

Making the Connection: Use AAC to be an Affirming Communication Partner

Mia Baugher, MA, CCC-SLP



Faculty

Mia Baugher has been a SLP for 33 years. For 17 years, she's worked at the Community School of Davidson, a K-12 public charter school. Throughout her career, Mia has been motivated and energized by collaborating with those she serves as well as those she works alongside. She has special interests in neurodiversity and supporting those who cannot rely upon speech alone to be heard and understood. She has had the opportunity to present on topics such as neurodiversity and collaboration. She earned both her undergraduate and master's degrees at Ohio State and spent the first 16 years of her career working with children and adults across a variety of medical settings including acute care, inpatient rehabilitation, and outpatient rehabilitation.

Mia Baugher receives an honorarium from Education Resources, and receives a salary from Community School of Davison.

Mia Baugher has no relevant nonfinancial relationships to disclose.

About this ON-DEMAND Course

What does it mean to truly use affirming strategies to connect and communicate with students who use AAC and those who cannot rely on speech alone to be heard and understood? Build your foundation of connection with these students by learning to incorporate all types of AAC in your therapy and educational activities. Communication is not just for speech-language sessions. You can support students' communication development at the same time as you address motor, regulation, academic and other educational needs. This session is designed to build communication confidence for PTs, OTs and educators, but it is also for the speech pathologist who is just beginning to develop their understanding of this area.

Learning Objectives

- Identify affirming practices to support connection and communication with AAC users and those who cannot rely upon speech alone to be heard and understood.
- Recognize their role in developing the language of emergent AAC users.
- Choose neuroaffirming communication strategies such as honoring echolalia in Gestalt Language Processing.
- Select core vocabulary that can be modeled across a variety of activities during the school day.

Audience

This course is designed for OTs, PTs, SLPs and Special Educators working with EI, Pediatric and School-Aged Students (K-12) populations.

Help your patients achieve better outcomes.

ON-DEMAND Schedule

2 HOURS, 30 MINUTES

- I. 5 Affirming Practices to Help You Connect and Communicate with AAC Users and Others Who Cannot Rely on Speech Alone
 - a. Honor all forms of communication
 - b. Presume competence
 - c. Respect autonomy
 - d. Nurture positive self-identity
 - e. Promote self-advocacy

- II. How Any Adult Working with Students Can use AAC
 - a. Light Tech, CORE Boards, High Tech, Speech Generating Devices, Apps

- III. Language Development & Modeling: Not Just for SLPs
 - a. When and how to use these techniques in play, multisensory experiences, conversation
 - b. How about for students who use presymbolic communication or when symbolic communication is emerging?
 - i. Aided AAC modeling, Aided Language Stimulation Aided Language Input

- IV. Putting it All Together into Practice
 - a. Case scenarios
 - b. Learning from mistakes
 - c. Small group discussion and practice in Breakout Rooms

ON-DEMAND Schedule – (continued)

- V. Important Ideas and Helpful Tips to Problem Solve and Avoid Communication Breakdowns
 - a. The most powerful words
 - b. For our students who are struggling with Regulation

- VI. Gestalt Language Processing
 - a. What does modeling look like for Gestalt Language Processing?
 - b. Echolalia and Delayed Echolalia

- VII. Affirming Sessions with your PT, OT, SLP and Educator Colleagues
 - a. Case Scenarios and Sample Activities
 - b. Communication Bill of Rights

15 MINUTES

Post-Test

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Pediatric Vestibular Therapy: Young Children Through Adolescents – \$329

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part of *Toe Walking: In-Depth Series ON-DEMAND* - 10 Contact Hours

Toe Walking: In-Depth Clinical Applications – ON-DEMAND – \$229

part of *Toe Walking: In-Depth Series ON-DEMAND* - 7 Contact Hours

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Instructor: Janine Wiskind, MS, OTR/L, CBIS – 11 Contact Hours

Treatment of Motor Issues in Children with Sensory Dysfunction- Online Series - \$299

Instructor: Liesa M. Ritchie-Persaud, PT, DPT, PCS, CKTP – 11.5 Contact Hours

Credits

This course meets the criteria for 2.5 contact hours (.25 CEUs) Intermediate Level.



Education Resources Inc. is an AOTA Approved Provider of professional development. Course approval ID#10721. This Distance Learning-Independent Course is offered at 2.5 contact hours 0.25 CEUs. (Intermediate Level, OT Service Delivery & Professional Issues). AOTA does not endorse specific course content, products or clinical procedures.

This course can be used toward your NBCOT renewal requirements for 2.5 units.

Approved Provider for the FL Occupational Therapy Association CE Broker for 3 CE Hours - CE Broker.

This course has been approved by the MD State Board of Physical Therapy Examiners.

Approved by the NJ State Board of Physical Therapy Examiners.

Approved sponsor by the State of IL Department of Financial and Professional Regulation for Physical Therapy for 3 contact hours. Approved provider by the NY State Board of Physical Therapy for 3 contact hours (0.3 CEUs).

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The following state boards of physical therapy either do not require course pre-approval or do not require CEUs for re-licensure: AL, CO, CT, IA, ME, MT, NE, ND, NH, SD, WA.

2.5 hours of this course qualify towards the discipline-specific hours for the 20-hour requirement for NDTA re-certification. They do NOT qualify towards the 8-hour NDTA Instructor requirement for re-certification.

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