

# **A TEAM SUPPORT MODEL: IMPROVING COMMUNICATION OUTCOMES OF STUDENTS USING SPEECH GENERATING DEVICES**

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## **Short Abstract**

This study investigated the effects of a multiphase, school-based, professional learning and team support model on student use of speech generating augmentative and alternative communication devices (SGDs). The teams engaged in professional learning and in-classroom practice across two intervention phases. A single-case, multiple baseline design across three students and three different school teams was implemented to maintain experimental control. The results demonstrated the impact of team professional learning in the classroom on student communication outcomes.