

# **The Efficacy of Augmentative and Alternative Communication**

*Toward Evidence-Based Practice*



**Ralf W. Schlosser**

# Efficacy Of Augmentative And Alternative Communication Toward Evidence Based Practice

**Gozdziewski**



## **Efficacy Of Augmentative And Alternative Communication Toward Evidence Based Practice:**

**The Efficacy of Augmentative and Alternative Communication** Ralf W. Schlosser, 2023-02-06 This book provides readers with essential tools for appraising evidence and outlining steps for planning and implementing better efficacy research. It aims to help researchers and practitioners develop the necessary skills for moving the augmentative and alternative communication field toward evidence based practice. *The Efficacy of Augmentative and Alternative Communication Toward Evidence Based Practice* is a crucial addition to anyone's bookshelf who is involved in the AAC enterprise including speech language pathologists, special educators, physical therapists, occupational therapists, students in professional programs, individuals using AAC, their families, and applied researchers. It provides solutions to avoid common pitfalls of prominent research designs for evaluating efficacy and discusses how to formulate research questions and deal with issues of participant selection. It suggests how to plan and evaluate the integrity and social validity of interventions.

*Embedding Evidence-Based Practice in Speech and Language Therapy* Hazel Roddam, Jemma Skeat, 2010-04-05 Like all health professionals, speech and language therapists (SLTs) need to keep themselves up to date with the research evidence base that is relevant to their field of practice and be able to show how this contributes to their clinical decision making. However, it is not always clear to practitioners how evidence based practice (EBP) can be properly embedded in their day to day activities. In this valuable book, Hazel Roddam and Jemma Skeat present a wealth of instructive examples by SLT contributors from around the world showing how clinicians, educators, and researchers have risen to the EBP challenge. Embedding evidence based practice in speech and language therapy showcases the creative ways that SLTs are developing knowledge and skills for EBP, creating contexts that support the use of evidence in practice and working towards making evidence easily accessible and usable. It includes real life examples of how SLTs have encountered a clinical problem or situation and have accessed and used the evidence within their day to day practice. The contributors come from a wide range of work settings, from services situated within large organizations to those in independent practice, and represent a range of clinical areas, from paediatric to adult, and across speech language voice fluency, Augmentative and Alternative Communication, AAC, and dysphagia. This book is written for an audience of clinical practitioners at any stage of their career and is additionally a valuable resource for SLT students and lecturers.

[Augmentative and Alternative Communication for Adults with Aphasia: Science and Clinical Practice](#) Rajinder Koul, 2012-11-02 *Augmentative and Alternative Communication for Adults with Aphasia* is a text written for practising clinicians, undergraduate and graduate students, assistive technologists, and other stakeholders who are interested in learning more about the communication needs and options for people with aphasia. Although there are several book chapters dedicated to aphasia in currently available textbooks in augmentative and alternative communication (AAC), this is the first book dedicated entirely to AAC and aphasia. The book aims to provide an overview of aphasia and various treatment approaches. Provide a comprehensive review of AAC intervention approaches for

persons with aphasia Evaluate the efficacy of AAC intervention approaches that use technology such as speech generating devices and non technological AAC approaches as part of a treatment package Examine the ways in which techniques and strategies can be applied to persons with aphasia Better understand how both direct stakeholders i e persons with aphasia as well as indirect stakeholders e g close and extended family members friends paid caregivers feel about the effectiveness of AAC intervention in persons with aphasia

**Assistive Technology: Principles and Applications for Communication Disorders and Special Education**

Oliver Wendt, 2012-11-02 This book provides readers with vast knowledge of practical applications theoretical models services and evidence based solutions in the areas of assistive technology AT and augmentative and alternative communication AAC It aims to equip practicing clinicians educators and students with the necessary background to use AT and AAC with their clients This book also sheds light on the many different roles and functions of AT and AAC for a large variety of clinical populations and suggests solutions the reader can implement immediately Although a particular focus is set on communication disorders described applications and resources also apply to individuals with developmental disabilities and sensory impairments In addition to outlining most recent low and high technology this book makes a particularly strong effort to teach general principles and guidelines for successful AT and AAC interventions regardless of what particular technology is used This resource is a crucial addition to the bookshelf of any professional dealing with AT and or AAC including speech language pathologists special educators occupational therapists physical therapists early intervention specialists students in professional programs users of AT or AAC their families and applied researchers This is a must read for novices and seasoned professional alike

**Computer Synthesized Speech Technologies: Tools for Aiding Impairment**

Mullennix, John, Stern, Steven, 2010-01-31 This book provides practitioners and researchers with information that will allow them to better assist the speech disabled who wish to utilize computer synthesized speech CSS technology Provided by publisher

Teaching and Behavior Support for Children and Adults with Autism Spectrum Disorder

James K. Luiselli, 2011-03-22 The number of children diagnosed with autism has increased dramatically in the last decade and a growing number of behavior analysts psychologists educators and speech pathologists to name a few are just starting to regularly treat individuals with autism Children and adults with autism spectrum disorder ASD require specialized instruction and behavior support to teach them critical skills and establish a meaningful quality of life However these objectives can only be achieved if professional and paraprofessional service providers have access to the most effective evidence based and empirically supported methods for teaching children with autism Similarly practitioners must know about effective intervention methods that can be implemented to reduce and eliminate problem behaviors frequently displayed by people who have ASD This guide is an indispensable asset appropriate for any behavioral specialist on all aspects of this increasingly prevalent disorder Teaching and Behavior Support for Children and Adults with Autism Spectrum Disorder brings together contributed chapters on assessment instruction and behavioral intervention procedures

unique to the autism population Each chapter covers a single topic according to a uniform format which will ease comprehension and facilitate procedural adaptation in real world settings such as school home and the community Usable advice and methods for teaching difficult skills such as self care verbal language and communication are provided Authored by recognized experts the concise and readable chapters also feature forms illustrations summary tables and resource lists to further guide practitioners in selecting best practice methods Taking into account specific settings different age groups and practitioner experience this book will serve as a resource for educators psychologists and behavior specialists in the field of autism education and treatment and as an educational tool for those enrolled in university classes training to become practitioners

*Cleft Palate Speech* Sara Howard,Anette Lohmander,2011-08-17 The focus of this book is on speech production and speech processing associated with cleft palate covering phonetic perceptual and instrumental phonological and psycholinguistic perspectives and including coverage of implications for literacy and education as well as cross linguistic differences It draws together a group of international experts in the fields of cleft lip and palate and speech science to provide an up to date and in depth account of the nature of speech production and the processes and current evidence base of assessment and intervention for speech associated with cleft palate The consequences of speech disorders associated with cleft on intelligibility and communicative participation are also covered This book will provide a solid theoretical foundation and a valuable clinical resource for students of speech language pathology for practising speech language pathologists and for others interested in speech production in cleft palate including researchers and members of multi disciplinary cleft teams who wish to know more about the nature of speech difficulties associated with a cleft palate

**The Handbook of Intellectual Disability and Clinical Psychology Practice** Alan Carr,Christine Linehan,Gary O'Reilly,Patricia Noonan Walsh,John McEvoy,2016-04-12 The Handbook of Intellectual Disability and Clinical Psychology Practice will equip clinical psychologists in training with the skills necessary to complete a clinical placement in the field of intellectual disability Building on the success of the previous edition this handbook has been extensively revised Throughout the text references and website addresses and have been updated to reflect important developments since the publication the first edition Recent research findings on the epidemiology aetiology course outcome assessment and treatment of all psychological problems considered in the book have been incorporated into the text Account has been taken of changes in the diagnosis and classification of intellectual disability and psychological problems reflected in the AAIDD 11 and the DSM 5 New chapters on the assessment of adaptive behaviour and support needs person centred active support and the assessment of dementia in people with intellectual disability have been added The book is divided into eight sections Section 1 Covers general conceptual frameworks for practice diagnosis classification epidemiology and lifespan development Section 2 Focuses on assessment of intelligence adaptive behaviour support needs quality of life and the processes of interviewing and report writing Section 3 Covers intervention frameworks specifically active support applied behavioural analysis and

cognitive behaviour therapy Section 4 Deals with supporting families of children with intellectual disability genetic syndromes and autism spectrum disorders Section 5 Covers issues associated with intellectual disability first evident or prevalent in middle childhood Section 6 Deals with adolescent concerns including life skills training relationships and sexuality Section 7 Focuses on residential vocational and family related challenges of adulthood and aging Section 8 Deals with professional issues and risk assessment Chapters cover theoretical and empirical issues on the one hand and practice issues on the other They close with summaries and suggestions for further reading for practitioners and families containing a member with an intellectual disability Where appropriate in many chapters practice exercises to aid skills development have been included The second edition of the Handbook of Intellectual Disability and Clinical Psychology Practice is one of a set of three volumes which cover the lion s share of the curriculum for clinical psychologists in training in the UK and Ireland The other two volumes are the Handbook of Child and Adolescent Clinical Psychology Third Edition by Alan Carr and the Handbook of Adult Clinical Psychology Practice Second Edition edited by Alan Carr Muireann McNulty

**Effective Practices for Children with Autism** James K. Luiselli, 2008-03-13 Children who have autism require comprehensive educational and treatment services There are a myriad of approaches currently recommended to practitioners and parents but little is known about their efficacy Which are the most effective in teaching skills overcoming behavior challenges and improving quality of life Methods must be based in research settings but be easily extended to real world settings where children with autism live go to school socialize and recreate Identifying and validating effective practices is a complex and multi faceted process but an essential one for responsible research and practice This book brings together multiple and contemporary perspectives on intervention effectiveness for autism education and behavior support With contributors from a variety of disciplines and orientations Effective Practices for Children with Autism presents a critical appraisal of current practice standards emphasizing empirically supported procedures and research to practice applications By bringing together a diverse group of authors the editors have ensured that the vast field of information on interventions for children with autism is thoroughly examined and that no topic has gone untouched Written for practitioners research scientists and clinicians the book is an essential framework for evaluating educational and treatment procedures selecting those that are most effective and evaluating outcomes

**Finnie's Handling the Young Child with Cerebral Palsy at Home E-Book** Eva Bower, 2008-10-30 The 4th edition of Finnie s Handling the Young Child with Cerebral Palsy at Home has been updated to reflect the current practices of today It aims to help parents assist their child with cerebral palsy CP towards achieving the most comfortable independence in all activities It is hoped to show how by using typical parenting skills which involve guiding and exposing a child to develop through challenging experiences the child with CP will also develop The book is also intended to help professionals and other carers new to this field understand support and encourage young children with CP and their families Over the years since the first edition of this book was written ideas on appropriate therapies have changed

and developed Similarly opinion on early intervention has changed and the method of delivery of service has in some places moved from centralisation to home based or community provision The emphasis of this new edition however remains on a holistic approach to the child s needs seeing the difficulties in relation to the overall development of the child as a unique person from childhood to adulthood Assessment procedures and prediction of future abilities Management of problems including medication if appropriate such as epilepsy constipation eneurisis nourishment difficulty with sleeping crying temper tantrums sensory deficits and deformity Stimulation fitness problem solving compensatory strategies and ease of management New chapters include Neuroimaging Epilepsy Emotional health Orthotics Spasticity management and Complementary and alternative medicine Over 460 revised illustrations showing different pieces of equipment which may be helpful and ways of holding and moving a child with cerebral palsy Chapters on Sleeping Feeding Lifting and Carrying Toileting Communication and Fine motor movement have been completely re written by a professional specialising in the particular field

### **Recent Advances in Assistive Technologies to Support Children with Developmental Disorders**

Silton, Nava R.,2015-05-31 The greatest advantage of modern technology is its ability to improve the lives of all In particular new technologies have the potential to greatly mitigate cognitive motor and social impairments stemming from genetic or environmental factors Recent Advances in Assistive Technologies to Support Children with Developmental Disorders raises awareness of disabled children and what can be done to help them grow and develop alongside their peers Bringing together personal experiences with academic investigation this book is an essential reference for doctors pediatricians pre and primary school educators and scientists working to enhance the impact assistive technologies have on the youngest members of society

Dysphagia and Nutrition Antonio Amitrano,2024-12-31 The book offers a comprehensive overview of deglutition disorders and of dysphagia treatment presenting a review of the main instruments for evaluating and treating dysphagia Swallowing difficulties are a growing concern in the general population particularly in older patients Deglutology an emerging discipline that studies the physiopathological diagnostic and rehabilitative aspects of swallowing is rapidly expanding in response to the increasing demand for clinical and rehabilitative interventions in this field This book provides an updated presentation of the available diagnostic tools and rehabilitative treatments for dysphagia offering a broad overview of the meanings that eating and meals hold in individual life Based on the close relationship between food and quality of life the concept of palliative nutrition is introduced aiming to ensure the pleasure of eating and along with it attention to the non nutritional aspects that food provides to individuals This book will be of interest to professionals and academics specializing in deglutology dysphagia treatment and related disciplines i e speech language pathologists physicians nurses researchers and other healthcare professionals who are involved in the assessment and treatment of swallowing disorders The translation was done with the help of artificial intelligence A subsequent human revision was done primarily in terms of content

*Working with AAC* Helen Robinson,2025-08-13 This book demystifies the world of

Augmentative and Alternative Communication AAC in speech and language therapy explaining key terminology and guiding clinicians through the research underpinning successful clinical practice Spanning a range of clinical groups and all ages it introduces a holistic framework to support clinicians along the journey from assessment to implementation Key features include Current research and evidence based practice broken down into accessible chunks Clear easy to read explanations of the components of AAC systems and their importance An insight into the challenges faced when supporting AAC users and solutions to overcome these The voices of aided communicators woven throughout re telling their experiences and how clinicians can best support them to use AAC Photocopiable clinical resources including assessment checklists and advice sheets for families and people who use AAC Rooted in lived experience this book suggests practical solutions for supporting a person to have a positive experience of being an aided communicator It is an invaluable resource for experienced clinicians speech and language therapists and allied professionals as well as those new to the world of AAC both now and in years to come

**Special and Gifted Education: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources, 2016-04-25 Diverse learners with exceptional needs require a specialized curriculum that will help them to develop socially and intellectually in a way that traditional pedagogical practice is unable to fulfill As educational technologies and theoretical approaches to learning continue to advance so do the opportunities for exceptional children Special and Gifted Education Concepts Methodologies Tools and Applications is an exhaustive compilation of emerging research theoretical concepts and real world examples of the ways in which the education of special needs and exceptional children is evolving Emphasizing pedagogical innovation and new ways of looking at contemporary educational practice this multi volume reference work is ideal for inclusion in academic libraries for use by pre service and in service teachers graduate level students researchers and educational software designers and developers

Goal Writing for the Speech-Language Pathologist and Special Educator Gozdziwski, 2018-01-12 Geared for undergraduate and graduate students Goal Writing for the Speech Language Pathologist and Special Educator details different types of goals essential elements of goals how to establish goals from information garnered from evaluations and how to write continuing goals for the field of Speech Language Pathology and Communication Sciences It is written for students in a Clinical Methods Clinical Practicum course who are about to begin their clinical experience in SLP Real world exercises are provided throughout in order to provide realistic examples of what students may encounter in speech and hearing clinics hospitals and schools Goal writing is practiced by SLPs on a daily basis and understanding how to turn diagnostic information into therapy is a difficult yet crucial task This important subject is not covered in depth in other clinical methods titles yet is a skill all students and clinicians must master

**Literacy and Augmentative and Alternative Communication** Martine Smith, 2021-11-15 The new demands of this computer and technology age have focused international attention on literacy levels on literacy development and literacy disorders Governments have launched programs to reduce literacy difficulties and support



functional literacy for all In this context the needs of individuals with severe speech and physical impairments may seem relatively small and even unimportant However for this group of individuals in particular unlocking the literacy code opens up tremendous opportunities minimizing the disabling effects of their underlying speech and motor impairments and supporting participation in society Ironically however for a group for whom literacy is such an important achievement current studies suggest that achieving functional literacy skills is particularly challenging In order to read individuals with severe speech impairments must access a set of written symbols and decode them to abstract meaning just as anyone else must do They must convert underlying messages into an alternative external symbol format in order to write In order to become expert in both of these activities they must learn at least a certain core of knowledge about how the symbols and messages relate to each other Just as there are many ways to skin a chicken there are many possible ways to achieve mastery of reading and writing Although the essence of the task may remain the same for individuals with congenital speech impairments they may process the task or develop task mastery in ways that are quite different from speaking children who have no additional physical impairments Literacy and Augmentative and Alternative Communication focuses on individuals with combined physical and communication impairments who rely at least some of the time on aided communication It investigates the range of research and application issues relating to AAC and literacy primarily reading and writing skills from the emergent literacy stage up through adulthood use of reading for various vocational and leisure purposes It provides a balanced view of both the whole language as well as the more analytic approaches to reading instruction necessary for the development of reading skills

**Neurological Rehabilitation** Pam Enderby, 2013-01-10 Dysarthria is a motor speech disorder which can be classified according to the underlying neuropathology and is associated with disturbances of respiration laryngeal function airflow direction and articulation resulting in difficulties of speech quality and intelligibility There are six major types of dysarthria flaccid dysarthria associated with lower motor neuron impairment spastic dysarthria associated with damaged upper motor neurons linked to the motor areas of the cerebral cortex ataxic dysarthria primarily caused by cerebellar dysfunction and hyperkinetic dysarthria and hypokinetic dysarthria which are related to a disorder of the extrapyramidal system The sixth is generally termed a mixed dysarthria and is associated with damage in more than one area resulting in speech characteristics of at least two groups The features of the speech disturbance of these six major types of dysarthria are distinctive and can assist with diagnosis Dysarthria is a frequent symptom of many neurological conditions and is commonly associated with progressive neurological disease It has a profound effect upon the patient and their families as communication is integrally related with expressing personality and social relationships Speech and language therapy can be used to encourage the person to use the speech that is already available to them more effectively can increase the range and consistency of sound production can teach strategies for improving intelligibility and communicative effectiveness can guide the individual to use methods that are less tiring and more successful and can introduce the appropriate Augmentative

and Alternative Communication approaches as and when required      *Working with Parents of a Newly Diagnosed Child with an Autism Spectrum Disorder* Deb Keen, Sylvia Rodger, 2012 This book sets out the type of support that is most beneficial to families following an ASD diagnosis and equips professionals with the information and tools they need to provide that support It is an essential resource for any professional involved in supporting families at the time of or immediately following an ASD diagnosis      **Augmentative and Alternative Communication: Engagement and Participation** Erna Alant, 2016-12-30

Augmentative and Alternative Communication Engagement and Participation reexamines the basic components of human communication based on the development of meaning between two people and provides a new theoretical framework for integrating the use of Augmentative and Alternative Communication AAC strategies into interpersonal interactions As such it is an indispensable resource for speech language pathologists special education practitioners and researchers in AAC as well as for instructors and graduate students in the fields of speech and hearing sciences and special education The book employs a creative synthesis of engagement personal involvement and participation exchanges to describe meaning making and social closeness between partners This process allows for the acknowledgment of different levels of shared meaning and outlines a novel approach to assessment and intervention The book also describes the importance of integrating relational interaction oriented as well as instrumental goal oriented communication functions as essential in maintaining on going relationships Most resources in AAC tend to emphasize strategies for enhancing participation rather than strategies associated with the development of engagement being with to enhance communication between communication partners In contrast this text uses interactions between users of AAC and their communication partners as a basis to explore the creative synthesis between engagement and participation to provide clinical guidelines for assessment and intervention in both interpersonal and classroom contexts Key features A novel theoretical approach focused on engagement and participation as core components in AAC intervention Emphasis on empathic listening skills of both communication partner and user of AAC strategies to facilitate engagement emotional resonance between them Guidance for teachers on the benefits of a meaning based approach to communication in the classroom Application of empathic listening strategies to people with dementia to address an increasing need for care of patients with Alzheimer disease by caregivers and family members Integration of social media and face to face interactions as central to developing relationships in AAC interactions      **Human-Computer**

**Interaction: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources, 2015-10-02 As modern technologies continue to develop and evolve the ability of users to interface with new systems becomes a paramount concern Research into new ways for humans to make use of advanced computers and other such technologies is necessary to fully realize the potential of 21st century tools Human Computer Interaction Concepts Methodologies Tools and Applications gathers research on user interfaces for advanced technologies and how these interfaces can facilitate new developments in the fields of robotics assistive technologies and computational intelligence This

four volume reference contains cutting edge research for computer scientists faculty and students of robotics digital science and networked communications and clinicians invested in assistive technologies This seminal reference work includes chapters on topics pertaining to system usability interactive design mobile interfaces virtual worlds and more

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