It's all about Inclusion & AAC (Augmentative and Alternative Communication)

Fact 1
Students with moderate to severe intellectual/developmental disabilities (MSIDD) attend segregated settings far more than students with other disabilities. Students that use AAC are even more likely to be excluded. (Wehmeyer et al., 2021; Kleinert, 2020)

A student’s method of communication may include eye gaze boards, gestures, sign language, picture communication systems (PECS), voice output aids, or speech generation devices. (Adapted from Blog)

Visual Representations:
- Posters
- Vocabulary words w/symbols/pictures
- Label items & areas of the room
- Visual Schedule

Fact 2
Over 2 million children and adults in the United States use AAC strategies, tools, and technologies to communicate. (USSAAC.org, 2021)

Create & build an effective multimodal communication system within all inclusive environments that can be used by all students.

Low-tech
- Partner/group work: A “Yes/No” button to answer direct, simple questions, or an “Agree/Disagree” button for discussions.
- A PECS board available for small group members or partners to use.

Mid-tech AAC
- Choice boards for activities, assignments, partners, or projects.
- Video-based Instruction used independently or within a group.
- Dry erase or felt boards for responses.
- High-tech AAC devices for communication (see below for examples).

Additional options for independent or group work:
- Collaboration, planning, & training must occur before implementing inclusive practices.

Hi-tech AAC
- Choice boards for activities, assignments, partners, or projects.
- Video-based Instruction used independently or within a group.
- Dry erase or felt boards for responses.
- High-tech AAC devices for communication (see below for examples).