

Incorporating AAC into Music

Incorporating music into your speech sessions is a great way to support your learner's motivation and communication. Using AAC during music activities can greatly increase participation and autonomy, making for a fun and functional way to engage your learners.

Music Activities for Your Session:

Finish the Lyrics

Pause during a well-known song to have your learner complete the lyric using the device. For example, "Row, Row, Row Your _____". Turn this into a group activity by having learners take turns filling in words. Have them pick a silly word and their peers can practice using "yes/no" to label if the word was correct.

What's Next?

Using a song that has options for what to sing about next, such as *Old McDonald* or *Happy and You Know It*, have your learner use the device to select what comes next, such as the animal or the emotion. Help by navigating to the correct page!

Simon Says

This activity is perfect in the group setting. Put on music and have each learner practice giving actions or dance moves that the group can do! (e.g., *clap, jump, spin*). Navigate to the "Actions" page of the device for easy access.



Seek and Find

Hide images of music vocabulary around the room for your learner to find. Practice labeling the word once your learner finds the image. In a group setting, learners can act out the word or describe the word on the device while the rest of the group takes turns guessing. Help by modeling how to describe objects using adjectives and semantic features on the device.

Themed Music

Listening to music or watching music videos about a certain theme, such as a holiday, is a great way to introduce new vocabulary on the device in a fun and relevant way!

AAC Freeze Dance

Turn this classic game into an AAC activity by having your learner select 'stop' when it's time to freeze, and 'go' or 'more' to begin dancing again. Allow them to pick which song they want to dance to on their device!

Language to Model During Activities:

Program the device to allow various communication functions to be accessible while engaging in music activities. Model language and expand on utterances throughout! Here are examples of functional words and phrases to model on the device.

Labeling

“Songs,” “artists,” “instruments,”
“music equipment,” etc.

Protesting/Terminating

“I don’t want music,” “stop song,”
“all done,” “turn off.”

Directing Actions

“Play again,” “turn up music,”
“let’s dance,” “your turn!”

Requesting

“Want music,” “need drum,”
“listen to Wheels on Bus.”

Commenting

“I like,” “awesome,” “we hear
music.”

Describing

“Loud,” “quiet,” “fast,” “slow,”
“country,” “pop,” “rock,” etc.

Self-advocating

“Too loud,” “need headphones,”
“can’t hear,” “turn it up!”

Expressing Emotions

“Song fun,” “feel happy,” “I don’t
like song,” “I am bored.”

Social Interactions

Support and facilitate conversations
related to music with your client’s peers
and other communication partners!

