Partner Responses
Augmentative and Alternative Communication Strategies (AAC)

Partner Response	What?	Why?
Explicit instruction	• Teach vocabulary with clear descriptions of what the word and/or symbol means, and how to find in the system	• Helps to build understanding of the patterns of language • Helps to build category and navigation skills • Helps to build understanding of vocabulary and language structure
Open Ended Questions (e.g. "How" and "Wh-" Questions)	• When prompting the individual for information, hold back from asking <u>yes/no</u> questions • Ask questions that allow for more spontaneous responses (e.g., "***Where*** did you go with mom?" <u>vs</u> "***Did*** you and mom go to the park?")	• Encourages the individual to provide more than a yes/no response • Encourages the individual to use new vocabulary
Offer Choices	• Provide at least two possible response choices to encourage a response (e.g., "Did you feel *frightened* or *excited*?")	• Encourages the individual to respond with less prompting • Encourages the individual to think about new vocabulary • Effective way of gaining a response if the vocabulary is not available in the individual's AAC system
Encourage a Variety of Words	• AAC users often use the same words when speaking and story telling, with <u>little</u> variety in their vocabulary • Synonyms, antonyms must be taught • When an individual provides a response (e.g., *feel happy*), provide alternative words that could be used in its place (e.g., "You could have	• Aids in development of individual's vocabulary and word knowledge • To be good writers, one needs to use a variety of vocabulary in order to maintain a readers interest • Also helps to ensure the AAC user better captures what they are telling or describing with the appropriate vocabulary

	said 'excited' or 'glad' or 'surprised'.")	
Sentence Completion	• When the individual forgets to include necessary words or is unsure how to construct a proper sentence, the adult can provide them with part of the sentence, omitting a <u>key word</u> (either with a pause or blank line) to encourage and help the individual generate the necessary word	• Provide a pause when expecting the individual to fill in the word
Augmented Input (Partner Uses Device with AAC User)	• Add to the language provided by the individual • Expand on what they have said, adding in missing words or grammatical markers (e.g., plural –s, past tense –ed, -ing, etc) and/or specific descriptors (e.g., size, colour, shape, etc) to make the individual's sentence clearer • Model, using the individual's AAC system, how to construct the more complete, grammatical sentence	• Helps build individual's understanding and use of sentence structure • Helps build individual's understanding and use of vocabulary