Tele-Engagement for Effective Clinical Intervention

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FINANCIAL:

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

NON-FINANCIAL

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

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FINANCIAL:

- Managing Partner of Commūnicāre, LLC

NON-FINANCIAL

- ASHA SIG 12 – AAC
- RESNA

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Today's Plan

- Establish our understanding of tele-AAC and how we can replicate on-site elements in a virtual world.

- Understand the differences between on-site and remote service delivery, especially with respect to:
  - Sharing information
  - Manipulating content
  - Gaining and maintaining attention
  - Supporting shared engagement
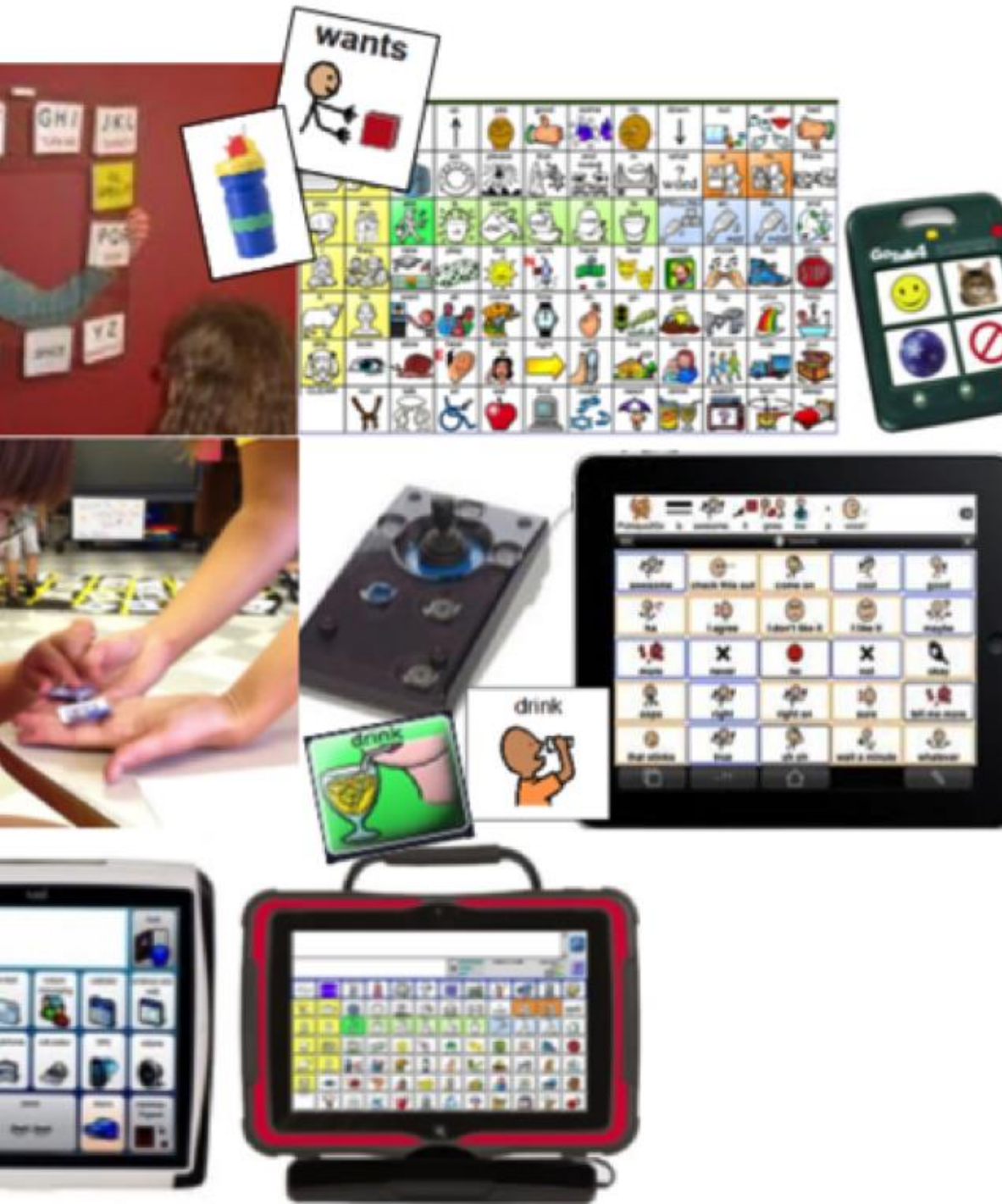
What is AAC?

- Anything other than verbal speech

- Lite-tech
- Mid-tech
- High-tech
- Gestures and signs
- Facial expression

What is AAC?

Augmentative Alternative Communication

- **Augmentative:** when used to supplement existing speech
- **Alternative:** when used in place of speech that is absent or not functional

Aided vs. Unaided AAC

Unaided Communication
- Can be used without an external aid or tool:
  - Gestures
  - Vocalizations
  - Speech
  - Manual sign or other signing systems

Aided Communication
- Requires an aid, or includes tools such as:
  - Real & mini objects
  - Tactile Symbols, Pictures, Icons & Photos
  - Communication books
  - Speech Generated Devices (SGDs)

No-Tech/Low-Tech/Lite-Tech

- Picture Exchange System (PECS)
- Communication books that require sequencing to compose message, with Velcro or pointing on a board

Mid-Tech: Static Display

- Made with a paper overlay
- Digitized speech:
    - voice recording
- Set number of buttons
- Set number of overlays:
    - slide in different overlays

High-Tech: Dynamic display

AAC Fundamentals

- Multimodal process where effective communication is the ultimate goal

- 3-way process (triadic model)
  - Zone of proximal development
  - Input-output asymmetry

- A range of communicative functions
  - Direct, Request, Comment, Label, Joke, Question/ask, Tell, and State

Partner Fundamentals

- Equip communication partners with important information about how to encourage communicative independence

- Creating Opportunities
  - How we set-up the environment and/or interact with an item of interest to encourage an individual to use AAC
    - Directing, requesting, commenting, asking for help

- Modeling
  - Says "I use AAC, too" and occurs in the absence of any expressive demand

- Prompting

- Language Expansion

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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
ready to help

Secure software
for video conferencing

Computer
to do it all

An awesome
individual
ready to learn

A 2nd
camera
to show what you know

AAC System

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

Tele-AAC Service Types

...consider tele-AAC consultation

AAC modeling & co-construction

Independent

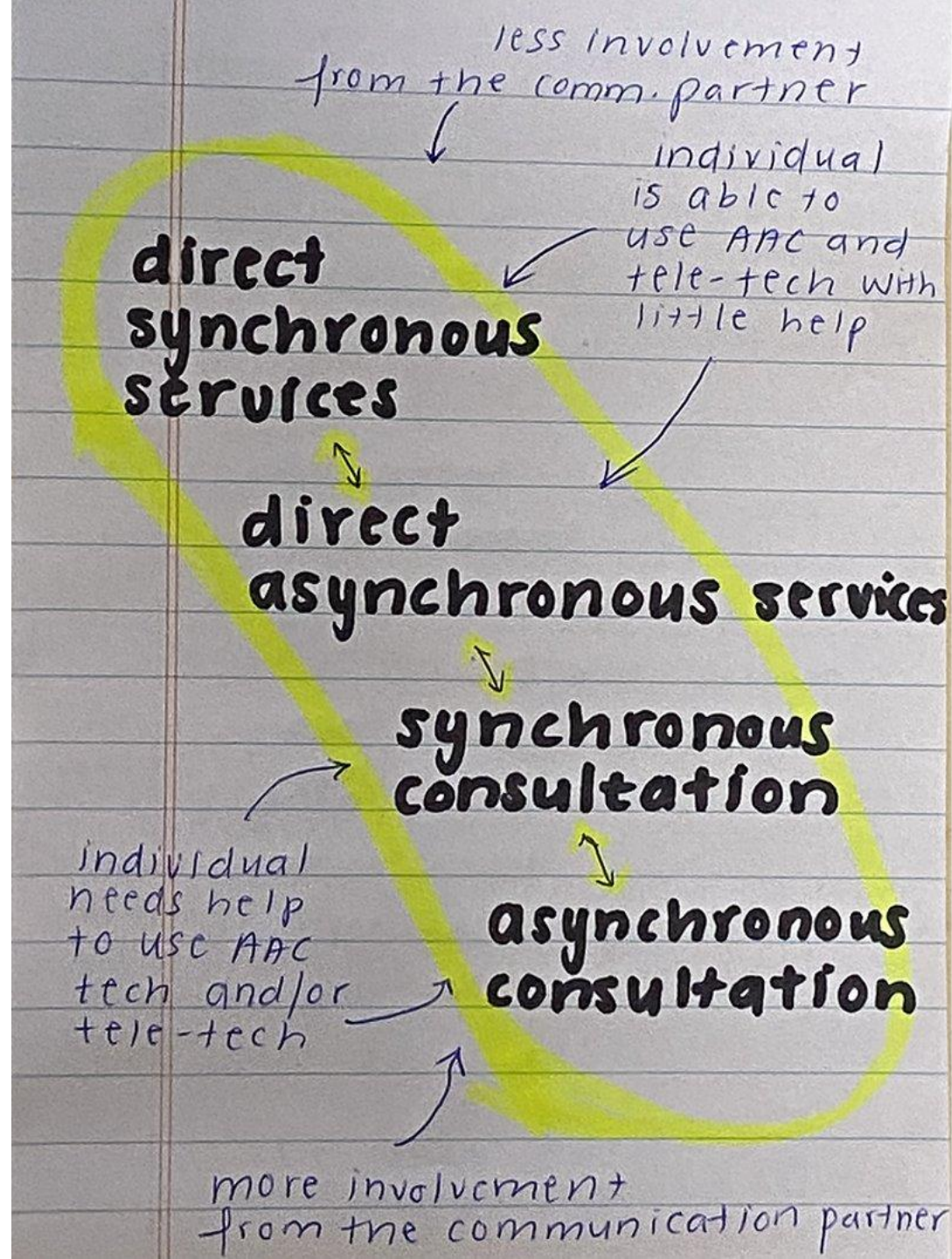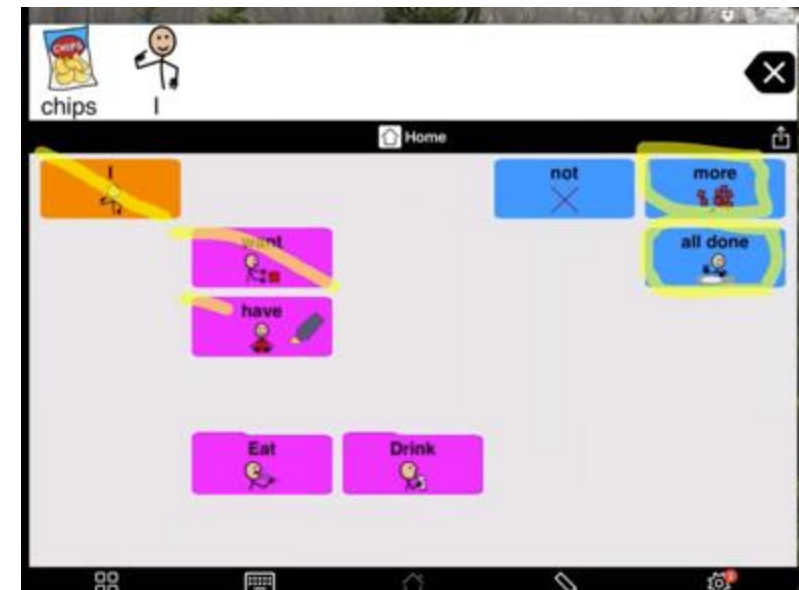**AAC use**

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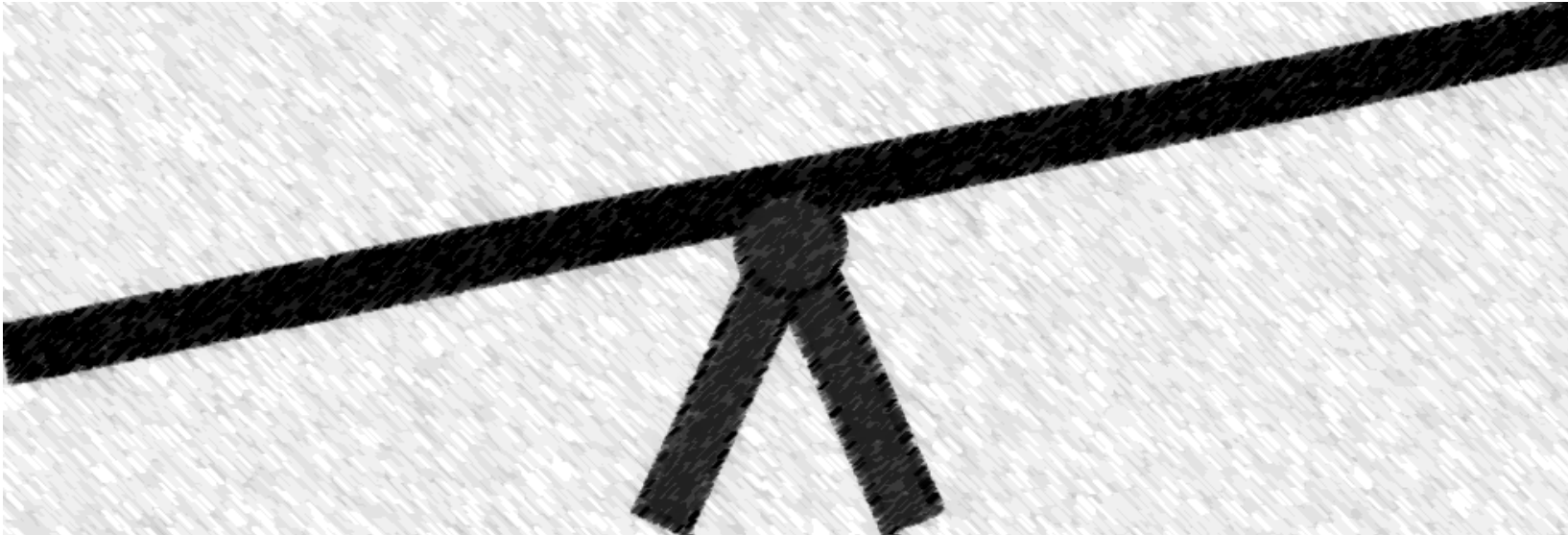
Tele-AAC Service Types

...consider tele-AAC direct service delivery
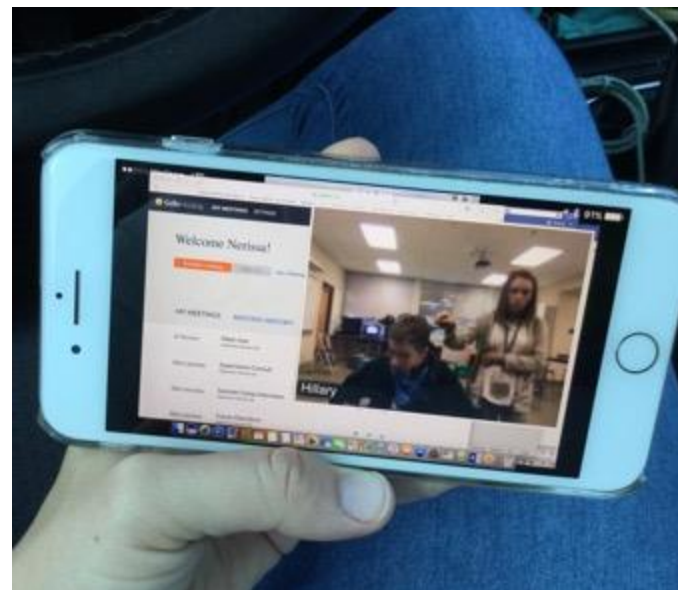

Independent AAC use
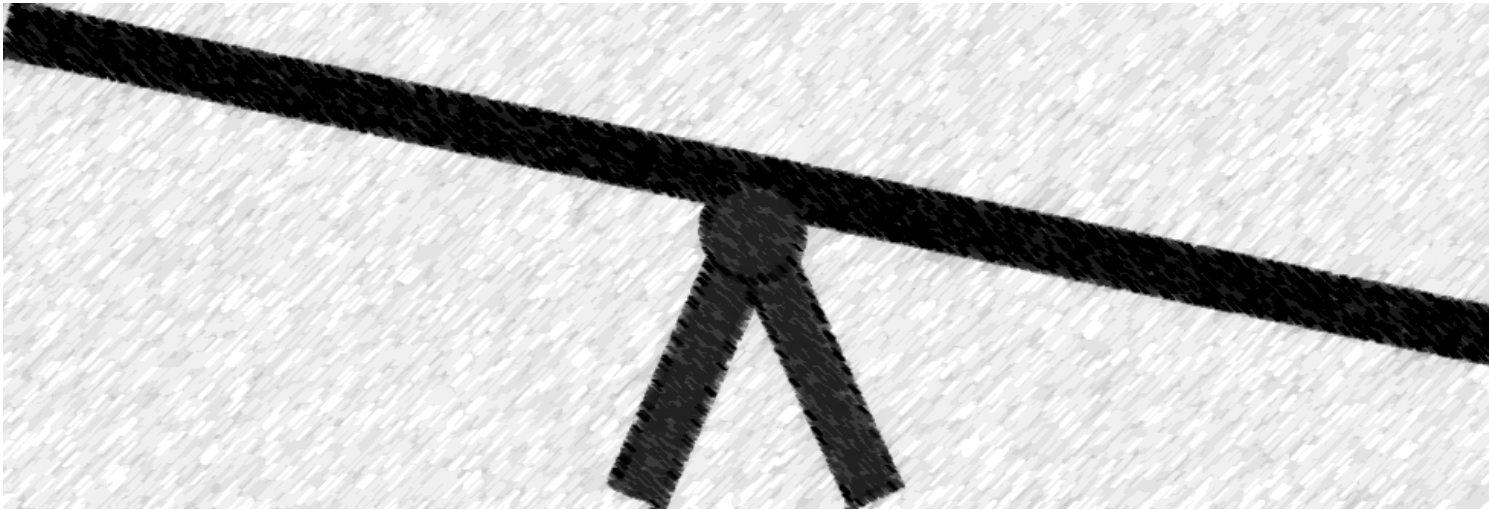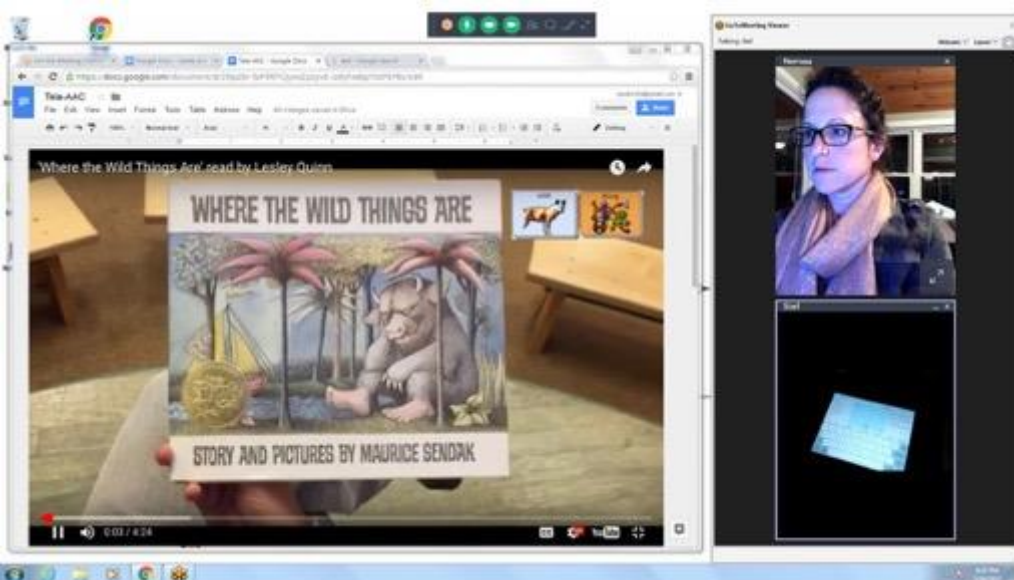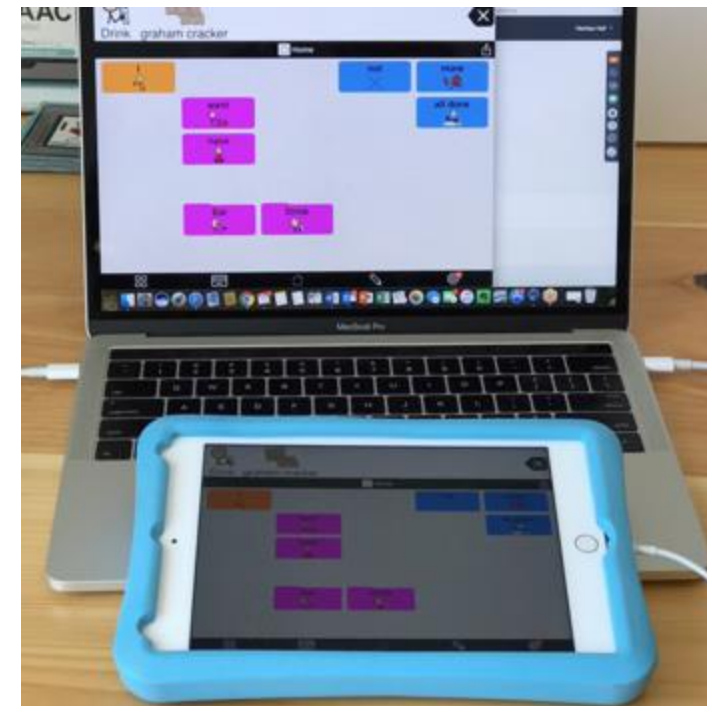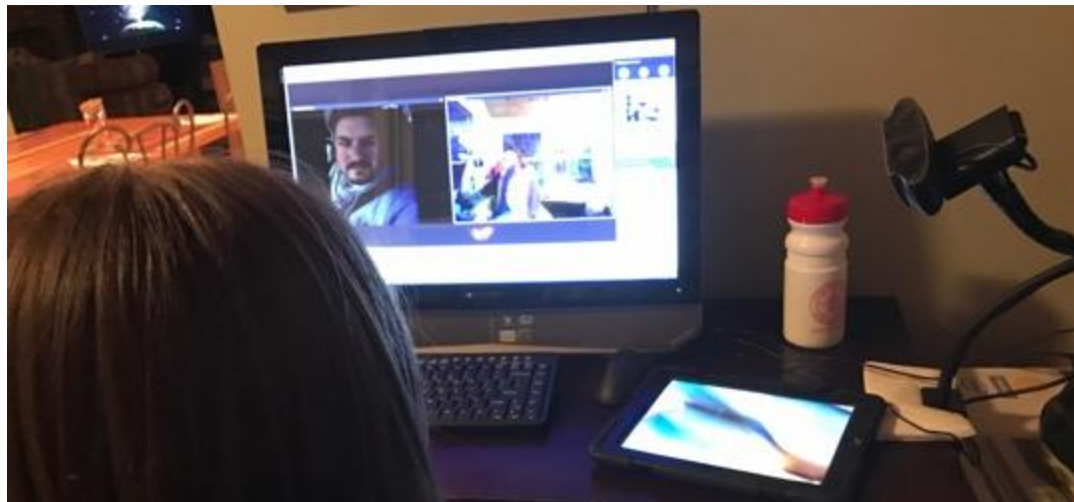
AAC modeling & co-construction

Continuum of Support

Clinician Set-up

Individual Set-up

AAC Fundamentals for Partners

- Equip communication partners with important information about how to encourage communicative independence

- Creating Opportunities

- Modeling

- Prompting

- Language Expansion

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Creating Opportunities

- How we set-up the environment and/or interact with an item of interest to encourage an individual to use AAC

- Directing another
- Gaining access
- Asking for help
- Commenting

Modeling

- Says "I use AAC too"
- Vygotsky's ZPD
- Occurs in the absence of any expressive demand

Prompting

- Designed to teach a skill
- Response is expected
- Varies according to the task (hierarchy)

	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.

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Language Expansion

| Stage	
Stage 1	• 1 word at a time; direct another's behavior, make requests, label items & objects
Stage 2	• 2-3 word phrases, combining words to make more meaningful phrases
Stage 3	• Using meaningful word order, progressive –ing, plural -s
Stage 4	• Learning grammar and sentence structure, questions, negatives, irregular past tense
Stage 5	• Possessive 's, 3rd person present, regular past tense
Stage 6	• Correct grammar and word order, increasing complexity

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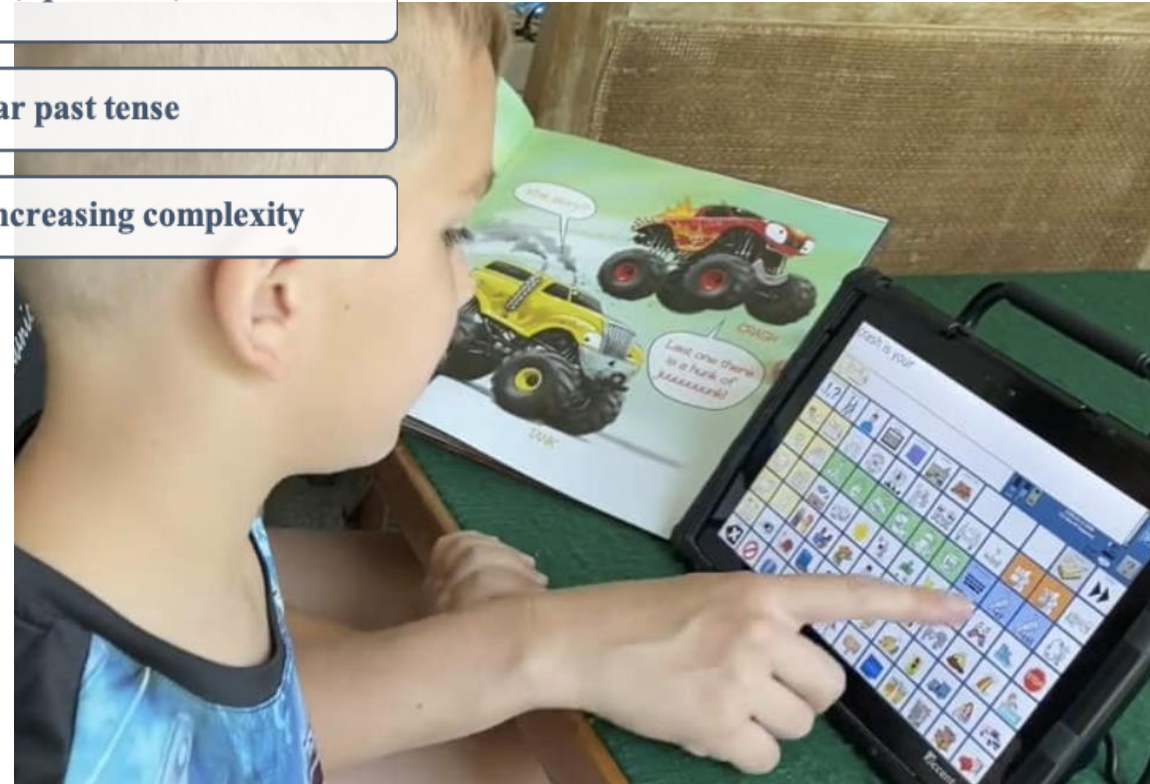
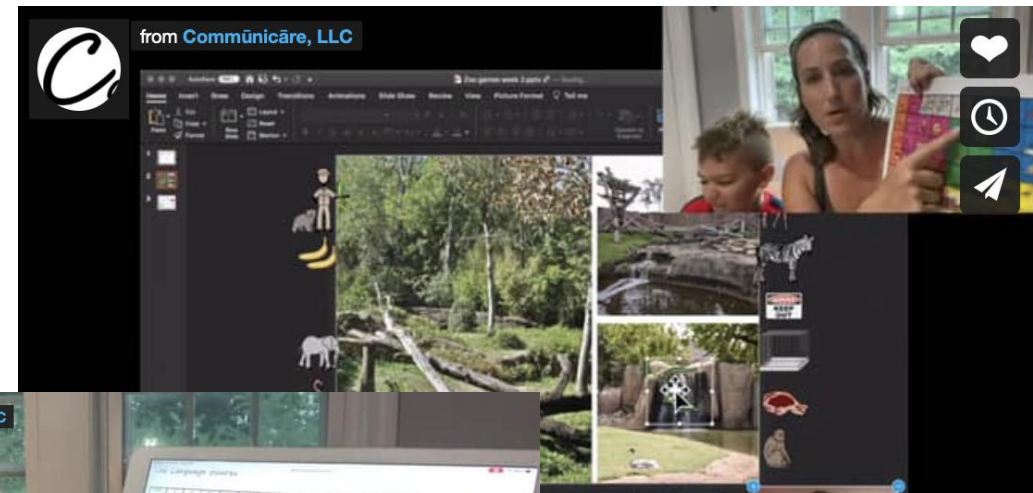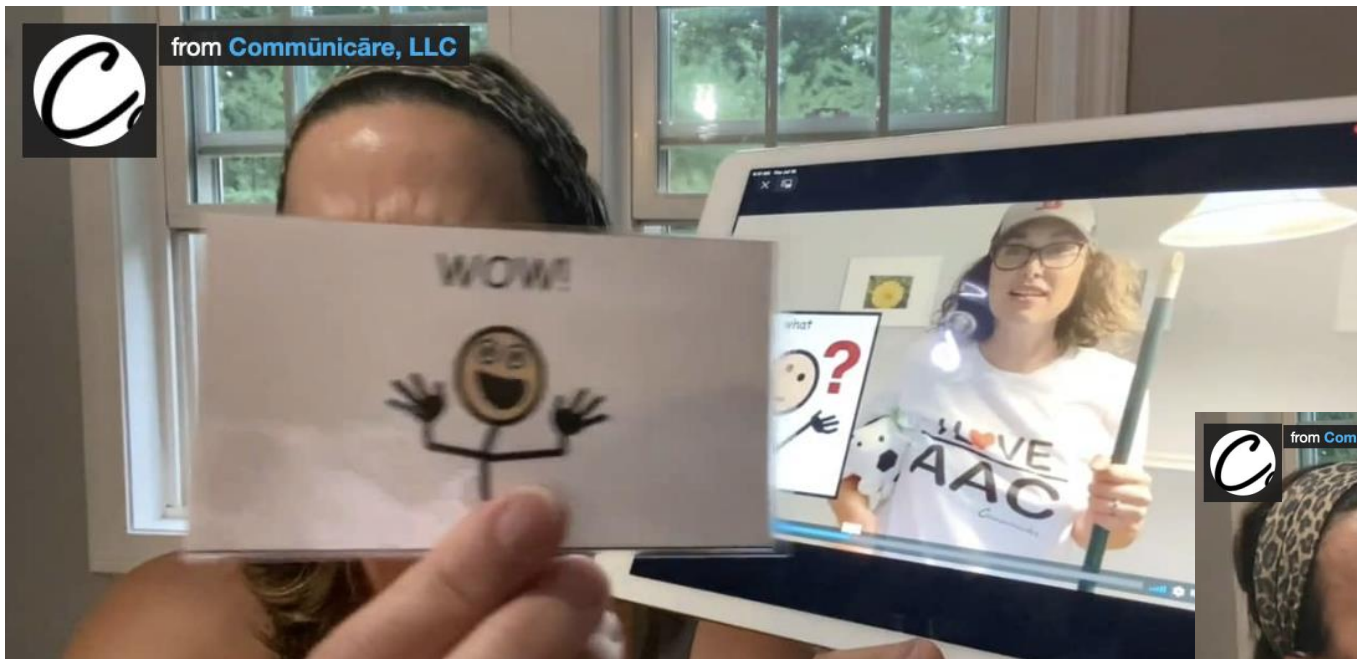# Synchronous vs. Asynchronous

- Both clinical
- Both goal-directed
- Vary in how one can control:
  - Pacing
  - Timing
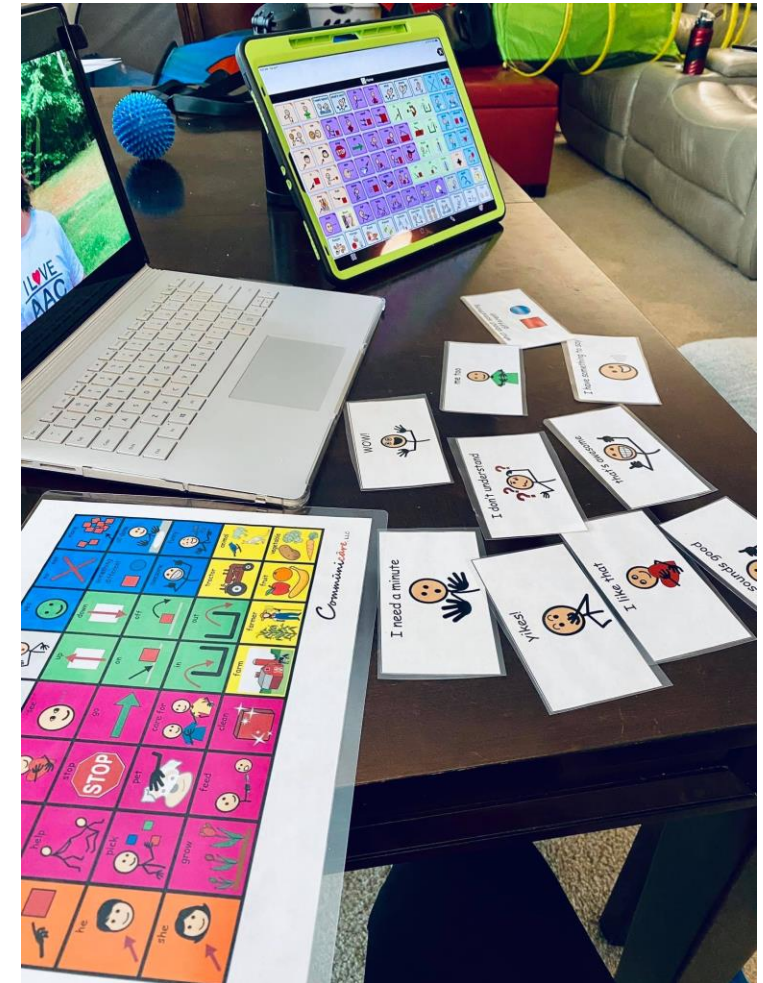 - Content
  - Focus and specificity
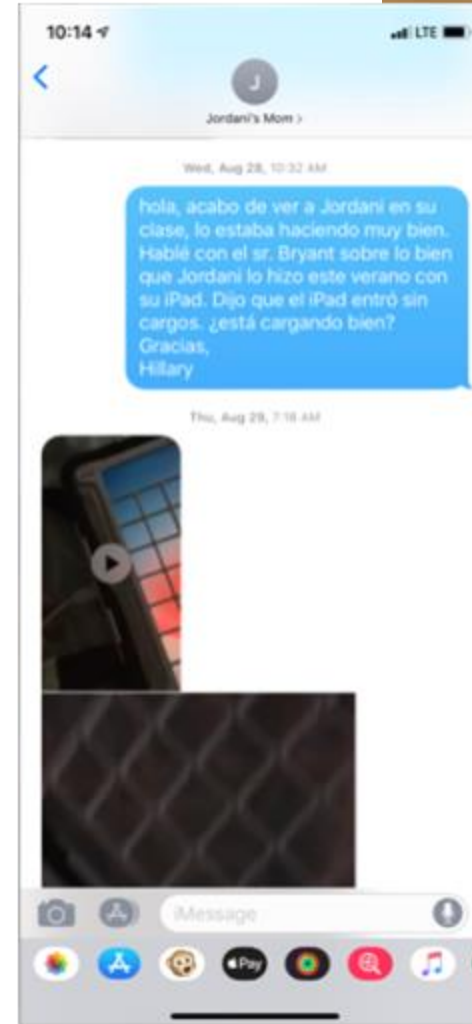
Tele-engagement: Setting up the Partner

- Establish a clear plan with the communication partner
  - clear expectations of partner's participation – partner is essential
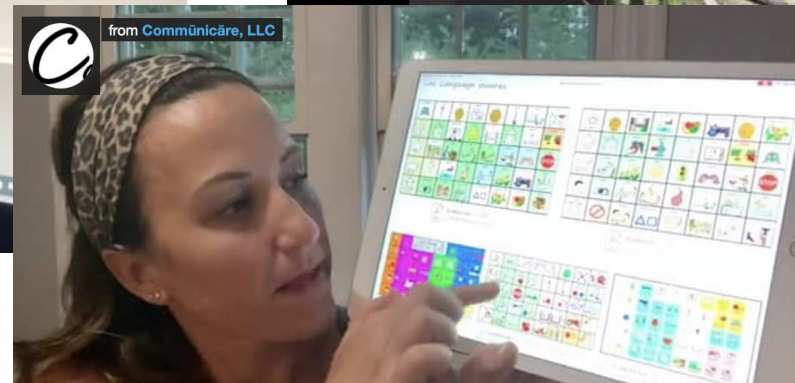
Tele-engagement: Setting up the Equipment

- Have the right equipment
  - Two screens?
  - Large screen?
- Have the right materials
  - Alternative ways to engage depending on the goal of the task (comment cards)
  - Language boards
  - Material alternatives (i.e., hard copies of materials, replicas)
  - Behavior support tools

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Tele-engagement: The content

- Session Structure or "Bookends"
  - Routine to the session (PowerPoint/Slides, organized tabs)
  - Consistency to support focus on content rather than navigation/manipulation
  - Attention getting options (quadrants, manipulatives)
- Motivating tasks
  - Involve interests and/or that key vocabulary
  - Short, successful bursts
  - Individually-tailored materials

Tele-engagement: Interaction

- Requires explicit forethought
  - Clinical sabotage
  - Planning for "unexpected events"
  - Embed motivation
  - Wait time "protocol"

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