



THE INDIVIDUALS INVOLVED
IN THIS PRESENTATION DO
NOT HAVE A FINANCIAL
INVOLVEMENT IN ANY OF
THE INFORMATION SHARED.







# SCHOOL-BASED AAC EVALUATION

- Use of the SETT framework
- Account for multiple settings across the school day







# SCHOOL-BASED AAC EVALUATION

- Knowledge of the student over a longer period of time
- Can facilitate team buy-in
- Easy access to school records







# HOSPITAL-BASED EVALUATIONS

- Family-centered
- Availability of a vast array of technologies, loan library
- Collaboration with other AAC specialist in related disciplines (OT, ATP)







# HOSPITAL-BASED EVALUATIONS

- Ease of access to medical records
- Support services: Interpreters, social work, related medical specialties, etc.







GIVEN THAT OUR ASSESSMENTS
CAPTURE DIFFERENT ASPECTS OF
THE COMMUNICATIVE
INTERACTION...IT'S NOT SURPRISING
WHEN THE RECOMMENDATIONS
DIFFER!





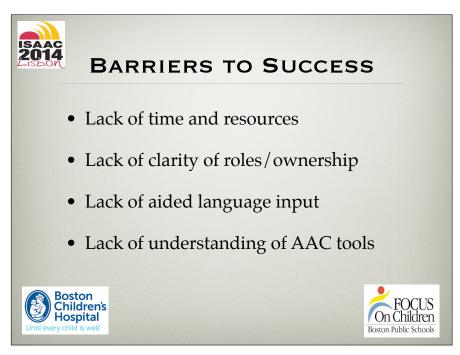


HOW CAN WE TAKE ADVANTAGE OF OUR STRENGTHS, TO COLLABORATE AND GET THE BEST OUTCOMES FOR AAC USERS AND THEIR FAMILIES?











# WORKING TOGETHER: ADMINISTRATIVE NOTES

- Coordination of paperwork (medical insurance funding of devices)
- Creating a plan for care and maintenance of AAC tools







# WORKING TOGETHER: ADMINISTRATIVE NOTES

- Contingency plans
- Trial implementation planning
- Data collection plan







#### WORKING TOGETHER: OWNERSHIP

- Establishing primary SLP
  - Who is in charge of vocabulary development, programming?
  - What is realistic and achievable?
- IEP goal planning
- Planning for language growth







#### WORKING TOGETHER: TRAINING & SUPPORT

- System trainings
- Technical supports
- Ongoing implementation plans







#### WORKING TOGETHER: TRAINING & SUPPORT

Activity	Support	Participation	IEP goal/language targets
Morning meeting	1:1 aide	Share news	Create 3-4 word utterances Engage in reciprocal social exchange
Music class	Music teacher	Request songs/instruments Provide descriptors for music activities	"Play + fast/slow/loud/ quiet" Use adjectives
Free play	Primary teacher	Choose activity Comment, direct, and engage with aided supports	Use verbs, adjectives, and nouns to comment and direct during play







# WHERE DO WE GO FROM HERE?

- Develop organization systems for sharing information and coordinating collaborative efforts
- Clearly delineate TEAM roles
- Provide on-going trainings, crosssettings visits, and support material







ACP-BPS Communication Log		
Student/School contact	JP	
Parent identified goals/ questions/concerns	Communicate about food preferences, what she did at school, and to use more age-appropriate language	
Summary of evaluation recommendations	Change user file to increase grid size from 15 to 24	
Possible barriers	Teacher resistance/knowledge, SLP changeover	
Trainings required	1x/semester trainings on device use and implementation	
Follow up plan	Teacher data collection sheets reviewed at consults	





