

AAC Strategies to Support Transition for Persons with Severe Disabilities

David McNaughton
Penn State University

1

Transition Goals


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

2



Transition Goals

1. Have a safe place to live
2. Participate in meaningful activities
3. Advocate for services
4. Develop friendships and intimate relationships



Anne

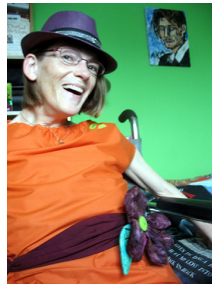
4

Transition Goals



1. Have a safe place to live

2. Participate in meaningful activities
3. Maintain a reliable source of income and access to services
4. Develop friendships and intimate relationships



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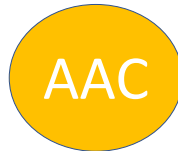
Personal Care Attendants



- 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
 1. Direct care
 2. Give positive and constructive feedback
 3. Deal with conflicts and dangerous situations
- Barbara Collier, 2005

6

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



7

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

8

Teach Needed Strategies: Dealing with problem (Collier, 2007)

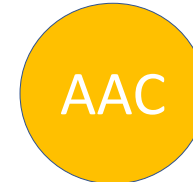


Use role plays to teach needed strategies

- 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*

9

Goals drive development
of communication



Communication (AAC)
supports achievement of goals

10

Communication and Self-determination

AAC

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

11

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

12

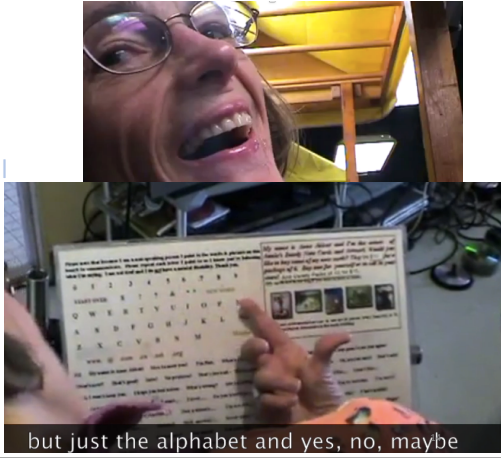
My Student: 

Goal	Teaching opportunity
Introduce AAC system	<ul style="list-style-type: none"> peers without disabilities during group projects/ongoing activities restaurants, community trips
Document and teach service routines to others	<ul style="list-style-type: none"> classroom volunteers
Give polite feedback to staff, problem solve	<ul style="list-style-type: none"> "sabotage" opportunities (wrong coat) Communicate "no"

13

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but just the alphabet and yes, no, maybe

- AAC systems that support social closeness
- Communicate detailed information on topics of special interest of user
 - Literacy
 - Photos/videos



but just the alphabet and yes, no, maybe

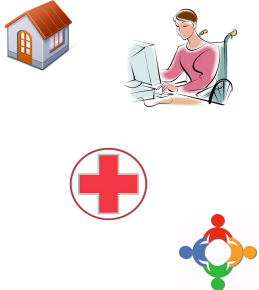


AAC Intervention (1982)

- **P**ick a motivating activity
- **P**rovide appropriate AAC
- **O**ffer a clear Opportunity
- **W**ait time
- **R**espond immediately and provide reinforcement
- **+** Model

17

AAC Intervention (1982)



- **Pick a motivating activity**
- Provide appropriate AAC
- Offer a clear Opportunity
- Wait time
- Respond immediately and provide reinforcement
- + Model

18

AAC Intervention (1982)

- Pick a motivating activity
- **Provide appropriate AAC**
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19



What we have learned since 1982....

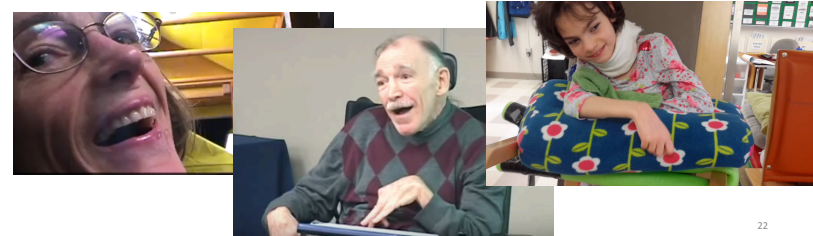
“Reach for the Stars”:
Five Principles for the Next 25 Years of AAC
(Williams, Krezman, & McNaughton, 2008)

- (a) The time for **AAC** is now
- (b) One is never enough
- (c) My **AAC** must fit my life
- (d) **AAC** must support full participation in all aspects of 21st century life
- (e) Nothing about me without me



(a) The time for AAC is now

- **The Right to Communicate is a Basic Human Freedom**
- **Less than 5% of adults with severe disabilities have access to appropriate AAC services**

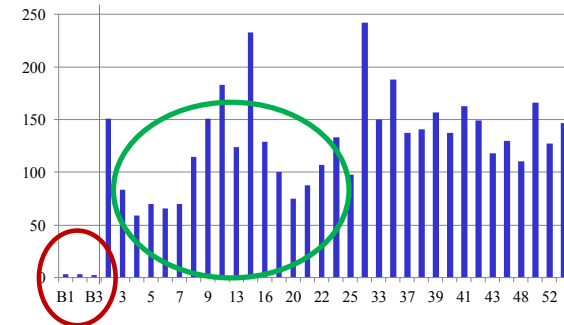


22

- <https://aac-learning-center.psu.edu/2017/09/30/maximizing-literacy-skills/>
- <https://aac-learning-center.psu.edu/2017/09/30/aac-interventions-to-maximize-language/>

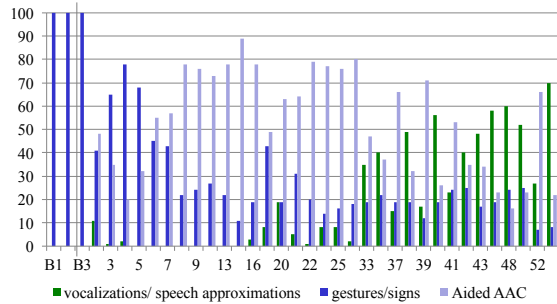
23

Frequency of turns expressed by Jackson at baseline & during intervention (15-37 months)



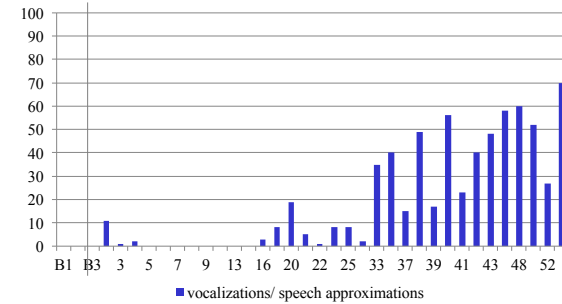
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% of turns expressed via different modes by Jackson at baseline & during intervention (15-37 months)



25

% of turns communicated via speech by Jackson



26

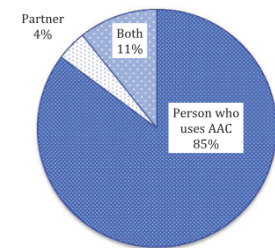
Jackson – 2 years 9 months

- Acquired >1,000 words
- Expresses 45-80 different concepts in 20 minutes of interaction
- Expresses wide range of semantic relations
 - agent, action, object, entity, attribute, adverbial, recurrence, locative, greetings, demonstrative, quantifier, question, affirmation, negation
- Typically uses single words
 - Increased use of 2-3 word combinations
- Navigates aided AAC system independently

27

(b) One is never enough

- Individuals with complex communication needs require more than
 - One Device,
 - One Communication Partner,
 - One Communication Strategy,
 - One Communication Environment
- Too often we focus on supporting requests with familiar partners (if we focus on partner at all)



28

AAC intervention must include partners

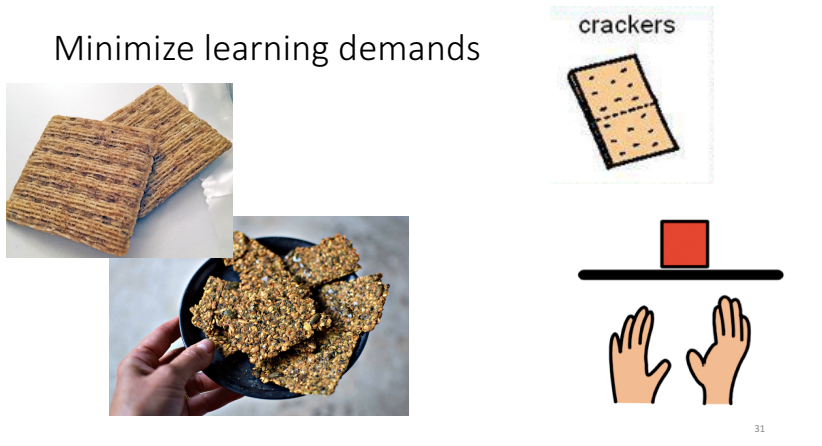


(c) My AAC must fit my life

- AAC Systems Must Be Highly Individualized and Appropriate to Individual Needs
- Too often we focus on systems that are “easy” for us
 - We recommend what **we** know best
 - We provide the vocabulary **we** “think” they need
- Need to be easy for person who uses AAC!

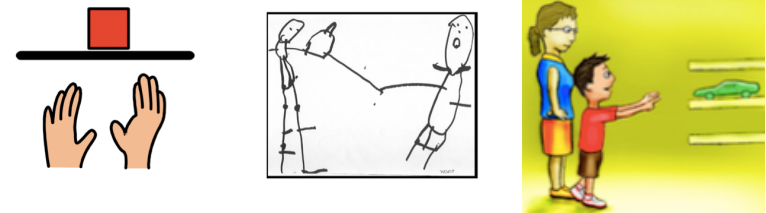
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Minimize learning demands



31

want



32

(d) **AAC** must support full participation in all aspects of 21st century life

1. Have a safe place to live



2. Participate in meaningful activities



3. Advocate for services



4. Develop friendships and intimate relationships



33

(e) Nothing about me without me

- Individuals Who Use AAC Have a Right to be Meaningfully Involved in Every Aspect of AAC Research, Development, and Intervention



34

“Reach for the Stars”:
Five Principles for the Next 25 Years of AAC

- (a) The time for **AAC** is now
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Goals drive development of communication



5 principles

Communication (AAC) supports achievement of goals

36

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38

Participate in Meaningful Activities

- Work
- Volunteering
- Post-Secondary Education
- Recreation and Leisure

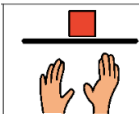




39

“Reach for the Stars”: Five Principles for the Next 25 Years of AAC

- (a) The time for AAC is now
- (b) One is never enough
- (c) My AAC must fit my life: **easy to learn**
- (d) AAC must support full participation in all aspects of 21st century life: **Support learning new skills**
- (e) Nothing about me without me: Individuals who use AAC have a right to be meaningfully involved in every aspect of AAC research, development, and intervention

40

	Want
	What
	Who

41

Support for

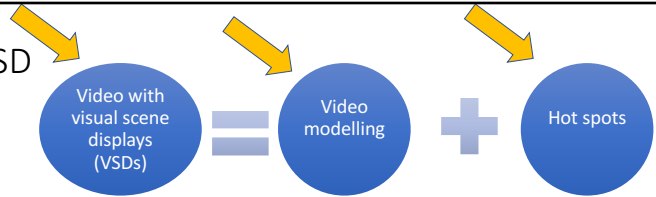
- Participation (learning a new skill)

AND

- Communication

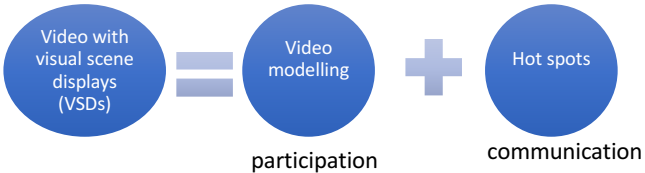
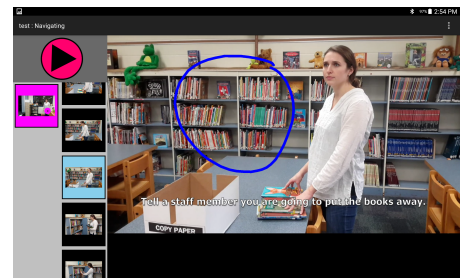
42

Video VSD



- Automatic pausing of the video at key events provides opportunities for participation, and provides the necessary vocabulary within the VSD to fulfill the communication demands at that point.
- Video VSDs capture the dynamic routines within the learner’s life (e.g., school, work, community activities) and cue the learner through the activities, one step at a time, fostering greater participation and communication

43

44

Babb, S., Gormley, J., Light, J., & McNaughton, D.
(September, 2017).

*The use of interactive video VSD to support learning
and communication for an adolescent with ASD in a vocational setting.*
AAC Colloquium, Penn State University, University Park, PA.

- <http://aac.psu.edu/?p=3747>

45

Robert

- 18 year old male with autism
- High school student
- No functional speech
 - A few signs – mostly yes/no, thank you
- Prompt dependent in activities

- Vocational training: Local elementary school library
 - Checking in books, putting away/sorting books, and making dye cuts

46

Goals drive development
of communication



- My AAC must fit my life
 - **easy to learn**
- AAC must support full participation in 21st century life
 - **Support learning new skills**

Communication
supports achievement of goals

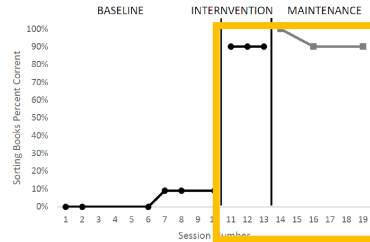
47

Task Analysis: Putting Books Away

1. Ask to put the books away: **Can I put the books away?**
2. Pick up the box of books
3. Bring the box to the table
4. Empty the books on to the table
5. Sort the books into piles based on categories
6. Ask a staff member to check your work: **Can you check my work?**
7. Tell a staff member you are going to put the books away: **I'm going to put the books on the shelf**
8. Pick up the books and take them to the bookshelves
9. Put the books in the correct place on the shelf
10. Return the box
11. Tell a staff member you are finished: **I am finished putting the books away**

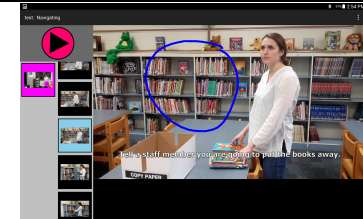
48

Results: Putting Away Books/Sorting



49

“Reach for the Stars”: Five Principles for the Next 25 Years of AAC



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50

Visit future



Sample future living environments

- LifeLink (State College, PA)
 - High school program
 - Students plan all week for a weekend “visit” to an apartment
 - Plan menu
 - Nutrition, math, meal preparation, transportation
 - Laundry
 - Recreation
 - Community living and problem solving

51

O’Neill, T., Light, J. (2017, March).
Video Visual Scene Displays to enhance participation in community activities.
 Pennsylvania Speech-Language Hearing Association (PSHA) Convention
 Harrisburg, PA.

<http://aac.psu.edu/?p=3499>

52

Tara

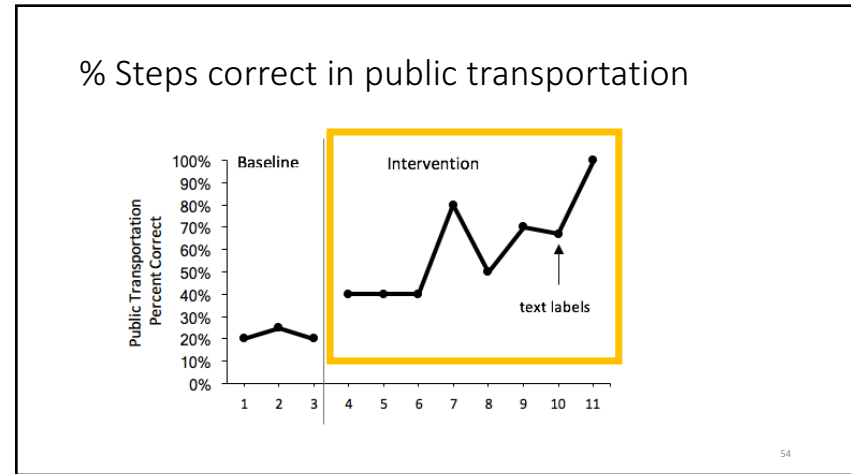
- Riding bus

Give your ticket to the driver and say hello.

Video visual scene displays (VSDs) = Video modelling + Hot spots

participation communication

53



- A very different way of thinking about AAC

Want	
What	
Who	

55

- ### “Reach for the Stars”: Five Principles for the Next 25 Years of AAC
- The time for AAC is now
 - One is never enough
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 - AAC must support full participation in all aspects of 21st century life
 - Nothing about me without me: Individuals who use AAC have a right to be meaningfully involved in every aspect of AAC research, development, and intervention
- 56

Participate in Meaningful Activities

•Work

- Volunteering
- Post-Secondary Education
- Recreation and Leisure



57

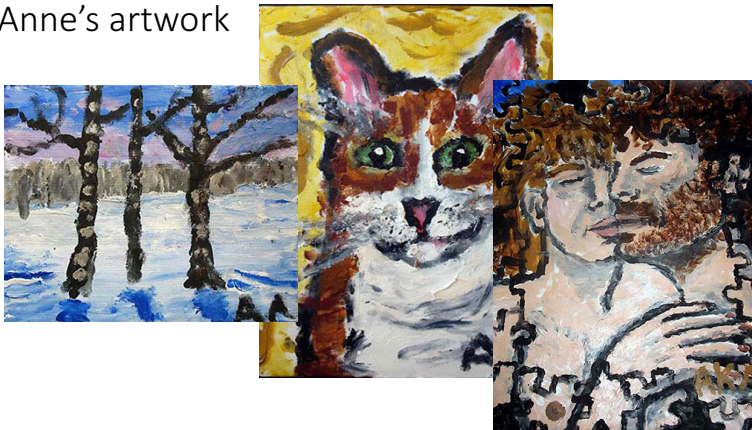
Key Components of Employment



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

58

Anne's artwork



"Haylie"

- Young woman with intellectual disability
- Takes orders & delivers lunches once a week to clients who work in local businesses
- AAC Device with direct selections, speech approximations, & gestures
- reads 200 sight words, spells 10-20 words
- Business started while in high school, has now been in operation for 3.5 years
- Mother & vocational rehabilitation staff act as support persons, assisting in transportation, money management, placing orders, delivery, & recruiting clients

60

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

61

Benefits of Volunteer Activities



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

62

Volunteering: Rebecca



- Is a member of a dance troupe that has performed internationally
- Volunteers as a “listener” in an elementary school classroom
- Helps as a guide at a local museum

<http://www.rebeccaayani.com/>

63


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64

My Student: Participate in meaningful activities

Goal	Teaching opportunity
Be a guide/greeter	<ul style="list-style-type: none"> • Parent nights • Visiting sports teams
Be a book partner	<ul style="list-style-type: none"> • Listen to books read by others
Document for social media	<ul style="list-style-type: none"> • Take pictures of school activities
Assist others in work	<ul style="list-style-type: none"> • School library



65



Tracy Rackensperger

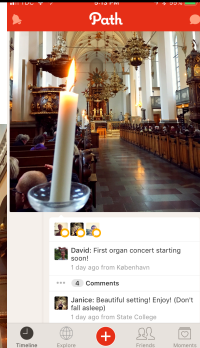
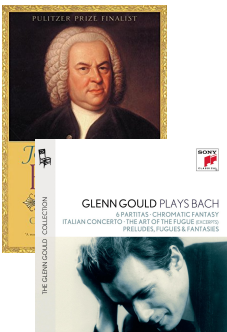
- For me, rather than specific services, succeeding in independent living was heavily influenced by being totally included in general education. This is where I learned to problem-solve. Being independent for me is about **problem solving and thinking outside-the-box.**



Tuesday

Aac.psu.edu

70



Happiness (and social closeness)

71

Visual scene display (Copenhagen_



72

Communication board of trip to Copenhagen

- "on Saturday..."
- Video of touching display

73



Visual Scene Displays (photos)

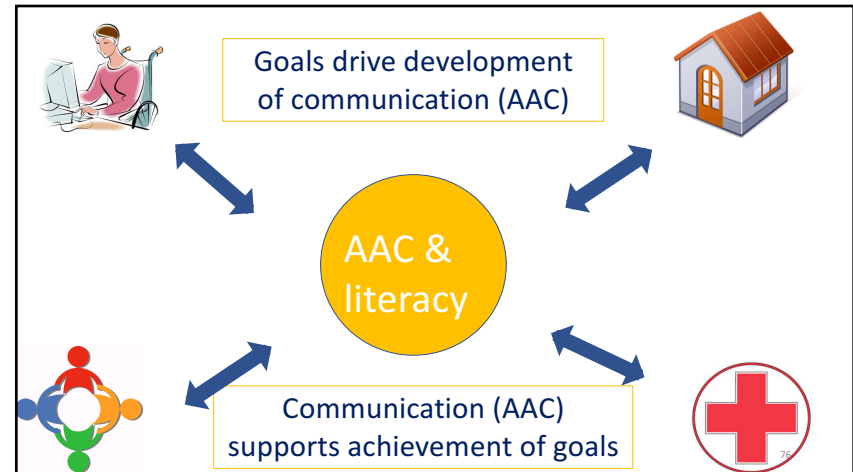
- Capture important activities in the life of an individual
- Add hotspots with speech (and text)
 - Example: Organ

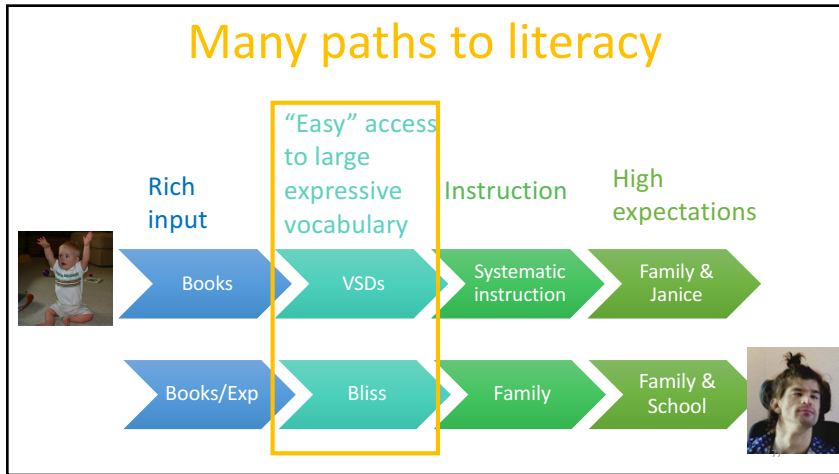
Videos with Visual Scene Displays

- Videos with VSDs
 - Example: Library
 - SnapScene, GoTalkNow, SnapNow

- Rapid access to contextually supported vocabulary
- Easily expandable to capture interests of user
- Support sight word acquisition

75

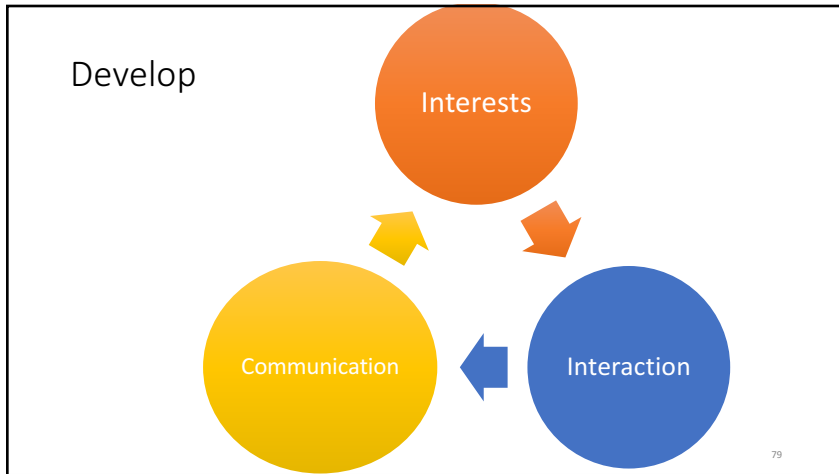




"Reach for the Stars": Five Principles for the Next 25 Years of AAC

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78

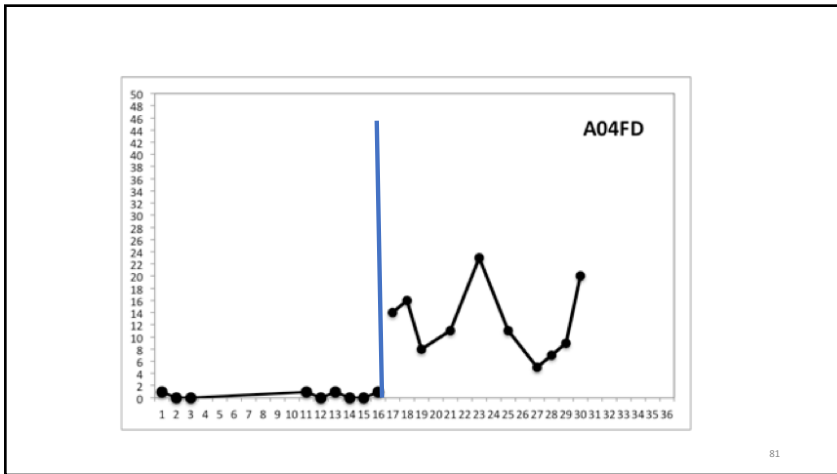


Beginning communication

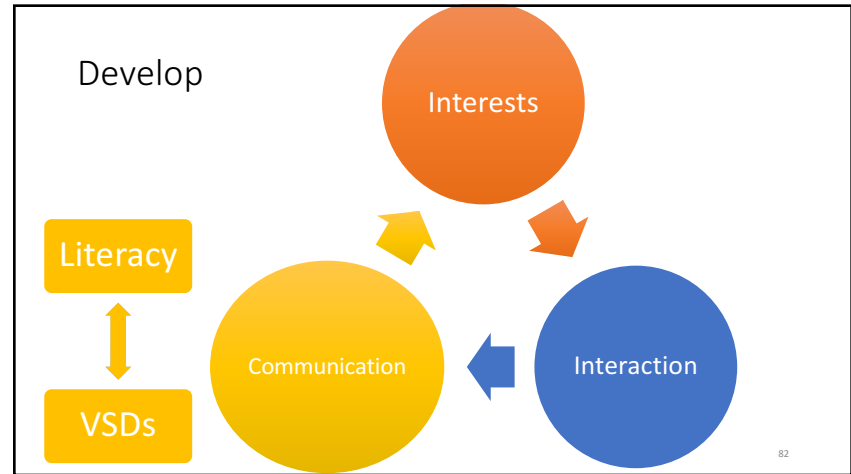
Videos with VSDs for Beginning Communicators

Chapin, McNaughton, Light & McCoy

80




81



82


Use interests as jumping off point for literacy




Christine Holyfield

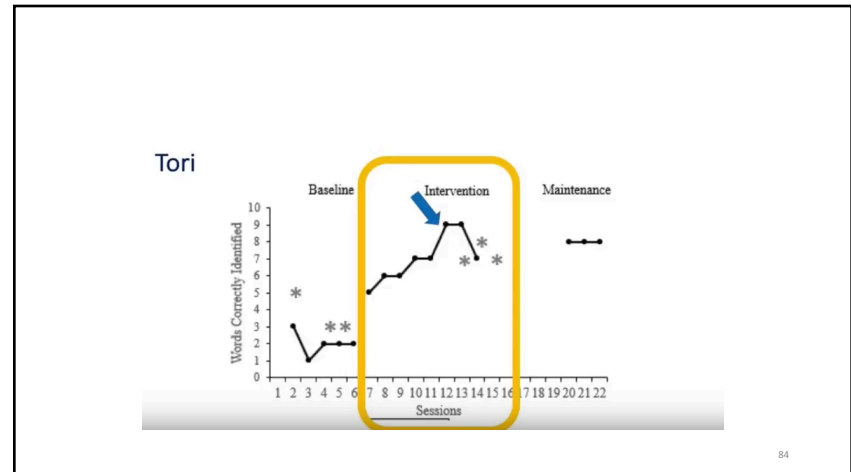
Teaching Sight Words Using VSDs: Tori

Christine Holyfield, Janice Light, & David McNaughton
Penn State University

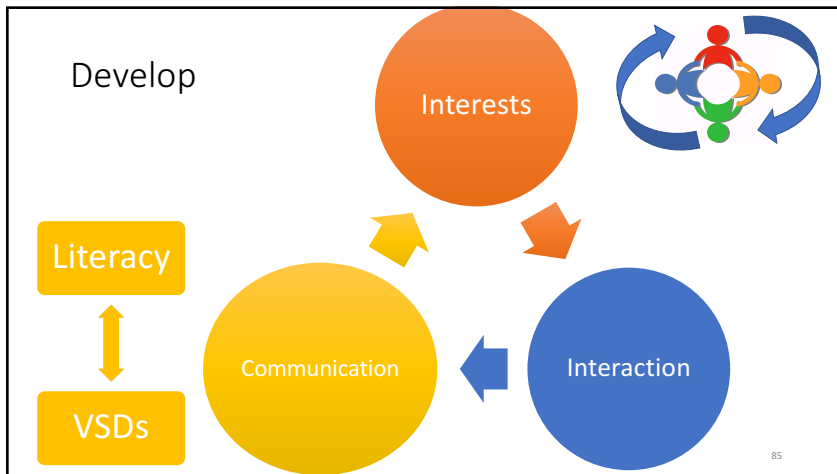




83



84



Transition to Literacy:
Dynamic Text in a Grid AAC App
During Storybook Reading

Jess Caron

86

Materials:
"Books"

- 3 custom books per participant
 - "I see"
 - "I want/like"
 - "Story"
- Books included:
 - Symbolstix representation for all 10 target words
 - Included characters and others topics of interest

87

Storybook Examples

Clifford decides to go eat .

88

We still use grids sometimes, but we think about transition to literacy

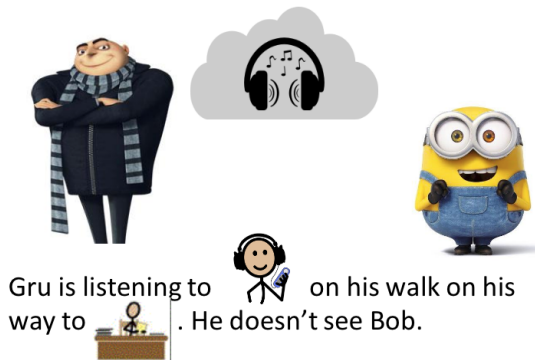


89



Cinderella likes to
with her  . . . and 

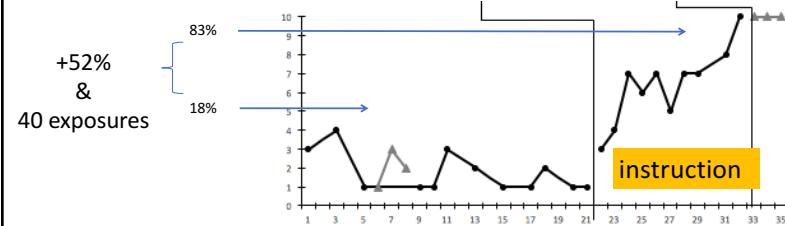
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Gru is listening to  on his walk on his way to  . He doesn't see Bob.

91

Results



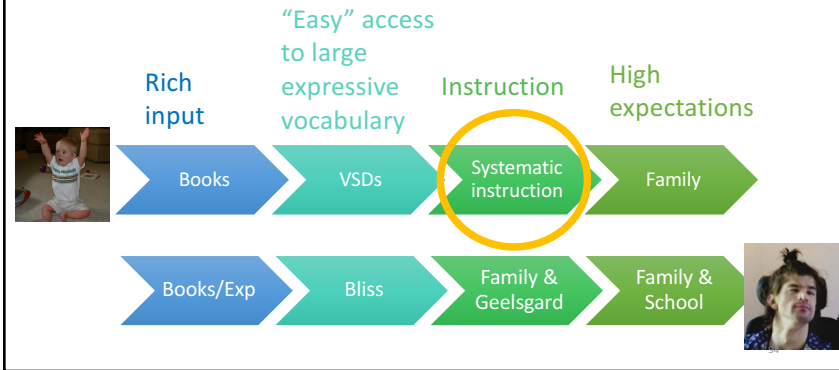
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**“Reach for the Stars”:
Five Principles for the Next 25 Years of AAC**

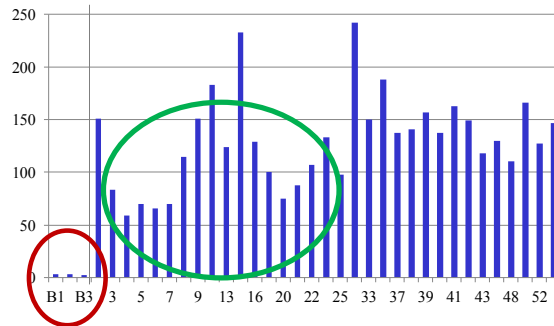
- (a) The time for **AAC** is now
- (b) One is never enough
- (c) My **AAC** must fit my life
 - Reflect my interests
 - Support and develop my skills
- (d) **AAC** must support full participation in all aspects of 21st century life
- (e) Nothing about me without me:

93

Many paths to literacy

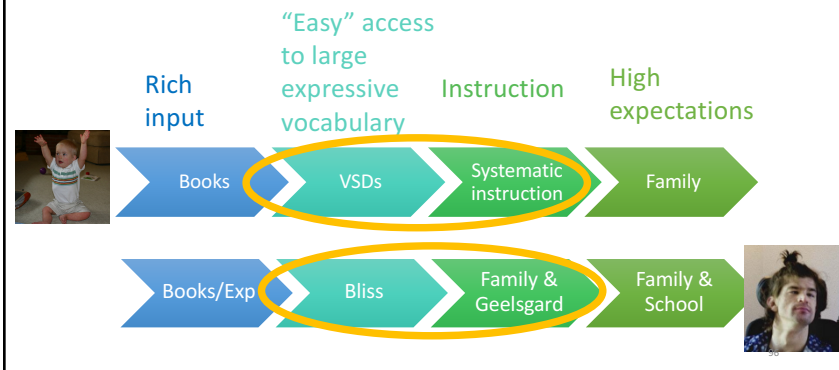


Frequency of turns expressed by Jackson at baseline & during intervention (15-37 months)




95

Many paths to literacy



aacLiteracy.psu.edu
aac-learning-center.psu.edu

- Communication
- Self-Determination
 - Making choices and decisions
- What others think of him?
- What he thinks of himself?



97

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 - **literacy**
- (e) Nothing about me without me:

Self-expression, education, work, social media, self-image, societal impressions,

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98

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99

Medical Services (McNaughton, Balandin, Kennedy, & Sandmel. 2010)

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 *general practitioners, * medical specialists and *rehabilitation / rehabilitation specialists
Government guarantees of health and rehabilitation services	Individuals need to be able to advocate for adult services

100

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101

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102

What do doctors expect?

- Typical medical appointment : 20 minutes
- Time for patient to talk before being interrupted?
 - 23 seconds

103

Needed skills

1. Introduce oneself and one's 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.

104

Communication Passport

<http://www.accpc.ca/pdfs/passport.pdf>

How I COMMUNICATE

My name is:

I have difficulty speaking but I can hear and understand what you say.

This is how I communicate:

Yes:

No:

I want to communicate something:

How I use my communication display:

How I use my device:

THINGS TO KNOW WHEN COMMUNICATING WITH ME

- Talk to me like an adult
- Speak directly to me, not to the person who may be accompanying me
- Do not speak loudly, slowly or in a condescending manner
- Ask me if I want someone to help me communicate my messages to you - see list of facilitators
- Give me time to communicate

REMEMBER

- I can make my own decisions
- I need you to respect my privacy at all times. Please do not discuss issues regarding me with other people unless I give you permission.
- I need you to keep me informed of everything that is going on.

105

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, school meetings

106

My Student: Advocate for service.

Goal	Teaching opportunity
Advocate for AAC	<ul style="list-style-type: none"> • “Ask” for AAC • “sabotage” • Direct charging schedule
Prepare for appointments	<ul style="list-style-type: none"> • Booking transportation • roleplay
Develop leadership skills in appointments	<ul style="list-style-type: none"> • “Speak for self” in appointment • roleplay

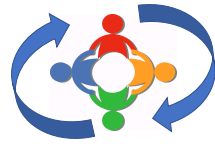
107

Transition Goals

1. Have a safe place to live
2. Participate in meaningful activities
3. Maintain a reliable source of income and access to services
4. **Develop friendships and intimate relationships**
 - Meaningful activities lead to friendship opportunities
 - Friendships lead to opportunities for meaningful activities

108

Transition Goals



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109

Employment for Adults with Autism

Laura Richardson, Ashley McCoy, David McNaughton

<http://aac.psu.edu/?p=3110>

110

Employment and ASD

Ⓜ Demographic information for Individuals with ASD

Name	Age	Communication	Employment			
			Setting	Schedule	Duration	Job Duties
Charles	24	Some speech Tap to Talk on iPad	Dry cleaning	20 hours per week	10	Customer service, clothes preparation
Daniel	26	Some speech AAC app on iPad	Multiple sites (Cleaning company)	16 hours per week	12	Cleans and prepares rooms for cleaning, Cleans corners and stairs, Runs buffer
James		No functional speech, some echolalia AAC app on iPad	Grocery store	15 hours per week	18	Customer service, Stocks shelves, Labels products, Cleans
Luke	23	Some speech Touch Chat on iPad/iPod	Bookstore	Part time (less than 30 hours)	6	Customer service, Inventories books, Cleans, Straightens up gift section
Thomas	21	Some speech Proloquo2Go on iPad	Butcher shop	Approx. 40 hours per week	6	Customer service, Cuts and packages meat, Loads truck, Cleans
Vince	NR	No functional speech Communication book	Gift shop	14 hours per week	12	Cleans, Straightens shelves
William	20	Some speech Proloquo2Go on iPad	Grocery store	Part time (less than 30 hours)	18	Customer service, Returns unwanted items, Cleans register

112

Employment and ASD: Challenges

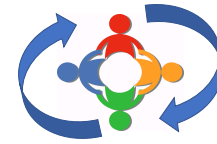
- He uses the calendar app in his iPad and when he realized it did not match the schedule on the wall he kept repeating “No” and showing us the schedule on his iPad. He couldn’t understand why they were different. He became very agitated.
- He turns his head to the side a lot and hits his hands on the counter, (or) his leg. Not all the new customers really get him.”

Employment and ASD: Supports and benefits

- I just figure it's the customer's problem when they don't get him. They have to be exposed to this kind of thing. If they don't want to be waited on by him and deal with him, they're free to go somewhere else. They don't need to do business here if they're going to be like that
- "He really likes his co-workers. He keeps asking them to go out for drinks. I sometimes wish he could spend more time with them. It's really good for him to be 'one of the guys'".

113

Transition Goals



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114



115



Effect of an AAC App-based Video Training on Peers' Accuracy Identifying Communicative Behaviors in Presymbolic Middle Schoolers with Multiple Disabilities

Christine Holyfield
Penn State University

116

The Current Study

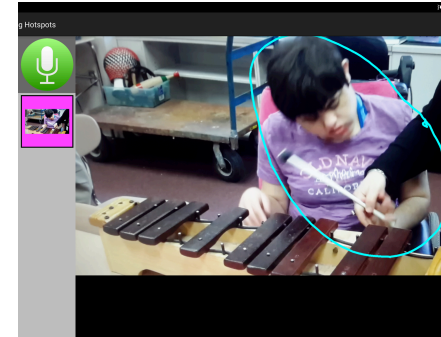
- Evaluate the effects of a short, AAC app-based video training on:
 - Participants' accuracy in judging video clips documenting the behavior of presymbolic communicators, and
 - Participants' self-reported level of certainty when making those judgments.



117

Video Training

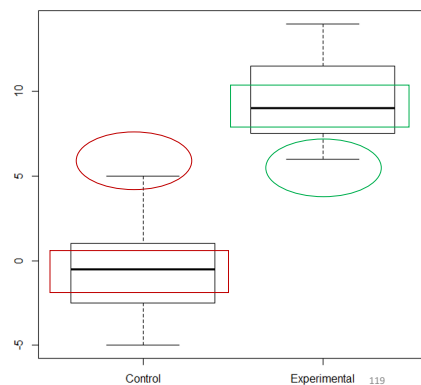
- The training contained multiple clips of communicative and non-communicative behavior.
- The training was housed on the videoVSD software (Jakobs, Invotek).
- The software allowed the clips to be made into videoVSDs with hotspots.



118

Gain Scores

- Results from the ANOVA suggested the gain scores of the two groups differed significantly ($F(1, 22) = 78.907, p < .001$).



119

Discussion

- Peers do not always pick up on the idiosyncratic communication of individuals with multiple disabilities;
 - often ascribe meaning far different than the meaning interpreted by expert communication partners
- The video training seemed to be an effective approach to increasing middle school peers' performance in identifying communicative and non-communicative behaviors in individuals with multiple disabilities.

120

“Reach for the Stars”: Five Principles for the Next 25 Years of AAC

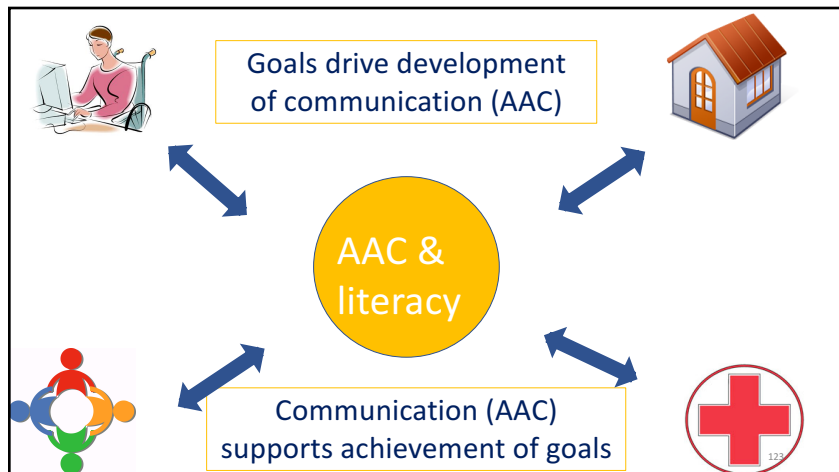
- (a) The time for AAC is now
- (b) One is never enough
- (c) My AAC must fit my life
- (d) AAC must support full participation in all aspects of 21st century life
- (e) Nothing about me without me: Individuals who use AAC have a right to be meaningfully involved in every aspect of AAC research, development, and intervention

121

Feeling overwhelmed?

- 20/80 rule
 - 20% of work results in 80% of benefit
- Checklists

122



123

The Effect of a Checklist on School-Based Speech-Language Pathologists' Plans for Augmentative and Alternative Communication (AAC) Assessment



Julia Birmingham Karnezos, MS, CCC-SLP
 Janice Light, PhD
 Department of Communication Sciences and Disorders
 The Pennsylvania State University

<http://aac.psu.edu/?p=3088>

124

AAC decisions take time, and a team

- team members have individual expertise
- few teams have learned “team” skills
- high pressure/high stakes event
 - “obvious” issues get forgotten



125

Method

Design

A pretest-posttest control group design was used to determine the effect of a checklist on school-based SLPs’ plans for AAC assessment.



Participants

Twenty school-based SLPs with certification from ASHA and the Pennsylvania Department of Education.

126

Method

Procedures

Pretest. Participants in both groups were asked to *think-aloud* while they planned an assessment for a boy with cerebral palsy (CP) and CCN.

Intervention. Participants in the experimental group received the checklist.

Posttest. Participants in both groups were asked to *think-aloud* while they planned another assessment for a boy with CP and CCN.



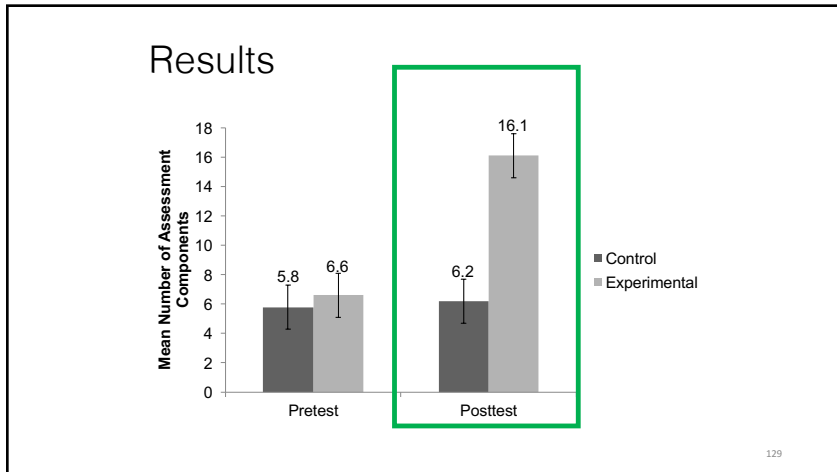
127

The Augmentative and Alternative Communication (AAC) Assessment Checklist

Each assessment check is included based on evidence that it will improve assessments for students with complex communication needs (CCN). Review and confirm each assessment check.

What are the student's communication needs?	What are the student's skills?	What are partner and environmental supports and limitations?
<input type="checkbox"/> What are the student's communication needs? What does the student need to understand? With whom does the student need to communicate? Why does the student need to communicate? About what does the student need to communicate? When and where does the student need to communicate? How does the student need to communicate? <input type="checkbox"/> Which of the student's communication needs are unmet? <input type="checkbox"/> Which of the student's communication needs are priorities for the student? Family? School?	<input type="checkbox"/> What are the student's vision skills? Visual field Visual acuity <input type="checkbox"/> What are the student's hearing skills? <input type="checkbox"/> What are the student's motor skills? Guidelines and signs Access to systems (Direct selection and/or switch) Seating and positioning <input type="checkbox"/> What are the student's receptive language skills? Understanding words, morphology, and sentence structure <input type="checkbox"/> What are the student's expressive communication skills? Turn-taking Natural speech and intelligibility About what and how does the student communicate? <input type="checkbox"/> What are the student's literacy skills? Letter-sound correspondences Decoding Sight word recognition Reading comprehension Spelling Writing <input type="checkbox"/> What are the student's symbol representation skills? Types of symbols (Objects, gestures, signs, photographs, line drawings, print) <input type="checkbox"/> What are the student's cognitive organization skills? Display (Grids, visual scenes) Symbol organization (Context, category, syntax, abstract, other)	<input type="checkbox"/> What are partner supports to communication? Opportunities for communication Knowledge of AAC services, systems, and/or instructional strategies <input type="checkbox"/> What are partner limitations to communication? Limited opportunities for communication Limited knowledge of AAC services, systems, and/or instructional strategies <input type="checkbox"/> What are environmental supports to communication? Educational placement Environmental access <input type="checkbox"/> What are environmental limitations to communication? Educational placement Limited environmental access Limited use (Student is unable to use the AAC system across environments)
Who is involved in the assessment? <input type="checkbox"/> Student <input type="checkbox"/> Family <input type="checkbox"/> Professionals Instructional assistant Regular education teacher Special education teacher Assistive technology specialist Occupational therapist Physical therapist Speech-language pathologist Others		

128



Pretest	Posttest
Communication needs	Communication needs
	Priorities for students, families, and professionals
	Vision
	Hearing
Motor skills	Motor skills
Receptive language	Receptive language
Expressive communication	Expressive communication
	Literacy
	Symbol representation
	Cognitive organization
	Partner supports and limitations
	Environmental supports and limitations
Working with families and other professionals	Working with students , families, and other professionals

130

All of the participants reported that they will use the checklist again.

Nine reported that they liked the content of the checklist: *"I like that it walks you through communication needs, student skills, partners and environments-partners especially."*

131

“Reach for the Stars”: Five Principles for the Next 25 Years of AAC

- The time for **AAC** is now
- One is never enough
- My **AAC** must fit my life
- AAC** must support full participation in all aspects of 21st century life
- Nothing about me without me:

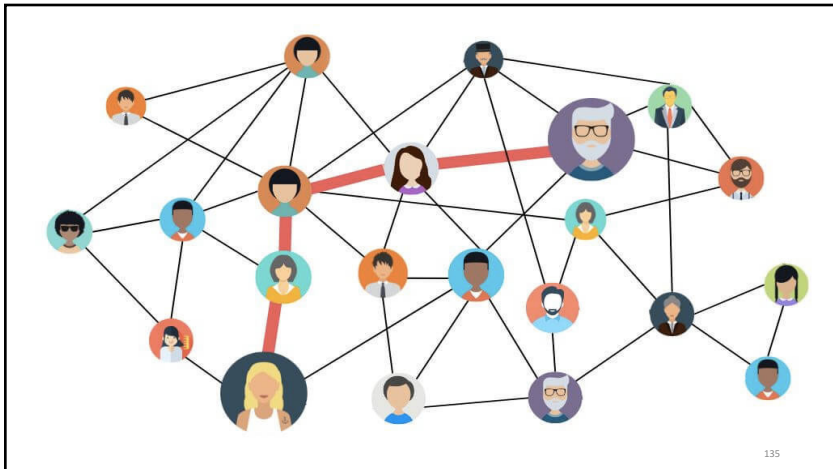
Chris: Yes, they have.

132

“Reach for the Stars”: Five Principles for the Next 25 Years of AAC

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133




135

AAC Strategies to Support Transition for Persons with Severe Disabilities

- The future is difficult to predict...
 - Talk to people who have been there
 - Try and “visit” the future
 - People are more likely to regret things they did not try, then to regret things they did try and that did not turn out as hoped

136



AAC Strategies to
Support Transition
for Persons with Severe Disabilities

David McNaughton
Penn State University

aac.psu.edu

137

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