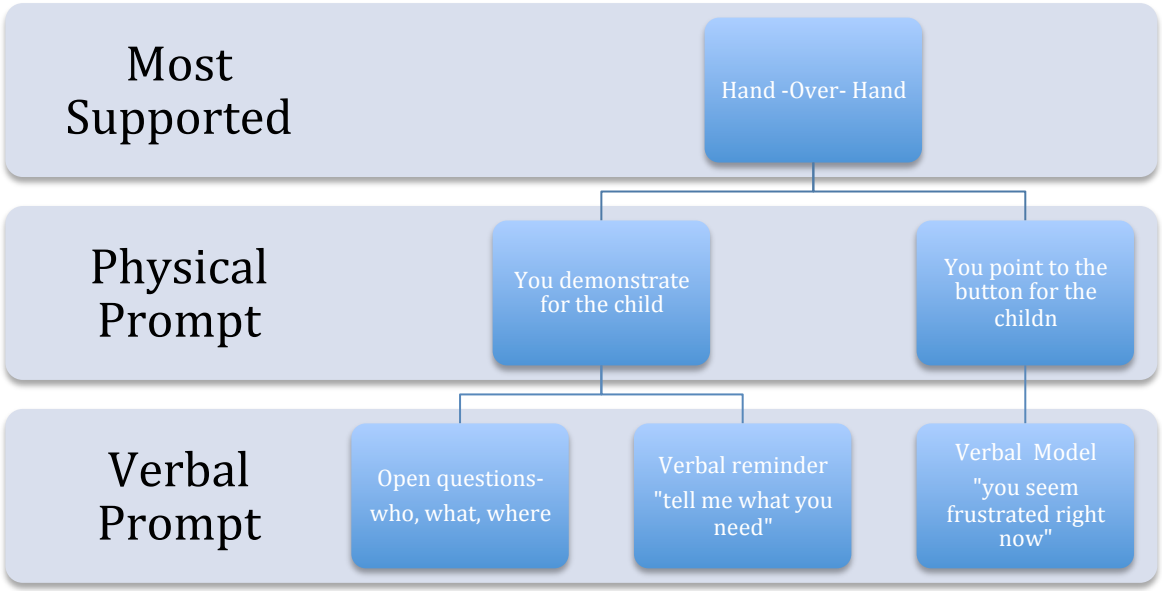
Developing goals for AAC



MODELING

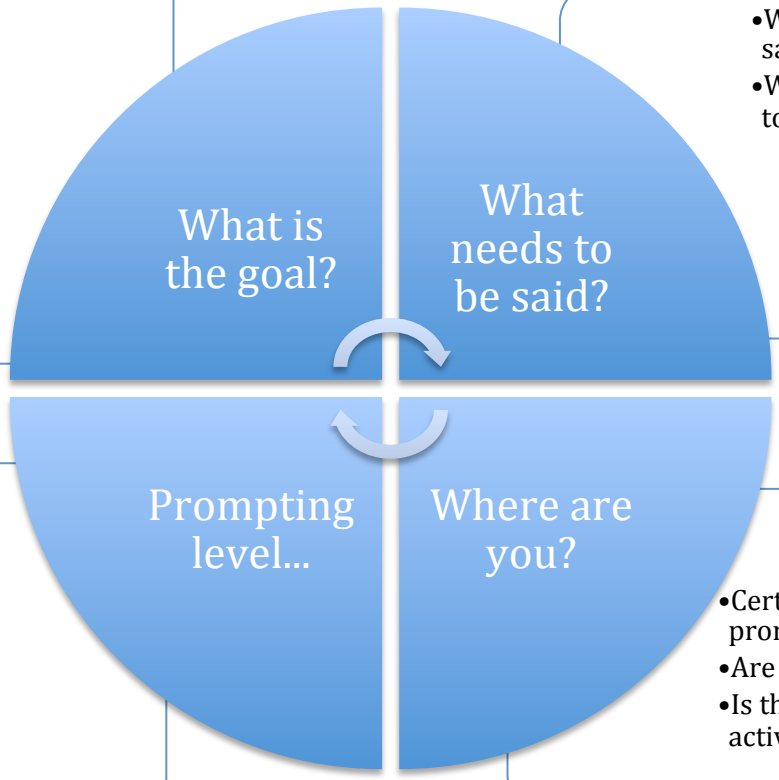

Use the device to speak for yourself
Show th ds what they are try to/ need to say
Make general commnets about what you are seeing and doing

Prompting


Most Supported
Hand -Over- Hand
Physical Prompt
You demonstrate for the child
You point to the button for the childn
Verbal Prompt
Open questions- who, what, where
Verbal reminder "tell me what you need"
Verbal Model "you seem frustrated right now"

Choosing Targets

- What goal are you targeting now- social, language development?
- How much prompting does the child normally need to reach theses goals?



- What is the child trying to say?
- What do you want the child to say?

- Decide on the appropriate prompting level based on the goal and setting.

- Certian goals will require more prompting in different locations.
- Are there many distractions?
- Is there a highly motivating activity in sight?