

AAC CONSIDERATIONS FOR SPECIAL POPULATIONS
Including Access Needs (3.5 CE HOURS)

Course Abstract

This Intermediate level course discusses AAC relative to special populations, beginning with an overview of alternate access options, followed by specific discussions of individuals with cerebral palsy, Rett Syndrome, CVI, aphasia, Down syndrome, developmental apraxia of speech, and ASD.

Learning Objectives

By the end of this course, learners will be able to:

Describe at least four alternate access modes for individuals who cannot use direct selection

List the five major types of cerebral palsy, and discuss its impact on AAC considerations

Identify the population typically affected by Rett Syndrome, and describe its impact on AAC considerations

Define CVI, with attention to its difference from ocular disorders, and explain its impact on AAC considerations

List the different forms of aphasia, and explain its impact on AAC considerations

Explain how AAC intervention can be useful to individuals with Down syndrome or developmental apraxia of speech

Discuss the benefits of using AAC with individuals with ASD, with attention to evidence based practices

Timed Topic Outline

- I. Alternate Access (30 minutes)
- II. Cerebral Palsy (15 minutes)
- III. Rett Syndrome (10 minutes)
- IV. Cortical Vision Impairment (25 minutes)
- V. Aphasia (15 minutes)
- VI. Down Syndrome (10 minutes)
- VII. Developmental Apraxia of Speech (10 minutes)
- VIII. Autism Spectrum Disorder (65 minutes)
- IX. References, Additional Resources, and Exam (30 minutes)

Delivery Method

Correspondence/internet self-study with interactivity, including a provider-graded final exam. *To earn continuing education credit for this course, you must achieve a passing score of 80% on the final exam.*

Course Author

Susan Berkowitz received a B.A. in Psychology from Clark University, an M.S. in Speech-Pathology and Audiology from Tulane, and an M.Ed. in Education Administration from California State University at Fullerton. She also has extensive graduate background in Special Education and Applied Behavior Analysis, and has worked with children with autism for more than 40 years.

Susan has worked in a variety of settings as a SLP, a Director of Education, and a Chairperson of the Speech Pathology Department. Her career has taken her to public and private schools, developmental centers, group homes, and adult day programs. She currently runs her own private practice in San Diego, providing Independent Educational Evaluations in speech-language, AAC, and Assistive Technology, as well as consultation and staff training. She presents at a variety of national conferences and provides workshops in AAC, autism, and literacy.

She received a stipend as the author of this course; she has no other relevant financial or nonfinancial relationships to disclose.