Device abandonment

- Variety of reasons for abandonment e.g. lack of support, lack of training, lack of knowledge, difficulty troubleshooting technical issues, opportunity and access barriers.

  TASC seek to avoid this!

Critically Appraised Topic (CAT) Review 2012

Clinical question:

In children with cerebral palsy, what form of training/support is needed for effective use of an AAC system?

CAT Review 2012- key findings for implementation

Literature supports programs which involve:

- Establishing individual goals
- Use of language stimulation techniques
- Providing motivating opportunities
- Use of modelling techniques
- Involvement of collaborative teams
- Including pyramidal training (train the trainer)
- Use of SGD in natural environments

Implications

- Role of TASC in implementation
- Compilation of resources
- Dissemination of resources
- Goal: communicative competence
**Our package**

The key to **implementation**: improving outcomes for people who use speech generating devices

**Process**

1. **Goal Setting**
2. **Plan**
3. **Evaluate**
4. **Implement**

---

**Goal setting**

- Collaborative team
- Problem-based goal setting
- Prioritisation of goals
- Specific goals - SMART

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**Planning phase**

Consider:

- ICF-framework which describes the functioning of individuals within & across body structures & functions, activities and participation domains.
- Vocabulary selection - choosing words to allow successful communication in a variety of contexts.
- Activity identification
- Naturalistic Settings - embedding activities within the everyday environment.
- Team roles

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**Planning phase (continued)**

- Communication breakdown
- Intervention strategies - teaching strategies including language stimulation, peer learning, exploration
- Prompting + feedback - types and frequency
- Mode of support - one on one vs via correspondence
- Frequency of support
- Document the plan and share with the team

---

**Example handout from package**

**IMPLEMENTATION PLAN** - intervention

<table>
<thead>
<tr>
<th>Goal</th>
<th>What is the long term goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the specific goal(s)?</td>
<td></td>
</tr>
<tr>
<td>What are the target activities?</td>
<td></td>
</tr>
<tr>
<td>What are the target environments?</td>
<td></td>
</tr>
<tr>
<td>Number of cells per overlay</td>
<td>Number of overlays</td>
</tr>
</tbody>
</table>
**Example handout from package**

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How will the vocabulary be represented e.g. functional key?

Which teaching, feedback and prompting strategies will be used?

**Implementation phase**

- Device access
- Plan into action
- Plan review
- Making changes

**Evaluation phase**

- Ongoing
- Review goals
- Evaluate activities
- Evaluate strategies
- Evaluate roles

**Links to resources**

- Detailed resource list provided as part of package

**Evaluating the package**

- Aims: establish usefulness of package
  - Effect on local SP skill / confidence
  - Effect on TASC services
  - Effect on SGD implementation / success

**Evaluation process**

- Referral/ entry point: Pre-questionnaire
- TASC assessment and support
- Follow up: Post questionnaire 3 months after SGD
  Outcome measure 6 months after SGD
Anticipated benefits:
• increase confidence of local SP
• breadth and frequency of SGD use
• decrease TASC support required
• more timely intervention for local therapists

Future Directions
• Continue using the package
• Continue evaluating the package
• Dynamic document
• Welcome any feedback

Acknowledgements
I would like to thank my wonderful colleagues at TASC who have contributed to the development of the package – especially the following speeches at TASC

Anna Bech & Alana Bain
THANKS
1,000,000
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Questions

5/13/2013