

# The Three P's for Group AAC Activities

## Plan It, PostIt, Prompt It!

### 'The 3 P's of Group AAC Activities:

#### Plan It, PostIt, & Prompt It'

Dr. Caroline Ramsey Musselwhite

#### PLAN IT!

Think carefully about what students are currently doing, and what they need to learn. I have found that consulting the Language Stages at AAC Language Lab is incredibly helpful for setting language goals. For example, while I might be working on stating negation, I might realize that Krystal is at Stage 2 (2 & 3 word phrases to express negatives) while Eduardo is at Stage 3 (use negatives in simple sentences).

#### [Sample Chart, AAC Language Lab](#)

#### Language Objectives

- Combine two and three words to make phrases
- Increase the number of words he or she uses meaningfully
- Increase the number of phrases he or she uses meaningfully
- Speak two and three word phrases to direct another person's actions
- Speak two and three word phrases to express negatives
- Speak two and three word phrases to express requests

<b>Julia</b> me	<b>Mei-Ling</b> looking	<b>Ethan</b> What do you see?
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**POST IT!** While the person who planned the activity might be able to hold in memory the varying goals of multiple students, it is crucial for ALL people working with the students to be able to remember various goals. This includes aides, peer tutors, therapists and students. Writing short goals for the activity on PostIts is a great way to make this happen. This activity shows goals for a group reading of *Brown Bear, Brown Bear*.

**PROMPT IT!** Prompting can be helpful and necessary. However, in general, the best prompting is PAUSING! As adults, we tend to be way too quick to prompt, yielding students that are prompt-dependent, often before reaching school. Prompting should be as subtle as possible, and should NOT interrupt the group. See the September 2008 AAC Intervention Tip, [Strategies For Success: Prompting Hierarchy](#)

