AAC in School Settings: Intervention Strategies, Goal Writing, and Progress Monitoring

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Amy has worked as a speech language pathologist in the Northeast and Midwest. Prior to becoming an SLP she worked for several years as a 1:1 paraprofessional and home service provider for individuals with complex communication needs. She has experience in home-based, public school, nonpublic school, and outpatient environments. Amy's clinical interests include augmentative and alternative communication (AAC), autism and other related needs, typical language development, motor speech, phonology, data collection, collaboration, coaching, and communication partner training and support.

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Kate is a dually certified SLP / BCBA with over 15 years of clinical experience working in private practice, outpatient clinics, outpatient hospital settings, and consulting to private schools and legal teams. She specializes in augmentative alternative communication, autism and associated disorders, language development, and integrating AAC into the educational/vocational programming of persons with behavioral needs. Her interests are multidisciplinary treatment, collaboration, mentorship and adult education, and implementation science. She is currently the co-host of the SLP Nerdcast podcast, adjunct faculty at Fitchburg State University, has several publications and presents at national conferences. She has served as adjunct faculty at Northeastern University, and is the former president and cofounder of The Speech and Language Network, Inc.

We will cover key considerations when writing goals for students with complex communication needs, including the importance of stakeholder input, the learning environment and tasks, as well as feasibility of progress monitoring. Different types of data collection methods (other than percent correct/independent) will be reviewed, along with when and why those methods might be the best fit for a particular IEP objective. We will also review some key intervention strategies commonly used in AAC intervention, including both modeling and prompt-driven interventions.

Learner Outcomes:

1. Identify 3 components of "good" data collection and describe the influence of "good" data collection on progress monitoring.
2. Identify key components of 2 different AAC intervention approaches.
3. Describe the influence of environmental variables and stakeholder input on goal development.

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