AAC Agreements Supported by Research and Practice, AzTAP 2019

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Disclosures - Deanna

Financial

- Self-employed
- Contracted by TherapyOne to do AAC assessments and training
- Provider of AAC-based speech therapy services
- Recipient of $100 registration discount from AZTAP

Non-Financial

- Consults with many AAC companies on a volunteer basis to provide feedback regarding access strategies and techniques for complex communicators, including CVI
- Advocates for AAC needs of bilingual English/Spanish families

Disclosures - Matthew

Financial

- Full time AT Specialist for Peoria Unified School District

Non-Financial

- Nothing to disclose

Today's Agenda/Mission

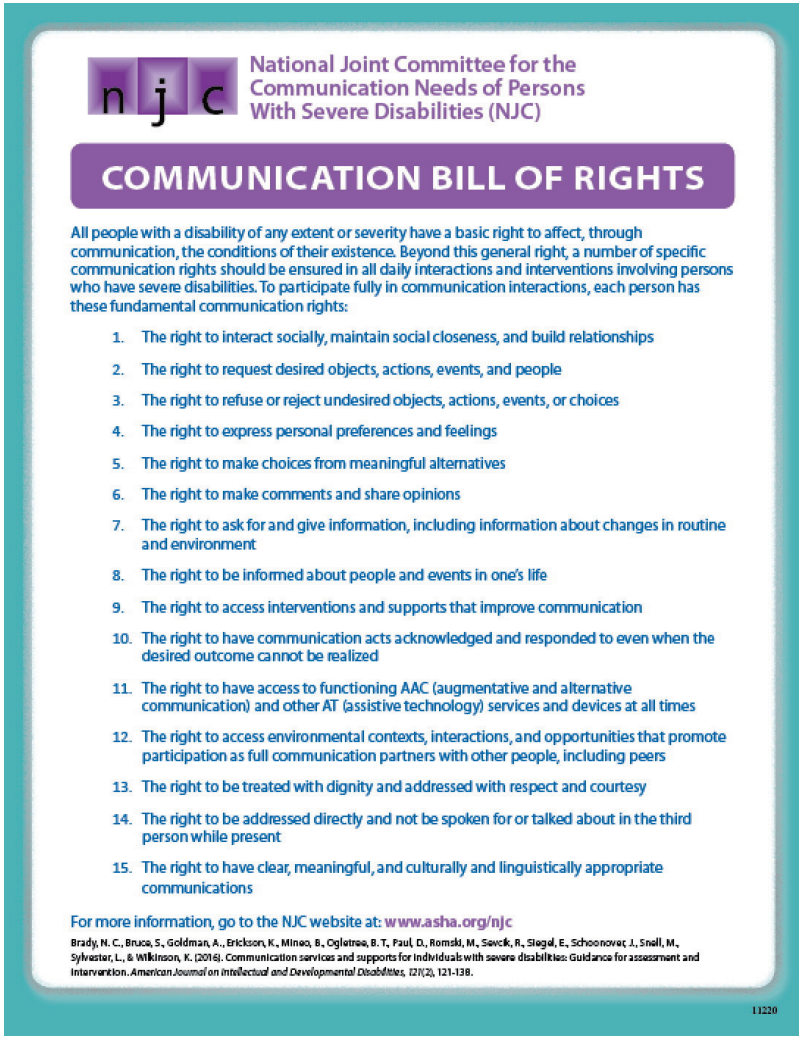
- History of the AAC Agreements & why we need them
- Reviewing Research/Evidence to Support Existing Agreements
- Review & Future Steps

Today's Objectives

- Provide justification for the argument that AAC Agreements can be considered evidence-based practice (EBP) as defined by ASHA.
- Share how and why at least two of the AAC Agreements available from the current collection are important to you.
- Describe other evidence in support of an AAC agreement that is important to you. (May include links to testimonials or strategies for effective implementation.)

History of AAC Agreements

- AAC Agreements began at ATIA EdCamp in 2016 and are evolving as AAC "better" practices, crowd sourced from stakeholders invested in improving consideration, selection, and implementation of AAC.
- Stakeholders include (but are not limited to) practitioners, academics, designers, parents, families, and users of AAC.
- These agreements are supported by research whenever possible, and address all three components that ASHA (2019) uses to define Evidence-Based Practice (EBP): external research evidence, practitioner expertise, and client preference/values.



National Joint Committee for the Communication Needs of Persons With Severe Disabilities (NJC)

COMMUNICATION BILL OF RIGHTS

All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence. Beyond this general right, a number of specific communication rights should be ensured in all daily interactions and interventions involving persons who have severe disabilities. To participate fully in communication interactions, each person has these fundamental communication rights:

1. The right to interact socially, maintain social closeness, and build relationships
2. The right to request desired objects, actions, events, and people
3. The right to refuse or reject undesired objects, actions, events, or choices
4. The right to express personal preferences and feelings
5. The right to make choices from meaningful alternatives
6. The right to make comments and share opinions
7. The right to ask for and give information, including information about changes in routine and environment
8. The right to be informed about people and events in one's life
9. The right to access interventions and supports that improve communication
10. The right to have communication acts acknowledged and responded to even when the desired outcome cannot be realized
11. The right to have access to functioning AAC (augmentative and alternative communication) and other AT (assistive technology) services and devices at all times
12. The right to access environmental contexts, interactions, and opportunities that promote participation as full communication partners with other people, including peers
13. The right to be treated with dignity and addressed with respect and courtesy
14. The right to be addressed directly and not be spoken for or talked about in the third person while present
15. The right to have clear, meaningful, and culturally and linguistically appropriate communications

For more information, go to the NJC website at: www.asha.org/njc

Brady, N. C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., Paul, D., Romski, M., Sevcik, R., Siegel, E., Schoonover, J., Snell, M., Sylvester, L., & Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: Guidance for assessment and intervention. *American Journal on Intellectual and Developmental Disabilities, 121*(2), 121-138.

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NJC Communication Bill of Rights

https://teachinglearnerswithmultipleneeds.blogspot.com/2017/10/accessible-communication-bill-of-rights.html

AAC Agreements:
Establishing Evidence-Based Universal Truths For Consideration and Implementation

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How are the AAC Agreements different than the NJC Communication Bill of Rights?

AAC Agreements are "better" practices that are crowd sourced from stakeholders invested in improving consideration, selection, and implementation of AAC. Stakeholders include (but are not limited to) practitioners, academics, designers, parents, families, and users of AAC. These agreements are supported by research whenever possible. The AAC Agreements are organic and will expand and adapt as we learn more as a field.

Agreement

The communication system should allow for multiple pragmatic functions.

Agreeement

Everyone is a multi-modal communicator. A communication system should include multiple modalities.

Agreement

Modeling should be used to facilitate growth in communication.

Agreement

A single switch or sequenced switch device is appropriate to use as a component of a multi-modal communication system.

Agreement

Accept any mode of communication as valid, as long as your communication partner understands what it means. Don't require individuals to repeat themselves in another modality. Do model the response in the modality you are trying to teach.

Agreement

The AAC system should always be immediately accessible to the user.

Agreement

Allow the student to participate in a natural conversation at their communication level.

Agreement

Motor planning is an important consideration of an organizational structure of an AAC system.

Agreement

The student should have access to their communication system even while engaging in academic or leisure activities.

Agreement

Modeling should allow for growth in the individual's communication.

Agreement

There should always be a light tech option as part of an AAC system.

Agreement

Repetition with moderate differences is important to avoid habituation.

Agreement

Core vocabulary should be taught.

Agreement

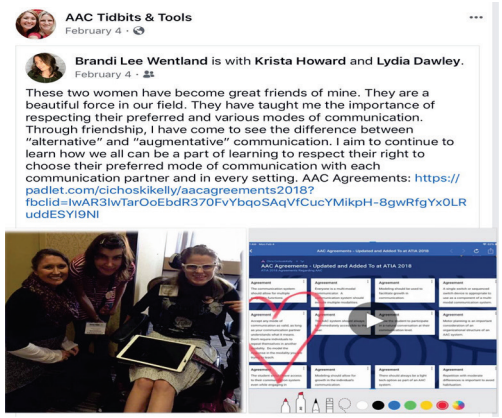
The AAC system should never be removed for disciplinary reasons.

Agreement

Modelling (aided language stimulation) all day, every day is desired in AAC, with no requirement of a response.

Facebook Testimonials Encouraged!

- Shared by Brandi, SLP: These two women have become great friends of mine. They are a beautiful force in our field. They have taught me the importance of respecting their preferred and various modes of communication. Through friendship, I have come to see the difference between “alternative” and “augmentative” communication. I aim to continue to learn how we all can be a part of learning to respect their right to choose their preferred mode of communication with each communication partner and in every setting.



Welcome to the Google Site

http://bit.ly/aacagreementswebsite

Google Outcomes for ATIA 2019

- Discussed process for reviewing Agreements and rules for adding new ones
- Discussed developing a process for review of future agreements (committee-based)
- Formed a Next Steps Workgroup

Google Next Steps Workgroup Tasks (from April 1st, 2019 Zoom Meeting)

- Edit the existing Google Form for submitting new evidence to include the option to refute an existing agreement.

- Outline the parameters of how a statement gets finalized as an Agreement.
- Provide resources for those who want to conduct a session on the AAC Agreements (template, sample agenda, and slide deck template).
- Add a "How Have You Used The AAC Agreements?" page containing testimonials and stories about how the Agreements are being used.

Our Own Crowd Sourcing Mission!

- Other sessions have reviewed the agreements collected through this method, and added links to research
- We have also talked about whether additional agreements need to be added and how an agreement can be finalized.
- Our mission today is to testify and share some implementation ideas.

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Follow this link to add your thoughts...

This URL will be revealed during the session at AZTAP 2019!