

# AAC Video Case Study

created by Krista Davidson, M.S., CCC-SLP\*

Client: Nathaniel

Time: 120 minutes

## Treatment

### Case History\*\*

Nathaniel is an active six-year-old living with a laryngectomy after a laryngotracheal separation surgery. He was born with stage 3 subglottic stenosis and a laryngeal web. He received his tracheostomy when he was just a few hours old. Before being discharged from the NICU, he required a g-tube. Nathaniel lived with intractable aspiration for three years until a laryngotracheal separation disconnected his upper airways from his lungs. Nathaniel has a congenital heart malformation, suffered a minor brain bleed at birth, and has a slight global developmental delay. Nathaniel is mute and uses sign language and a communication application called Speak for Yourself ([www.speakforyourself.org](http://www.speakforyourself.org)) on an iPad to communicate. He receives speech therapy, physical therapy, and occupational therapy. Nathaniel lives at home with his parents where he receives homeschooling.

\*\*All the background information and videos for this case study have been generously shared and used with permission from Kim Rankin, Nathaniel's mom, and Nathaniel to help increase AAC awareness and inspire and educate others.

### AAC Team Members

- Name at least **three** team members you would like to interview regarding Nathaniel's case. For each person include why you want to interview them citing at least **two** specific questions and the resulting information you would like to gather from each.

### Areas of Concern

- Given Nathaniel's case history include **three** treatment areas that may be of concern.

## **Treatment**

See Resource page below for additional assistance.

### **Module 1**

<https://www.facebook.com/HoldMyWords/videos/253753319087667/>

- His mother/teacher honors both manual sign and SGD usage in this video clip. What words does Nathaniel sign? What words does he say with SGD? Why is it important to honor both communication modes?
- Why are repeated readings of a preferred book beneficial for a child who uses AAC? Name and describe at least **three** literacy and/or communication skills that can be practiced during shared book reading. Provide one reference to support your answer.

### **Module 2**

<https://www.facebook.com/HoldMyWords/videos/1466895993417875/>

- Name and describe **two** prompting strategies Nathaniel's mother/teacher uses during this video?
- Generate either **one** operational *or* linguistic goal that would coordinate with this activity.
- Describe **two** additional activities (e.g., therapeutic, play) you would like to implement with Nathaniel to address this goal.

### **Module 3**

<https://www.facebook.com/HoldMyWords/videos/243674780110172/>

- In the video description, Nathaniel's mother explains the communication breakdown that occurs. If this type of breakdown occurred during a speech therapy session, describe **two** strategies you could use with Nathaniel to repair the breakdown.
- Generate **one** strategic goal to address repairing communication breakdowns.

## Module 4

<https://www.facebook.com/HoldMyWords/videos/184566145791747/>

- Why might his mother be focusing on the production of the word, “mama”?
- List **two** quality resources/websites for information regarding the implementation of an artificial larynx.

## Module 5

<https://www.facebook.com/HoldMyWords/videos/1539815816125892/>

- Generate **one** receptive language goal that would coordinate with this activity.
- Describe **one** additional activity you would like to implement with Nathaniel to address this goal.

## Module 6

<https://www.facebook.com/HoldMyWords/videos/1368340726606736/>

- Why might Nathaniel prefer to use single words for his messages?
- Requesting permission to leave the table is important in his family. Provide **two** other ways you could make the production of longer utterances both necessary and meaningful to Nathaniel during therapy?

## **Recommendations**

- Based on the information generated above, how would you plan to move forward with Nathaniel’s case?
- How could you collaborate with his family to best address his goals?
- Are there specific areas of communicative competence you would prioritize? Why or why not?
- Why is it important for Nathaniel to have a robust and multimodal communication system?

## **Resources**

Clinical educators may choose to add their preferred web links or department resources to this page. Consider sites, articles, books, and presentations related to AAC and literacy, AAC communicative competencies, and goal writing.

\* Kim Rankin has given permission for this case study to be shared with others for educational purposes.