

# Family Involvement in Augmentative and Alternative Communication Intervention

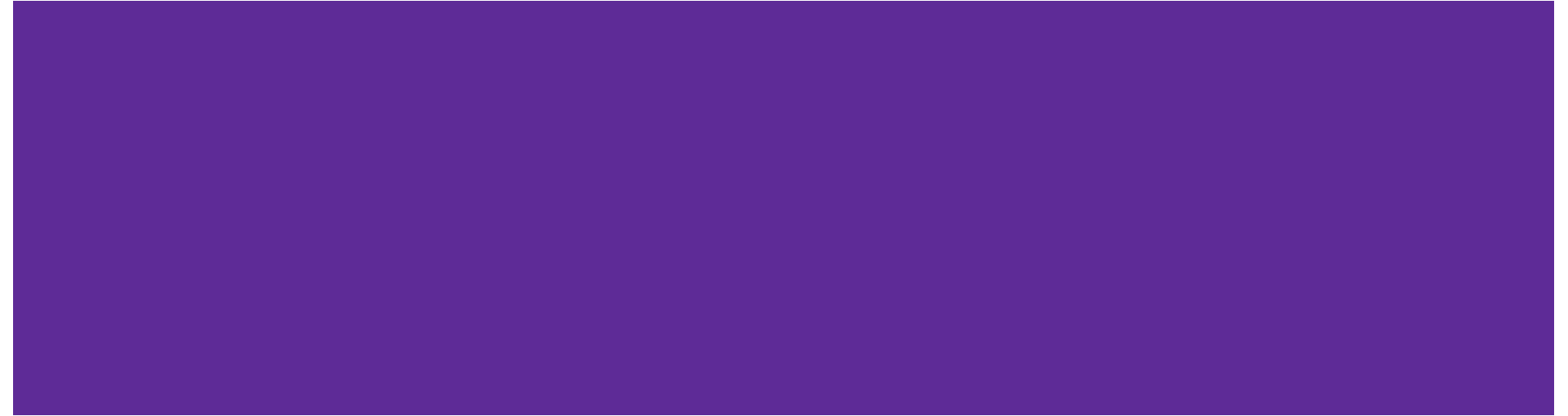
Ashley Bean

5/5/17

# Overview

- Background
  - What is AAC?
  - Who uses AAC?
  - Who is involved in the intervention team?
- Current Study
  - Purpose
  - Research Question
  - Methods
  - Plan for Data Collection and Analysis
- Summary

# Background



# Augmentative and Alternative Communication

AAC provides an alternative means of functional communication for those unable to verbally communicate

Large range of devices and modalities

- Manual communication
- Speech generating devices

# Populations

- Children with ASD
  - Increased speech production
  - Increased requesting skills
  - Increase in other social communicative behaviors
- Children with cerebral palsy
  - With low mean length of utterance
- Children with down syndrome
- Children with developmental delay
  - Increased motor movement

# Intervention Team

May include:

- Speech Language Pathologist
- Special Education Teacher
- Early Intervention Provider
- Occupational Therapist
- FAMILY

# Family

- Parents have been shown to be effective in implementing strategies for AAC use in other environments, such as home
  - Children using AAC, as a result, increase number of initiations and responses
- Review of research on AAC intervention in a family environment highlighted the importance and barriers to family involvement
  - Evidence is largely anecdotal- but reported positive changes in communication in family settings
  - Ongoing support is perceived as a great facilitator in successful home intervention

# Current Study





# Purpose

Explore the incorporation of family in AAC intervention in schools in the central connecticut area as well as the barriers to this incorporation. Research previously reviewed highlighted the importance of a team in AAC intervention- particularly with the role of the family.

# Research Question

To what extent do Speech-Language Pathologists involve the family in AAC intervention in the school setting?

# Methods



# Participants

Speech-language pathologists in the state of Connecticut working in a school based setting.

Inclusionary criteria includes SLPs that either have, or have had in the past, students using an AAC device on their caseload.

# Materials

A survey is being developed specifically for this present study to investigate the extent and nature of family involvement in AAC intervention in a school based setting.

# Procedure

Survey will be sent electronically to the selected population of SLPs. Returned surveys will be quantitatively and qualitatively analyzed.

- Median and SD will be calculated because of ordinal nature of scale

# In Sum..

Family centered care is a leadership competency for the LEND curriculum. This survey aims to analyze the incorporation of family centered care in a school based setting. Results from this survey could inform future professionals on both the current level of family incorporation in this population, as well as the barriers to incorporation. This knowledge could further inform systems change, which would ultimately best serve the child.

---

# References

- American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). American Journal of Occupational Therapy, 68(Suppl. 1), S1- S48. <http://dx.doi.org/10.5014/ajot.2014.682006>
- American Speech-Language-Hearing Association. (2005). *Roles and responsibilities of speech-language pathologists with respect to augmentative and alternative communication: position statement* [Position Statement]. Available from [www.asha.org/policy](http://www.asha.org/policy). doi:10.1044/policy.PS2005-00113
- Barker, Michael R., Akaba, S., Brady, N.C., & Thiemann-Bourque, K. (2013). Support for AAC Use in Preschool, and Growth in Language Skills, for Young Children with Developmental Disabilities. *Augmentative and Alternative Communication* 29(4), 334-46. doi:10.3109/07434618.2013.848933.
- Boesch, M. C., Wendt, O., Subramanian, A., & Hsu, N. (2013a). Comparative efficacy of the Picture Exchange Communication System (PECS) versus a speech-generating device: Effects on social-communicative skills and speech development. *AAC: Augmentative And Alternative Communication*, 29(3), 197-209.
- Boesch, M. C., Wendt, O., Subramanian, A., & Hsu, N. (2013b). Comparative efficacy of the Picture Exchange Communication System (PECS) versus a speech-generating device: Effects on requesting skills. *Research In Autism Spectrum Disorders*, 7(3), 480-493. doi:10.1016/j.rasd.2012.12.002
- Ganz, J. B., Rispoli, M. J., Mason, R. A., & Hong, E. R. (2014). Moderation of effects of AAC based on setting and types of aided AAC on outcome variables: An aggregate study of single-case research with individuals with ASD. *Developmental Neurorehabilitation*, 17(3), 184-192. doi:10.3109/17518423.2012.748097
- Granlund, M., Björck-Åkesson, E., Wilder, J., & Ylven, R. (2008). AAC Interventions for Children in a Family Environment: Implementing Evidence in Practice. *AAC: Augmentative & Alternative Communication*, 24(3), 207-219. doi:10.1080/08990220802387935
- Nunes, D., & Hanline, M. F. (2007). Enhancing the Alternative and Augmentative Communication Use of a Child with Autism through a Parent-implemented Naturalistic Intervention. *International Journal Of Disability, Development & Education*, 54(2), 177-197. doi:10.1080/10349120701330495
- Smith, A. L., & Hustad, K. C. (2015). AAC and Early Intervention for Children with Cerebral Palsy: Parent Perceptions and Child Risk Factors. *AAC: Augmentative & Alternative Communication*, 31(4), 336-350. doi:10.3109/07434618.2015.1084373
- Whitmore, A. S., Romski, M. A., & Sevcik, R. A. (2014). Early augmented language intervention for children with developmental delays: Potential secondary motor outcomes. *AAC: Augmentative And Alternative Communication*, 30(3), 200-212. doi:10.3109/07434618.2014.940466