# Speech Evaluation Worksheet

This worksheet is designed for evaluating therapists to make notes as they complete an AAC Evaluation Report and is directly applicable to the complete AAC Evaluation found online at www.aacfunding.com Please note this is not an exhaustive document, but rather provides the overall framework for writing an AAC Evaluation Report.

**CLIENT INFORMATION:**

Client First Name:                                    Client Last Name:

Address:                                    City:                        State:

Zip:                    Place of Residence:

Client Date of Birth:        /        /                Gender:            Male            Female

Emergency Contact Name:

Relationship:                        Phone Number:

Email Address:                                    Preferred Spoken Language:

Medical Diagnosis/ICD-10:                        Date of Onset:

Speech Diagnosis/ICD-10:                        Date of Onset:

Primary Insurance Name:                        Policy Number:

Secondary Insurance Name:                        Policy Number:

Speech-Language Pathologist Name:

State License Number:                        ASHA License Number:

Email Address:                                    Phone Number:

**BACKGROUND:**

Evaluation Report Date:

Client History:

Speech and language abilities have been determined by:

Anticipated course of Impairment:

**FINE MOTOR/ACCESS:** (as it relates to the use of an SGD)

Access Method:

Motor history:

**MOBILITY:**

Ambulation Status:

Mobility Assistance Needed:

Mounting System:

**HEARING & VISION:**

History of Hearing Impairment:

List any SGD Modifications that may be required:

History of Vision Impairment:

List any SGD Modifications that may be required:

**LANGUAGE SKILLS & ABILITIES:**

Receptive Language Skills Overview: (Include formal/informal test results, clinical observations)

*He/she understands:*  significantly more  more  about the same  *as he/she is able to communicate.*

Expressive Language Skills Overview: (Include formal/informal test results, clinical observations, current communication systems.

Include the functions of communication that the client uses and how he/she expresses them.)

Speech Skills Overview: (If motor speech function is impaired, provide information on speech intelligibility and reason for impairment.)

Literacy Skills Overview:

Reading level:  Non-reader  single word  sentence  paragraph  mixed

## COGNITIVE ABILITIES:

Learn new tasks, including basic device operation

Attend to display

Maintain attention to the task at hand

Remember the location of symbols/words

Navigate between pages with minimal prompting

Navigate between pages independently

Locate symbols/words on a page

Recognize that the SGD can be used to communicate wants and needs

Cognitive Skills Observations:

## DAILY COMMUNICATION NEEDS:

Possible Communication Partners:

| | |
|---|---|
| Parents/siblings | Spouse |
| Extended family | Friends |
| Healthcare provider | Caregiver |
| Person who cannot read | Person with visual impairment |
| Person with hearing impairment | Neighbor |
| Community members | School staff |
| Co-workers | Stranger |

**DAILY COMMUNICATION NEEDS:**

Possible Communication Environments:

| | |
|---|---|
| Home | Medical Facility |
| Community | Work |
| School | Support Group |
| Telephone | Other: |

Possible Reasons to Communicate:

| | |
|---|---|
| Express physical needs/wants | Express needs/wants in emergencies |
| Express feelings/frustrations | Generate novel utterances |
| Participate in decision making | Participate in conversation |
| Access medical care | Share information |
| Direct actions | Share opinions |

Possible Situations:

| | |
|---|---|
| 1:1 and small group conversations | Large group events |
| Family/social gatherings | Telephone interactions |

**NON-SGD APPROACHES:**

No Tech/Lite Tech Approaches Overview:

Prognosis for developing functional speech:

 Other:

Speech therapy to improve/increase functional speech is not viable because:

 Other:

**RESULTS OF SGD EVALUATION:**

*Features Required based on Feature Matching*

Screen Size:

    < 6 inches            6-8 inches            9-12 inches           >13 inches

Hardware Features:

    Requires voice amplification to be heard in noisy environments

    Must be lightweight and easy to carry for maximum portability

    Battery needs to hold a charge throughout the day

    Must have a protective casing in case of drops or falls

    Must have a dynamic display for efficient page and vocabulary navigation and ease of programming

    Requires multiple ways to generate messages (e.g. spelling, pictures, words, or a combination of)

Voice Options needed because:

    There are multiple SGD users in the environment

    The voice will need to change as the child grows

    Both digitized and synthesized speech are needed to accommodate live recordings and ease of programming.

Access Method Needed:

    Manual direct selection (hands or feet)

    Keyguard or Touchguide for Direct Selection

    Switch Scanning

    Joystick

    Head tracking

    Eye tracking

    Combination of Methods (do not choose this option if funded through Medicare)

Method of Language Representation:

       Spelling

       Single meaning pictures/categories (WordPower)

       Multi-meaning pictures (Unity, LAMP Words for Life)

       Visual scenes

Message Formulation:

       Letters                                 Phrases

       Single words                       Sentences


Features to Promote Language Growth:

       Morphological endings             Vocabulary builder

       Hide/show buttons                 Built-in vocabulary progression

       Robust pre-stored vocabulary      Core vocabulary to support novel utterances


Rate Enhancing Strategies:

       Word prediction                   Icon prediction

       Abbreviation expansion           Predictable vocabulary organization

       Consistent motor plan for words


Additional Software Features:

       Pronunciation exceptions         Word finder

       Built-in language data analysis     Camera for specific programming

       Large symbol library

       Custom button functions and appearance (font, size, background color, highlight options, magnification)

       Ability to customize vocabulary without the device present (PASS, Empower, Chat Editor software)

**DEVICES TRIALED OR CONSIDERED:**

Was an iPad with communication app considered?          YES                    NO

If yes, why was it ruled out?

  The volume is not loud enough for most communication environments

  The iPad is not dedicated and allows for easy access to games, videos, etc

  A warranty is not provided and there is no support or access to repair services

  The iPad is not durable and would not withstand being accidentally dropped

  The iPad does not provide accommodations for physical access required per this evaluation

  The Unity language system (determined most appropriate) is not available on an iPad app

  Other:

SGD #1 Considered but ruled out:

  Accessories for SGD #1:

Reason SGD #1 was ruled out or not selected:

SGD #2 Considered but ruled out:

  Accessories for SGD #2:

Reason SGD #2 was ruled out or not selected:

SGD Selected:

Language System Selected:

Accessories Selected: (if needed)

Mount Selected: (if needed)

Length of Trial Period:

Reason that SGD and Needed Accessories/Mount was Selected:

## FUNCTIONAL TREATMENT GOALS & TREATMENT PLAN:

*Have 3-5 functional communication goals that apply to the client and indicate if they are short or long-term goals. They are meant to be general for the purpose of this funding report. You can create your own goals, if desired.*

Call for help from a family member/caregiver

Make requests and provide information to familiar listeners

Communicate physical needs and emotional status to family member/caregiver

Engage in social communication exchanges with family members in person

Participate in family planning decisions

Tell personal stories or anecdotes

Express feelings or state of being

Make requests and provide information to unfamiliar listeners

Describe physical symptoms and ask questions when interacting with medical professionals

Engage in social communication exchanges with extended family, friends, peers, in various environments

Instruct caregiver on care requirements (transfers, bathing, nutrition, mobility)

Ask questions and provide responses in community-based activities (order meals, ask directions)

Other:

Family or Support person present at the evaluation and supportive of the need for an SGD:

Parent                                          Spouse

Immediate family                          Primary caregiver

Guardian                                      Support person

Number of recommended treatment sessions:

Treatment setting:

Individual                 Group                 Combination of both

**Other Notes:**

# Funding Package Checklist

| Client Name: | DOB: |
|---|---|
| **Funding Source(s):** | |
| **Funding Package Due by:** | |

*Work with your AAC Consultant on the specific documents that are needed in your state and with the client's funding source(s).*

| Document | Who is completing it | Done | Submitted |
|---|---|---|---|
| AAC Evaluation Report | | | |
| Device Selection Sheet | | | |
| Keyguard or Mounting Selection Sheet (if needed) | | | |
| Certificate of Medical Necessity | | | |
| Client Information Sheet | | | |
| Assignment of Benefits | | | |
| Copy of all Insurance Cards (front and back) | | | |
| Face-to-Face Dr visit (if required by insurance policy) | | | |
| State Specific Documents (if needed) | | | |
| Medicare Documents (if needed) | | | |

Questions?

Contact your AAC Consultant or review information on www.aacfunding.com

## Speech Evaluation Worksheet

This worksheet is designed for evaluating therapists to make notes as they complete an AAC Evaluation Report and is directly applicable to the complete AAC Evaluation found online at www.aacfunding.com Please note this is not an exhaustive document, but rather provides the overall framework for writing an AAC Evaluation Report.

### CLIENT INFORMATION:

Client First Name: **Max**          Client Last Name: **Jones**

Address: **1234 PRC-Saltillo Road**          City: **Everywhere**          State: **OH**

Zip: **56789**          Place of Residence: **home**

Client Date of Birth: **01** / **02** / **2012**          Gender: ☑ Male          ☐ Female

Emergency Contact Name: **Monica Jones**

Relationship: **Mother**          Phone Number: **123-555-1111**

Email Address: **monicaj@email.com**          Preferred Spoken Language: **English**

Medical Diagnosis/ICD-10: **Autism F84.0**          Date of Onset: **birth**

Speech Diagnosis/ICD-10: **Mixed Receptive & Expressive Lang Disorder F80.2**          Date of Onset: **birth**

Primary Insurance Name: **BCBS**          Policy Number: **987654321**

Secondary Insurance Name: **MA WI**          Policy Number: **987654321**

Speech-Language Pathologist Name: **John Smiley**

State License Number: **M13579**          ASHA License Number: **0987654**

Email Address: **jsmiley@speech.net**          Phone Number: **123-555-2222**

### BACKGROUND:

Evaluation Report Date: **9-1-2022**

Client History:

- generally healthy
- 50% intelligible to familiar listeners, 25% to unfamiliar listeners
- currently uses a combination of speech attempts, minimal sign language, facial expressions, and behaviors to communicate
- not able to communicate in a variety of environments for a variety of reasons with these modes.
-gets frustrated with communication breakdowns

---

Speech and language abilities have been determined by:

formal and informal evaluations, observations, team interviews

Anticipated course of Impairment:

Impairment is stable, plateau of improvement on intelligibility

### FINE MOTOR/ACCESS: (as it relates to the use of an SGD)

Access Method: Manual Direct Selection (hands or fee

Motor history:

- low tone
-receives OT

### MOBILITY:

Ambulation Status: Ambulatory

Mobility Assistance Needed: none

Mounting System: NA

### HEARING & VISION:

History of Hearing Impairment:

no known hearing impairment

List any SGD Modifications that may be required:

able to use SGD without modfications

History of Vision Impairment:

no known vision impairment

List any SGD Modifications that may be required:

able to use SGD without modfications

## LANGUAGE SKILLS & ABILITIES:

Receptive Language Skills Overview: (Include formal/informal test results, clinical observations)

*He/she understands:* ☐ significantly more ☑ more ☐ about the same    *as he/she is able to communicate.*

- understands routine directions
-uses visual supports to aid understanding
-a relative strength for him

Expressive Language Skills Overview: (Include formal/informal test results, clinical observations, current communication systems.

Include the functions of communication that the client uses and how he/she expresses them.)

- unintelligible frequently and gets frustrated
-low tone impacts accuracy of his signs
- very social
- can gain attention, request objects and events, rejecting nonverbally, answering simple questions
- not negating, giving information, asking questions

Speech Skills Overview: (If motor speech function is impaired, provide information on speech intelligibility and reason for impairment.)

- possible diagnosis of apraxia impacts intelligibility

Literacy Skills Overview:

Reading level: ☑ Non-reader  ☐ single word  ☐ sentence  ☐ paragraph  ☐ mixed

-emerging literacy skills
- letter names but still working on letter sounds
- starting to learn sight words

## COGNITIVE ABILITIES:

- ☑ Learn new tasks, including basic device operation
- ☑ Attend to display
- ☐ Maintain attention to the task at hand
- ☑ Remember the location of symbols/words
- ☐ Navigate between pages with minimal prompting
- ☐ Navigate between pages independently
- ☑ Locate symbols/words on a page
- ☑ Recognize that the SGD can be used to communicate wants and needs

Cognitive Skills Observations:

-benefits from modeling
- some reminders to attend to task
- occasionally watches peers for following directions
- can be impulsive when looking through things, but improving with models

## DAILY COMMUNICATION NEEDS:

Possible Communication Partners:

| | |
|---|---|
| ☑ Parents/siblings | ☐ Spouse |
| ☑ Extended family | ☑ Friends |
| ☐ Healthcare provider | ☐ Caregiver |
| ☑ Person who cannot read | ☐ Person with visual impairment |
| ☑ Person with hearing impairment | ☑ Neighbor |
| ☐ Community members | ☑ School staff |
| ☐ Co-workers | ☐ Stranger |

## DAILY COMMUNICATION NEEDS:

Possible Communication Environments:

- [x] Home
- [x] Community
- [x] School
- [ ] Telephone

- [x] Medical Facility
- [ ] Work
- [ ] Support Group
- [ ] Other:

Possible Reasons to Communicate:

- [x] Express physical needs/wants
- [x] Express feelings/frustrations
- [ ] Participate in decision making
- [ ] Access medical care
- [x] Direct actions

- [x] Express needs/wants in emergencies
- [x] Generate novel utterances
- [x] Participate in conversation
- [x] Share information
- [x] Share opinions

Possible Situations:

- [x] 1:1 and small group conversations
- [x] Family/social gatherings

- [x] Large group events
- [ ] Telephone interactions

## NON-SGD APPROACHES:

No Tech/Lite Tech Approaches Overview:

- signs, inconsistent
-manual boards
-PECS book
- not enough vocabulary available on manual board or PECS

Prognosis for developing functional speech:

Prognosis for developing functional speech in the near or foreseeable future is judged to be poor given the severity of the speech and medical diagnosis.

Other:

Speech therapy to improve/increase functional speech is not viable because:

Speech therapy has resulted in insufficient progress in functional speech production.

Other:

## RESULTS OF SGD EVALUATION:

*Features Required based on Feature Matching*

Screen Size:

- [ ] < 6 inches
- [ ] 6-8 inches
- [x] 9-12 inches
- [ ] >13 inches

Hardware Features:

- [x] Requires voice amplification to be heard in noisy environments
- [x] Must be lightweight and easy to carry for maximum portability
- [x] Battery needs to hold a charge throughout the day
- [x] Must have a protective casing in case of drops or falls
- [x] Must have a dynamic display for efficient page and vocabulary navigation and ease of programming
- [x] Requires multiple ways to generate messages (e.g. spelling, pictures, words, or a combination of)

Voice Options needed because:

- [ ] There are multiple SGD users in the environment
- [x] The voice will need to change as the child grows
- [x] Both digitized and synthesized speech are needed to accommodate live recordings and ease of programming.

Access Method Needed:

- [x] Manual direct selection (hands or feet)
- [x] Keyguard or Touchguide for Direct Selection
- [ ] Switch Scanning
- [ ] Joystick
- [ ] Head tracking
- [ ] Eye tracking
- [ ] Combination of Methods (do not choose this option if funded through Medicare)

Method of Language Representation:

☐ Spelling

☐ Single meaning pictures/categories (WordPower)

☑ Multi-meaning pictures (Unity, LAMP Words for Life)

☐ Visual scenes

Message Formulation:

☑ Letters ☑ Phrases

☑ Single words ☑ Sentences

Features to Promote Language Growth:

☑ Morphological endings ☑ Vocabulary builder

☑ Hide/show buttons ☐ Built-in vocabulary progression

☑ Robust pre-stored vocabulary ☑ Core vocabulary to support novel utterances

Rate Enhancing Strategies:

☑ Word prediction ☐ Icon prediction

☐ Abbreviation expansion ☑ Predictable vocabulary organization

☑ Consistent motor plan for words

Additional Software Features:

☑ Pronunciation exceptions ☑ Word finder

☑ Built-in language data analysis ☑ Camera for specific programming

☑ Large symbol library

☑ Custom button functions and appearance (font, size, background color, highlight options, magnification)

☑ Ability to customize vocabulary without the device present (PASS, Empower, Chat Editor software)

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**DEVICES TRIALED OR CONSIDERED:**

Was an iPad with communication app considered? ☑ YES ☐ NO

If yes, why was it ruled out?

☑ The volume is not loud enough for most communication environments

☑ The iPad is not dedicated and allows for easy access to games, videos, etc

☑ A warranty is not provided and there is no support or access to repair services

☑ The iPad is not durable and would not withstand being accidentally dropped

☑ The iPad does not provide accommodations for physical access required per this evaluation

☐ The Unity language system (determined most appropriate) is not available on an iPad app

☐ Other:

---

SGD #1 Considered but ruled out: iPad with TD Snap

Accessories for SGD #1: none

Reason SGD #1 was ruled out or not selected:

- no keyguard on an iPad
- struggled with navigating through the topic based pages
- words in multiple spots confused him
- family felt it was harder to customize

SGD #2 Considered but ruled out: NovaChat 10 with WordPower 60 Basic

Accessories for SGD #2: keyguard

Reason SGD #2 was ruled out or not selected:

- did well with the keyguard
- struggled with multiple pathways to words
- needed multiple visual and verbal prompts to express 1-2 word utterances
- school staff found it difficult to model the vocabulary during activities

**SGD Selected:** Accent 1000

**Language System Selected:** Unity 60 Sequenced

**Accessories Selected: (if needed)** keyguard

**Mount Selected: (if needed)** NA

**Length of Trial Period:** 4 weeks

**Reason that SGD and Needed Accessories/Mount was Selected:**

- did well with a keyguard
- independently expressed 1-2 word utterances after several models
- picked up on single core words quickly and able to carry over to a new activity with less prompts
- family reports ease of use with editing buttons through Empower
- school staff familiar with Minspeak language system (attended training last year)
Samples of data:
1.) requested more during trampoline activity after 2 verbal and visual models
2.) in class, modeled go + more three times with verbal and visual prompts. Started with just doing go on his own and by end of the second week he was initiating go+ more for preferred activities.
3.) at home, taught him eat + preferred foods with visual models and by the end of week one he was using spontaneously. He began to add in hungry when talking about meals after 2 models.
4.) in speech, modeled let's + go and let's + play to initiate activities 4 times. He began to use Let's to start phrases during the end of week two, and with play started to add in what he wanted to play.

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**FUNCTIONAL TREATMENT GOALS & TREATMENT PLAN:**

*Have 3-5 functional communication goals that apply to the client and indicate if they are short or long-term goals. They are meant to be general for the purpose of this funding report. You can create your own goals, if desired.*

- ☐ Call for help from a family member/caregiver
- ☑ Make requests and provide information to familiar listeners
- ☐ Communicate physical needs and emotional status to family member/caregiver
- ☐ Engage in social communication exchanges with family members in person
- ☐ Participate in family planning decisions
- ☐ Tell personal stories or anecdotes
- ☑ Express feelings or state of being
- ☐ Make requests and provide information to unfamiliar listeners
- ☐ Describe physical symptoms and ask questions when interacting with medical professionals
- ☑ Engage in social communication exchanges with extended family, friends, peers, in various environments
- ☐ Instruct caregiver on care requirements (transfers, bathing, nutrition, mobility)
- ☐ Ask questions and provide responses in community-based activities (order meals, ask directions)
- ☐ Other:

---

Family or Support person present at the evaluation and supportive of the need for an SGD:

- ☑ Parent
- ☐ Spouse
- ☐ Immediate family
- ☐ Primary caregiver
- ☐ Guardian
- ☐ Support person

**Number of recommended treatment sessions:** 4

**Treatment setting:**

- ☐ Individual
- ☐ Group
- ☑ Combination of both

Max Sample Speech Evaluation Worksheet for NovaChat



**Speech Evaluation Worksheet**

This worksheet is designed for evaluating therapists to make notes as they complete an AAC Evaluation Report and is directly applicable to the complete AAC Evaluation found online at www.aacfunding.com Please note this is not an exhaustive document, but rather provides the overall framework for writing an AAC Evaluation Report.

**CLIENT INFORMATION:**

Client First Name: **Max**          Client Last Name: **Jones**

Address: **1234 PRC-Saltillo Road**     City: **Everywhere**     State: **OH**

Zip: **56789**     Place of Residence: **home**

Client Date of Birth: **01** / **02** / **2012**     Gender: ☑ Male     ☐ Female

Emergency Contact Name: **Monica Jones**

Relationship: **Mother**          Phone Number: **123-555-1111**

Email Address: **monicaj@email.com**     Preferred Spoken Language: **English**

Medical Diagnosis/ICD-10: **Autism F84.0**     Date of Onset: **birth**

Speech Diagnosis/ICD-10: **Mixed Receptive & Expressive Lang Disorder F80.2**     Date of Onset: **birth**

Primary Insurance Name: **BCBS**     Policy Number: **987654321**

Secondary Insurance Name: **MA WI**     Policy Number: **987654321**

Speech-Language Pathologist Name: **John Smiley**

State License Number: **M13579**     ASHA License Number: **0987654**

Email Address: **jsmiley@speech.net**     Phone Number: **123-555-2222**

**BACKGROUND:**

Evaluation Report Date: **9-1-2022**

Client History:

- generally healthy
- 50% intelligible to familiar listeners, 25% to unfamiliar listeners
- currently uses a combination of speech attempts, minimal sign language, facial expressions, and behaviors to communicate
- not able to communicate in a variety of environments for a variety of reasons with these modes.
-gets frustrated with communication breakdowns



Speech and language abilities have been determined by:

formal and informal evaluations, observations, team interviews

Anticipated course of Impairment:

Impairment is stable, plateau of improvement on intelligibility

**FINE MOTOR/ACCESS:** (as it relates to the use of an SGD)

Access Method: Manual Direct Selection (hands or fee

Motor history:

- low tone
-receives OT

**MOBILITY:**

Ambulation Status: Ambulatory

Mobility Assistance Needed: none

Mounting System: NA

**HEARING & VISION:**

History of Hearing Impairment:

no known hearing impairment

List any SGD Modifications that may be required:

able to use SGD without modfications

History of Vision Impairment:

no known vision impairment

List any SGD Modifications that may be required:

able to use SGD without modfications

Max Sample Speech Evaluation Worksheet for NovaChat

## LANGUAGE SKILLS & ABILITIES:

Receptive Language Skills Overview: (Include formal/informal test results, clinical observations)

*He/she understands:* ☐ significantly more ☑ more ☐ about the same     *as he/she is able to communicate.*

- understands routine directions
-uses visual supports to aid understanding
-a relative strength for him

Expressive Language Skills Overview: (Include formal/informal test results, clinical observations, current communication systems.

Include the functions of communication that the client uses and how he/she expresses them.)

- unintelligible frequently and gets frustrated
-low tone impacts accuracy of his signs
- very social
- can gain attention, request objects and events, rejecting nonverbally, answering simple questions
- not negating, giving information, asking questions

Speech Skills Overview: (If motor speech function is impaired, provide information on speech intelligibility and reason for impairment.)

- possible diagnosis of apraxia impacts intelligibility

Literacy Skills Overview:

Reading level: ☑ Non-reader ☐ single word ☐ sentence ☐ paragraph ☐ mixed

-emerging literacy skills
- letter names but still working on letter sounds
- starting to learn sight words

## COGNITIVE ABILITIES:

☑ Learn new tasks, including basic device operation

☑ Attend to display

☐ Maintain attention to the task at hand

☑ Remember the location of symbols/words

☐ Navigate between pages with minimal prompting

☐ Navigate between pages independently

☑ Locate symbols/words on a page

☑ Recognize that the SGD can be used to communicate wants and needs

Cognitive Skills Observations:

-benefits from modeling
- some reminders to attend to task
- occasionally watches peers for following directions
- can be impulsive when looking through things, but improving with models

## DAILY COMMUNICATION NEEDS:

Possible Communication Partners:

☑ Parents/siblings      ☐ Spouse

☑ Extended family      ☑ Friends

☐ Healthcare provider      ☐ Caregiver

☑ Person who cannot read      ☐ Person with visual impairment

☑ Person with hearing impairment      ☑ Neighbor

☐ Community members      ☑ School staff

☐ Co-workers      ☐ Stranger

# Max Sample Speech Evaluation Worksheet for NovaChat

## DAILY COMMUNICATION NEEDS:

Possible Communication Environments:

- [x] Home
- [x] Community
- [x] School
- [ ] Telephone
- [x] Medical Facility
- [ ] Work
- [ ] Support Group
- [ ] Other:

Possible Reasons to Communicate:

- [x] Express physical needs/wants
- [x] Express feelings/frustrations
- [ ] Participate in decision making
- [ ] Access medical care
- [x] Direct actions
- [x] Express needs/wants in emergencies
- [x] Generate novel utterances
- [x] Participate in conversation
- [x] Share information
- [x] Share opinions

Possible Situations:

- [x] 1:1 and small group conversations
- [x] Family/social gatherings
- [x] Large group events
- [ ] Telephone interactions

## NON-SGD APPROACHES:

No Tech/Lite Tech Approaches Overview:

- signs, inconsistent
-manual boards
-PECS book
- not enough vocabulary available on manual board or PECS

Prognosis for developing functional speech:

Prognosis for developing functional speech in the near or foreseeable future is judged to be poor given the severity of the speech and medical diagnosis.

Other:

Speech therapy to improve/increase functional speech is not viable because:

Speech therapy has resulted in insufficient progress in functional speech production.

Other:

## RESULTS OF SGD EVALUATION:

*Features Required based on Feature Matching*

Screen Size:

- [ ] < 6 inches
- [ ] 6-8 inches
- [x] 9-12 inches
- [ ] >13 inches

Hardware Features:

- [x] Requires voice amplification to be heard in noisy environments
- [x] Must be lightweight and easy to carry for maximum portability
- [x] Battery needs to hold a charge throughout the day
- [x] Must have a protective casing in case of drops or falls
- [x] Must have a dynamic display for efficient page and vocabulary navigation and ease of programming
- [x] Requires multiple ways to generate messages (e.g. spelling, pictures, words, or a combination of)

Voice Options needed because:

- [ ] There are multiple SGD users in the environment
- [x] The voice will need to change as the child grows
- [x] Both digitized and synthesized speech are needed to accommodate live recordings and ease of programming.

Access Method Needed:

- [x] Manual direct selection (hands or feet)
- [x] Keyguard or Touchguide for Direct Selection
- [ ] Switch Scanning
- [ ] Joystick
- [ ] Head tracking
- [ ] Eye tracking
- [ ] Combination of Methods (do not choose this option if funded through Medicare)

# Max Sample Speech Evaluation Worksheet for NovaChat

**aac**
FUNDING
Your PRC-Saltillo Funding Source

**Method of Language Representation:**

- [ ] Spelling
- [x] Single meaning pictures/categories (WordPower)
- [ ] Multi-meaning pictures (Unity, LAMP Words for Life)
- [ ] Visual scenes

**Message Formulation:**

- [x] Letters
- [x] Single words
- [x] Phrases
- [x] Sentences

**Features to Promote Language Growth:**

- [x] Morphological endings
- [x] Hide/show buttons
- [x] Robust pre-stored vocabulary
- [ ] Vocabulary builder
- [ ] Built-in vocabulary progression
- [x] Core vocabulary to support novel utterances

**Rate Enhancing Strategies:**

- [x] Word prediction
- [ ] Abbreviation expansion
- [x] Consistent motor plan for words
- [ ] Icon prediction
- [x] Predictable vocabulary organization

**Additional Software Features:**

- [x] Pronunciation exceptions
- [x] Built-in language data analysis
- [x] Large symbol library
- [x] Custom button functions and appearance (font, size, background color, highlight options, magnification)
- [x] Ability to customize vocabulary without the device present (PASS, Empower, Chat Editor software)
- [x] Word finder
- [x] Camera for specific programming

---

**aac**
FUNDING
Your PRC-Saltillo Funding Source

**DEVICES TRIALED OR CONSIDERED:**

Was an iPad with communication app considered? [x] YES  [ ] NO

If yes, why was it ruled out?

- [x] The volume is not loud enough for most communication environments
- [x] The iPad is not dedicated and allows for easy access to games, videos, etc
- [x] A warranty is not provided and there is no support or access to repair services
- [x] The iPad is not durable and would not withstand being accidentally dropped
- [x] The iPad does not provide accommodations for physical access required per this evaluation
- [ ] The Unity language system (determined most appropriate) is not available on an iPad app
- [ ] Other:

SGD #1 Considered but ruled out: **iPad with TD Snap**

Accessories for SGD #1: **none**

Reason SGD #1 was ruled out or not selected:

- no keyguard on an iPad
- struggled with navigating through the topic based pages without visual and verbal prompts
- words in multiple spots confused him
- family felt it was harder to customize

SGD #2 Considered but ruled out: **Accent 800 with Unity 60 sequenced**

Accessories for SGD #2: **keyguard**

Reason SGD #2 was ruled out or not selected:

- did well with the keyguard
- learned the motor plan for single words
- struggled with combining more than two words
- more models needed during activity to combine words

# Max Sample Speech Evaluation Worksheet for NovaChat

SGD Selected: NovaChat 10 Active Dedicated Plus Model

Language System Selected: WordPower 60 Basic

Accessories Selected: (if needed) keyguard, Acapela voicesNA

Mount Selected: (if needed) NA

Length of Trial Period: 4 weeks

Reason that SGD and Needed Accessories/Mount was Selected:

- did well with the keyguard
- able to carry with him to other classrooms
- formulated 2-3 word messages after visual models
- logical next words aided in message formulation
-consistent word placement helped with carry over to a new activity with the core words
Samples of data:
1.) at home learned eat + chips after 2 models, used independently during second week of trial.
2.) in speech room, modeled take + break 4 times when he appeared frustrated with an activity. By the end of the trial he was able to respond after being asked "you look upset, what do you need?" with take +break
3.) in classroom, modeled greetings and social questions with peers 4+ times. By the end of the trial he needed visual prompts to get to the social page and then would select a social greeting. Still needs verbal prompts and sometimes navigating him to the Personal and Questions page to use the social questions.

## FUNCTIONAL TREATMENT GOALS & TREATMENT PLAN:

*Have 3-5 functional communication goals that apply to the client and indicate if they are short or long-term goals. They are meant to be general for the purpose of this funding report. You can create your own goals, if desired.*

- ☐ Call for help from a family member/caregiver
- ☑ Make requests and provide information to familiar listeners
- ☐ Communicate physical needs and emotional status to family member/caregiver
- ☐ Engage in social communication exchanges with family members in person
- ☐ Participate in family planning decisions
- ☐ Tell personal stories or anecdotes
- ☑ Express feelings or state of being
- ☐ Make requests and provide information to unfamiliar listeners
- ☐ Describe physical symptoms and ask questions when interacting with medical professionals
- ☑ Engage in social communication exchanges with extended family, friends, peers, in various environments
- ☐ Instruct caregiver on care requirements (transfers, bathing, nutrition, mobility)
- ☐ Ask questions and provide responses in community-based activities (order meals, ask directions)
- ☐ Other:

Family or Support person present at the evaluation and supportive of the need for an SGD:

- ☑ Parent
- ☐ Spouse
- ☐ Immediate family
- ☐ Primary caregiver
- ☐ Guardian
- ☐ Support person

Number of recommended treatment sessions: 4

Treatment setting:

- ☐ Individual
- ☐ Group
- ☑ Combination of both