

A group of four people (three men and one woman) are gathered around a table in a meeting, looking at documents. The image is overlaid with a semi-transparent teal rectangle containing white text. The text is centered and reads: "Decisions. Decisions." followed by "A Systematic Review of Factors Important for Language Programming in AAC Users with Autism". Below this, in a smaller font, is the author's name and affiliation: "Landria Seals Green, MA., CCC-SLP, BCBA", "Doctoral Student, University of Illinois Urbana Champaign", and "Special Education Department".

Decisions. Decisions.

A Systematic Review of Factors Important for Language Programming in AAC Users with Autism

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About Me

- SLP-BCBA
- UIUC PhD Student
- Goal: Researcher with a keen focus in Implementation Science
- Methodology of Interest: Mixed Methods
- Story and the Data. The Data and It's Story.
- I love talking about preparation of the clinician and tools.
- Lately....how are researchers prepared to think about closing the gap between practice and findings
- LinkedIn: LandriaSealsGreen
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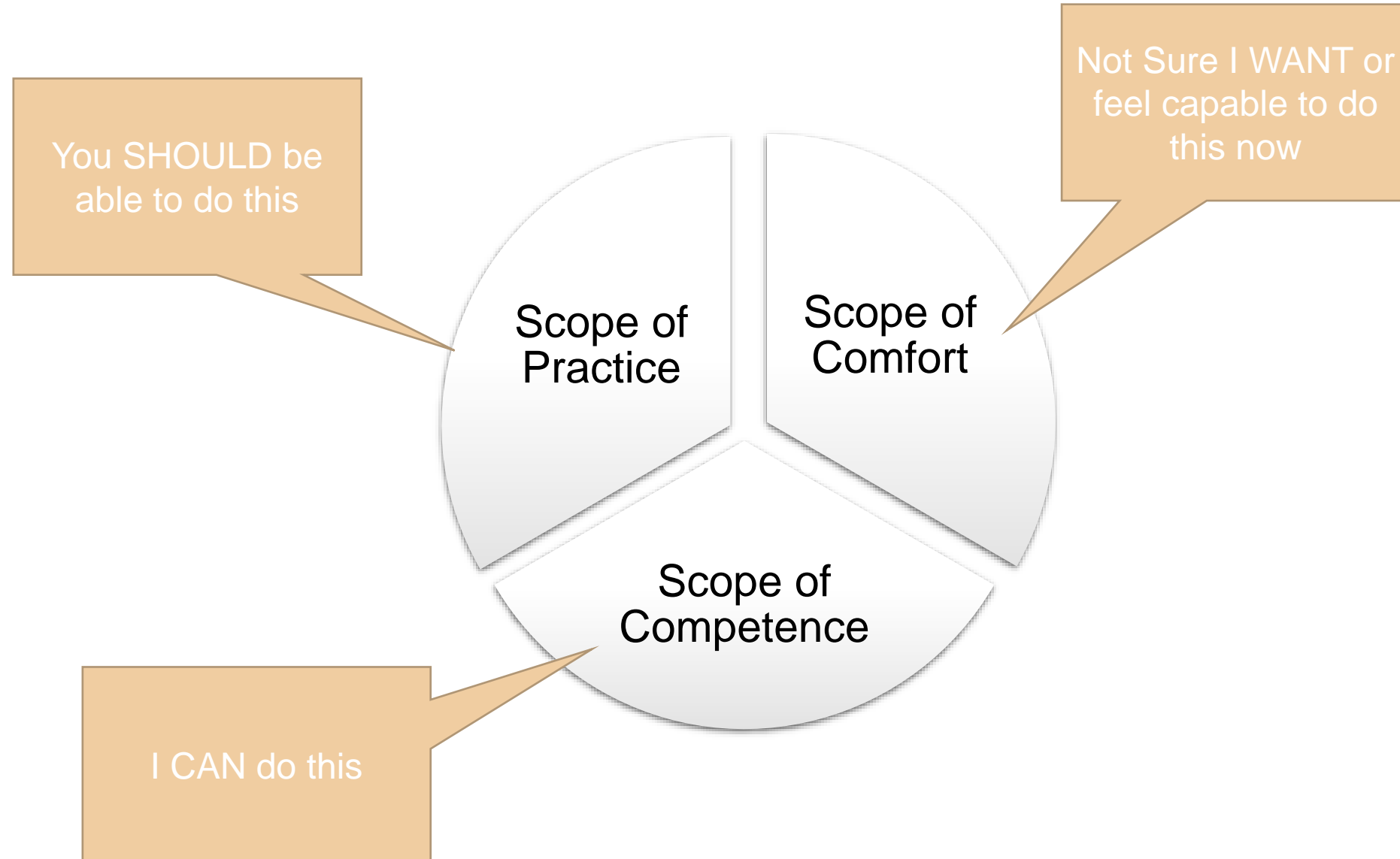
The Story Behind the Purpose

*The problems of the world. Discussions with SLPs.
Social media boards.*

Butin a recent interaction with Student A.

- *Diagnosis with Autism. Inconsistent verbal behavior.*
- *An AAC trial is recommended.*
- *AAC given to student with 64 cells.*

The Intersectionality and Ethics of Practice in AAC



What's the leading factor that drives the application of features and practice in programming?



Child needs to express emotions



AAC device availability



Perspective of the therapist



Applying an AAC program



Evaluation ,
Assessment, Data
Results

The Big World of Social Expectations...

needs thoughtful and dignified planning no matter the verbal ability of the client.



The Problem with AAC Implementation

To what theoretical frame should we subscribe seems to remove the individual needs

The ethics of AAC product driving practice.

Implementation is all over the place.

Assessing for fit seems to be about the device more than individual needs.

Research Questions



- ✓ From what theoretical framework does the clinician subscribe to when programming AAC devices for learners with autism?
- ✓ Does the programming used promote social communication fluency
- ✓ What factors are critical for AAC language programming?

Coding Literature

Special Education

Speech Language Pathology

*Applied Behavior
Analysis*

Other



Research Design



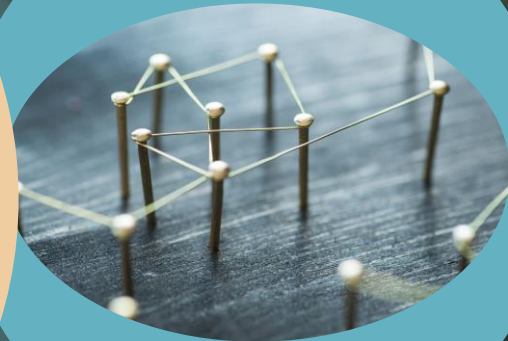
Search the Literature

Prisma Diagram to Illustrate Process

Search criteria: AAC, programming, autism, intervention



Thematic Analysis of the Literature By Feature



Discussion and Further Questions

Instructional strategies used in direct AAC interventions with children to support graphic symbol learning: A systematic review

Child Language Teaching and Therapy
2018, Vol. 34(1) 23–36
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Abstract

Augmentative and alternative communication (AAC) refers to a wide range of aided and unaided modes that are employed with a diverse group of people to support a range of language and communication outcomes. Children whose comprehension of spoken language greatly exceeds their ability to express themselves within that modality can be described as expressive users of AAC.



Teaching Children with Autism to Create Multi-symbol Messages on Augmentative Alternative Communication Applications During Play

Cindy Gevarter¹  · Adriana Medina Najar² · Mariah Siciliano³

Accepted: 10 April 2022

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Abstract

Objectives Research involving the use of augmentative and alternative communication (AAC) applications on mobile technology devices for children with autism spectrum disorder (ASD) needs to expand beyond teaching simple requesting skills. Children's abilities to create multi-symbol AAC messages is one skill that can be further explored.

Methods Two preschool-aged males with ASD were taught to use an AAC application to create two-symbol messages (e.g., possessor-entity, agent-action) to label play-based stimuli. Both participants had prior experience using AAC applications to request. For each participant, we implemented a multiple probes across targets design. We used matrix training to introduce different combinations of the two-word targets. Targeted responses were taught during play using an embedded instruction approach that involved modeling, time delay, and prompting.

Results Both participants rapidly acquired possessor-entity targets. Results for agent-action responses were mixed. One participant showed gradual improvement with these targets, and the other showed variable performance.

Conclusions This pilot study provides evidence that while children with ASD can increase their use of multi-symbol AAC messages in play contexts, some communicative targets may be more easily acquired. Factors such as motivation and prior symbol knowledge may have influenced responding. More research is needed to continue to establish effective methods for

Things To Develop



Develop the Purpose



Read and analyze literature for thematic similarities

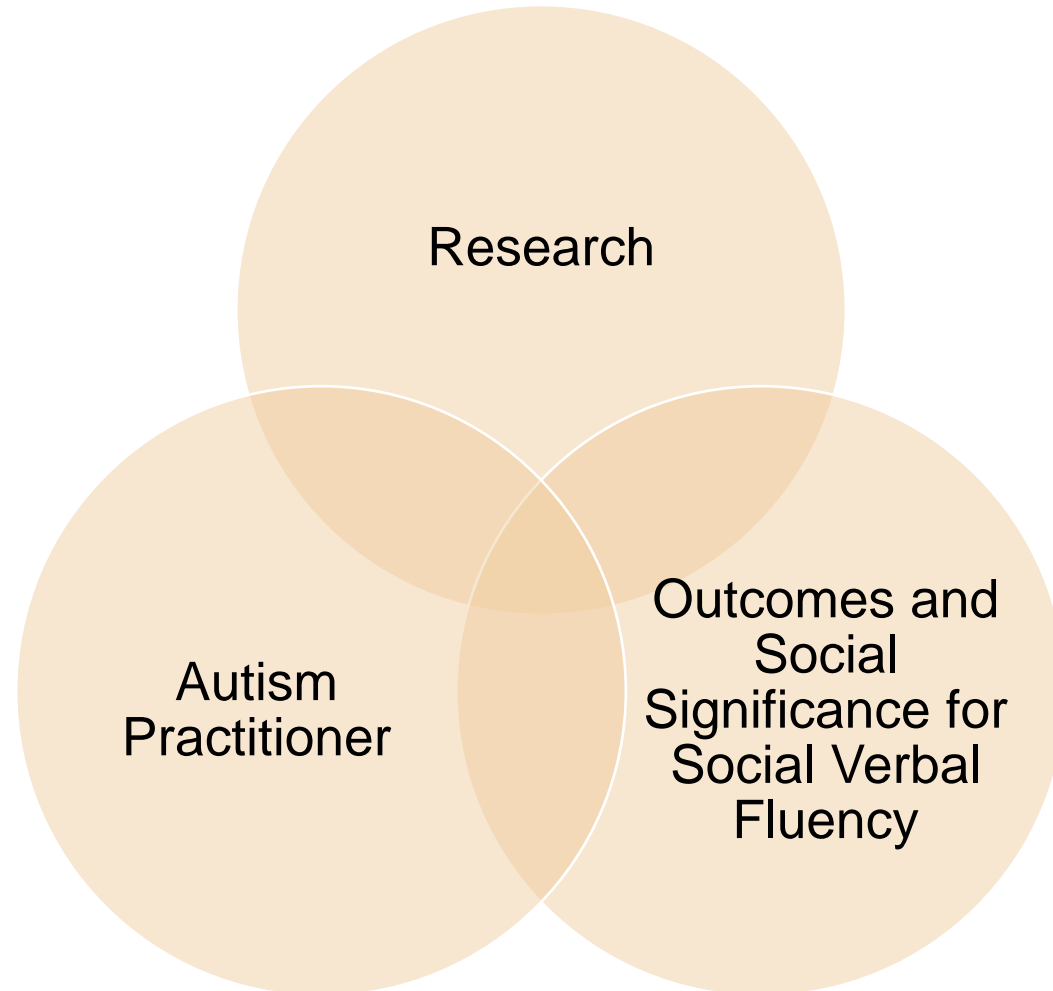


Narrow this topic and see it as an extension of a research line in personnel preparation



Adjust to a scoping review?

The Autism Practitioner and Researcher as Stakeholder



Further Questions



- ✓ What is implementation design is needed to in AAC programming for the autism practitioner?
- ✓ Are professional learning groups (practice and mentorship) effective in the sustainability of AAC programming?
- ✓ How do we close the research to practitioner gap in AAC?



Social Expectations for Culturally and Linguistically Diverse Children



**Understanding
the challenges
and fatigue of
advocacy,
acclimating,
and autonomy**

Agency

Autonomy

Language for peer to
peer social connections

A Matter of Perspective: Culturally and Linguistic Diversity in Early Childhood

Shift in home
to school
culture

Differences
in Materials,
Procedures

Hidden
Expectations

Programming with Social DIGNITY...

- Create more social opportunities within the community that exists for that child.
- Age-Appropriate use of and engagement with tools
- Understand what provides the family dignity. That will strengthen the relationship during parent and caregiver training.

Let's Talk...next steps

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