Beyond Requesting: AAC & ASD for the SLP

Date: Thursday, April 11th, 2019   Time: 2:30-4:00   Author: Rachel Madel M.A., CCC-SLP


Abstract: Children with autism spectrum disorder (ASD) frequently hit a plateau when it comes to communicating beyond single-word-requesting. Current research verifies that utilizing strong visual supports in the form of AAC can be a tremendous aid for expanding ASD children’s language skills to include more generative, spontaneous communication. Research-based strategies and findings are analyzed to guide evidence-based practice in AAC when working with children diagnosed with autism.

Purpose of the Presentation: To provide SLPs with current & emerging research regarding AAC and autism that will guide evidence-based practice to help minimally verbal ASD children expand language beyond single word requesting.

Learning Objectives:

1. Differentiate various AAC options ranging from no tech, low tech to high tech and determine the best starting place.
2. Describe the top 10 “Cardinal Rules” to AAC implementation
3. Identify potential challenges specific to ASD learners using AAC and discuss potential solutions.

Presentation Highlights:

1.) AAC Options Overview
   - AAC Myths
   - No tech, low tech, high tech
   - Target ideas for each type of system
2.) SLP Guide to Getting Started
   - Determining appropriate vocabulary to target
   - Difference between core vs fringe words
   - Abstract vs. concrete language for children with autism
3.) AAC Evaluation
   - Skills to evaluate: Access, Optimal Symbol, Field Size, Vocabulary, Navigation,
   - Assessment tools on the iPad (AAC Genie, Communication Matrix)
   - How to choose the correct device
4.) Download the 10 Cardinal Rules here
   - https://www.rachelmadel.com/cardinalrules
5.) Troubleshooting
   - Inconsistent accuracy
   - Stimming on device
   - Poor attention
   - Child not using the device

Please use the citation below when referring to this work: