Slide 1

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Presents

Evaluate via TeleAAC

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August 4, 2020

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Slide 2

Housekeeping

- Having trouble hearing or connecting to this class? Please contact LogMeIn:
  - 1-888-259-8414
- Training materials in the handouts section of the toolbar
  - **Note**: handouts are only available during the class
- Feedback survey delivered at the end of class
- Type questions in the chat window. Questions will addressed by presenters at the end, as time allows.

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Slide 3

ASHA

- Submit ASHA participation form within 15 days- **Please include training date on form.**
- Instructions and participation forms are in the handouts section.
- Must stay online the entire time.
- **IMPORTANT: Please include title of class and date in subject line of email when submitting to info@prentrom.com**
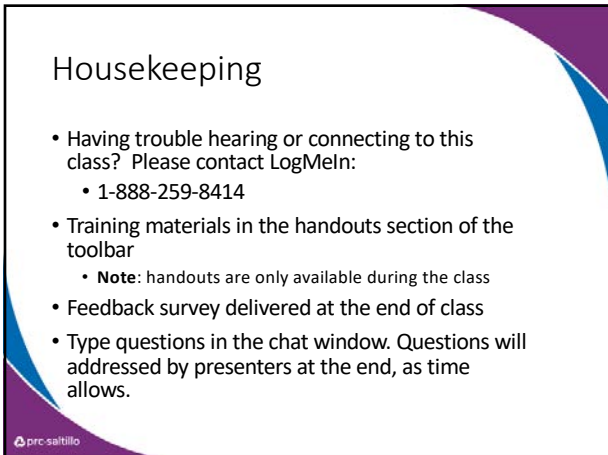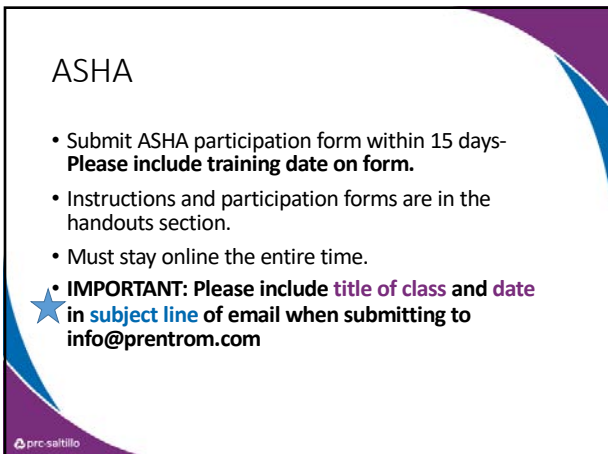
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Presenter Information

- Disclosures:
  - Financial- presenter receiving small stipend for today's presentation
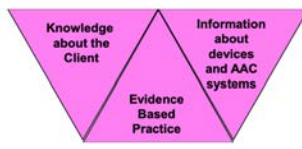 - Non-Financial – no relevant non-financial relationships exist

This course is offered for .1 ASHA CEUS.
(Introductory level, Professional area)

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Tele-AAC Evaluations

- Goal: facilitate the most effective communication possible across a variety of environments and situations.

Knowledge about the Client

Information about devices and AAC systems

Evidence Based Practice

Helling & Rush, ASHA convention

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In Person vs. Tele-AAC Evaluations

In Person	Tele-AAC
Real time, in person observations	Video taped / recorded observations or observations via a videoconferencing tool. Different settings you might not be privy to in real time observation
Sessions may be limited to one or two sessions given time constraints and geographic difficulties	Sessions may be more available to occur over time or varied lengths of time due to the online scheduling platform.
Technical concerns can be fixed on the spot by the AAC consultant who is well trained and to hardly disrupt the session	Technical concerns in the middle of the session would probably halt or delay the session as an in-the-moment training session would need to occur

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Hurdles & Barriers with Tele-AAC evals

1. Assessing gross/fine motor needs
2. Tuning into the subtle movements, demeanor, body language etc.
3. Technology
4. HIPAA / privacy concerns
5. AAC system availabilities
6. Support personnel
7. Time consuming
8. Eye contact
9. Higher level of organization needed
10. Financials

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Client Considerations / Tele Candidacy

- Sensory needs
  - Hearing
  - Vision
- Physical abilities
  - Operation of the teletherapy equipment
  - Operation of the AAC tools provided
- Endurance
  - Sitting ability / tolerance
- Cognitive
- Behavioral
- Attention
- Motivation
- Support personnel abilities / motivations

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Sensory needs

- Hearing
  - Proper amplification
  - Speech to text
  - Closed captioning

- Vision
  - Enlarged images
  - Zoom abilities
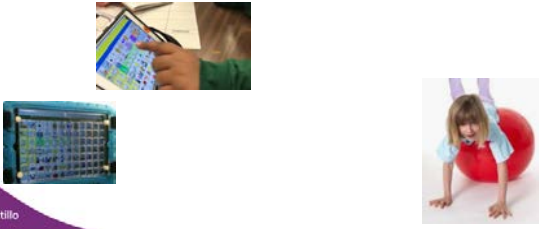 - Cursor enlarged
  - Enlarged print
  - Text to speech

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Physical abilities and endurance

- Dexterity
- Direct selection
- keyguards

- Attention span
- Movement breaks
- Sensory needs

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Behavioral

- Consult any behavioral staff
- Have a plan ahead of time should a known inappropriate behavior occur

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Support personnel

- Involved directly
- Must understand the plan
- Potentially take data / document
- Turn key and support generalization
- May need additional sessions alone for training/ troubleshooting technology
- Support setting up materials, positioning technology and client
- Assisting with scheduling
- Control behaviors

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AAC selection criteria

- Hardware
- Software
- Technical support
- Warranties
- Durability
- Lifespan flexibility

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TeleAAC evaluation process and data collection

1. Receive all documentation and review.
2. Organize
3. Video conferencing tool selection
4. Schedule
5. Ship equipment already programmed
6. Pre-teach support personnel
7. Collect data / LAM
8. Repeat #2-7 ☺

DEVICES

1 → 2 → 3

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Organization

Session Implementation	Activity Description: SLP / Client Roles	Hardware/ Software/ accessories needed	Role of support personnel	Environmental Arrangement	Comment/ other
Greeting					
Introduction to session activity					
Intervention activities					
Data collection					
Session wrap up					

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Technology

- video conferencing tool
- Camera should be placed above the face to provide the best picture of gaze.
- Camera panned out enough you can see most things but not so much that you're invading their privacy or missing the smaller details.
- Document cameras or use of shared camera technology
- Mirroring SGD screens on the laptop

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Session Ideas for the Eval

- Websites
  - Starfall
  - ABC Mouse
  - National geographic
  - PBS Kids
  - Sesame Street Kids
- Interactive books
  - www.storylineonline.net
- Websites to help create materials
  - Boom Cards
  - TeachersPayTeachers
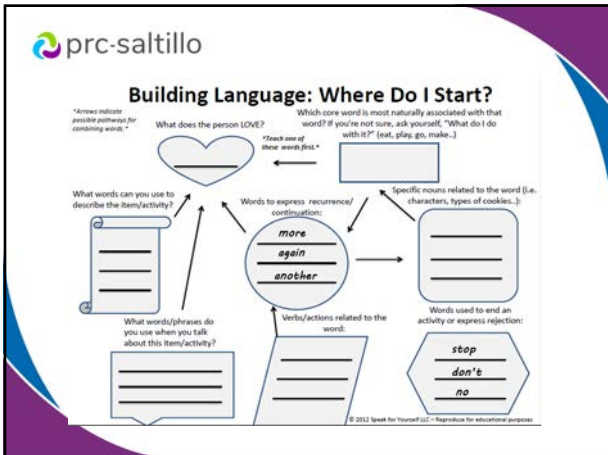
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Techniques to support new AAC use and coaching tips for the caregiver

- Ongoing training is crucial.
- Creating videos to support your theoretical framework and philosophies mentioned to support personnel
- Creative teletherapy tactics
- Review LAM together

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Building Language: Where Do I Start?

Arrows indicate possible pathways for combining words.

What does the person LOVE? / Which core word is most naturally associated with that word? If you're not sure, ask yourself, "What do I do with it?" (eat, play, go, make...)

Teach one of these words first.

What words can you use to describe the item/activity? / Words to express recurrence/continuation: more / again / another / Specific nouns related to the word (i.e. characters, types of cookies..):

What words/phrases do you use when you talk about this item/activity? / Verbs/actions related to the word: / Words used to end an activity or express rejection: stop / don't / no

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Slide 20

Implementation plan

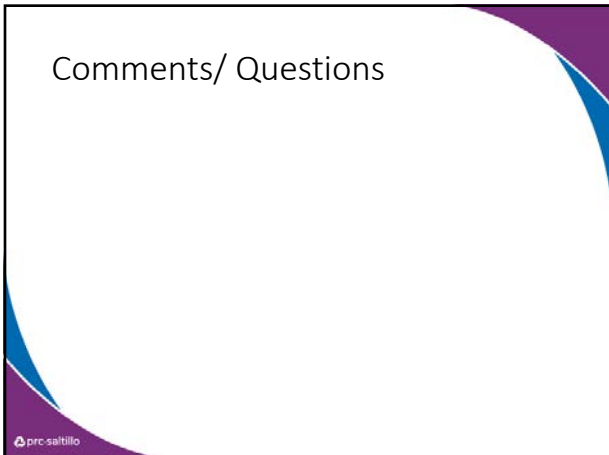| System	Where it should be used	How it should be used	When it should be used	comments
Sign language	Everywhere device is not		When Sarah needs a drink	Sarah is very thirsty and this is an easy word to frequently occur in her life
PriO LAMP	At the kitchen counter or table	Mom will model the drink or food choices prior to presenting the device to Sarah	Anytime Sarah is thirsty or hungry.	

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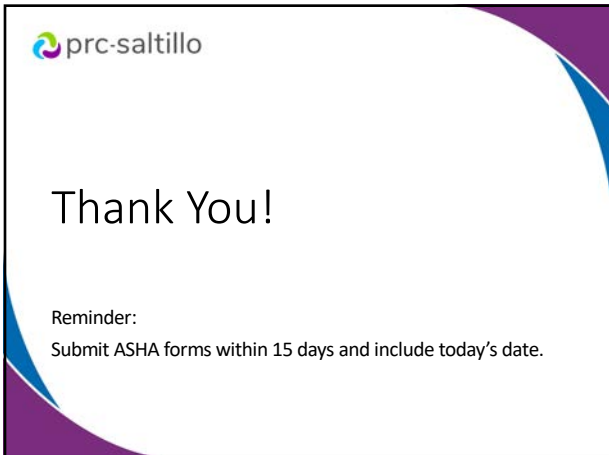
Implementation plan

Strategy	When to use	Person responsible	comments
Modeling / ALS	Throughout the day	Parent and sibling	
Least to most prompting	During designated activities when teaching new vocabulary	Parent	

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Comments/ Questions

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Thank You!

Reminder:
Submit ASHA forms within 15 days and include today's date.

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