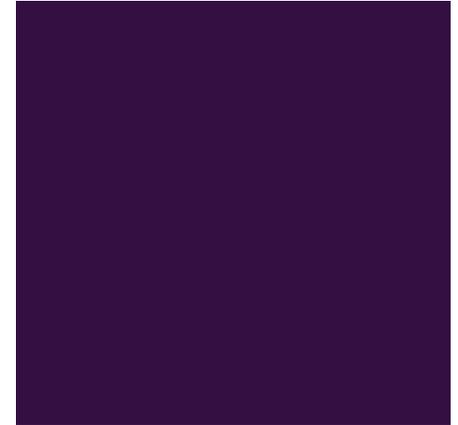
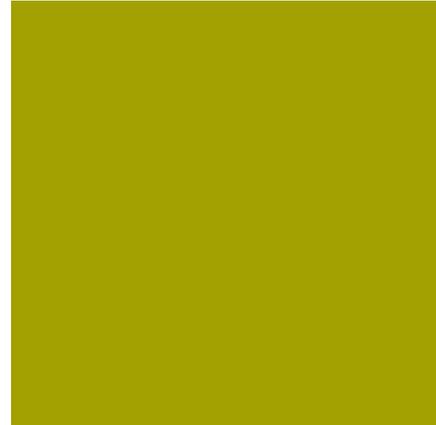


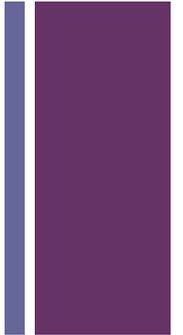


# AAC Services: What is out there?



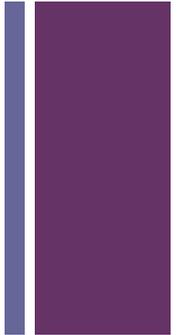
Kati Skulski, M.S., CCC-SLP

# + Workshop Objectives



- #1: Options for service and funding
- #2: Obtaining an AAC evaluation
- #3: AAC Service Models
- #4 AAC Competencies
- #5: Ideas for AAC Intervention

# + Objective #1

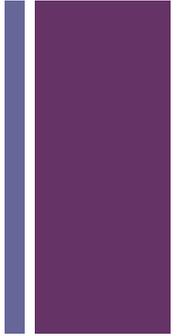


- Options for funding
- Where can I get services?



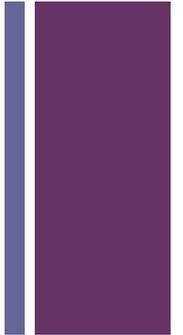
# Options for funding/services

- Insurance
- School Districts
- Private Pay
- Regional Centers
- Non-profit/For-profit centers
- Any others?



# + Regional Centers

- “Regional centers shall be the payor of last resort after all other public sources for payment have been reviewed to determine if a referral shall be made by the service coordinator and/or the parent. Referrals may include but not be limited to California Children Services, Medi-Cal, or other public agencies that may have responsibility for payment.” [Section 52109 - Title 17 Section \(www.dds.ca.gov- California Department of Developmental Services\)](http://www.dds.ca.gov)
- After the age of 3 years, services transition from RC to the school system.
- “Eligibility is established through diagnosis and assessment performed by regional centers.” ([www.dds.ca.gov](http://www.dds.ca.gov))



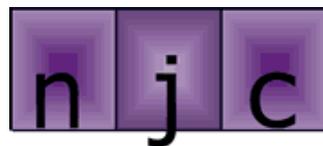
# + Educational vs. Medical

## ■ Educational Necessity

- “Educational necessity is usually claimed when access to communication services and supports enables an individual to participate in and benefit from public education.” (ASHA: NJC, 2014)
- “Devices and services are deemed educationally necessary when they allow the child to benefit from a free, appropriate public education in the least restrictive environment.” (ASHA: NJC, 2014)

## ■ Medical Necessity

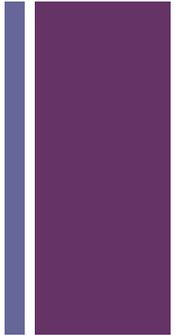
- “Treatment would be medically necessary when the diagnosed condition (for example, cerebral palsy, brain injury, apraxia, ALS) impairs the individual's ability to communicate effectively.” (ASHA: NJC, 2014)



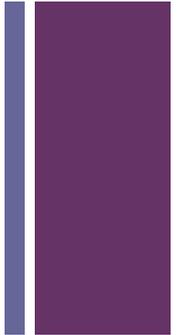
# + Medical Necessity

## ■ Insurance

- Required Benefit:
  - Speech Generating Device (SGD)
  - Durable Medical Equipment (DME)
- Augmentative/Alternative Communication (AAC) report is completed following Medicare procedures
- Individual demonstrates use of and medical need for SGD
- Insurance companies often have differing qualifications for obtaining an SGD

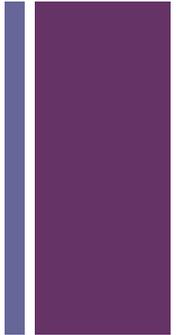


# + Objective #1 Overview



- Organizations and institutions where services may be provided
- Medical vs. Educational necessity
- Insurance
  - DME benefit

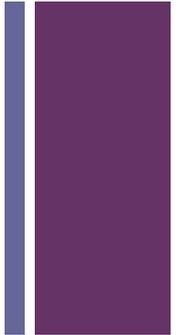
## + Objective #2



- Obtaining an AAC evaluation

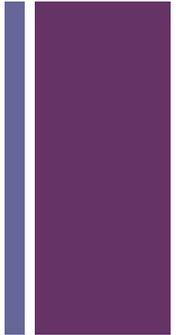
# + When to consider an AAC evaluation...

- Speech and language disorders which may necessitate AAC may include but are not limited to (Buzolich, 2006)
  - Dysarthria
  - Apraxia (aka Dyspraxia, Developmental Apraxia of Speech)
  - Aphonia
  - Aphasia
  - Aglosia
  - Developmental Language Disorder
  - Other Developmental Articulation Disorder
  - Mixed Expressive/Receptive Language Disorder



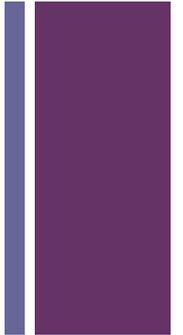
# + When to request an AAC evaluation...

- Documented evidence of:
  - Moderate-Severe expressive speech/language disorder(s)
  - Expressive/Receptive Gap: understanding more than you can say
  - Limited speech improvement with therapy
  - Frustration





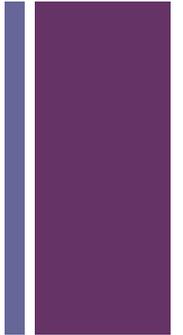
# Who can administer an AAC evaluation...



- Medicare National Coverage Guideline (2001)
  - Licensed Speech Language Pathologist (SLP)
  
- Internal Funding with School Districts
  - AT Specialist
  - Licensed SLP

<http://aac-rerc.psu.edu/index.php/pages/show/id/26>

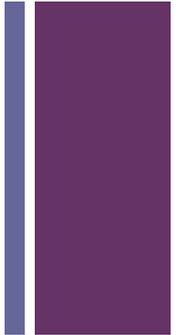
# + Objective #2 Overview



- Speech/Language Disorders
- Indicators AAC is warranted
- Who can provide an AAC Evaluation

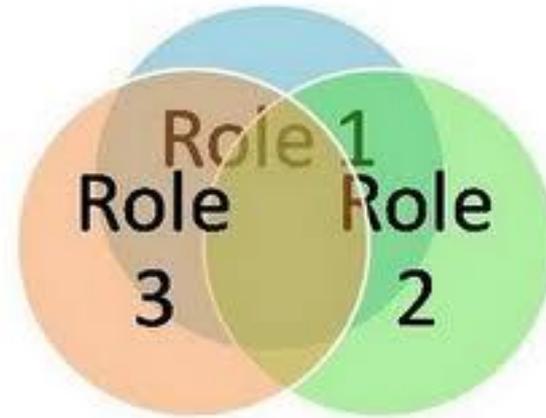
# + Objective #3

- The Collaborative Team
- AAC Service Models
  - Direct Service
  - Indirect Service
  - Consultation
  - Push-In
  - Inclusion Setting



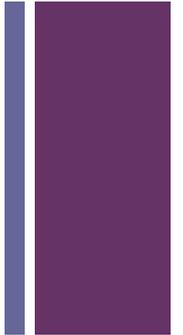
# + The Collaborative Team

- Essential for AAC success
- Team meetings and open communication
- Includes:
  - User
  - Family Members
  - Teacher
  - AAC Specialist
  - SLP
  - OT
  - And more...
- Role Delineation and Overlap
  - Roles are assumed by various team members
  - These roles are shared with team members (i.e. OT shares access with team)
  - Team members implement roles to ensure success (e.g. SLP implements access with SGD)





# AAC Services: Direct Service

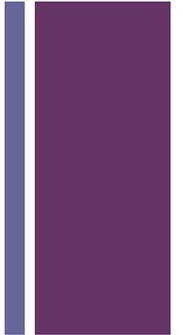


- **Direct Service:** work 1:1 with the student
- **Indirect Services:**
  - Program/create communication systems
  - Collaborate with the educational team
  - Provide training
  - Modify the language of curriculum
- **Group Services:** work with more than one student (communication group)
- **Consultation Model:** provide support to and train direct service providers

Adapted from: <http://www.asha.org/njc/faqs-idea.htm>

## + Objective #4

- AAC goals and objectives are based on Janice Light's Communication Competency Model (Light, 1989)
  - Operational Competence
  - Strategic Competence
  - Social Competence
  - Linguistic Competence



# + Operation Competence (Light, 1989)

- Skills required to operate and use AAC
  - Turn device on
  - Activate the message window/buttons
  - Navigate a SGD
  - Use a SGD to access a phone or computer
  - Access a SGD
  - Make gestures/signs
  - Etc.



# + Strategic Competence (Light, 1989)

- Strategies to facilitate communication
  - Communication rate
  - Access vocabulary not in system
  - Manage communication breakdowns
  - Utilize various AAC systems for various activities/environments
  - Etc.



# + Social Competence(Light, 1998)

- Use of AAC systems to communicate wants, needs, thoughts, questions, knowledge etc. to others
  - Expand communicative functions
  - Interact with others (familiar and unfamiliar partners)
  - Increase communicative participation
  - Meet social communicative needs
- Video



# + Linguistic Competence (Light, 1998)

## ■ Development of linguistic skills

- Develop novel language use
- Increase mean length utterance
- Reading, writing
- Increase vocabulary repertoire
- Etc.

## ■ Video



# + Objective #4 Overview

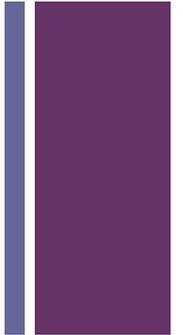
## ■ AAC Competencies

- Operational
- Strategic
- Social
- Linguistic



# + Objective #5

- Ideas for Intervention
  - Participation Plan
  - Language Rich/Total Communication Environment
  - Communication Groups
  - Partner Augmented Input
- Intervention must be a motivating, supportive and positive experience



# + Participation Plan

- A plan developed by the educational team that delineates portions/activities of the day to various AAC systems.
- AAC system(s) to be used
- Communicative expectations
- Strategies used by staff (e.g. prompting)

# + Participation Plan

| <b>Activity/<br/>Time</b>             | <b>Equipment/<br/>Tools</b>                                                             | <b>What Student<br/>Does</b>                                                                                                                                                             | <b>How staff facilitates</b>                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arrival and<br>Free Play<br>8:45-9:10 | Free Play<br>Activities<br><br>Choice Board<br>for Activities<br>and 'What I<br>think'. | Upon arrival Ann<br>will wave hello to<br>classroom staff<br>and peers.<br><br>Ann will use the<br>choice boards to<br>choose a free play<br>activity and<br>comment on the<br>activity. | Classroom staff will wave and say<br>hello to Ann. They will wave hello<br>to her to model waving.<br><br>Staff will present Ann with the free<br>play choice board to choose a free<br>play activity.<br><br>During or after completing an<br>activity, staff will ask Ann what she<br>thinks of the activity and provide<br>her with the 'What I think' choice<br>board to comment. |

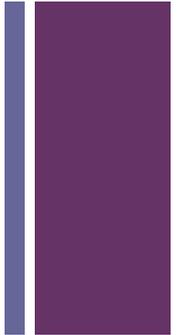
# + Participation Plan

| <b>Activity/<br/>Time</b>              | <b>Equipment/<br/>Tools</b>                             | <b>What Student<br/>Does</b>                                                                                                                                              | <b>How staff facilitates</b>                                                                                                                                                                                                                                                |
|----------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Morning<br>Circle<br>Time<br>9:15-9:30 | TechTalk 8-<br>peer overlay<br><br>Song Choice<br>Board | Ann will use<br>her TechTalk 8<br>to say 'hello'<br>and to say her<br>name and<br>classmates<br>name.<br><br>Ann will choose<br>a song using<br>the Song<br>Choice Board. | Encourage Ann and peers to<br>greet everyone in the morning.<br>Use Ann's peer overlay in her<br>TechTalk. Ann may require<br>modeling and visual prompts<br>to select the correct button.<br><br>Staff will present Ann with the<br>song choice board to choose a<br>song. |





# Language Rich/Total Communication Environments



- **Total Communication:** to make use of many means of communication depending on the abilities and needs of the individual
  - Decreases frustration
  - Facilitates communicative success



<http://www.sl.c.cambridgeshire.nhs.uk/ActivitiesIdeasandInfo/SpecialSc/bid/1626/language/en-GB/Default.aspx>.

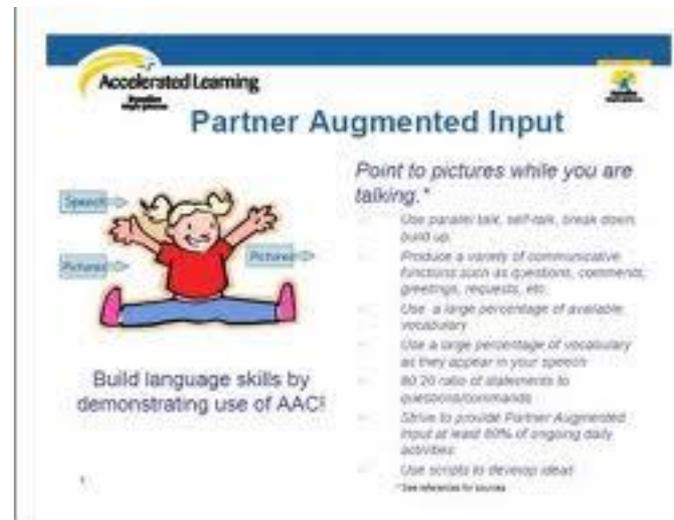
# + Communication Groups

- 2-6 users
- AAC users and non-users
- Encourage
  - Communication
  - Peer engagement
  - Problem solving
  - Learning
  - Fun



# + Partner Augmented Input

- Using AAC systems when talking to a user
- Model using the AAC systems
- Use Partner Augmented Input to provide linguistic models:
  - Ask questions
  - Comment
  - Greet
  - Request



The slide is titled "Accelerated Learning Partner Augmented Input". It features a cartoon illustration of a girl with pigtails, arms raised, and legs spread wide, sitting on the ground. The word "Speech" is written to the left of her head, and "Picture" is written to the left and right of her body. Below the illustration, it says "Build language skills by demonstrating use of AAC!". To the right of the illustration, there is a list of bullet points under the heading "Point to pictures while you are talking.\*".

**Accelerated Learning**  
Partner Augmented Input

Build language skills by demonstrating use of AAC!

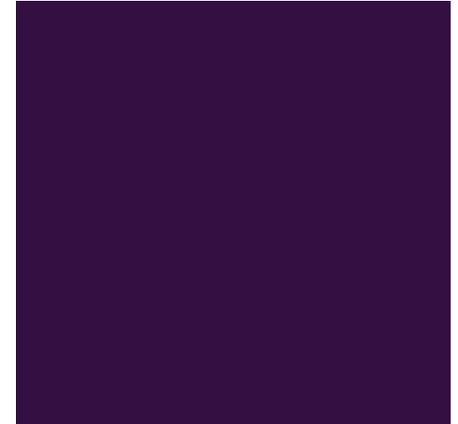
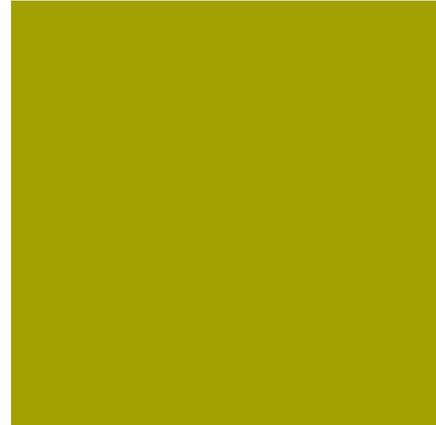
Point to pictures while you are talking.\*

- Use parallel talk, self-talk, break down, build up.
- Produce a variety of communicative functions such as questions, comments, greetings, requests, etc.
- Use a large percentage of available vocabulary.
- Use a large percentage of vocabulary as they appear in your speech.
- 80/20 ratio of statements to questions/commands.
- Strive to provide Partner Augmented Input at least 80% of ongoing daily activities.
- Use scripts to develop ideas!

\*See references for sources.



Thanks!!



Kati Skulski, M.S., CCC-SLP



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