ECHO AUTISM COMMUNITIES

Early Intervention

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Project ECHO

Speech Generating Devices

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ECHO Autism: Early Intervention Continuing Education

Successful Completion

- Successful completion of this activity, which includes participating in the educational offering, participating in the evaluation process, and completing the verification of attendance, enables the learner to satisfy the requirements for continuing education.

Continuing Medical Education (CME)

- *The University of Missouri - Columba School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.*

- The University of Missouri - Columba School of Medicine designates this **live** educational activity for a maximum of ***1.5** AMA PRA Category 1 Credit(s)™*. Physicians should only claim the credit commensurate with the extent of their participation in the activity.

American Speech-Language-Hearing Association (ASHA)

- The Missouri Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology.

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ECHO Autism: Early Intervention Speaker Disclosure

LPC, Social Work, Psychology, 50-minute hour CEs

The University of Missouri Continuing Education for Health Professions (CEHP) is part of an accredited university in the state of Missouri. As such, this program meets the requirements for Licensed Professional Counselors, Psychologists, and Social Workers with Missouri licenses. CEHP attests that this program contains **1.5** clock hours of instructional time. Licensed professionals measuring CE credit based on a 50-minute hour may claim up to **1.8** Contact Hours for full attendance at this program.

Relevant Financial Relationship Disclosures

Current ACCME (Accreditation Council for Continuing Medical Education) rules state that participants in CE activities should be made aware of any relevant affiliation or financial interest in the previous 24 months that may affect the planning of an educational activity or a speaker's presentation(s). Each planning committee member and speaker has been requested to complete a financial relationship reporting form for the **ECHO Autism: Early Intervention Series**

Kristin Sohl, MD,FAAP receives support:

- **Cognoa Behavior Health – research support**
- **Quadrant Biosciences – medical science collaborator**

All relevant financial relationships for the presenter(s) have been mitigated.

No other speaker or planning committee member has a relevant financial interest

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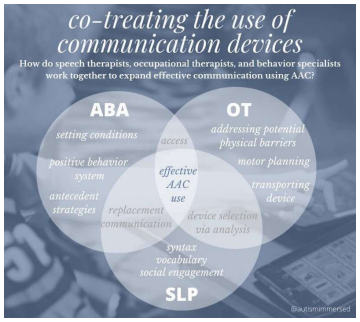
Collaboration = Success ABA, OT, SLP

Goal for all therapies is to work with the families: typically, families are working toward Independence and Employability



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Goal of Augmentative and Alternative Communication (AAC)

- Success in life = related to the ability to communicate
- Need to determine the most effective interactive communication possible
- **Unaided** = gestures, body language, facial expressions, sign vocabulary
- **Aided** = tool or device
  - Basic Aided = pen and paper or pointing to letters/words on a board
  - High Tech = speech generating devices (SGD)

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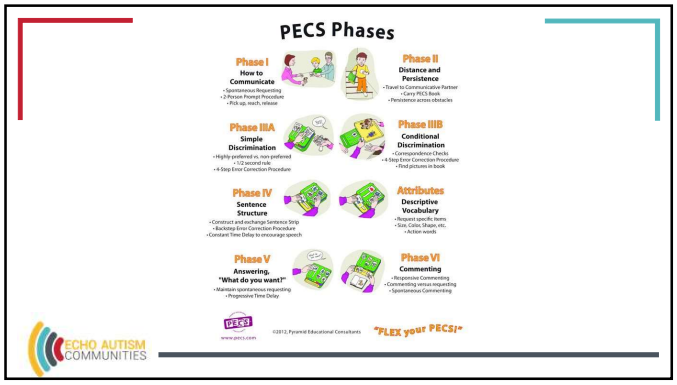

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AAC

- Uses a variety of techniques and tools
- Augmentative = used to supplement existing speech
- Alternative = used in place of speech that is absent or not functional
- AAC may be temporary or permanent

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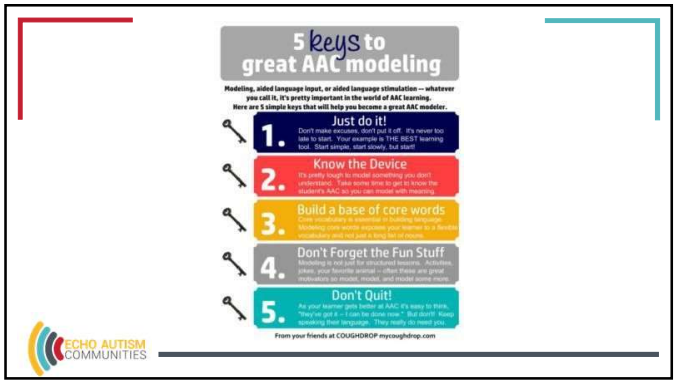

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Transitioning from AAC/PECS to SGD

- Vocabulary has increased to the point where communication books are bulky/unmanageable
- Choose device that is lightweight, portable, and user friendly
- Consider client's receptive language skills
- Start by teaching the client to request, moving systematically through social routines, personal questions, informing, reporting, etc.
- Incorporate multiple trainings and check-ins for ALL adults who communicate with client on a daily basis (i.e., teachers, parents, siblings, etc.)
- Encourage use of SGD across ALL environments (not just for therapy sessions)
- Get consult from BCBA for setting conditions, positive behavior systems, etc.
- Get consult from OT for how to position device, mount to wheelchair, etc.
- Provide modeling and time for client to explore device

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Speech Generating Devices (SGD)

- Use a voice that is appropriate to user's age, gender, race, and user preference.
- Symbols are not universal across cultures. It is important to find symbols that are relevant to the individual and his or her community.
- Symbol selection is also based on the person's ability to access, recognize, and learn that symbol's meaning.
- Work with an SLP or OT who has expertise in programing SGD

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Research Findings with AAC and SGD

- The use of AAC does not affect motivation to use natural speech and can, in fact, help improve natural speech when therapy focuses simultaneously on natural speech development and use of AAC in a multimodal approach (Millar, Light, & Schlosser, 2006; Sedey, Rosin, & Miller, 1991).
- Intervention for minimally verbal school-age children with ASD that included use of an SGD increased spontaneous output and use of novel utterances compared with the same interventions that did not include use of an SGD (Kasari et al., 2014).
- AAC can help decrease the frequency of challenging behaviors that may arise from frustration or communication breakdowns (Carr & Durand, 1985; Drager, Light, & McNaughton, 2010; Mirenda, 1997; Robinson & Owens, 1995).

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Resources/References

ASHA

- www.asha.org
- https://www.asha.org/practice-portal/professional-issues/augmentative-and-alternative-communication/#collapse_1

PECS

www.pecsusa.com

Free Training Modules (POWER:AAC by Gail Van Tatenhove, CCC-SLP)

https://www.pattan.net/assistive-technology/at-for-communication/power-aac/

Missouri Assistive Technology

https://at.mo.gov/

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