SLTH 21212 Child Communication & AAC

Status	Optional (SLT)
No of Hours	30 hours
No of Credits	2
Learning Outcomes	- Demonstrate the need for and right to use AAC. - Explain the principles of assessment and undertake comprehensive assessments to identify individuals who could benefit from using AAC or assistive technology. - Demonstrate an appreciation of cultural and linguistic relevance with regard to the selection and use of AAC devices and assistive technology. - Display an understanding of different AAC systems and opportunities to become familiar with and use a range of these systems. - Critically evaluate the advantages and limitations that may be present in the use of AAC. - Describe the impact of AAC systems on interaction styles. - Plan and use AAC within a range of contexts. - Display a comprehensive understanding of key issues connected to the use of AAC in clinical, educational, vocational and other diverse settings. - Critically analyze service delivery issues related to improving AAC assessment and intervention techniques. Critically evaluate national, regional and international AAC practice guidelines and research evidence.
Method of Teaching and Learning	Lectures Small group activities Classroom discussions and debates Review of video footage and discussion of clinical case studies Self-directed learning activities Problem-based learning opportunities Readings on assigned topics Hands-on experience with a range of AAC systems and assistive technology Practical sessions on assessments for AAC Concurrent speech and language therapy clinical placements at schools and centres Tutorials
Module Content	Unit 1: AAC and Communication Review terminology and concepts associated with AAC Rights and realities Perceptions of AAC

Myths and misconceptions
Challenges to communication in children with cerebral palsy and other developmental disorders
Specific considerations
-Cortical Visual Impairment
-Sensory skills
-Epilepsy
-Multi-disciplinary and multi-agency assessments of children with developmental disorders

Unit 2:
Types of communication relevant to AAC
Unaided and aided communication systems
Low-tech (including Objects of Reference and Picture-exchange communication systems) and High-tech
Representations
Interacting with aided and unaided communication

Unit 3:
Principles of AAC Assessment
Theoretical and practical considerations
Assessment of language and communication
-Standardized assessments
-Informal assessment procedures
-Dynamic assessments
-Feature matching
Gaining information on cognition, vision and other sensory skills and on fine and gross motor skills
Assessment of access to AAC devices
-Direct selection
-Scanning
-Scanning with feedback
Roles and responsibilities of Speech and Language Therapists in AAC assessment
Multi-disciplinary and multi-agency AAC assessment

Unit 4:

 Devising AAC devices
Theoretical-underpinnings
Vocabulary selection
Considerations for displays
Conventions on colour-coding communication displays
Tactile and auditory symbol cues and sensory considerations
Cultural and linguistic considerations

Socio-economic and practical considerations
Access
-Direct selection
-Scanning
-Scanning with feedback
Specific considerations for children with multiple disabilities

Unit 5: Principles of AAC intervention

Principles of intervention

Theoretical-underpinnings

Cultural considerations

Positioning and sensory considerations

Challenges and facilitators to introducing AAC devices

Early intervention and AAC

Vocabulary selection

Effective Speech and Language Therapy Interventions for Children with Cerebral Palsy and other developmental disorders

-Interventions for communication and intervention

-Communication partners and communication opportunities

-Augmented input interventions (e.g. System for Augmenting Language (SAL) and Aided Language Stimulation (ALS)

AAC and accessing the curriculum

Service-delivery models

Unit 6:

Literacy & AAC
Literacy difficulties
Explanations of reading and writing difficulties in children with developmental disorders
Considerations of literacy in devising AAC systems
Perceptions on AAC use in the school context
Introducing AAC devices within the classroom
Teacher-training
AAC intervention within the school context

	AAC and vocational training
	Unit 7:
	New Directions for AAC
	Current good practice guidelines and evidence-based practice
	Local research, position papers and innovative practice
Assessment	Assignment – 100%