

AUGMENTED INPUT

(Receptive input)

Modeling (visual model) or visually or physically prompting use of an aug. com. system for the purpose of *increasing expressive communication*.

- General modeling in the modes (e.g., pictures, signs, speech generating device, gestures) you expect the communicator to use.
- Prompting/modeling to elicit a particular response (and typically using a prompt hierarchy for teaching/fading purposes).
- Prompting oral speech *via visual supports* (pictures or written words or sentences).

Eventually the amount of modeling will be reduced and prompts will be faded.

Using visual (and sometimes tactile) **supports to increase comprehension**.

Use of objects, gestures, manual sign, and ***especially graphic visual supports*** and videos.

For example:

- monthly calendars
- daily schedules
- mini-schedules (sequences, countdowns, behavioral reminders, contingency maps, play scripts, etc.)
- social stories, etc.

These supports compensate for difficulties with: attention; auditory processing, memory, or comprehension; anticipation of events; understanding social and behavioral requirements for different situations, etc.

Their use is not faded (although they may become unnecessary in some highly familiar, unchanging situations).

AUGMENTED OUTPUT

(Expressive output)

Augmentative com. modes (gestures, manual signs, objects, pictures, written words, spelling, speech generating devices, etc.) used to communicate the following functions:

- A. Wants/Needs (requesting).**
- B. Information Transfer (provision of information).**
- C. Social Closeness (initiation and maintenance of a social interaction).**
- D. Social Etiquette.**

Also for:

- E. Participation** (primary goal is increased participation versus skill development or independence).
- F. Literacy**

REFERENCES:

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- Light, J. (1988). Interaction Involving Individuals Using Augmentative and Alternative Communication Systems: State Of the Art and Future Directions. Augmentative and Alternative Communication , 4, 66-82.