Speech-Language Pathologist Assessment for a Speech Device

Date of AAC Evaluation	05/31/2024
Evaluating Speech-Language Pathologist	Samantha L. Pathologist
Email Address of Evaluating Speech-Language Pathologist	fundingservices@ablenetinc.com

Demographic Information

Patient's Name	John Smith
Patient's Date of Birth	08/01/2021

Background Information

Medical history with summary of speech therapy intervention	John's parents report that he was born full term without complications. He experienced 2 ear infections as an infant, but these were cleared with antibiotics. John met his physical developmental milestones in an expected fashion, but his family noted concerns about his ability to engage with people, imitate words, and follow directions. John was initially referred for a speech and language evaluation through early intervention by his pediatrician due to parent concerns related to his delayed communication and sensory processing. He has been receiving speech and occupational therapy in the home since the age of two. John also receives outpatient speech therapy services once per week for 30 minutes. His family was referred for an evaluation with a developmental pediatrician, where he was diagnosed with autism at 30 months old.
Current living environment	Home with family
Speech & Language ICD 10 Code & Description (Select all that apply)	F80.2 – Mixed Receptive-Expressive Language Disorder, F84.0 – Autistic Disorder

Current Communication Impairment and Limitation

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Given the severity of the communication impairment as described above, does the patient require the use of a speech generating device (SGD) for functional communication?	Yes

Comprehensive Assessment

What is the individual's baseline of daily functional communication (including number of words or sounds used) without a device?	John primarily uses his body to communicate with his family. He will sometimes use sounds and words, but requires parent support to help express his wants and needs. His parents estimate that he is able to say less than 20 words total.
What are the expected functional communication goals with the requested device?	The goals for John will focus on maximizing his independence in using the device to communicate his wants, needs, and ideas. These will specifically include using the device for gaining the attention of an adult, using it to express a variety of communication functions, and expanding the length and complexity of the messages.
Does hearing status influence the patient's communication and/or the choice or use of a device?	No
Does the patient show adequate hearing abilities to effectively use a SGD?	Yes
Does vision status influence the patient's communication and/or the choice or use of a device?	No
Does the patient show adequate vision abilities to effectively use a SGD?	Yes
Functional Ambulation/Mobility	Independent Ambulation
Communication device to be used in the following positions:	Standing, Walking, or Seated

Comprehensive Assessment

Cognitive Status	John demonstrates the necessary cognitive prerequisites for appropriate use of an SGD (e.g. simple cause and effect, object permanence and procedural memory for the operation of the device).
Does the patient demonstrate the necessary cognitive abilities (i.e. attention, memory and problem-solving) skills to learn to use a SGD to achieve functional communication goals?	Yes
Does the patient's linguistic performance indicate the necessary language skills required to functionally communicate using a SGD?	Yes
Expressive Language Skills: Is the use of an SGD necessary for the patient to be able to adequately express ideas, thoughts, feelings or emergent information?	Yes
Receptive Language Skills: Is the patient able to adequately understand and has the potential to respond in conversation with the assistance of a SGD?	Yes

Daily Communication Needs

Must be able to communicate about:	Personal Needs, Personal Information, Medical Needs, Social Interaction
Where will the device be used:	Home, Community
With whom will the device be used to communicate with:	Family, Friends, Therapists, People in the Community

Trial Information

Describe how alternative natural communication methods such as writing or sign language, are not feasible or inadequate for daily functional communication needs.	John is a toddler, therefore writing is not a realistic expectation at this time. With prompting, he is able to imitate some signs intermittently (e.g. more, all done, milk) but he is not able to use signs independently to communicate in a functional way.

Trial Information

Provide the trial period or for how long this method was used.	Sign language was modeled for a few months during early intervention sessions and during the family's daily routines.
Describe how a non-electronic communication device (such as a communication board) is inadequate to meet the individuals functional communication needs.	John required consistent prompting to attend to adults modeling the use of a communication board for making choices of what he wanted to eat. Hand under hand cueing was utilized to connect pointing with receiving the food that was selected on the picture board. He understood the concept of cause and effect, but he was not motivated to use the communication board.
Provide the trial period or for how long this method was used.	A communication board was modeled for a month during early intervention sessions and during the family's daily routines.
Additional Comments	The low-tech communication board option is inadequate for John's communication needs because it limits his access to robust vocabulary for expanding his language skills.

Recommended Device

Device Model	QuickTalker Freestyle Mini
Duration of device trial (number of trials, length of sessions, total duration in days, settings)	The QuickTalker Freestyle was trialed for one month total. SLP programmed, modeled the functions, and coached John's family for how to use the device during 4, one-hour sessions. SLP provided structured activities for John's family to practice between sessions to maximize exposure to the device.
Describe the type and number of symbols, pictures and/or words used.	During the trial, names of people, nouns, verbs, greeting words, and prepositions were used. At least 3 examples of each type of word were modeled.
What is the extent to which the individual can independently navigate the device?	At the beginning of the trial, John required maximal prompting to engage with the device. He required hand under hand cueing to attend to the device and select icons on the screen. He required consistent repetition of models within various routines to learn cause and effect. By the end of the trial, John required minimal cueing to navigate the home page of the device. He knows to push the word "open" when he wants his family to open a door. With verbal reminders and a pointing cue, he is able to push "more" when he is requesting additional snack. He requires an adult to navigate to the food page and a verbal cue so that he can make a choice of what he wants to eat.

Recommended Device

Provide examples on how the device increased their ability to communicate.	Before implementing the SGD, John's family had to rely on his body cues and his limited vocabulary in order to know what he wanted. He would sometimes get frustrated when he couldn't express himself in a way that his family understood. With an SGD available, he now has an alternative method to express his wants/needs in a more concrete way. He benefits from cues within structured activities to communicate using the device, but he continues to gain independence in using the device every day.

Goals

Goal 1	Language functions
1 - Language functions	John will use total/multi-modal communication to express a variety of functions (e.g. greeting, requesting, rejecting, asking a question, etc.) within daily interactions in 8 out of 10 opportunities across 3 consecutive data collections, with cues fading to independence.
Goal 2	Language functions
2 - Language functions	John will imitate two-word phrases on the SGD following an initial model in 8 out of 10 trials across 3 consecutive data collections, with cues fading to independence.
Goal 3	Other
3 - Other	John will use the SGD to gain the attention of an adult in 8 out of 10 opportunities across 3 consecutive data collections, with cues fading to independence.
Treatment Plan and Training Schedule	John will continue to receive one hour of home-based speech therapy every week, focusing on continued implementation of the SGD. He will also receive one 30-minute session of outpatient speech therapy per week, where the device will also be utilized. John's therapists and family will work together to maximize the functional use of the device across multiple settings.

Speech-Language Pathologist Signature

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The recipient will be the sole user of the QuickTalker Freestyle.

The QuickTalker Freestyle (HCPCS code E2510) is a dedicated and custom configured speech-generating device that is only usable for communication purposes. The software used by AbleNet ensures the device is only usable for communication with the prescribed speech application. The user is unable to unlock the device without the assistance of ableCARE, the AbleNet Product Success Team, and approval from the treating speech language pathologist.

A copy of this evaluation and recommendation has been forwarded to the member's treating provider for review and completion of DME order.

I am not an employee of, nor do I have, a financial relationship with AbleNet Inc., the QuickTalker Freestyle speech device supplier.

Date	06/01/2024
Name	Samantha L. Pathologist
Credentials	CCC-SLP
Signature	*Sample*