

Road Map: Individuals w/ Context-Dependent Communication

(Individuals who have reliable symbolic communication but depend on others for vocabulary)

Dowden, 2014; UW SPHSC

#1 Re-assess/verify these aspects of underlying impairment

Nature of communication impairment

History of treatment

Efficacy of further treatment for underlying impairment

#2 Understand current multi-modal communication

Resources 1,4, 15

Using Interview Resources: 1,4,5,6,7,8

Identify current symbolic and non-symbolic communication methods including mobile technology

Identify which communication methods work with which partners in what contexts

Identify what methods are not working well in communication with which partners in which contexts

Using Dynamic Assessment Resources: 20, 23, 25

Current independent use of the system without assistance

Maximum use of the system with scaffolding

#3 Feature Matching R: 5,6,26,27

Does current system have all the essential features for this individual? R: 2,3,4,5,6 R: 2,3,4,5,6

Does it have all or most desirable features? R 1,2,4,5,7,16,20,21,22, 23

If not, use **Feature Matching** to identify a better system

a. Sensory Assessment & Considerations R: 5,6,26,27

b. Motor Assessment & Considerations (with OT) R: 5,6,26,27

c. Receptive Language-Literacy Assessment R: 5,6,8,9,10,13

d. Expressive Language-Literacy Assessment R: 5,6,8,9,10,13,21,22

e. Capabilities of the partners R: 5,6,8,9,10,13,25,27

#4 Customizing system for select contexts R 1,2,3,4,5,7,16,20,21,22, 23

a. Collecting, identifying some initial vocabulary

b. Selecting the appropriate symbols

c. Choosing the voice output message

d. Organizing for ease of navigation

e. Personalizing the AAC system

f. Initial practice of navigation & use

Do a – f again, for more vocabulary

#5 Teaching communication in context R 1,2,4,5,7,16,20,21,22, 23,25,29

a. Identify meaningful context to communicate

b. Set up environment to support communication

c. Ensure appropriate vocabulary is available and accessible to individual

d. Use appropriate interaction strategies

e. Teach partners to facilitate communication, including modeling

Do a – e again, for more vocabulary

#6 Increase and balance social network R 1,2,4,5,7 ,18,21,22, 23

a. Target new activities, experiences

b. Target new partners

Customize and teach again in those new contexts

Continue teaching literacy skills so the individual can become "Independent" in terms of vocabulary

R 1,2,5,9,10,27,30,31,32