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A Communication "Tools" Model for AAC Intervention: Case Illustrations for Two Early Communicators by Cynthia J. Cress, Stephanie Bone, and Amber Jara

Looking Back to Move Forward: 25 Years of Thinking About AAC and Language by Carole Zangari

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The Communication Play Protocol: Capturing Variations in Language Development: Twenty-Five Years of AAC: It's Still About Language! by Lauren B. Adamson and Roger Bakeman

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
INTRODUCTION

In these articles, authors look at the topic of language development and intervention with people who use augmentative and alternative communication (AAC). Carole Zangari discusses, "Looking Back to Move Forward: 25 Years of Thinking About AAC and Language." The other articles invite you to think about practices and issues that are topics of contemporary “language and AAC” conversations (e.g., outcomes-based assessment and intervention, protocols for intervention, core vocabulary, and language sample collection and analysis). These articles discuss effective language assessment and intervention with people who use AAC.

LEARNING OUTCOMES
You will be able to:
- explain how SALT software can measure language samples of children who use SGDs
- define core vocabulary and its applicability in the field of AAC in individuals with intellectual or multiple disabilities
- apply the communication tools model to children with complex communication needs using different AAC strategies
- identify at least two challenges to developing a unified theory of language development in AAC
- explain the importance of using ongoing assessment and parent engagement to inform the development of treatment outcomes and progress measurement for individuals using AAC systems
- describe how the Communication Play Protocol can be used to collect systematic observations of parent-child interactions

PROGRAM HISTORY

Start date: October 29, 2016
Available through: September 27, 2019

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before September 24, 2019.

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, Related area).