




Lingraphica®

ASHA CEUs

Information and
Notes Pages

“Let’s Get Personal:
Customizing AAC”

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| <p>APPROVED PROVIDER</p>  <p>ASHA CONTINUING EDUCATION AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</p> | <p>LingraphiCARE America is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.</p> |
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This course is offered for 0.1 ASHA CEUs (Introductory level;Professional area).

www.aacdevice.com

888-274-2742

Complete a 0.1 ASHA CEU Course

Speech-language pathologists (SLPs) are invited to participate in a one-hour ASHA-approved course offering, “Let’s Get Personal: Customizing AAC” To be eligible to receive 0.1 ASHA CEUs (Introductory level), please see the guidelines below.

For more information about ASHA's most up-to-date eligibility criteria, go to the FAQ section of the ASHA CE website: <http://www.asha.org/CE/FAQs/>.

Course Description:

This course reviewed the five core values of LPAA and provided clinicians with practical tools that can be used to identify, create and implement custom icons and pages on Lingraphica AAC devices to personalize AAC for their clients.

Learning Outcomes:

By completing this course, participants will be able to:

1. Identify LPAA principles with respect to customization and use of AAC devices
2. Use clinical examples and support materials supplied with a Lingraphica AAC device to help formulate intervention plans, implementation strategies, and associated rehabilitation and life participation goals.
3. Educate primary communication partners on simple ways to create custom icons and pages on a Lingraphica AAC device to meet life participation goals.

Additional courses in the LPAA track include:

- Clinical Application of AT for Experience-Dependent Neuroplasticity
- Integrating Positive Psychology Techniques in Aphasia Support Groups
- Listen Here: Listening Skills in Assessment and Treatment for SLPs

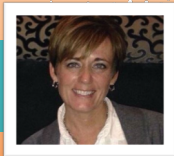
Processing:

Online course completions are reported to ASHA quarterly. Please allow eight to ten weeks for processing. Lingraphica will issue a certificate of participation to each SLP who completes a CEU course.

For more information, or to start a device trial, contact: continuinged@lingraphica.com



Let's Get Personal: Customizing AAC



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Financial Disclosure

Jen Stanley is a full-time, salaried employee of Lingraphica and thereby receive financial compensation from the Lingraphica Company.



Learning Objectives

- Identify LPAA principles with respect to customization and use of AAC devices
- Use clinical examples and support materials supplied with a Lingraphica AAC device to help formulate intervention plans, implementation strategies, and associated rehabilitation and life participation goals.
- Educate primary communication partners on simple ways to create custom icons and pages on a Lingraphica AAC device to meet life participation goals.



Agenda

- LPAA Discussion and Examples
- Personal Interest Form
- Device Orientation
- Case Studies
- Questions and Answers
- Getting your ASHA CEUs



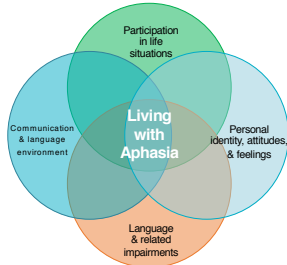
Today's AAC Devices



MiniTalk TouchTalk AllTalk



Five Core Values of LPAA



1. Enhanced life participation
2. Entitled to services
3. Documented changes
4. Personal and environmental factors
5. Availability of services

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(LPAA Project Group <https://doi.org/10.1044/leader.FTR.05032000.41>)

Core Value:

The Explicit Goal Is Enhancement of Life Participation



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Core Value: All Affected Entitled to Services

Where to Start When Training a Care Partner?



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Core Value:
Emphasis is on the Availability of Services as Needed at All Stages of Aphasia

"He spoke his first 4 words paired with the Lingraphica after 4 years of being speechless."



Moving from
Concept to Customizing

We have a tool!



Personal Interests Form (PIF)



PIF categories correspond to the device layout



Gathering Information



- What topics will drive the PWA to communicate?
- What will help the Care Partner?
- What does the PWA *like* to talk about?
- What does the PWA *need* to talk about?



Drilling Down to “HOW”

Fun and Functional

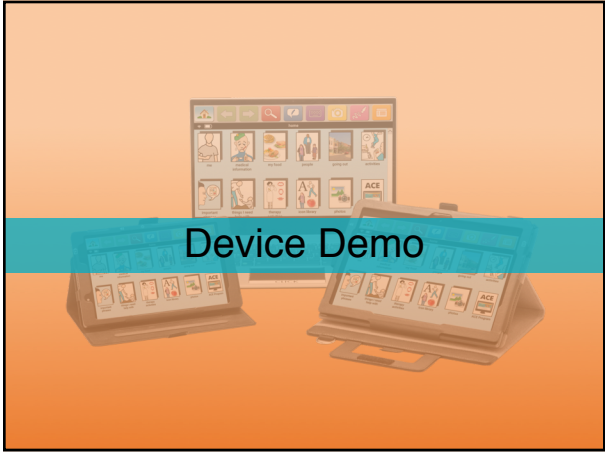
- PIF
- Notebook or phone notes
- Daily situations



Customizing & Data Transfer


- Pre-customization
- Back-up of trial data
- PIF
- Care partner follow-up






Review

- LPAA Discussion and Examples
- Personal Interest Form
- Device Orientation
- Case Studies
- Questions and Answers
- Getting your ASHA CEUs

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Questions & Answers

References

Chapey & Duchan, Judith & Elman, Roberta & Garcia, Linda & Kagan, Aura & Lyon & Simmons-Mackie, Nina. (2000). Life Participation Approach to Aphasia: A Statement of Values for the Future. ASHA Leader. 5. 4-6. 1

Kagan, Aura, Simmons-Mackie, Nina, et al. (2008). "Counting What Counts: A Framework for Capturing Real-Life Outcomes of Aphasia Intervention." *Aphasiology*, 22:3, pp. 258-280, DOI: [10.1080/02687030701282595](https://doi.org/10.1080/02687030701282595)

Lefkos B. Aftonomos, James S. Appelbaum, Richard D. Steele. "Improving Outcomes for Persons with Aphasia in Advanced Community-based Treatment Programs." *Stroke*, vol. 30, no. 7, pp. 1370-79, 1999.
