Eye Gaze: From Evaluation to Treatment
Part 3: *Eye Gaze Treatment Plans*

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Review: Challenges to Report Writing

- Too Much information= adding information that is not necessary to funding of the device
- Not enough information=leaving out pertinent information that is essential to funding the eye gaze accessory *(ruling out other access methods)*
- Conflicting information=writing contradictory statements within your report (This can be done with or script from the physician as well-be careful and review everything)

Review: Prior to writing the funding report

- Complete Home, Health, Community, Educational History
- Know the rules of your funding source and DME (durable medical equipment) provider
- Have a complete funding packet from the DME provider
- Complete a thorough evaluation and observation notes/documentation

Review: As you are writing the funding report

- Keep good records during your evaluation sessions
- The largest area of importance in documentation for an eye gaze device is other access methods and why they do not work
- It is ok to be repetitive as long as you are consistent

Review: Components of Funding Report

- Communication Impairment:
  - Relevant Medical Status, History, and therapeutic program
  - Communication Impairment Description "Severe"
  - Prognosis; Anticipated course of Impairment: Stable? Declining?

  ability to improve with SGD?
- Comprehensive Assessment:
  - Hearing and Vision/Physical Status
  - "With the modification _____the patient possesses the physical abilities to effectively use a SGD and required accessories to communicate." *(When seeking funding for an eye gaze accessory a funding source may require you to note that the modification is related to the eye gaze accessory)*
  - Language and Cognition: Standardized Testing and/or clinical observations

Review: Components of Funding Report

- Daily/Functional Communication:
  - Medical Needs/Communication Partners and Environment
  - Why does low tech not meet their daily communication needs?
- Rationale for choosing device:
  - Must try more than 1 device
  - State why a device was ruled out
  - State why the recommended device was selected/ state examples of device use during evaluation/trial/treatments sessions.
  - Must state this SGD with eye gaze accessory is the best method of functional communication for ____. Tell why (most consistent method, most accurate, most effective etc.)
  - List out each recommendation including each accessory separately

Rationale for Accessories

***EACH ACCESSORY SHOULD BE LISTED ON A SEPARATE LINE UNDER THE RECOMMENDED SGD ***

Code E2599 (miscellaneous accessories for SGDs)

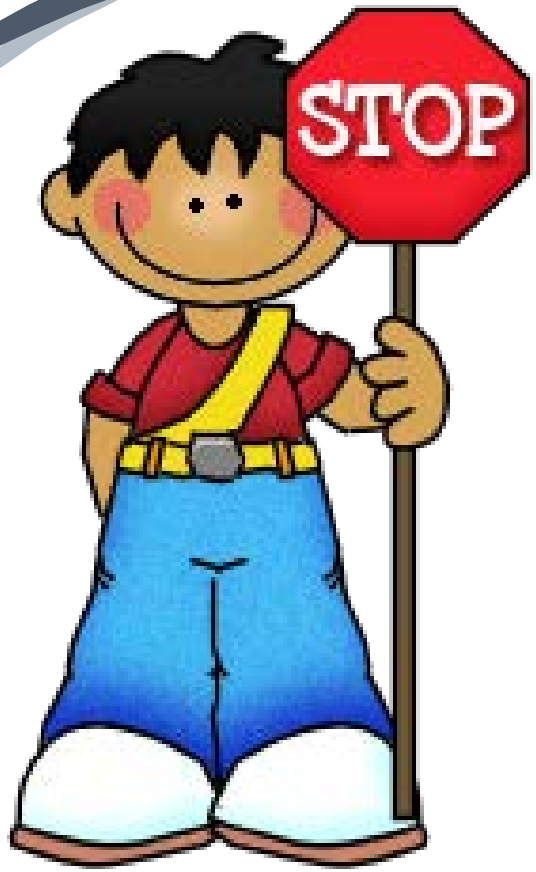
- Eyegaze
  - Rule out all other methods of access including less costly direct touch selection, all switches (UE,LE, head) and headmouse

Code E2512 (mounting equipment for SGDs)

- Mounts
  - Reiterate comments which should have been already noted under physical environments
  - Switch mounts also fall under this code

I am Finished!

- I have done the evaluation over multiple sessions.
- I have supporting documentation
- I along with my client's caregiver have completed the funding packet documents
- I have all the components of a successful report including my rationale for choosing the device and eye gaze accessory and I am done!



What's Missing?

- **Functional Communication Goals and Treatment Plan** (this session)

Answer: YES!

Yes- your device submission report can be red flagged or "denied" by the DME provider because of your treatment plan because of the following reasons:

- You forgot to add goals (long term and short term)
- Your frequency of treatment does not match your long term goal.
- Goals are incomplete/inconsistent with data from your report.

Treatment Plan

- Must state functional communication goals for the device user.
  - Communication partners, environment, and current level of communication, long vs. short term goals-*Remember to considerer the end user's eye gaze accessory while planning your 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.

Why DAGG-2?

- Eye gaze evaluators can use the Dagg-2 from evaluation to treatment.
- 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
- Let’s take a look:

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	☐	☐	☐	☐	☐	
Expression	☐	☐	☐	☐	☐	
Social Interaction	☐	☐	☐	☐	☐	
Literacy Skills	☐	☐	☐	☐	☐	alphabet
Other	☐	☐	☐	☐	☐	

Case Study 1
Eye Gaze Users with DAGG

Video 1 URL Link

DAGG-2 with Case Study 1

LINGUISTIC COMPETENCY

Ability Levels		Goals	Chain of Cues*			
Emergent	○ GM ☑	Communicates behaviorally (e.g., eye gaze, point, pull partner toward) to request/respond/comment and socially interact.	IC ○	DVC ○	DPC ○	PA ○
	○ GM ☑	Rejects undesired propositions or items behaviorally (e.g., brief glance, nod, eye contact, smile or touch).	IC ○	DVC ○	DPC ○	PA ○
	○ GM ☑	Accepts propositions, activities and/or offered items behaviorally.	IC ○	DVC ○	DPC ○	PA ○
	○ GM ☐	Demonstrates intent to communicate with a partner such as selecting single button message in a joint action routine (e.g., repeated story line, request repetition of preferred activity).	IC ○	DVC ○	DPC ○	PA ○
	○ GM ☐	Signals a desire for something (e.g., gesture, device, speech).	IC ○	DVC ○	DPC ○	PA ○
	○ GM ☐	Engages in turn-taking for one communication exchange (can include gestures, pointing, facial expression, eye movement).	IC ○	DVC ○	DPC ○	PA ○
	○ GM ☐	Demonstrates joint attention toward an object with partner.	IC ○	DVC ○	DPC ○	PA ○
Emergent Transitional	○ GM ☐	Uses at least 3 reliable signals (e.g., sign/sign approx., obj/pic symbol, verbal/verbal approx.) to control their immediate environment (e.g., "More." "All done." or "Stop!").	IC ○	DVC ○	DPC ○	PA ○
	○ GM ☑	Requests/comments/labels a tangible object with single noun symbol given an array of 2 or more symbols in familiar routine/context.	IC ○	DVC ○	DPC ○	PA ○
	○ GM ☐	Requests/comments/labels a familiar concrete action with single verb symbol	IC	DVC	DPC	PA

DAGG-2 with Case Study 1

	○	GM ☐	Selects single button messages in familiar contexts to participate in or move an interaction along.	IC ○	DVC ○	DPC ○	PA ○
Context-Dependent	●	GM ☐	Uses abstract descriptive concepts: quantitative/qualitative/spatial (at least 2 in each category).	IC ○	DVC ○	DPC ○	PA ○
	●	GM ☐	Uses learned sentence constructions (carrier phrases) for creative 2+ word phrases (e.g.,"I want ___." "I see __." "I have ___.") in structured or routine activities.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Uses action concepts (at least 10 verbs across situations).	IC ○	DVC ○	DPC ○	PA ○
	●	GM ☐	Generates novel or creative 2+ word simple sentences.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Uses plural "s" to denote more than one.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Recognizes letter/sound associations.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Demonstrates early use of letter combinations (e.g., initial sound recognition, creative spelling).	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Generates simple grammatical sentences using present ("ing") and past ("ed") tense.	IC ○	DVC ○	DPC ○	PA ○

Case Study 2
Eye Gaze Users with DAGG
Case Study: Denial

Inconsistent

Inconsistent

Speech and language skills:

Mr. John Doe is a 25 year old male with a medical diagnosis of TBI. He is sometimes able to comprehend basic conversational speech and expressively he is unable to communicate. Mr. John Doe not motivated to communicate, throws temper tantrums by failing his legs to demonstrate when he is upset but lacks the means of useful communication.

Not enough info.

Mr. John Doe has been receiving speech treatment for his speech and language disorder for the last 6 months.

Physical Characteristics:

Mr. John Doe is not ambulatory and uses a power wheelchair. He is often bobbing his head up and down and back and forth. He has movement in his arms and legs when he is angry and flails them about.

too much/too little info.

Case Study 2
Eye Gaze Users with DAGG
Case Study: Approved

Speech and language skills:

Mr. John Doe is a 25 year old male with a medical diagnosis of TBI. He is able to comprehend basic conversational speech and expressively he is unable to phonate. Mr. John Doe is motivated to communicate, about food and entertainment (music, games) while using the eye gaze device during the trial. Without the use of the SGD and eye gaze accessory Mr. Doe lacks the means of useful communication.

Mr. John Doe has been receiving speech treatment for his speech and language disorder for the last 6 months without any improvement to functional communication.

Physical Characteristics:

Mr. John Doe is not ambulatory and uses a power wheelchair with assistance. His mother aides in the driving the chair by using the alternative driving controls. He is often bobbing his head up and down and back and forth. However, he cannot move his head volitionally and presents with a decreased range of motion with head movement. He is unable to move his hands, feet, and legs volitionally and therefore has no functional physical movement in his upper and lower extremities.

Case Study 2
DAGG-2 (Social)

During the Eval/Trial

Treatment Plan

Emergent Transitiona	○	GM ☐	Uses simple communication to replace challenging behaviors (e.g., "More." or "All done.") with partner reminders as needed.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Demonstrates conversational turn taking in errorless or familiar interaction/activity.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Responds to initiating or terminating interactions using a single word message such as "Hi!" and "Bye!"	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Maintains attention to partner in conversation (e.g., eye contact, orientation).	IC ○	DVC ○	DPC ○	PA ○
Context-Dependent	●	GM ☐	Comments appropriately when engaged in activity with navigation support as needed.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Uses polite social forms (e.g., "Please." or "Thank you.").	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Initiates/terminates conversations using scripted or pre-programmed messages for more than two conversational turns.	IC ○	DVC ○	DPC ○	PA ○
	●	GM ☐	Shares several pieces of pre-programmed "news"/information with partner navigational assistance and/or reminders as needed.	IC ○	DVC ○	DPC ○	PA ○
	●	GM ☐	Demonstrates conversational turn-taking (social/activity based) for more than two turns.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Uses humor.	IC ○	DVC ○	DPC ○	PA ○
	●	GM ☐	Demonstrates ability to continue a conversation by selecting comments or general questions.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Requests a variety of actions (e.g., "Turn the page." or "Get the __ for me.").	IC ○	DVC ○	DPC ○	PA ○

Using the DAGG-2 in Eye Gaze Tx (Strategic)

STRATEGIC COMPETENCY

During the Eval/Trial

Tx Plan

Ability Levels		Goals	Chain of Cues
Emergent	GM ☐	Understands that his/her communication (regardless of modality) has an effect on the environment or communication partner.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐	Recognizes the intended message was not conveyed by exhibiting non-communicative behaviors.	IC ○ DVC ○ DPC ○ PA ○
Emergent Transitional	GM ☐	Recognizes the need to obtain the communication partner's attention before initiating a message.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐	Recognizes the need to repeat message when intended message is misunderstood, ignored or system did not activate/speak.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐	Uses different mode of communication (e.g., gesture, vocalization, behavior) for misunderstood message.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐	Requests or obtains the communication system when appropriate.	IC ○ DVC ○ DPC ○ PA ○
Context-	GM ☐	Uses an introduction strategy with unfamiliar communication partner (e.g., "I use this device to talk," or pointing to the device to show they use it to communicate)	IC ○ DVC ○ DPC ○ PA ○

Adapting the DAGG-2 to Eye Gaze Tx
(Strategic)

Context-Dependent	GM ☐	Uses an introduction strategy with unfamiliar communication partner (e.g., "I use this device to talk." or pointing to the device to show they use it to communicate).	IC ○	DVC ○	DPC ○	PA ○
	GM ☐	Actively engages communication partner during the interaction to monitor their attention and understanding.	IC ○	DVC ○	DPC ○	PA ○
	GM ☐	Uses a repair strategy for communication breakdowns (e.g., repeat, rephrase, provide additional key word or information, draw attention to message window, use non-verbal cues, gesture/body or facial expression, first letter cue).	IC ○	DVC ○	DPC ○	PA ○
	GM ☐	Demonstrates beginning use of simple rate enhancement strategies (e.g., telegraphic strategy).	IC ○	DVC ○	DPC ○	PA ○
	GM ☐	Persists in repeating message when intended message is misunderstood, ignored or system didn't activate/speak.	IC ○	DVC ○	DPC ○	PA ○
Transitional Independent	GM ☐	Independently uses an introduction strategy with unfamiliar communication partner (e.g., descriptive instructions on how to best communicate with him/her).	IC ○	DVC ○	DPC ○	PA ○
	GM ☐	Communicates intent to contribute to a conversation (e.g., "I have a question.")	IC ○	DVC ○	DPC ○	PA ○
	GM ☐	Recognizes the intended message was not understood and uses a message to alert ("Wrong try again." "Let me tell you another way." or "Wait.")	IC ○	DVC ○	DPC ○	PA ○
	GM ☐	Proactively manages the interaction (e.g., interjects with "Wait." or "Hang on." while he/she retrieves message; or "Yeah." letting listener know he/she is engaged).	IC ○	DVC ○	DPC ○	PA ○
	GM ☐	Signals a topic change with appropriate message.	IC ○	DVC ○	DPC ○	PA ○

Adapting the DAGG-2 to Eye Gaze Tx
(Operational)

OPERATIONAL COMPETENCY

During the Eval/Trial

Ability Levels			Goals	Chain of Cues			
Emergent	○	GM ☑	Demonstrates visual, auditory or physical attention to AAC system by quieting, orienting to or moving into action.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☑	Demonstrates active engagement with the AAC system (e.g., exploring, touching screen, hitting the switch, etc.) not necessarily with intent.	IC ○	DVC ○	DPC ○	PA ○
Emergent Transitional	○	GM ☐	Transports AAC system in routine or familiar activity with partner reminders as needed.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Positions AAC system for use with partner reminders as needed.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☑	Locates high frequency and/or high interest vocabulary in routine or familiar activities (e.g., basic functional categories such as requesting highly motivating objects/activities, feelings, needs, greetings).	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☑	Demonstrates early developing navigational skills to include "next page" or "go back" navigation.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Demonstrates recognition that AAC system requires adjustment (e.g., volume change or system not working) by looking, quieting or moving into action.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Demonstrates ability to turn system on/off (or asks) when appropriate.	IC ○	DVC ○	DPC ○	PA ○

Adapting the DAGG-2 to Eye Gaze Tx
(Operational)

Context-Dependent	○	GM ☐	Asks for assistance if equipment requires adjustment.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Adjusts volume appropriate to environment.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Demonstrates ability to charge and care for device (or asks).	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Adjusts screen or position (or asks) for best visibility and access.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Navigates to logical page/message/vocabulary during familiar topic or context.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Navigates by noun categories.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Demonstrates ability to manage simple Message Window operations (e.g., clear, delete).	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Participates in adding vocabulary by selecting symbols, location or choosing from offered message choices.	IC ○	DVC ○	DPC ○	PA ○
	○	GM ☐	Recognizes the need to transfer AAC system from one activity or environment to another by moving into action or requesting help from partner.	IC ○	DVC ○	DPC ○	PA ○

Adapting the DAGG-2 to Eye Gaze Tx
(Operational)

Ability Levels	Goals	Chain of Cues
Transitional Independent	GM ☐ Recognizes the need for additional topics or vocabulary in system and is beginning to actively participate in programming or in the process of programming (e.g., selects edit/modify button).	IC ○ DVC ○ DPC ○ PA ○
	GM ☐ Adjusts volume and speech controls (rate/voice) appropriate to environment.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐ Navigates to logical page/message/vocabulary for novel topics and partners.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐ Navigates between different message types or tools (e.g., pre-programmed messages, single words, keyboard).	IC ○ DVC ○ DPC ○ PA ○
	GM ☐ Navigates by grammatical categories.	IC ○ DVC ○ DPC ○ PA ○
Independent	GM ☐ Meets communicative needs by creatively combining different message types or tools (e.g., pre-programmed and/or generative messages/words/phrases/spelling) within system.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐ Arranges equipment upgrades, troubleshoots, initiates repair procedures.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐ Independently adds vocabulary specific to constructs of the system.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐ Demonstrates ability to access external equipment independently (e.g., phone, email, text, computer, IR).	IC ○ DVC ○ DPC ○ PA ○
	GM ☐ Independently stores files, customized messages and sequences.	IC ○ DVC ○ DPC ○ PA ○
	GM ☐ Demonstrates understanding of the operation of device software features (e.g., word prediction, pronunciation exceptions, editing features).	IC ○ DVC ○ DPC ○ PA ○

Treatment Plan

TX plan on report must include:

- Must state functional communication goals for the device user.
  - Communication partners, environment, and current level of communication, long vs. short term goals-*Remember to considerer the end user's eye gaze accessory while planning your 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.

Sample TX Plan

- Long Term Goal:
  - Client will be able to engage a variety of communication partners in expressing wants/needs, comments, ideas, and questions to direct care and communicate in all environments on 80% of opportunities in order to return to remain in restrictive environment.
- Short Term Goal:
  - Client will be able to functionally demonstrate increased rate of communication independently by using word prediction to communicate about a concept not pre-programmed into the SGD on 80% of occurrences.

Therapy Plan: *Helpful Tips*

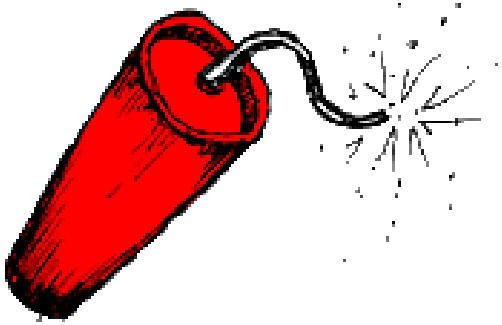
- Consider every aspect when planning your treatment *(Documentation is key)*
- Limiting vocabulary and “adding back later” is not always the best strategy with eye gaze users.
- Familiarize yourself with the device tools and features= better operational and strategic goals.
- Consider all environments and communication partners when planning therapy with an eye gaze user.

Review: Eye Gaze Evaluator Checklist

Familiar= *I am* well acquainted; I am well versed

- ❑ I am familiar with all of the devices and settings I have access to and those I don't.
- ❑ I am familiar with devices approved by insurance and those that are not.
- ❑ I am familiar with positioning of all the mounts I am using.
- ❑ I have information (via website or company brochure) on different mounts and devices that I do not have access to in my facility.
- ❑ I know how to contact tech support for the devices I am demonstrating.
- ❑ I can troubleshoot during the evaluation for each device I am demonstrating. (CALIBRATION TROUBLESHOOTING)
- ❑ I can program and edit pages as needed per device I am demonstrating.
- ❑ I have a camera available and ready.

Be Dynamic: Eye Gaze Report Writing TNT



Be repetitive and descriptive

Rule out other devices and accessories

Informative writing

Check behind yourself; avoid contradictory statements

Know the report writing rules of your funding source

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

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