Infinitec
infinite potential through assistive technology

Let's Get This Started! Augmentative and Alternative Communication Assessment

Presented by: Heather Miller Schwarz, M.S., CCC-SLP, UCP Seguin- Infinitec

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Disclosures

Financial Disclosures: YES

Non- Financial Disclosures: YES

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Sometimes you learn what is "right" by being "wrong".

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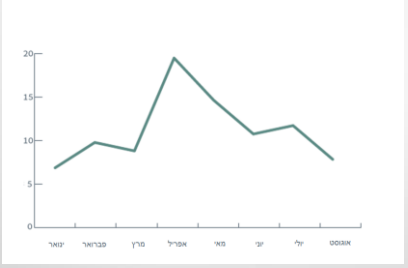

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Goals for this Training

- Participants will compare and contrast models of AAC assessment and strategy implementation.
- Participants will identify potential AAC users using the participation model as a guide.
- Participants will list the components of the feature match assessment to support communication.

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AAC Assessment

- The goals of AAC intervention and assessment
  - Enable individuals to efficiently and effectively engage in communication and participate in activities of their choice.
  - Assist individuals to meet their current and future communication needs.

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AAC Assessment

- Which communication methods should be maintained or developed?
- Which communication tools and methods will be added to the student's repertoire?
- What strategies will the communication partners use with this individualto increase communicative competence?

http://aac.unl.edu/yaack/co.html

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AAC Assessment

family

person with CCN

A team approach.

teachers/staff

caregivers

doctors

therapists

close friends

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Assessment Models

- Expert Model
  - Formal referral system
  - Formal assessment
  - Decision made with the help of an 'expert'
  - Formal report
  - Then, implementation shifts to team working with this individual
  - This team is responsible for implementation and determining success of a system

 Bowser and Decoste, 2016

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Assessment Models

- Problems with the Expert Model
  - TIME!
  - Responds to a referral once the team has recognized that the individualhas failed in some area.
  - It's often reactive instead of proactive.

Bowser and Decoste, 2016

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Assessment Models

- Capacity Building Model
  - Looks at the patterns of referrals
  - Identifies topics for training so that all staff member begin to implement AAC strategies in their classroom, agency, hospital, etc.
  - Make supports available.
  - Builds agency/district wide capacity.
  - Continued use of strategies to build skills.

Bowser and Decoste, 2016

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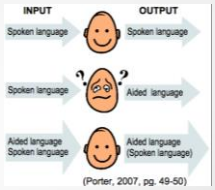
Capacity Building



- Each partner should know:
  - Partner augmented input
  - AAC prompting hierarchy
  - Choice-making strategies
  - How to navigate a communication system
  - How to be a good communication partner

Grether & Sickman, 2008

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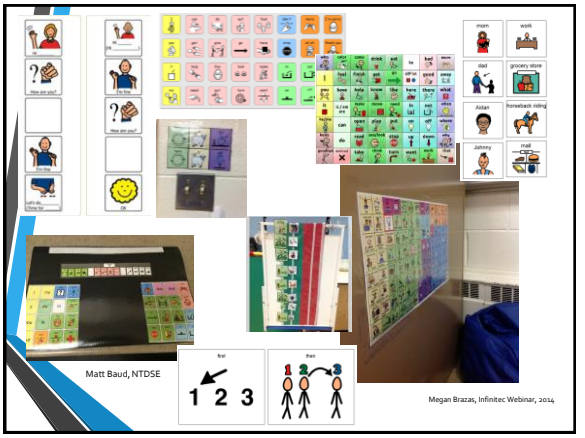

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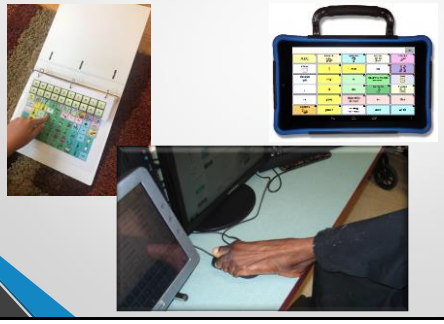
Feature Match Assessment



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Current AT/AAC Assessment Models

- SETT process- Joy Zabala, www.joyzabala.com
  - Also expanded upon at WATI's site- www.wati.org
- Participation model-

  Beukelman, D. R. & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs*. 4th ed. Baltimore, MD: Brookes Publishing.
- Feature Matching

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SETT

- STUDENT: Consider individualstrengths and challenges
- ENVIRONMENT: Document the environments the individualparticipates in daily
- TASKS: Comprehensive list of tasks/goals for student
- TOOLS: What tools will help accomplish the tasks/goals

www.JoyZabala.com

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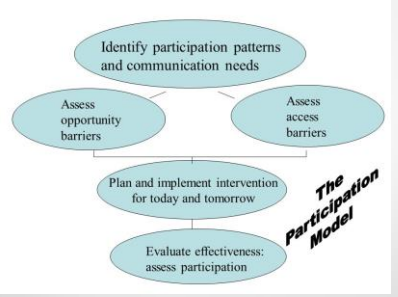

Beukelman, D. & Mirenda, P., 2013

Image from ASHA School Conference, 2007

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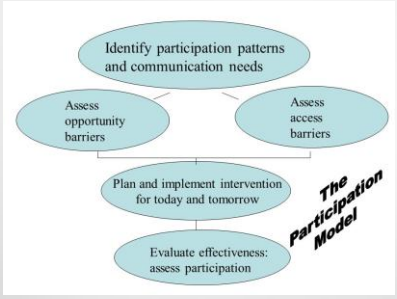

Beukelman, D. & Mirenda, P., 2013

Image from ASHA School Conference, 2007

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Feature Match Assessment

"The systematic process by which a person's strengths, abilities and needs are matched to available tools and strategies."

Shane and Costello, 1994

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AAC Assessment

- The process that we will discuss today is a combination of the Participation model and Feature Matching process

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Feature Match AAC Assessment

1. Gather information about strengths and needs as they relate to device features.
2. Compare participation patterns and identify barriers.
3. Integrate the person's strengths, abilities and needs and match them to a list of features.
4. Identify goals and conduct trials.
5. Determine tool(s) based on data collected.
6. Summarize/Report data to procure a system.
7. Reassess the appropriateness of your AAC system(s) over time.

Modification of the DATE Assessment, Texas AT Network

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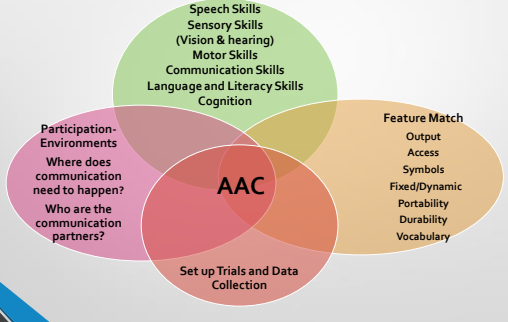
AAC Assessment- What do we know? Need to know?



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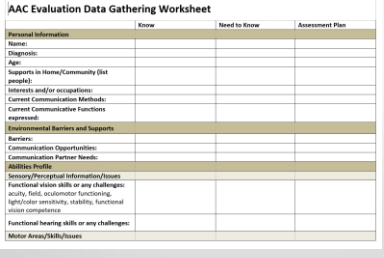
AAC Evaluation Data Gathering Worksheet (Kathleen Post)



AAC Evaluation Data Gathering Worksheet

	Know	Need to Know	Assessment Plan
Personal Information			
Name:			
Diagnosis:			
Age:			
Supports in Home/Community (list people):			
Interests and/or occupations:			
Current Communication Methods:			
Current Communicative Functions expressed:			
Environmental Barriers and Supports			
Barriers:			
Communication Opportunities:			
Communication Partner Needs:			
Abilities Profile			
Sensory/Perceptual Information/Issues			
Functional vision skills or any challenges: acuity, field, oculomotor functioning, light/color sensitivity, stability, functional vision competence			
Functional hearing skills or any challenges:			
Motor Areas/Skills/Issues			

(Kathleen Post , Midwestern University, 2018)

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AAC Assessment
Gail Van Tatenhove

Gail M. Van Tatenhove, PA

Augmentative & Alternative Communication Specialist

Speech-Language Clinician, MS, CCC-SLP

SPEECH-LANGUAGE & AAC ASSESSMENT PROTOCOL

Personal Information

Name of Person:		Date of Birth:	Sex:
Place of Residence:		Primary Medical Diagnosis:	
Address:		Secondary Medical Diagnosis:	
		Home Telephone:	
		Work Telephone:	
Email:		Cell Phone:	
Social Security #:		Fax:	
Insurance Carrier:		Medicaid #:	
Insurance ID #:		Medicare #:	
Insurance Sponsor:		Insurance Phone #:	
Advocate/Guardian:		Telephone:	
Address:		Cell Phone:	
		Fax:	
		Email:	

Assessment Information

Date(s) of Evaluation Sessions:	
Evaluation Site(s):	
Evaluation Team Members and Roles:	

Vantatenhove.com

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AAC Evaluation Protocol (GPAT)

Georgia Project for Assistive Technology

Division for Special Education Services and Supports

GPAT

Augmentative Communication Evaluation Summary

Student: _____ Date of Birth: _____ Age: _____

Date(s) of Evaluation: _____ System: _____

Access Evaluation

Informal measures were utilized to evaluate the student's access skills. The following is a summary of his/her performance:

Direct Selection:

☐ Student could utilize direct selection to access targets (i.e., toys, familiar objects, manipulatives, etc.) placed within easy reach using

☐ Hand ☐ left ☐ right ☐ both

☐ Finger – Specify: _____ ☐ left ☐ right ☐ both

☐ Other – Specify: _____

☐ Eyegaze response – Describe eyegaze response including optimal symbol size, placement, etc: _____

When using direct selection, the student:

Consistently accessed targets ☐ No ☐ Yes

Crossed midline to access targets ☐ No ☐ Yes

Required significant response time ☐ No ☐ Yes – Specify: _____

Required a large target area ☐ No ☐ Yes – Specify: _____

Accessed symbols in all locations ☐ No ☐ Yes – If No, explain: _____

(If student is able to utilize direct selection, skip remainder of access section and move to Symbol Evaluation)

Adapted Direct Selection:

☐ Student could utilize adapted equipment to access targets using

☐ Splint ☐ Head pointer ☐ Keyguard/grid

☐ Mouthstick ☐ Adapted pointer – Describe: _____

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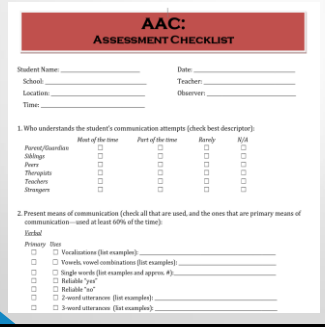
AAC Assessment Checklist (Vanderbilt University)



AAC:

ASSESSMENT CHECKLIST

Student Name: _____ Date: _____

School: _____ Teacher: _____

Location: _____ Observer: _____

Time: _____

1. Who understands the student's communication attempts (check best descriptor):

	Most of the time	Part of the time	Rarely	N/A
Parent/Guardian	☐	☐	☐	☐
Siblings	☐	☐	☐	☐
Peers	☐	☐	☐	☐
Therapists	☐	☐	☐	☐
Teachers	☐	☐	☐	☐
Strangers	☐	☐	☐	☐

2. Present means of communication (check all that are used, and the ones that are primary means of communication—used at least 60% of the time):

Verbal

Primary Uses

☐ ☐ Vocalizations (list examples): _____

☐ ☐ Vowels, vowel combinations (list examples): _____

☐ ☐ Single words (list examples and approx. #): _____

☐ ☐ Reliable "yes"

☐ ☐ Reliable "no"

☐ ☐ 2-word utterances (list examples): _____

☐ ☐ 3-word utterances (list examples): _____

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Feature Match AAC Assessment

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3. Integrate the person's strengths, abilities and needs and match them to a list of features.
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Modification of the DATE Assessment, Texas AT Network

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Gather Information-Speech and Intelligibility

- ***Feature Match*** *Goal is to determine size and type of system, symbolic representation, vocabulary & output options.*
  - Intelligibility is how well the individualis able to make himself understood?
  - These measurements are often given as ratings by familiar vs. unfamiliar listeners.
  - This information is often used to determine "eligibility" or to provide "proof of need" for funding agencies.

file:///C:/Users/heath/Downloads/2320-Flipsen-Peter-2.pdf

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Speech Intelligibility

As it relates to an AAC system (Feature Match):

- Consider the needs and goal for your student.
- If the system will only be used to clarify a communication breakdown, then the features will often differ from a individualwho is using it for all expressive output.
  - Vocabulary
  - Output
  - Symbols
  - Fixed vs. Dynamic

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Speech Intelligibility

As it relates to an AAC system (Feature Match):

- Vocabulary features
  - Vocabulary may be different for a supplemental/augmentative users vs. a user that needs a system as an alternative method of communication.
  - E.g., topic setting, photo access, calendars, letter displays, news, scripts

Kidsability.ca

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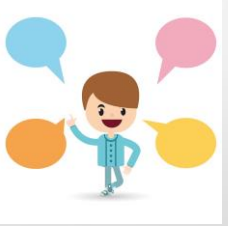
Speech Intelligibility

As it relates to an AAC system (Feature Match):

- Output features
  - Voice/no voice
  - Message window/no message window?



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Speech Intelligibility

As it relates to an AAC system (Feature Match):

- Symbolic representation
  - Use of symbols for every word or one symbol for a phrase?
  - Use of a keyboard alone.

1	A	B	C	D	YES	NO
2	E	F	G	H	?	☺
3	I	J	K	L	M	N
4	O	P	Q	R	S	T
5	U	V	W	X	Y	Z
6	7	8	9	0	⌫	SPACE

Nordness, Beukelman & Ullman (2010), Hustad & Garcia (2005).
https://tactustherapy.com/aac-slurred-speech-dysarthria/

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Speech Intelligibility

As it relates to an AAC system (Feature Match): SIZE

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Gather Information-Sensory Skills

Vision Feature Match *Goal is to determine size, type, placement of symbols & identify language input & output options.*

- Visual Acuity
- Visual Field
- Oculomotor Functioning
- Cortical visual impairment
- Light Sensitivity
- Color Perception

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Sensory/Perceptual- vision

As it relates to an AAC system (Feature Match):

- Symbols: Size, number, type, complexity, enhancements
- Symbol Fields and arrangements

(will discuss the symbols more in depth again later)

Output features

Access features

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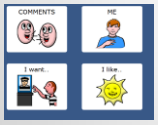
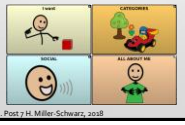
Sensory/Perceptual- vision

As it relates to an AAC system (Feature Match):

- Symbols: Size and number of symbols, space between symbols.





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Sensory/Perceptual- vision

As it relates to an AAC system (Feature Match):

- Type of symbols (e.g., object, tactile, line drawing, etc.)

Tactile connections, APH

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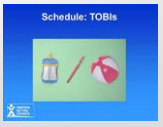
Sensory/Perceptual- vision

Tactile Symbols

If vision is compromised, but motor skills are not, consider tactile symbols.

http://www.tsbvi.edu/tactile-symbols

or True Object Based Icons (TOBIs)



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Sensory/Perceptual- vision

Symbol Enhancements

Example- PCS™ High Contrast

Project core board
https://communicationmatrix.org/Community/Posts/Content/15820

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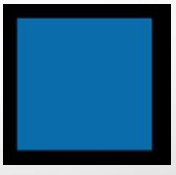
Complexity of Symbols



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Sensory/Perceptual- vision

As it relates to an AAC system (Feature Match):

- Symbol Fields and arrangements
  - Grid style
  - Word webs-aacorn
  - Visual scene display

(will discuss the symbols more in depth again later)

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Sensory/Perceptual- vision

As it relates to an AAC system (Feature Match):

- Output features: backlit screen

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Sensory/Perceptual- vision

As it relates to an AAC system (Feature Match):

- Access features: auditory preview through fishing or scanning

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Sensory/Perceptual- vision

As it relates to an AAC system (Feature Match):

- Fixed vs. Dynamic: Will the individualbe using motor planning or pragmatic branching approaches?

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Sensory/Perceptual- hearing

As it relates to an AAC system (Feature Match):

- **Hearing** Feature Match Goal is to determine sound tolerance, voice output type and volume needs, simultaneous 'activation' signaling.

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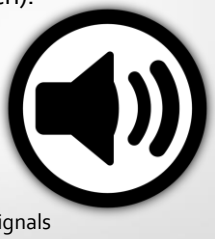
Sensory/Perceptual- hearing

As it relates to an AAC system (Feature Match):

- Output features:
  - Voice output
  - Type of voice output
  - Volume options
  - Simultaneous 'activation' signals



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Gather Information-Motor Skills

Motor Feature Match Goal is to identify optimal seating, positioning, and motor technique for using AAC system.

Work with other members of the interdisciplinary team as necessary.

- Identify appropriate positioning (seating, walking, etc.)
- Identify selection method and technique (direct, scanning, encoding)
  - What part of the body will be active (hands, head/voice, feet, arms/elbow, legs/knees, eye gaze)?

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Motor skills- fine motor abilities

As it relates to an AAC system (Feature Match):

Seating and positioning

- is critical for use of assistive technology (AT) and participation in a variety of environments. (AAC-RERC)
- effects access, fatigue, comfort, alertness, motivation and so much more.
- Impacts how a person will access their AAC system when walking vs. in adaptive equipment such as wheelchair, stander, or while resting out of equipment.

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Motor skills- Overall positioning

As it relates to an AAC system (Feature Match):

- Ambulation
- Wheelchairs
- Standers
- Other positioning devices- issues



Image from: slpzone.blogspot.com

Image from: www.childrenscolorado.org

Image from: www.medicaleshop.com

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Motor skills- fine motor abilities

As it relates to an AAC system (Feature Match):

Access Options:

- Direct Selection-
  - Directly touching the item or target desired
- Scanning-
  - Moving a highlight to a specific target
    - Linear, circular, row column, column row, group row column, etc.
    - Single switch automatic scanning, two switch step scanning, inverse scanning, etc.

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Scanning

- **Scanning-** A method of accessing in which a highlighted area moves repeatedly from one character (or group of characters) to the next. The individual activates a switch to make a selection.
- **Partner Assisted Scanning-** (PAS) or Partner Assisted Auditory Scanning (PAAS) as a training option or low tech system to support other communication system use.


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Motor skills- fine motor abilities

As it relates to an AAC system:

Selection Methods cont'd

Considerations

- Type, range, accuracy, consistency, strength, speed, etc.
- Activation site: the minimum size of the targets, possible number of targets, spacing of targets, etc., will be determined by accuracy
- Sensitivity: the amount of pressure or force needed to activate the target.
- Motor planning system vs. navigation

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Direct Selection

- Size of Targets
- Method of Direct Selection


Image from: www.sc.edu

Image from: www.orin.com

Image from: cerebralpalsy.org

Image from: www.rjcooper.com

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Gather Information-Motor Skills

- Direct Selection
  - Handheld pointers
  - Head pointers
  - Mouth sticks
  - Light pointers/Laser pointers

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Image from Ablenet Inc

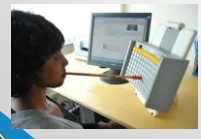

Image from Maltron

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Gather Information-Motor Skills

- Conductive Pointers for iDevices
  - Required to access capacitive screen technology- regular 'pointers' won't work!
  - Have to complete a 'circuit'
  - May need to adapt pointers!

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Gather Information-Motor Skills

- Direct Selection
  - Mouse, trackball, joystick
  - Head Mouse options
  - Eye Gaze Technology

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Fine motor skills- access options

Direct Selection options

- Device Access Settings
  - Hold/release times
  - Touch enter/touch exit
  - Activation pressure
  - Ignore repeated selections
- Cut out Gloves
- Keyguards or Touch Guides

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Fine motor skills- access options

Additional Considerations

- Questions to ask yourselves:
  - Can the method of access be used repeatedly without undue fatigue, discomfort or embarrassment?
  - What does the individual like/tolerate?
  - Can this method be used across all environments or will there need to be other options for other situations/positions?

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Gather Information- Communication Skills

- ***Feature Match Goal is to identify communication skills used to interact and engage with others.***
- When assessing current communication skills, make sure that you document the following in activities or environments that you believe would benefit from augmentative and alternative communication supports:
  - Baselines in
    - Communicative intent
    - Functions expressed
    - Frequency within a timeframe
    - Complexity of messages
- Why? So that trials later on can provide you with information on whether communication increased or not!

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Communication Skills

As it relates to an AAC system:

Vocabulary

- What should you supplement?
- What should you add?
- What should you replace?

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Communication Skills

As it relates to an AAC system:

- Ease of retrieval of messages
- Prediction/no prediction
- Navigation to get to important vocabulary

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Gather Information- Language and Literacy Skills

Language skills

Feature Match Goal is to identify language skills for communication and comprehension. Influences symbol selection.

- Vocabulary
- Grammar
- Discourse/Pragmatics
- Literacy

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Language

As it relates to an AAC system (Feature Match):

- Size of vocabulary set needed
- Types of vocabulary
  - Core language, whole messages, clarification strategies
- Symbol type and use (single, stringing, sequenced)

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Language

As it relates to an AAC system (Feature Match):

- Message storage: levels vs. message encoding
  - Encoding:
    - **Numeric codes**: 1: hi, 2: my name is Joe, 3: bye
    - **Letter codes:** (e.g., abbreviation expansion/instant messages).
      - hhy: hello how are you?/cuz: because
    - **Semantic encoding** (e.g., Unity)
- Use of morphological markers (past tense, plurals, etc.)

http://www.augcomminc.com/whatsnew/ncss.html

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Gather Information- Language Skills

Symbol Selection

- Determine how an individual can communicate with symbols & possible symbol types
  - Objects, Texture cues or symbols, True Object Based Icons (TOBI), Cut Out Photographs, Pictures, and Symbols, Photographs, Line Drawings (Color), Line Drawings (Black & White), Realistic (Color), Realistic (Black & White), Visual Scenes, Alphabet/Spelling

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Symbol Sets

- Photos
- Drawings
- Symbol Sets

Pixon Symbols

SymbolStix

PCS or BoardMaker Symbols

Unity Symbols

Widgets

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Language- symbol selection

As it relates to an AAC system (Feature Match): Considerations when choosing symbols:

- Vision
- Situation
- Individual or family preference
- Age appropriateness
- Cultural or ethnic influences
- Motor abilities
- Skill levels- literacy, processing, cognition
- Exposure

McClure & Rush, 2007

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Gather Information-Literacy

- When assessing literacy skills, note ability to use spontaneous spelling, first letter of word recognition, word recognition (sight word and word prediction/completion).
- Why? These skills can assist in language retrieval in AAC systems.

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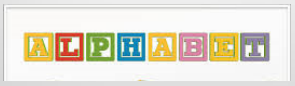
Language- symbol selection

As it relates to an AAC System (Feature Match)

- Site words representation vs symbols
- Initial letter retrieval to symbols
- Alphabetical ordered vocabulary
- Keyboard on main page vs navigate to keyboard



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Gather Information- Cognitive Skills

- Awareness
- Communicative intent
- World knowledge
- Memory
- Symbolic representation
- Metacognition

Rowland and Schweigert, 2003

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Cognition

As it relates to an AAC system (Feature Match):

Skills to assess:

- Ability to categorize
- Ability to use semantic associations for recall of language (e.g., Unity)
- Ability to use memory to recall words/motor patterns

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Gather Information - Vocabulary Features

- These strengths or needs can impact which vocabulary system a individual might use.
- Various commercially produced vocabulary sets are available for different systems.
- Using the information you have collected and analyzed in the Feature Match process, would a vocabulary set be an option to explore in a trial?

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Gather Information - Vocabulary Features

- Core Vocabulary
- Activity Specific Vocabulary
- Word-based vs. Phrase- based vs. Carrier phrases
- Sentence-based vocabulary
- Visual Scene display
- Scrolling lists

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Additional Device Features to Consider

- Output (voice output vs. paper- based)
- Access (direct access vs smart partner)
- Fixed/Dynamic
- Portability and durability
- Closed vs open system (able to get out of vocabulary to use computer or iOS features
- Funding options
- Product support & warranty

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Feature Match AAC Assessment

1. Gather information about strengths and needs as they relate to device features.
2. **Compare participation patterns and identify barriers.**
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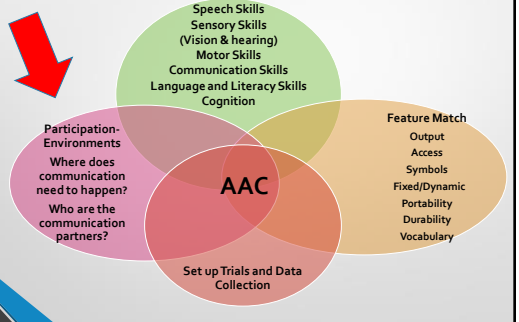
AAC Assessment- What do we know? Need to know?



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What do we know, need to know?

Participation/Environment/Partners

- The customary environments in which the person is (or can be) expected to live, learn and grow. (Joy Zabala)
- Frequently occurring activities
- Communication partners

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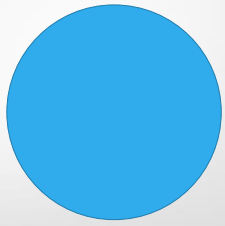
Gather information: Participation

- Look at the circles of communication and determine which methods work with which partner.
- Identify communication supports for different circles.



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Communication Barriers

- Partner Characteristics
- Vocabulary issues
- Device issues

Dr. George R Peterson-Karlan, Illinoise State University, Environmental Communication Teaching

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Gather Information About Barriers

- Partner habits and beliefs:
  - Systems not available
  - Lack of training
  - 'Don't need it' attitude
  - Won't use their own voice if they have other supports

Post, 2009

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Partner's Interaction Style

- Adults often dominate interactions
- Don't give students time to formulate messages
- Fail to respond to a student's initiation
- Anticipate student's needs, making communication unnecessary

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Partner's Instructional Style

- Use rhetorical speech
- Use fills or tags which obscure messages: "We need to get something, right?"
- Sometimes we state a message over and over again "what do you need? Tell me what you need?"

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Gather Information about Barriers

- Barriers with system
  - Limitations of vocabulary
  - Access
  - Fear of systems
  - Dependency

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Barriers: Message Issues

- We do not have the vocabulary available to participate in discussion
- Vocabulary available is not appropriate to the task (e.g., topic specific boards)

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Barriers

- Identify and discuss with your team.

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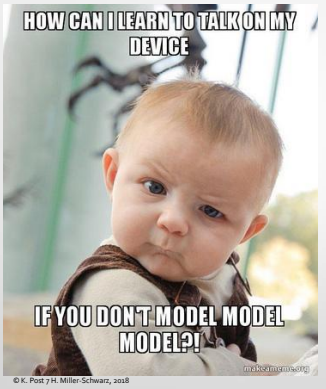

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Teach Don't Test

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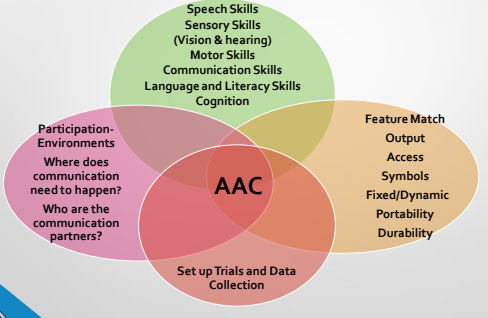
AAC Assessment- What do we know? Need to know?



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Generate a Feature List

- Next Step: Transfer what you know into a Feature Match Worksheet and begin to investigate systems to obtain for trials.

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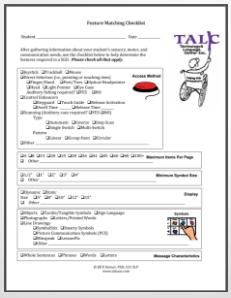
TALC Feature Matching Checklist



http://www.talcaac.com/SGD%20Features%20Checklist.pdf

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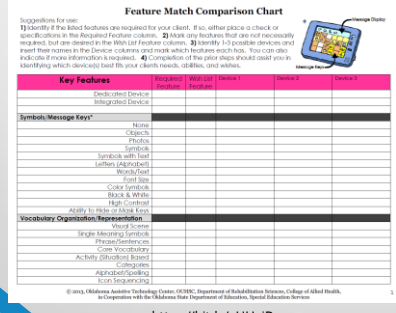
Oklahoma AT Center



Feature Match Comparison Chart

https://bit.ly/2HHcjPz

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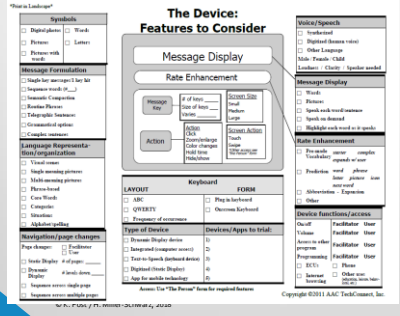
Feature Match Worksheet



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Prioritize Systems for Trial

- AAC App Comparisons Tools
  - Infinitec Coalition App Search www.myinfinitec.org
  - iPhone/iPad Apps for AAC by Jane Farrell http://www.janefarrall.com/aac-apps-lists/
  - Sorting Through Apps https://qiat.org/docs/resourcebank/Sorting_AAC_aaps_OCT302011.pdf
  - Spectronics Apps for AAC https://www.spectronics.com.au/iphoneipad-apps-for-aac

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Prioritize Systems for Trial

- Resources for Systems Comparison: Dedicated Speech Generating systems:
  - Closing the Gap Resource Directory http://www.closingthegap.com/
  - Assistive Technology Industry Association http://www.atia.org/i4a/pages/index.cfm?pageid=1
  - Assistive Technology Exhibits (ATIA, CTG, CSUN etc.)

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Keep in Mind…

What is your end goal?

Be sure to select a system for today and tomorrow.

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Develop a Trial Action Plan

A document drawn up by an AAC user's team that describes:

- Names the communication systems
- Criteria for a successful trial
- How to know when troubleshooting is required?
- Strategies that will be employed including
  - Prompting hierarchies
  - Descriptions of activities & vocabulary plan

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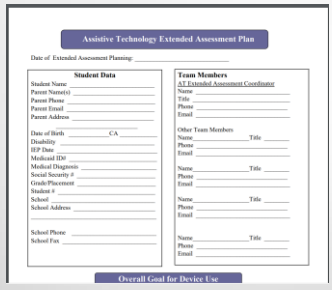
Examples


Assistive Technology Extended Assessment Plan

Date of Extended Assessment Planning: _____

Student Data

Student Name _____
Parent Name(s) _____
Parent Phone _____
Parent Email _____
Parent Address _____

Date of Birth _____ CA _____
Disability _____
IEP Date _____
Medicaid ID# _____
Medical Diagnosis _____
Social Security # _____
Grade/Placement _____
Student # _____
School _____
School Address _____

School Phone _____
School Fax _____

Team Members

AT Extended Assessment Coordinator
Name _____
Title _____
Phone _____
Email _____

Other Team Members
Name _____ Title _____
Phone _____
Email _____

Name _____ Title _____
Phone _____
Email _____

Name _____ Title _____
Phone _____
Email _____

Name _____ Title _____
Phone _____
Email _____

Overall Goal for Device Use

https://douglasesd.k12.or.us/sites/douglasesd.k12.or.us/files/File/at-resources/at-documents/assessment/at-extended-assessment-plan.pdf

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Identify Goals & Conduct Trials

- Make sure that everyone on the team is on the same page!
- Frequently discuss goals and data with your team to make sure that you are all tracking the same behavior.
- What do you hope to achieve by the end of this assessment and evaluation process?

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Begin with the End in Mind!

"… begin each day, task, or project with a clear vision of your desired direction and destination,

… then continue by flexing your proactive muscles to make things happen."

Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic*. New York: Free Press.

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Remember

- It's not about mastery
- All students deserve:
  - To be given a means to communicate
  - To communicate in their chosen method
  - And to be understood and heeded by others

No person should have this right denied because he or she has been diagnosed as having a particular disability

Walser, 2009

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Questions?

Please feel free to contact me via email

Heather Miller Schwarz, M.S., CCC-SLP
hmiller@ucpnet.org

Thank you!

*References provided in a separate handout

Original presentation (AAC Assessment- Working Together to Achieve Functional Communication) was created in partnership with Kathleen Post, M.S., CCC-SLP

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