



Step Five: TALK  
Say what you  
want to say,  
when you  
want to say it!



AC 101 steps of learning Step Five: TALK  
Say what you want to say, when you want to say it!



We have finally reached the finale! Our students are ready to talk. Now by talk we have course mean communicate using their AC system, sign language, picture symbols or the communication devices! We are expecting our students to now be able to choose what to say when to say it and remember how to say it using their AAC system. We expect them to be able to use their word or message independently

## TALK in Structured Activities



*With speech or AAC, say the word or message independently for your own real purposes.*

Typically occurs in a therapy or classroom setting in activities planned and directed by a partner.

Autonomous messages are produced within the activity. Student is selecting messages they want to say independently.



Similar to how we presented these opportunities in step four, we are going to provide opportunities for independent communication in structured activities first this typically occurs in a therapy or classroom setting in activities that are planned and directed by a partner. In step four we engaged in the same activities that we are going to engage in now. The difference is that what we expect from our students is autonomous messages produced independently within the activity. The student is selecting the messages that he wants to say when he wants to say them to meet his own personal purposes. In this video you will see my friend using his AC system at times independently and the times following my props. You'll see that we're not targeting a single word or message anymore. Retargeting multiple messages following his lead to direct the activity and make comments

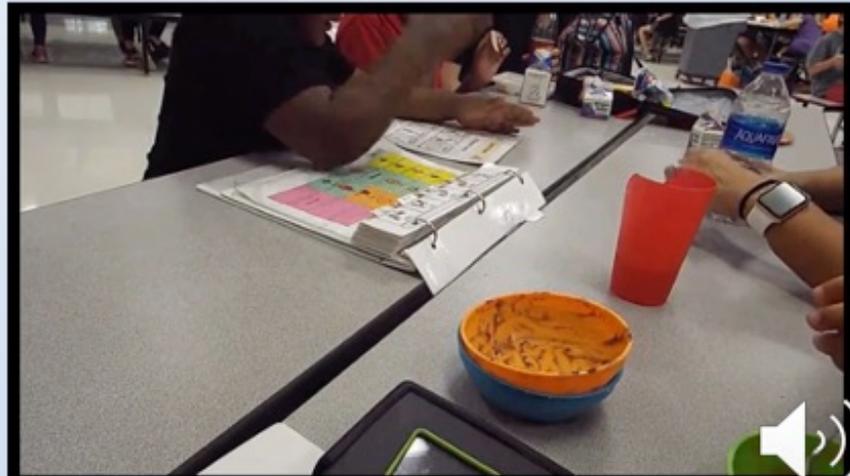
He is in the final stages of learning to communicate these types of messages within this type of activity.

## TALK in Typical Unstructured Settings

*With speech or AAC,  
say the word or  
message  
independently for your  
own real purposes.*

The interaction is  
naturally occurring  
and communication is  
not the goal.

***Communication is  
the tool we use to  
interact within the  
naturally occurring  
activities!***



We have reached the final step! Our student is ready to communicate what he wants to communicate, when he wants to communicate to whomever he wants to communicate in a natural environment. The interaction is occurring authentically and communication is not the end goal of the activity. Communication has now become simply the tool that we use to interact within naturally occurring activities. This video occurred during a typical lunchtime in the school cafeteria. You will note that I turn the sound off I bet you can figure out why! It was quite loud. This young man is using an ASC flipbook to negotiate for more juice. Unfortunately they were all out! He had been told the sad fact but was not willing to take no for an answer. Like any typical elementary school student he negotiated vigorously to get more juice. His teacher finally explains using his communication book.

Our student never did get that juice, but he knew that he had been heard. He knew that he communicated his message. He knew that his partners respected him and cared for him. And that's really what communication is all about.

## Classroom Communication Training Plan

1. Consider what step you are on for each target or category of target.
2. Who will be responsible for the next step
3. Where will this occur?
4. What materials do you need to make it happen?
5. How to know it's time for the next step?

TARGET



TRAIN



TAKE IN



TRY IT



TALK

