

Choosing Roles in AAC Decision Making and Implementation

The **ASCforAAC** work reinforced the importance of being clear about our expectations of each other. Everyone who supports a child or young person can play an important role in the AAC developmental process. This form will help you to identify a role that you feel comfortable to take part in to support a child/young person's development through AAC. These roles are open to any profession, caregiver, or family member.

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)

- ☐ **Champion:** I am the child/young person, or I know the child/young person well, and understand the specific wants and needs in everyday life. I would like to share my knowledge of what works, what doesn't, and what matters most.
(This could be the Child/Young Person, Relatives or Guardians, Support Workers, Youth leaders, etc.)
- ☐ **Co-ordinator:** I can gather everyone's views, including the child/young person, and help bring them together. I can help the team to decide what information is appropriate and how it fits into the plan.
(This could be Healthcare Professionals, Social Workers, Caseworkers, etc.)
- ☐ **Receiver of information:** I would like to be kept updated on the assessment and planning. Please send me a summary of the assessment outcomes and of the short-, medium- and long-term goals for the child/young person. I would also like to know the roles and responsibilities of other members of the team. (This could be Parents or Guardians, Key Workers, Head Teacher, Caseworkers, Governors, etc.)
- ☐ **Observer:** I regularly spend time with the child/young person. I can watch and record how they communicate during everyday activities. I am happy to learn how to do this if needed.
(This could be Transport Staff, Teaching Assistants, Family Members, Healthcare Assistants, etc.)
- ☐ **Assessor:** I can carry out all or some aspects of the AAC assessment. I am happy to be trained how to do this if needed.
(This could be Healthcare Professionals, Specialist Support Workers, Healthcare Assistants, etc.)
- ☐ **Contributor:** I work with the child/young person, and I can share useful information. This might include things like their diagnosis, motor skills, language skills, reports, schoolwork, or test results.
(This could be Parents or Guardians, Social Workers, Healthcare Professionals)
- ☐ **Evaluator of (available) information:** I can help check and make sense of all the information gathered. I can lead this process or take part in it.
(This could be Healthcare Professionals, Key Workers, Parents or Guardians, etc.)
- ☐ **Active participant in implementation:** I can help put the AAC plan into action by leading the process, or some aspects. I am happy to learn new skills as needed.
(This could be Speech and Language Therapists, Teachers, Healthcare Assistants, Parents or Guardians, etc.)

The term 'Healthcare Professionals' may include Speech and Language Therapists, Occupational Therapists, Physiotherapists, Nurses, and other relevant clinical staff.