Best Practice Guidelines for Speech Generating Device Prescription

AAC Framework:
A resource to support device prescription

Collaborative Project between Cerebral Palsy League & Medical Aids Subsidy Scheme

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Scope

• Increase awareness of factors that need to be considered for decision making to support Allied Health Professionals involved in prescription of Speech Generating Devices SGD’s.

• Link to relevant assessment tools and resources to support trials of assistive technology, goal setting, outcome measurement, and prescription.
Learning Objectives

1. To understand how the ICF framework can be used to give a holistic view of skills and needs for a person who requires AAC for communication.

2. To have an understanding of the steps involved in prescribing Speech Generating Devices (SGD).

3. For allied health professionals to have an understanding of their role to support SGD prescription.

4. To provide allied health professionals with relevant resources to support the process for SGD prescription.
Important Information

This is a framework to support clinical decision making and to encourage a team approach for prescription of Speech Generating Devices (SGD’s).

It should be used alongside:
- Processes and resources that have been identified within your own organisation
- Formal supervision and mentoring opportunities internally and externally to your organisation
How to ....?

• This resource uses Powerpoint
• It is divided into four parts
  • Introduction
  • Stage 1 - Information Gathering
  • Stage 2 - Trial and Goal Setting
  • Stage 3 - Evaluation and Decision Making
• Users can enter the resource at each of these key stages, or view in a step by step fashion by following the “NEXT” buttons
• You must use the action button to navigate through, otherwise the order will be disrupted.
• There are “jump off” buttons to and from documents with more information. Either use BACK or close the open document that has been hyperlinked.
Where to start?

- Introduction, ICF Framework, Case Study introductions (next)
- Assessment & Information Gathering
- Trials and goal setting
- Evaluation and Decision Making
The ICF Framework

A holistic, biopsychosocial model
ICF Information

Recommended Reading

• The World Health Organization’s International Classification of Functioning, Disability and Health: Implications for Clinical and Research Practice in the field of Augmentative and Alternative Communication, P Rhagavendra, J Bornman, M Granlund and E Bjork-Akersson, Augmentative and Alternative Communication, December 2007

• Towards an international framework for communication disorders: Use of the ICF, Travis T Threats, Journal of Communication Disorders, 2006


Additional Reading

• WHO International Classification of Functioning, Disability and Health
  • Information, training and resources. Retrieved from http://www.who.int/classifications/icf/en/
ICF Information

Additional Reading (cont’d)
• Advances in Speech pathology, Volume 6, march 2004
  • Classifying communication disability using the ICF, T.T.Threats & L. Worrall
  • Where is the person in the ICF? J. Felson Duchan
  • Cautiously embracing the ICF, N. Simmons-Mackie
  • The ICF language of numeric adjectives, L. Boles
  • Speech pathologists’ application of the ICF to children with speech impairment, S. McLeod
  • The ICF is all about the person, and more: A response to Duchan, Simmons-Mackie, Boles and McLeod
• Framing AAC IEP Goals with ICF
• http://mcn.educ.psu.edu/documents/Fried-Oken_Rowland_Lollar_Steiner_Framing_AAC_IEP_Goals_with_ICF_ASHA_2010.pdf
How will this framework help me and where do I start?

Prescription of a device is a very involved process and can be quite a journey.
Alert

The purpose of using the ICF framework is to provide a ‘holistic’ and multifaceted view to gather all information to support SGD prescription. This means that all elements of the ICF are relevant and need to be considered and integrated.

Be sure to check out all components of the ICF.
Guidelines for Considering Speech Generating Device (SGD) Options Based on the ICF (www.who.int)

Health Condition

Impairment
- Mental functions/cognition
- Diagnosis & Prognosis
- Sensory (vision & hearing)
- Neuromusculoskeletal (access)

Activity
- Communication
- Interpersonal Interactions & relationships
- Learning & applying knowledge
- Mobility (for portability of device)

Participation
- Home
- Education
- Community life
- Employment

Environment
- Products & Technology
- Best match, support & training
- Attitude of family & others

Personal Factors
- Motivation
- Attitude
- Past experience and effect

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Lifestages

• It is important to look at what is happening for the client now, as well as their future needs.
• Increased understanding of lifestages assists us to identify communication partners, communication functions, and the environments where communication is required for the individual.
• Having an understanding of needs for now and later will help you to set realistic functional goals for meaningful outcomes.
• There are some resources that you can use to support exploration of life-stages.
Timetable for Growing Up

“Young people and their families go through many changes as they grow up. The Growing Up Ready resources are designed to help children and youth with disabilities to get ready for adult life.”

www.hollandbloorview.ca/resourcecentre/growing_up/documents/timetable.pdf

Parenting
Social
Self-Care
Education
Medical
Prescription Process

3 key stages:

• Assessment and information gathering
• Trials & goal setting
• Evaluation & decision making
Marsha: a brief overview

• Marsha is 49 yrs and has a diagnosis of MND
• Her speech is becoming dysarthric
• She is keen to explore AAC to maintain current levels of communication
Tara : a brief overview

- Tara is 5 yrs and has significant developmental delays
- It is a challenge to engage Tara, although she responds well to physical activity, by smiling
Oliver is 12 yrs and has a diagnosis of ASD
He is a reluctant PECS user and communicates mainly using informal methods
He will be transitioning to a new special needs unit at the end of the year
Jo : a brief overview

- Jo is 17 yrs and has cerebral palsy
- His device needs replacing
- He will be leaving school at the end of the year
Stage 1: Assessment and Information Gathering

- Assessment & Information Gathering
- Identify trial options & set goals
- Evaluation / Decision Making

Back to start  Next
Principles to consider to support assessment:

- Participation model
- Dynamic assessment & Feature Matching
- Team and collaboration
- Natural settings
- Training, mentoring, & support
- Evidence based ethical practice

Assessment and information gathering

• Consider all components of ICF framework
  • Impairment
  • Activity
  • Participation
  • Environment
  • Personal Factors

The following ‘Prompt Questions’ will help you gather information across all areas of the ICF: Domain Questions.pdf

Who can help?
Who else can assist in the assessment process?

Remember, as we are using the ICF framework and wanting a holistic view of the individual, we can gather information from many professionals including:

• Medical specialists
• Family and other significant people in the person’s life
• Teachers, teacher aides, and support workers
• Allied Health Professionals – Occupational Therapist, Physiotherapist, Speech Pathologist, Social Worker
• Assistive Technology assessment services (internal and /or external to organisation)
• Suppliers
Impairment

- Overall assessment of body structure and function, including cognitive function
- Multidisciplinary
- Consider diagnosis and prognosis
Impairment

Cognitive Skills

Sensory Skills

Physical Status

Diagnosis

Prognosis
Impairment: What do you need to know?

- What is the person’s overall physical status?
- What is the person’s level of cognition and ability to learn?
  - Do they have an understanding of cause and effect?
  - Do they have an understanding of symbols – that one item can represent another?
  - If they understand symbols, what sort – objects, photos, line drawings, picture symbols, words/letters?
- Memory capacity
- Rate of learning?
- Does the person have impairments in their vision or hearing?
- What does their diagnosis tell you about the future?
  - Skills likely to develop further? Where to? - in short, medium and long term?
  - Skills likely to deteriorate?
  - Likely speed of change?

Information gathering:
- Become familiar with diagnosis and typical presentations.
- Be aware of likely prognosis
How do we gather information regarding ‘impairment’?

- Access to medical records and allied health reports
- Comprehensive case history information
- Use of checklists / resources as identified
- Accessing further information from credible sources e.g. Medical websites regarding ‘diagnosis’ and ‘prognostic’ information.
Resources – Impairment

Refer to Resource List:

Resources for ICF Domains.pdf
Activity

• Impact of physical, cognitive and/or sensory impairments on daily functioning
• How does the person move their body to perform activities of daily living?
• How do they use their vision and hearing?
• What is their understanding of the world and how do they interact with it e.g. behaviour, communication?
Activity: What do you need to know?

- **What is the person’s level of language and communication skills?**
  - Pre-intentional, intentional
  - Emergent, context dependent, independent
  - What is their level of receptive language?
  - What sort of device will meet their needs – single message, sequenced message, multiple message (static display), multiple message (dynamic display), text to speech
  - How will language be represented? Single meaning pictures (e.g. Gateway), multiple meaning pictures (e.g. Unity), words and letters
  - If using single meaning pictures, symbol set will be used e.g. Picture Communication Symbols (PCS), Symbolstix etc
  - How will language be organised? Topic based, pragmatically, grammatically?

- **How will the person activate a device and mobilise within their environment?**
  - Direct; direct with minor modifications (e.g. keyguard); direct with sophisticated accessories (e.g. headpointing, eye gaze); indirect etc
  - Will the device be carried or mounted?
Activity: What do you need to know? (cont'd)

- **How do any sensory impairments (e.g. Vision and hearing) impact on functioning?**
  - Can the person see and discriminate between visual symbols? How many?
  - Do they need symbols to be enlarged? Do they need tactile symbols? Do they need auditory feedback?

- **How does the person’s cognitive status (as per prompt questions in Impairment) impact on the person’s interaction and communication skills?**
  - Do they have an understanding of symbols – that one item can represent another?
  - If they understand symbols, what sort – objects, photos, line drawings, picture symbols, words/letters?

- **Information gathering**
  - Work with colleagues to assess relevant physical, cognitive and sensory skills
  - Assess person’s language and communication skills
SGD Access

Access must be considered before investigating SGD options.

- Does the individual have an existing SGD and access method?
- Is the current access method reliable or does it require review by an Occupational Therapist?
- If the individual is not using a SGD, can an access method be identified from their upper limb function or use of other technologies. This may require a review by an Occupational Therapist.

Click here to find out more about - SGD Access Options.pdf
Impairment & Activity Factors

Device suitable to meet cognitive, language and communication needs today and in future.

Features to meet vision and hearing needs.

Access method and transportation – which may change as skills develop or deteriorate
Best Practise Guidelines require the involvement of a multidisciplinary team including SLP’s, OT’s, PT’s and others, as relevant
Assessing language and communication skills

- Young child
- Child
- Teen
- Young adult
- Adult
## Young Child – Communication Assessments

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**Diagram:**
- **Linguistic Competence**
- **Social Competence**
- **Strategic Competence**
- **Operational Competence**

**Back**

**Assessment details**
# Child – Communication Assessments

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The table above outlines various communication assessments and their categorization as emergent, context dependent, or independent. The assessments include:

- Communication Matrix
- Pragmatic Profile
- Inventory of Potential Communication Acts (IPCA)
- Standardised Assessments (e.g., Pre Verbal Communication Assessment)
- Standardised Assessments (e.g., PLS, CELF, CASL)

These assessments help in understanding different aspects of a child's communication abilities.
# Teen – Communication Assessments

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### Diagram

- **Linguistic Competence**
- **Social Competence**
- **Strategic Competence**
- **Operational Competence**

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**Assessment details**

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### Young Adult – Communication Assessments

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Assessment details
## Adult – Communication Assessments

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![Venn Diagram](venn_diagram.png)
This is a list of commonly used assessments and it is acknowledged that other options exist. We encourage you to review details and application of assessments that are unfamiliar to you. Links are provided for ‘known’ online resources.

Refer to Resource List:

Resources for ICF Domains.pdf
Participation

- How the person uses their skills and abilities to participate in life - at home, school, work
- What does the person do or need to do, to participate to the best of their ability in these environments?
- What are the facilitators and barriers to participation?
Participation: What do you need to know?

- What activities is the person engaged in? Daily, regularly, occasionally?
- What will the person want or need to communicate in these different situations?
- Will the device have the language/vocabulary to meet these needs?
- Can the device expand to meet new and changing needs?
- Will the device be practical in all settings? e.g. size, weight, durability, volume of speech output
- Can it be easily moved, mounted?

Information gathering:
- Talk to person, their family, teachers, support workers, carers etc, to ensure the device will have the features, settings and vocabulary to allow the person to communicate to their maximum potential
- Discuss and problem solve any practical issues
Adding Participation Factors to the Mix...

**Participation factors**
Device that has the capacity to meet needs in a variety of situations and with a variety of people

**Impairment & activity factors**
Device that the person can use efficiently and effectively, with the most appropriate means of representing language

Next
Participation resources

Refer to Resource List:

Resources for ICF Domains.pdf
Environment

• What aspects of the person’s environment facilitate activity and participation?

• What aspects of a person’s environment are barriers to activity and participation?
Environment: What you need to know

- **Who is in the persons’ circle of support?**
  - Who will ensure the person using the device is given every opportunity to participate?
  - Who will teach the person to use their device to their maximum potential?
  - Who will add vocabulary and keep the device relevant to the persons needs?
  - Who will support device use in terms of the following:
    - Charging batteries?
    - Set up of any additional accessing equipment?
    - Troubleshooting operational issues?
    - Back up of individual programming and general maintenance?
  - Will there be major changes in the person’s situation? Transition to school, high school, TAFE, work etc? Who will facilitate this transition in terms of device support?
- Will it integrate with other technologies?
- Will there be financial issues?

**Information gathering:**

- Ensure support team is willing and prepared to support the implementation of a device
- Discuss training needs, as necessary
- Discuss practical issues of integration of technology, support and maintenance to determine facilitators and barriers
- Identification of key stakeholders if transition is imminent
- Exploration of funding options
Adding Environment Factors to the Mix ...

Environment factors
Device that is accepted, practical, supportable and affordable in the environment

Participation factors
Device that has the capacity to meet needs in a variety of situations and with a variety of people

Impairment & Activity factors
Device that the person can use efficiently and effectively, with the most appropriate means of representing language
Environment resources

Refer to Resource List:

Resources for ICF Domains.pdf
Personal Factors

• Factors related to personality, preferences, past experiences etc

• The things that make us unique and individual
Personal Factors: What you need to know

- How well do you know the person?
- What is the person's level of motivation to learn/use a device?
- What are their previous experiences with an AAC system/device?
- What are their preferences in terms of device type, aesthetics etc

Information gathering:
- Talk to the person, their family and close support team
- Involve them in the decision making process
- Always try to offer an opportunity for informed choice
- Take their thoughts and preferences seriously and try to accommodate wherever possible
Adding Personal Factors to the Mix ...

- **Personal factors**
  - Device that is preferred by the person

- **Environment factors**
  - Device that is accepted, practical and supportable in the environment

- **Impairment & Activity factors**
  - Device that the person can use efficiently and effectively, with the most appropriate means of representing language

- **Participation factors**
  - Device that has the language capacity to meet needs in a variety of situations and with a variety of people
Personal factors resources

Refer to Resource List:

Resources for ICF Domains.pdf
Four Case Studies
Assessment and Information Gathering

Marsha

Tara

Oliver

Jo

Forward to Stage 2: Trial Options and Goal Setting

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Health Condition
Motor Neurone Disease (progressive)

Impairment
Amyotrophic lateral sclerosis
Weakness / atrophy in legs, arms and oral motor musculature
No evidence of cognitive decline

Activity
Mobilises in wheelchair
ADL’s slow and fatiguing
Speech becoming dysarthric – speech slurred, shallow breathing
Regular coughing whilst eating and drinking

Participation
Lives alone
Modified work duties
Attends church with assistance
Becoming less socially active

Personal Factors
Fiercely independent
Technology savvy

Environment
Aware of communication technology
May not be eligible for funding
Over-protective parents (elderly)

Marsha, 49 yrs

Back to Case Studies

Assessment
Assessment and Information Gathering

• Refer back to Key Stage 1

• Gather information in all domains of ICF

• Involve the client, their family and key support people in their network

• Involve professional colleagues
Let’s Look at Marsha through ICF eyes ..... 

The ICF Prompt Questions have been applied to Marsha, to provide more information to support your assessment and information gathering. Click here to understand more about Impairment, Activity, Participation, Environment, & Personal Factors [ICF Domain Questions Marsha.pdf](#)
Impairment

Activity

Participation

Environment

Personal Factors

Device with alternative access options should these become necessary

Text to speech + rate enhancement

Keyboard v touchscreen? - unknown

Easily moved and repositioned

Contemporary design with access to social media

Able to be supported by friends and family if Marsha becomes unable to do so

Affordable (if funding not available)

Marsha

Which device? Potential candidates for trial: Lightwriter SL40, Dynawrite, iPad with Predictable, Smart II, Nova Chat 7/11?

Back to case studies
Health Condition
Developmental Delay

Tara, 5 yrs

Impairment
- Learning difficulties
- Sensory and attention challenges
- Decreased oral motor difficulties - ++ saliva loss

Activity
- Mobilises by crawling and can pull self up on furniture
- Will reach for desired play objects
- Symbolic play developing
- Vocalises and some simple gestures during interactions

Participation
- Enrolled for mainstream prep next year
- Currently attend Kindy 5 days/wk
- Goes to a play gym with younger sibling

Environment
- Single Mum who is ++ busy
- Only child with complex communication needs in kindy (has teacher aide support)

Personal Factors
- Very active child
- Likes exploring her own environment and engaging in new things
Assessment and Information Gathering

- Refer back to Key Stage 1
- Gather information in all domains of ICF
- Involve the client, their family and key support people in their network
- Involve professional colleagues
Let’s Look at Tara through ICF eyes ..... 

The ICF Prompt Questions have been applied to Tara, to provide more information to support your assessment and information gathering. Click here to understand more about Impairment, Activity, Participation, Environment, & Personal Factors [ICF Domain Questions Tara.pdf](ICF_Domain_Questions_Tara.pdf)
Support for Mum to satisfy her that simple, static devices are the most appropriate, at this stage.

Investigate staff support needs in current and future placements.

Consider implications of producing/providing symbol representations e.g. objects of reference, symbol producing programs (i.e. Boardmaker).

Which device? Potential candidates for trial: Big Mack, 4 Compartment Communicator, Cheap Talk 8 with switch jacks, TechTalk, Supertalker.

Capable of being used in situations that motivate Tara e.g. playground activities/environment.

Large target area initially to accommodate gross motor skills.

Flexibility of symbol representation – 3D, 2D.

Consolidation of cause/effect understanding (1 message) with capacity to increase as skills develop.

Easily moved and repositioned to accommodate behaviour.

Back to case studies
Health Condition
Autism Spectrum Disorder

Impairment
Some fine motor planning difficulties
Cognitive delays
Visual-perceptual difficulties

Activity
Independently mobile
Has some understanding of picture symbols (PCS) to represent language
Appears to learn best in structured, naturalistic settings and within own areas of interest

Participation
Requires special educational program
Participation dependent on others to engage him in activity
Predominance of requesting and directing behaviour/communication

Environment
Lives with parents and 2 siblings, 1 with ASD also
Both parents unemployed
Little extended family support

Personal Factors
Very interested in all kinds of transport – cars, trucks, trains etc
Needs large personal space separation
Particularly attached to younger sister (without disability)

Oliver, 12 yrs
Assessment and Information Gathering

• Refer back to Key Stage 1

• Gather information in all domains of ICF

• Involve the client, their family and key support people in their network

• Involve professional colleagues
Let’s Look at Oliver through ICF eyes ..... 

The ICF Prompt Questions have been applied to Oliver, to provide more information to support your assessment and information gathering. Click here to understand more about Impairment, Activity, Participation, Environment, & Personal Factors. 

[ICF Domain Questions Oliver.pdf](ICF_Domain_Questions_Oliver.pdf)
Impairment and cell size yet to be determined and needs to meet both physical and visual perceptual needs.

Display appearance (static v dynamic) – need to balance learning needs, language and communication needs and possible preference for dynamic display.

Success will be highly dependent on finding a device that motivates Oliver.

Learning activities need to be highly structured + motivating to ensure understanding and meaningful use of device.

Implementation of device may assist to change staff attitudes to Oliver’s potential. Need to investigate support needs in current and future placements.

Support for family who may have limited capacity to implement device. Focus on sister?

Must be easily transportable for Oliver.

Has not been motivated by individual symbol cards (static) used in PECS program.

Consider implications of producing symbol representations if static display device chosen e.g. Boardmaker.

Which device? Potential candidates for trial: SmartSpeak, Tobii S32, Dynavox M3, Nova Chat 7/11?

Which device? Potential candidates for trial: SmartSpeak, Tobii S32, Dynavox M3, Nova Chat 7/11?

Must be robust to withstand heavy handling.

Back to case studies
**Health Condition**

Cerebral Palsy (Spastic Quadriplegia)

**Impairment**

CP affecting all 4 limbs (stiff / tightness)
Increased stiffness / changes in head movements recently
Health deteriorating – chest infections

**Activity**

Mobilises independently in powered mobility
Proficient communicator currently using Pathfinder SGD (head access with switch and scanning)

**Participation**

Currently lives with parents and 1 sibling
Relationships with wide range of people
Attends mainstream high school with support
Planning to go to TAFE for further education

**Environment**

Planning to move out of home

**Personal Factors**

Having access to ‘new’ technology is important
Determination for independence
Assessment and Information Gathering

- Refer back to Key Stage 1

- Gather information in all domains of ICF

- Involve the client, their family and key support people in their network

- Involve professional colleagues
Let’s Look at Jo through ICF eyes ..... 

The ICF Prompt Questions have been applied to Jo, to provide more information to support your assessment and information gathering. Click here to understand more about Impairment, Activity, Participation, Environment, & Personal Factors [ICF Domain Questions Jo.pdf](#).
Which device? Potential candidates for trial: Eco2, Vantage Lite or Accent? (after other non-unity device options explored with Jo)

Ability for younger people in Jo’s circle of support to engage more readily and age appropriately

Cost – can funding be obtained?

Transition to TAFE. Establish training needs

Devices with multiple access options to explore alternatives to head mounted switch

Unity based device to retain prior learning and generative system – Jo’s preference

Unity device that is more mainstream and can integrate with other technology

Mounting options may need to be considered if access method changes

Back to case studies

Next (stage 2)
Stage 2: Trial Options & Goal Setting

- Assessment & Information Gathering
- Identify trial options & set goals
- Evaluation / Decision Making
Trials & Goals

There are many options out there to trial with clients. The best trials will be using the information you have gathered in the first step using the ICF framework and thinking about the current and future life stages for the person. *Remember*, we want to find something that will support the client for at least 5 years.
The Trial Cycle

During the trial, we want to see outcomes in as many areas as possible across the ICF. You can think of this as a cycle, ticking off the areas as you trial the device. A successful trial will have most if not all categories ticked.
The Trial Process

The following Trials will take time and should be based on functional goals that you want to achieve during the trial. The steps can be followed:

1. Determine 2-3 options of SGD’s
2. Trial each option with the client (minimum of 2 weeks), establishing baseline skills and goals to be achieved during the trial
Options to Trial

Choose SGD’s that appear to be the ‘Best-Fit’ according to the information you have gathered for the client. You will need to trial each option to determine the ‘actual’ fit and gather information from the client and significant others. Remember, you are aiming for something that:

• Allows the person to communicate a range of communication functions
• Can be used with familiar and unfamiliar communication partners
• Can be used and supported across different environments

[Link to SGD Options Prompt Questions.pdf]
Go to points for different Speech Generating Devices:

The following SGD distributors have interactive websites where you can search for SGD options to see and gather more information:

• Spectronics - [www.spectronicsinoz.com](http://www.spectronicsinoz.com)
• Liberator – [www.liberator.net.au](http://www.liberator.net.au)
• Link AT – [www.linkassistive.com](http://www.linkassistive.com)

(NB. This is not an entire list and therapists are encouraged to source all options)
The Trial

During each trial, it can be useful to:

1. Determine baseline skills for using the device
2. Establish goals to be achieved
3. Measure outcomes from the goals set
Determining Baseline Skills

You will need to have a good understanding of the person’s initial abilities and skills with the device, and how this fits in with their environment. The following template may support gathering of this information, based on Janice Light’s model of ‘Communicative Competence’ (1989):

[Device Trial Baseline Proforma.pdf](Device Trial Baseline Proforma.pdf)
Goal Setting – General Principles

• Client and family focused
• Focus on functional outcomes in Activity and Participation domains of ICF, with consideration of other ICF components
• Consider Activities and Participation in multiple environments.
• Information gathered from the ‘Baseline Proforma’ may assist to develop specific short term goals during the trial
What is a Goal?
A goal should be a simple statement that outlines the desired outcome to be achieved:

Condition + Action + How measured?

Child example:
When given a Vmax device + Tom will greet his peers + Every morning during circle time at school

Adult example:
With a Lightwriter + Bob will request his morning tea at a local cafe + At least once a week

Reference: ‘PRC Transitioning Toolkit’
Resources to Support Goal Setting

• Special Education Technology (SET) – British Columbia at www.setbc.org (based on communicative competence and different levels of dependence / independence

• Rocky Bay ‘Information Kit for AAC Teams’ – www.rockybay.org.au /go/services/clinical-services-directorate/resources/information-kit-for-aac-teams

• SETT Framework by Joy Zabala at www.joyzabala.com
Measuring Outcomes from the Goals Set

The following tools are useful to formalise outcomes of the goals set for trial:

- Goal Attainment Scale (GAS) (Kiresuk & Sherman, 1968)
- Canadian Occupation Performance Measure (COPM)
- Qualitative Information about when the device was used, who with, and what for (you can keep this documentation during the trial).
Four Case Studies
Trial Options and Goal setting

Marsha
Tara

Oliver
Jo

Back to trial options and goal setting
Forward to Evaluation and decision making
## Example Goal for Marsha - 1

<table>
<thead>
<tr>
<th>Score</th>
<th>Attainment Level / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (skill level at start of trial)</td>
<td><strong>-2</strong> Using a text to speech device, Marsha constructs a full message with regular spelling errors, slow speed (&gt;6 mins) and some effort.</td>
</tr>
<tr>
<td>Less than expected outcome</td>
<td><strong>-1</strong> Using a text to speech device, Marsha will construct a full message with regular spelling errors, slow speed (&gt;4 – 6 mins) and some effort.</td>
</tr>
<tr>
<td>Expected outcome</td>
<td><strong>0</strong> Using a text to speech device, Marsha will construct a full message with regular spelling errors, regular speed (&gt;2 - 4 mins) without effort.</td>
</tr>
<tr>
<td>Greater than expected outcome</td>
<td><strong>+1</strong> Using a text to speech device, Marsha will construct a full message with minimal spelling errors, adequate speed (&gt;0 - 2 mins) without effort.</td>
</tr>
<tr>
<td>Much greater than expected outcome</td>
<td><strong>+2</strong> Using a text to speech device, Marsha will construct a full message with no spelling errors, adequate speed (&gt;0 - 2 mins) without effort.</td>
</tr>
</tbody>
</table>

Next
### Example Goal for Marsha - 2

<table>
<thead>
<tr>
<th>Score</th>
<th>Attainment Level / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (skill level at start of trial) -2</td>
<td>Marsha does not have access to a Speech Generating Device which integrates communication and social media functions in a sleek design.</td>
</tr>
<tr>
<td>Less than expected outcome -1</td>
<td>Marsha does have access to a Speech Generating Device, however there is not integration of communication and social media functions within a sleek design.</td>
</tr>
<tr>
<td>Expected outcome 0</td>
<td><strong>Marsha has access to a Speech Generating Device which integrates communication and social media functions in a sleek design, and she is somewhat happy with the choice.</strong></td>
</tr>
<tr>
<td>Greater than expected outcome +1</td>
<td>Marsha has access to a Speech Generating Device which integrates communication and social media functions in a sleek design, and she is moderately happy with the choice.</td>
</tr>
<tr>
<td>Much greater than expected outcome +2</td>
<td>Marsha has access to a Speech Generating Device which integrates communication and social media functions in a sleek design, and she is ecstatic with the choice.</td>
</tr>
</tbody>
</table>
## Trial Information

<table>
<thead>
<tr>
<th>Lightwriter SL40</th>
<th>Dynawrite</th>
<th>iPad with text to speech iApp</th>
<th>Smart II</th>
<th>NovaChat 7 or 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL:</strong> Spelling keyboards, displays, rate enhancement features e.g. word prediction, portable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>+ve</strong>&lt;br&gt;Simple, intuitive&lt;br&gt;Keyboard capitalises on typing skills&lt;br&gt;Keyguards available</td>
<td><strong>+ve</strong>&lt;br&gt;Simple, intuitive&lt;br&gt;Keyboard capitalises on typing skills&lt;br&gt;Keyguards available&lt;br&gt;Switch and scanning</td>
<td><strong>+ve</strong>&lt;br&gt;Sleek, mainstream design&lt;br&gt;Access to email and social media&lt;br&gt;Switch access may be available with additional interface (iApp specific)</td>
<td><strong>+ve</strong>&lt;br&gt;Very small and portable&lt;br&gt;Switch and scanning</td>
<td></td>
</tr>
<tr>
<td><strong>-ve</strong>&lt;br&gt;No alternative access options&lt;br&gt;No access to email, social media</td>
<td><strong>-ve</strong>&lt;br&gt;No access to email, social media</td>
<td><strong>-ve</strong>&lt;br&gt;Volume – may need additional speakers - ? ease of portability&lt;br&gt;Access does not make use of typing skills</td>
<td><strong>-ve</strong>&lt;br&gt;Access does not make use of typing skills&lt;br&gt;No keyguards&lt;br&gt;No access to email, social media</td>
<td><strong>-ve</strong>&lt;br&gt;Access does not make use of typing skills</td>
</tr>
</tbody>
</table>
### Example  Goal for Tara - 1

<table>
<thead>
<tr>
<th>Score</th>
<th>Attainment Level / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (skill level at start of trial) -2</td>
<td>Given a static simple communication device, Tara will lift up her sipper cup and shake it to indicate that she want ‘more drink’, to communicate a basic need/want.</td>
</tr>
<tr>
<td>Less than expected outcome -1</td>
<td>Given a static simple communication device, Tara will lift up her sipper cup and shake it to indicate that she want ‘more drink’, and with visual and verbal requests will attend to modelling of a choice between two high contrast symbols on the device to communicate a basic need/want.</td>
</tr>
<tr>
<td>Expected outcome 0</td>
<td><strong>Given a static simple communication device, Tara will attempt to request that she wants a drink by choosing a high contrast symbol from a choice of two on the device, with 50% accuracy to communicate a basic need/want.</strong></td>
</tr>
<tr>
<td>Greater than expected outcome +1</td>
<td>Given a static simple communication device, Tara will attempt to request that she wants a drink by choosing a high contrast symbol from a choice of two on the device, between 50% and 75% accuracy to communicate a basic need/want.</td>
</tr>
<tr>
<td>Much greater than expected outcome +2</td>
<td>Given a static simple communication device, Tara will attempt to request that she wants a drink by choosing a high contrast symbol from a choice of two on the device, between 75% and 100% accuracy to communicate a basic need/want.</td>
</tr>
<tr>
<td>Score</td>
<td>Attainment Level / Outcome</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Baseline (skill level at start of trial) -2</td>
<td>Tara’s Kindy teacher does not use a Speech Generating Device to model language in any activities across the school day.</td>
</tr>
<tr>
<td>Less than expected outcome -1</td>
<td>Tara’s Kindy Teacher uses a Speech Generating Device to model language in a motivating activity for Tara on one occasion across the school day.</td>
</tr>
<tr>
<td>Expected outcome 0</td>
<td><strong>Tara’s Kindy Teacher uses a Speech Generating Device to model language in a motivating activity for Tara on two occasions across the school day.</strong></td>
</tr>
<tr>
<td>Greater than expected outcome +1</td>
<td>Tara’s Kindy Teacher uses a Speech Generating Device to model language in a motivating activity for Tara on three occasions across the school day.</td>
</tr>
<tr>
<td>Much greater than expected outcome +2</td>
<td>Tara’s Kindy Teacher uses a Speech Generating Device to model language in a motivating activity for Tara on four occasions across the school day.</td>
</tr>
</tbody>
</table>
# Trial Information

<table>
<thead>
<tr>
<th>Large target, single message device e.g. Big Mack</th>
<th>Compartmentalised device e.g. 4 compartment communicator</th>
<th>Fixed static display with switch jacks e.g. Cheaptalk 8 with external jacks (4)</th>
<th>Fixed static display with two rows of cells</th>
<th>Flexible static display with switch jacks e.g. Supertalker</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ve</td>
<td>+ve</td>
<td>+ve</td>
<td>+ve</td>
<td>+ve</td>
</tr>
<tr>
<td>• Simple, intuitive</td>
<td>• Objects and 2D symbols can be introduced together</td>
<td>• Can start with external switches as target and transition to keyboard</td>
<td>• Can place objects of reference on top row, initially, until understanding of 2D symbols is established</td>
<td>• Use external switches as target and transition to keyboard</td>
</tr>
<tr>
<td>• Large target area</td>
<td>• 1 – 4 choices depending on device</td>
<td>• Devices can offer 1 – 8 choices</td>
<td>• Device can offer 1 – 8 large target choices</td>
<td>• Keyboard can be resized and fully utilised with any layout</td>
</tr>
<tr>
<td>• Can be placed next to object referent to develop symbolic understanding</td>
<td>• Large target area</td>
<td>• Multiple levels for storage of vocabulary</td>
<td>• Multiple levels for storage of vocabulary</td>
<td>• Keyboard target size will reduce gradually as more options incorporated</td>
</tr>
<tr>
<td>• Potential to transition to 2D symbols</td>
<td></td>
<td></td>
<td>• Models can offer 1 – 8 choices</td>
<td>• Multiple levels for storage of vocabulary</td>
</tr>
<tr>
<td>• Easy to position and reposition</td>
<td></td>
<td></td>
<td>• Multiple levels for storage of vocabulary</td>
<td></td>
</tr>
<tr>
<td>-ve</td>
<td>-ve</td>
<td>-ve</td>
<td>-ve</td>
<td>-ve</td>
</tr>
<tr>
<td>• Vocab selection responsibility of team</td>
<td>• Vocab selection responsibility of team</td>
<td>• Vocab selection responsibility of team</td>
<td>• Vocab selection responsibility of team</td>
<td>• Vocab selection responsibility of team</td>
</tr>
<tr>
<td>• Restrictive – no room for growth</td>
<td>• Limited room for growth</td>
<td>• Not as easy to incorporate 3D objects</td>
<td>• Cell size fixed</td>
<td>• Not as easy to incorporate 3D objects</td>
</tr>
<tr>
<td>• Bulky</td>
<td>• Bulky</td>
<td>• Cell size fixed</td>
<td>• Unwanted cells will be left empty – distracting?</td>
<td>• Unwanted cells will be left empty – distracting?</td>
</tr>
<tr>
<td>• Need to produce symbol referents</td>
<td>• Need to produce symbol referents</td>
<td>• Unwanted cells will be left empty – distracting?</td>
<td>•? Durability to cope with access method</td>
<td>•? Durability to cope with access method</td>
</tr>
<tr>
<td>-ve</td>
<td>-ve</td>
<td>-ve</td>
<td>-ve</td>
<td>-ve</td>
</tr>
<tr>
<td>• Vocab selection responsibility of team</td>
<td>• Vocab selection responsibility of team</td>
<td>• Need to produce symbol referents</td>
<td>• Need to produce symbol referents</td>
<td>• Need to produce symbol referents</td>
</tr>
<tr>
<td>• Bulky</td>
<td>• Bulky</td>
<td>•? Durability to cope with access method</td>
<td>• Transportation? – leads and individual switches</td>
<td>• Transportation? – leads and individual switches</td>
</tr>
<tr>
<td>• Need to produce symbol referents</td>
<td>• Need to produce symbol referents</td>
<td>• Transportation? – leads and individual switches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ve</td>
<td>-ve</td>
<td>-ve</td>
<td>-ve</td>
<td>-ve</td>
</tr>
<tr>
<td>• Vocab selection responsibility of team</td>
<td>• Vocab selection responsibility of team</td>
<td>•? Durability to cope with access method</td>
<td>• Need to produce symbol referents</td>
<td>• Need to produce symbol referents</td>
</tr>
<tr>
<td>• Bulky</td>
<td>• Bulky</td>
<td>• Transportation? – leads and individual switches</td>
<td>• Transportation? – leads and individual switches</td>
<td></td>
</tr>
<tr>
<td>• Need to produce symbol referents</td>
<td>• Need to produce symbol referents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Back to case studies](#)
### Example Goal for Oliver - 1

<table>
<thead>
<tr>
<th>Score</th>
<th>Attainment Level / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (skill level at start of trial) -2</td>
<td>Oliver attends to modelling of a two cell combination (e.g. “I want …..”) on a speech generating device to communicate a need/request for a favourite activity, with visual and verbal prompts.</td>
</tr>
<tr>
<td>Less than expected outcome -1</td>
<td>Oliver attends to modelling of a two cell combination (e.g. “I want …..”) on a speech generating device to communicate a need/request for a favourite activity, without the need for visual and verbal prompts.</td>
</tr>
<tr>
<td>Expected outcome 0</td>
<td>Oliver attends to modelling of a two cell combination (e.g. “I want …..”) on a speech generating device to communicate a need/request for a favourite activity, without visual and verbal prompts, and will randomly select one cell on a page to express a need / want after prompting.</td>
</tr>
<tr>
<td>Greater than expected outcome +1</td>
<td>Oliver attends to modelling of a two cell combination (e.g. “I want …..”) on a speech generating device to communicate a need/request for a favourite activity, without visual and verbal prompts, and will purposely select one cell on a page to express a need / want after prompting with less than 50% accuracy.</td>
</tr>
<tr>
<td>Much greater than expected outcome +2</td>
<td>Oliver attends to modelling of a two cell combination (e.g. “I want …..”) on a speech generating device to communicate a need/request for a favourite activity, without visual and verbal prompts, and will purposely select one cell on a page to express a need / want after prompting with less than 50% accuracy.</td>
</tr>
</tbody>
</table>
Example  Goal for Oliver - 2

<table>
<thead>
<tr>
<th>Score</th>
<th>Attainment Level / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (skill level at start of trial) -2</td>
<td>Oliver does not attend to a Speech generating Device and is not motivated when prompted to interact with the device.</td>
</tr>
<tr>
<td>Less than expected outcome -1</td>
<td>Oliver attends to a Speech Generating Device when prompted with some motivation.</td>
</tr>
<tr>
<td>Expected outcome 0</td>
<td><strong>Oliver accesses a Speech Generating Device with motivation and independence on at least one occasion during the day.</strong></td>
</tr>
<tr>
<td>Greater than expected outcome +1</td>
<td>Oliver accesses a Speech Generating Device with motivation and independence on two occasions during the day.</td>
</tr>
<tr>
<td>Much greater than expected outcome +2</td>
<td>Oliver accesses a Speech Generating Device with motivation and independence on three or more occasions during the day.</td>
</tr>
<tr>
<td>Fixed static display e.g. Tech/Speak</td>
<td>Flexible static display e.g. Tobii S32</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>+ve</strong></td>
<td><strong>+ve</strong></td>
</tr>
<tr>
<td>- Static display may be visually easier than dynamic</td>
<td>- Static display may be visually easier than dynamic</td>
</tr>
<tr>
<td>- Choice of 2D symbols and colour – photos, PCS, line drawings, black and white, high contrast etc</td>
<td>- SymbolMate software offers SymbolStix</td>
</tr>
<tr>
<td>- Devices can offer up to 32 choices + storage in levels (2,4,6,12)</td>
<td>- Keyboard can be resized and fully utilised with any layout</td>
</tr>
<tr>
<td>- Static display – may assist to keep Oliver focused as no easy access to other vocabulary</td>
<td>- Keyboard target size will reduce gradually as more options incorporated</td>
</tr>
<tr>
<td>- May tolerate more heavy handling</td>
<td>- Can offer 1 – 32 choices + storage on 192 levels</td>
</tr>
<tr>
<td><strong>-ve</strong></td>
<td><strong>-ve</strong></td>
</tr>
<tr>
<td>- Cell size fixed</td>
<td>- PCS symbol set not available</td>
</tr>
<tr>
<td>- Unwanted cells will be left empty – distracting?</td>
<td>- independent access to new vocabulary may not be possible</td>
</tr>
<tr>
<td>- Need to produce symbol referents – Boardmaker?</td>
<td></td>
</tr>
<tr>
<td>- Independent access to new vocabulary may not be possible</td>
<td></td>
</tr>
</tbody>
</table>
## Example Goal for Jo - 1

<table>
<thead>
<tr>
<th>Score</th>
<th>Attainment Level / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;(skill level at start of trial)&lt;br&gt;-2</td>
<td>Given a unity based device, Jo constructs sentences relating to needs and wants, but does not have access to vocabulary relating to ‘teenage’ related topics, and rarely initiates conversation with his peers.</td>
</tr>
<tr>
<td>Less than expected outcome&lt;br&gt;-1</td>
<td>Given a unity based device, Jo constructs sentences relating to needs and wants, and works with a support person to program his device so that he has access to language related ‘teenage’ topics, but rarely initiates conversation with his peers.</td>
</tr>
<tr>
<td><strong>Expected outcome</strong>&lt;br&gt;0</td>
<td>Given a unity based device, Jo constructs sentences relating to needs and wants. He has access to language related ‘teenage’ topics, and initiates a conversation with his peers using this language once daily.</td>
</tr>
<tr>
<td>Greater than expected outcome&lt;br&gt;+1</td>
<td>Given a unity based device, Jo constructs sentences relating to needs and wants. He has access to language related ‘teenage’ topics, and initiates a conversation with his peers using this language twice daily.</td>
</tr>
<tr>
<td>Much greater than expected outcome&lt;br&gt;+2</td>
<td>Given a unity based device, Jo constructs sentences relating to needs and wants. He has access to language related ‘teenage’ topics, and initiates a conversation with his peers using this language more than 2 times each day.</td>
</tr>
</tbody>
</table>
## Example Goal for Jo - 2

<table>
<thead>
<tr>
<th>Score</th>
<th>Attainment Level / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (skill level at start of trial) -2</td>
<td>Jo does not use eye gaze for access to construct messages on a Speech Generating Device.</td>
</tr>
<tr>
<td>Less than expected outcome -1</td>
<td>Jo uses eye gaze to construct messages on a Speech Generating Device between 0%-50% of occasions.</td>
</tr>
<tr>
<td>Expected outcome 0</td>
<td><strong>Jo uses eye gaze to construct messages on a Speech Generating Device between 50%-75% of occasions.</strong></td>
</tr>
<tr>
<td>Greater than expected outcome +1</td>
<td>Jo uses eye gaze to construct messages on a Speech Generating Device between 75%-100% of occasions.</td>
</tr>
<tr>
<td>Much greater than expected outcome +2</td>
<td>Jo uses eye gaze to construct messages on a Speech Generating Device on 100% of occasions.</td>
</tr>
<tr>
<td>Eco 2</td>
<td>Vantage Lite</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>+ve</td>
<td>+ve</td>
</tr>
<tr>
<td>• Capitalises on prior learning of Unity system, including 144 icon page set</td>
<td>• Capitalises on prior learning of Unity system</td>
</tr>
<tr>
<td>• Language system familiar to school staff</td>
<td>• Language system familiar to school staff</td>
</tr>
<tr>
<td>• Windows 7 computer</td>
<td>• Screen size – 21.3 cm</td>
</tr>
<tr>
<td>• Large screen – 35.8 cm</td>
<td>• Multiple access options including headpointing with Tracker Pro</td>
</tr>
<tr>
<td>• Multiple access options including eye gaze with EcoPoint accessory, integrated headpointing</td>
<td>• Integrated Bluetooth connectivity</td>
</tr>
<tr>
<td>• Ability to integrate with computer for other functions – educational, email, internet (additional Bluetooth accessories required)</td>
<td>• IR for environmental control</td>
</tr>
<tr>
<td>• IR for environmental control</td>
<td></td>
</tr>
<tr>
<td>-ve</td>
<td>-ve</td>
</tr>
<tr>
<td>• Size of screen for eye gaze not favoured by Jo</td>
<td>• Access via integrated headpointing system not efficient for Jo – too fatiguing</td>
</tr>
<tr>
<td>• Some difficulty calibrating eye gaze for access</td>
<td>• No eye gaze option</td>
</tr>
<tr>
<td>• Larger device potentially heavier and more difficult to mount for eye gaze access</td>
<td>• Maximum 84 icon Unity page set</td>
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Stage 3: Evaluation & Decision Making

1. Assessment & Information Gathering
2. Identify trial options & set goals
3. Evaluation / Decision Making

Back to start  Next
Evaluation & Decision Making

You are at the final step following thorough trial of a number of possible devices for your client. In collaboration with the client and their supports, you are to decide on the device that:

- Caters for impairment, activity and participation, environment, and personal factors
- Will meet their current and future needs
Reflection on the Trial Cycle

Remember, we want to see outcomes in as many areas as possible across the ICF. Can you tick most of these areas if not all?

Which device was most preferred?

Which device best met the person’s physical, sensory and cognitive needs?

Which device provided the person with the best access to language?

Which device allowed the person to function best at home, work, school etc?

Which device was the best fit for the environment and the people who will support the device?
Four Case Studies
Evaluation and Decision Making

Marsha

Tara

Oliver

Jo

Back to Evaluation and Decision Making
Reflection on the Trial Cycle

Which device best met the persons physical, sensory and cognitive needs?

Which device provided the person with the best access to language?

Which device allowed the person to function best at home, work, school etc?

Which device was the best fit for the environment and the people who will support the device?

Which device was most preferred?

Marsha

Metro South Health

Next
It is important to compare the success of the trial of each system and how it best meets needs across the different ICF Domains. Click here to see comparisons for Marsha’s trials:

Decision Making Framework for Marsha.pdf
Reflection on the Trial Cycle

Tara

Which device was most preferred?

Which device best met the persons physical, sensory and cognitive needs?

Which device provided the person with the best access to language?

Which device allowed the person to function best at home, work, school etc?

Which device was the best fit for the environment and the people who will support the device?

Next
It is important to compare the success of the trial of each system and how it best meets needs across the different ICF Domains. Click here to see comparisons for Tara’s trials:

Decision Making Framework for Tara.pdf
Reflection on the Trial Cycle

Which device best met the persons physical, sensory and cognitive needs?

Which device provided the person with the best access to language?

Which device allowed the person to function best at home, work, school etc?

Which device was the best fit for the environment and the people who will support the device?

Which device was most preferred?
It is important to compare the success of the trial of each system and how it best meets needs across the different ICF Domains. Click here to see comparisons for Oliver’s trials:

Decision Making Framework for Oliver.pdf
Reflection on the Trial Cycle

Which device best met the persons physical, sensory and cognitive needs?

Which device provided the person with the best access to language?

Which device allowed the person to function best at home, work, school etc?

Which device was the best fit for the environment and the people who will support the device?

Which device was most preferred?

Jo
It is important to compare the success of the trial of each system and how it best meets needs across the different ICF Domains. Click here to see comparisons for Jo’s trials:

[Decision Making Framework for Jo.pdf]
Device Prescription

You are now ready to prescribe a device. There are a number of options:

- Personal / family contributions
- Local community support / funding e.g. Lions Club, Rotary

(You will need to go to this website to establish eligibility and ‘Communication Aids’ process.)
MASS forms for ‘Communication Aids’

You will need to download and complete the following forms:

• MASS 21 Communication Aids Application Form, &
• MASS 21 App SGD Speech Generating Device Application Form Appendix

Or MASS 21 App CS Communication Software Application Form Appendix
Four Case Studies
Where are they now?

Marsha

Tara

Oliver

Jo
Marsha – Where is she now?

- Marsha initially showed a preference for the iPad with Predictable, although this was partially driven by cost – not eligible for MASS at that time.
- Subsequently, Marsha’s condition deteriorated suddenly. She gave up work and became eligible for MASS funding.
- Trails of the Dynawrite and NovaChat 7 were completed:
  - Both had alternative access options to meet future needs.
  - Different direct access methods – 2 finger typing (Dynawrite) versus index finger pointing (NovaChat 7) Quicker with typing but more tiring than pointing.
  - Design of NovaChat 7 with integrated speakers preferred.
Marsha (contd)

- Marsha’s MASS application was successful and she took delivery of the NovaChat 7

- Marsha used the device with direct access for 6 months before alternative access methods were required

- Marsha learnt to use the scanning displays with a microlight switch, although this was very slow and tiring for her

- A low technology headpointer allowed her to continue to access the keyboard directly, with slightly faster speed
Tara – Where is she now?

• Tara trialed Big Mack communicators x 2, and a 4 Compartment Communicator with 3D symbol referents either next to (Big Mack) or on the device (4 Compartment Communicator)

• Tara’s GAS communication outcomes were disappointing (-2). Tara grabbed for the real objects but did not appear to make the connection between the object and the target/voice message.

• She was highly distractible and appeared overwhelmed and confused by the objects/equipment

• Tara was trialed using real objects only to request items. Tara showed much greater success with these.

• Tara’s mother was actively included in the trial process to ensure her understanding of the communication goals.
Tara (contd)

- Overall, it was agreed that technology might not be a priority at present – work on gesture, eye gaze and use of real objects to develop basic interaction skills – requesting, refusing, turn taking etc, along with switch toys to develop cause and effect.
- Tara’s Mum and teacher aide (TA) were included in structured therapy sessions to develop their facilitation skills. The TA followed through with recommendations and Tara’s understanding of cause/effect and intentional communication improved significantly.
- Informal gestures for “more”, “stop” and “my turn” were shaped into more conventional Key Word signs.
- Big Mack’s were reintroduced with success, for Tara to make choices between activities.
- Technology options to be further investigated now that Tara has developed skills.
Oliver – where is he now?

- Oliver initially trialled a Tobii S32 and Dynavox M3.
- He showed very little interest in the static display device, but was highly interested in and motivated by the dynamic display.
- His GAS outcomes with the M3 were excellent (+2) – both in terms of communication output and motivation.
- Page sets in M3 device will meet current and future needs
- Oliver showed great care for the device – very protective
- Family and team agreed that it would be valuable to try alternative dynamic display device to ensure best choice – trial of NovaChat 7
- Oliver reluctant to trial something new. Pushed device away. Concerns about behaviour
- Design of M3 also considered to be more robust
- Decision to apply for M3
• M3 delivered and introduced at home and school.
• Oliver’s motivation to use the device with set ups used during the trial was not sustained
• Oliver preferred exploring device, rather than using it to communicate with purpose
• SLP, school team and family required to “take stock” and carefully consider vocabulary and choose items and situations that are highly motivating for Oliver.
• Mum quite disheartened by Oliver’s response, but feeling better after team meeting.
• At his last review, Oliver’s use of the device is now focussed to making simple requests when prompted, with increased focus on modelling of the device
• Informal behaviours continue to be his main form of communication
Jo – where is he now?

- Trials of range of accessing methods in conjunction with OT
- Eye gaze was determined to be the most efficient access method for Jo. Headpointing too fatiguing on Vantage Lite
- Jo attended an Assistive Technology appointment to see a range of SGD options both unity and other language / spelling based.
- Accent 1200 trialed with NuEye and Eco 2 with EcoPoint due to Jo’s strong preference to remain with a unity based system.
- Jo perceived he was able to calibrate and use NuEye system more efficiently than EcoPoint. Size of Eco 2 screen also non-preferred.
- Jo encouraged by interest shown by peers during trials of Accent 1200. Pleased that peers engaged more
- Decision to apply for funding for Accent 1200 with NuEye eye gaze accessing equipment.
Mounting issues were investigated once device set up
Mounting device was challenging, and required expertise from CPL Assistive Technology services, particularly to ensure safety in PWC
Device proved to be excellent for communication and study at TAFE
Jo’s circle of friends did not grow significantly, but the quality of friendships improved with access to email etc
Jo was referred to a social worker (SW) to explore issues of transition, independence etc. SW not supported in his interactions with Jo (SLP services unavailable), however, they muddled through together
Jo reported that sessions had been helpful and he was less anxious about the future – in particular, feeling lonely and vulnerable
References

References.pdf
Online Survey – Feedback

We very much value your feedback to further support the development of this resource.

The following link takes you to an on-line survey and we thank you in advance for taking the time to fill it out.

www.surveymonkey.com/s/5MG992W
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