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Building Collaborative Teams for AAC

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Disclosures

• Financial
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• No nonfinancial
After this course, participants will be able to:

- Describe the perspectives of parents of children who use AAC regarding team collaboration
- Identify the roles and responsibilities of team members during AAC assessment and intervention
- Describe behaviors that demonstrate active listening to support collaboration

Key questions

- Why does this matter?
- What do we know about parent’s desires and experiences with collaboration?
- Who is part of the team and what are their roles?
- How do we build a collaborative relationship?
Why does this matter?

- Goal of AAC
- Trust must be earned and kept
- Limited training working with parents
- Parents bring own attitudes

Family Centered Practice

“Family-centered practice has at its primary goal, empowering families with the knowledge and skills to make the best choices for their child and for the family. In family centered practice, professionals collaborate with families in decision-making about specific goals and objectives, as well as educational/treatment approaches. Parents are respected as experts regarding their child, and professionals consider each family's unique strengths and needs, as well as its cultural and religious values.” Prizant (2008)
What do parents want?

To be Involved
- “You have to be very pro-active and very on the ball, otherwise you won’t get where you need to go.” (Goldbart & Marshall, 2004)

To be Heard
- “One of my concerns in starting out was that they would listen to my ideas...so I could tell them the kinds of things I felt Jennifer liked and didn’t like and the kinds of things that I felt would work at home and that we could manage at home.” (Parette et al., 2000)

Who is part of the team?

- Parents
- Student
- SLP
- Educators
- OT/PT
- Specialists: Vision, Hearing, AAC, AT
What are team members’ roles during AAC assessment?

Parents  | Case history  | Advocacy  | Decision making
SLP  | Speech/language evaluation  | Recommendations  | Funding
Educators  | Case history  | Identify curricular needs and adaptations
OT/PT  | Motor/positioning evaluation  | Recommendations

Tools and resources

- SETT Framework: www.joyzabala.com
- WATI: www.wati.org
- RAST: www.rastresources.com
Funding sources vary across age, disability, functions, states

Early Intervention/ Birth to 3:  
-- IFSP  
-- Medicaid  
-- Private Insurance

Service organizations  
-- Knights of Columbus

School aged (4 – 21)  
-- IEP  
-- School purchases  
-- Medicaid  
-- Private Insurance

Adult (21+)  
-- Office of Vocational Rehabilitation  
-- Medicare  
-- Private Insurance

Foundations/Disability-specific orgs  
-- Bureau of Blindness and Visual  
-- ALS Society  
-- Easter Seals  
-- Autism Cares iPad grant

Learn more about funding

- [www.ataporg.org](http://www.ataporg.org)  
- [www.usssaac.org](http://www.usssaac.org) and [www.isaac-online.org](http://www.isaac-online.org)  
- [www.asha.org](http://www.asha.org)  
- Device vendor funding departments
Funding programs look to answer YES these questions

- Is the person “eligible”?
- Is the item or service “covered”?
- Is the item or service “medically necessary”?
- Does the request meet any special eligibility or coverage rules that may apply?

What are team members’ roles during AAC intervention?

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Supporting team communication and planning

- Assigning roles and responsibilities
- Outlining action plans
- Utilizing communication log
- Surveying satisfaction

What behaviors support collaboration?

- Be a good listener
- Ask questions
- Follow through, be trustworthy
- Admit mistakes
- Strive to understand perspectives
- Be a good listener
Case example

• Zack is a 7 year old with developmental delays. He uses gestures, vocalizations, and an SGD mounted on his wheelchair. He regularly uses about 100 vocabulary items on his device to make requests and answer questions about recent events. He will occasionally initiate interactions using his device, but only about topics of high interest to him.
• His communication goals target increasing his communicative functions and conversational turn-taking across all modalities. He also has a language goal targeting increased length/complexity of symbol constructions.

Listen, communicate respect & empathy
Ask questions
Focus on the issues
Find a first step

When you think of the best SLP you’ve worked with, what was it they did that makes you think of them as the best?

“...acknowledged what I was saying and I felt like they were honest with me but they weren’t afraid to say that they hadn’t seen that, or they weren’t aware of that. But then they came up with some great strategies to try” (Thistle & McNaughton, 2012).

Be a good listener
Ask questions
Follow through, be trustworthy
Admit mistakes
Strive to understand perspectives
What strategies support collaboration?

- Develop processes and policies
- Regular communication and meetings
- Understand the roles and responsibilities, but be flexible
- Provide education and training to parents
- Seek out education and training

References

- Sample forms retrieved on September 15, 2016 from www.rastresources.com/aac-resources/