

AAC & Read With Me

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Background

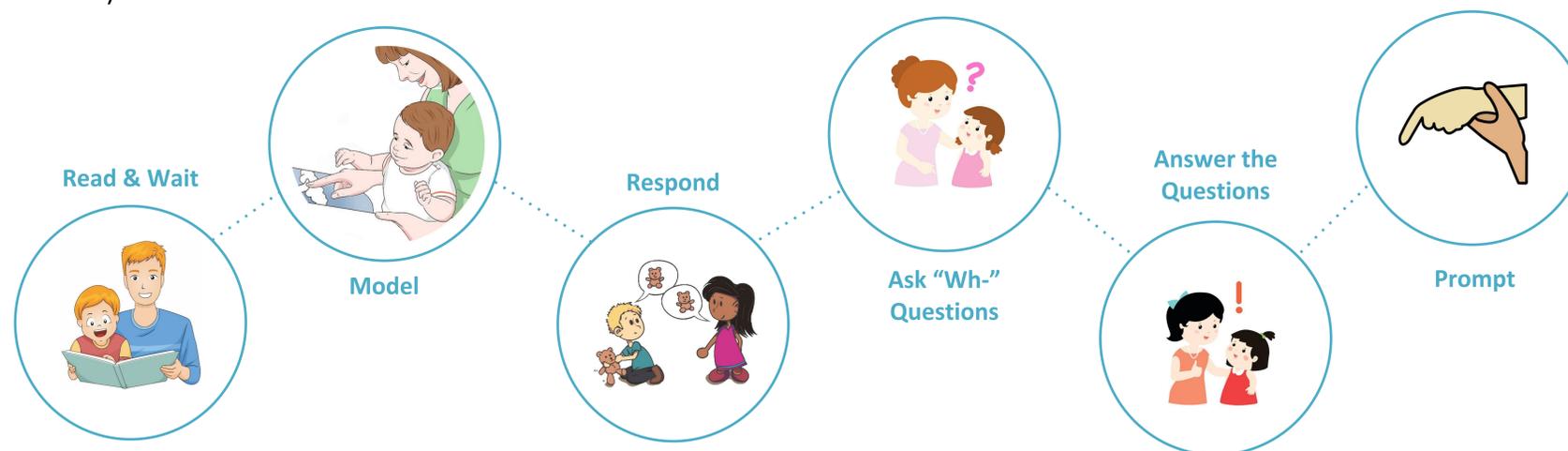
In Alberta, many families that would likely benefit from high-tech augmentative and alternative communication (AAC) devices are often placed on long waitlists for assessment. This is also the case for families living in remote areas where services and resources are limited. This is a concern, as research shows that early language intervention can lead to improvements compared to children who do not have intervention (Reeves et al., 2018). We also know that parent-led interventions can be effective (Te Kaat-van den Os, et al., 2017) and that use of a new AAC device is greatly aided by communication partners engaging and taking turns with it (Kent-Walsh, Binger, & Hasham, 2010).



Material Development: Parent Modules

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- A six-module course on eClass to educate parents in the creation and use of low-tech communication boards
- The communication board skills are taught using shared book reading to encourage emerging or developing language skills
- The modules teach a hierarchy of steps parents can use to encourage children to use their communication board
- The modules have been developed following the **Read, Ask, Answer, Prompt (RAAP) hierarchy** (Kent-Walsh, Binger, & Malani, 2010)

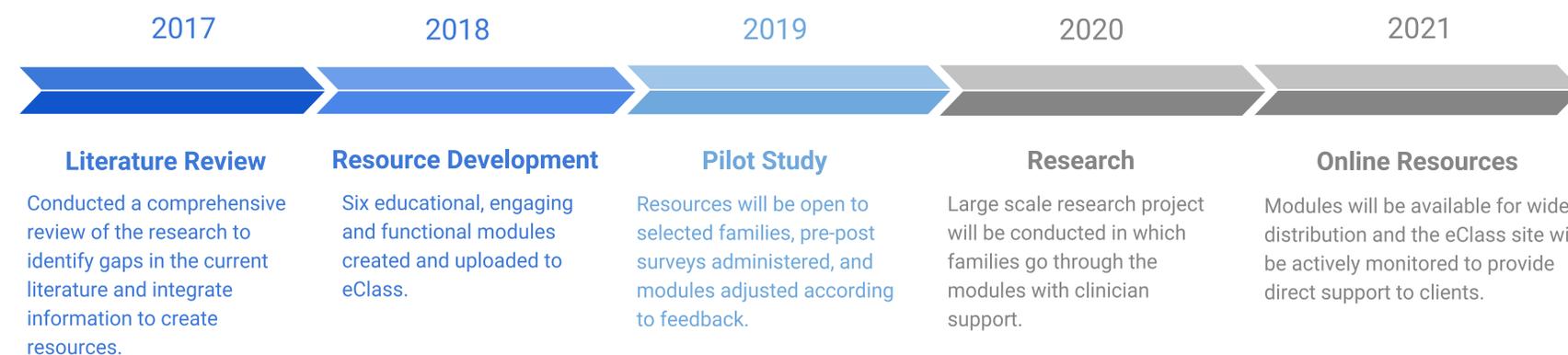


Purpose

The purpose of this project was to create an accessible online resource for families, with the following goals:

1. Teach families how to create a low-tech AAC board that is simple to assemble
2. Educate parents how to use the AAC board during shared book reading
3. Provide parents with strategies to encourage their child to use the AAC board in order to develop and expand communication skills

Timeline and Next Steps



References:

- Kent-Walsh, J., Binger, C., & Hasham, Z. (2010). Effects of parent instruction on the symbolic communication of children using augmentative and alternative communication during storybook reading. *American Journal of Speech-Language Pathology, 19*(2), 97-107.
- Kent-Walsh, J., Binger, C., & Malani, M. (2010). Teaching partners to support the communication skills of young children who use AAC: Lessons from the ImPAACT Program. *Early Childhood Services, 4*(3), 155-170.
- Reeves, L., Hartshorne, M., Black, R., Atkinson, J., Baxter, A., & Pring, T. (2018). Early talk boost: A targeted intervention for three year old children with delayed language development. *Child Language Teaching & Therapy, 34*(1), 53-62.
- Te Kaat-van den Os, D. A., Jongmans, M. J., Volman, M. M., & Luteslager, P. M. (2017). Parent-implemented language interventions for children with a developmental delay: A systematic review. *Journal of Policy & Practice in Intellectual Disabilities, 14*(2), 129-137.



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