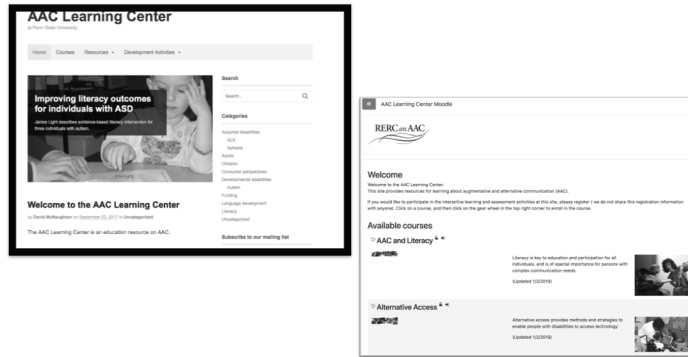


The AAC Learning Center(s): Online Supports for Pre-service Instruction



Success, and Challenge



Challenge



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

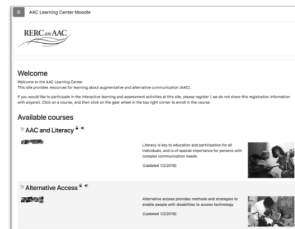
AAC Capacity Building Goals

(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

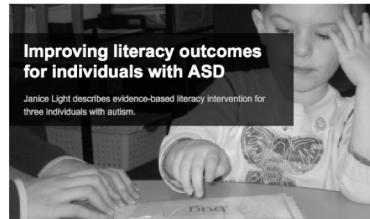
- Who?
 - General public
 - Broad range of pre-service professionals



AAC Learning Center

at Penn State University

Home Courses Resources Development Activities



Search
Search...

Categories

- Acquired disabilities
- ALS
- Aphasia
- Adults
- Children
- Consumer perspectives
- Developmental disabilities
- Autism
- Funding
- Language development
- Literacy
- Uncategorized

Welcome to the AAC Learning Center

by David McNaughton on September 23, 2017 in Uncategorized

The AAC Learning Center is an education resource on AAC.

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AAC Learning Center

at Penn State University

Home Courses Resources Development Activities

Archive | Consumer perspectives

The sky is only the beginning: Living life without limits

by David McNaughton on October 1, 2017 in Acquired disabilities, Adults, ALS, Consumer perspectives

Godfrey Nazareth describes his experiences as a person with a ALS, and his use of AAC to support his life as a husband, a faith researcher, avionics expert, and airplane pilot.

How Far We've Come, How We've Got to Go: Tales from Trenches

by David McNaughton on September 30, 2017 in Adults, Consumer perspectives
Michael B. Williams, a long time practitioner of the art of augmented communication, uses historical biography to elucidate many of the and technological issues in AAC today.

AAC Learning Center

A collaboration between Penn State University and the RERC on AAC

Home Courses Resources Development Activities

You are here: Home » Webcasts (Research to Practice)

Archive | Webcasts (Research to Practice)

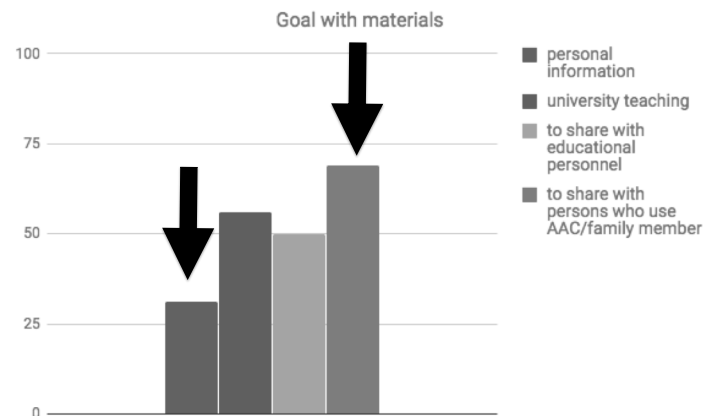
Public school students: Who can pay for SGDs?

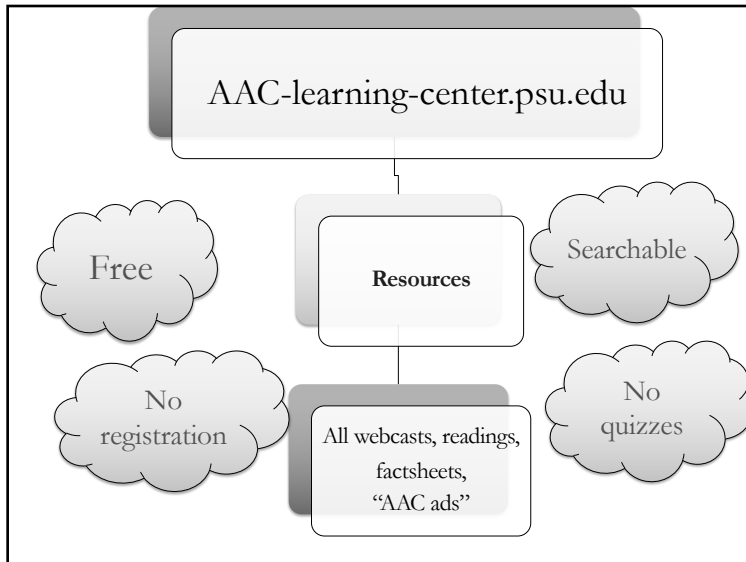
by David McNaughton on July 13, 2018 in Funding, Webcasts (Research to Practice)
This presentation provides information on funding resources for public school students who require a speech generating device.

Continue Reading

Successful employment for individuals who use AAC

Who are the materials for?





Increase Public Awareness

Everyone must know AAC can provide benefit

Enhance the knowledge, skills, and attitudes of professionals

Professionals must be ready to provide appropriate supports

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)

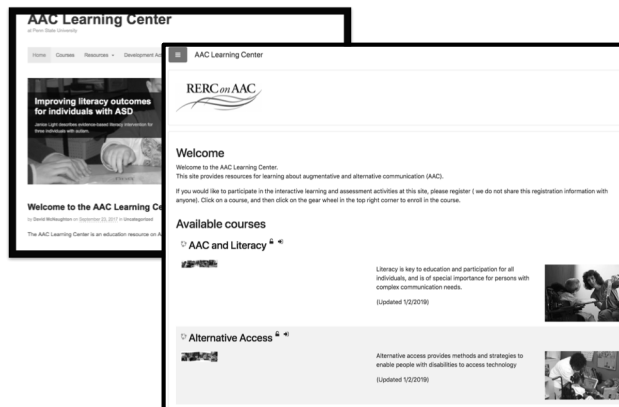
Preservice training

- 18-35% of preservice programs do not 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 not required courses
- Light et al (2014)

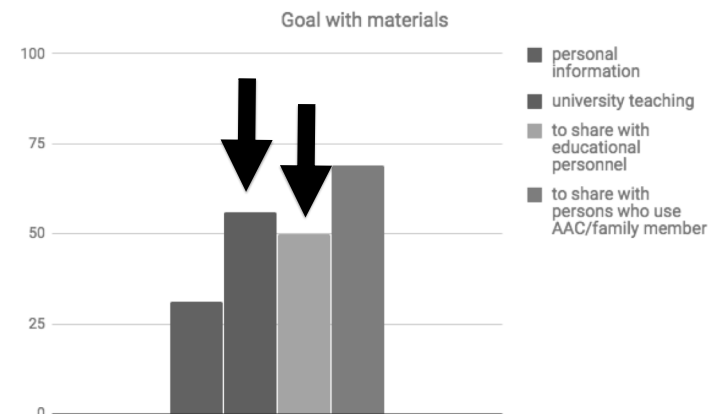
Preservice training

- 54-71% of preservice programs for SLPs do not employ faculty with expertise in AAC
 - 64% of programs report that faculty who are not experts in AAC typically teach the AAC courses
- Light et al (2014)

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Who are the materials for?



The screenshot shows a course page with the following sections:

- 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
- Activities:** Certificates, Lessons, Quizzes.
- Upcoming events:** Web-based Supports for Pre-Service and In-Service Education in AAC (ISAAC Webinar) on Tuesday, 3 October, 7:00 PM to 8:00 PM.
- 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.

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

The diagram illustrates the legal basis for a school's responsibility. It shows a central box: "The school's responsibility for providing AAC services (including SGDs) is based on". This is supported by two circles: "IDEA Individuals with Disabilities Education Act" and "State Education Standards". An arrow points from the school's responsibility to "ADA Americans with Disabilities Act".

What,
Why,
How

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

Answer: _____
Check

Answer: IDEA

The correct answer is: Individuals with Disabilities Education Act

Teaching letter-sound correspondences

Individual User Accounts

The user account page for Stewart Tottenham includes:

- Course overview:** A timeline showing "In progress", "Future", and "Past" courses. Two courses are visible: "Funding for AAC for Children" and "Resource Center: Webcasts with optional quizzes".
- Latest badges:** A badge for "AAC intervention to maximize language (L3H1)".
- Private files:** A file titled "The Dual Challenges of Aided Communication and Accessibility.pdf".

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

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%

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

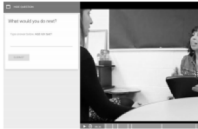



Training Content: LAFF STRATEGY

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

Training Instructional Procedures

Strategy Instruction Stages	Components of the Online Training
Introduction ① Pre-test and make commitment	• Video demonstrations of successful and unsuccessful parent-professional interactions
LAFF Strategy ② Description of strategy ③ Demonstration of strategy ④ Verbal practice of strategy steps	• Text/audio description of the strategy skills • Video model of the strategy skills • Point-form open ended question to recall the strategy steps
Practice Activities ⑤ Controlled practice and feedback ⑥ Advanced practice and feedback	• Recognition exercise: Video scenario with questions to assess recognition of the strategy skills • Application exercise: Video scenario with pauses and prompts to demonstrate strategy skills o Completed with the use of the LAFF checklist
Conclusion ⑦ Post-test and generalization	• Final application exercise: Video scenario with pauses and prompts to demonstrate strategy steps o Completed without the use of the LAFF checklist

Research

Mean LAFF Scores

Group	Time 1		Time 2		Time 3	
	M	(SD)	M	(SD)	M	(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?

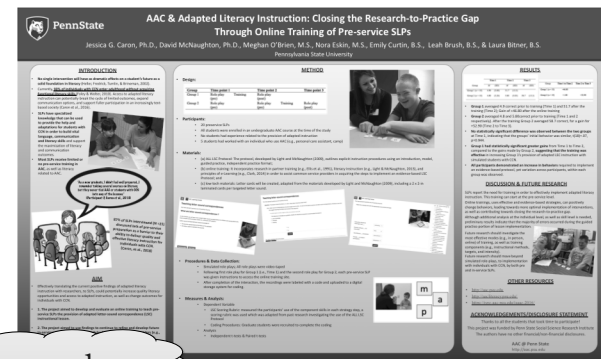
- The parent selected the post-test video as more effective and successful for 14 of the 15 pre-service SLPs.
- What was the most effective behavior exhibited by the SLP?
 - Asking open-ended questions and taking time to ensure that the parent's concern is fully understood before proposing a solution (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

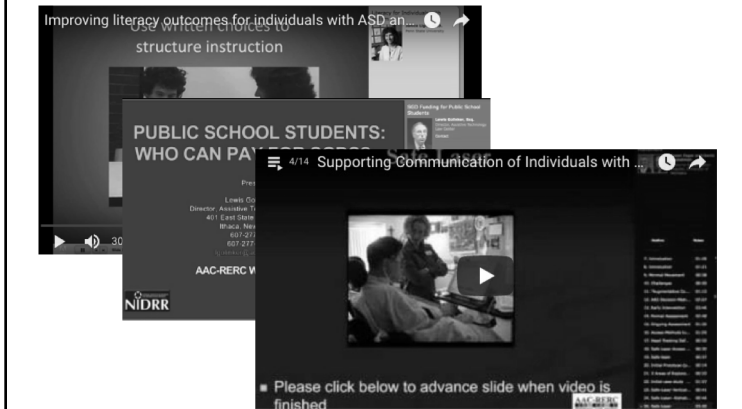
What does the research say?

Adapted literacy instruction
Caron et al (2018)



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Webcasts

- [Maximizing the literacy skills of individuals who require AAC](#) (quiz available)
Janice Light, PhD
- [AAC interventions to maximize language development for young children](#) (quiz available)
Janice Light
- [Successful Employment for Individuals who use AAC](#) (quiz available)
David McNaughton, PhD, & Anthony Arnold
- [AAC for Persons with Primary Progressive Aphasia](#)
Melanie Fried-Oken, PhD
- [Supporting Communication of Individuals with Minimal Movement](#) (quiz available)
Susan Fager, PhD & David Beukelman, PhD
- [AAC and college life: Just do it!](#) (quiz available)
Beth Anne Luciani

Faculty area

- Share resources
 - Discussion starters
 - In-class practice activities
- Feedback on courses
 - Strengths
 - Areas for growth

What's coming next?
In this section you will find information on the what courses and materials are under development, and when they will be available for use to use described.

Courses will be reviewed during the academic year (fall and spring), and all updates completed by July 15 of each year.

Courses Available and under development

Materials Available and under development

What new materials would you like to see?

What do people say?
What do students (and instructors) say about the currently available courses and materials?

Focus for instructors: What have been your experiences with the courses?

Student feedback on available courses

Additional Materials
This section contains additional teaching resources related to AAC that are not "courses", but have been identified as useful activities.

Experiences of people who use AAC

Focus for "Experiences of people who use AAC"

Experiences of family members

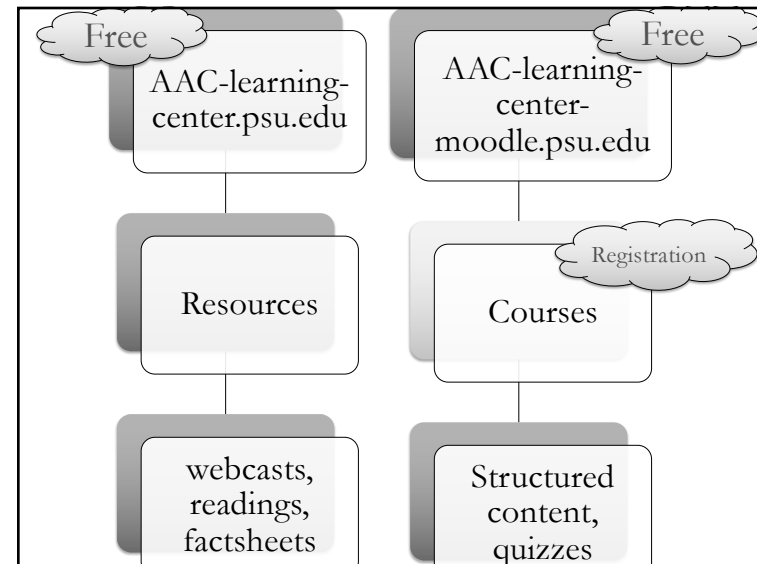
Focus for "Experiences of family members"

Discussion Boards

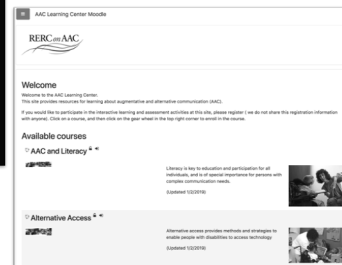
- Q&A with Guest Speaker
 - Threaded discussion
- Open to all persons who have obtained passing score on quiz
- Scheduled and time-limited
 - 3 times per year?
- Archived

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



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



RERC-AAC.ORG

- The contents of this presentation were developed under a grant from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR grant number #90RE5017) to the Rehabilitation Engineering Research Center on Augmentative and Alternative Communication (RERC on AAC).
- 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.

