
Current Issues: Advancing Professional Preparedness in Augmentative and Alternative Communication SIG 12

INTRODUCTION

This SIG 12 activity highlights important topics related to introducing and teaching future speech-language pathologists, special education teachers, and other practitioners about augmentative and alternative communication (AAC). The first article shares outcomes of a specialized training program that included specific AAC content on the knowledge of emergency first responders (i.e., police, firefighters, EMS). The second article identifies topics (assessment and intervention) and strategies (active and passive learning and multidisciplinary inclusion) preferred by speech-language pathology and special education students as part of a dedicated preprofessional AAC course. The third article describes changes in perceived preparedness of preservice speech-language pathologists in assuming specific AAC roles after they participated in graduate-level AAC coursework that highlighted AAC personnel roles

LEARNING OUTCOMES

You will be able to:

- describe two elements of a specialized AAC training program conducted with emergency first responders (EFRs)
- summarize perceptions of pre-professional SLPs and special education teachers regarding their preferred teaching topics and pedagogical strategies within dedicated graduate AAC courses
- outline how graduate courses integrated the AAC role framework (specifically including general practice SLP, AAC finder, AAC facilitator/communication partners, and AAC clinical specialist)

CONTENTS

The Effect of a Specialized Training Program on the Knowledge of First Responders About People With Communication Disabilities by Mariesa Rang, Sharon Mankey, and Diane Powers Durette

Preservice Training in Augmentative and Alternative Communication for Speech-Language Pathologists and Special Education Teachers: Prevalence and Preferences by Kevin M. Pitt, Sarah Brennan, Allison M. Sauerwein, and Kristy Weissling

Student Reflections on Roles Related to Augmentative and Alternative Communication and Perceived Preparedness for Practice by Allison M. Sauerwein, Olivia A. Buente, Kevin Pitt, and Kristy S. E. Weissling

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: July 28, 2025

End date: July 28, 2030

To earn continuing education credit, you must complete the learning assessment on or before **July 28, 2030**.



This course is offered for 0.30 ASHA CEUs (Intermediate level, Related area).