Innovations in AAC Assessment, System Design, and Communication Partner Training

INTRODUCTION

SLPs who work with children who use augmentative and alternative communication (AAC) need a broad base of knowledge in evidence-based assessment, system designs, and implementation practices, particularly as technological innovations in AAC proliferate. This journal self-study explores all of the above. The first article provides a useful framework for assessment that distinguishes essential components according to the child’s motor and cognitive abilities. Two articles examine design features: The first examines consistency of symbol location to increase efficiency, and the second looks at characteristics of naturalistic displays and their effects on gaze behavior according to clinical profiles. The final article in this self-study reviews practices for training communication partners of children who use AAC.

LEARNING OUTCOMES
You will be able to:

• describe a framework for AAC assessment that considers motor vs. cognitive constraints
• explain how consistent symbol location in AAC displays decreases response times through motor learning
• summarize best practices in AAC with naturalistic scenes according to clinical profiles
• discuss methods and goals for training communication partners of pediatric AAC users

CONTENTS


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Supplemental Material.............................................................................................................4 pages


Supplemental Material.............................................................................................................5 pages

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals
Start date: August 15, 2019
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To earn continuing education credit, you must complete the test with a passing score on or before August 15, 2022.

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