Augmentative and Alternative and Multimodal Communication for Individuals with Autism: A Conversation

Jay Ganz, Ph.D., BCBA-D
Preferred pronouns: they, them

Thank you

Q1. What are the consequences of failing to talk to key stakeholders when implementing or researching AAC interventions?
Who am I to Tell YOU anything?

IMPACT

2019 CEHD Outstanding Faculty Mentoring Award
Presented to
J. B. Ganz
Impact of the Picture Exchange
Effects on Communication Maladaptive

JENNIFER B. GANZ*, RICHARD P.
"Texas A&M University, and"

Maladaptive behaviors. A weighted h
inches. Results indicated that all of
were variable throughout all of the par
regard, the use of a toy for PECS and s
Keywords: Autism spectrum disorder, PE

Setting and Materials
All phases of the study were implemented in
the participants' preferred activities for Ethan,
and several playdough models were used, t
and the toys. The toys were stored in a cl
box, with the participating teacher and Pat

Generalization of a Pictorial Alternative Communication System acrossInstructors and Distance

JENNIFER B. GANZ*, JEFF SUGARFOOT, RICHARD L. SIMPSON and KATHERINE E. COOK

Setting and Materials
Baseline and intervention data were collected in
of Ryan’s classroom. In addition to Ryan, the class
instructor, and two paraprofessionals. Additionally,
Instructors were present in the classroom through-
out the study. Research materials included a
response to communication

During baseline: The

was seated at a table

with his communication

his preferred items on the communication binder.
Abstract

As aberrant behavior is often recognized as the number one form of communication, it becomes imperative that, as parents, teachers, and educators we must address and systematically teach or provide all children with an effective means of communication. While many augmentative and alternative communication systems such as manual sign language and the Picture Exchange Communication System (Frost & Bondy, 1996) have shown tremendous success, some students with developmental disabilities students unique needs require more individualized and tailored approach. The study was conducted in her home, primarily in a small therapy room and in the kitchen. Three of the authors, Ganz, Corbin, Newcombe, and Bourgeois, implemented communication training each week, for approximately 6 sessions of 10 trials each week, over the course of three months. Each session took approximately 15 to 20 minutes.

SUGGESTED CITATION

...Challenges

Q2. Example… challenge or ethical dilemma

Social Validity… Challenges

Q3. What do you think social validity means?
Also: Biggs et al. (2019); Logan et al. (2017); McNeil et al. in press; Sulek et al. (2019)

Q3. Think/write one+ example of a triumph you experienced related to AAC interventions & supports

Recommendations in Evaluation of Social Validity in AAC and ASD Practices (Schlosser, 1999; Storey & Horner, 1991)
Q4. Who are the critical stakeholders with regard to AAC implementation?

Q5. What are methods to collect info on the social validity of an AAC-based intervention?

Q6. What are characteristics and examples of socially valid learner outcomes?

Q7. What characteristics of AAC-based intervention materials should be evaluated to determine social validity/fit?
Q8. How do we determine whether or not instructional procedures are socially valid and what are necessary considerations for socially valid instructional procedures?

Evidence-Based and Intensive Intervention

Q9. What is one concrete thing you can do to improve/develop ethical and collaborative assessment and access to AAC for individuals with IDD and CCN?
How is our team promoting socially valid research and practice in AAC?

Comprehensive AAC meta-analysis and systematic review, including highlighting social validity

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Meta-Analysis of Variation Related to Instruction in Augmentative and Alternative Communication

CENTS: DIBCO
AMOUNT: $120,000

PI: Kimberly, Kristie
INVESTIGATOR: Tessa, Michael
AWARDS: $120,000
DESCRIPTION: Comprehensive AAC meta-analysis and systematic review, including highlighting social validity.
Coach to Communicate (C2C)  
autism.tamu.edu

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References
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