

# Pediatric and School Based AAC Evaluations

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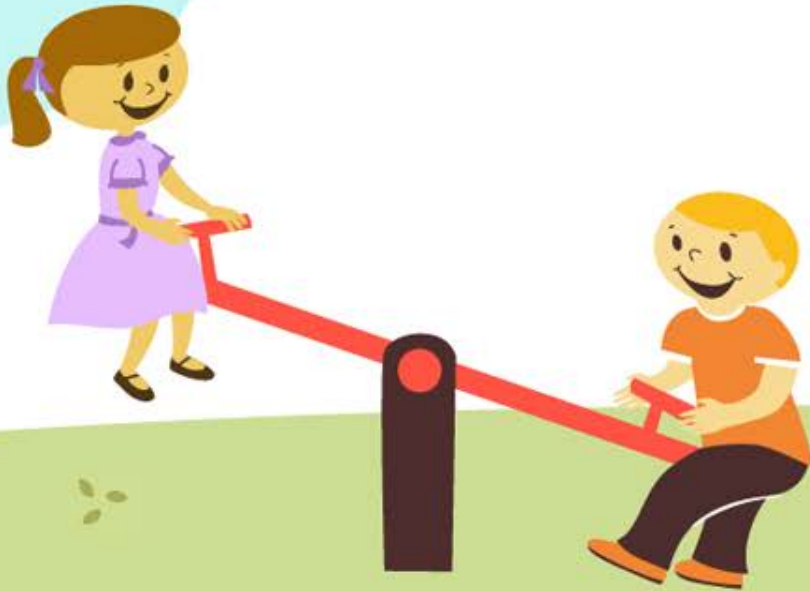
# Pediatric and School Based AAC Evaluations

- 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

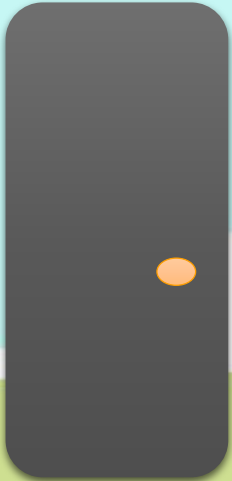
Team

Time

AAC Myths

Tools & Resources

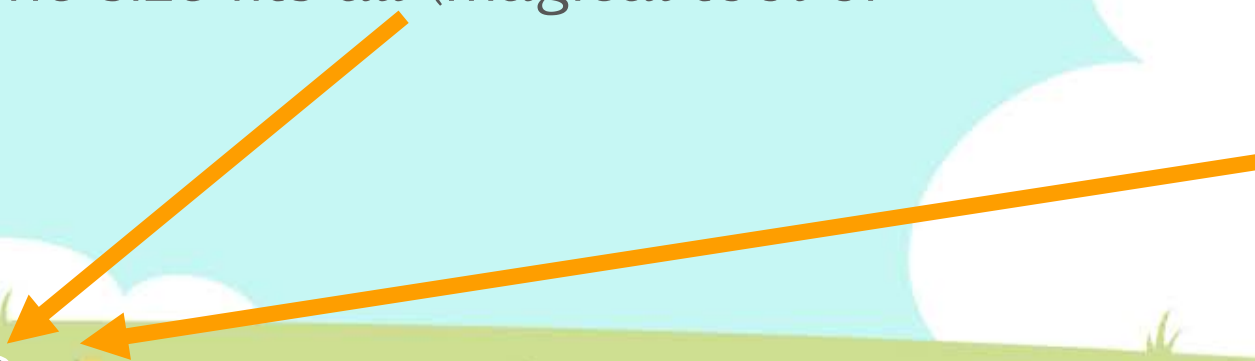
# Grey Cloud Challenges



- 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

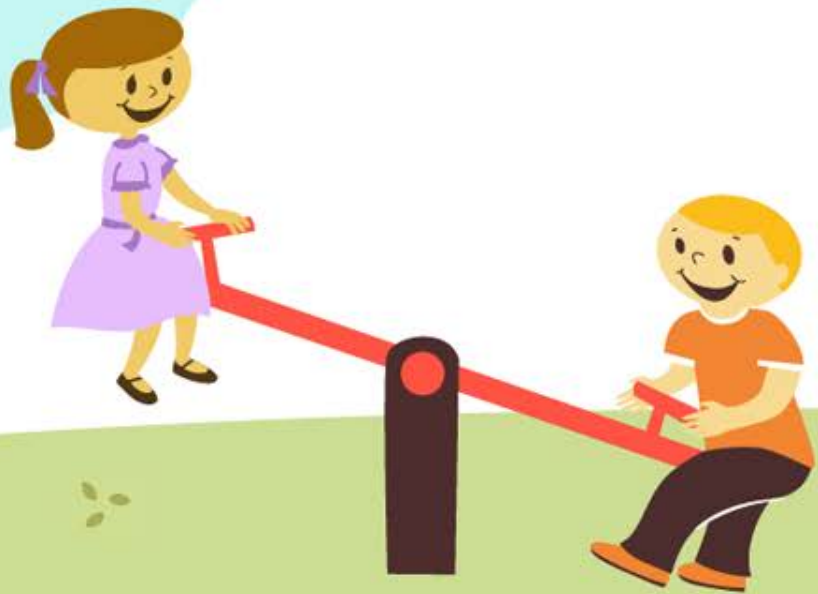
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# Tools, Strategies, & Tips

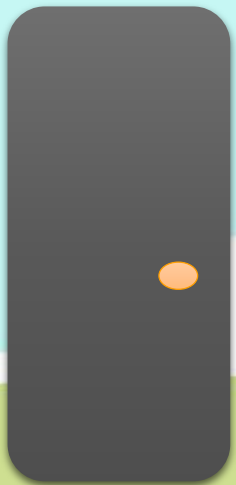
Pediatric AAC Evaluations



- 🔑 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: \_\_\_\_\_

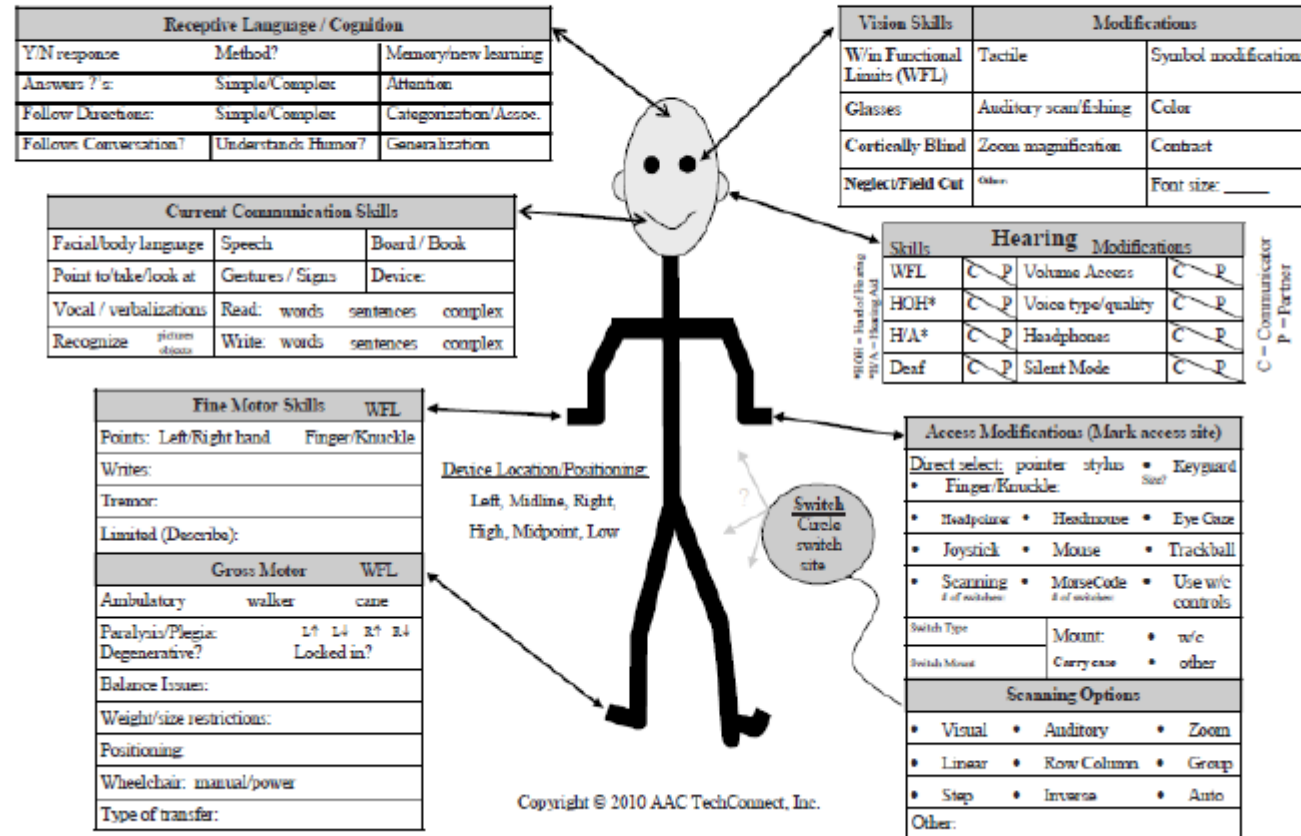
EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS
<p>INFORMATION RELATED SPECIFICALLY TO THE STUDENT, INCLUDING SPECIFIC AREAS OF CONCERN, SPECIAL NEEDS, CURRENT ACHIEVEMENT, INTERESTS, GOALS, ETC.</p> <ul style="list-style-type: none"> <li>▪ Build shared knowledge 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.</li> <li>▪ Determine what still needs to be known and how it can be found out.</li> <li>▪ Add additional information as it becomes available through evaluation, implementation, or discussion</li> </ul>	<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"> <li>▪ 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.</li> <li>▪ Determine what still needs to be known and how it can be found out.</li> <li>▪ Add additional information as it becomes available through evaluation, implementation or discussion</li> </ul>	<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"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Determine what still needs to be known and how it can be found out.</li> <li>▪ Add additional information as it becomes available through evaluation, implementation, discussion.</li> </ul>



# AAC Evaluations Tools

- AAC TechConnect Inc.
  - Person

## The Person: Skills & Features to Consider for Assistive Technology



# 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

Action

Click

Zoom/enlarge

Color changes

Hold time

Hide/show

Screen Action

Touch

Swipe

\*Other access see "The Person" form

Keyboard	
<b>LAYOUT</b>	<b>FORM</b>
<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	<i>starter complex expands w/ user</i>
<input type="checkbox"/> Prediction	<i>word phrase letter picture icon next word</i>
<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>

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# 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			
	<b>Reason to like (continue on back as needed)</b>	<b>Option #1</b>	<b>Option #2</b>	<b>Option #3</b>
	<b>Reason don't like (continue on back as needed)</b>	<b>Option #1</b>	<b>Option #2</b>	<b>Option #3</b>
<b>Device Selected</b>				
Name:				
Accessories: (list)				
Manufacturer: contact information				

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# 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



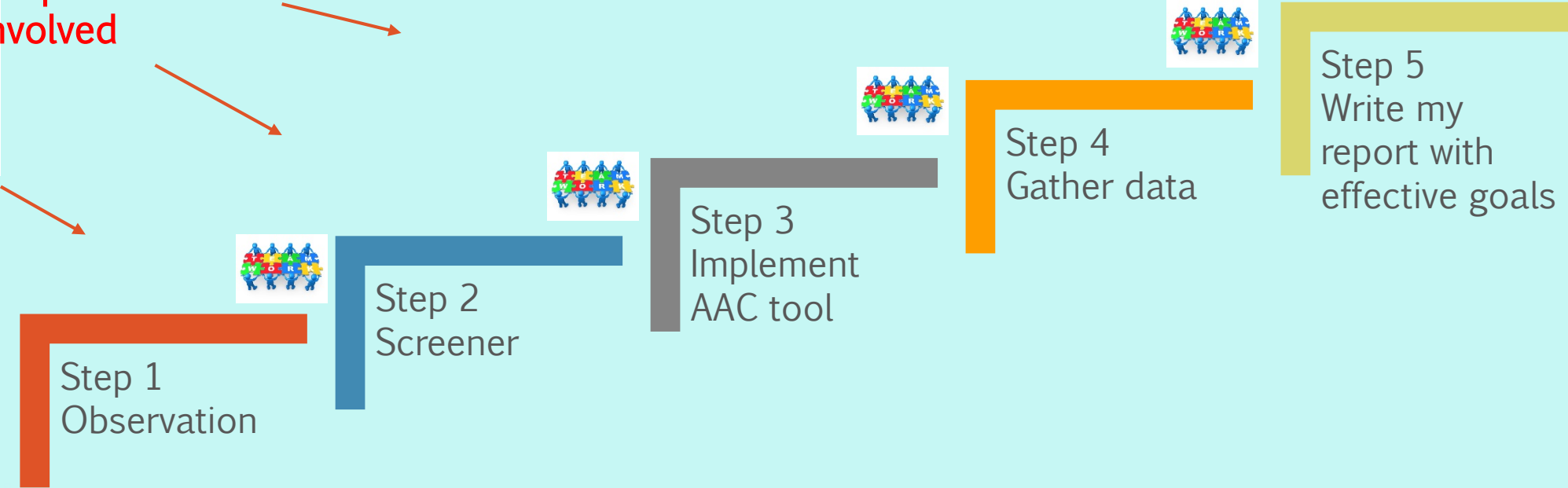




# Flow of AAC evaluation and report writing

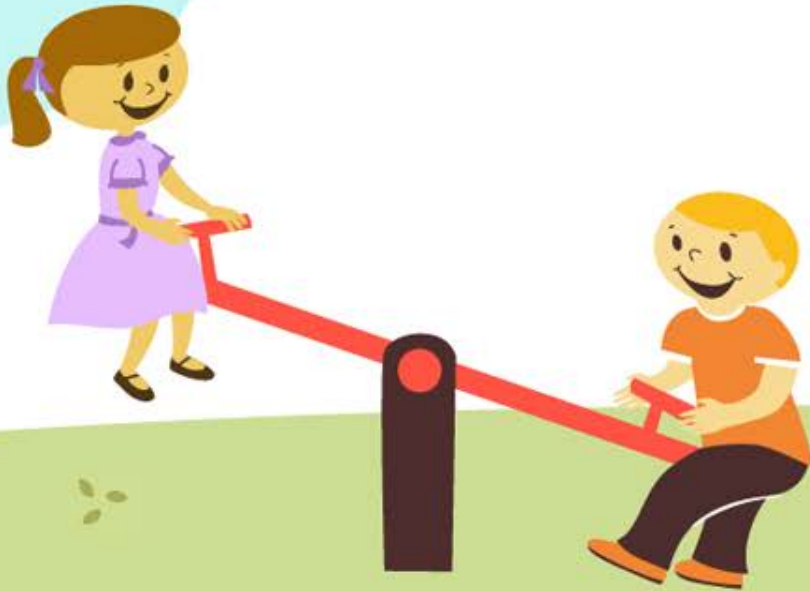


Keep the team involved



# 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

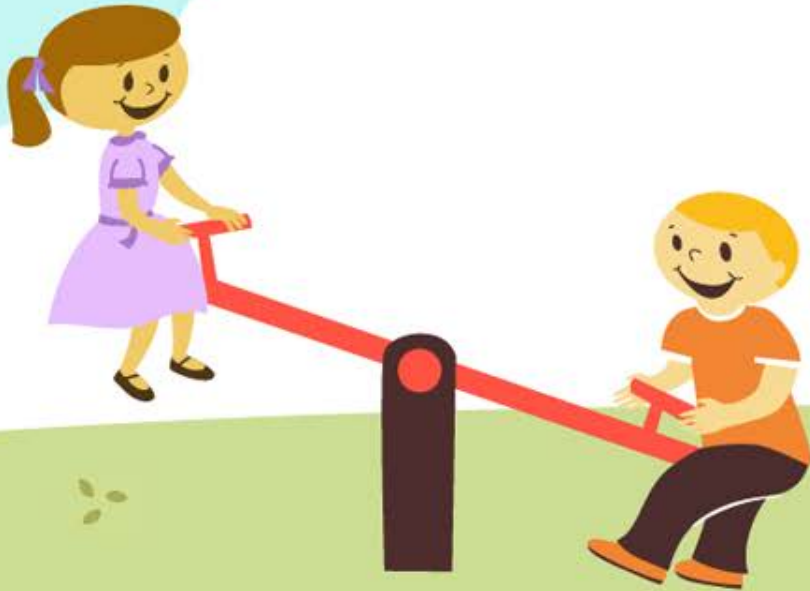


- **Do NOT Forget your Treatment plan with functional communication goals!**



# 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

