



Communication, Self-Determination, and Community: AAC Strategies to Support Transition

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Community Transition Goals

(McNaughton & Kennedy, 2010)

1. Have a safe and supportive place to live
2. Participate in meaningful activities
3. Maintain access to needed services
4. Develop friendships and intimate relationships

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Evidence-Based Practices for Supporting Successful Transitions for Adolescents with Complex Communication Needs

McNaughton, D., Kennedy, P., & Light, J. (2012). Evidence-Based Practices for Supporting Successful Transitions for Adolescents with Complex Communication Needs. Presentation at 13th Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC) in Pittsburgh, PA.

The materials below provide additional information on the four main goals of successful transitions:

- A safe place to live
- Meaningful activities
- Access to needed services
- Friends and relationships

Handout

A Safe Place to Live
How Far We've Come, How Far We've Got to Go: Take Home for Transition (Michael Williams) (2010/11)

RECENT POSTS

- Evidence-Based Practices for Supporting Successful Transitions for Adolescents with Complex Communication Needs (2012)
- Online Training for Professionals: Support for Communication of Young Children with Complex Communication Needs (2012)
- AAC (2012) Presentation by Penn State Faculty for Session (2012/12)
- Making Memory a Social Strategy: AAC Experiences in Transition (2012/12)
- Making Access Linking to Pre-written Speech Language Pathologies - Presentation (2012/12)

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Support for some of the research described here provided under grant #H133E080011 from the National Institute on Disability and Rehabilitation Research (NIDRR) in the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS).

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Personal Care Attendants



- No matter where someone lives, their quality of life depends to a great extent on the degree to which they can direct the services of the person who provides attendant care
 - Direct care
 - Give positive and constructive feedback
 - Deal with conflicts and dangerous situations
- Barbara Collier, 2005

Documenting Service Routines



- Identify important contexts
 - Transfers, mealtimes, toileting
- Document Service Routine
 - Step-by-step description
 - Binders, pages on wall, programmed into devices
 - Photos
- Practice use in role-playing situations

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Service Routine for Nail Care



(Collier et al., 2006)

- When cutting or cleaning my nails, it is important to know that my hand may clench. This is due to my spasticity. It does not help to ask me to relax or open my hand. I cannot control it.
- The best thing to do is
 - Gently pry open each finger
 - Hold each nail firmly when cut or clean the nail
 - Cut my nails short
 - File any jagged nails because I might scratch myself

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Teach Needed Strategies



(Collier, 2007)

Use role plays to teach needed strategies

- Describe problem
 - *I have a problem with my nails*
- State significance
 - *It hurts when they have jagged edges*
- Communicate what needs to happen
 - *Please follow the service routine in my book*

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My Student: What do they need to learn?



- Student:
- Goal:
 - *Introducing communication system,*
 - *documenting and teaching service routines to others,*
 - *giving feedback to staff,*
 - *reporting inappropriate behavior by staff,*
- Teaching Opportunity:
- Partner support:

Crime and Abuse

(Bryen, Carey & Frantz, 2003)



Survey of 40 adults who use AAC

- 45% have experienced crime or abuse
- 97% knew the perpetrators
- 71% victimized multiple times
- 28% reported abuse to police

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Communication and Self-determination



Encourage children and young adults to

- Communicate what they want and how they want it done
 - Give polite feedback
 - Problem solve
- Develop a sense of personal privacy
 - Say “no” when appropriate
- Develop a network of trusted adults (beyond their family)

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My Student: What do they need to learn?



- Student:
- Goal:
- Teaching Opportunity:
- Partner Support

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Key Components of Employment



1. Developing employee knowledge and skills that are valued in the workplace
2. Identifying and developing jobs that are a good match for the skills and interests of the AAC user
3. Ensuring that needed supports are available to maintain employment success

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Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome and Other Disabilities

Janice Light & David McNaughton
The Pennsylvania State University

Home page

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Student success stories

FAQ about the curriculum

What is the purpose of this website?

This website provides guidelines for teaching literacy skills to learners with special needs, especially learners with complex communication needs

- Autism spectrum disorders
- Cerebral palsy
- Down syndrome
- Developmental apraxia
- Multiple disabilities.

Micro-Enterprise

- A form of self-employment, requiring the support of others for success.
- The interests and talents of the individual with a disability drive the vision of the business.
- Priorities include participation in the community, interaction with others, and gaining a sense of contribution and self-worth.
- Making a profit is not always a priority

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Benefits of Volunteer Activities

- **Financial support**
- **Opportunity to interact socially**
- **Enhanced self-esteem**
- **Contributing to society**

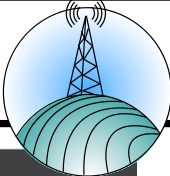
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Recreation and Leisure

- **Experience enjoyment**
- **Build friendships**
- **Improve self-confidence**
- **Engage in self-expression**

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Medical Services (McNaughton et al, 2011)




Children	Adults
Parents coordinate care	Individuals are responsible for managing their own health care, including identifying service providers and advocating for needed services
Children's rehabilitation facilities often provide "one-stop" coordinated services	Individuals may need to interact with and coordinate information between <ul style="list-style-type: none"> • general practitioners, • medical specialists and • habilitation / rehabilitation specialists
Government guarantees of health and rehabilitation	Individuals need to be able to advocate for adult services

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Needed skills


(Ballandin & Waller, 2010)



1. Introduce yourself and your communication system;
2. Use appropriate vocabulary and language to communicate concerns and needs;
3. Use appropriate communication strategies to ensure that previous health care and current health concerns are understood by the health professional.

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Needed skills



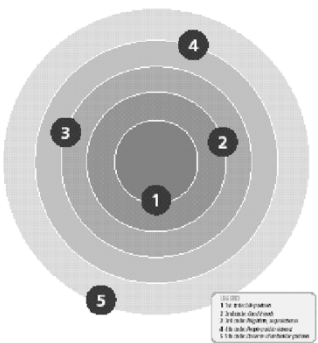
- Children
 - How AAC equipment should be set up and why it is important
 - Ask for AAC device
 - Make sure it is charged
- Adolescents
 - Be familiar with names of medication, schedule
 - Take leadership role in medical appointments


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Who is in your circles?

Blackstone & Hunt-Berg, Adapted from Marsha Forest, Judith Snow, et al.

1. Family
2. Friends
3. Acquaintances
4. Paid workers
5. Unfamiliar partners





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Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners


Sarah Blackstone and Mary Hunt Berg, *Augmentative Communication News*





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AAC Mentor Project


AAC Mentor Project

"Sharing the Knowledge of AAC Users"

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* What is a mentor? * What is the Penn State AAC Mentor Project?
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Communication skills

L	Listen and communicate respect
A	Ask questions
F	Focus on the problem
F	Find a first step

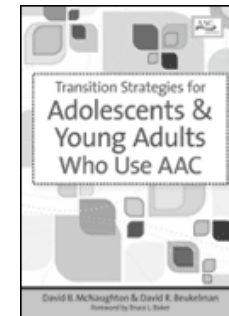
DOIT! (Light et al, 2007)

D	D escribe goal
O	O utline alternatives
I	I dentify best choice
T	T ake action
!	C elebrate success!

Brookes text



- Michael Wehmeyer, Beth Foley, Erik Carter, Christy Horn, Dave Hingsburger, Barbara Collier, Sue Balandin, Laura Ball
- Pamela Kennedy, Tracy Rackensperger, John Draper, Anthony Arnold, Lateef McLeod,



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