

# ★ AAC Case Studies

Evaluation to Implementation

## ★ AAC Re-Evaluation

Nick's team recently identified the Proloquo2Go App on an iPad as an appropriate AAC device. He is due for his 3 year re-evaluation and the speech clinician needs to assess his current communication skills.

Nick uses some verbalizations that are very unintelligible to unfamiliar partners. He also uses gestures, basic signs and two-dimensional picture symbols for choices.

## ★ Where to start?

The speech clinician decided to do the following assessments:

Functional Communication Profile-Revised

AAC Profile a Continuum of Learning

## ★ What was found out?

Functional Communication Profile showed a moderate to severe delay in expressive and receptive language skills. Some mild behavioral concerns were noted. Sensory, Attention, Voice, Fluency and Oral Skills had no concerns.

The FCP also showed 3 Communication Forms (Verbal Utterance of 2 words, Basic Signs, Gestures by pointing to desired item, Voice Output Device). Communication Functions of Greetings/Closings, Requesting, Rejecting and Giving Information are used by Nick. His Voice Output Device was programmed at the phrase and sentence level giving him more language to share than all other communication forms.

## ★ What was found out?

The AAC Profile identified that Nick needs to work on some operational competencies.

His current Skill Set Level is at a 2-Manipulation but his Cognitive Skill Set Level is higher at a 3-Focused Use.

The team's desired Skill Set Level is 4-AAC System Navigation for Nick

Also, the profile revealed that communication partners will need training in understanding AAC access methods and settings.

# ★ Implementation Strategies

Team studied the Operational Competency Skills that were "Sometimes" (2) used and targeted them to improve skills levels such as:

- Purposefully execute motor moves to select symbol

- Execute motor movement automatically

- Increase AAC System Access Rate

Training was given to communication partners on prompting how to access touch screen with an isolated point and navigating in the Proloquo2Go App

Communication functions to practice asking questions and making comments were added to Nick's current functions he is using

## ★ Move In Student

Johnny moved into our district February 15. His current IEP states he uses gestures, a few basic signs and an iPad to communicate with staff.

Goals included using multiple means of expressions to make choices and pointing to or giving items to improve his receptive language skills.

## ★ Where to start?

Based on his current IEP, the team was unsure of what his symbol set is and what he used the iPad for during the school day. The Speech Clinician chose to do the following:

Contact the former SLP to clarify his AAC use

Complete a symbol assessment

Complete a language sample to understand all of his forms and functions of communication

## ★ What was found out:

The student used the iPad as a reward

The student will reach for concrete items consistently but accuracy decreases with remnant items and color photos

The language sample found that the student primarily uses gestures of reaching for items to make requests and vocalizations to reject items and activities

# ★ Implementation Strategies

Concrete symbol set will be developed for requests

Staff will work on the student pointing to the item not just grabbing at it

Staff will shape symbol set to remnants (coupons, logos, tickets, etc.)/color photos

Voice Output Device to reject and socialize with peers using Co-Planned Social Scripts by Linda Burkhardt will be started to increase his use of Communication Functions

## ★ AAC Evaluation

Nancy is a 2 year, 9 month old, developmentally delayed student in the ECSE program. Her current goals from the Birth to 3 program focused on verbally producing Consonant Vowel, Vowel Consonant words, using basic signs and understanding directions/concepts. The ECSE team feels Nancy would benefit for an AAC system but is unsure of what she needs.

## ★ Where to start?

The team chose to give the following assessments to determine what kind of AAC System to start with Nancy:

Communication Matrix

AAC-SETT with a Symbol Assessment

## ★ What was found out?

The Communication Matrix showed that the student uses mostly refusing and obtaining communication functions with her current communication forms of vocalizations

AAC-SETT determined the student needed to participate more in circle/play times with peers and make choices. She understood color photos in an array of 10 pictures when making a choice. In order to participate in classroom routines the AAC system would need voice output with recorded speech. The student could directly select a symbol as small as 1 inch by 1 inch.

# ★ Implementation Strategies

Go Talk 20, Voice Output Device was obtained

Boards with up to 10 messages using Color Photos were created

Ecological Inventories of Circle Time and Play Time were completed to determine messages needed to improve participation and choice making

Core Language messages were programmed on the top line of the Go Talk and kept the same for each page (Help, Bathroom, Stop Please, More Please, All Done)