

Responsive AAC Intervention: Creating A Roadmap for AAC Practice in the Philippines

Barbara Munar, MRS-SP, CSP-PASP

Beyond Borders: Global Trends, Local Relevance
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Thank you.



University of the Philippines Manila
COLLEGE OF ALLIED MEDICAL PROFESSIONS

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Objectives

- To gain an overview of Augmentative and Alternative Communication (AAC) & its components.
- To know (a couple of) frameworks to guide AAC assessment & intervention planning.
- To know the current state of AAC practice in the Philippines.

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Communication

“The act or process of using words, sounds, signs, or behaviors to express or exchange information, ideas, feelings, and thoughts to others.” - Webster

Sender Message Receiver

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Augmentative & Alternative Communication (AAC)

Clinical practice

Compensates (temporarily or permanently) for impairment & disability patterns

Severe expressive communication disorders

- ASHA, 1989

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AAC

“An area of **research**, clinical, and **educational** practice.”

“... temporary or permanent impairments, **activity limitations, and participation restrictions**...”

“...severe disorders of **speech-language production and/or comprehension**....”

- ASHA, 2005

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AAC is a system.

- Calculator, 2000

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AAC Components

- Symbols
- Aids
- Strategies
- Techniques

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Symbols

- Something that represents something else
- Can be concrete or abstract

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Symbols



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Aid

- Device used to transmit messages
- AAC options:
 - Aided
 - Unaided

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Non-Electronic Aided AAC Options



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Electronic Aided AAC Options

Low / mid-tech devices

High tech devices

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Low / mid tech
options

Switches
Static displays



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High tech
options

Fully functioning computers
Dynamic displays



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Strategies

- Specific ways of using aids & symbols
- To enhance effective communication:
(Beukelman & Mirenda, 1998)
 - Timing of message
 - Grammatical formulation of messages
 - Communication rates

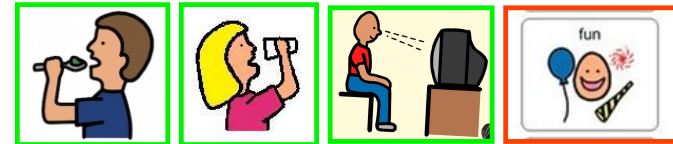
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Techniques

- Ways in which messages can be transmitted.
 - Scanning
 - Direct selection

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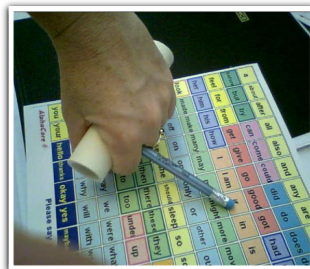
Scanning



Symbols presented sequentially until desired item appears

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Direct Selection



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The AAC Team

- **Collaborative**
- **Core team:** frequently involved in AAC assessment, service delivery development, and implementation.
- Dependent on AAC user's needs

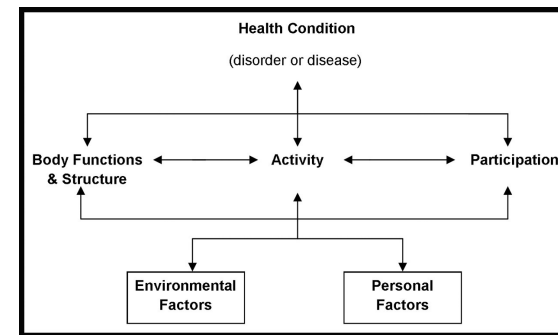
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Frameworks for AAC Assessment & Intervention

- **ICF** (WHO)
- **Participation Model** (Beukelman & Mirenda)

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International Classification of Functioning, Disability, & Health (ICF)



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- WHO, 2001, 2002, 2007

ICF Framework

- **Body Functions and Structures**
 - Anatomy & physiology: speech, swallowing, language, hearing
- **Activity and Participation**
 - Functional status: communication, learning, self-care, etc. at home, school, work, community.

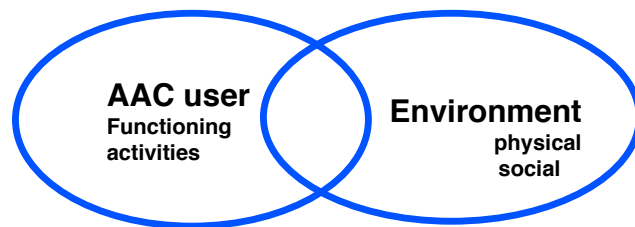
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ICF Framework

- **Environmental factors**
 - Examples: home, family, work, policies, etc.
- **Personal factors**
 - Example: age, gender, educational level, aspirations, etc.

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ICF and AAC



- User's **communicative performance**
- Facilitating & impeding **factors**
- **Individuals involved** in the intervention

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ICF and AAC

- **Provides a common language**
 - Standards
 - Communication & collaboration among members of the team.
- **Aids in creation of guidelines** in monitoring implementation and outcomes

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Questions to guide clinical reasoning

- What impairments most affect communication in the client's current setting?
- What activities are most important to the client in the current (and future) setting?
- What factors facilitate / hinder his communication in these settings?
- How does the impairment restricting participation in daily activities?
- What are the goals to be prioritized?
- Outcome measurement: change in level of functioning?

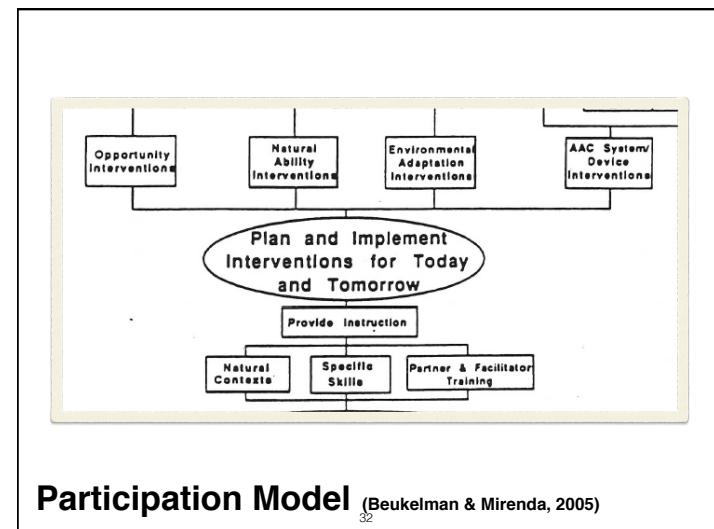
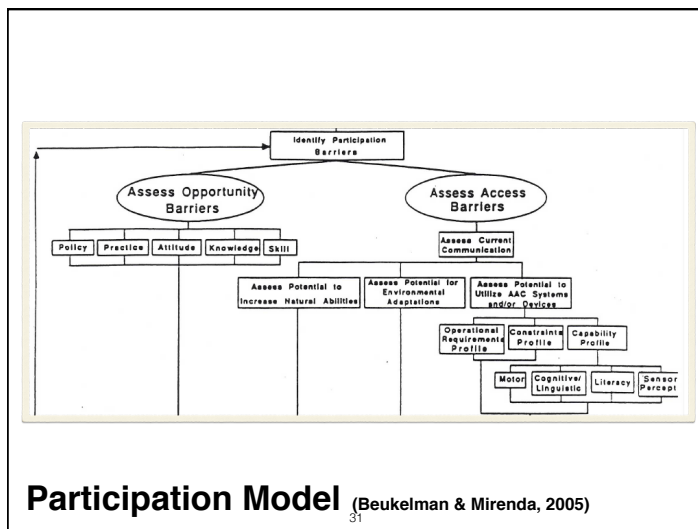
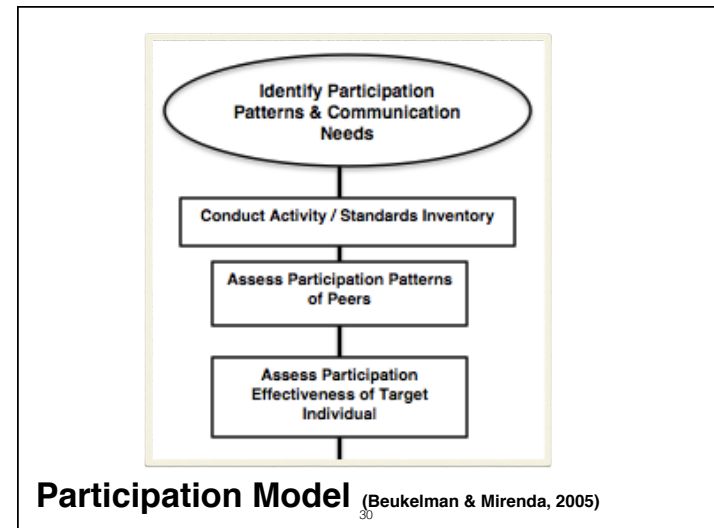
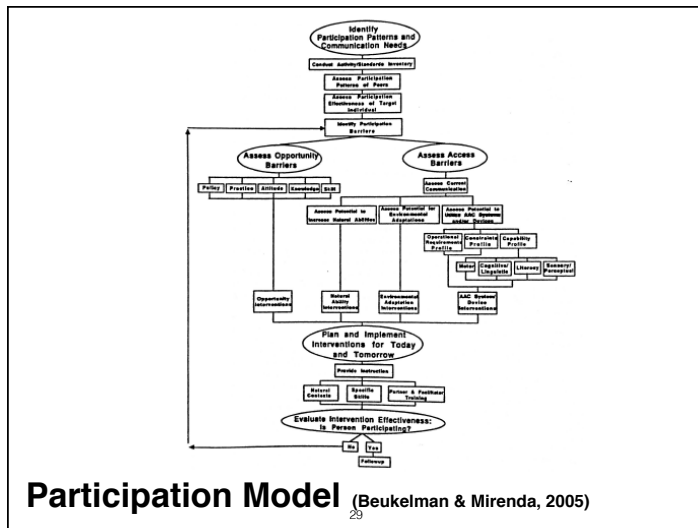
27 - Wilcox et al, 2011; ASHA; Hidecker, 2012

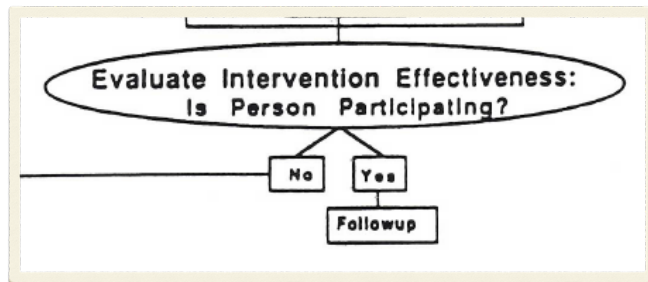
Resources:

Webinar/s on ICF:

- Threats, T. (2016). Overview of the ICF. American Speech-Language-Hearing-Association. Available at https://www.youtube.com/watch?v=p_WvTrr_yPc&feature=youtu.be
- Vickers, C. (2016). Interpersonal collaborative professional practice and person-centered care using the ICF framework. American Speech-Language-Hearing-Association. Available at <https://www.youtube.com/watch?v=r2Gcy3EwcCE&feature=youtu.be>

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Participation Model (Beukelman & Mirenda, 2005)

Phases of AAC Assessment

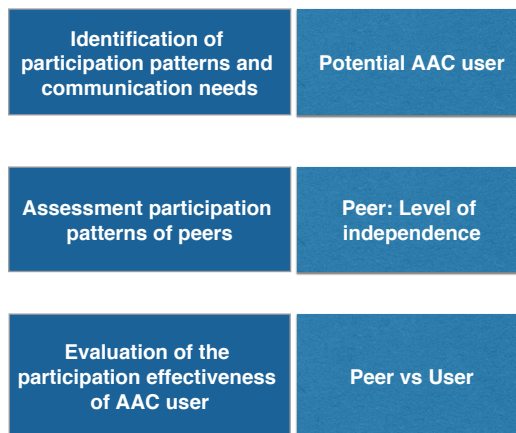
(Beukelman & Mirenda, 2005)

Assessment of **today**

Assessment of **tomorrow**

Follow up assessment

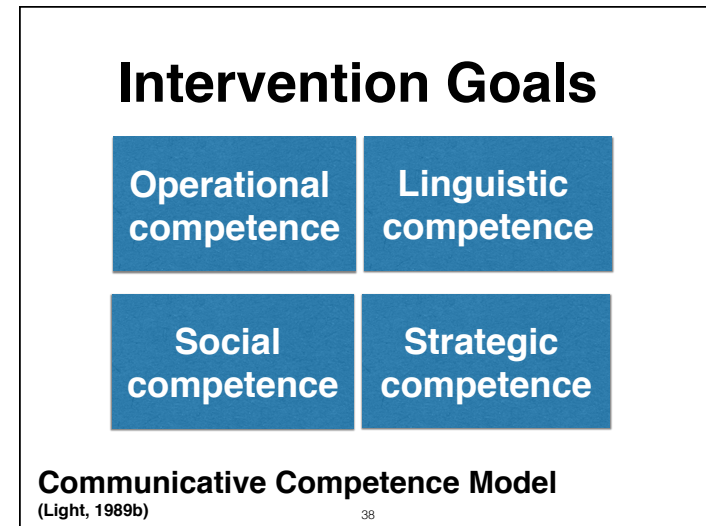
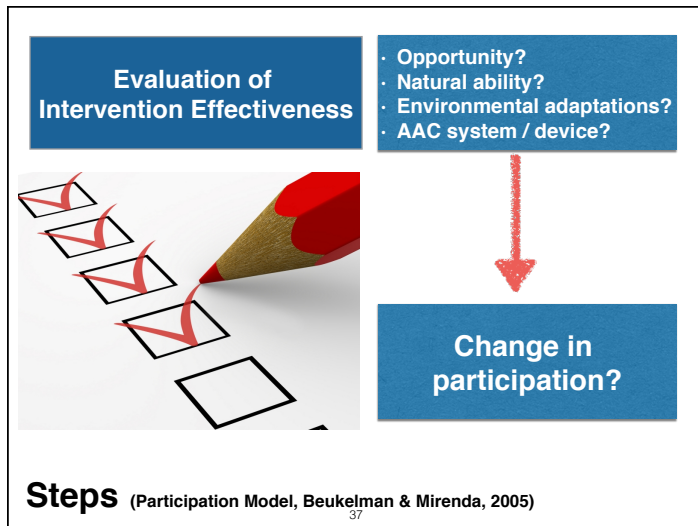
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Steps (Participation Model, Beukelman & Mirenda, 2005)



Steps (Participation Model, Beukelman & Mirenda, 2005)



Identification of participation patterns and communication needs	Potential AAC user	Interview Questionnaire
Assessment participation patterns of peers	Peer: Level of independence	Questionnaire for teachers I parents
Evaluation of the participation effectiveness of AAC user	Peer vs User	
Identification of Barriers	<ul style="list-style-type: none"> • Opportunity • Access 	<ul style="list-style-type: none"> • Interview • Clinical assessment
Development of Intervention Strategies	<ul style="list-style-type: none"> • Opportunity • Natural ability • Environmental adaptations • AAC system / device 	<ul style="list-style-type: none"> • SGD recommended • Skills training (e.g., operational competence) • Information training
Evaluation of Intervention Effectiveness		



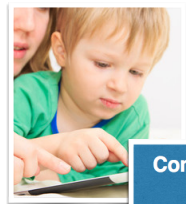
AAC Assessment & Intervention involves



AAC User



AAC system



Communication Partner



Environment

AAC in the Philippine Context



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The SLP Profession in the Philippines

SLP: 40+ years old
PASP: 25 years old
SLP Program: 4 Uni
Graduates: <1K
PASP Members: 300+/-



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100,981,437 Filipinos (2015)

1.57% have disability (2010)

.63% with speech / communication disorder (n: 4.4M) (2011)

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AAC in the Philippines



**Clinical
Practice**



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AAC in the Philippines

- 74.4% SLPs had at least 1 AAC client (n: 125)
- More pediatric clients
- Most feel they need more experience with AAC assessment & intervention

- Chua & Gorgon (2016)

**Clinical
Practice**

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AAC in the Philippines

- AAC training for SLPs
- The TINIG - AAC Project (*Manalansan, 2014*)



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AAC in the Philippines



- 2 research on PECS (*College of Education, UP Diliman*)
- 2 research on:
 - Filipino core vocabulary (*Chua, 2015*)
 - AAC practice of SLPs (*Chua & Gorgon, 2016*)

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Challenges

- Misconceptions about AAC
- Resources
- Training
- Research

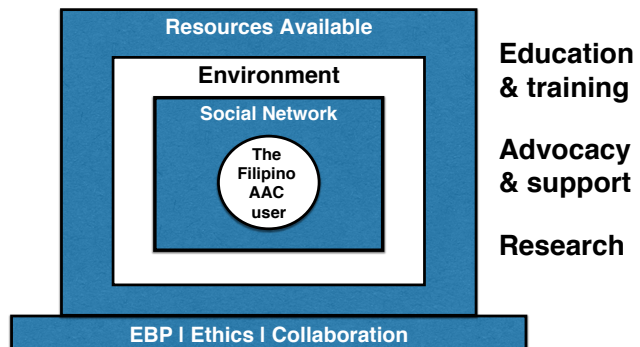
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Hope

- Education & training
- Advocacy & support
- Research



**Decision-making considerations:
AAC assessment & intervention planning in the
Philippine setting** (Munar, 2016)



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Evidence for AAC?

- Please check out:
 - www.asha.org
 - speechbite.com
 - www.isaac-online.org

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Thank you for your attention.

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