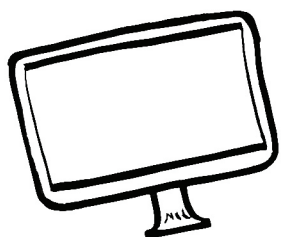
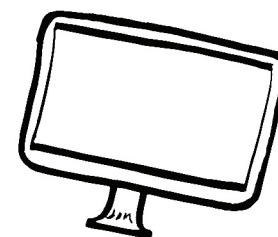


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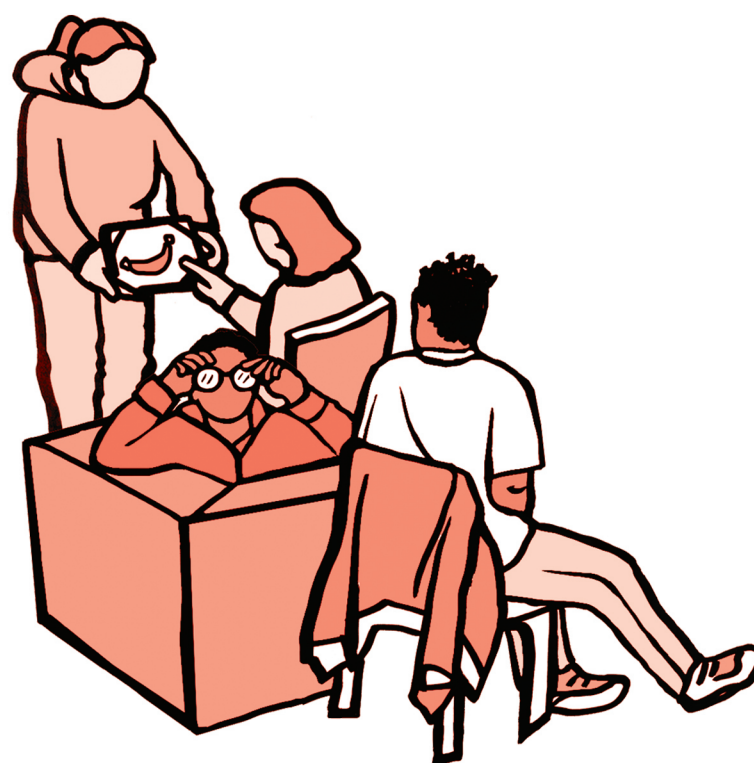


Top tip 1:



If the student is
present, their voice
must be present.

“Their AAC should be with
them, accessible and ready
to use. It is their voice, not
a piece of equipment.”



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Top tip 2:
Never rush
an AAC user.



"Give them the time they need to communicate. A slower response does not mean a slower mind."



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Top tip 3:



**Support the voice.
Don't be the voice.**

"Help the student access and use their AAC, but don't speak for them when they can communicate for themselves. Your role is to support their voice, not replace it."



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Top tip 4:

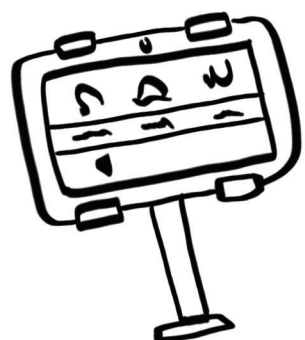


Speak to the student,
not around them.

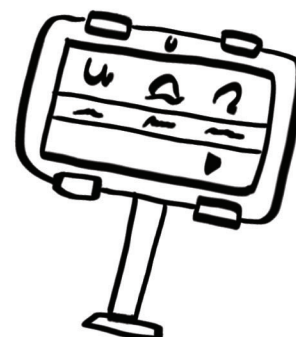
“Talk directly to them.
Include them in
conversations
about their
learning,
choices
and life.”



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Top tip 5: Don't finish their sentence.



"Wait for their message unless they ask for help. Patience gives them ownership of their own communication."



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Top tip 6:

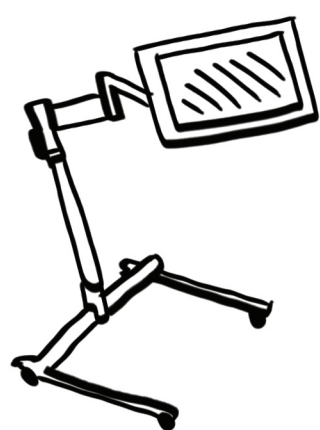


Presume competence.

"Never judge someone's intelligence by their speech, movement, response time or disability. Expect potential."



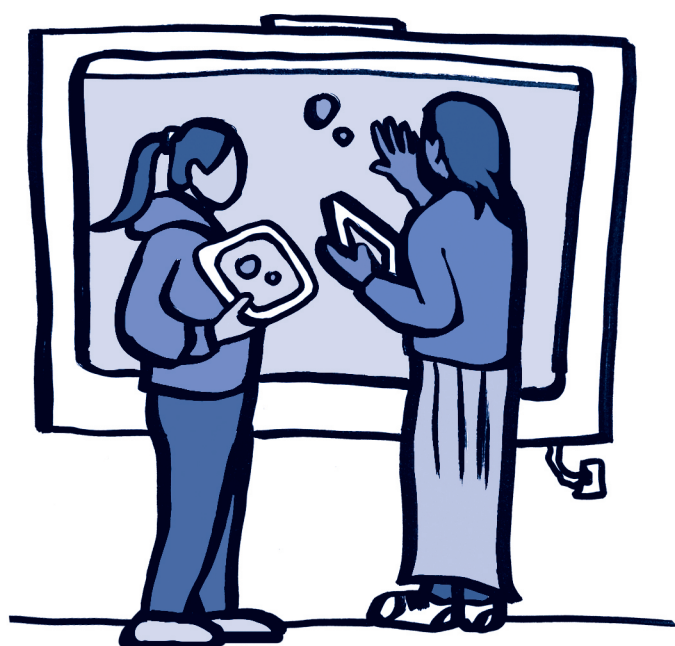
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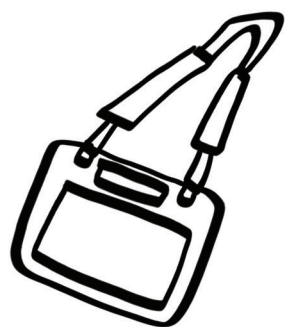
Top tip 7: Check access before you start.



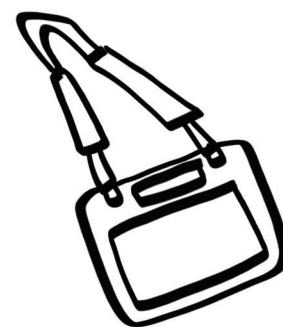
"Can they reach, see and use their AAC properly? Good communication starts with good positioning and access."



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Top tip 8: Model AAC.



Don't turn it into a test.

"Show language on
their system naturally.
Communication
should feel like
communication,
not an exam."



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Top tip 9: Respect "no".



"AAC is not only for answering questions or completing schoolwork. Students need the power to disagree, refuse, joke, choose, ask questions and express themselves."



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Top tip 10:



See the person before the disability.

"Don't reduce someone to what they cannot do. Create the environment, access and expectations that allow them to show you who they are."

