

Margaret gives introductions and overview and provides introduction information

Molly discusses case studies adolescent to adult programs

Deanna discusses adult case study

Audrey discusses preschool case study and provides tips as well as acknowledgements and monitors Q&A

TRANSITIONS: MOVING ALONG WITH ASSISTIVE TECH

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“If you don’t know
where you’re going
any road will
take you there”

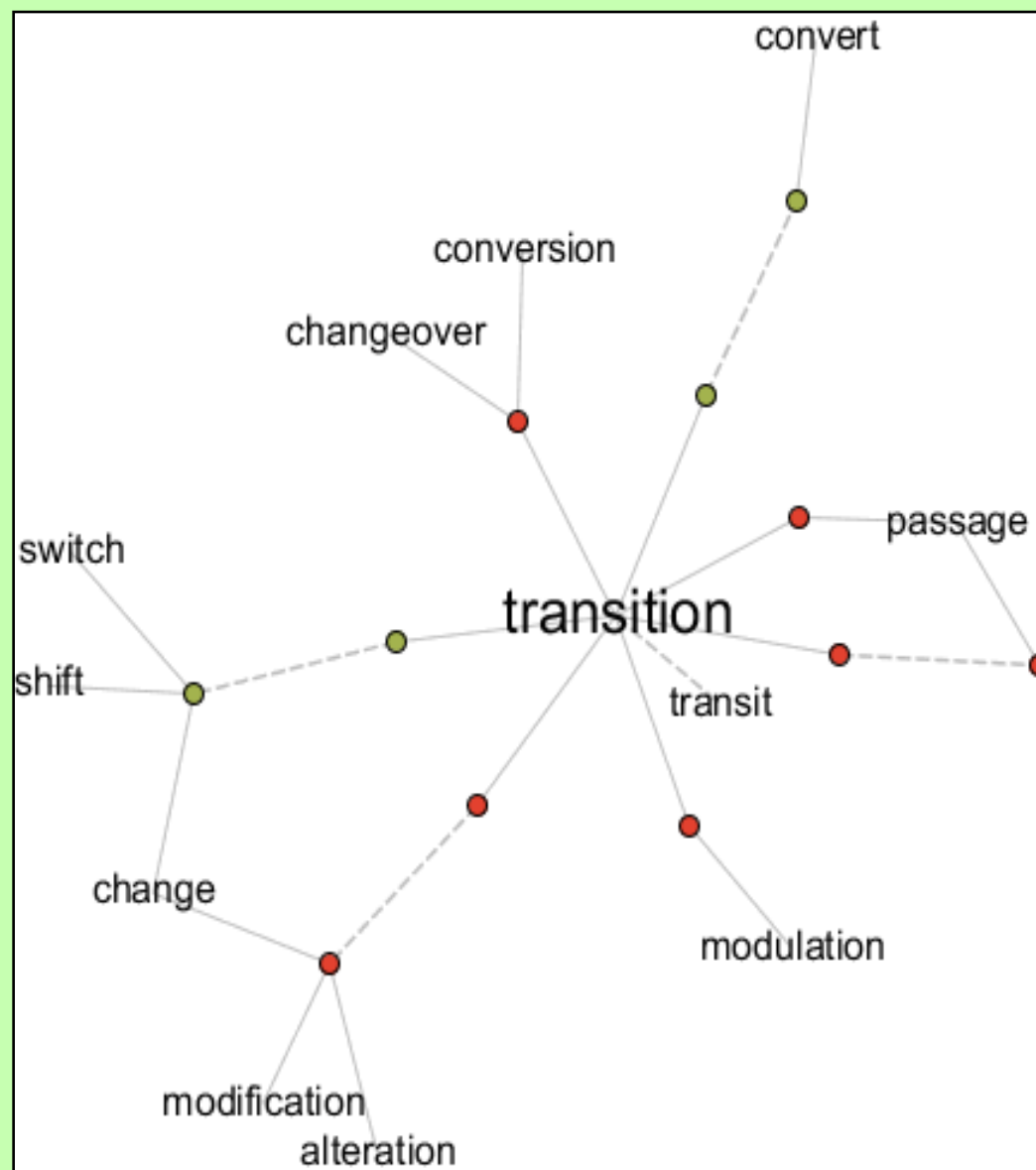
Lewis Carroll
quotation from
Alice in Wonderland



Dictionary.com-Definition of Transition

tran·si·tion/tran'ziSHən/

- **Noun:** The change or passing from one state or stage to another.
- **Verb:** Undergo or cause to undergo a process or period of transition: "we had to transition to a new set of products".
- **Synonyms:** passage - change - crossing - transit



Our Definition of Transition

tran·si·tion/tran'ziSHən/

- **Noun:** The place where things fall through the cracks and become lost; In conjunction with “meeting”-An assembled group with many differing opinions and a general lack of consensus in most cases
- **Verb:** To become chaotic, disorganized and different every day.
- **Adjectives frequently paired with “transition”:** frustrating, nerve-wracking, uncertain, disorganized, hopeful, exciting

Overview

- Description of **domains** that influence **transitions** related to **assistive technology**
 - Speech
 - Language and Cognition
 - Access
 - Environment
 - Additional domains that may be considered:
 - Literacy
 - Medical/Physiological

Transition: Speech

Acquiring → Losing → Stable

Prognosis guided by nature of disorder

Developmental Apraxia of Speech (DAS)

ALS-Adult Acquired

Dysarthria

Fear: AAC decreases the motivation to work on speech.

Fact: Often, hearing the verbal model constantly on an AAC device will encourage children's natural speech development (Ronski & Sevcik, 1993; Silverman, 1980)

Opinion: If present, verbal speech should be used exclusively

Fact: Children who use AAC have shown improvements in behavior, attention, independence, self-confidence, participation, academic progress and social interaction. (Abrahamsen, Ronski,, & Sevcik, 1989; Van Tatenhove, 1987)

Transition: Language and Cognition

Developing language → Acquired disorder

Developing language:

- Early skills facilitate the gradual development of more complex skills (think typically developing language)
- When should access to more complex language be introduced?

Acquired disorder:

- Type and Severity
- Language organization and the ability to retrieve language may change
- Basic needs, social needs, novel language
- Need to maintain “sense of self”

Transition: Access

Motor issues: severity, increase/decrease/static

Motor control requires cognitive attention

Don't wait till access is in place before an AAC system is in place: separate motor and language

Automaticity vs. working memory

Active vs. passive learning

Allow access to language without competent motor movement (ie. Partner assistance)

Transition: Environment

Age: Preschool to Geriatric

- Different language system or different vocabulary
- Symbol system change
- Amount of support change
- Independence level and communication partners

Location: Home to school to community to work

- Physical environments and communication demands and opportunities

Social networks: (People environment)

- Role of communication partners: support, social, educator, model

Case Studies (C.K. and R.G.)

Students at non-public school (NPS) preparing for transition to adult program

An important transition for some AAC users is that from a special education school setting to an adult program. Given the many changes that will occur, it is important to develop a transition plan early and consider all factors. A collaborative team approach including family/caretakers as well as professionals is ideal.

Special Considerations for transition from NPS to adult program

- **Independence**- Staff ratios will likely decrease. Non-public schools have up to a 1:1 staff to student ratio, adult day centers have an average of 1 staff per 6 participants ([NADSA website](http://www.nadsa.org/) <http://www.nadsa.org/>).
- **Motivation** – maximize the AAC user's independence and success by developing activities around personal interests
- **Prioritize** what skills will help the adult succeed in a number of potential environments
- **Language available** on device - is the individual able to navigate default language, or is there someone who can be responsible for programming new items?
- **Availability of device** – if school owned, look into purchasing a device for the individual through EARLY
- **Trial different devices** to find the best one for the individual's skills and communication needs

Tips for Successful Transitions

1. Plan ahead
2. Collect good baselines and complete ongoing data collection and documentation
3. Consider all the important people
4. Give yourself enough time
5. Consider the big picture-future outcomes rather than just the next step
6. Be flexible with your thinking
7. Be reflective
8. Build positive, collaborative relationships
9. Keep your options open and avoid rigid decision-making
10. Maintain consistent availability
11. Share ideas and information with all team members

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A copy of this presentation will be available at the Crimson Center For Speech & Language website - www.crimsoncenter.com

Questions ?????

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