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

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

Continuum 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

<table>
<thead>
<tr>
<th>AGE</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1.5 years</td>
<td>Toddlers develop approximately 20 words</td>
</tr>
<tr>
<td>2 years</td>
<td>200-300 word vocabulary</td>
</tr>
<tr>
<td>3 years</td>
<td>500-1,000 word vocabulary</td>
</tr>
<tr>
<td>4 years</td>
<td>1,500-1,600 word vocabulary</td>
</tr>
<tr>
<td>5 years</td>
<td>2,000-2,200 word vocabulary</td>
</tr>
<tr>
<td>6 years</td>
<td>2,600 (expressive vocab) &amp; 20,000-24,000 (receptive vocab)</td>
</tr>
<tr>
<td>12 years</td>
<td>50,000 (receptive vocab)</td>
</tr>
</tbody>
</table>

Caroline Musselwhite & Gretchen Hames

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

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

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

Company: Accent

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

Company: Tobii Dynavox

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
  - 1-12 (12 inches) or 1-15 (15 inches)
- No Keyguard Option
- Switch Scanning Options

Company: Forbes AAC

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

Devices on the Market!

Company: Forbes AAC

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

www.saltillocom

www.prentrom.com

www.tobiidynavox.com

www.forbesaac.com
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.
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

I need to see it to try it!

- PRAACTICAL AAC

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

C. Current Medicare SGD Coverage Guidance
Medicare covers SGDs as items of durable medical equipment. Medicare defines DME as follows:
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/](https://www.aacfunding.com/)
- Tobii Dynavox
  - Tobii Dynavox Funding Portal
- Forbes AAC
  - Downloadable Funding Forms
    - [https://www.forbesaac.com/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#g](http://aacfundinghelp.com/funding_programs/medicare.html#g)
- The AAC Assessment Protocol
  - [http://aac-rerc.psu.edu/index-31389.php.html](http://aac-rerc.psu.edu/index-31389.php.html)

Data Collection Tools

- PRAACTICAL AAC
  - [http://praacticalaac.org/toolbox/](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
  - Keyboard
  - 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

Communication Matrix

$6 per custom report, otherwise FREE

Communication Matrix Assesses:

<table>
<thead>
<tr>
<th>Level</th>
<th>Refuse</th>
<th>Obtain</th>
<th>Social</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>-expresses discomfort -expresses interest in other people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>-requests -obtains more of something</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>-attracts attention -shows affection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>-requests a new action -requests more of an object</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>-requests a new object -requests objects that are absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>-greets people -names things or people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>-requests attention to something -makes comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skills Checklist
A new way to access the DACH-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 professionals 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.

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.

### 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 of social function, and object use
- 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; diction; content and motor initiation
- 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

### AAC Profile

**Subtests**
- Operational Area of Learning — assess the development of the technical skills used to operate the AAC system, including the ability to access the AAC system to promote 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/dcsdotteam
AAC Skills Assessment

Goal Writing

Utilize information from...
- The QUAD Profile
- https://speechdudes.wordpress.com/2015/05/21/the-quad-profile-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

Prenskie Ramiich Company (PRC) Regional Consultants
- Gretchen Bright (NE Kansas-in-person)
  - gretchen.bright@prentekrom.com
- Alex Frank (most of Kansas-digital support)
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- Alex Frank (most of Kansas-digital support)
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  - 313-269-8588

FRS Regional Consultant
- Shawna Dunnaway
  - shawna.d@frscoa.org
  - 573-291-6096

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
References


