

FROM REQUESTING TO SOCIAL ENGAGEMENT: AAC STRATEGIES TO EXPAND UTTERANCES

0.05 ASHA CEU and .5 Act 48 PDH

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BARBARA WEBER HAS NO RELEVANT RELATIONSHIPS TO DISCLOSE. SHE IS A MEMBER OF ASHA, PSHA AND THE BACB.

Learning Objectives:

- Describe key strategies using AAC supports to move from initial communication to personal narratives.
- Define early milestones in social communication important for teaching young beginning communicators.
- Identify strategies for incorporating caregivers into using AAC to support skill development for young beginning communicators in daily routines.



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This presentation will familiarize the audience with strategies to implement augmentative and alternative communication (AAC) in the larger context of enhancing social interaction and pragmatic skills in beginning communicators with neurodevelopmental disabilities who are minimally verbal. Young children at risk for neurodevelopmental conditions such as autism spectrum disorder, intellectual disability, and multiple (sensory) disabilities are often candidates for AAC to enhance both expressive language and internal language structures (Holyfield, Caron, & Light, 2019). Ideally, such AAC supports should be provided as early as possible during the child's developmental trajectory. Early intervention efforts have the potential to reduce severity levels of language and intellectual impairment, and are often associated with improved long-term intervention outcomes (Vismara & Rogers, 2010). The presenters will show a comprehensive intervention approach from targeting functional communication to enhancing early speech and language, while developing social interaction. The core approach is to move beyond functional communication by blending behavioral and naturalistic strategies.

Speaker's Bio: Barbara Weber works in private practice, specializing in early intervention, autism and AAC. She is a speech/language pathologist and a board certified behavior analyst. Barbara is co-author of two books about early intervention.