The Use of AAC to Support Alternative Assessment Portfolio Goals
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Introduction

Tier-3 Response to Intervention (RtI) strategy used to design instructional unit:

- "System for Augmenting Language" (SAL) model (Romski & Sevcik, 2003)
- Using Vermont's Alternative Assessment Portfolio (VtAAP) requirements per IDEA (VT DOE, 2009)
- For the achievement of selected science learning goals

Single-subject, case study design employed to trial individualized instructional strategy:

- Child with severe traumatic brain injury (TBI)
- Portable voice output communication aid

Case History

Participant: 3rd grade student, age 10:1
- Acquired skull fracture & closed head injury in car accident @ age 3 weeks.
- Severe TBI with right-sided weakness, intermittent extrophia, left visual midline shift, cognitive impairment, motor planning difficulties, flaccid dysarthria, short & long-term memory deficits and post-traumatic epilepsy.
- Cognitive disability evaluation: Rancho Levels of Cognitive Functioning, 3rd Ed: Level V - confused, non-agitated & Level VI - confused-appropriate
- Peabody Picture Vocabulary Test, 3rd Edition: 0.3 percentile
- Mean Length of Utterance: 2.3
- Westby Play Scale: Stage I through VI
- Speech 50% Intelligible to familiar listeners: 75% to unfamiliar
- Began using low-tech AAC device in 2nd grade: limited use only at school.

Setting

- Public school team: SLP, SLP-A, special educator, instructional assistants (IA), classroom teacher.
- Individualized instruction from special educator, SLP-A and IA, & weekly consults/instruction from SLP, PT & OT.
- Semi-contained workspace in inclusive classroom, minimal participation in whole class instruction.

Procedures

VIAAP

Student Eligibility & Team Roles

Entry Point Declaration

Case Study

Student Eligible & Existing Team Roles Used

Key Terms for Language Concepts: Electricity & Magnetism Unit

Curriculum Access & Instruction

1:1 Pull-out & Whole Class Instruction & Investigation: AAC & SAL contextual modeling

Figure 2: Eight language targets were matched with color graphics and semantically displayed.

Visual Adaptation from Picture Communication Symbols (Mayer Johnson, 2006)

Case Study Data from 10 Events

Figure 3: Number of Combined Responses for all Language Terms by Date

Overall accuracy of 73.9% for correct message selection with and without cueing (96/130 responses) across the ten intervention session.

Analysis

Discussion

Contribution to achievement measures on VtAAP physical science learning goals.
Could replicate for same participant to support learning other VtAAP grade level content areas.

Exemplified Tier-3 RtI specialized instructional strategy in which student gained access to grade level content in inclusive classroom via AAC.

Subject size and lack of controls resulted in value only to this individual case.

(Over)
Learning Outcomes

At the end of the presentation, attendees will be able to:

1. Recognize the primary procedural elements of the Vermont's Alternative Assessment Portfolio (VtAAP) process.
2. Identify how a tier-3 Response to Intervention (RtI) instructional strategy is related to the VtAAP process.
3. Describe how Augmentative and Alternative Communication (AAC) was used to support selected VtAAP learning goals.

Selected References


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Disclosure Statement: I have no financial or nonfinancial interest in any organization whose products or services are described, reviewed, evaluated or compared in the presentation.