**Program Planner/Instructional Personnel Relationship Disclosure Form**

In compliance with American Speech-Language Hearing Association’s Continuing Education Board’s Requirements, ISAAC Conference 2016 requires program planners and instructional personnel to disclose information regarding any relevant financial and non-financial relationships related to course content prior to and during course planning.

Based on the information provided, ISAAC Conference 2016 will engage the program planner/instructional personnel in a guided interview process which seeks to understand how the relevant financial or nonfinancial relationship may influence the content of the course.

Program Planner/Instructional Personnel’s Name: Heidi L. Rabe

Course Title: **Using peers to support increased AAC use**

**HIPAA REQUIREMENTS**

To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all program planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization.

I am in compliance with these policies: [ ] HR (INITIAL HERE)

**Relevant financial relationships** are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, gift, speaking fee, consulting fee, honoraria, ownership interest (e.g., stocks, stock options, or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial relationships can also include “contracted research” where the institution gets the grant and manages the funds and the individual is the principal or named investigator on the grant.

Do you have relevant financial relationships to disclose? 

[ ] No  [ ] Yes (if yes complete Financial Relationship Disclosure Form)

**Relevant non-financial relationships** are those relationships that might bias an individual including any personal, professional, political, institutional, religious or other relationship. May also include personal interest or cultural bias.

Do you have relevant non-financial relationships to disclose?

[ ] No  [ ] Yes (if yes complete Non-Financial Relationship Disclosure Form)

I attest that the information in this disclosure is accurate at the time of completion and I agree to notify ISAAC Conference 2016 (conference2016@isaac-online.org) of any changes to this information between now and the scheduled presentation date. I also understand that all completed Disclosure Forms must be incorporated within my paper proposal, as part of my Long or Extended abstract upload to the ISAAC Conference 2016 paper submission system.

Signature: 

Date: 25-10-15
Program Planner/Instructional Personnel Relationship Disclosure Form

In compliance with American Speech-Language Hearing Association’s Continuing Education Board’s Requirements, ISAAC Conference 2016 requires program planners and instructional personnel to disclose information regarding any relevant financial and non-financial relationships related to course content prior to and during course planning.

Based on the information provided, ISAAC Conference 2016 will engage the program planner/instructional personnel in a guided interview process which seeks to understand how the relevant financial or nonfinancial relationship may influence the content of the course.

Program Planner/Instructional Personnel’s Name: Jennifer Knudson

Course Title: Using Peers to Support Increased AAC Use

HIPAA REQUIREMENTS

To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all program planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization.

I am in compliance with these policies: [ ] (INITIAL HERE)

Relevant financial relationships are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, gift, speaking fee, consulting fee, honoraria, ownership interest (e.g., stocks, stock options, or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial relationships can also include “contracted research” where the institution gets the grant and manages the funds and the individual is the principal or named investigator on the grant.

Do you have relevant financial relationships to disclose?
[ ] Yes (if yes complete Financial Relationship Disclosure Form)

Relevant non-financial relationships are those relationships that might bias an individual including any personal, professional, political, institutional, religious or other relationship. May also include personal interest or cultural bias.

Do you have relevant non-financial relationships to disclose?
[ ] Yes (if yes complete Non-Financial Relationship Disclosure Form)

I attest that the information in this disclosure is accurate at the time of completion and I agree to notify ISAAC Conference 2016 (conference2016@isaac-online.org) of any changes to this information between now and the scheduled presentation date. I also understand that all completed Disclosure Forms must be incorporated within my paper proposal, as part of my Long or Extended abstract upload to the ISAAC Conference 2016 paper submission system.

Signature: ___________________________ Date: 28-Oct-2015

ISAAC Conference 2016
conference2016@isaac-online.org
Using peers to support increased AAC use

According to Maslow’s hierarchy of needs, it is a basic human need to belong. However, people with complex communication needs (CCN) often have fewer opportunities to build friendships, interact with fewer people, and are often responders instead of full communication partners (Blackstone & Berg 2003, Cress 2014). Additionally, peers continue to report negative attitudes towards people with disabilities and CCN (Beck 2009, McCarthy & Light 2005). In contrast, using peers to support building communication competence has been shown to be effective and good practice (Thiemann-Bourque 2012, Wong, Odom et al. 2014).

In order to support building a positive communication environment and community where all forms of communication are valued (Porter & Burkhart 2013), the presenters began a structured peer group. Initially, in a large group discussion, peers were shown the AAC systems, how the systems were organized, and encouraged to ask questions about the systems or how the students with CCN used their systems. Weekly small group sessions were later added.

The structured small group activities served to increase the social validity of AAC systems, increase the use of AAC systems by students with CCN, increase peers’ understanding of the challenges people using AAC face, and provide positive interactions with peers with CCN. During the small group sessions, students with and without disabilities engaged in a structured group activity and used AAC as the primary means of communication. In order to facilitate an increased rate of communication, “buddy” AAC systems were used in addition to the students’ AAC systems.

During the structured small group sessions, Peers shared how they felt using AAC to communicate and often asked the student with CCN for help to use AAC for what they wanted to say. As a result of the groups, everyone increased their knowledge of the vocabulary on the AAC systems, how to navigate/use the AAC systems, and awareness of the effort needed to communicate using AAC. Additionally, the authentic reasons to communicate for a variety of purposes served as motivation and purpose for the students with CCN to increase their communication complexity. Further, the peers reported an increased appreciation of the students with CCN and positive attitudes about the children with CCN.

The presenters shared the challenges that they faced, how they problem solved to address them, and the successes of the peer groups. Feedback from peers will also be shared.

By the end of this session, participants were able to:

- Define social validity and describe why it is important for people with CCN
- State at least 3 aspects of a positive communication environment
- Describe why it is helpful to have communication partners, especially peers, use an AAC system for their own authentic communication
References


