

Augmentative Communication & Learning Enhancement Program, The Children's Hospital, Denver.



What we need

- Better understanding of ultimate goals & outcomes
- "road map" to show us how to get there
- Way to determine where the child is on the road
- A way of determining what is needed to make this a successful trip





CfL is a guideline for:

- · Defining "communicative competence"
- Intervention & instruction to assist in the achievement of communicative competencies
- Determine current level of functioning in "areas of learning" & skills required to progress toward communicative competence.



Components of CfL

- Areas of learning
- AAC support team
- · Skills sets
- · Goals for instruction/intervention
- Levels of proficiency
- Progress Measurement Scale
- Learning opportunities in Context.







It is tact that is golden, not silence.

Samuel Butler (1835–1902)



Areas of learning

- Light (1989)
- · Linguistic Competence
- Operational Competence
- Social Competence
- Strategic Competence



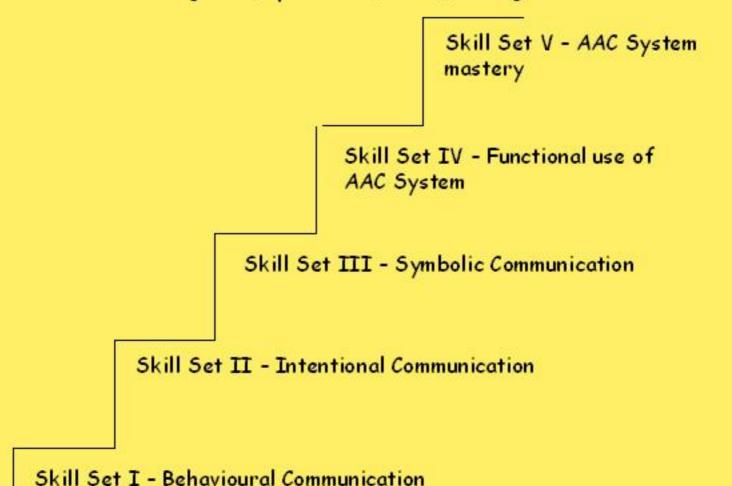
Skill Sets

 5 skill sets (levels) within each competency (Area of Learning)

 Each skill set represents a step towards mastery of the AfL



linguistic/operational/social/strategic COMPETENCIES



Operational Competence SKILL SETS

- SS 1: Orientation and Awareness
- SS 2: Manipulation
- SS 3: Intentional
- SS 4: System Navigation
- SS 5: System Programming & Mastery

Social Competence

SKILL SETS

SS 1: Natural Behaviors

SS 2: Effective/Regulatory
Behaviors

SS 3: Practiced Interaction

SS 4: Social Competence

SS 5: Social Mastery

Strategic Competence

SKILL SETS

- SS 1: Reactive
- SS 2: Purposeful
- SS 3: Pre-Programmed Message Use
- SS 4: Appropriate Message Generation
- SS 5: Strategic Mastery



To defeat terrorism we have no choice but to invade Afriganist Afgan Aphghanis Afgah Iraq.



Burze

Linguistic Competence

SKILL SETS

- SS 1: Communication Awareness
- SS 2: Communication with Specific Meaning
- SS 3: Communication Combining Words
- SS 4: Communication Using Syntax and Morphology
- SS 5: Communication Using Refined
 - Language



Linguistic Competency Skills Guideline This Skills Guideline can be used to help determine a child's general stage of functioning by indicating the child's demonstrated behavior as:

Child recognizes familiar voices

Child responds to own name

Child responds to "no"

Child responds to environmental sounds

LIF. Child uses natural behaviors and vocalizations to express states

LIG. Child's behaviors are assigned intent by caregivers and familiar

LII. Child communicates requests, basic "greetings" (i.e., recognition of familiar people) and uses natural behaviors to "comment" about

state of being and the here and now with familiar communication

LIa

LIb

LIc.

LId

LIc Other:

Expressive:

of well-being

part ners

Other:

LII.

communication Partners

LIh. Child uses joint attention

SKILL SET 1:

Communication

Awareness

This Skills Guideline can be used to help determine a child's general stage of functioning by indicating the child's demonstrated behavior as:

Frequently demonstrates skill independently, Sometimes demonstrates skill, often needing help; or Seldom demonstrates skill even with help.

Place a check in the appropriate box on the right. The Stage containing more skills demonstrated Frequently and Sometimes indicates the probable Skill Set

RECEPTIVE:

6 ometimes

Seldo

Goals for Instruction/Intervention incorporate:

- Levels of accuracy
- Levels of cues/prompting
- Learning environments
- Mastery over time (if 70% achievable then can be generalised)



Levels of Proficiency

- Determined Level of Proficiency is achieved before moving onto next Skill Set
- Decided by the AAC Team
- Level of proficiency is determined by the "Progress Measurement Scale"



Progress Measurement Scale

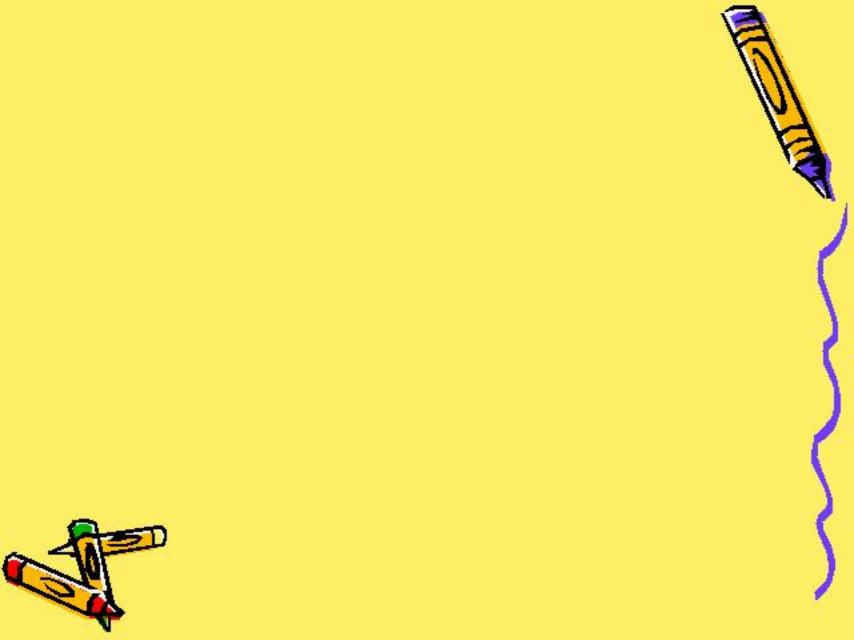
- · Baseline established initially
- Uses a 1-5 point rating scale
 - Basic functional level
 - Developing functional level
 - Improved functional level
 - Increased functional level
 - Competent functional level (eg. 81-100% accuracy; minimal cues; 2+ environments; 70+% of time)
- Based on the Goals for Instruction/Intervention





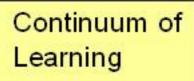
The AAC Team











Five *Skill Sets* in each Area of Learning

Skill Set 2

Four Areas of Learning:

Operational Competence

Linguistic Competence

Social Competence

Strategic Competence

Skill Set 1

Skills described for each Skill Set in each Area of Learning

Goals for instruction/intervention

<u>Level of Proficiency</u> for each goal/Skill Set determines movement to next Skill Set, using a <u>Progress</u>

Measurement Scale

Skill Set 3

Skill Set 4

Skill Set 5