



Continuum of Language for children using AAC systems

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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



You are here



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*

Skill Set V - AAC System mastery

Skill Set IV - Functional use of AAC System

Skill Set III - Symbolic Communication

Skill Set II - Intentional Communication

Skill Set I - Behavioural Communication

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.

George W. Bush



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





TTL

臺灣菸酒 特約店



生鮮超市

VERY SUSPICIOUS
SUPERMARKET



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:
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

Frequently

Sometimes

Seldom

SKILL SET 1:

Communication Awareness

RECEPTIVE:

LIa. Child recognizes familiar voices

LIb. Child responds to environmental sounds

LIc. Child responds to own name

LId. Child responds to "no"

LIe. Other:

Expressive:

LIf. Child uses natural behaviors and vocalizations to express states of well-being

LIg. Child's behaviors are assigned intent by caregivers and familiar communication Partners

LIh. Child uses joint attention

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 partners

LIj. Other:

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





Human resources manager

Marketing manager

Logistics manager

Technology manager

IT-manager

Project manager

Business analyst

Health & Safety

PR-manager

Product developer

Bloke from Poland



Continuum of Learning

Five *Skill Sets* in each Area of Learning

Four Areas of Learning:

Operational Competence

Linguistic Competence

Social Competence

Strategic Competence

Skill Set 2

Skill Set 1

Skill Set 3

Skill Set 4

Skill Set 5

Skills described for each Skill Set in each Area of Learning

Goals for instruction/intervention

Level of Proficiency for each goal/Skill Set determines movement to next Skill Set, using a Progress Measurement Scale

