Tele-AAC: Getting Started

Nerissa Hall, PHD.CCC-SLP, ATP

Hillary Jellison, MS.CCC-SLP, ATP

Commūnicāre, LLC

Nerissa Hall

FINANCIAL:

- Book royalties (Tele-AAC, Plural Publishing, USA)
- Managing Partner of Commūnicāre, LLC

NON-FINANCIAL

- ASHA SIG 12 – AAC
- ASHA SIG 18 – Telepractice
- RESNA

Hillary Jellison

FINANCIAL:

- Managing Partner of Commūnicāre, LLC

NON-FINANCIAL

- ASHA SIG 12 – AAC
- RESNA

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Tele-AAC vs. Telepractice

- Includes an AAC system or AAC tool

- The treating clinician has "eyes on" the AAC system (may mean having a second computer or iPad to be able to have a visual of the student, etc.)

Notes
for data

Secure software
for video conferencing

Computer
to do it all

A 2nd camera
to show what you know

iPad
to model

A clinician
ready to connect

A partner
r e a d y   t o   h e l p

Secure software
f o r   v i d e o   c o n f e r e n c i n g

Computer
t o   d o   i t   a l l

An awesome individual
r e a d y   t o   l e a r n

A 2nd camera
t o   s h o w   w h a t   y o u   k n o w

AAC System

Direct Services
- Real-time services that replicate in-person sessions
- Can involve other team members
- Synchronous

Consultative Services
- Intensive consultation for those with little AAC experience
- Can be for supervision
- Can be "hands on"
- Synchronous or asynchronous

Assessment Services
- Supports collaboration
- Can be synchronous or asynchronous depending on case
- Less overwhelming for individual

Considerations for Privacy and Security

- Check in with ASHA for up-to-date information

- HIPAA compliance
  - BAA agreement

- Environmental considerations
  - Private treatment area
  - Who can hear?
  - Who can see?
  - How is content from the session shared/stored/secured?

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Candidacy for Tele-AAC

- Completing an initial tele-survey to determine
    - the players (the individual and their communication partner(s))
    - the environment
    - the technology/platform
    - how they want to connect (synchronous, asynchronous, scheduled, etc.)
- "Feature matching" for tele-AAC service delivery
    - It is not "yes" or "no," but rather how are we going to provide the service?

Transparency: a clear discussion about what it will be and what it won't be

Candidacy of the Individual

- Remember the triadic model of AAC use...
  - How much modeling and co-construction is needed?
  - Alertness and overall availability?
  - Ability to sustain attention (and for how long)?
  - Ability to shift/adjust attention
  - How often are movement breaks needed?
  - Tangible support options (like visual schedules, token boards, etc.), are they needed and how?
  - How do they best receive information (visual, auditory, tactile, manipulative, etc.)?

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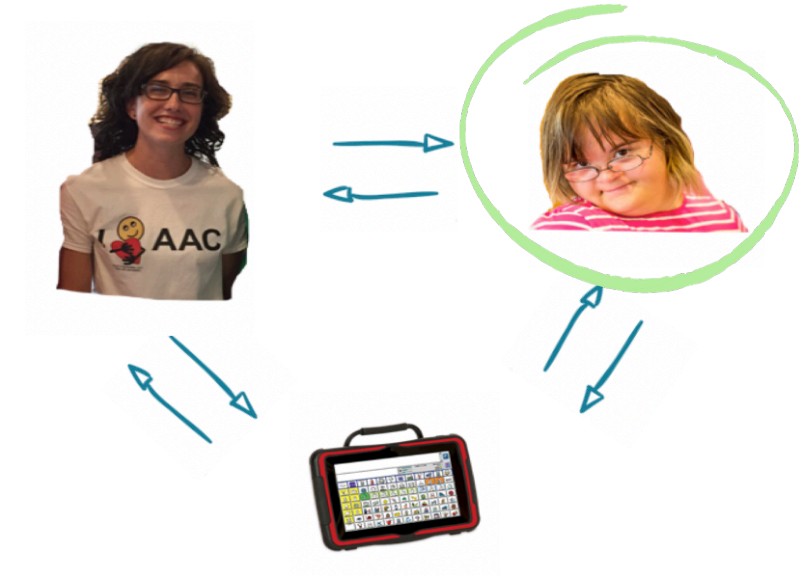
Candidacy of the Partner

- Comfort level with technology
  - AAC technology, and
  - Tele-technology
- Comfort with AAC modeling (as a strategy)
- Familiarity with engagement strategies (behavior modification)
- Availability for live tele-sessions

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Tele-candidacy: Initial tele-survey

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P: (413) 875-5531 | F: (800) 635-9636
info@AACcommunicare.com
AACcommunicare.com

Initial Tele Survey

Tele-tech

1. How do you prefer to connect? (select all that apply)

☐ email   ☐ live video conferencing   ☐ sharing recorded videos   ☐ video tutorials   ☐ phone calls   ☐ other: _____

2. What technology would you use (that has a webcam)?

☐ phone   ☐ tablet   ☐ laptop   ☐ Chromebook   ☐ desktop   ☐ other: _____

3. What is your comfort level with that technology?

☐ very comfortable   ☐ comfortable   ☐ open to training   ☐ not my strong suit   ☐ terrified   ☐ other: _____

4. What is your comfort level using more than one of those technologies at once?

☐ very comfortable   ☐ comfortable   ☐ open to training   ☐ not my strong suit   ☐ terrified   ☐ other: _____

5. What platform are you familiar or comfortable with?

☐ Zoom   ☐ GoToMeeting   ☐ Webex   ☐ Clocktree   ☐ Doxy.me   ☐ other: _____

6. Internet Service Stability

☐ Great   ☐ Good   ☐ sometimes patchy   ☐ often patchy   ☐ not reliable   ☐ other: _____

AAC Tech

1. Do you have the individual's AAC System at home?

☐ YES   ☐ NO

---

2. Do you have an alternative lite-tech (paper-based version) of the AAC System at home?

☐ YES   ☐ NO

3. Do you have a way of charging your AAC System at home?

☐ YES   ☐ NO

4. How familiar/comfortable are you with the AAC System?

☐ very comfortable   ☐ comfortable   ☐ open to training   ☐ not my strong suit   ☐ terrified   ☐ other: _____

5. How familiar/comfortable are you with supporting your child's use of the AAC System (modeling, language expansion, prompting)?

☐ very comfortable   ☐ comfortable   ☐ open to training   ☐ not my strong suit   ☐ terrified   ☐ other: _____

6. How familiar/comfortable are you with troubleshooting tech-issues with the AAC System (speech output not working, frozen screen, etc.)?

☐ very comfortable   ☐ comfortable   ☐ open to training   ☐ not my strong suit   ☐ terrified   ☐ other: _____

7. How familiar/comfortable are you with identifying and creating communication opportunities for the individual using AAC?

☐ very comfortable   ☐ comfortable   ☐ open to training   ☐ not my strong suit   ☐ terrified   ☐ other: _____

Tele-Environment

1. Where will the tele-session take place? (closed door room, at a desk, shared space, etc.)

2. Other people around the tele-environment? (siblings)

3. Days/Times available for tele-sessions.

Communication Partner

1. Comfort level managing student's engagement and focus to task? (using token reinforcement, visual schedule)

☐ very comfortable   ☐ comfortable   ☐ open to training   ☐ not my strong suit   ☐ terrified   ☐ other: _____

2. Communication partner's other responsibilities at the time of tele-session?

☐ siblings   ☐ work   ☐ available to focus on tele   ☐ not my strong suit   ☐ terrified   ☐ other: _____

Individual

1. Ability to sustain attention?

☐ 60 min   ☐ 30 min   ☐ 15 mins   ☐ 10 min   ☐ 5 min   ☐ other: _____

2. Need for visual schedule?

☐ YES   ☐ NO

3. Need for token reinforcement or reinforcement schedule?

☐ YES   ☐ NO

4. What is your child's best access method for learning? (choose all that apply)

☐ visual   ☐ auditory   ☐ tactile   ☐ hands on   ☐ other: _____

5. Motivating topics/engaging tasks for your child? (TV shows, movies, books, characters, places, etc.)

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Tele-AAC Service Types

...consider tele-AAC consultation

AAC modeling & co-construction

Independent

AAC use

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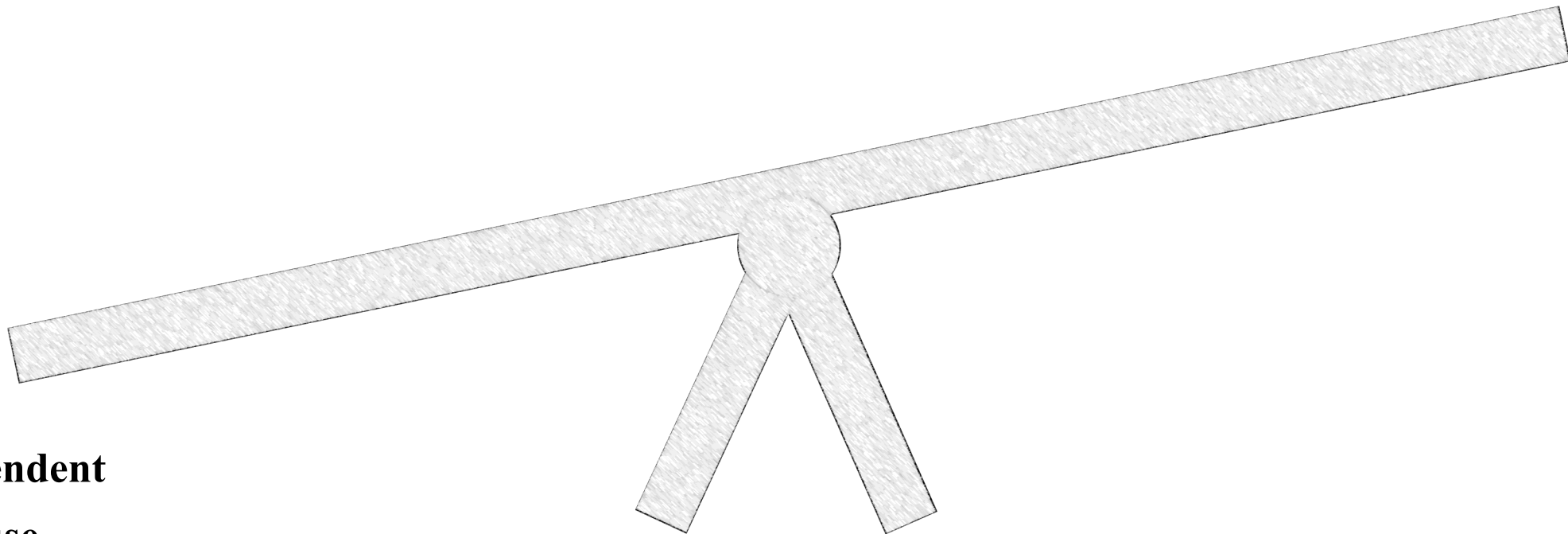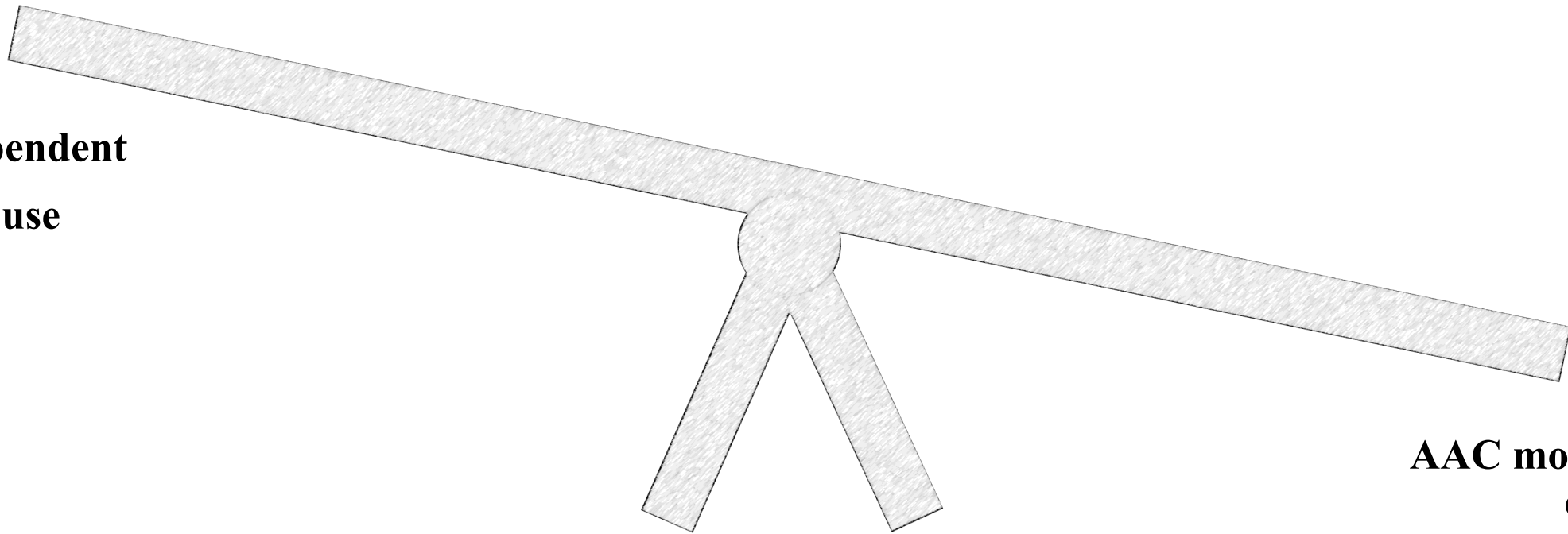
Tele-AAC Service Types

...consider tele-AAC direct service delivery

Independent

AAC use

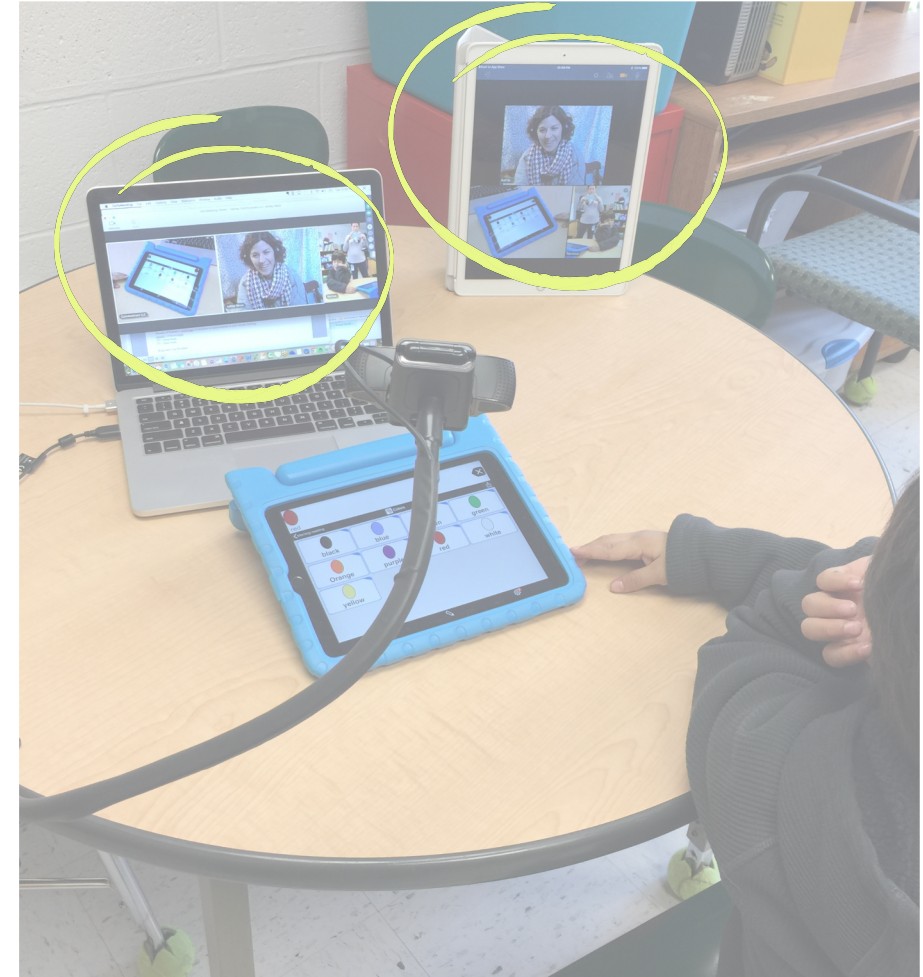**AAC modeling & co-construction**

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Tele-AAC Equipment Needs

- Display screen
- Display software (Zoom, GoToMeeting, etc.)
  - Screensharing capabilities
  - Annotation
  - Chat
- Cameras
  - One (with toggle)
  - Two (for simultaneous viewing)
- AAC system/emulation
- Internet (hardwire when possible)
- Tripod/mounting (hands-free ideally)

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Tele-AAC Equipment Needs

- Display screen
  - Depends what you wish to share
  - The more you plan to display the larger the screen should be

Tele-AAC Equipment Needs

- Display software (Zoom, GoToMeeting, etc.)
  - Screensharing capabilities
  - Annotation

- Multiple "seats"
  - if planning on using two cameras, or
  - involving more than participant

- Recording features
  - if planning of sharing the content

Tele-AAC Equipment Needs

- Cameras
  - One (with toggle)
  - Two (for simultaneous viewing)
  - Maybe more depending on the service

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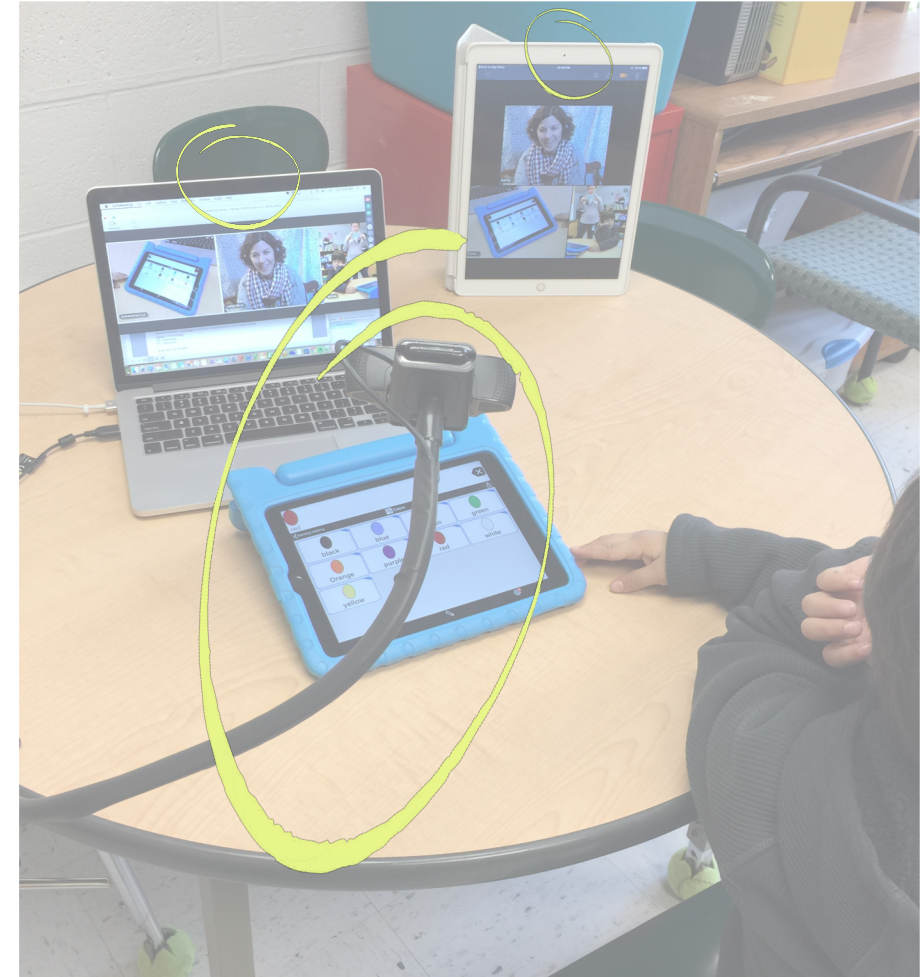
Tele-AAC Equipment Needs

- Internet (hardwire when possible)
  - 150 kbps for screen sharing with video thumbnail,
  - 600 kbps for video calling, and
  - 1.5 mbps for video calling with many people/seats (using a 2nd camera counts as a seat)

- Tripod/mounting (hands-free ideally)

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Tele-AAC Software Suggestions

- Pictures/photos

- Videos

- Word processing/presentation tools
  - Document
  - Slides

- Interactive websites

- Back-up mode of communication (to triage challenges with connectivity, etc.)

Using headphones might affect playback of audio when sharing videos or websites offering sound

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Tele-engagement

- "Must-do's" before session begins
  - clear expectations of partner's participation
- Involve visuals (multimedia)
- Careful management of amount of verbal information
- Use of variable prompting
- "Bookends"
  - Routine to the session
  - Consistency to support focus on content rather than navigation/manipulation
- Motivating tasks

Arranging the Tele-environment

Individual's End

- Location of session area

- Minimizing distractibility of people and items

- Clearing the desktop

- Physical tools (schedule, hands-on material, fidgets)

Clinician's End

- Location of session area

- Minimizing distractibility of people and items

- Visual clutter of screen

- Organizing materials for easy sharing

- Items available for referencing

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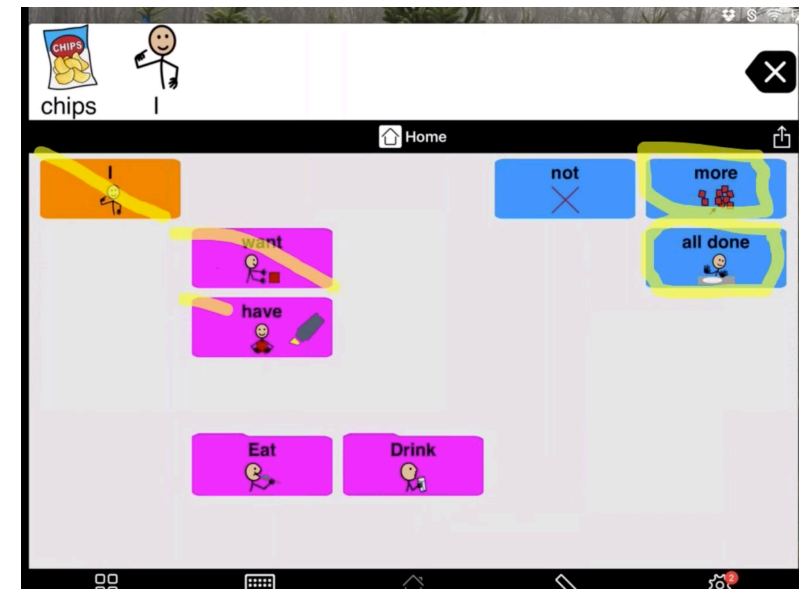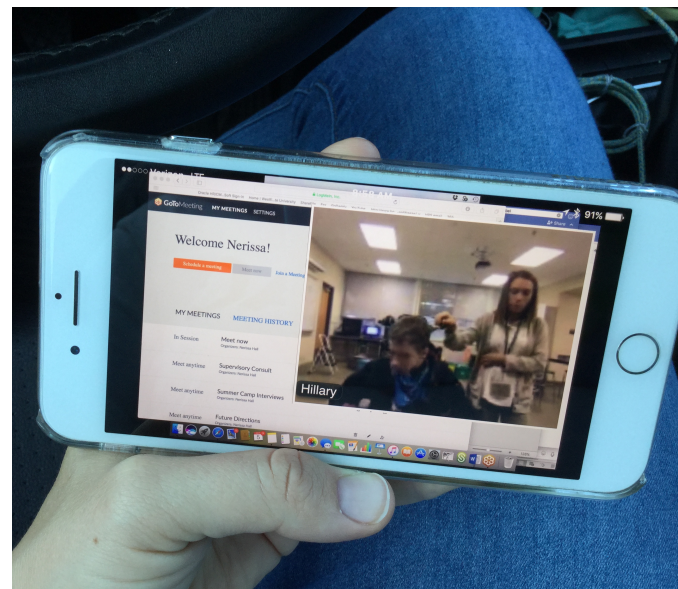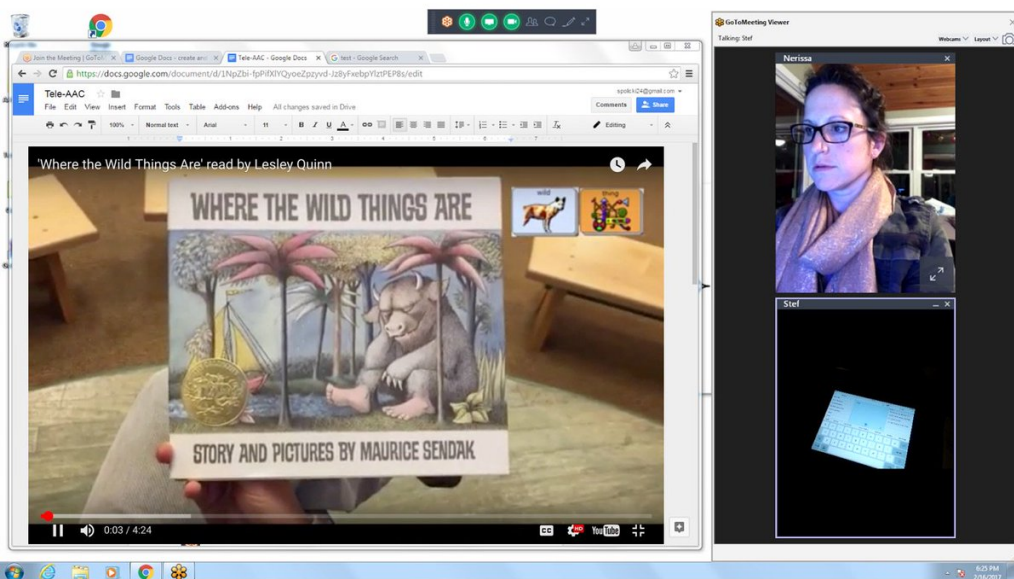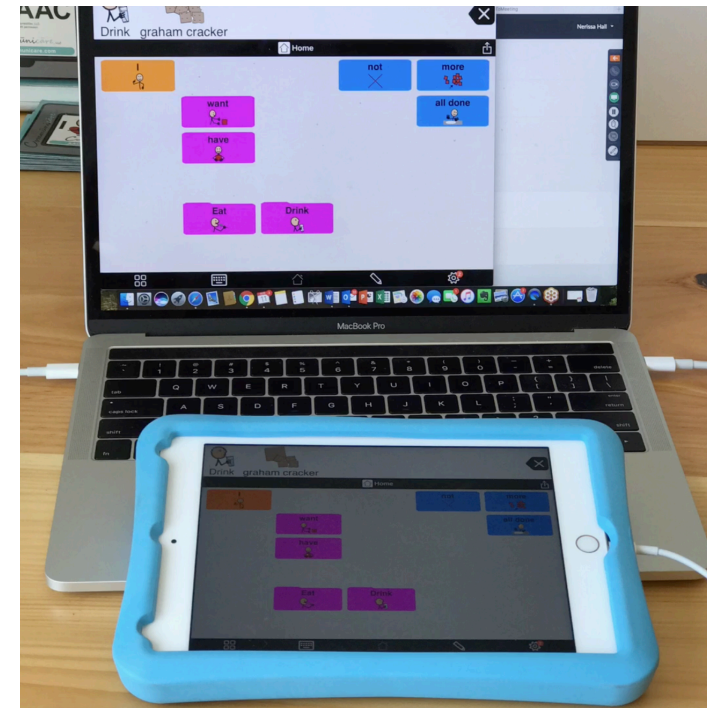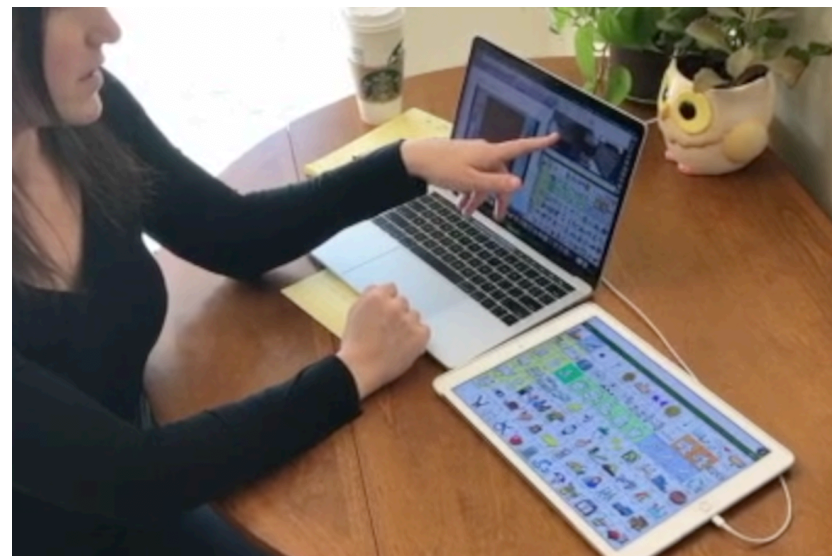
Clinician Set-up

Clinician Set-up
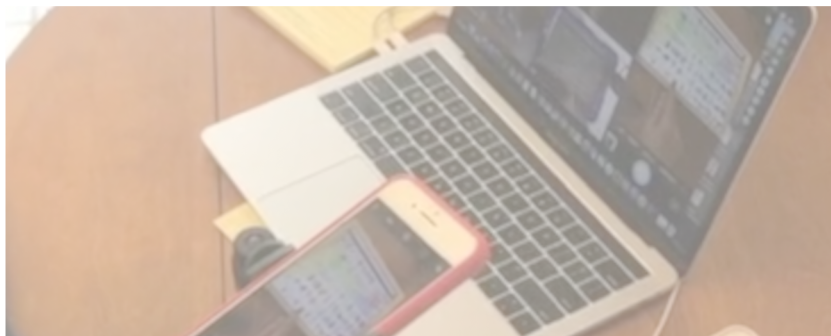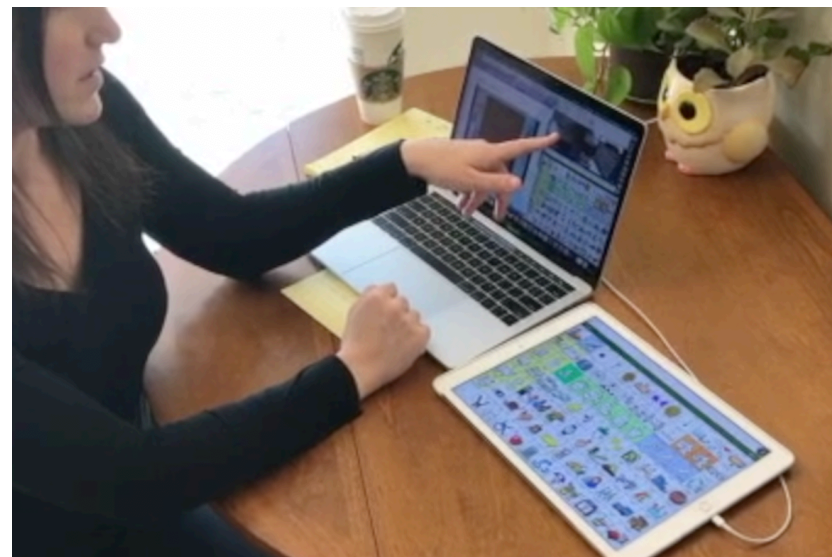
Clinician emulates AAC system in order to demonstrate a target skill.

Clinician Set-up

Clinician demonstrates a skill but modeling is important

Clinician Set-up

Clinician demonstrates a skill using annotation
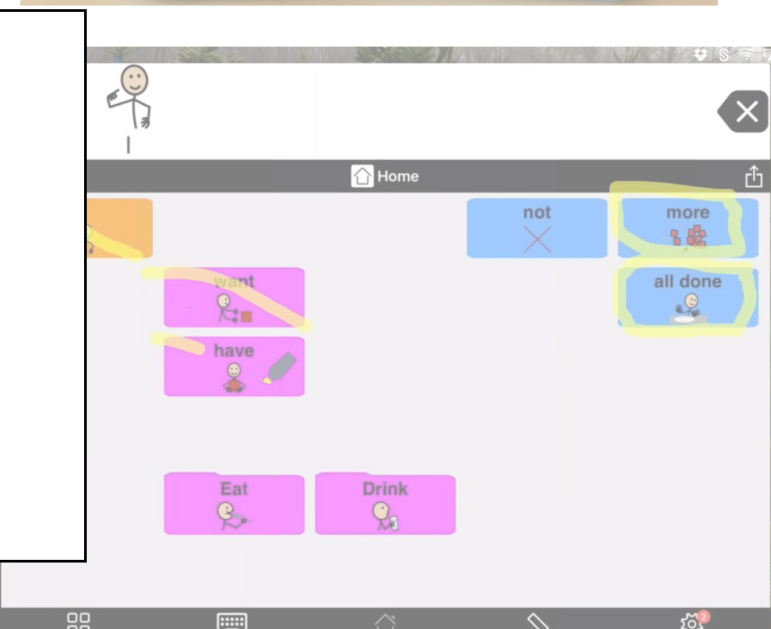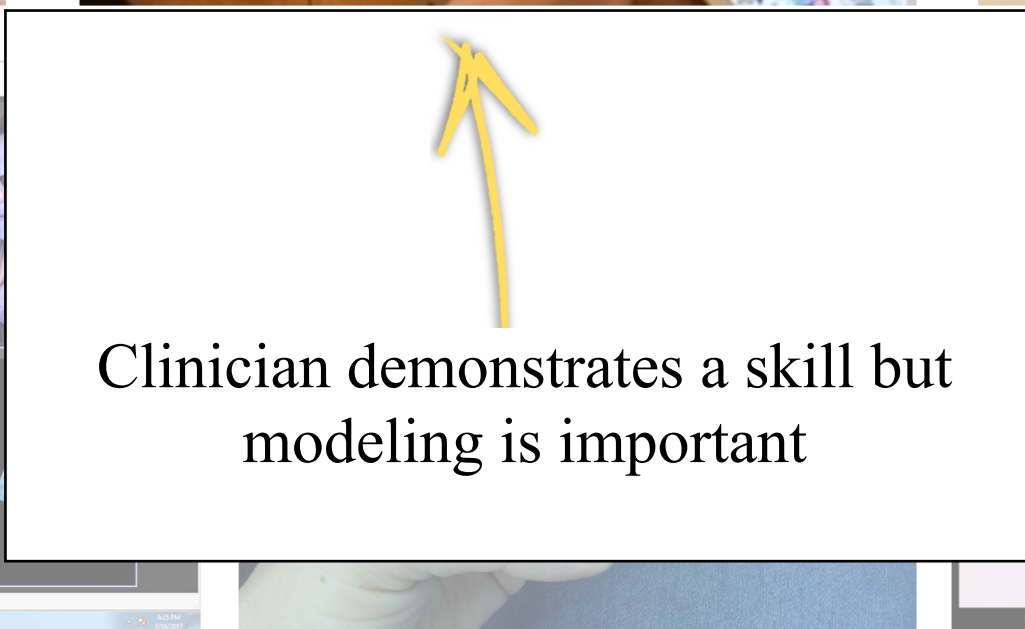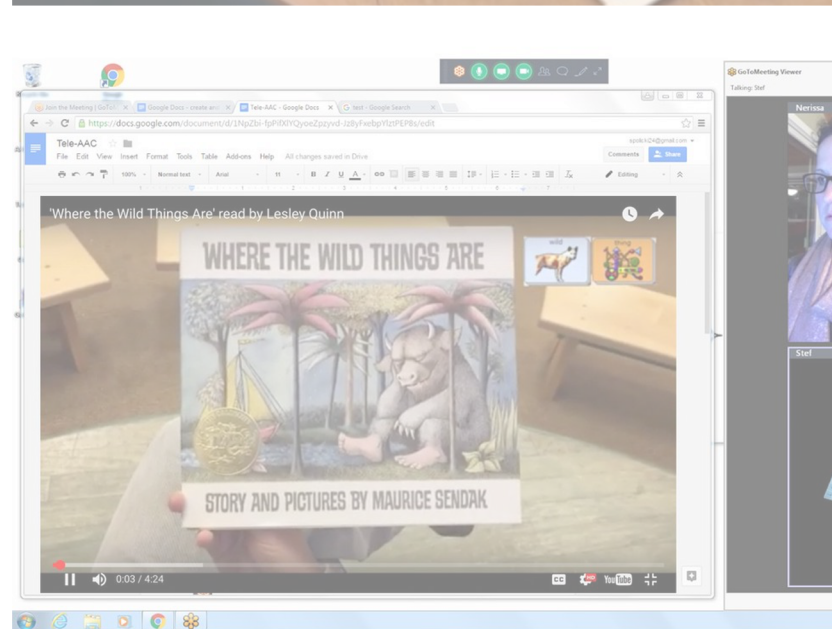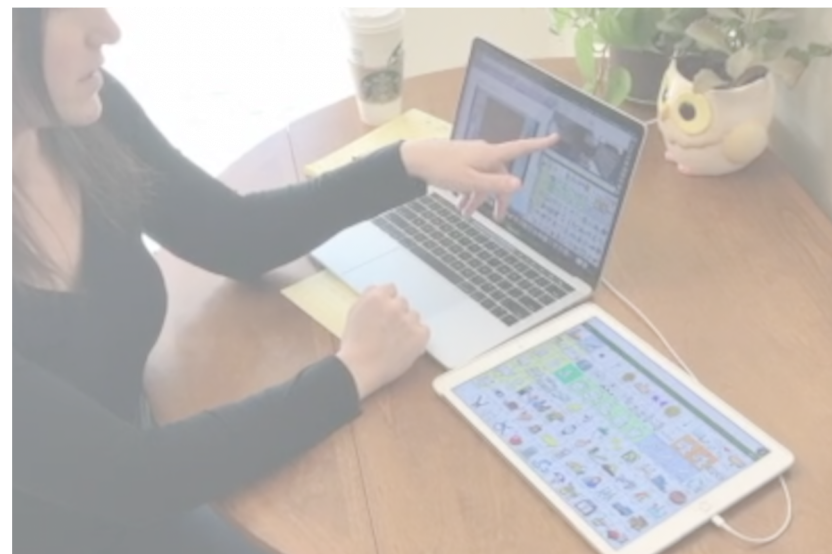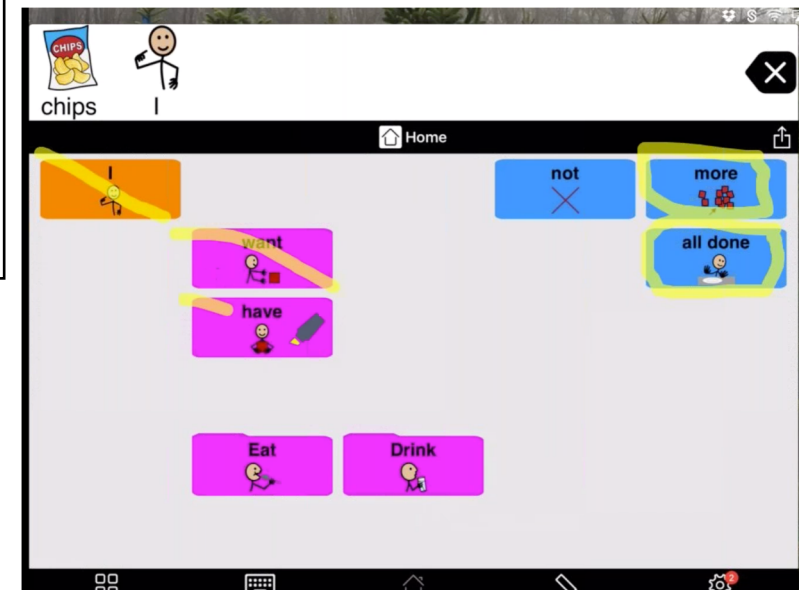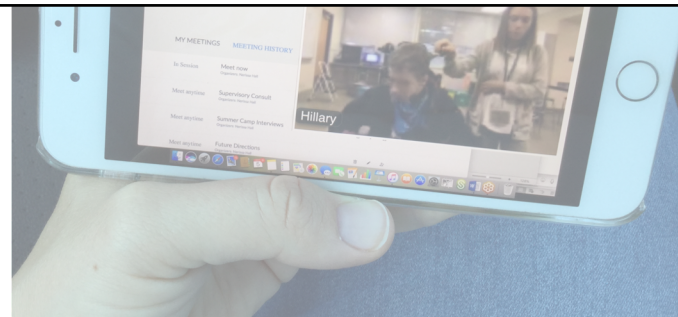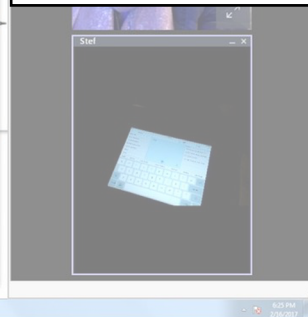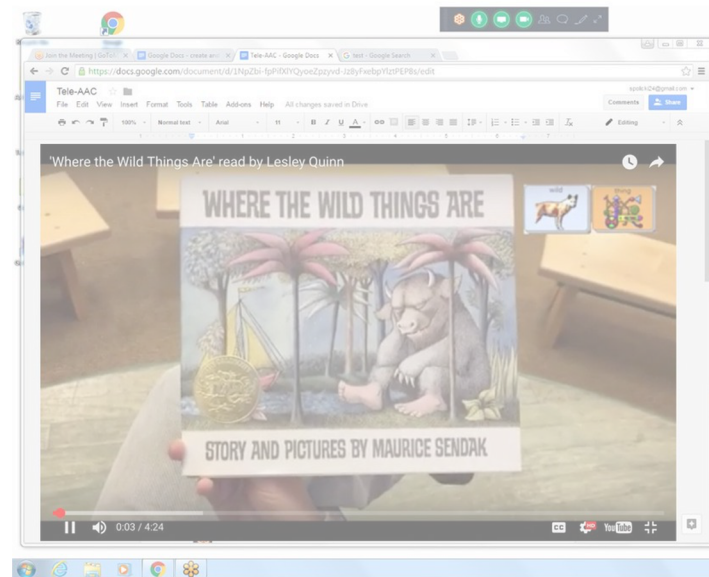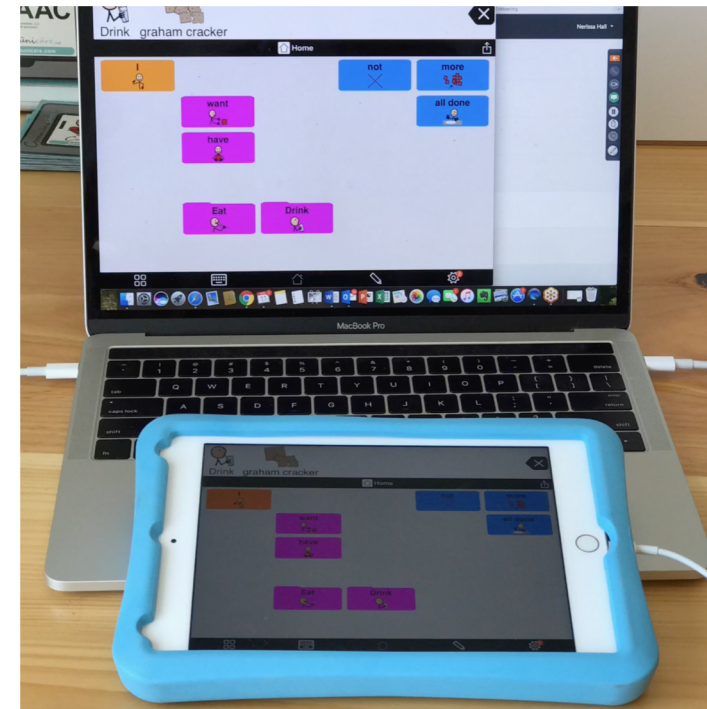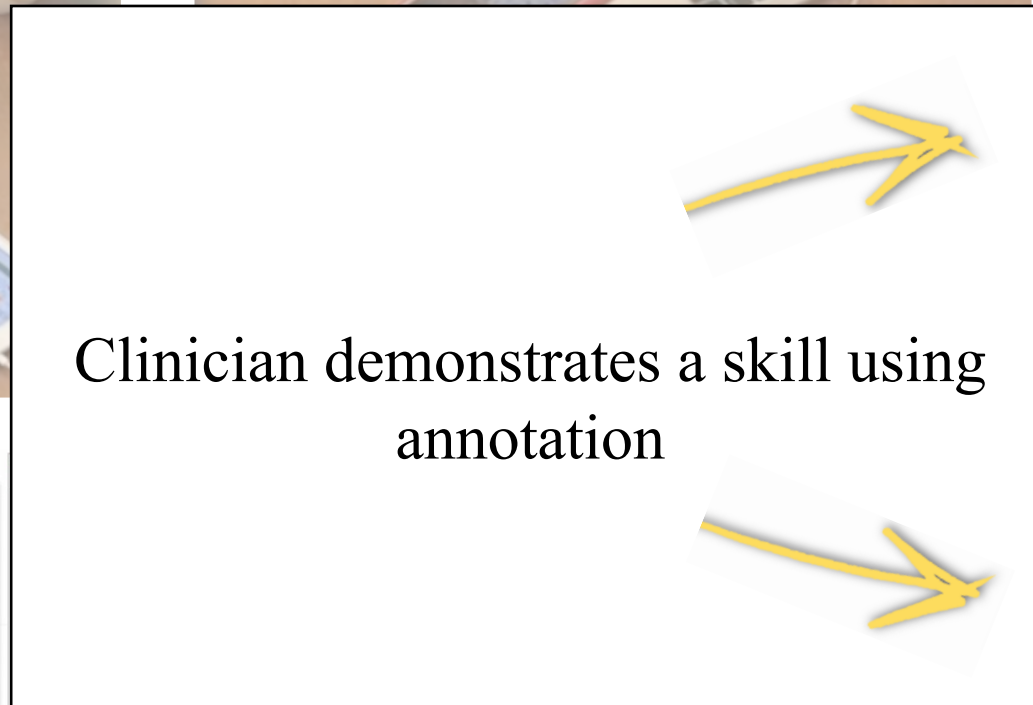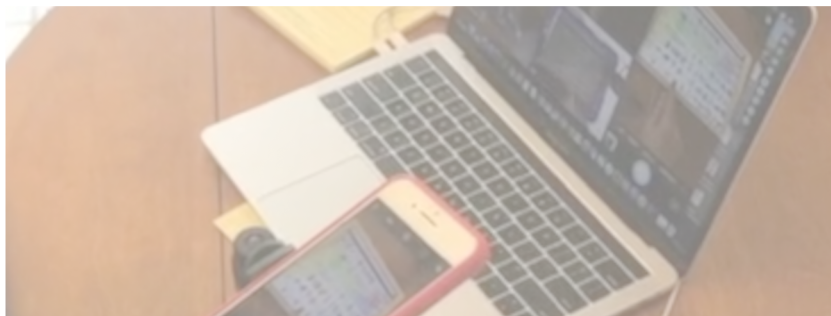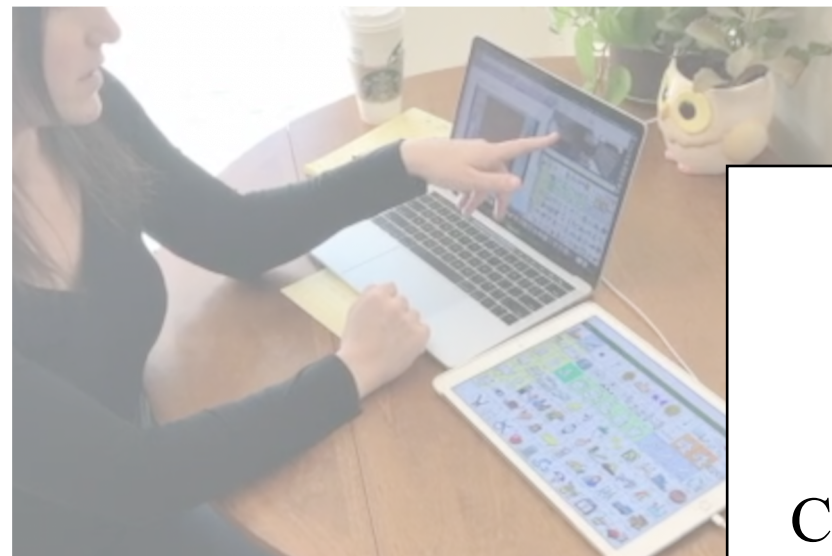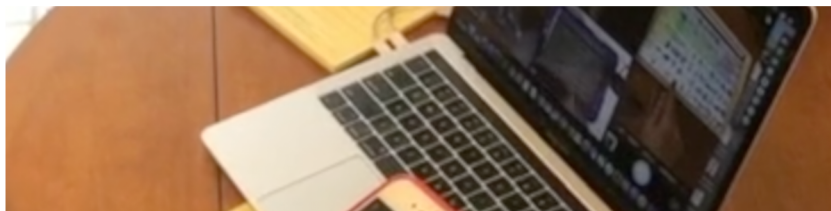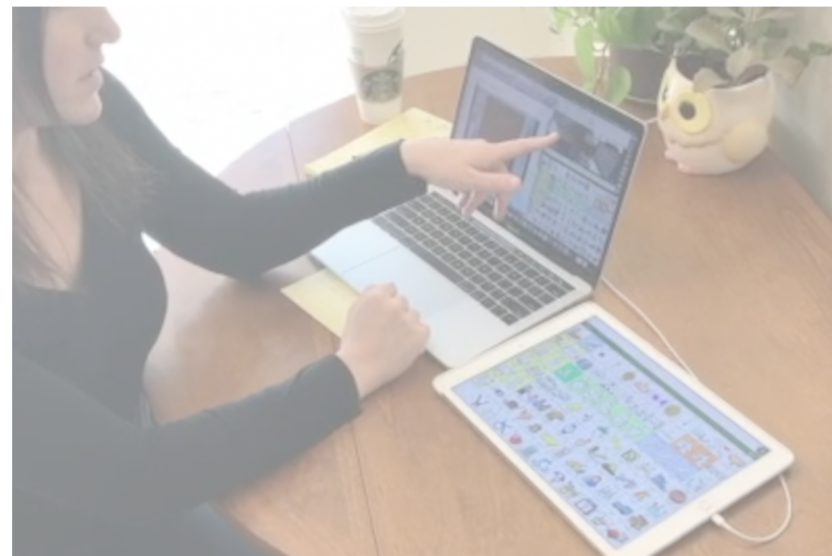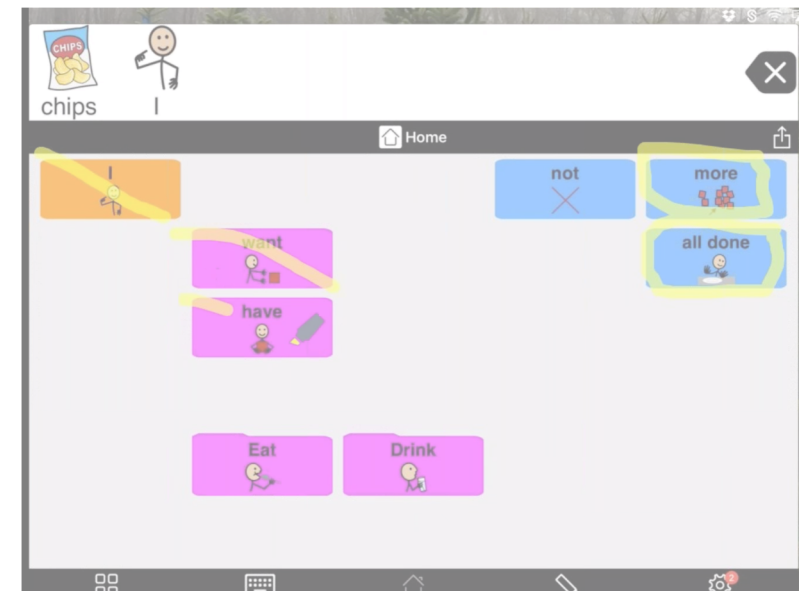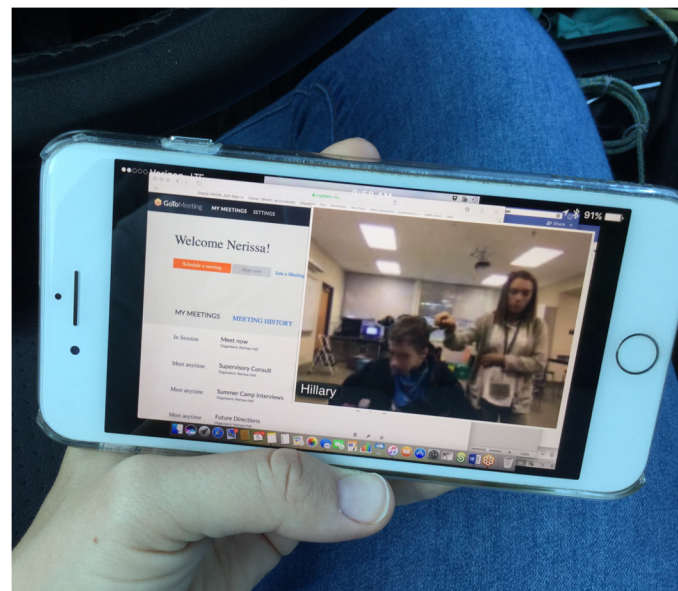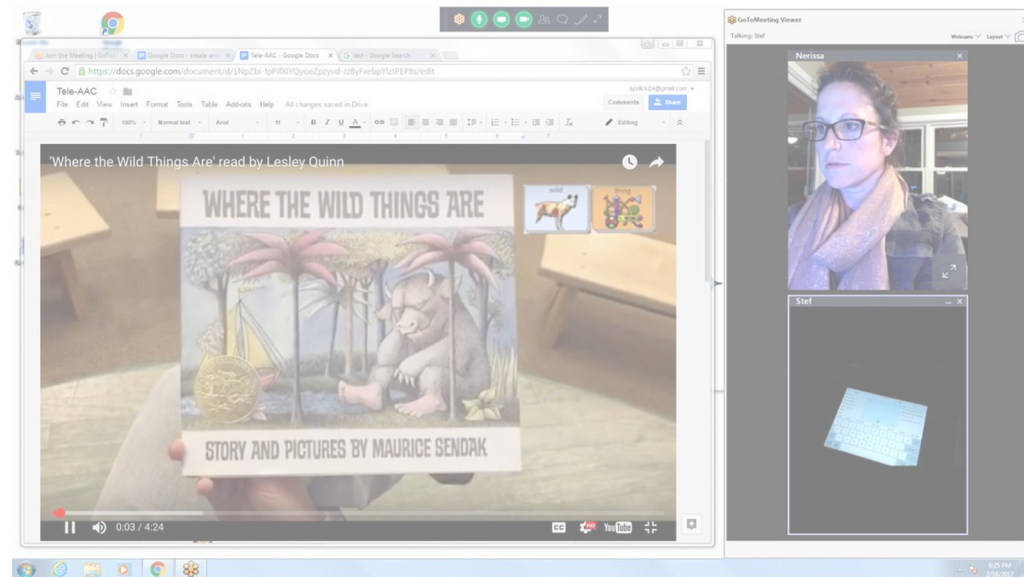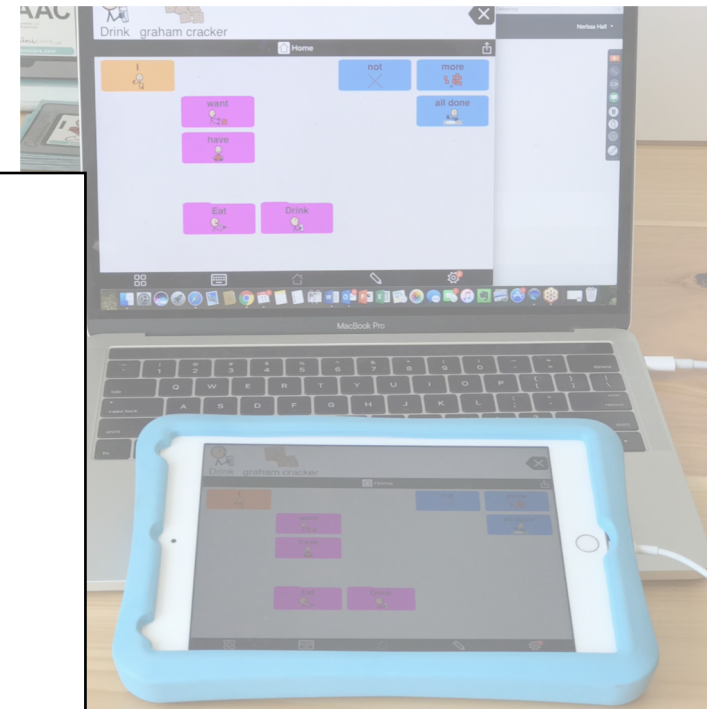
Clinician Set-up

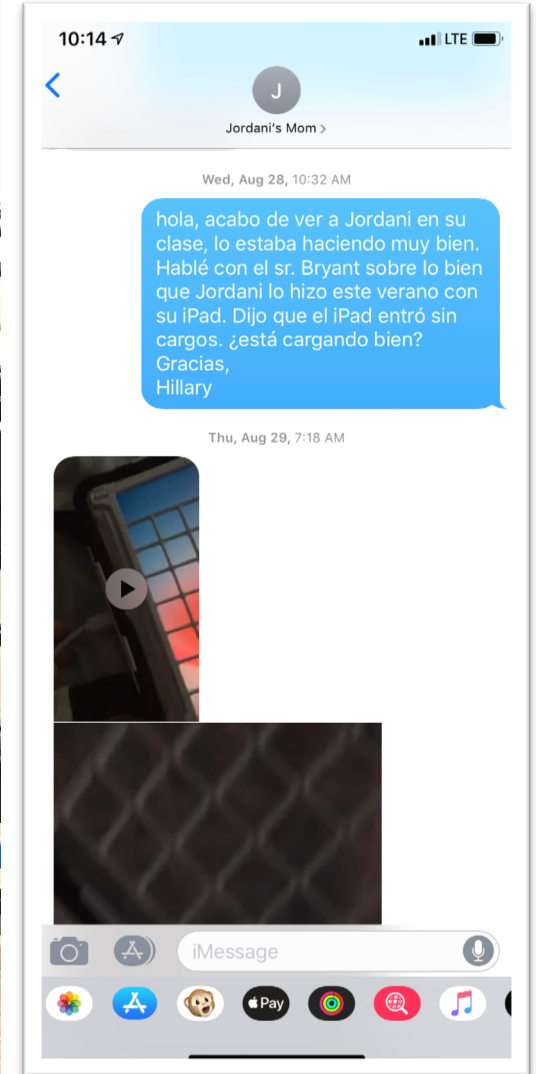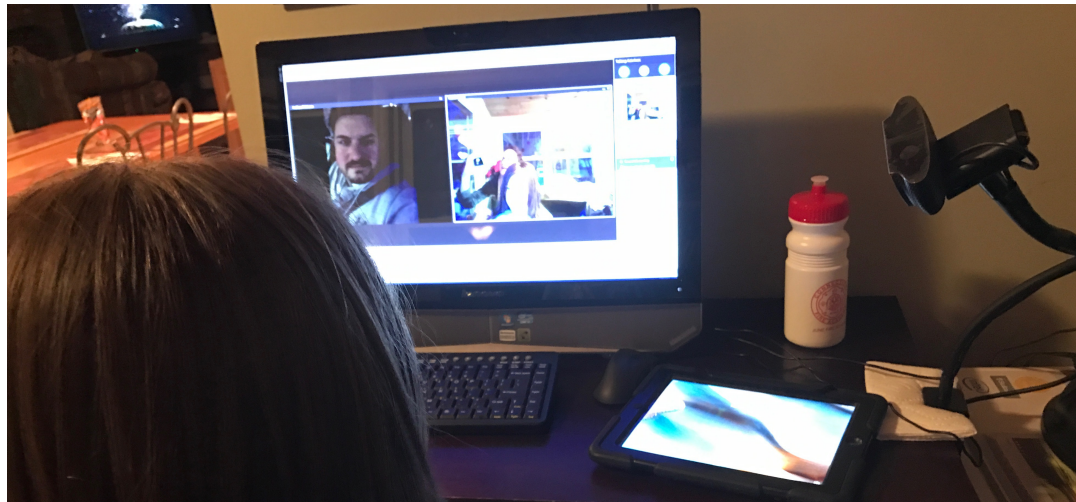Clinician shares an activity and views either the individual or their AAC system
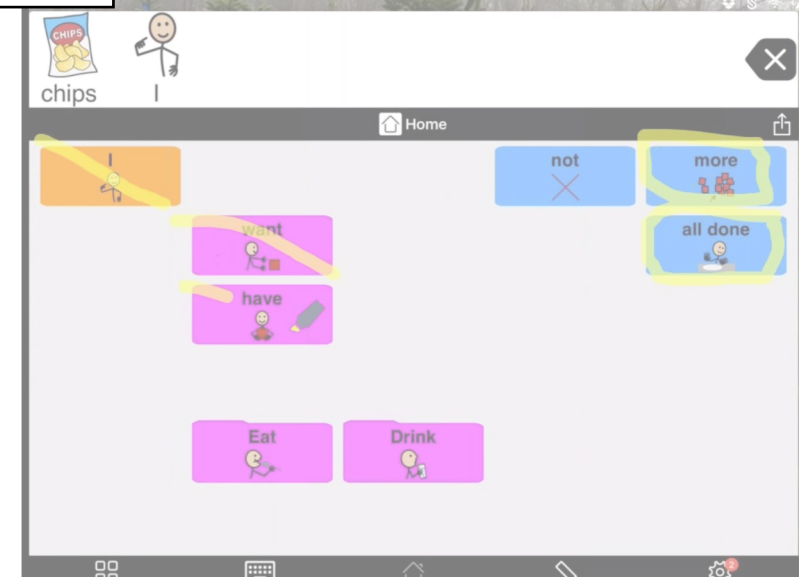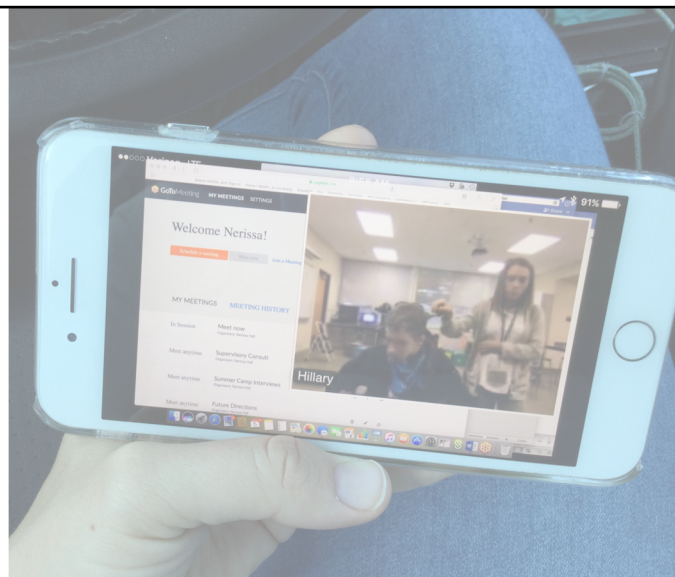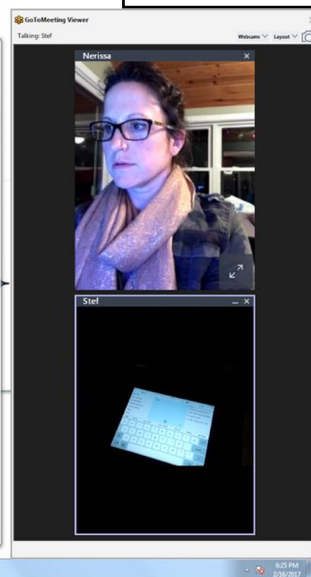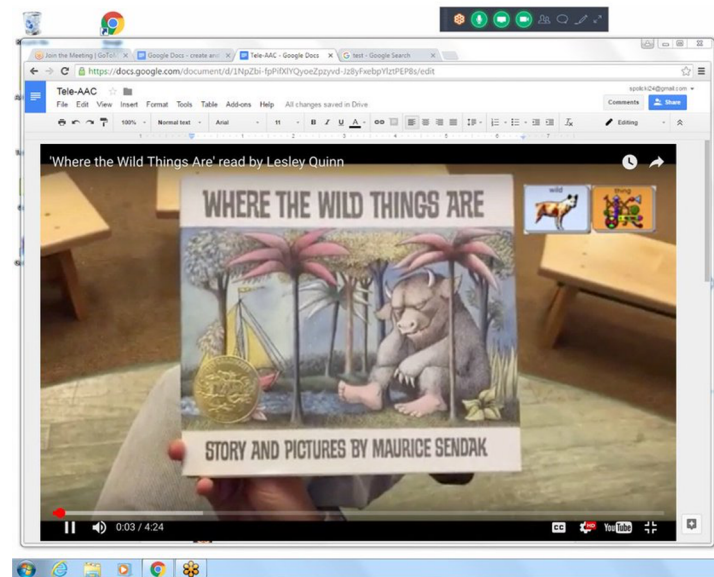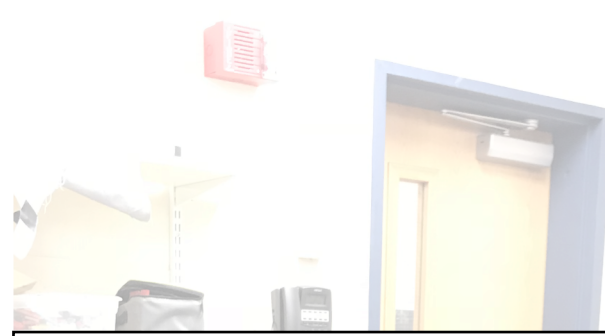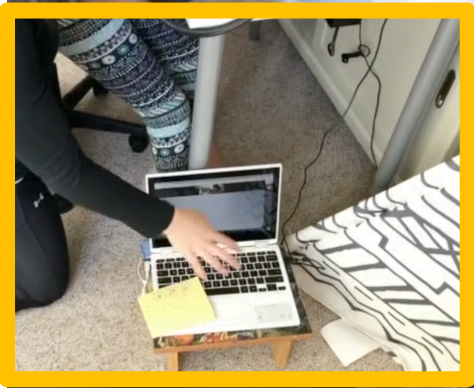
Clinician Set-up

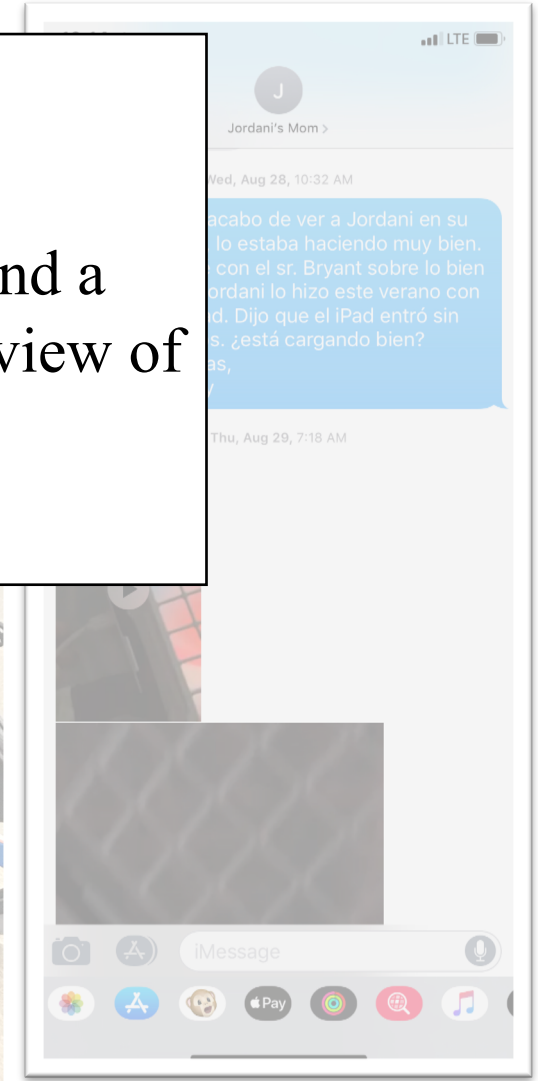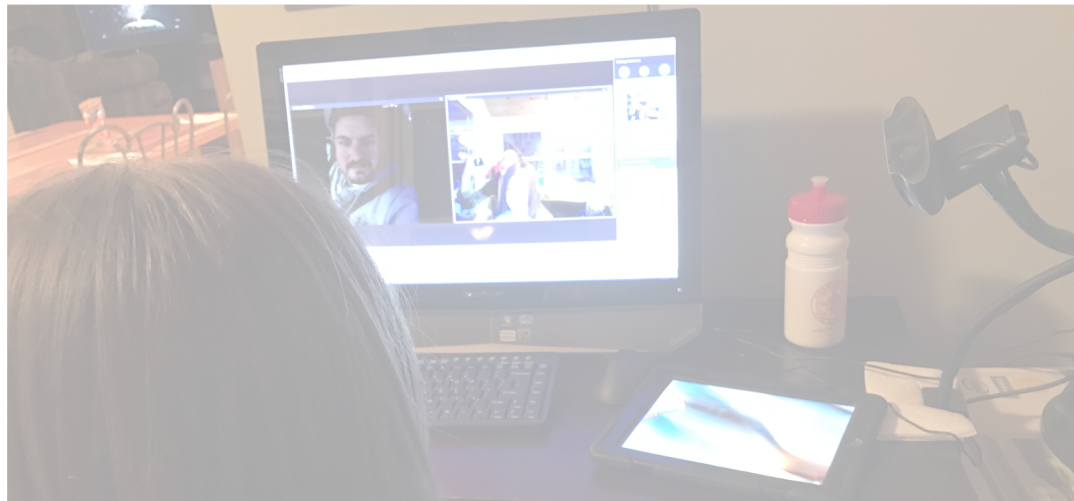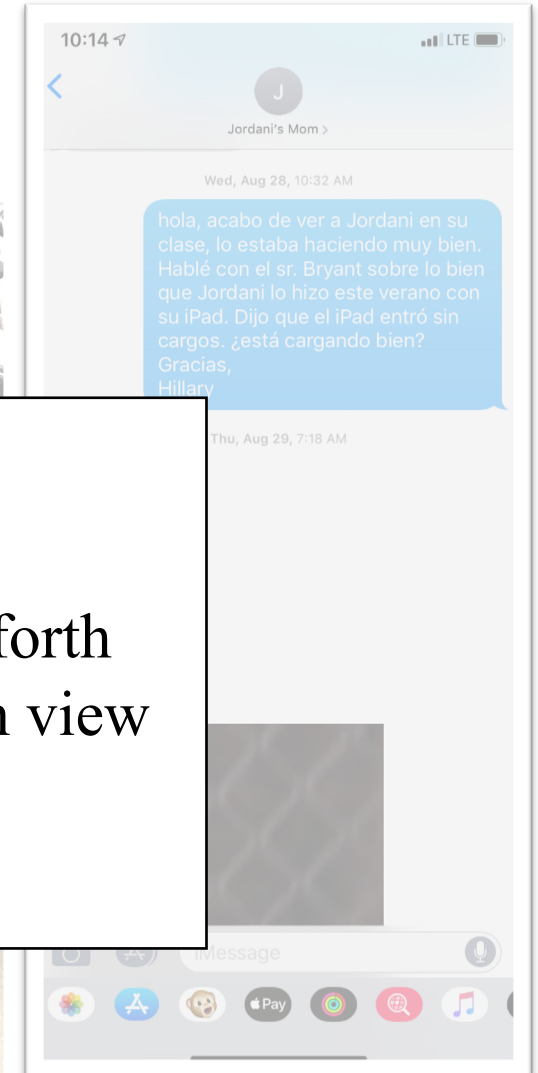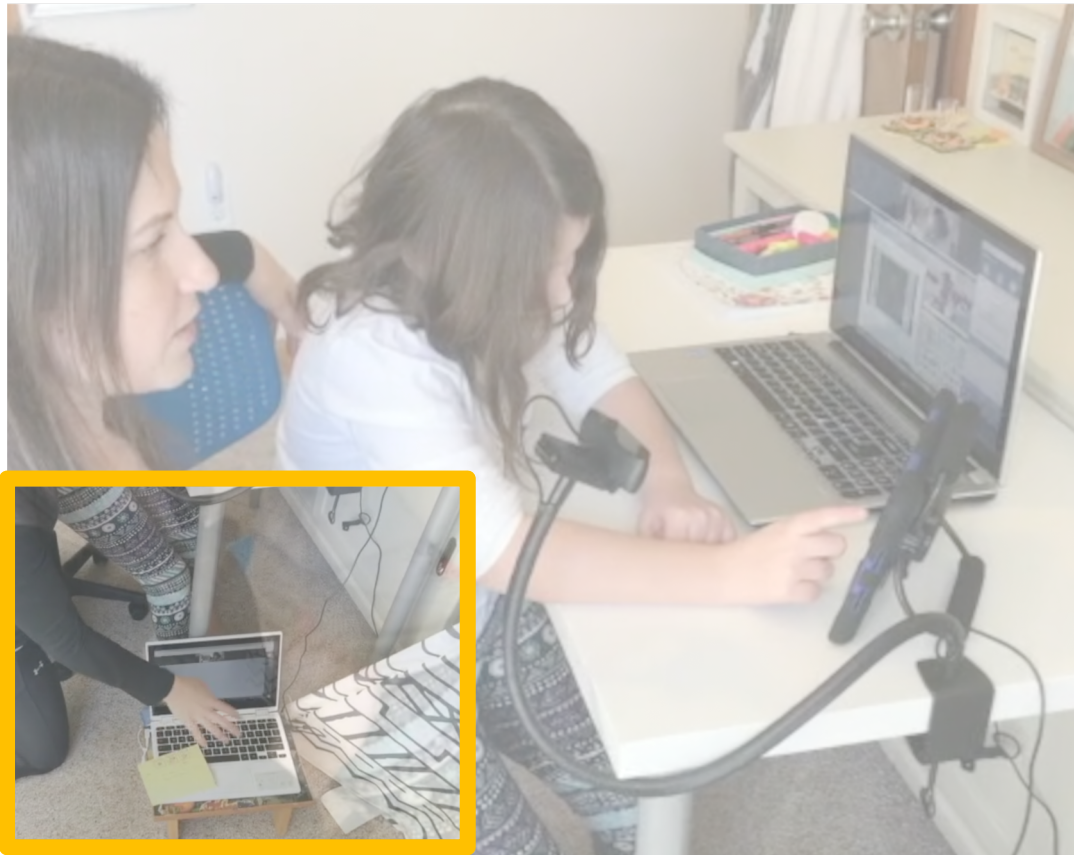Clinician joins a video session to gather information/consult

Individual Set-up
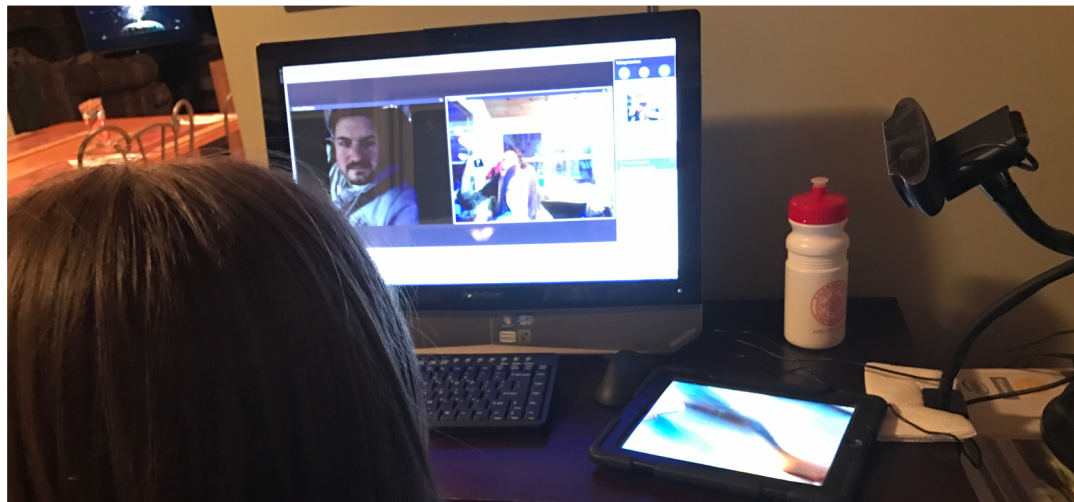
Individual Set-up

Individual faces a webcam and a secondary camera displays the view of the AAC system

Individual Set-up

Individual toggles back and forth between face and AAC system view
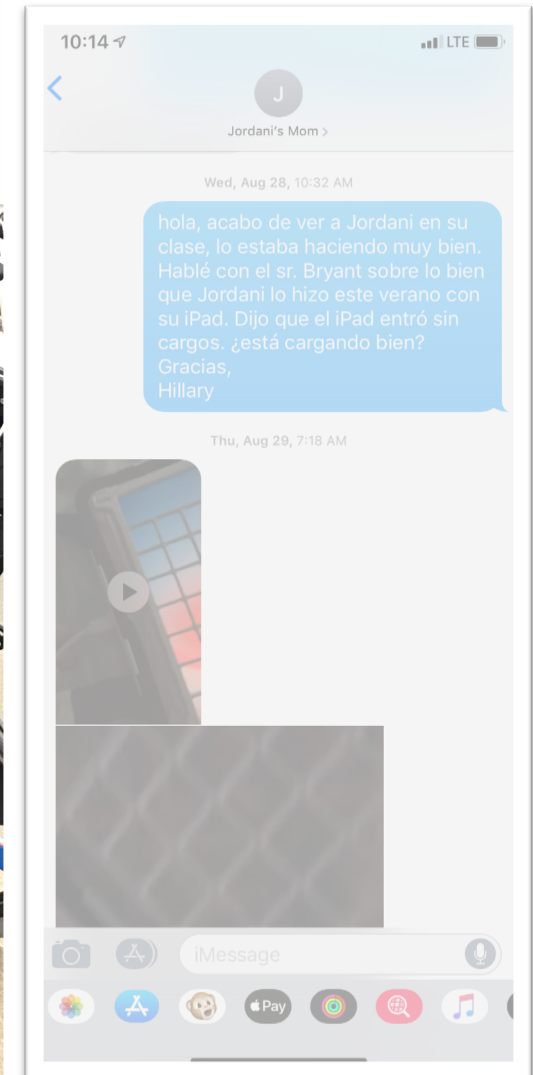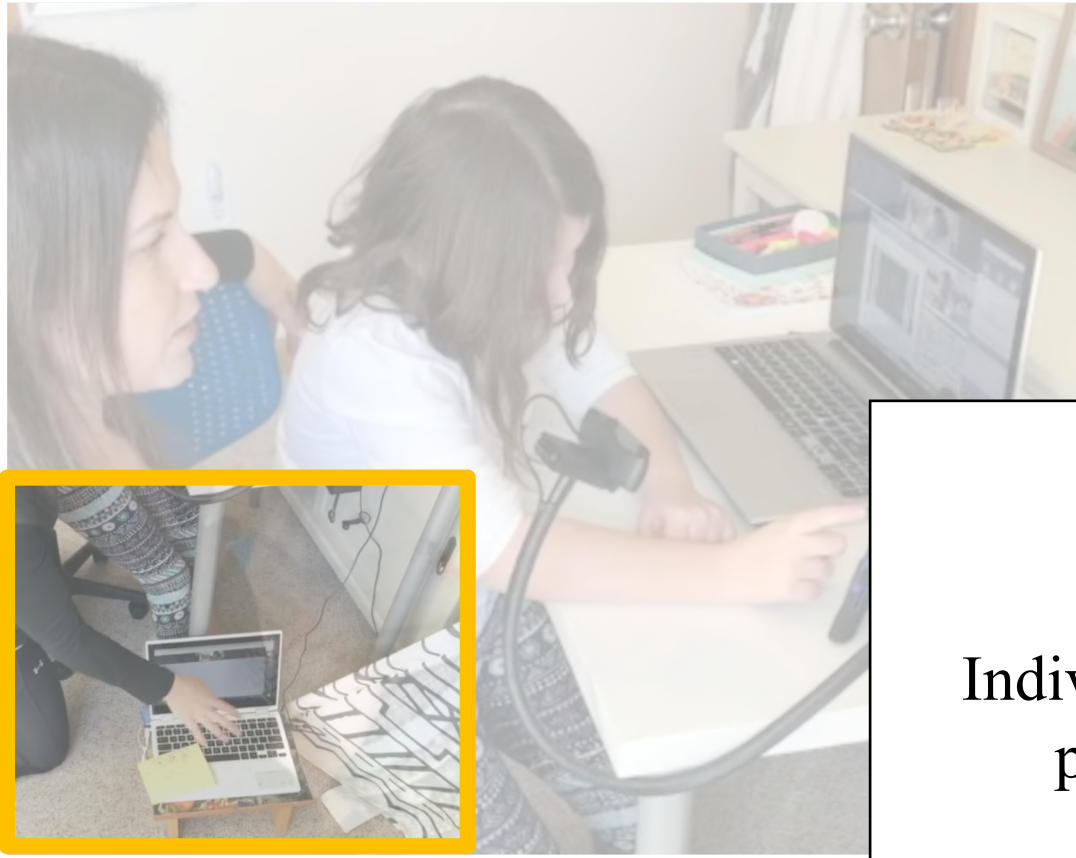
Individual Set-up

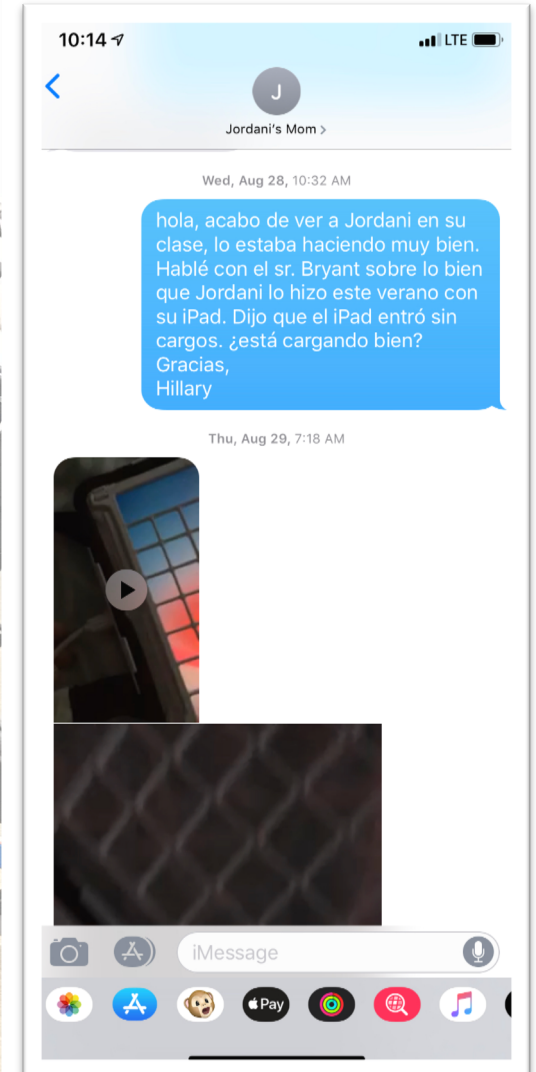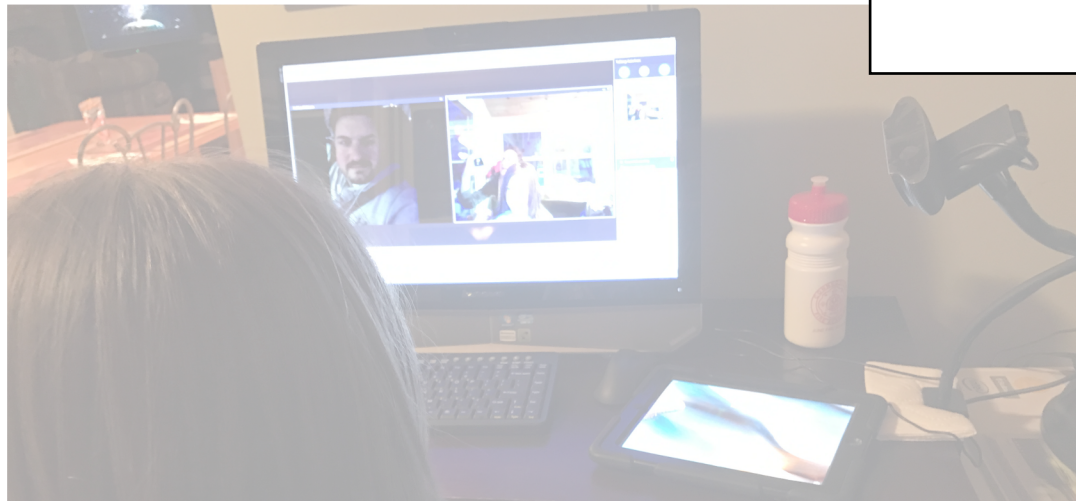Individual is supported by communication partners who adjust the view as needed

Individual Set-up

Individual and/or communication partner get visual tutorials

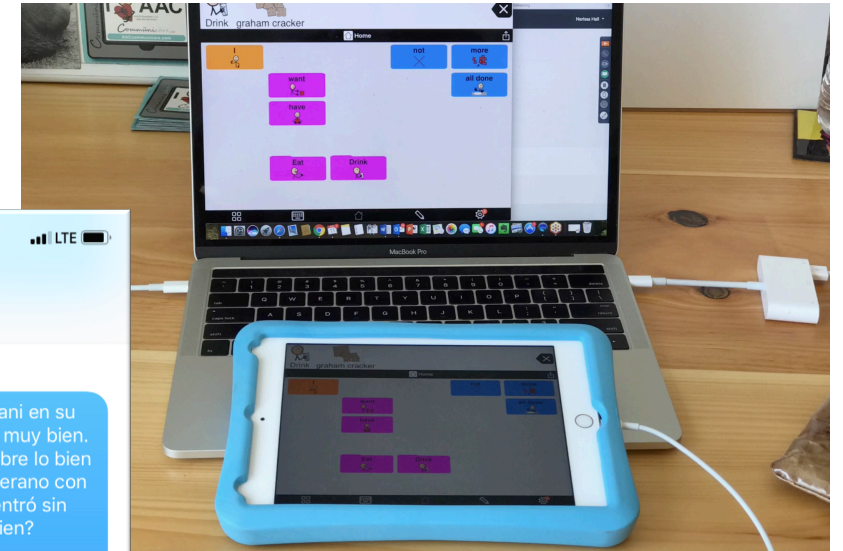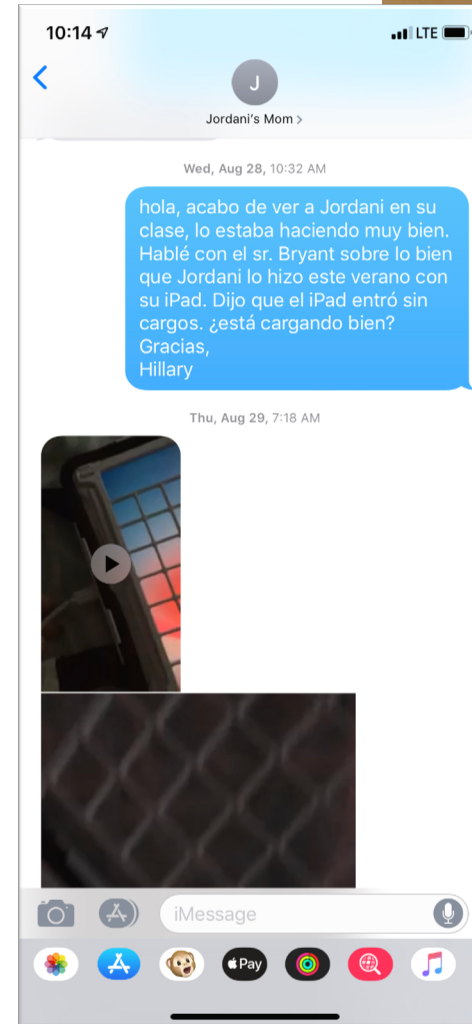| **Direct Text-Based Services**	• Involves screen-sharing intervention materials that includes text. • The individual using AAC needs to be able to read.
Direct Tele-AAC with 2 SGDs	• Both the individual and the clinician have SGDs. • Webcams (J-Mount) are used to project the image of the AAC system on both ends.
Direct Tele-AAC with 1 SGD	• The clinician uses simulation/emulation software to model target words/phrases. • The image of the individual's AAC device is projected through a J-Mount or comparable tool.

Direct Text-Based Tele-AAC
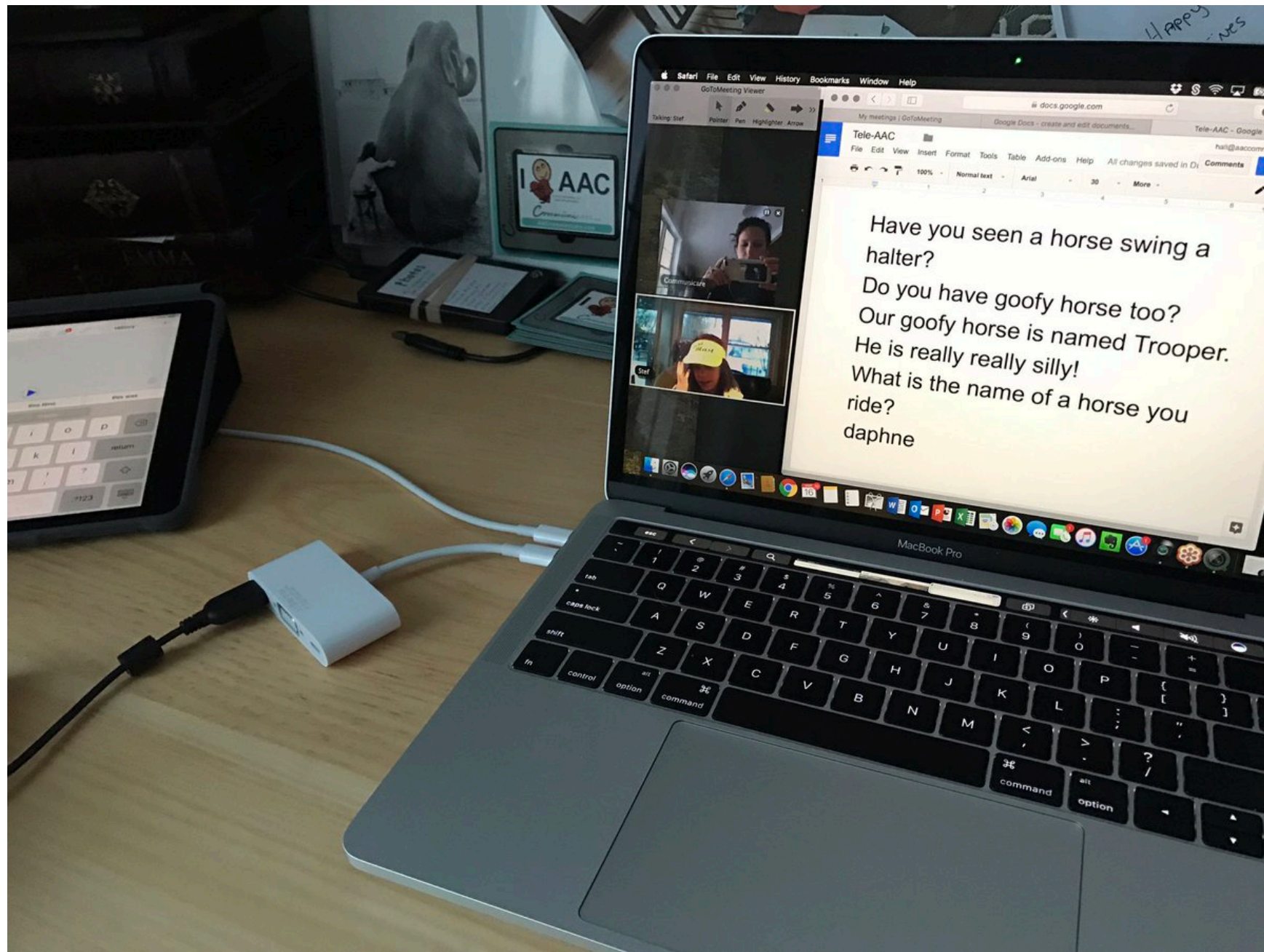
Direct Tele-AAC with 1 SGD

Consultation via Tele-AAC
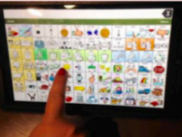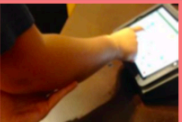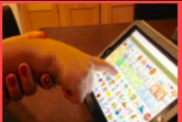
- The clinician works with team members that are working with an individual needing AAC support.

- In <mark>real time</mark> or <mark>store-and-forward.</mark>

- May involve the individual or not.

- Real video or photo images or simulation/emulation tools.

Tele-AAC Consultation: Synchronous or Asynchronous

- Teams will share videos of sessions, issues they may be having with the device, or where they are struggling with modeling.

- We can respond with a video, picture, document, or explanation.

	Independent (I or +):
	The individual finds the target on their own.
	Visual Point Prompt (VP):
	Pointing to the vicinity of the target or directly at the target.
	Verbal Prompt (V):
	Describing the target or verbally encouraging use of the device.
	• natural verbal prompt: "What do you want?"
	• verbal mand: "You want doll. Push the 'doll' button."
	Written/Visual Prompt (WV):
	Using written words, picture icons, or icon sequences to show the target.
	Modeling (M):
	The communication partner uses the device to model/show the individual where the target is.
	Partial Physical (PP):
	The communication partner gently nudges the individual's hands or elbow to make a sign or push the target symbol by placing a hand on their elbow.
	Hand-Under-Hand (HUH):
	Physically helping the student to select a target on their device by holding underneath their hand and guiding their point/movement.
	Remember: STOP BEFORE YOU PROMPT! It may be helpful to count to 10 in your head to ensure you are providing appropriate wait time and avoiding over prompting.

Communicāre
Limited Liability Company

- Modeling

- Prompting

- Communication Partner Training

AAC Essentials

Commūnicāre, LLC

...specialists in Augmentative and Alternative Communication, Assistive Technology, Tele-AAC, and more...

We also added information about Tele-AAC!

We have resources and ideas for you at home.

...and added enrichment packets for download!

Who we are...

We are a team. We specialize in augmentative and alternative communication (AAC), assistive technology (AT), and tele-AAC.

LEARN MORE→

MEET OUR TE...→

What we do...

We love what we do! We specialize in AAC, AT, Speech and Language, and Special Education. We offer a range of services in-person and remotely via telepractice (tele-AAC), such as:

+ Assessments

+ Consultation

+ Intervention

+ Tele-AAC and telepracitce

+ Professional development and trainings

www.AACcommunicare.com

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CAREGIVER F...→

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JOIN A GOTOME 🌼