

AAC Linked Series- Review Day 1- Case Studies

By
Kathleen Post, MS-CCC/SLP
Easter Seals DuPage & Fox Valley Region
Heather Miller, MS-CCC/SLP
UCP- Infnittec

Welcome Back!

- Plan for the day
 - Review highlights & key points from previous presentations
 - Breakout groups for system and vocabulary explorations
 - Breakout groups for case study presentations and review
 - Meet together to review plan for last day

Illinois State Standards

- Social Emotional Learning
 - Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 - Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 - Listening and Speaking
 - Goal 4: Listen and speak effectively in a variety of situations.
 - Plus more (reading, writing, etc.)!
- <http://www.isbe.net/ils/>

Augmentative & Alternative Communication

- Goal:
 - To provide access to language, strategies and supports that will enable an individual to effectively communicate with others and become an integral part of his/her community
- Assist individuals with communication disorders to become communicatively competent to meet current needs and to prepare them for future needs.

Who needs AAC?

- Alternative Language Group
 - Goals
- Expressive Language Group
 - Goals
- Supportive Language Group
 - Goals

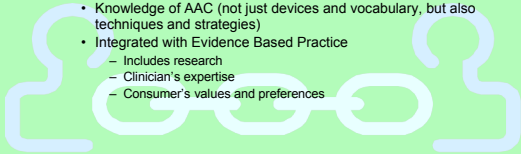
Skills in AAC

- Emergent
- Context Dependent
- Independent

Purpose of an AAC Assessment

Determine which methods and tools will improve the exchange of information between the individual and others-communication!

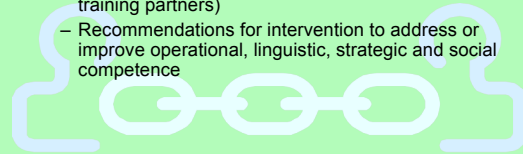
- Knowledge of individual
 - Assessment of the skills and needs of the individual in multiple areas affecting access to and understanding of communication (vision, motor, hearing, language, etc.)
- Knowledge of AAC (not just devices and vocabulary, but also techniques and strategies)
- Integrated with Evidence Based Practice
 - Includes research
 - Clinician's expertise
 - Consumer's values and preferences



What is the end result?

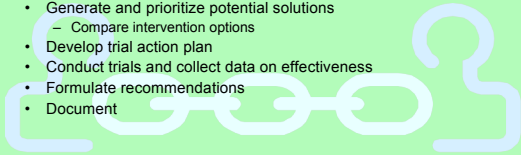
A plan for communication supports that includes:

- Details of recommended non speech and/or speech generating systems
- Recommendations for any changes to the environment to support communication (including training partners)
- Recommendations for intervention to address or improve operational, linguistic, strategic and social competence



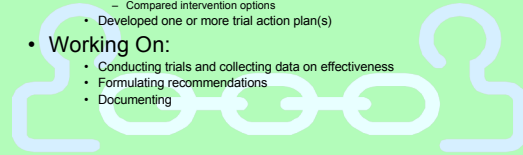
How do I get there?

- Identify and define areas of concern
- Gather information related to concerns
 - Gather relevant information for various skill areas related to the use of Speech Generating Device (SGD)
- Analyze information
 - Create a Feature List
- Generate and prioritize potential solutions
 - Compare intervention options
- Develop trial action plan
- Conduct trials and collect data on effectiveness
- Formulate recommendations
- Document



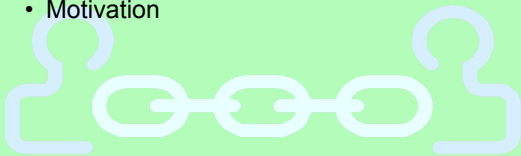
Where should I be today?

- Completed:
 - Identified and defined areas of concern
 - Gathered information related to concerns
 - Gathered relevant information for various skill areas related to the use of Speech Generating Device (SGD)
 - Analyzed information
 - Create a Feature List
 - Generated and prioritized potential solutions
 - Compared intervention options
 - Developed one or more trial action plan(s)
- Working On:
 - Conducting trials and collecting data on effectiveness
 - Formulating recommendations
 - Documenting



Issues for Today

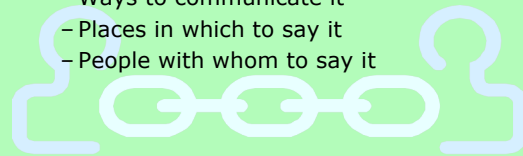
- Vocabulary
- Access
- Environments
- Motivation



Vocabulary

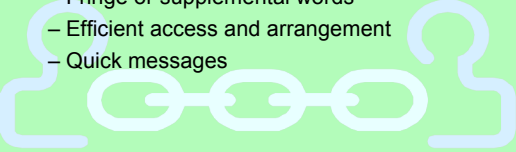
Give kids a reason to communicate!!!

- Need something to say
- Ways to communicate it
- Places in which to say it
- People with whom to say it



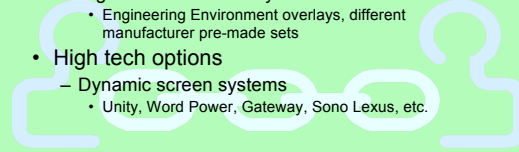
Main Points in Vocabulary Selection and Usage

- Make it meaningful
- Plan for the future now
 - Core words
 - Fringe or supplemental words
 - Efficient access and arrangement
 - Quick messages



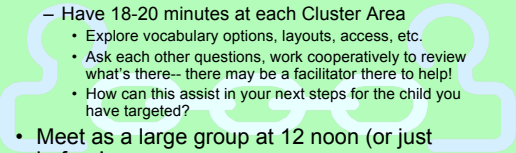
What's already available?

- No tech
 - Manual communication books and displays
 - PECS, PODD, Marsye's Communication books, etc.
- Low tech options
 - Digitized level based systems
 - Engineering Environment overlays, different manufacturer pre-made sets
- High tech options
 - Dynamic screen systems
 - Unity, Word Power, Gateway, Sono Lexus, etc.



Exploration Stations

- Count off by ??
- Go to numbered cluster
 - There are 6 main clusters with stations in each: 3 High Tech clusters, 2 Handheld clusters, 1 Digitized Dynamic cluster, plus a bonus Digitized Level based overlay display area.
 - Have 18-20 minutes at each Cluster Area
 - Explore vocabulary options, layouts, access, etc.
 - Ask each other questions, work cooperatively to review what's there-- there may be a facilitator there to help!
 - How can this assist in your next steps for the child you have targeted?
- Meet as a large group at 12 noon (or just before!)



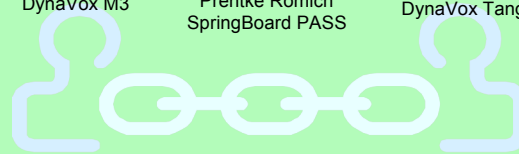
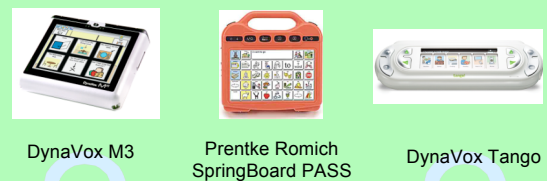
High Tech



Handheld



Digitized Dynamic



Level based

Pocket Go Talk

7 Level Communicator

Cheap Talk

Tech/ Speak

Go Talk 9+

Next Steps

- Divide into groups (again) by the type of communicator you've chosen to target with the assessment process
 - Alternative Communicator
 - Expressive Communicator
 - Supportive Communicator
- Create smaller groups as needed for afternoon case study review and discussions

Breakout Case Study Reviews

- Determine how much time you have for each person in your group to informally share
- Take turns sharing information regarding the child you have targeted
 - Briefly share background information
 - Past AAC strategies and tools used
 - Selection of systems for trial
 - Share video if have it
 - Current status
 - Plan or questions
- Come to a consensus of which child will be your group's representative for the last day's presentation
- Everyone continues with their own child, but those selected as last day presentations, please meet with Heather at the end of today! Those presenting an individual child on the last day will get a special gift!

Note Taker's Duties

- Tools used (devices, assessment protocols)
- Barriers/Solutions
- Data Collection ideas
- Implementation ideas
- Successes or determination of system?

Next time!

- Meet in smaller group to update on current status of work with child.
- Present final case studies to large group
- Additional information to share on:
 - How did you collect data
 - Transitioning from grade to grade

Contact Information

Kathleen Post, MS-CCC/SLP
 Manager, Assistive Technology Department,
 Easter Seals DuPage & Fox Valley Region
 830 S. Addison,
 Villa Park, IL 60181
kpost@eastersealsdvr.org

Heather Miller, MS-CCC/SLP
 UCP Infnitec
 7550 W 183rd Street
 Tinley Park, IL 60477
hmiller@ucpnet.org

Additional Information

Infinitec member website:

www.myinfinitec.org

Wiki site for AAC Linked Series: at

<http://aacworkshop.pbworks.com/>

