SHAV 2024 Conference: Am I Muted?!? Fostering Effective Self-Advocacy in AAC Users

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Learning Objectives:
1. Define "psychosocial competence" and its role in self-determination and self-advocacy.
2. Discuss at least three strategies that can be put into place across the span of a school age population to promote self-determination and self-advocacy in AAC users.
3. Describe the role of social-emotional development in promoting adequate self-determination and self-advocacy skills in AAC users.

Key Concepts:
● Evidence-based predictors of post-secondary success
● Communicative competence is the ultimate goal
● Psychosocial Competence targets self-determination and self-advocacy

Critical Elements:
● Access to Robust Vocabulary
● Student Choices and Opinions
● Connection to Role Models
● Communication Partner Training
● Social-Emotional Vocabulary

Notes:

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Resources

The AAC Coach: Speech Therapy, Kate McLaughlin, M.S.,CCC/SLP; AAC resources including free resources and graphics about AAC; available at theaaccoach.com

Kimochis: A program addressing social emotional development; available at https://www.kimochisway.com

The Language Lady (2020) "Self Advocacy Scenarios and Scripts With Audio"; available at https://wow.boomlearning.com/deck/self-advocacy-scenarios-and-scripts-with-audio-aac-or-speech-2eXZsYbzjpPzsMXQR

Nearpod; Online interactive tools to create student and staff activities; available at nearpod.com

Neimijer, Marco This Is Not About Me (September 1, 2021); available to rent at vimeo.com.

Project Core: A Stepping-Up Technology Implementation Grant Directed by the Center for Literacy and Disability Studies, available at http://www.project-core.com/core.com

Zones of Regulation: A programmed approach to addressing sensory needs and emotional regulation; available at https:www.zonesofregulation.com