
Improving AAC for Children

INTRODUCTION

Augmentative and alternative communication (AAC) often benefits children with severe disabilities. The most effective AAC systems consider the child’s individual needs and support learning and social interactions. This journal self-study explores ways to improve AAC systems to increase language skills, allow for more active participation in communication, and encourage emotional competence. Incorporating parent perceptions about AAC use into decision-making is also discussed, as are the benefits of peer involvement in communication using AAC. Clinicians will be able to incorporate strategies discussed to enhance services for children using AAC.

LEARNING OUTCOMES

You will be able to:

- discuss parent views on communication in children who use AAC
- explain the benefits of teaching children to ask questions and make requests using AAC
- describe aspects of AAC system design that improve effectiveness
- explain the importance of including options for discussing emotions when using AAC
- describe how involving peers affects communication using AAC

CONTENTS

Parents' Perceptions of Communication Patterns and Effectiveness of Use of Augmentative and Alternative Communication Systems by Their Children With Angelman Syndrome, by Stephen N. Calculator..... CE-1

Teaching Children Who Use Augmentative and Alternative Communication to Ask Inverted Yes/No Questions Using Aided Modeling, by Jennifer Kent-Walsh, Cathy Binger, and Carolyn Buchanan CE-13

A Synthesis of Relevant Literature on the Development of Emotional Competence: Implications for Design of Augmentative and Alternative Communication Systems, by Ji Young Na, Krista Wilkinson, Meredith Karny, Sarah Blackstone, and Cynthia Stifter CE-28

Picture Exchange Communication System and Pals: A Peer-Mediated Augmentative and Alternative Communication Intervention for Minimally Verbal Preschoolers With Autism, by Kathy Thiemann-Bourque, Nancy Brady, Sara McGuff, Keenan Stump, and Amy Naylor CE-40

Supplemental Materials..... CE-53

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA's scholarly journals

Start date: January 20, 2017

Peer reviewed: January 30, 2018

End date: January 30, 2023

To earn continuing education credit, you must complete the test with a passing score on or before **January 30, 2023**.



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.4 ASHA CEUs (Intermediate level, Professional area).