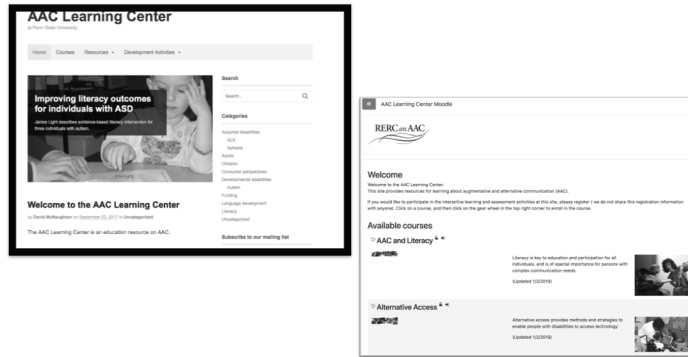## The AAC Learning Center(s):
Online Supports for Pre-service Instruction

Success, and Challenge

Challenge

Less than 1 in 10 adults with developmental disabilities have access to AAC
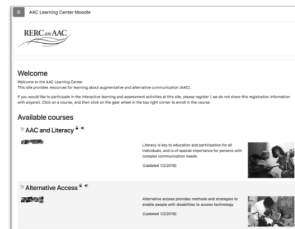

AAC Capacity Building Goals
(McNaughton, Light, Beukelman, Klein, Nieder, & Nazareth, 2019)

1. Spread awareness of AAC and assisting people with complex communication needs in obtaining needed services;
2. Enhance the knowledge, skills, and attitudes of professionals;
3. Provide appropriate instruction for people with complex communication needs and their communication partners;
4. Develop communication supports in society;
5. Build the research base to help drive continued improvement in AAC practice
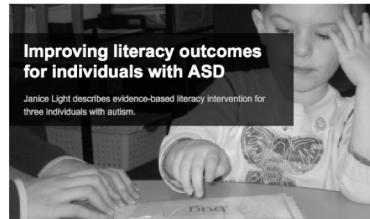
Spreading awareness of AAC

- **Who?**
  - General public
  - Broad range of pre-service professionals

Who are the materials for?

Slide 1

AAC-learning-center.psu.edu

Free

Resources

Searchable

No registration

All webcasts, readings, factsheets, "AAC ads"

No quizzes

Slide 2

Increase
Public Awareness

Everyone must know AAC can
provide benefit

Slide 3

Enhance the knowledge, skills, and
attitudes of professionals

Professionals must be ready
to provide appropriate supports

Slide 4

Shortage of SLPs with competencies in AAC

- ~55% of SLPs in the schools serve children who have limited speech (ASHA, 2010)

- ~85% of practicing SLPs did not complete a single course focused on the needs of children with CCN (Costigan & Light, 2010)

- SLPs report that lack of training in AAC /AT & services for English language learners are their "greatest professional challenge" (ASHA, 2010)

  - Light et al (2014)

Preservice training

- 18-35% of preservice programs do <u>not</u> offer any coursework at all in AAC

- Many of the programs that offer training in AAC, do so on a limited basis
  – 1-4 hours of AAC content

- Only a small percentage of programs offer full courses in AAC
  – ~half of these are <u>not</u> required courses
  <div align="right">– Light et al (2014)</div>

Preservice training

- 54-71% of preservice programs for SLPs do not employ faculty with expertise in AAC

- 64% of programs report that faculty who are <u>not</u> experts in AAC typically teach the AAC courses
  <div align="right">• Light et al (2014)</div>

AAC-Learning-Center-Moodle.psu.edu
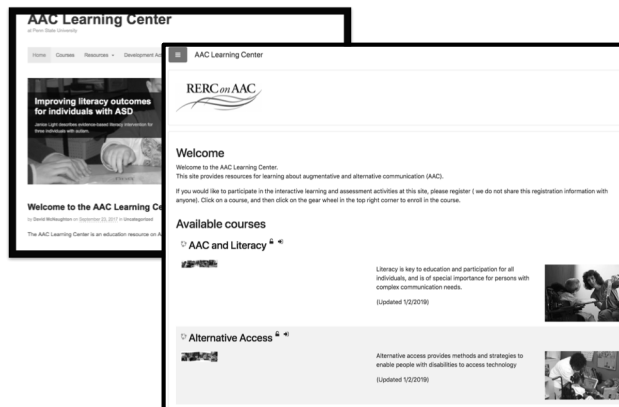
Who are the materials for?

Slide 1

AAC Learning Center — David SPLED419

Funding for AAC for Children and Young Adults

Dashboard ▶ My courses ▶ Funding.AAC.Children

course

Introduction

This course provides information on funding for AAC devices (focussing on speech generating devices, or SGDs) for school-age children and young adults. The course contains 2 modules
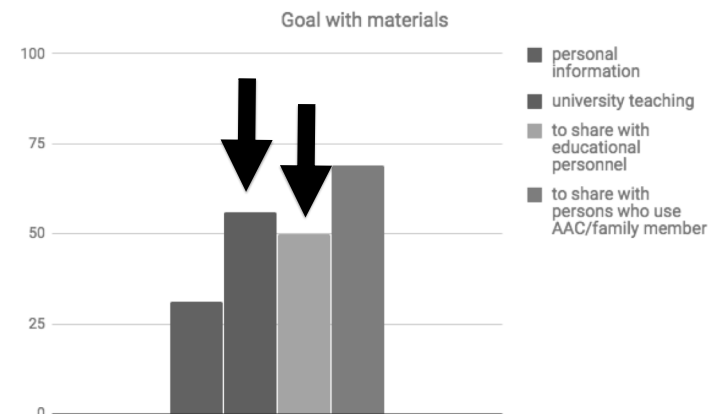
- Funding for AAC in Schools
- Writing SGD Funding Requests

modules

Each module can be completed independently and can result in a certificate of completion. Learners must successfully complete *Funding for AAC in Schools* before beginning *Writing SGD Funding Requests*

Funding for AAC in Schools

This seven-lesson module describes the funding process for SGDs, including funding options, and the roles and responsibilities of speech-language pathologists, educators, and family members.

Activities
- Certificates
- Lessons
- Quizzes

Upcoming events

📅 Web-based Supports for Pre-Service and In-Service Education in AAC (ISAAC Webinar) Tuesday, 3 October, 7:00 PM
» 8:00 PM
Go to calendar...
New event...

Slide 2

Courses

1b) What are the school's responsibilities for AAC?

School's Responsibilities:

If it is determined that a child would benefit from AAC, including the use of a SGD, the school is responsible for insuring that the student has access to an appropriate AAC system. This means that the school must both:

- provide the child with an appropriate AAC system (which may include a SGD); and
- provide the supports needed for the child to learn how to use the SGD (this may include services for the child, and supports for the team working with the child).

This does **not** mean that the school has to **pay** for the SGD; there are a variety of funding options to help the child obtain the use of a SGD.

The school's responsibility for providing AAC services (including SGDs) is based on

Slide 3

What, Why, How

- Quizzes
  - Multiple-choice, fill-in-the-blank
- Certificates
- Badges

Slide 4

Individual User Accounts

Stewart Tottenham

Slide 1 — Table:

Topic	Contributors	Target date
Funding - Overview - Submitting a funding request	David McNaughton Dana Brinkel Lew Golinker Rachel Weintraub	Available
Alternative Access	Jessica Gormley David McNaughton Naima Bhana	Available
Literacy - Instruction in early reading skills	Janice Light David McNaughton Jess Caron Grace Chang	Available
Family centered practices - Active listening	Kelsey Mandak Janice Light David McNaughton	• pilot 9/1/2019 November 1, 2019
Transition - Building Community	David McNaughton Chris Klein	July 15, 2020

Slide 2:

What do the students say?
Literacy course (Summer 18)

Learning how to teach literacy skills to a child who has difficulty with speech is important for me in my future work as a professional	strongly agree	agree	no opinion	disagree	strongly disagree
	24	6	1	0	1
	73%	18%	3%	0%	3%
Completing this module ___ my skills in teaching letter sound correspondences to a child with complex communication needs	strongly improved	improved	did not change	worsened	strongly worsened
	16	15	2	0	0
	48%	45%	6%	0%	0%
Would you recommend this module to another person who wants to participate in an online learning module on this topic?	strongly recommend	recommend	no opinion	not recommend	strongly not recommend
	19	13	0	0	1
	58%	39%	0%	0%	3%
The methods used to teach in this on-line lesson were effective for me	strongly agree	agree	no opinion	disagree	strongly disagree
	17	12	3	0	1
	52%	36%	9%	0%	3%

Slide 3:

What does the research say?
Family-Centered Practices
Kelsey Mandak (2018)

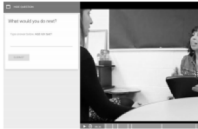**Training Content: LAFF STRATEGY**
- L Listen, Empathize, Communicate Respect
- A Ask Questions
- F Focus on the Issues
- F Find a First Step

Slide 4:

Training Instructional Procedures

Research

Mean LAFF Scores

Group	Time 1 M	Time 1 (SD)	Time 2 M	Time 2 (SD)	Time 3 M	Time 3 (SD)
Experimental (n=8)	4.00	(.93)	9.00	(2.73)	9.38	(2.07)
Control (n=7)	4.43	(1.51)	4.00	(1.41)	10.14	(.90)

All participants increased their use of the LAFF strategy following the completion of the online training.


What did the parents say?

- The parent selected the post-test video as more effective and successful for 14 of the 15 pre-service SLPs.

- What was the most effective behavior exhibited by the SLP?
  - Asking open-ended questions and taking time to ensure that the parent's concern is fully understood before proposing a solution (8x)
  - Keeping the conversation focused on the specific concern, and addressing it directly, without getting too carried away with suggestions and information (4x)
  - Showing empathy and understanding, and acknowledging the parent's concern as valid (2x)

What did the students say?

- 100% of the participants stated that they would recommend that others learn the LAFF strategy.

- 88% agreed that an online environment was effective for teaching the LAFF strategy.

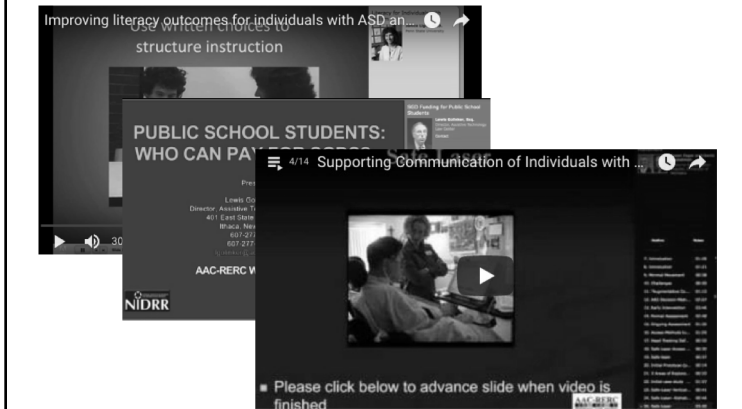- 18% agreed that an in-person training would be more effective for teaching the strategy

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What does the research say?
Adapted literacy instruction
Caron et al (2018)
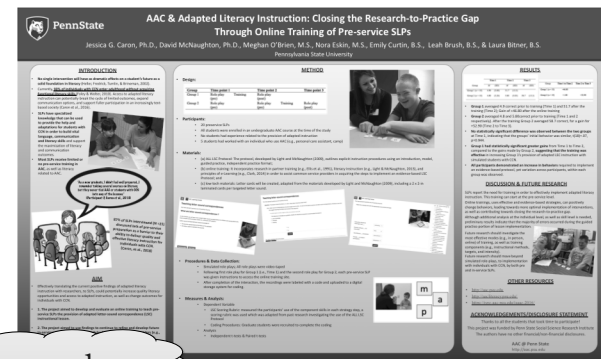
aac.psu.edu

AAC-Learning-Center-Moodle.psu.edu

Webcasts

- <u>Maximizing the literacy skills of individuals who require AAC</u> (quiz available)
  Janice Light, PhD

- <u>AAC interventions to maximize language development for young children</u> (quiz available)
  Janice Light

- <u>Successful Employment for Individuals who use AAC</u> (quiz available)
  David McNaughton, PhD, & Anthony Arnold

- <u>AAC for Persons with Primary Progressive Aphasia</u>
  Melanie Fried-Oken, PhD

- <u>Supporting Communication of Individuals with Minimal Movement</u> (quiz available)
  Susan Fager, PhD & David Beukelman, PhD

- <u>AAC and college life: Just do it!</u> (quiz available)
  Beth Anne Luciani

Faculty area

- Share resources
  - Discussion starters
  - In-class practice activities

- Feedback on courses
  - Strengths
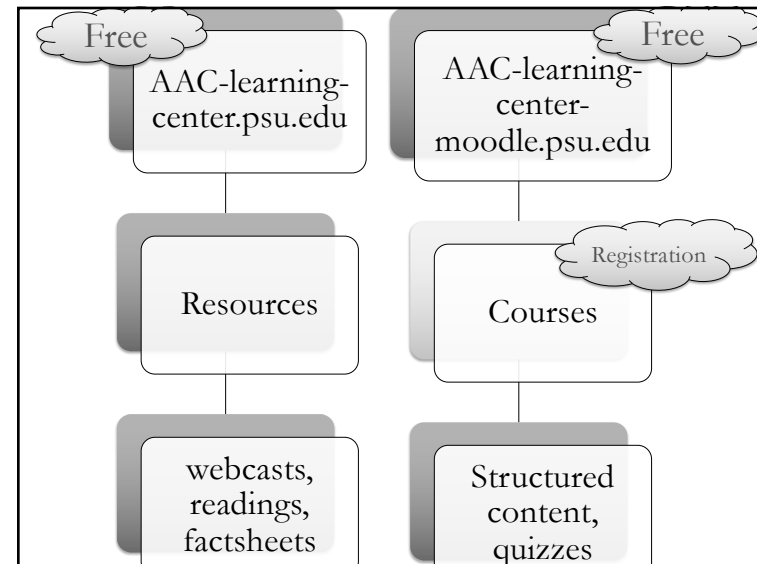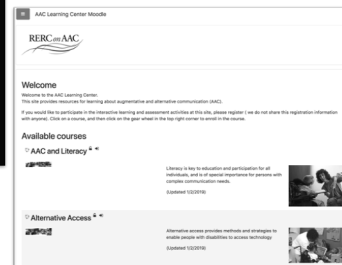 - Areas for growth

Discussion Boards

- Q&A with Guest Speaker
  - Threaded discussion

- Open to all persons who have obtained passing score on quiz

- Scheduled and time-limited
  - 3 times per year?

- Archived

Interactions with Guest Speakers

- **Chris Klein**
  - "Community Participation and Persons who use AAC"
  - Participation on "Blog"
    - Answer posted questions from all students who had completed Course and quiz activities
    - Available to any student, anywhere
      - "blend" into other classes

Chris: Yes, they have.

Free — AAC-learning-center.psu.edu

Free — AAC-learning-center-moodle.psu.edu

Resources

Courses — Registration

webcasts, readings, factsheets

Structured content, quizzes

The AAC Learning Center(s):
Online Supports for Pre-service Instruction

NIDILRR

RERC on AAC

RERC-AAC.ORG

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- NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.

RERC on AAC