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Introduction: Children with cerebral palsy demonstrate various levels of oral-motor dysfunction and physical disabilities. For those children with speech impairment, they are more often passive or even withdraw in social context comparing with verbal peers with compactable physical and mental abilities. The inability to express wants and needs effectively in some of these children may lead to frustration causing temper tantrum which hinders process of learning in all areas. AAC such as hand signs, picture cards and other high-tech. device, are introduced to supplement their limitation in verbal communication. This study investigates the effectiveness of the use of AAC in improving communication intention in children with cerebral palsy and speech impairment in a preschool setting adopting the Conductive Education (CE) system. **Method:** An A-B-A design single-case study was conducted on a six-year-old boy with spastic quadriplegia who had been considered to have low communication intention. An electronic communication device was introduced to him in language lessons as an intervention to arouse his communication intention. The subject used his photo communication book throughout the rest of the day. Partners skills of staff and peers were emphasized through the practice in the CE system. The change of communication intention of the subject was assessed by video recording and questionnaires reported by staff. **Result:** Positive outcomes were noted in the subject's communication intention and relationship with peers, e.g. increase in the frequency of initiating communication. The results could be attributed to the fundamental elements of CE system. **Conclusion:** The fundamental elements of CE system including holistic programming, structured daily routine, learning in context and collaborative teaming are essential to facilitate the successful use of AAC.