AAC EVALUATION

Where do I start?

Presented by: Gretchen Storm MS, CCC-SLP


Objectives

- Explore the Myths of AAC
- Identify AAC users and types of AAC
- Utilize data collection and assessment tools to determine appropriate AAC
- How to work with device companies to fund a communication device
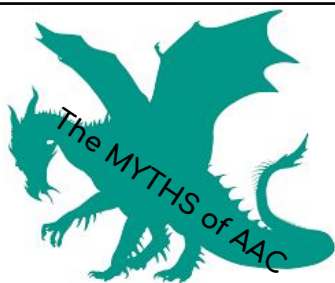- Evals on AAC Progress

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AAC Users

- Verbal
- Partially Verbal
- Non-verbal
- Typical Motor Coordination
- Complex Motor Coordination
- In-tact Vision
- Vision Deficits
- Word Finding Challenges

Continuum of AAC
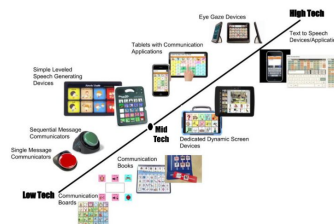
Northern Suburban Special Education School District
Committed to the Possibilities in Every Learner, Every Day

The MYTHS of AAC

Myths of AAC
(Romski & Sevcik 2005)

Myth 1: AAC is a Last Resort
- Do NOT wait until students fail
- AAC should be introduced early so children will learn language and be able to interact better

Milestones

AGE	WORDS
1-1.5 years	Toddlers develop approximately 20 words
2 years	200-300 word vocabulary
3 years	900-1,000 word vocabulary
4 years	1,500-1,600 word vocabulary
5 years	2,100-2,200 word vocabulary
6 years	2,600 (expressive vocab) & 20,000-24,000 (receptive vocab)
12 years	50,000 (receptive vocab)

Caroline Musselwhite & Gretchen Hanser

Myths of AAC
(Romski & Sevcik, 2005)

Myth 2: AAC Hinders Speech
- AAC never hinders speech
- Many studies have shown AAC to help speech

Myths of AAC
(Romski & Sevcik, 2005)

Myth 3: Children need a certain set of skills to benefit from AAC
- Remember AAC does also assist individuals with acquiring new skills
  - Increased visual attention
  - Increased access such as finger isolation with practice
  - Increased language due to the visual component
  - Etc.
- Speech Generating Devices can get attention more quickly and assist in facilitating social interactions

Myths of AAC
(Romski & Sevcik, 2005)

Myth 4: Speech-Generating AAC Devices Are Only For Children With Intact Cognition
- No cognitive prerequisites needed: http://www.asha.org/NJC/

Myths of AAC
(Romski & Sevcik, 2005)

Myth 5: Children Have to Be A Certain Age to Benefit From AAC
- Currently no evidence supports this claim
- We have lots of research to support early intervention
- Time without communication only leads to increased frustration and potential social withdrawal

Myths of AAC
(Romski & Sevcik, 2005)

Myth 6: There Is A Representational Hierarchy of Symbols From Objects to Written Words
- There are several factors which can impact what an individual needs when it comes to representation on a button
  - Vision needs
  - Distractibility (Minspeak vs Symbolstix or PCS)
  - Cognition/Need for salience in symbols

Device Screens

Static Screen	Dynamic Screen
Screen doesn't change How much can the vocabulary grow? How much work will it be to edit/grow the vocabulary?	Screen changes as buttons are pushed How basic do the vocabularies start? How complex is the most complex pre-made vocabulary? How flexible is the programming? What is the vocabulary based on? Is it predictive?

Symbol Options

Minspeak

PCS (Boardmaker)

Symbol Stix

Devices on the Market!
Company: Saltillo

NovaChat

- Android based
- Symbol Sets
  - Symbol Stix and/or PCS Symbols
  - Option for LAMP (Minspeak vocab)
- Core Vocabularies
  - Vocabs from 15 buttons per page to 120 buttons per page
- Screen Sizes
  - 5 inches to 12 inches
- Keyguard Options
  - hinged (comes with a set for several vocabs)
  - fixed (comes with one customized keyguard)
- Switch Scanning Options

www.saltillo.com

Cool Features
- Phonics Keyboard
- Visual Scenes
- Home/School News
- Literacy Pages
- Siri and Alexa Pages

Devices on the Market!

www.prentrom.com

Accent

- Tablet Based
- Symbol Sets
  - Minspeak
- Core Vocabularies
  - PreStored Vocabs from
- Screen Sizes
  - 8 inches to 12 inches
- Keyguards
  - Keyguard or Touch Guide
- Switch Scanning Options

Cool Features
- Phonics Keyboard
- Visual Scenes
- Literacy Pages
- Can plug in to the computer and type directly into a Word Document

Devices on the Market!
Company: Tobii Dynavox

www.tobiidynavox.com

Eye Gaze Device

- Windows Based
- Symbol Sets
  - Symbol Stix and/or PCS Symbols
- Core Vocabularies
  - Vocabs Types
    - Snap Scene
    - Snap + Core First
    - Communicator
    - Grid 3
- Screen Sizes
  - I-12 (12 inches) or I-15 (15 inches)
- No Keyguard Option
- Switch Scanning Options

Cool Features
- Eye FX and Look 2 Learn Eye Gaze Learning Programs
- ALL Literacy Program
- Environmental Controls

Devices on the Market!
Company: Forbes AAC

www.forbesaac.com

ProSlate

- iPad Based
- Pick your app
  - Consider: TouchChat or LAMP
- Core Vocabularies
  - Depending on the app chosen
- Screen Sizes
  - ProSlate 8 (8 inches) OR ProSlate 10 (10 inches)
- Keyguard Options
  - Only for specific apps and only magnetic
- Switch Scanning Options
  - Only with specific apps
   - TouchChat and GoTalk apps scan well

Cool Features
- Detachable Microphone (can be worn around the neck)
  - Specify NOT fixed in report

What is the difference between the vocabulary options?

- Vocabulary
  - Simple Pragmatic Organization (Functional Language)
  - Grammatical and Noun Categorical Organization
  - Context Based Messaging (Visual Scenes or Grids)
  - Single Message Core Vocabulary
  - Multi-Meaning Core Vocabulary

- *These types of language representation systems have research supporting their efficacy as tools to assist non-verbal communicators in developing and using language. Robust vocabulary systems will often contain more than one type.*

Simple Pragmatic Organization (Functional Language)
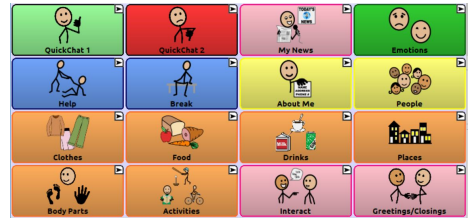
Grammatical and Noun Categorical Organization

Context Based Messaging (Visual Scenes or Grids)

Single Message Core Vocabulary

Multi-Meaning Core Vocabulary

What is the difference between the options?

Access
- Direct Select (with extremity)

- Eye Gaze

- Switch Scanning

Current Device and APP Companies

Device Companies
Prentke Romich Company (PRC)
Tobii Dynavox
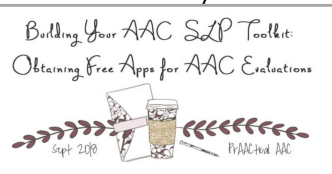Saltillo
FRS Solutions

App Companies (with robust vocabulary options)
TouchChat
LAMP
CoughDrop
ProLoQuo2Go
GoTalkNow

Vocabulary Organization Systems Available on Dynamic Display Speech Generating Devices

Vicki Clarke, 2016 Dynamic Therapy Associates, Inc. Can be reproduced and shared for educational purposes. Author credit must be retained

	Device	Generative Language Components				Social Messaging Components				
		Core Words (single meaning pictures)	Semantic Compaction (multi meaning icons)	Keyboard	Word Prediction	Categorical Word List (Dictionary)	Context-Based Pages (Grid Format)	Context-Based Pages (Scene Based Pages)	Readily Accessible Social Management Messages	General Social Pages (comment, needs, info sharing, social)
Saltillo and Prentke Romich	NovaChat Series (5, 7, 10)	Yes on some vocab files; WordPower available	Not available	Yes on some vocab files	Yes (option)	Yes on some vocab files	Yes, basic, can be programmed	On most vocab files requires >1 page link	Yes, location varies on vocab files
	Accent Series (800, 1000, 1200)	Yes, and WordPower available	Yes	Yes	Yes	Yes	Activity-Based Pages	Some teaching scenes available, included templates for development	Yes- in Activity Row or Sentences	Yes- activity row "quick hits," "yes/no" "greetings" "repairs" and on main page "interjections"
	Essence Software on PRC devices	Text Based core words	Not available	YES	Yes	YES (Choose Spelling + Phrases Keyboard)	Yes, Pages for Situations	Some photo album scene pages	Yes	Yes.
Tobii Dynavox	MII	Word Power, LiterAACy	Not Available	Yes	Yes	Yes (SymFlex)	Yes (SonoFlex)	LiterAACy Quick Comments	Yes, location varies on pagesets
	I-12, I-15 (EyeGaze)	Word Power, LiterAACy	Not available	Yes	Yes	Yes (basic)	Yes (SonoPrimo)	LiterAACy Quick Comments	Yes, location varies on pagesets
	EyeMax, Maestro	Gateway, WordPower, Core	Not available	Yes	Yes	My Words, Gateway Things	InterAACt scenes	QuickFires, Quickwords	My Phrases
	T10/T15 (Compass)	Gateway, WordPower, Core	Not Available	Yes	Yes	Yes	Yes	Toolbar: QuickFires	Toolbar: Quick Phrases

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I need to see it to try it!

- PRAACTICAL AAC
  - http://praacticalaac.org/praactical/building-your-aac-slp-toolkit-obtaining-free-apps-for-aac-evaluations/

Loaners

- All device companies have some sort of loaner program
- Reach out to the company and request a short term loaner to tria
- You will need to put a credit card down for them to send it to you, so take good care of it (don't leave it with the client)

Funding Considerations

www.aacfundinghelp.com

C. Current Medicare SGD Coverage Guidance
Medicare covers SGDs as items of durable medical equipment. Medicare defines DME as follows:
Durable medical equipment means equipment furnished by a supplier or a home health agency that:
1) Can withstand repeated use;
2) Is primarily and customarily used to serve a medical purpose;
3) Generally is not useful to an individual in the absence of an illness or injury; and
4) Is appropriate for use in the home.

Device Company Reporting Tools

- Saltillo and Prentke Romich Company (PRC
  - AAC Funding Toolkit
    - https://www.aacfunding.com/
- Tobii Dynavox
  - Tobii Dynavox Funding Portal
    - https://www.tobiidynavox.com/en-us/funding-aac/
- Forbes AAC
  - Downloadable Funding Forms
    - https://www.forbesaac.com/funding-forms

Medicare Suggests 2 Templates Independent of Device Companies

- AAC Report Coach
  - http://aacfundinghelp.com/funding_programs/medicare.html#a
- The AAC Assessment Protocol
  - Found: http://aac-rerc.psu.edu/index-31389.php.html

Data Collection Tools

- PRAACTICAL AAC
  - http://praacticalaac.org/toolbox/
- Douglas County AAC Device Trial and Checklist
  - (see handouts)
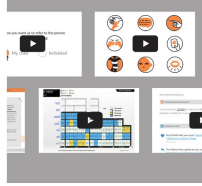
Funding Reports for AAC

- Complete trials of 3 different devices
- Make a decision about the SGD
  - Consider involving the device rep once you get to this point
- Go the device website to download their report template or complete their funding report template online
- Submit all required documentation
- Device company will handle from this point forward

Funding Report Information

- Overview or summary of why verbal speech is not meeting the clients need with a statement about why the client needs an SGD
- Anticipated course of impairment
- Hearing/Vision
- Motor needs for access
  - Mount
  - Keyguard
  - Switch
  - Eyegaze
- Cognitive Abilities (as they relate to learning to operate a communication device)
- Receptive Language Abilities
- Expressive Language Abilities
- Description of each of 3 device trials
- Chosen SGD (speech generating device) with rationale

Sample Report Templates

Communication Evals for AAC Users

Use these to determine
- AAC Needs
- AAC Goals
- AAC Progress

QUAD© Profile: Morphology Checklist

QUAD© Profile: Sentence Types Checklist

Communication Matrix

$6 per custom report,
otherwise FREE

Assessments

Start a New Assessment   Manage My Assessments

Download The Matrix Questions

What does this individual do to refuse or reject something?

C1: Refuses or Rejects Something

Does this individual intentionally show you that s/he doesn't want a certain thing or a certain activity?

C.1 Refuses or Rejects Something

YES   NO

*Create an account:
www.communicationmatrix.org

Body Movements

Whole body movements (kick, turn away)

Head movements (turn head away or to side)

Arm or hand movements

Leg movements (kick, stamp feet)

Abstract Symbols

Early Sounds — Spoken word ("no", "finished")

Screams, whines — Manual sign ("no", "stop")

Facial Expressions — Written word ("no", "finished")

Brailled word ("no", "stop")

Abstract 3-D symbol (for "no", "stop")

Abstract 2-D symbol (for "no", "stop")

Communication Matrix Assesses:

Level	Refuse	Obtain	Social	Information
I	-Expresses discomfort	-Expresses comfort	-Expresses interest in other people	
II	-Protests	-Continues an action -Obtains more of something	-Attracts attention	
III		-Requests more of an action -Requests a new action -Requests more of an object -Makes choices -Requests a new object	-Requests attention -Shows affection	
IV	-Refuses or rejects something		-Greets people -Offers things or shares -Directs someone's attention to something -Uses polite social forms	-Answers "Yes" and "No" questions -Asks questions
V				
VI		-Requests objects that are absent		-Names things or people -Makes comments
VII				

Not Used
Emerging
Mastered
Surpassed

Skills Checklist

C10: DIRECTS YOUR ATTENTION TO SOMETHING LEVEL 4

Skill	Behavior	Mastery
Conventional Gestures & Vocals	points to something	✓
Conventional Gestures & Vocals	looks back and forth between you and object, person or place	✓

C11: DIRECTS YOUR ATTENTION TO SOMETHING LEVEL 4

Skill	Behavior	Mastery
Abstract Symbols	abstract 2-D symbol ("look", "there")	✓

C8: REQUESTS ATTENTION LEVEL 3

Skill	Behavior	Mastery
Early Sounds	coo, squeal	✓
Facial Expressions	smile	✓
Simple Gestures	arm/hand movements (bat arms)	✓
Simple Gestures	touches you	✓
Simple Gestures	activates switch or "calling" device	✓
Visual	looks at you	✓

www.communicationmatrix.org

If any step in the Communication Matrix feels unclear, click on a video tutorial - they're available to walk you through the process step-by-step.

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www.mytobiidynavox.com. To find the Goals Grid, log into your myTobiiDynavox account (or set up a new account) and follow this path: Community >> Resources >> AAC Goal Writing

INTRODUCTION TO THE DAGG-2

HOW TO USE THE DAGG-2

ABILITY LEVEL CONTINUUM

ABILITY LEVEL SUMMARY

*A new way to access the DAGG-2 AAC goals has been introduced. Tobii Dynavox Pathways is a free app on the iTunes store that offers training, lesson plans, tips and videos to help parents and professional implement AAC. The Goals Grid is a part of this app. Now you can complete the goals grid, print an overview of the results or your complete, detailed grid.

Functional Communication Profile
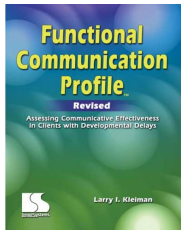
Subtests

- **Sensory/Motor**—auditory, visual, gross-motor, and fine-motor skills and behavior
- **Attentiveness**—attention span, alertness, response levels, cooperation, and level of awareness
- **Receptive Language**—comprehension of verbal and nonverbal language and basic concepts, interest in pictures and objects, following commands, and object and two-dimensional recognition
- **Expressive Language**—verbal and nonverbal communication, manner and modality of communication, quality of self-expression, object use and interactions, cause and effect, vocabulary, grammar, and phrase length
- **Pragmatic/Social Language**—communicative intent; questioning skills; conversational skills; turn-taking; topic initiation, maintenance, and elaboration; appropriateness of communication; reading/literacy; writing/spelling; and memory
- **Speech**—intelligibility of sounds produced, dentition, and oral-motor imitation
- **Voice**—loudness, vocal quality, and pitch
- **Oral**—mouth breathing, drooling, tongue thrust, and swallowing/diet
- **Fluency**—fluency, rate of speech, and rhythm and intonation
- **Non-Oral Communication**—use of sign language, two-dimensional expression, yes/no, fine-motor abilities, and effectiveness of current augmentative or alternative communication system

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AAC Profile
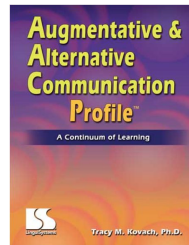
Subtests
Assessment items are divided hierarchically into ability-based levels called Skill Set Levels in four Areas of Learning. Skill Set Levels range from simple and early functioning to independent use and AAC system mastery. These areas are adapted from the work and publication of Janice Light, 1989.

- **Operational Area of Learning**
  Assess the development of the technical skills used to operate the AAC system, including the ability to access the system to transmit information.
- **Linguistic Area of Learning**
- Assess the development of receptive and expressive language skills used in the home and community, the knowledge and use of the language 'code' of the AAC system, and the ability to attend to both during a communicative interaction.
- **Social Area of Learning**
- Assess the development of skills needed for social communication including the individual's self-image as a communicator and the desire to communicate reciprocally with others.
- **Strategic Area of Learning**
- Assess the knowledge of what can be communicated and how best to communicate it as well as developing compensatory strategies for effective communication.
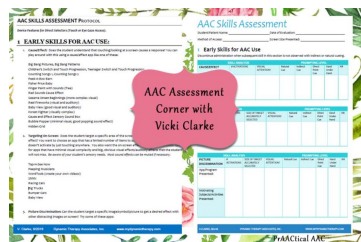

WATI
(Wisconsin Assistive Technology Institute)

AAC Device Trials and Checklist

(see handouts for DRAFT version)

*Check back on their website later for finalized version!
https://sites.google.com/dcsdk12.org/dcsdatteam

AAC Skills Assessment

Search: "AAC Skills Assessment for Direct Selectors" on PrAACticalaac.org (FREE DOWNLOAD)

Goal Writing

Utilize information from...
- The QUAD Profile
  - https://speechdudes.wordpress.com/2015/05/21/the-quad-pro file-a-quick-and-simple-language-evaluation-tool/
- Communication Matrix
  - www.communicationmatrix.org
- Functional Communication Assessment
  - Linguisystems
- AAC Profile
  - Linguisystems

Goal Writing Resources Online

- http://praacticalaac.org/toolbox/
  - Go to "Therapy"
  - Select "PrAACtical Goals that Matter Draft 1"
- www.aaclanguagelab.com
  - Go to "Resources"
  - "Language Reference Charts"

Kansas State Device Consultants

Saltillo Regional Consultant
- Betsy Clifford
  - betsy@saltillo.com
  - 816-547-8824

Prentke Romich Company (PRC) Regional Consultants
- Gretchen Bright (NE Kansas- in person)
  - gretchen.bright@prentro m.com
- Alex Frank (most of Kansas- digital support)
  - alex.frank@prentrom.com

FRS Regional Consultant
- Shawna Dunnaway
  - shawnad@forbesaac.com
  - 573-291-6096

Tobii Dynavox Regional Consultants
- Andrew Lewis
  - andrew.lewis@tobiidynavo x.com
  - 913-225-4004
- Wayne Jones
  - wayne.jones@tobiidynavo x.com
  - 313-269-8588

Questions?

Thank you for coming!

Don't hesitate to contact me with questions:
Gretchen Storm MS, CCC-SLP
Speech Therapy of the Rocky Mountains, LLC
Implementation resources available on my website:
www.stormspeechtherapy.com

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