

KASA Knowledge-Based Competencies: Augmentative & Alternative Communication Modalities

Knowledge or Skill Area		Proposed Competencies/Questions	Course(s) Where Competency is Acquired
No.	Description		
IV.B.	Knowledge of basic human communication and swallowing processes, including the appropriate <u>biological</u> , <u>neurological</u> , <u>acoustic</u> , <u>psychological</u> , <u>developmental</u> , <u>linguistic</u> and <u>cultural</u> bases.	<ol style="list-style-type: none"> 1. Competency: Will demonstrate the knowledge and skills required to effectively select vocabulary/words for a preliterate and pre-symbolic/prelinguistic child who is at an early communication level and requires graphically-represented vocabulary to build early concept knowledge and develop language. (Q4) 2. Competency: Will demonstrate knowledge of developmental changes in language and communication (seven levels of communication; pre-symbolic to symbolic communication; early language concepts) (Q5,6). 3. Competency: Will demonstrate the knowledge of principles and evidence-based methods of intervention for people with developmental disabilities and complex communication needs (CCN) across the age-span who are preliterate, pre-symbolic/prelinguistic, early symbolic, and symbolic communicators. (Q5) 4. Competency: Will demonstrate the differences between unaided communication and aided communication as it pertains to the instruction of people with CCN across the lifespan and on a variety of communication modalities relevant and sensitive to cultural-linguistic differences to maximize communication effectiveness and efficiency. (Q6). 	242, 307, 352, 404, 474, 564, 576, 577
IV.C.	Knowledge of communication and swallowing disorders and differences, including the appropriate <u>etiologies</u> , <u>characteristics</u> , <u>anatomical/physiological</u> , <u>acoustic</u> , <u>psychological</u> , <u>developmental</u> , <u>linguistic</u> and <u>cultural</u> correlates.	<ol style="list-style-type: none"> 1. Competency: Will demonstrate knowledge in the operational, language representation & communicative differences between no technology, low-mid technology, and high technology aided AAC systems as related to individual’s cross-linguistic, cultural, cognitive, and communicative needs & characteristics given their developmental, acquired or progressive neuromuscular etiologies. (Q2) 2. Competency: Will demonstrate knowledge of the purpose and process of an AAC assessment relevant to school-age children with CCN. (Q3) 3. Competency: Will demonstrate the differences between unaided communication and aided communication, recognizing the relevant and sensitive nature of cultural-linguistic differences as it pertains to the selection of vocabulary and the linguistic instruction of people with CCN across the lifespan. (Q6). <p>(continue on next page)</p>	576

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		<ol style="list-style-type: none"> 4. Competency: Will demonstrate knowledge of developing proactive spoken and written communication intervention plans with an AAC user who presents with a progressive or degenerative disease, and their significant communication partners and/or caregivers. (Q7) 5. Competency: Will demonstrate knowledge of how to accommodate speech and language disabilities throughout recovery from an acquired brain injury (ABI) using both unaided and aided AAC systems. (Q8) 6. Competency: Will demonstrate knowledge of the link between literacy and communication and describe the relationship between written language (reading and writing) and communication using graphic symbol-based aided AAC systems. (Q9) 	
<p>IV.D.</p>	<p>Current knowledge of the principles and methods of <u>prevention, assessment, and intervention</u> for people with communication and swallowing disorders including consideration of <u>anatomical/physiological</u>, <u>psychological</u>, <u>developmental</u>, and <u>linguistic and cultural</u> correlates.</p>	<ol style="list-style-type: none"> 1. Competency: Will demonstrate knowledge of the theoretical, ethical, and evidence-based approaches that undergird AAC assessment and intervention or instruction. (Q1) 2. Competency: Will demonstrate knowledge of the purpose and process of an AAC assessment relevant to school-age children with CCN. (Q3) 3. Competency: Will demonstrate the knowledge and skills required to effectively select vocabulary/words for a preliterate and pre-symbolic/prelinguistic child who is at an early communication level and who requires graphically-represented vocabulary to build early concept knowledge and develop language. (Q4) Competency: Will demonstrate knowledge of evidence-based intervention methods for people with developmental disabilities and complex communication needs (CCN) across the age-span who are preliterate, pre-symbolic/prelinguistic, early symbolic, and symbolic communicators. (Q5) 4. Competency: Will demonstrate the differences between unaided communication and aided communication, recognizing the relevant and sensitive nature of cultural-linguistic differences as it pertains to the selection of vocabulary and the instruction of people with CCN across the lifespan. (Q6) 5. Competency: Will demonstrate knowledge of developing proactive spoken and written communication intervention plans with an AAC user who presents with a progressive or degenerative disease, and how to include their significant communication partners and/or caregivers. (Q7) 6. Competency: Will demonstrate knowledge of how to accommodate speech and language disabilities throughout recovery from an acquired brain injury (ABI) using both unaided and aided AAC systems. (Q8) 7. Competency: Will demonstrate knowledge of the link between literacy and communication and describe the relationship between written language (reading and writing) and communication using graphic symbol-based aided AAC systems. (Q9) <p style="text-align: center;">(continue on the next page)</p>	<p>576</p>

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IV.F.	Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.	1. Competency: Will demonstrate ability to interpret clinical evidence-based research outcomes in the selection of appropriate assessment and intervention approaches for individuals with complex communication needs who require aided AAC systems. (Q3, 4,5,7,8,9)	500, 576
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