Enhancing AAC for Adults

INTRODUCTION

People with severe communication disorders often benefit from the use of augmentative and alternative communication (AAC). As technology has advanced and people have become more comfortable using a wide variety of programs, patient expectations about how AAC systems look and feel have also increased. In addition, programs and tools that are used daily, such as Facebook and Twitter, provide alternative communication options for people who have difficulty with face-to-face interactions. This journal self-study explores preferences about topics and types of visual supports as well as information about how people who use AAC can expand their communication using social media. Clinicians working with adults who use AAC can apply this information to improve decisions about methods and types of communication supports and maximize patient success.

LEARNING OUTCOMES
You will be able to:

- discuss the benefits and drawbacks of different types of visual supports used in AAC systems
- explain why traditional AAC vocabulary selection techniques may not meet the needs of adult AAC users
- describe the topics that adult AAC users prefer to be able to discuss
- explain AAC use in people with ALS and how social media use may benefit them

CONTENTS

Supporting Narrative Retells for People With Aphasia Using Augmentative and Alternative Communication: Photographs or Line Drawings? Text or No Text? by Julie Griffith, Aimee Dietz, and Kristy Weissling ..................................................CE-1


“My World Has Expanded Even Though I’m Stuck at Home”: Experiences of Individuals With Amyotrophic Lateral Sclerosis Who Use Augmentative and Alternative Communication and Social Media, by Jessica Caron and Janice Light..................................................................................................................CE-22
PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in American Journal of Speech-Language Pathology
Original start date: January 26, 2017
Peer reviewed: June 30, 2017
End date: June 30, 2020

To earn continuing education credit, you must complete the test with a passing score on or before June 30, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.3 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006