

Implementation of AAC in EI

Part II



Carolyn Sparrow, M.S., CCC-SLP



Sara Ware, M.A. CCC-SLP, ATP



CAROLYN "KARRI"

EDUCATION

- B.S. and M.S. in Speech-Language Pathology from Old Dominion University in Norfolk, Virginia

CERTIFICATION

- NLA Trained Clinician

CLINICAL STRENGTHS

- Neurodiversity-affirming practices
- Parent coaching & empowerment
- AAC Therapy & advocacy



SARA

EDUCATION

- B.A. & M.A. in Communication Sciences and Disorders from West Chester University

CERTIFICATIONS

- Certificate in AAC from Stockton University
- Assistive Technology Professional Certification (ATP)

CLINICAL STRENGTHS

- AAC advocacy, coaching, education & community outreach
- AAC assessment & consultation



Review

In Part One of this series, we reviewed the following:

- AAC definition and types
- Participation in daily routines
- AAC myths, barriers and research
- How to identify AAC users
- How to talk to teams about AAC



Today's Objectives



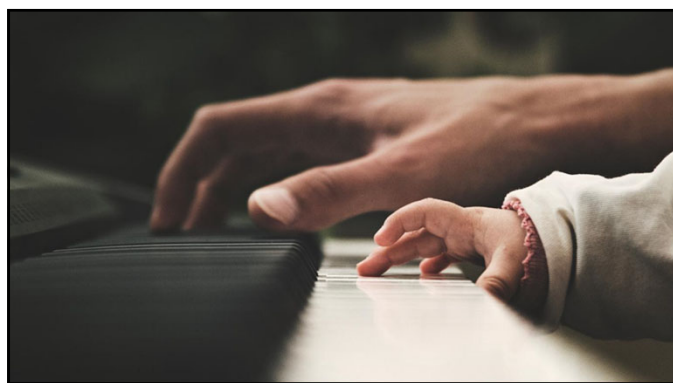
- AAC Implementation best practices
- AAC in daily routines and the natural environment
- Parent coaching and AAC
- Joint/Implementation planning and AAC



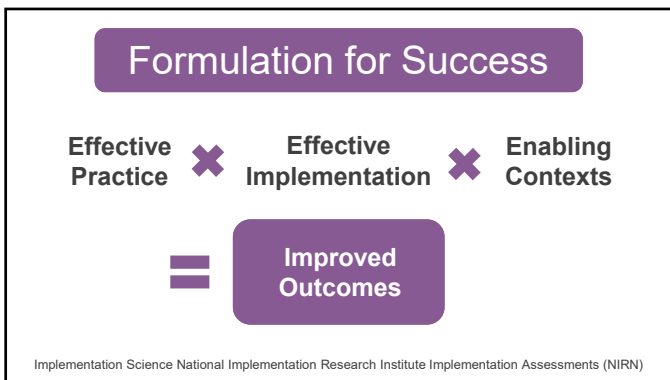
Who's attending?

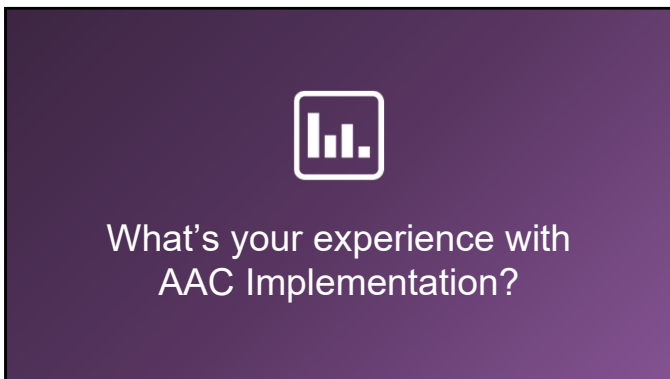










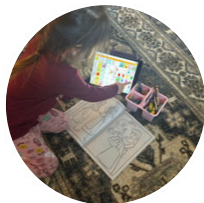


Presume Competence

- Always encourage AAC users to participate in a variety of language rich opportunities
- Support users where they are and encourage further success
- Assume that all children have the capability and capacity to learn language



Make AAC Accessible



- Make AAC accessible in the environment.
- Backup devices or systems should be made available if the primary AAC device is not.
- If the AAC system not available, the opportunity for teaching is also not available.
- AAC should be used with several communication partners across many settings and environments.

(Positive AACtion Information Kit for AAC Teams (2010))



Modeling

- Modeling is a natural approach to teaching
- When we use motivating activities, we can inspire communication.
- Activities could include: routines, play activities, school activities, reading, etc.





Join at menti.com | use code 98714225



Enter 5 words that are important for you to use throughout the day.



leader bold focus
creative
fast transpiration
inspiration





What happened with communication breakdowns?

Vocabulary Selection

- Choose vocabulary that is meaningful for a variety of contexts and environments.
- Systems should be robust with core vocabulary, fringe vocabulary and phrases.



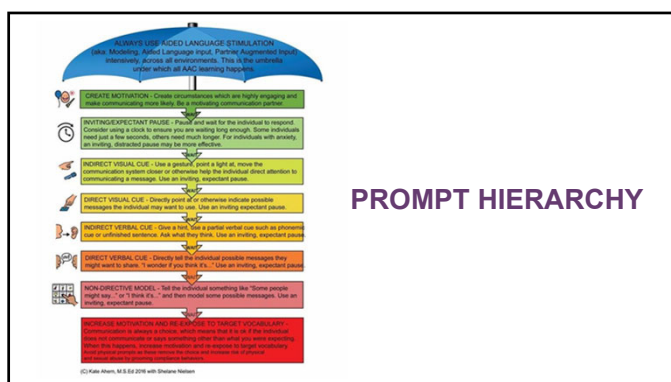
Teaching Communicative Functions

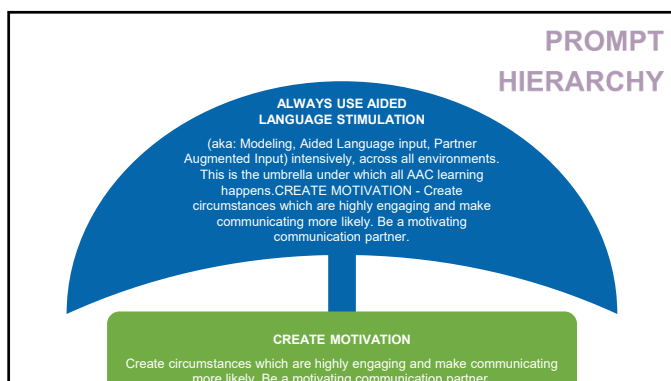
- It is also important to teach all forms of communication, not just requesting.
- This will ensure that the AAC user has the ability to communicate a variety of messages across contexts.



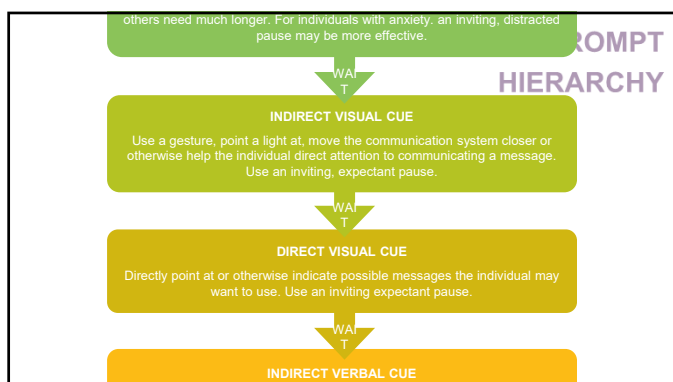
Linguistic Skill/Communicative Function	PRE-AAC Date: _____ function used? (1=yes, 0=no)	Notes:	POST-AAC Date: _____ function used? (1=yes, 0=no)	Notes:
greeting/bow/rolls				
gains attention				
requests				
refuses, rejects, protests				
comments				
labels				
asks for information				
gives options				
expresses feelings				
gives yes/no responses				
expresses helping needs				
expresses affection				
requests help				
transition phrases (does)				
directs actions of others				
expresses medical needs (sickness, hunger, thirst)				
expresses comfort or discomfort				
asks/answers "wh" questions				
uses simple politeness				
gives clarification				
asks for clarification				
uses humor/silly jokes				
repairs communication breakdown				

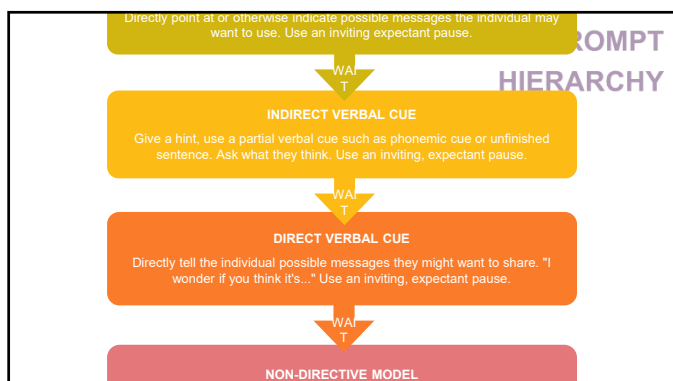
Ware and Swenson (2014)

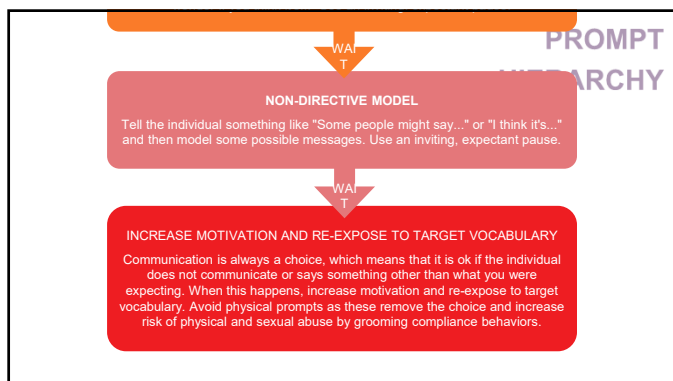













AAC, Daily Routines and Natural Environment

- AAC is best implemented in the natural environment as part of daily routines
- Allows for teaching language and participation in meaningful contexts.
- Encourages parent facilitation and carry-over.



Let's Practice!









Parent Coaching & AAC

1. Establish trust, rapport, and relationships with parents.

2. Understand family and goals.



Meet Families Where They Are



Consider adult learning styles.

Consider family stressors.

Additional Coaching Considerations

How do parents connect with their child; how can we improve this?

How does your child participate in their daily activities?



Joint Planning, AAC and EI

- Plans should be:
 - clear, concise, achievable
 - created with the family
 - align with IFSP goals
- The answers to the questions asked in coaching should serve as a guide for implementation planning.
- Team should ensure parents are equipped to educate and encourage AAC use.



Activity of Daily Living/Daily Routines including description of the setting, communication partners, communication needs and activity description	Pre-AAC Participation/Communication Description Date: _____	Post-AAC Participation/Communication Description Date: _____

Example Timeline




Timeline



Revisit IFSP goals, consider current concerns of family

1 — 2 — 3 — 4 — 5 — 6


Timeline



Identify ways in which child is participating in daily activities

1 — 2 — 3 — 4 — 5 — 6

Timeline




Prioritize which areas to focus on based on concerns & feedback

1 — 2 — 3 — 4 — 5 — 6

Activity of Daily Living/Daily Routines including description of the setting, communication partners, communication needs and activity description	Communication Description Date: 01/25/2024
Getting ready for the day	-Passive participation. -Frustration when dressing -Frustration when transitioning
Play time with siblings	-Tantrums with sharing toys. -Crying when communication breakdowns occur. -Frustration.
Daycare	-Crying throughout the day. -Unable to understand wants and needs. -Inconsolable away from parent.
Potty training	-Upset during diaper changes -Hiding after BM.
Meal times	-Grabbing siblings food. -Making vocalizations to request. -Frustration, several communication breakdowns.

Timeline



Model AAC & teach facilitation/support strategies

1 — 2 — 3 — **4** — 5 — 6

Activity of Daily Living/Daily Routines including description of the setting, communication partners, communication needs and activity description	Communication Description Date: 01/25/2024	Opportunities for AAC Use
Getting ready for the day	-Passive participation. -Frustration when dressing -Frustration when transitioning	-On, off, get, help -Put On, Take Off, brush teeth, brush hair -Clothing items, grooming items, etc.
Play time with siblings	-Tantrums with sharing toys. -Crying when communication breakdowns occur. -Frustration.	-Play, mine, stop -My turn, I want that, Let's do this -toy labels, color labels, etc.
Daycare	-Crying throughout the day. -Unable to understand wants and needs. -Inconsolable away from parent.	-Want, Stop, Go, All done -Let's Go, let's play, my turn -School words (basic), foods, play items
Potty training	-Upset during diaper changes -Hiding after BM.	-Potty, help, change -I need to use the bathroom, I need help -toiletting words, hand washing words
Meal times	-Grabbing siblings food. -Making vocalizations to request. -Frustration, several communication breakdowns.	-Eat, Drink, More, Want -I'm hungry, I'm thirsty, Let's get more, I want that, This is yummy! -Food labels, utensils, etc.

Timeline



At conclusion of visit, summarize strategies used and make a plan to carry-over until next visit.



Activity of Daily Living/Daily Routines including description of the setting, communication partners, communication needs and activity description	Communication Description Date: 01/25/2024	Opportunities for AAC Use
Getting ready for the day	-Passive participation. -Frustration when dressing -Frustration when transitioning	-On, off, get, help -Put On, Take Off, brush teeth, brush hair -Clothing items, grooming items, etc.
Play time with siblings	-Tantrums with sharing toys. -Crying when communication breakdowns occur. -Frustration.	-Play, mine, stop, more -My turn, I want that, Let's do this -toy labels, color labels, etc.
Daycare	-Crying throughout the day. -Unable to understand wants and needs. -Inconsolable away from parent.	-Want, Stop, Go, All done -Let's Go, let's play, my turn -School words (basic), foods, play items
Potty training	-Upset during diaper changes -Hiding after BM.	-Potty, help, change -I need to use the bathroom, I need help -toiletting words, hand washing words
Meal times	-Grabbing siblings food. -Making vocalizations to request. -Frustration, several communication breakdowns.	- Eat, Drink, More, Want -I'm hungry, I'm thirsty, Let's get more, I want that, This is yummy! -Food labels, utensils, etc.

Timeline



Start next session with feedback





Sara Ware, M.A. CCC-SLP, ATP
sarawareslp@gmail.com
@aacandslp



Carolyn Sparrow, M.S. CCC-SLP
c.sparrowslp@gmail.com



Stay tuned for next month!

1



Check Your Inbox

2



Take the Survey

3



Download the Certificate!
