

Pediatric and School Based AAC Evaluations

Rachell Westby, M.C.D., CCC-SLP
AT Consultant



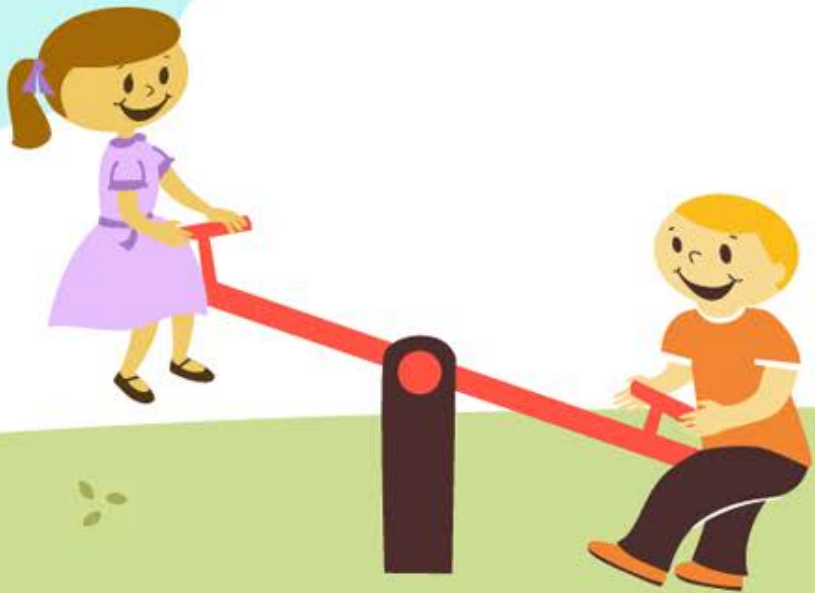
Pediatric and School Based AAC Evaluations

- What are the challenges?
- Tools and Strategies
- Practical tips: AAC evaluations and device submissions



Challenges to AAC

Pediatric Population



Receptive
language

Attention Span
Behavior

Report
Writing

Team

AAC Myths

Time

Tools &
Resources

Grey Cloud Challenges



- Too young for AAC intervention
- Poor cognition=no device
- Must be able to answer yes/no
- High tech is the best tech
- “Communication only happen in the _____”
- Communication come first (before other AT intervention)
- AAC is one size fits all (magical tool or device)

AAC Myths

Reasons why AAC is not tried and combating these can be challenging and can lead to pitfalls.



- Case Study A:

Pediatric student 4 year old classified as on the spectrum by teachers and their observation. During the AT specialist's initial observation, it was story time in the classroom, and she was able to participate in 1 interactive part of the story, a song, however throughout most of story time she was kept still by 1 paraprofessional holding her in a sit down position in a cardboard box. No verbal communication. She hit a button (switch) to participate which generated the song.

Case Studies

We will refer back to these throughout the webinar today.



- Case Study B:

Pediatric student 6 years old with a diagnosis of childhood apraxia. During initial observation, he would attempt to say something and become frustrated when others didn't understand. Sometimes, he displayed behaviors such as throwing toys or verbal frustration (sighing). He was able to follow directions, and speech therapist notes that he is making slow progress with speech sounds while adverse behaviors are increasing in the classroom.

Case Studies

We will refer back to these throughout the webinar today.



- Case Study C:

Pediatric student 9 years old with a diagnosis of CP. Is learning to drive her new power wheelchair and is becoming quite independent with driving. During initial observation, it was noted that she has spastic movements and limited range of motion in most of her body, but has the most range in her head. She is non-verbal mostly, but attempts to speak by making inconsistent vowel vocalizations. She follows everyone's movement with her eyes and head. She is aware of conversation and smiles when others tell jokes.

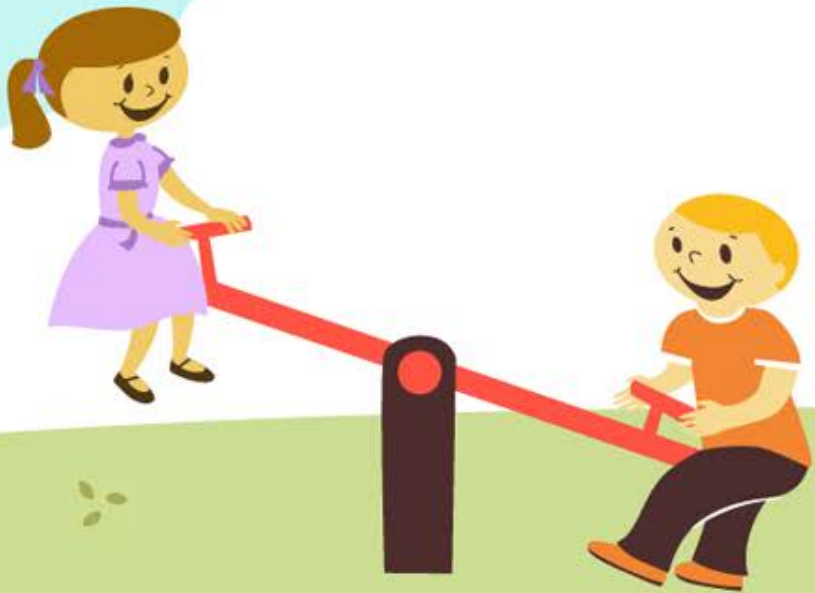
Case Studies

We will refer back to these throughout the webinar today.



Tools, Strategies, & Tips

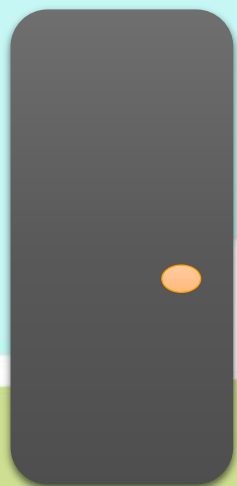
Pediatric AAC Evaluations



- 🔑 Find tools that will allow you to evaluate the whole person
- 🔑 Find tools that help streamline processes and documentation
- 🔑 Find tools that are easily accessible and if necessary adaptable

AAC Evaluation

Find and familiarize yourself with an evaluation tool(s).



AAC Evaluations Tools

- Sett Frame work: <http://www.joyzabala.com/Home.php>
 - S (student)
 - E (environment)
 - T (task)
 - T (tool)

Page 1

SETT SCAFFOLD FOR GATHERING DATA-ANNOTATED
Collaboratively Gather and Analyze Information from a Variety of Sources

Student: _____ Date: _____ Perspective: _____

EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS
<p>INFORMATION RELATED SPECIFICALLY TO THE STUDENT, INCLUDING SPECIFIC AREAS OF CONCERN, SPECIAL NEEDS, CURRENT ACHIEVEMENT, INTERESTS, GOALS, ETC.</p> <ul style="list-style-type: none"> ▪ Build shared knowledge about the student that can be used to identify need for tools, guide decisions about tools, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, or discussion 	<p>INFORMATION RELATED TO ANYONE WHO IS AROUND THE STUDENT OR ANYTHING THAT IS PROVIDED TO THE STUDENT.</p> <ul style="list-style-type: none"> ▪ Build shared knowledge about the environments in which the student is, or can be, expected to learn and grow. This information can be used to identify need for environmental supports and training, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation or discussion 	<p>INFORMATION SPECIFICALLY RELATED TO THE DETAILS OF THE TASKS THAT ARE CURRENTLY REQUIRED OF THE STUDENT OR WILL BE REQUIRED IN THE NEAR FUTURE.</p> <ul style="list-style-type: none"> ▪ Build shared knowledge about the tasks that the student needs to do or learn to do that are currently difficult or impossible for the student to do at the expected level of independence. ▪ This information can be used to identifying the type of tools needed, but will also play a critical role in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, discussion.



AAC Evaluations Tools

- AAC TechConnect Inc.
 - Person

The Person: Skills & Features to Consider for Assistive Technology

Receptive Language / Cognition

Y/N response	Method?	Memory/new learning
Answers ? ::	Simple/Complex	Attention
Follow Directions:	Simple/Complex	Categorization/Assoc.
Follows Conversation?	Understands Humor?	Generalization

Vision Skills

W/in Functional Limits (WFL)	Tactile	Symbol modifications
Glasses	Auditory scan/fishing	Color
Cortically Blind	Zoom magnification	Contrast
Neglect/Field Cut	Other:	Font size: ____

Current Communication Skills

Facial/body language	Speech	Board / Book
Point to/take/look at	Gestures / Signs	Device:
Vocal / verbalizations	Read: words sentences complex	
Recognize <small>picture objects</small>	Write: words sentences complex	

Hearing

Skills	Modifications
WFL	Volume Access: C P
HOH*	Voice type/quality: C P
H/A*	Headphones: C P
Deaf	Silent Mode: C P

*HOH = Hard of Hearing
*H/A = Hearing Aid

Fine Motor Skills

WFL
Points: Left/Right hand Finger/Knuckle
Writes:
Tremor:
Limited (Describe):

Gross Motor

WFL
Ambulatory walker cane
Paralysis/Plegia: L? L4 R? R4
Degenerative? Locked in?
Balance Issues:
Weight/size restrictions:
Positioning:
Wheelchair: manual/power
Type of transfer:

Device Location/Positioning:

Left, Midline, Right, High, Midpoint, Low

Access Modifications (Mark access site)

Direct select: pointer stylus	Keyboard
Finger/Knuckle:	Switch
Headpointer	Headmouse
Joystick	Mouse
Scanning	MorseCode
Switch Type	Mount:
Switch Mount	Carry case
	Use w/c controls
	Other:

Scanning Options

Visual	Auditory	Zoom
Linear	Row Column	Group
Step	Inverse	Auto
Other:		

Legend:
C = Communicator
P = Partner

Copyright © 2010 AAC TechConnect, Inc.



AAC Evaluations Tools

- AAC TechConnect Inc.
 - The Device
(or tool)

Print in Landscape

Symbols	
<input type="checkbox"/> Digital photos	<input type="checkbox"/> Words
<input type="checkbox"/> Pictures	<input type="checkbox"/> Letters
<input type="checkbox"/> Pictures with words	

Message Formulation	
<input type="checkbox"/> Single key messages/1 key hit	
<input type="checkbox"/> Sequence words (# ___)	
<input type="checkbox"/> Semantic Compaction	
<input type="checkbox"/> Routine Phrases	
<input type="checkbox"/> Telegraphic Sentences	
<input type="checkbox"/> Grammatical options	
<input type="checkbox"/> Complex sentences	

Language Representation/organization	
<input type="checkbox"/> Visual scenes	
<input type="checkbox"/> Single meaning pictures	
<input type="checkbox"/> Multi-meaning pictures	
<input type="checkbox"/> Phrase-based	
<input type="checkbox"/> Core Words	
<input type="checkbox"/> Categories	
<input type="checkbox"/> Situations	
<input type="checkbox"/> Alphabet/spelling	

Navigation/page changes	
Page changes:	<input type="checkbox"/> Facilitator <input type="checkbox"/> User
<input type="checkbox"/> Static Display	# of pages: ___
<input type="checkbox"/> Dynamic Display	# levels down: ___
<input type="checkbox"/> Sequence across single page	
<input type="checkbox"/> Sequence across multiple pages	

The Device: Features to Consider

Message Display

Rate Enhancement

Message Key

of keys ___

Size of keys ___

Varies ___

Screen Size

Small
Medium
Large

Action

Click
Zoom/enlarge
Color changes
Hold time
Hide/show

Screen Action

Touch
Swipe
*Other access see "The Person" form

Keyboard	
LAYOUT	FORM
<input type="checkbox"/> ABC	<input type="checkbox"/> Plug in keyboard
<input type="checkbox"/> QWERTY	<input type="checkbox"/> Onscreen Keyboard
<input type="checkbox"/> Frequency of occurrence	

Type of Device	Devices/Apps to trial:
<input type="checkbox"/> Dynamic Display device	1)
<input type="checkbox"/> Integrated (computer access)	2)
<input type="checkbox"/> Text-to-Speech (keyboard device)	3)
<input type="checkbox"/> Digitized (Static Display)	4)
<input type="checkbox"/> App for mobile technology	5)

Access: Use "The Person" form for required features

Voice/Speech	
<input type="checkbox"/> Synthesized	
<input type="checkbox"/> Digitized (human voice)	
<input type="checkbox"/> Other Language	
Male / Female / Child	
Loudness / Clarity / Speaker needed	

Message Display	
<input type="checkbox"/> Words	
<input type="checkbox"/> Pictures	
<input type="checkbox"/> Speak each word/sentence	
<input type="checkbox"/> Speak on demand	
<input type="checkbox"/> Highlight each word as it speaks	

Rate Enhancement	
<input type="checkbox"/> Pre-made Vocabulary	starter complex expands w/ user
<input type="checkbox"/> Prediction	word phrase letter picture icon next word
<input type="checkbox"/> Abbreviation - Expansion	
<input type="checkbox"/> Other	

Device functions/access		
On/off	Facilitator	User
Volume	Facilitator	User
Access to other program	Facilitator	User
Programming	Facilitator	User
<input type="checkbox"/> ECUs	<input type="checkbox"/> Phone	
<input type="checkbox"/> Internet browsing	<input type="checkbox"/> Other uses <small>(education, leisure, behavioral, etc.)</small>	

Copyright ©2011 AAC TechConnect, Inc.



AAC Evaluations Tools

- AAC TechConnect Inc.
 - Decision making

DEVICE DECISION-MAKING					
✓	FUNDING SOURCES		COMMENTS		
	Personal purchase				
	Medicaid				
	Medicare				
	Schools (educationally necessary)				
	Private Insurance:				
	DME limit _____ % paid _____				
	Co-pay _____ Other _____				
	Vocational Rehab				
	Organizations (i.e. Churches, Rotary,)				
	Other:				
✓	OTHER FACTORS TO DISCUSS/CONSIDER		Option #1	Option #2	Option #3
	Features required: See "The Device":				
	Features to Consider				
	Will put together own hardware and appropriate apps; consider additional accessories (speaker, case, etc.) & other uses (educational, behavioral, etc.)				
	All-inclusive communication system from major manufacturer with after sale support				
	Company tech support				
	Company does funding				
	Representative support				
	Device available for hands-on evaluation				
	Variety of pre-made communication applications available to fit users needs as they change				
	Reason to like (continue on back as needed)		Option #1	Option #2	Option #3
	Reason don't like (continue on back as needed)		Option #1	Option #2	Option #3
Device Selected					
Name:					
Accessories: (list)					
Manufacturer: contact information					



AAC Evaluations Tools

- AT EVAL2Go App by Smarty Ears Apps
 - Comprehensive
 - Generates a report
 - Allows you to add audio and photos into your report
 - Easy to use



AAC Evaluations Tools

- Evaluation Genie by HumpSoftware
 - Accessible
 - Informal
 - Easy to use
 - Has a guide
 - Gain useful information about potential AAC user'
 - Use guide to create your own scoring/recommendations template



Sample Screen



AAC Evaluations Tools-Data

- AAC and SGD Data Collection tool from DynaVox

Data Collection for Device

Name: _____ Location: _____

Date	Listener	Symbols/method	Message	Spontaneous	Response	Accurate Y/N	Independent/Aided
2/4/11	mom	I want + glass + milk	I want milk	X		Y	I
2/4/11	mom	Said ma	mom	X		Y	I
2/4/11	teacher	Signed more	more	X		Y	I
2/4/11	para	Answered who and where questions about story, Animals +Dog, people + boy, place + outside	A dog and a boy, outside		X	Y	I

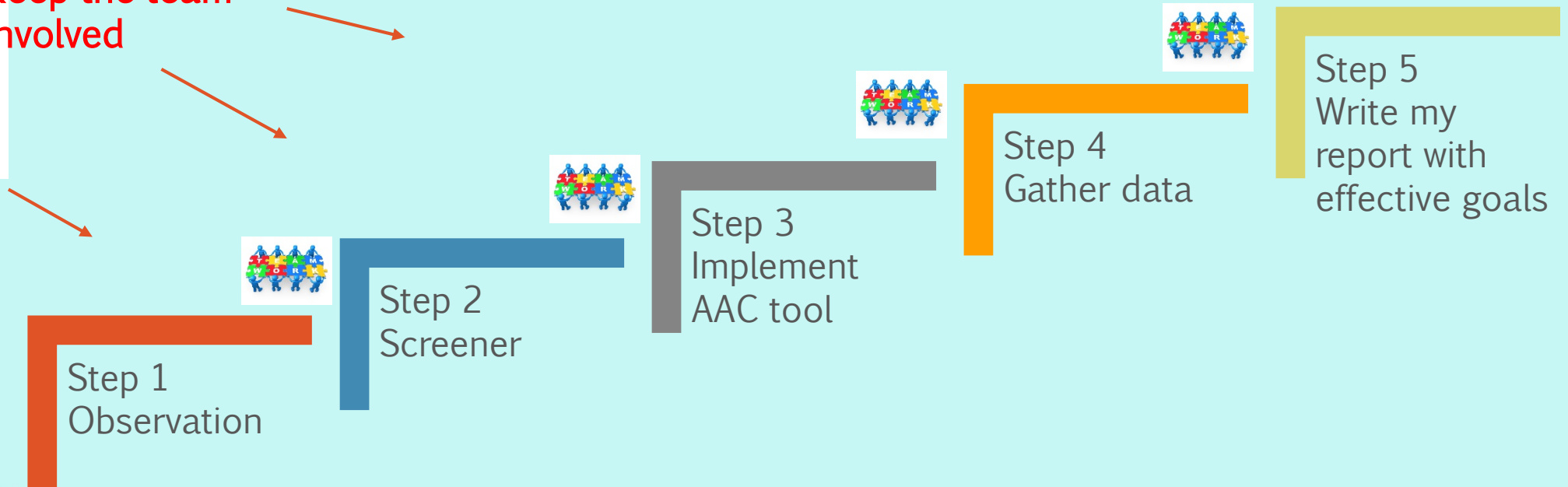
Who completes this form?
ALL team members



Flow of AAC evaluation and report writing

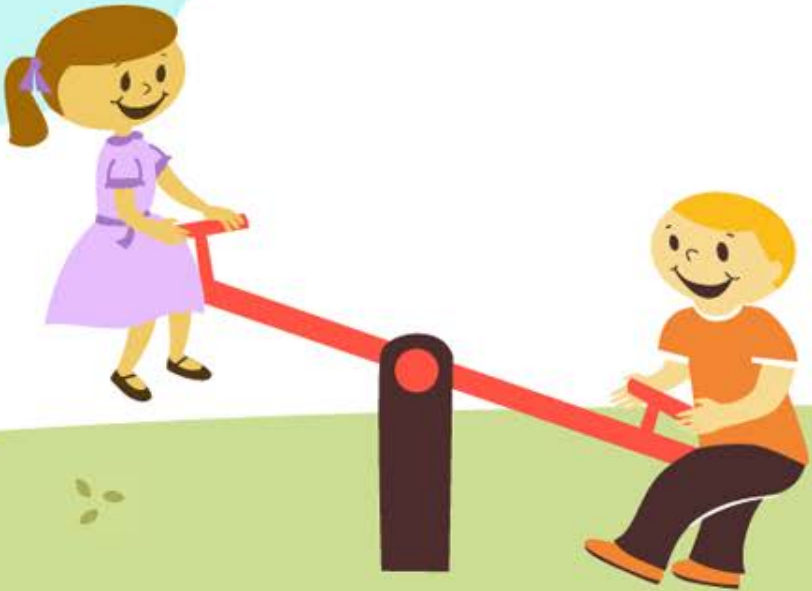


Keep the team involved



Practical Tips

Pediatric AAC Evaluations and Report Writing



AAC/AT evaluator checklist

Familiar= well acquainted; well versed

- ☐ I am familiar with all of the low, lite, and high tech tools and devices (includes settings) I have access to, and with those I don't.
- ☐ I am familiar with devices approved by insurance and those that are not.
- ☐ I am familiar with the end user's funding source and it's requirements
- ☐ I have information (via website or company brochure) on different devices that I do not have access to in my facility.
- ☐ I know how to contact tech support for the devices I am using during my evaluation process.
- ☐ I can program and edit pages as needed per device I am demonstrating.
- ☐ I have a camera available and ready.



Funding Sources

- Private Insurance
 - Each one is different
 - primarily follows Medicare guidelines and Medicare is broken into regions, each region may have a slightly different interpretation of guidelines or rules
- Medicaid
 - Each state is different
 - May have requirements about report format/may have to be on their form
 - Standardized vs. non-standardized testing (in some states it may be different that the requirements of IEP)

*Schools



BRICK-tips for dynamic AAC report writing

- B**e repetitive and descriptive
- R**ule out other devices and accessories
- I**nformative writing
- C**heck behind yourself; avoid contradictory statements
- K**now the report writing rules of your funding source

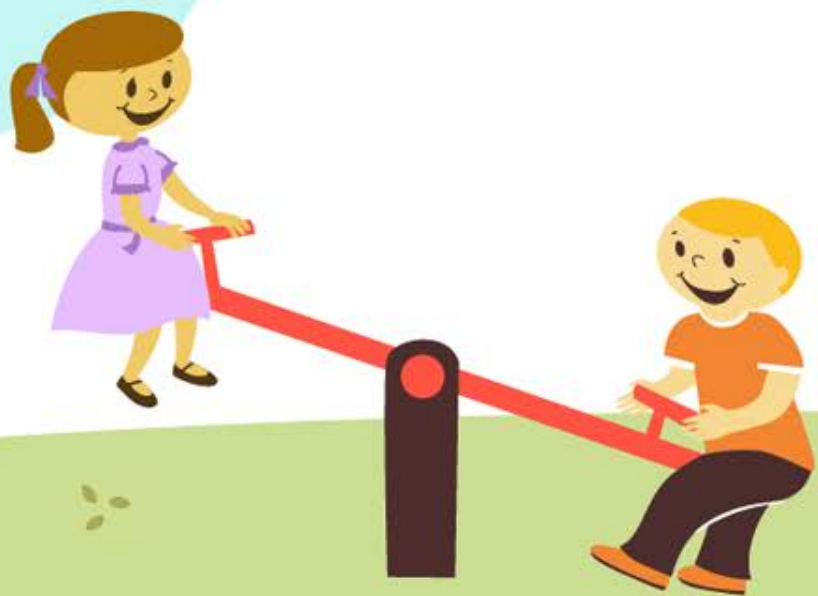


- **Do NOT Forget your Treatment plan with functional communication goals!**



Practical Tips

AAC Goals-Treatment Plan



- Must state functional communication goals for the device user.
 - Communication partners, environment, and current level of communication, long vs. short term goals
- Must state frequency of treatment with the device with the SLP.
 - Additionally some funding sources may require a statement of: responsible parties for programming and troubleshooting; timeline for reassessment, and/or type of therapy group vs. individual treatment sessions.

Treatment Plan



- Examines each functional area of language when it comes to communicating with a communication device.
- Easily adaptable to a multiple devices and language systems
- Easily adaptable to client/student/patient using an eye gaze accessory or other access methods.

Treatment Plan

Helpful tool: DAGG2

Tobii Dynavox



DAGG-2

Competency Areas

- Linguistic
- Social
- Operational
- Strategic

Ability Level

- Emergent
- Emergent Transitional
- Context Dependent
- Transitional Independent
- Independent



DAGG-2

ABILITY LEVEL SUMMARY

In the chart below, mark the individual's Ability Level for each skill area to provide you with a "big picture" view.

SKILLS	ABILITY LEVEL					NOTES:
	Emergent	Emergent Transitional	Context-Dependent	Context-Dependent Transitional	Independent	
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Literacy Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	alphabet
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Easy Report
Writing: Make templates

Let go of AAC
Myths

Time saving tools &
Resources

Be a Team/rely on your team



HICKS

