



## Choosing roles in AAC decision making and implementation

The *I-ASC* work reinforced the importance of being clear about our expectations of each other. This resource aims to help us recognise the raft of skills and abilities across the AAC-support team. Identifying a role that suits you best will be most effective in supporting a child/young person's development through AAC. These roles are not profession or family member specific. These roles are open to any member of the AAC-support team.

In discussion with the other team members, please decide which role or roles best describes you. You may prefer to re-name the roles. Please tick all the roles you would be willing to deliver. These are not listed in any order of importance.

Based on the original work of Johnson, Baumgart, Helmstetter & Curry (1996)

- Receiver of information:** I would like to receive a summary from the team about the outcomes of the assessment, with an overview of the short, medium and long term goals, including details of who has taken responsibility for delivery of the different aspects of the implementation plan (e.g., this person may be Head Teacher, School Governor, Parent, Caseworker, Key Worker).
- Observer:** I regularly spend time with [child/young person named] and I can quietly observe and record/notice their communication behaviours as they occur. Or, I am willing to learn how to observe and record communication behaviours (e.g., School transport staff, Parent, Teaching Assistant, Therapy Assistant).
- Contributor:** I work with [child/young person name] and have information that would be useful to share, for example, diagnosis, language and academic skills, fine/gross motor skills, test results, other information (e.g., Parent, Specialist Teacher, Speech & Language Therapist, Social Worker, Physiotherapist, Occupational Therapist, Psychologist, Paediatrician, Other professionals).
- Champion:** I am [child/young person name] **or** I spend regular time with [child/young person name] and know what is important in everyday life. I would like to share my experiences of how and in what ways communication strategies may work (e.g., the Child/Young Person, Parent, Carer, Speech & Language Therapist, Teacher, Teaching Assistant(s), School transport staff, School playground staff).
- Co-ordinator:** I seek out and welcome hearing others' opinions about [child/young person name], coordinating all the viewpoints (including those of the child/young person) so that we can decide as a team if the opinions are appropriate and well informed (e.g., the Child/Young Person, Parent, Carer, Speech & Language Therapist, Teacher, Occupational Therapist, Psychologist, Specialist Teaching Assistant).
- Assessor:** I am able to carry out all or some aspects of the AAC assessment. Or, I am willing to be trained (e.g., Speech & Language Therapist, Teacher, Psychologist, Occupational Therapist, Specialist Teaching Assistant).
- Evaluator of (available) information:** I am willing to lead on the evaluation of all the available information and data, or I am willing to be involved in the evaluation of information gathered during the assessment (e.g., Speech & Language Therapist, Specialist Teacher, Psychologist, Occupational Therapist, Parent).
- Active participant in implementation:** I am willing to lead the implementation process. Or, carry out any aspect of the implementation process for which I am already knowledgeable. Or, for which I am willing to be trained (e.g., Speech & Language Therapist, Specialist Teacher, Teacher, Parent, Teaching Assistant).