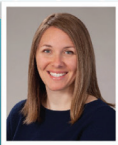


Beyond Aphasia: Using Lingraphica AAC Devices Across Impairments

Caitlin Mueller, MS, CCC-SLP
Beth McHose, MS Ed, CCC-SLP
Erin Petty, MS, CCC-SLP
Debbie Belfanti, MS, CCC-SLP



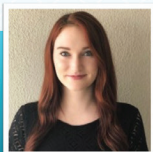


Caitlin Mueller, MS, CCC-SLP
Clinical Marketing Manager

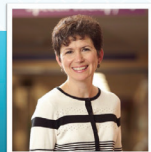


Beth McHose, MS Ed, CCC-SLP
Clinical Consultant





Erin Petty, MS, CCC-SLP
SLPTELE & VOISS Therapy



Debbie Belfanti, MS, CCC-SLP
Allied Services



Disclosures

Caitlin and Beth are full-time, salaried employees at Lingraphica, and thereby receive financial compensation from the company.



Learning Objectives

Participants will be able to:

1. Discuss programming strategies for device users who require a simple interface due to cognitive impairments and/or developmental disability
2. Identify AAC device features appropriate for patients who have motor speech impairments with intact language and cognition
3. Describe unique considerations when using AAC in the autism population including sensory and behavioral involvement.



Agenda

- Introduction and Lingraphica device design
- Focusing on communication and participation goals
- Considerations and tips for patients with:
 - TBI
 - Developmental Disability
 - Dysarthria with intact language/cognition
 - Autism
- Q&A



Introduction

- Lingraphica device design



Treating Patients, Not Impairments

- Life Participation Approach
– Beyond Aphasia
- Is my client a candidate?



Considerations and Tips By Impairment

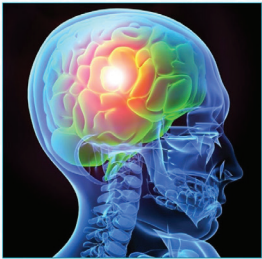


TBI




TBI and AAC

- Changing needs
- Low-tech vs high-tech
- AAC + Speech recovery



Wallace, S. (2010) AAC Use by People with TBI: Affects of Cognitive Impairments. ASHA Perspectives; 79-86



Addressing Cognitive Involvement

Strategies for executive functioning, memory, and attention

- Vocabulary organization
- Image selection
- Training period
- Communication partner support





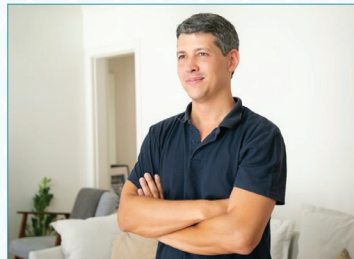
TBI Case Study: Where to Start?

- Case Study Introduction
- Patient Goals and Functionality
 - Topic or place organization (Burke, Beukelman, & Hux, 2004) (Burke, Wassink, Martin, & Seikel, 2008)
 - Relevant images, icons, vocabulary
 - Initiation / Time spent in message generation (Hux, Burke, Elliot, Ross, & Hrnicek, 2001.)
 - Communication Partner Training



TBI Case Study

- Background
- Communication Impairments
- Goals
- Patient specific cognitive-communication barriers:



Tips, Tricks, Successes, and “Failures”: Device Organization

- Remove or “hide” folders and icons that are not frequently used
- Easy to follow, topic-based organization
- Repetitive practice
- Providing question, comment and answer format to cue for conversational engagement



Tips, Tricks, Successes, and “Failures”: Device Organization

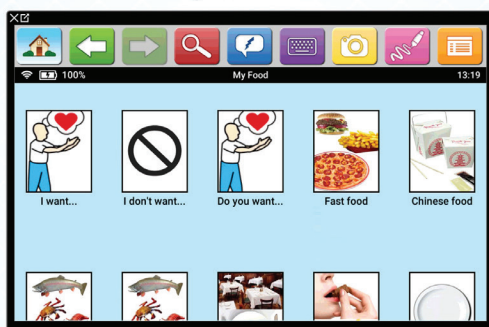
- Consistent icons for phrases or words across locations
- Using “carrier phrases” within a category to save time
- Using buttons to ask for additional time



Case Study: Device Organization



Case Study: Carrier Phrases



Case Study: Communication Repair



Lingraphica®

Tips, Tricks, Successes, and “Failures”: Teletherapy

- Teletherapy Problem Solving: Less control over environmental manipulation, additional level of abstractness, difficulty cueing for attention
- Communication partner integration & training
- Role play
- Repetitive, simplified education for patient and family
- Honest feedback about communication breakdowns
- Overall: Patience, Communication, Trial & Error

Lingraphica®

Outcomes

- Improved communication with family members in home
- Increased independence and communication management
- Increased involvement in son's school experience
- Communication in new environments (e.g. over the phone)
- Increased initiation and communication variety
- Increased social engagement at work
- Increased social participation outside of immediate family

Lingraphica®

Developmental Disabilities

Developmental/Intellectual Disabilities and AAC

- Across the lifespan (Cascella, 2005)
- Social-communication skills (Banda & Alzrayer, 2018)
- Independence
- Access to education and vocation
- Behavior reduction

Overcoming Challenges

- Existing communication habits
- Family and caregiver expectations
- Awareness of level of disability
- Device programming and organization



Developmental Disability Case Study

- Background Information
- Communication characteristics and impairment
- Client goals



Lingraphica®

Device Personalization: Talking on Phone



Lingraphica®

Device Personalization: Day Program



Lingraphica®

Developmental Disability Case Study

Outcomes

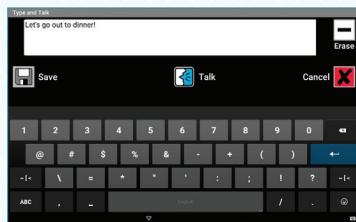
- Independence
- Relationships



Dysarthria

Dysarthria and AAC

- Language and cognition
- Technology preferences
- Access methods and motor impairment
- Device features



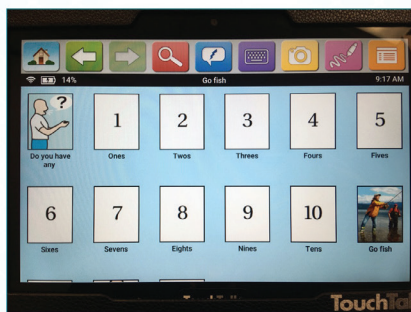
Dysarthria Case Study

- Background information
- Motor speech characteristics
- Traditional therapy
- Device selection
- Device trial
- Device customization



Lingraphica®

Dysarthria Case Study: Device Personalization



Lingraphica®

Dysarthria Case Study: Device Personalization



Lingraphica®

Outcomes and Takeaways

Teaching use of device

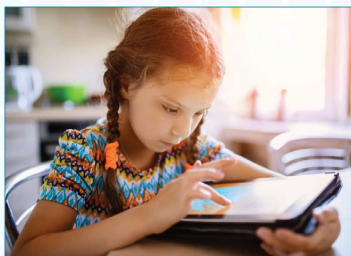
- Expedience
- Family Support
- Social Acceptance



Autism

Autism and AAC

- What does the research say?
- No pre-requisites
- Building communication
- Receptive language
- Reducing behaviors



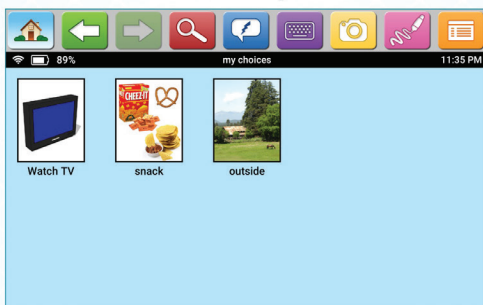
Special Considerations for Autism

- Language development
- Age
- Icon perseveration
- Sensory issues



Lingraphica®

Across the Spectrum



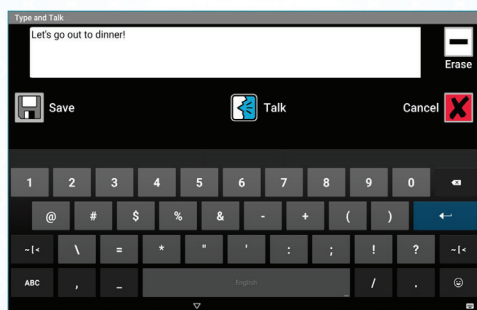
Lingraphica®

Across the Spectrum



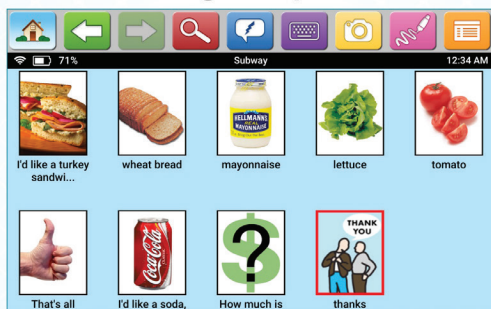
Lingraphica®

Across the Spectrum



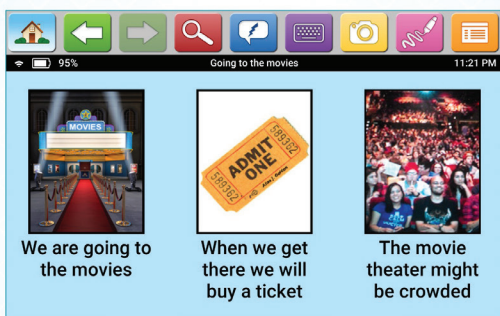
Lingraphica®

Increasing Independence



Lingraphica®

Therapeutic Uses: Social Stories



Lingraphica®

Summary

- Lingraphica's AAC device design has benefits for people with multiple impairments
- Approaching a person's communication needs and goals can help drive treatment and device programming
- Consider factors unique to different impairments when programming and implementing high-tech AAC



How Can You Work with Lingraphica?

SLP Device Trials

- When you CAN see your patient
- Submit for a trial at [Aphasia.com](https://aphasia.com)
- Device shipped to SLP
- SLP completes trial with Lingraphica assistance
- SLP does Language Assessment and determines device appropriateness

Patient/Care Partner Trainings

- When you CANNOT see your patient
- Lingraphica does a Needs Assessment
- ID LPAA goals for both patient and Care Partner
- Customize device based on goals
- Refers patient back to you for Language Assessment and to determines device appropriateness



Next Steps

Visit AACBeyond.com

- Earn your CE credit /certificate of completion for today's course
- Schedule a consultation or call to learn more or begin a trial

Join the Conversation on Slack

- #beyond_aphasia