



Supporting AAC Users: Collaboration between school district & hospital evaluation center

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**THE INDIVIDUALS INVOLVED
IN THIS PRESENTATION DO
NOT HAVE A FINANCIAL
INVOLVEMENT IN ANY OF
THE INFORMATION SHARED.**





SCHOOL-BASED AAC EVALUATION

- Use of the SETT framework
- Account for multiple settings across the school day



SCHOOL-BASED AAC EVALUATION

- Knowledge of the student over a longer period of time
- Can facilitate team buy-in
- Easy access to school records





HOSPITAL-BASED EVALUATIONS

- Family-centered
- Availability of a vast array of technologies, loan library
- Collaboration with other AAC specialist in related disciplines (OT, ATP)



HOSPITAL-BASED EVALUATIONS

- Ease of access to medical records
- Support services: Interpreters, social work, related medical specialties, etc.





**GIVEN THAT OUR ASSESSMENTS
CAPTURE DIFFERENT ASPECTS OF
THE COMMUNICATIVE
INTERACTION...IT'S NOT SURPRISING
WHEN THE RECOMMENDATIONS
DIFFER!**



**HOW CAN WE TAKE ADVANTAGE OF
OUR STRENGTHS, TO COLLABORATE
AND GET THE BEST OUTCOMES FOR
AAC USERS AND THEIR FAMILIES?**





BARRIERS TO SUCCESS

- Lack of time and resources
- Lack of clarity of roles / ownership
- Lack of aided language input
- Lack of understanding of AAC tools

Logos for 'ISAAC 2014 Lisbon', 'Boston Children's Hospital', and 'FOCUS On Children Boston Public Schools' are present in the corners.



WORKING TOGETHER: ADMINISTRATIVE NOTES

- Coordination of paperwork (medical insurance funding of devices)
- Creating a plan for care and maintenance of AAC tools



WORKING TOGETHER: ADMINISTRATIVE NOTES

- Contingency plans
- Trial implementation planning
- Data collection plan





WORKING TOGETHER: OWNERSHIP

- Establishing primary SLP
 - Who is in charge of vocabulary development, programming?
 - What is realistic and achievable?
- IEP goal planning
- Planning for language growth



WORKING TOGETHER: TRAINING & SUPPORT

- System trainings
- Technical supports
- Ongoing implementation plans





WORKING TOGETHER: TRAINING & SUPPORT

Activity	Support	Participation	IEP goal/language targets
Morning meeting	1:1 aide	Share news	Create 3-4 word utterances Engage in reciprocal social exchange
Music class	Music teacher	Request songs / instruments Provide descriptors for music activities	"Play + fast / slow / loud / quiet" Use adjectives
Free play	Primary teacher	Choose activity Comment, direct, and engage with aided supports	Use verbs, adjectives, and nouns to comment and direct during play



WHERE DO WE GO FROM HERE?

- Develop organization systems for sharing information and coordinating collaborative efforts
- Clearly delineate TEAM roles
- Provide on-going trainings, cross-settings visits, and support material





ACP-BPS COMMUNICATION LOG

ACP-BPS Communication Log	
Student/School contact	JP
Parent identified goals/questions/concerns	Communicate about food preferences, what she did at school, and to use more age-appropriate language
Summary of evaluation recommendations	Change user file to increase grid size from 15 to 24
Possible barriers	Teacher resistance/knowledge, SLP changeover
Trainings required	1x/semester trainings on device use and implementation
Follow up plan	Teacher data collection sheets reviewed at consults



ACP-BPS COMMUNICATION LOG

ACP-BPS Communication Log	
Student/School contact	CW
Parent identified goals/questions/concerns	Mom understands speech at home, interested in supports for school
Summary of evaluation recommendations	High-tech eye gaze device
Possible barriers	Child resisted device in school/home setting, implementation of an eye gaze device in the classroom, expectations for conversation were low enough that he did not require AAC
Trainings required	Shift device focus to curriculum adaptation
Follow up plan	Monitor CW's buy-in to use of the device and continue to support access to the curriculum





ACP-BPS COMMUNICATION LOG

ACP-BPS Communication Log	
Student/School contact	ZS
Parent identified goals/ questions/ concerns	Improve communication
Summary of evaluation recommendations	Initial recommendation- picture communication book; Parent expressed interest in iPad following initial eval
Possible barriers	Differences in ZS communication in different settings
Trainings required	n/a
Follow up plan	n/a



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