

# 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)

Collaboration, planning, & training must occur before implementing inclusive practices.

## Fact 2

Over 2 million children and adults in the United States use AAC strategies, tools, and technologies to communicate.

(USSAAC.org, 2021)

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](#))

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

### Visual Representations:

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

### 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.  
(Adapted from Blog)

### Additional options

for independent or group work:

- 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).

## Mid-tech AAC



## Hi-tech AAC

