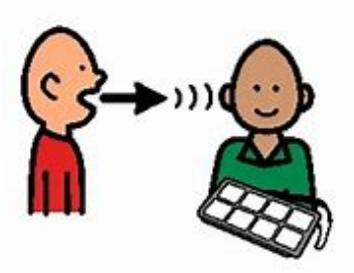


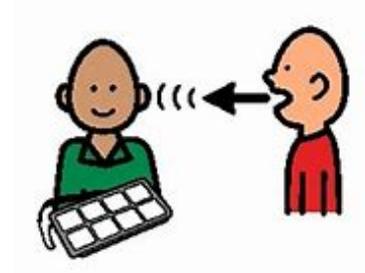
Caregiver Exposure to Alternative and Augmentative

Communication for Children with ASD and Limited Verbal

Output



Molly Leahy, BA
Torri Ann Woodruff, MS



Our Road Map

CT LEND

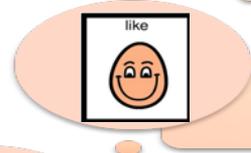
**LEADERSHIP EDUCATION
IN NEURODEVELOPMENTAL
AND RELATED DISABILITIES**



Where to next?



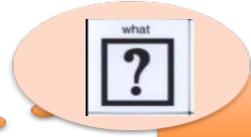
Why is this important?



What does the research say?



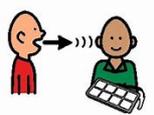
What are our hypotheses?



What are our questions?

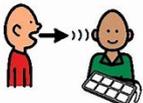


What is AAC?



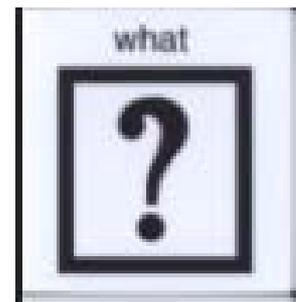
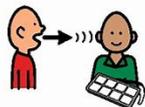
What is AAC?

- Augmentative and Alternative Communication (AAC) is a method of sharing ideas, feelings, or messages without producing spoken words
 - Can be used all the time, or only in complex communication settings
- Many modalities fall under the concept of “AAC”



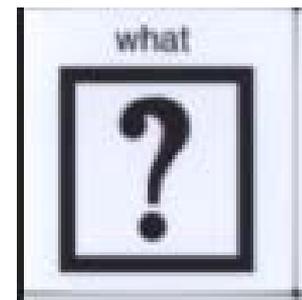
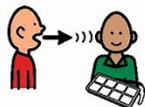
Our Questions

- What communication approaches do parents/caregivers of children on the Autism Spectrum with limited verbal output remember receiving an education about?
- With regards to their child's specific approach to AAC, in what topics do parents/caregivers feel they **did not** receive enough education?
- How do parents/caregivers of children on the Autism Spectrum view the implementation of AAC devices as a primary communication modality for their children? What factors may influence these views?



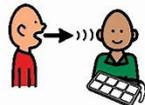
Our Questions

- Sub question: How many children on the Autism Spectrum with limited verbal communication are D/deaf or hard of hearing per parent report?
- Sub question: How many parents of children on the Autism Spectrum with limited verbal communication remember their child having a hearing test?



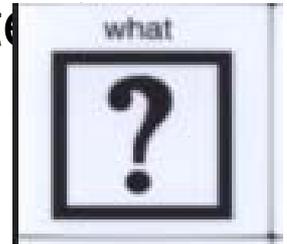
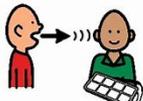
Our Hypotheses

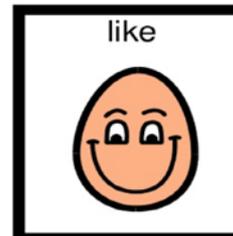
- Parents of children with ASD and limited verbal output will ***not report*** receiving information on many of the potential communication approaches for their child
- Parent's will feel that they did not receive enough education on the AAC modality that their child currently uses
- Parent's lack of education from service providers on AAC will result in a generally negative view of the implementation of AAC as a primary mode of communication for their child



Our Hypotheses- Sub Questions

- Prevalence of hearing loss in this population specifically, or children on the Autism Spectrum as a whole has not been confirmed in the past. At this time it is not possible to develop a hypothesis due to **multiple factors** (Beers et al., 2013)
- There will be less than 100% of parents reporting that they remember their child receiving a hearing test





What does the research say?

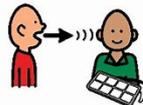
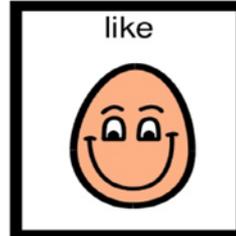
- Professionals may not fully understand the perspectives of parents of children of all ages who need or use AAC-impacting implementation of appropriate services related to the approaches
- SLP's are not acknowledging parental expertise when it comes to the child. This disconnect impacts the parent's perspective of AAC, as well as their willingness to support and participate in the speech and language therapy using AAC



(Angelo, Jones &

What does the research say?

- Parents are not receiving enough education on the AAC modality
 - How to use the device in the community
 - How to find computer access for devices
 - Where to find advocacy groups in the community
 - Setting up social opportunities for those who use AAC
- What is missing?
 - We want to know how all of this relates to ***parents/caregivers of children with ASD***



High Tech
 Augmentative
 and Alternative
 Communication
 (AAC)
 specifically
 iPad apps,
 (Proloquo2Go,
 Touch Chat,
 Sonoflex,
 Dynavox
 Compass, etc.)

isted for

	Spoken Language	Sign Language	High Tech Augmentative and Alternative Communication (AAC) specifically iPad apps, (Proloquo2Go, Touch Chat, Sonoflex, Dynavox Compass, etc.)	Cued Speech	Total Communication	Picture Exchange Communication (PECS)	Other
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How does your
 child
 communicate
 with you?

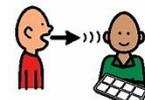
<input type="checkbox"/>							
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Please check
 the
 communication
 options you
 have heard of
 before.

<input type="checkbox"/>							
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What Does Our Pilot Data Say?

Field	Comments
Parents	<ul style="list-style-type: none">· Ensure that gender questions are as inclusive as possible· Add personal experience as a method for learning about a communication approach· Add “unsure” or “do not remember” as response options for multiple choice questions· Reword questions on age of the child, and questions on exposure to be more clear
Public Health	<ul style="list-style-type: none">· Ensure there are consistent fonts
Audiology	<ul style="list-style-type: none">· Move question on other communication options up to the section on AAC
Speech Language Pathology	<ul style="list-style-type: none">· Put the abbreviation “AAC” in parentheses after the first “Alternative and Augmentative Communication”
Special Education	<ul style="list-style-type: none">· Replace the word “modality”
General Education	<ul style="list-style-type: none">· Remove “in years” for parent age question· Make hearing levels question a multiple choice



So what?

- Understanding parental perspectives can allow us as providers to fill in gaps that commonly are not addressed when selecting AAC modalities, and educate others to do the same
 - Better address concerns
 - Better educate parents
 - Provide MORE and better resources



- In the end, this will lead to more **successful implementation** of AAC as a primary communication modality, resulting in more **successful and meaningful communication** for all children.



Future directions

I want

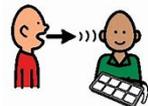


EBP review

- Professional associations across disciplines are actively working to educate their practitioners on the use of evidence-based practice (EBP) and the role that research plays in clinical practice
- These results on they types of approaches that parents are being informed about can be compared to the research base to assess if EBP goals are being met
- More attention can be brought to the need of systematic reviews and high-quality research in this area

Awareness materials

- Providers working with parents and children of the Autism Spectrum can be provided information on parental perceptions of AAC



ASHA,
i.d.; APTA,
2017; APA,

Timeline

May

- Continued pilot work with parents, caregivers, professionals, and students
- Final edits to IRB in the first week and submission of IRB proposal

June

- Waiting for IRB approval and necessary edits

July

- Active recruitment
- Data collection

August

- Data collection

September

- Data collection
- Data analysis

October

- Data analysis
- Preparation of poster and write up



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