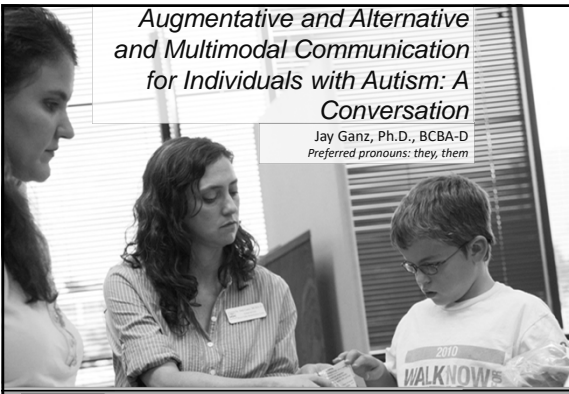



*Augmentative and Alternative
and Multimodal Communication
for Individuals with Autism: A
Conversation*

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



TEXAS A&M
CENTER ON DISABILITY
& DEVELOPMENT

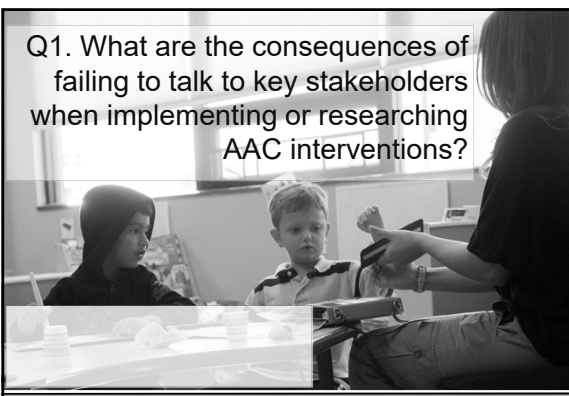
1



Thank you

TEXAS A&M
CENTER ON DISABILITY
& DEVELOPMENT

Q1. What are the consequences of failing to talk to key stakeholders when implementing or researching AAC interventions?

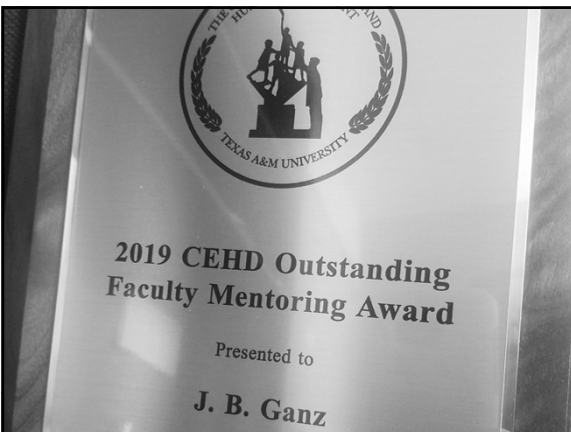


TEXAS A&M
CENTER ON DISABILITY
& DEVELOPMENT

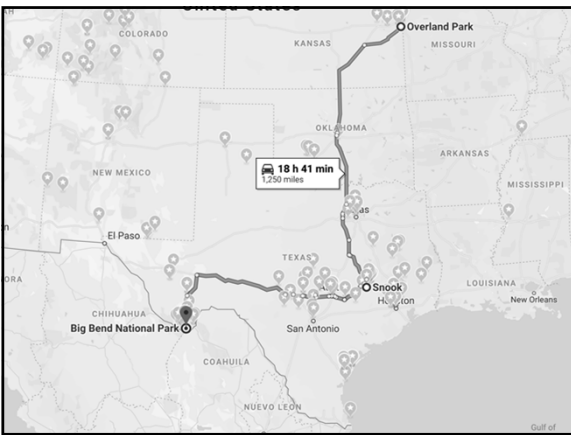
3

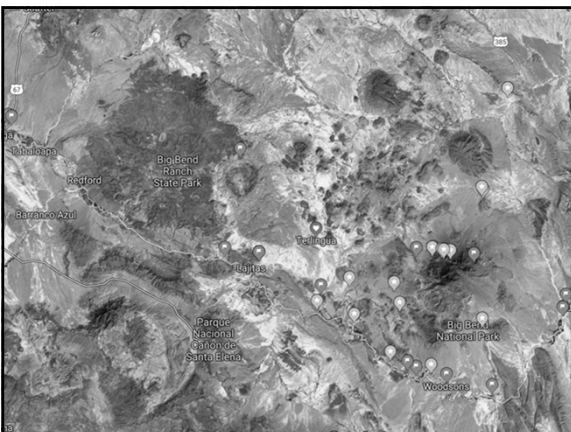


















Abstract


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, 1994) have shown tremendous success, some students with developmental disabilities students unique needs require more individualized, tailored communication training that necessitates empirical inquiry and use of collective of skills and behaviors that improve create means for meeting students' personal provides a variation of the Picture Exchange materials, resources, and methodology alternative and alternative communication.

The study was conducted in her home, primarily in a small therapy room and in the kitchen. Three of the authors, Ganz, Corbin-Newsome, 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:
Ganz, J.B., Cook, K.E., Corbin-Newsome, J., Bourgeois, B., & Flores, M. (2005). Variations on the Use of a Pictorial Alternative Communication System with a Child with Autism and Developmental Delays. *TEACHING Exceptional Children Plus*, 1(6) Article 3. Retrieved [date] from <http://escholarship.bc.edu/education/tecpplus/vol1/iss6/3>

...Challenges

Q2. Example... challenge or ethical dilemma




TEXAS A&M
CENTER ON DISABILITY
& DEVELOPMENT

Social Validity... Challenges

Q3. What do you think social validity means?




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?



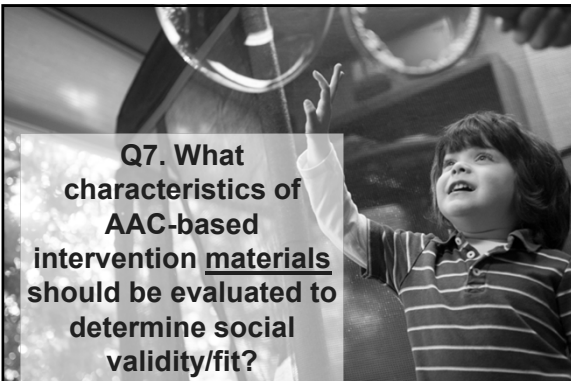
TEXAS A&M UNIVERSITY
CENTER ON DISABILITY & DEVELOPMENT

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



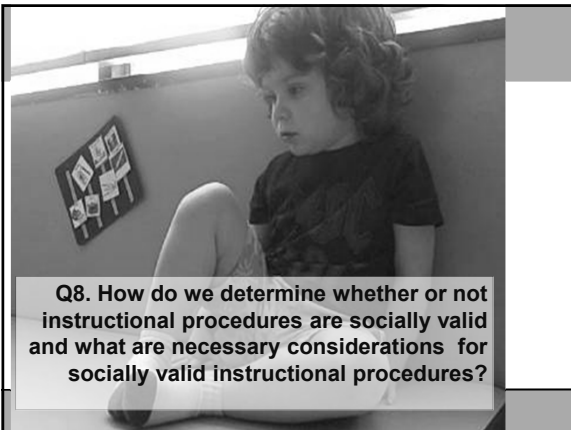
TEXAS A&M UNIVERSITY
CENTER ON DISABILITY & DEVELOPMENT

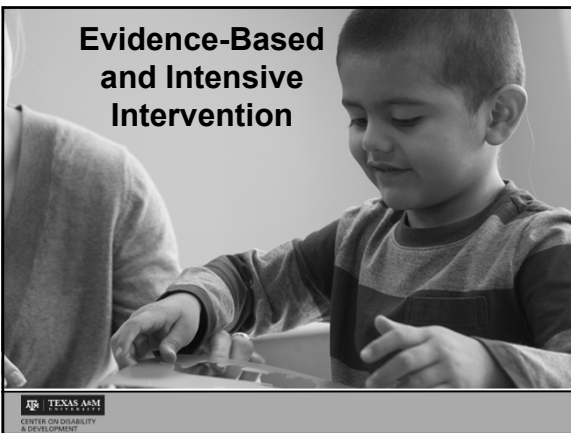
Q7. What characteristics of AAC-based intervention materials should be evaluated to determine social validity/fit?

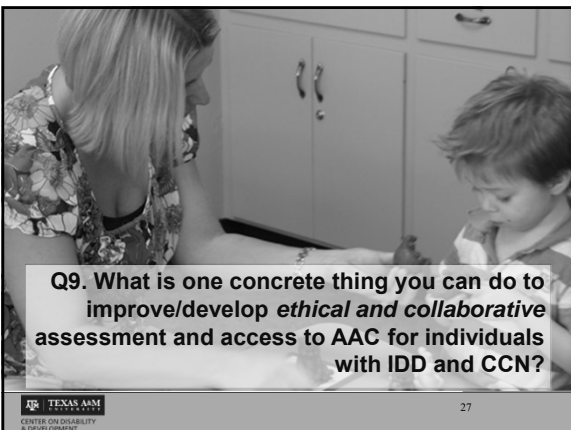


TEXAS A&M UNIVERSITY
CENTER ON DISABILITY & DEVELOPMENT

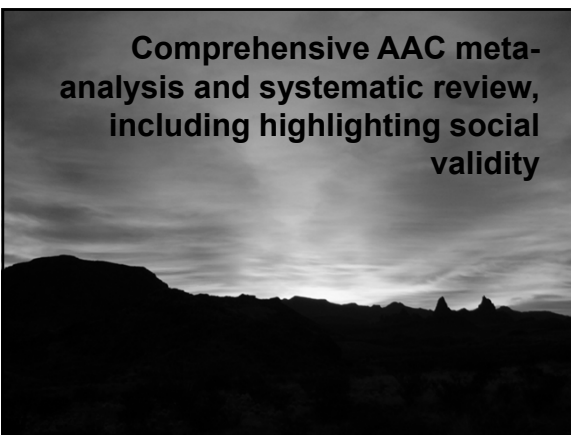
24











IES Institute of Education Sciences MENU Search

FUNDING OPPORTUNITIES | SEARCH FUNDED RESEARCH GRANTS AND CONTRACTS

IES Grant

TITLE: Meta-Analyses of Variables Related to Instruction in Augmentative and Alternative Communication Implementation

CENTER: NCSER **YEAR:** 2018

PRINCIPAL INVESTIGATOR: Ganz, Jennifer B. **AWARDEE:** Texas A&M University

PROGRAM: Technology for Special Education (Program Details)

AWARD PERIOD: 2 years (09/01/2018-08/31/2020) **AWARD AMOUNT:** \$600,000

GOAL: Exploration **AWARD NUMBER:** R324A180110

DESCRIPTION: **Co-Principal Investigator:** Vannest, Kimberly; Pustajovsky, James

Purpose: The purpose of this project is to conduct a comprehensive meta-analysis to determine whether augmentative and alternative communication (AAC) is associated with improved outcomes (e.g., behavior and communication) for individuals with intellectual/developmental disabilities (IDD). Although AAC is widely used in educational settings, it is unclear for whom and under what conditions it is most effective. This project aims to address this gap by conducting a meta-analysis to explore relationships between AAC and education outcomes for individuals with IDD. The project will also examine whether relationships differ based on the type of instructional protocols implemented (e.g., Picture Exchange Communication System, functional communication training, and other behavioral techniques), implementers (e.g., educator, paraprofessional, parent/caregiver) and settings (e.g., home, classroom, clinic). Ultimately, the results will provide important information to researchers on the need for the development of AAC interventions and to practitioners and caregivers on how best to individualize AAC interventions.

Project Activities: The research team will start by identifying articles focused on the use of AAC for individuals with IDD. For articles that meet inclusion criteria (see below), the research team will evaluate the quality of research designs and evidence to determine whether AAC can be considered an evidence-based practice. Last, the research team will conduct several meta-analyses to determine the associations between AAC and social/communicative and behavioral outcomes for students with IDD and whether associations differ by type of instructional protocol, implementer, and educational setting.

Products: The products of this study will include results from a meta-analysis describing relationships between AAC and education outcomes for individuals with IDD and potential differences in these relationships based on the instructional protocol, implementer, and educational setting. Products will also include peer-reviewed publications and presentations.



Our Team (Current and Recent)

• M. Foster	• M. Sallese
• M. Fuller	• S. Smith
• A. Haas	• J. Reichle
• E. Hong	• K. Vannest
• C. Liao	• S. Wattanawongwan
• K. Morin	• V. Yllades
• L. Pierson	• A. Yoro
• J. Pustejovsky	

TEXAS A&M
CENTER ON DISABILITY & DEVELOPMENT

References

- Biggs, E. E., Carter, E. W., & Gilson, C. B. (2019). A scoping review of the involvement of children's communication partners in aided augmentative and alternative communication modeling interventions. *American Journal of Speech-Language Pathology, 28*, 743-758. doi: 10.1044/2018_AJSLP-18-0024
- Carr, J. E., Austin, J. L., Britton, L. N., Kellum, K. K., & Bailey, J. S. (1999). An assessment of social validity trends in applied behavior analysis. *Behavioral Interventions, 14*, 223-231.
- Logan, K., Iacono, T., & Trembath, D. (2017). A systematic review of research into aided AAC to increase social-communication functions in children with autism spectrum disorder. *Augmentative and Alternative Communication, 33*, 51-64. doi: 10.1080/07434618.2016.1267795
- McNeill, J. (in press). Social validity and teachers' use of evidence-based practices for autism. *Journal of Autism and Developmental Disorders*. doi: 10.1007/s10803-019-04190-y
- Morin, K. L., Ganz, J. B., Gregori, E. V., Foster, M. J., Gerow, S. L., Genç-Tosun, D., & Hong, E. R. (2018). A systematic quality review of high-tech AAC interventions as an evidence-based practice. *Augmentative and Alternative Communication, 34*, 104-117. doi: 10.1080/07434618.2018.1458900

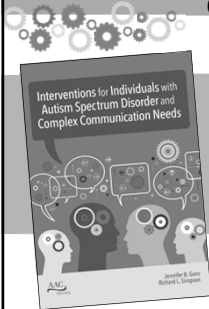
TEXAS A&M
CENTER ON DISABILITY & DEVELOPMENT

References

- Reichow, B., Doehring, P., Cicchetti, D. V., & Volkmar, F. R. (2011). *Evidence-based practices and treatments for children with autism*. New York, NY: Springer.
- Schlosser, R. (1999). Social validation of interventions in augmentative and alternative communication. *Augmentative and Alternative Communication, 15*(4), 234-247. DOI: 10.1080/07434619912331278775
- Schreibman, L., & Stahmer, A. C. (2014). A randomized trial comparison of the effects of verbal and pictorial naturalistic communication strategies on spoken language for young children with autism. *Journal of Autism and Developmental Disorders, 44*, 1244-1251.
- Storey, K., & Horner, R. H. (1991). An evaluative review of social validation research involving persons with handicaps. *The Journal of Special Education, 25*, 352-401.
- Sulek, R., Trembath, D., Payner, J., & Keen, D. (2019). Empirically supported treatments for students with autism: General education teacher knowledge, use, and social validity ratings. *Developmental Neurorehabilitation, 22*, 380-389.
- Wolf, M. M. (1978). Social validity: The case for subjective measurement or how behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11*, 203-214.



The newest volume in the
**Augmentative & Alternative
Communication Series**



Research-based guidance on:

- Selecting high-tech and low-tech AAC options that meet individual needs
- Implementing parent- and peer-mediated interventions

▶ **Learn more and preorder:**
<http://bit.ly/ganz-simpson>



Bringing together more than 30 internationally recognized researchers from three important disciplines: augmentative and alternative communication (AAC), special education, and applied behavior analysis (ABA)

