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## Tele-AAC with Adults with Developmental Disabilities Recorded January 14th, 2021

Presenter: Rebecca Eisenberg, MS, CCC-SLP

- At this time, it is a pleasure to introduce Rebecca Eisenberg, who's presenting tele-AAC with adults with developmental disabilities. And Becca has been working in a variety of contexts since 2001, including day habilitation programs, public and private schools, clinics, group homes and private homes. She's currently on the tech team at W-I-H-D in Valhalla and... Excuse me, consults with schools on implementing AAC in the classroom in other contexts. She recently became a Board Certified Telepractice Specialist through the IBCCES, and you can read more about her on her website. So with that I will go ahead and turn it over to you, Becca.

- Thank you so much, I'm really excited to be here today. I'm really excited to talk about one of my favorite topics is tele-AAC for adults with developmental disabilities. And I'm just excited to share some of the resources cause it's been a process for me in learning how to do teletherapy. So, I'm just gonna go to the next screen here, okay. And this is just about some of the things that I have, some of the products that I have created and any disclosures also. Okay, so our learning outcomes today... I'm just gonna move this Is listing three types of funding sources that should be available for adults with developmental disabilities for teletherapy. Describing three different ways to model language during teletherapy sessions.

Identifying three age-appropriate non-digital and digital materials to be used during AAC teletherapy with adults with development disabilities. And I'm gonna be giving you even more than that. So you'll have a lot of activities by the end. Okay, so about the course, where I'm gonna explore teletherapy with adults. And when I say adults I also mean, teenagers as well, I use a lot of these materials for high school students and for young adults and older adults. So... And the one-hour course will focus on funding quickest centrals of teletherapy, age-appropriate non-digital materials and free and paid digital materials. Okay. And so this is just a little bit about me which Amy had all ready discussed.

So, you could learn more on my website which is language sharing [mailtime.com](http://mailtime.com). One of the things I'm gonna show you today is I actually created a playlist for teenagers and adults with developmental disabilities to focus on life skills, and so I have two playlists right here. One is for parent coaching, but another one is for the video series. And I could talk a little bit more about that later, but there's a link and it's all free. And I've been working on this for, I guess about the past month or so. Okay. Okay, So I always like to start with this slide because I just strongly believe in that learning after 21 is possible or any age for that matter.

And empowerment is key. I just think that no matter what age you're working with we have to believe in the people we're working with. And I think this is even more important now than ever because we're in a very hard time right now, and a lot of people on very different situations. And when we're doing teletherapy we may not know what's going on within that situation. I mean, a lot of my adults that I work with they hadn't seen their parents in many, many months, there are in group homes. And that could affect all different emotions and things like that. So, I think what we need to do is just empower them and focus on the fact that we can still learn and we gonna get used to teletherapy, we're gonna work through them and have some fun activities.

And I have found that's how therapy has been a wonderful way of delivering service. So, I'm excited to talk about it. Okay, so one of my big things is age appropriate and I really, really strongly believe in using age appropriate materials that we don't wanna use things that are babyish, cause this could also affect our rapport, could also affect I think empowerment because I think everyone wants to feel like they have materials that they could identify with the people in the materials. So that's why by videos and with anything that I use I really try to use people in the videos or the pictures to be older. And this is one of the things that I believe in, I'm pretty passionate about.

But there are exceptions. There are... I have one client where he likes Thomas and Thomas Tank Engine. And so I don't wanna just disregard their interests, so I have found a way of like using Thomas in a more like age appropriate way through different PowerPoint books and through Edpuzzle. So, just to let you know, it's like there's always exceptions, but I always try to like modify in a way that's a little bit more age appropriate. Okay, so what is tele-AAC? So this is over here, a unique cross-disciplinary clinical service delivery that requires expertise in both telepractice and augmentative alternative communication, okay? And I do believe that it's... Delivering tele-AAC is definitely a little bit different because there are some extra requirements that we definitely wanna have because we're not only working with virtually but we have to make sure that we have their communication system available, we have to be able to model language.

So I think that it's... And I'm gonna go through that with you. Okay, so this is another quote over here that I have written from Hall and Boisvert. Hopefully I'm pronouncing a person's name right. The delivery of tele-AAC services must be designed to support the unique clinical exchange between the client and the clinician, as well as support high quality and dynamic audio and visual interactions. This is really important. I mean like anyone, I'm sure everyone here has done teletherapy, but it's even more important I think, to just make sure that your connection's really good, because for as like sharing your screen, making sure that you have multiple ways to model language. And so, I think that's extremely important and I think it's important for all teletherapy.

Oops! Okay. This is also a huge part of successful tele-AAC sessions. I think in my opinion the communication partners are 100% really, really key to successful sessions. So, you need to I think to have a strong communication partner with your client because that communication partner needs to know their communication system and they're also there to help guide to help model and help prompt the client as needed. So, if I'm working with somebody and that communication partner doesn't know that

system it's gonna get a little bit trickier. It doesn't mean that that person can't learn it, but usually when I'm setting up a teletherapy session, I wanna make sure that they have a strong communication partner and also your client feels more supported as well.

So we work together as a team and it doesn't mean I know sometimes with adult settings it's hard to get like one specific person, but if we could train one or two people to know that person's communication system, that is very important. So these are the things also additionally they should know the client well and have a good rapport with the client and their communication. Like I said, be familiar and understand the goals and objectives of the session. They should understand what you're trying to achieve, understand the prompting and modeling that we also wanna over prompt. Somebody like... Because that also could take away from independence. So sometimes I do have to guide communication partners and just say, you know what just give him a couple of minutes, just let them see if they could get it by themselves or pause.

And I do a lot of coaching with communication partners. And also respecting the privacy of the client and their role in teletherapy, because we're going to our next slide over here just about being in a quiet space. But first I just wanna talk about what equipment would you need in your teletherapy sessions? So, I think it's best to be on a desktop computer. I have tried to do this through an iPad, but it's hard because I can't always see the person while I'm sharing my screen and that's difficult. So, I find that my desktop computer is the best. Chromebooks are a little bit more difficult because of the remote control part and they don't give you as many features.

And so not to say that you can't do it, I just think that it's optimal when you have a full like, windows or a Mac desktop computer, or a laptop. Your webcam is obviously essential, they definitely wanna be able to see you when you want it to be clear as well. And if you had a document camera, you could also use that it would be useful, but I

have been able... There's other different hacks out there for document cameras if you don't have one. A strong internet connection is extremely important because any sort of interruption is gonna cause any sort of communication breakdowns. If you can't hear, you're gonna be able to hear the talk very well, and that's also gonna add to any breakdowns.

A private quiet space is important for not only for you which I'm sure everyone knows, but also for your client as well. So you don't wanna have just other people walking around in the background and getting distracted. We want to tell people that the person should be in a quiet space in a private space and not be in a room with lots of other people. The lighting should also be appropriate. And if it's hard to see your client or if it's like a bad connection that also could take away from, I think an effective teletherapy session. And then just private and HIPAA compliant connection. Okay. So, I do have a video in here but I'm not gonna show the video.

You can go to my YouTube channel and you could see it from there, but I'm gonna talk a little bit about the power of modeling and aided language input for tele-AAC. Okay, so this is the video that... Oops, sorry about that. Oops! Okay, sorry about that. Okay, so this video you could see on my YouTube channel it's all about aided language input and about modeling. So we're not gonna watch it right now, but I just put in the slide to show you if you wanna watch it another time. Okay, so how can we model via tele-AAC? So one of the things actually that I didn't include on the other side is an iPad. So, for me when I do tele-AAC I have my desktop computer, I have my good audio, I have my webcam, I have my iPad, I actually have two iPads that I screen share.

And so sharing your screen is just completely necessary as far as modeling. I mean, it's really the best way to show them and I'm gonna have a video to show you how I model. And we can model with our talker as our client is using their device. So, I could

go into my iPad and I could model over here and as I'm talking, but they're not going to see as far as navigation goes as well, if it's not on your screen, but that's another way to model. We could model without expectation. So, there's all different types in those modeling with expectation, without. The annotation, the custom cursor. I'm gonna show you my video and we could slow down or speed up depending on your client's abilities.

So, sometimes if I'm going a little bit too fast I'll notice that they're pausing and they're not getting to the icon that they're trying to get to. So, that might be a good opportunity for them to ask for help. And then I'll go and I'll say, I'll share my screen and then I'll go through it with them a little bit slower to show them where they need to go. Okay, so this is just a video use to just show you a little bit of how I model on my screen. This is TouchChat.

- [Narrator] So this is how I begin--

- Could you hear it now?

- [Narrator] Yes we can, great.

- Okay, great.

- [Narrator] Hey there, how's it going? I could also use my cursor over here, custom cursor, which is free.

- So that's custom cursor and it's an Chrome extension that's free, which is great for modeling.

- [Narrator] How's it going?

- [Narrator] I'm--

- [Narrator] I'm...

- [Narrator] Good?

- [Narrator] Good.

- [Narrator] How's it going for you? How was your day? And I also might encourage my clients to ask me some questions. So that's how I start out my sessions. I'll also do feelings as well, over here.

- Okay. So that's just a little bit of how I use it, but there's several ways that you could share your screen on an iPad, but I have an app that I use that I mirror my iPad. And so I think that is just really makes a difference to being able to model it. And also it's really good for the communication partner because if the communication partner doesn't know the system as well and wants the model, I'll just say look at my screen, I'll show you right here, and then they could fall through and it could help model for that client. Oh, sorry about that it keep popping up. Okay. So now we're gonna talk about some non-digital free resources.

So, one of my favorite things is just a conversation in the beginning. So, sometimes I will print out to structure the conversation or provide some visual supports. I use some visual cards to have a structured conversation. So, I'll print out some cards over here, and I might ask one of my clients, if I have some pictures you wanna talk about. If you wanna talk about shopping or do you wanna... And I'll give them a choice of what they might wanna talk about with my pictures that I have right by my desk. And that's always good because sometimes just to sort of have a conversation might be hard, but



if you have visual supports to go with it then a lot of times if they have a choice then it's also working on staying on topic and it's also keeping it really motivating.

So, another thing you could do is well free resource, okay. So I do have a vocational book and you have my email, so if you would like the book you could feel free to email me and I'll email it to you. So, another thing you could do is maybe listen to music is another great activity that you could do that's free. And you could also work on commenting, and you could work on going to a music page, whatever app you're using and talk about what type of music the person's listening to, you could comment what do you like about it, you could ask them to make it louder or to make it softer or you could talk about the person singing and what do they like.

You could do a describing activity. You could even for someone who's literally, you could break down some of the lyrics and you could talk about that and what that means. Cooking is another really motivating activity. And in sort of like cooking activity, like a recipe on online YouTube, and that's also a great activity as well that's non-digital. Oh, well cooking... Sorry, this is non-digital, I'll get to that. But as far as doing actually just a quick cooking activity where if you have the materials and the other person has the materials, like making a sandwich together, or maybe even making a hot chocolate together or whatever it is you could also do that. Our hygiene related activity is something that could be non-digital as well.

So, just maybe like brushing hair or doing some sort of hygiene activity and you could also, if that's something that they're working on. Okay. Some of the books that I will have in my next slide I use a lot from Attainment Company. I really liked their materials, I feel like they're really age appropriate and they're very motivating for my clients. You could create a topic board or topic cards kind of like I showed you and these don't have to be anything, they could just be photos. You could print out an age appropriate puzzle, could be something that's motivating for a specific client. Photo cards are also,

I know most people have photo cards around. You could give a choice and ask for some pictures and that could be even like a topic starter.

If you have two different pictures and instead of just labeling making a communication activity showing a picture of two different places. "Oh, what's a kind of place that you like to visit." And maybe it's a picture of a park. "Oh, well, let's talk about the park, what do you like to do with the park?" "I like to walk at the park," and that's where you'd be modeling your language. "What do you like to do with the park?" And then they would go on their communication system and they would talk about what they would like to do. Bingo boards is also good, I think that's also as far as non-digital it'd be something you'd have to email to them and maybe that they would have to print out.

Musical instruments is something I know with one of my clients, he likes to play a musical instrument during teletherapy. And so that is another great discussion as far as like kind of what music he's playing, what song and that could lead to a really nice discussions. Role-play as far as any sort of life skills or vocational, pretending to be able to purchase something or pretending that you're in a specific situation what would you say? So that's another non-digital activity. Attainment books, these are the books that I've used a lot where they're possibly falling apart. I've used them so much, but I just use my webcam and I just read them the book right from there, nothing fancy, I just will read them the story and I'll hold the picture up and they'll see it on the webcam.

So Focus on Feelings is a great book, Learning to Work, Living on Your Own Survival Guide. These are also things that you could print out if you... Well, print out... I mean, you could photocopy them or you could just show them the picture from the book and Making Healthy Choices. So, that's another great book out there as well. Okay, this topic board is something that I created that I use all the time. So, if somebody is having problems with... These are made with Boardmaker symbols. I will put up three different

topics and I'll ask them what they would like to talk about. I have a lot of different things up my sleeve, but I might say, okay, do you wanna talk about friends?

You wanna talk about money? Or do you wanna talk about lunch? Okay, so I might hold these up over here. Okay, well, what do you wanna talk about? And then they could use their talker to say, "Money." Oh, okay, you wanna talk about money? And then I have sentence starters over here and say I would give them a choice over here. So over here from money, maybe I'll give them a choice between I buy or I think, okay? and then I choose, okay I'll buy. Oh, I'll buy money... What do you buy with money? So let's talk about that. So this is just another material that I use that I created that I really like. Okay, so let's get to electronic therapy activities.

Okay, so these are things that are free that I think are really, really great, and I use all the time. So, the first one is Cognishine which you can sign up for free, and it's a great website, it's great for all ages, for children, teenagers, and adults. So, I would definitely go on there and sign up. They have videos, they have short videos, they also have tons and tons of photographs, they have lots of different activities on there. They have... I mean, I'm not going to show you the website now, but like you could go on there, they have like puzzles that you create with the pictures, they have memory games and so I use that website a lot.

Boom Cards, which is something that I think everyone is using now. There are, I will check every day for those free decks as far as life skills, and they do have some nice life skills, free Boom Cards. So I well, I'll use that as for about money concepts, about going to the grocery store. There was one great one about self checkout that I downloaded, I think it was maybe a couple of weeks ago, but that was also a free. And one thing I do a lot is I create my own PowerPoints with pictures. So one time I was just out with my son and we were taking a walk and we were walking around town. So I just took some pictures within the community of different community signs and I

emailed them to myself and I put them into a PowerPoint cause a lot of my clients are working on just reading signs in the community and knowing what they mean.

So that was something that I did. You could also just create PowerPoints with copyright-free pictures as well. Edpuzzle is something that I think you have to be part of this school, but this is also an excellent, excellent material also website that you could go on and you could embed questions into it and voiceover and notes. And I use Edpuzzle a lot, it's great for synchronous and asynchronous learning. And there's also some trials out there that you could do that you could have like a 30 day trial that you don't have to pay for, like Clicker Writer has a 30 day trial, everyday speech, I believe has a trial and the YouTube videos I'll talk about, wheel names I really liked that's also free.

And I will just upload some pictures into wheel of names. And I usually like upload pictures of really motivating things for my clients so that when they split and then I share my screen, I give them remote control and they can go ahead and interact with that. Oh, more digital resources, webcams or San Diego Zoo has a great website for webcams because who doesn't like watching animals I think. I have one adult who loves animals and so we'll watch the animals and then I'll go on I talk around model language, she'll go on her talker and I'll ask her, Oh, what is the animal doing all right? How do you think the animal feels? Or what do you think this animal is gonna do next?

So, I think it's really cool and it's really fun. This is a website who's making that sound, it's about listening to animal sounds and they have to kind of figure out what animal it is, it's like from a national park, and so it's pretty tricky actually, but it's fun, and it's fun to be able to sort of think differently a little bit. And Kindle iCloud Reader you could also download for free. That is any Amazon books that you have in your library that you could also read online. Jam board is free and it's fun and you could add your own

images there over here. I use the sticky notes and worked on making sentences for cooking.

So, you could do a lots of different things in this, you could create stories, you could work on sentences, you could work on conversation. So there's lots of different activities that you could do with Jamboard because it's pretty much just an interactive whiteboard and it's very easy to use. So I think that's also a great and with great activity and free. Oh, Cognishine, I already talked about in my previous slide. We've of course talked about creating your own PowerPoints. Okay. So, just to talk about YouTube a little bit, what I use on YouTube because I think commercials could be a really... Obviously watching them before and making sure that they're appropriate, but using them to talk about, have a conversation to work on commenting.

It also brings up some great pastimes, maybe a few show like a McDonald's commercial that could bring up something about, "Oh, you like McDonald's? Oh, when you go to McDonald's? What do you like to order at McDonald's?" Autism Goes is another a YouTube channel that I really like, they have really nice social stories for adults, and there's one about frozen yogurt that is a big hit for lots of my clients and it's really fun cause I'll stop, I'll pause it, we'll talk about it. Cooking videos are a great digital activity to do because it's all about sequencing and it's about something we could do at home, we could cook, so that is also another great digital activity.

And so this is my YouTube, this is my playlist here's a link to it you could go on. And I have I think... I'm not sure how many videos I add them a lot. I think I have like 12 or about 12 right now, but they're all to do with life skills. And so how I use them is that I show them, and I use it for synchronous therapy. So well, we'll start the video, I'll stop and pause it for my readers they could read, for my non-readers, I'm gonna read it for them. And we're gonna be able to talk about the specific topics within these videos. And so I have found that to be really useful as well and these are all free.

This is also, I think another great way of getting resources is joining teletherapy groups online. So, there's AAC for the SLP, there's also transition life vocational skills group that I joined recently, they have a lot of great resources. There's also lots of greats of teletherapy groups out there that have really nice activity as well. Okay, these are some paid digital resources. Just wanna check in on my time over here. Okay. So these are some apps that I have recommended if you had taken my other course about therapy in person, but I'm also able to... Like I said, I'm sharing my screen of my iPad, so I'm still using my apps during teletherapy. So, community Success, Read to Learn those are both attainment company Actions in Video is another app that's very good.

It's about creating sentences and they have these short videos and they're very age appropriate. Social Success is another app out there that is from Attainment. Between the Lines I'm not sure about the company, but that's also a very good app. Everyday Skills is another great video modeling program for teenagers. And I'm definitely feel like it's definitely appropriate for adults as well. Can Plan is a free app that you can download. And a Talking Mats is also a really, really nice app that you could download the light version, and I think for a small fee you can access like more vocabulary on there, but I really liked the Talking Mats app. And that's just like another way to have a really good structure conversation and it is very much, very age appropriate.

So, that is something I use as well. Okay, these are some of the other paid Boom Cards. So, a chalkboard superhero. I had purchased there as I liked Adulting Made Easy is another great resource. She has a lot, a lot of activities, really nice activities. And then sometimes I'll just search digital life skills within teachers pay teachers, and I'll find some really nice activities there that are paid. And then creating your own Boom Cards you can do, but I have found to be time-consuming. So, I buy other people's Boom Cards. Other paid subscriptions that I have used for tele-AAC is Lesson Pix. I love Lesson Pix, you could create your own games, your own visuals, you could

upload your own pictures, you have access to a whole shared library that already has games and tons and tons of visuals, and they have like a really nice YouTube channel as well, as far as support and training.

And the ideas are endless, and they can be very much modified for age appropriate. So, I might do like places, a places game and it could be interactive, I could share my screen, they could spin the wheel and we could play a game. We can do something about the community, we can do something about hygiene. You kind of create your own and it's really whatever your client is specifically working on. And I also think it works really well with the talkers because if you have, let's say a placing you land on grocery store, okay. Tell me something about the grocery store, okay? I like to buy pretzels at the grocery store, okay? So, but the thing is, I think one of those things it talks about is modeling and modeling that with your talker, whether it's you're modeling it just in person right here, or you're modeling on the screen.

So, it's that you have to kind of... That's like that turn-taking I think is really important. Okay, these are other subscriptions as well. One of the things I think I skipped that was on my slide about modeling, I just wanna make sure too... I think that I skipped by accident, but I wanna make sure to talk about if you don't have an iPad and you wanna still be able to model language, I just wanna talk about two other ways that you could model. So you can, let's just say for Saltillo, you could download Chat PC Editor, and that is you could share your screen over there and you could model. There's pass software for a LAMP, for words, for life.

Another thing that I've also told people to do as far as modeling if they don't have an iPad, is that get screenshots of your client's talker and take the screenshots put them onto PowerPoint or Google slides and share your screen that way. That's another way that you could model language. I just wanted to add that because now that I'm going through I think that maybe it accidentally skipped. So, I just wanna make sure that

everyone knows that these are other ways that you could model as well cause not everybody has an iPad. Okay? So one of the things just to get back to the activities is that sometimes we could get so caught up on an activity that we lose sight of the communication goals, right?

So we just wanna keep that in mind. And when before your beginning of session I'm sure everyone knows is that you wanna make sure to have everything set up so there's not a lot of wait time. Okay, I'm gonna quickly talk about these case studies for about five, 10 minutes, and then we are going to open it up for questions because I see we have 191 people here, so I'm sure there's lots of questions I wanna be able to answer as many as I could. Okay, so case study one. You set up an appointment with a group home with a time that works for everyone. You begin a session, your client gets up and walks away. He refuses to participate and begins to exhibit negative behaviors.

What do you do? Okay? So, this is something that I don't think there's like one real right answer to this, but if your client does not want to participate in any teletherapy sessions at all and they're really refusing, I wouldn't push it, I really feel like it's their decision to engage into teletherapy session. However, I wouldn't just say for one session or forget it, let's not do it anymore, I would follow up with the home and just talk about, okay, maybe with the parents, what is making their behavior? Why don't they want to engage? Let them use their talker and tell me what's going on. But I do respect my client's opinion about something, if they don't want to participate and you've tried and they don't wanna participate, I'm not gonna push somebody to do the terrible teletherapy session if that's not something they wanna do.

Okay, case study number two. You begin your session with your client and their familiar communication partner. During the session your client's communication partner is not participating and keep leaving the session. Your client becomes distracted. What should you do? Okay? So this is something that there's also a real life situation. Your



client's sitting there, you're trying to engage with them, their communication partner laughed. I don't know if anyone's ever been the situation, I have. So, what I have done is that if the communication partner does come back before the end of the session is just letting them know that I need them to stay and to attend to the client to be able to model language. It's really important their participation is essential in the session.

And that I will talk to them if I don't have the opportunity to talk to them right then I will follow up afterwards and make sure that we have a discussion about it, because it's not productive for anyone if we're all not focused on what we need to do. Case study number three. Your client has a job at a local pharmacy with inventory. He also uses a device, he is proficient in using, but needs help with advocacy and initiating questions regarding tasks that are confusing to him. What are some activities that would be appropriate? So, what I would do for this client I would do some role play, I would do some interactive digital activities to work on within that vocational, that job.

Another thing I might do with some video modeling as well. And I'm sure that if I leave it open to questions right now a lot of other people will have some feedback as well. And I think what I'm gonna do is I think... Just the one thing that I also didn't discuss before is just a little more in depth about scheduling your teletherapy sessions. So, if the person is in a group home, you'd be scheduling with I would think the house manager, okay? And with the house manager you'd also wanna talk about the communication partner who is the best communication partner to be working with that client. I have adults who I also work with. I work with the parents, so the parents are.

.. I'm scheduling with the parents. I have had cases where I have the group home in one box, I have the parents in another box and then I'm in third box. And we'll all working together, but I think what really is key is that everyone's on the same page and everyone has a priority to make this session is most effective as possible. So, I think that is the most important thing. So, I really think also just having access to their

communication system is really, really key. So, if you don't have access to their communication system it's gonna be really hard to be able to model language. So, like I said, either, you gonna be you have it on your iPad, on if that's what it's on or if you have it through another software on your computer or if you have screenshots, you could also model that way.

So, I think that's definitely key. So, I think what I'm gonna do is because we're probably gonna have a lot of questions is that I'm gonna leave it open to questions right now cause I think that whoever has a asks a question will be probably something that somebody else has a question about, if that's okay.

- [Narrator] Sure, and we do have plenty of times. So, like Becca said, please feel free to type in any questions that you may have for her and we'll be happy to address those. The first question is how do you share your TouchChat screen or how do you set this up on your screen?

- Okay, so in order for you to be able to have that on your screen, you would have to have like the actual app downloaded onto your iPad. And then as far as sharing your screen, I have an app called it's... Let me just... I have an app... But there's other ways of doing it. You could also share your screen, you could share your iPad through Zoom. The one that I have is called Smart Mirror and I use that app to share my screen. So yeah. But you would have to have the actual apps downloaded onto your iPad. So that's the other thing too, is that not everybody would have that ability to have all the apps and everything like that.

That's why I had suggested using other ways of doing it, the screenshots, if you have chat PC editor as well, or the pass software if you have LAMP or okay. But I saw another question as well about the custom cursor. So custom cursor it's just a Chrome

extension and you just go in there and you just search custom cursor and it's free and you could add it to your computer. So, that is that's definitely easy.

- [Narrator] And then can I ask a follow-up question to the custom cursor? What type of features does that offer to you that is the kind of goes above and beyond what you would expect from just a normal cursor. What are you able to do with that?

- Right, okay. So, that's a really good question. So what I like about it is if I'm on Google Meet and not Zoom, then I can annotate. So, I'll use custom cursor to model. So that's what I'll do. I could also go and I could I either upload my own cursor or I could choose the cursor that I want, like what color I want. You could even choose other like different icons as well. So, I think that that's another that's... I don't know. I like it as far as modeling, because I think my client who I'm working with they could see it on my screen really well.

- [Narrator] Okay, great. And then Molly is asking... And Molly, I'm not quite sure what you're referencing to since this was asked early on, but she was asking what app do you use? And I have a feeling that might have something to do maybe with the TouchChat screen, but that is isn't the So, Molly if you wanna follow up and just let us know what you were referring to that would be helpful. Thanks. All right, so then the next question is on the slide that talks about modeling for tele-AAC, you indicated we can model without expectation. Can you explain what you mean by without expectation?

- I think that's an excellent question. So, modeling without expectation is like aided language stimulation. So, I'm just gonna demonstrate right now. So, when I was actually showing on that video and I was saying, hi, how's it going? That's modeling without expectation. All I'm doing is I'm modeling and I'm showing them as I'm talking. So, if I'm starting my session I may say... Oh, the sound is off.

- [Narrator] How's it going?

- How's oh... But how's it going is something that, right? So I'm modeling and I'm...

- [Narrator] I'm good.

- I'm good.

- [Narrator] I'm good.

- Okay? And let's see what we're gonna... You know what? I may talk about, you know what? The weather...

- [Narrator] The weather is...

- Is so--

- [Narrator] Warm.

- So warm outside today.

- [Narrator] The weather is warm.

- And so, I'm not asking them to respond to me, I'm just using my AAC just to be able to talk and to model without expectation. Because the thing is if we're always modeling for expectation, we're also putting so much demand on people that I think that could also get stressful for people where if you're going on to a teletherapy session and there's so much demand all the time. So, modeling without expectation is just that I'm

just showing them I'm just modeling and I'm not expecting them to always respond. So, when modeling with expectation is to say, okay, what do you wanna do next? Do you wanna--

- [Narrator] Watch.

- Watch a video? Or do you want to--

- [Narrator] Read.

- Read a book? Okay? So there I'm expecting them to respond to me. But modeling without expectation, is just when I'm modeling and there's no expectations. And that's the thing is that we need to model, model, model as much as we can because modeling is the way that AAC users learn how to communicate. So, we don't always have to get them to respond all the time. And modeling with expectation is also just like I think a really nice way to communicate because it's showing that you're also using your talker as well. Though we don't always talk to get a response, right? We don't always... Every time I speak to somebody, it's not that I'm asking for a response all the time, I may just be talking.

And so it's the same thing with modeling. But I do have a video on that as well about prompts. But if you wanna email me, I could email it to you.

- [Narrator] Okay, great, thanks. That helps, that's a great explanation. Okay, the next question is I have a number of caregivers and clients, either doing AAC trials or just starting with the system. I need resources for caregiver trainings on basics. Do you have any suggestions or recommendations?

- Yeah, I mean, my biggest suggestion is because I do so much AAC training with parents and staff is that I created a whole YouTube playlist, that's called AAC parent coaching. And it actually has all the videos about the kind of like those key concepts about AAC, about learning about core vocabulary, learning about descriptive teaching, which is very important. Learning about the barriers and AAC implementation. It also just depends on the context of if you're training parents of a teenager, versus if you're training parents of an adult who may live in a group home, or maybe is in a day program. So, I think it just depends on how you want to personalize it and also what system they have, because if they're not using a system that uses core vocabulary, then obviously you wouldn't be showing them that video.

But there's definitely specific, there's one about daily living. Another thing as far as recommendations about caregivers is that I think that the websites, let's say like Saltillo, or like Dynavox they have tons of resources there. And also depends if you have an insurance device that has devices through school. Because I know if you have an insurance device, you also get training through the company as part of receiving the device. So that could be another option as well, is that you could also use that vendor, and they could also help train the parents as well. But as far as like AAC implementation goes I would just suggest that because that's what I use all the time, because I do a lot of training and that's why I created that playlist.

But there's tons of other resources out there. And if it also anyone has anyone follow up questions you can always email me as well, if you want a real list or more extensive list.

- [Narrator] Okay, great, thanks. You touched on this briefly just for a moment, but there's another question asking if you can talk a bit about funding sources for teletherapy for clients over 21?

- Okay, so when we talk about funding sources as far as like... Okay, I'm just gonna put... I'm so used to holding my talk. So, funding sources is usually you're using Medicaid, and we're talking about funding sources for therapy. So, Medicaid and Medicare is sometimes available, private insurance is also another option depending on if they have their parent's private insurance. I guess private pay is also an option as well. But I would say that those are the most commonly used funding sources. So, Medicaid, Medicare, and private insurance. Hopefully that answers your question? But--

- [Narrator] Yeah. Sure, thank you. If you have an older teenager who has limited attention and communicate of intent, and his communication partner in home has a challenging time with falling prompts to entice the teen. Do you have a certain way to explain what is happening to the communication partner or do you have handouts resources aside from the YouTube playlist?

- Okay. I think you have to think of different activities that would... One of the things I would start with is the time. I would start with just a small amount of time and do something fun and motivating with your client in the beginning. And then what I would do is I'll build it up over time. So, I work with two women who are sisters and they both have really limited attention span. So what we had started with is just coming on and just saying hi to me, just for a couple of minutes, cause they really, really didn't wanna engage in teletherapy, okay? And then over time what we did is that we increased the time. So, five minutes, 10 minutes, 15 minutes and then now they're able to engage in teletherapy.

So, I think what you have to do is I think you have to really start with very motivating activities and short periods of time, and then to build it up over time. As far as the communication partner goes, I mean, I just think that everyone needs to be invested in making sure that person is available, or maybe even using some sort of motivation

after their session. That I know with one of my clients is that she loves to sit in the car. So, she likes to go for a ride. So one of their things is that if you coming you sit down and you do some of your work with Rebecca, then you're gonna be able to go for a ride after.

So I think that there's other things that you could do to motivate somebody, to get them to sit and be able to engage with you. But I really think that it's something that has to build up over time. You can't start with a teletherapy session with like a full half an hour. I would start with just a couple of minutes and then over time and over time builds it out. But I also think that it just shows as far as communication issues going on with your talk or them being able to talk about their feelings them be able to talk about that's a good opportunity for modeling, like I'm frustrated or I want to go or I want to stop.

So, that is also a good opportunity for you to model some language about how they may be feeling at that moment that they wanna go, they wanna be finished. So, I think that we could take some of those opportunities and we can make the best of it in that situation, and then we can optimize on it.

- [Narrator] Great, those are some really good ideas. Okay, so this is a clarification question. So to reiterate, if your client doesn't want to participate in therapy for as a case study, what would you do? I wasn't completely clear on your answer.

- Right, and I think that's really hard because I think it's one of those things that I know it's a question. I think it's more just about respecting the actual respecting your client cause they are adults. So, the thing is that we're not going to... I'm talking about the difference between let's say a teenager who has a mandate, okay? And let's say an adult who maybe he's not a mandate it's something that they're coming through a Medicaid. It's also different in that situation because if you're fulfilling a mandate, that's



one thing, right? But I'm just talking about the empowerment of somebody to be able to make choices. Okay? So if an adult really does not want to engage in teletherapy, I think that they should have the ability to make that choice and to have some choices, and to feel like they have some control over things.

So, I think it really comes down to respecting the opinion of our client and how they feel about it. So, I even did this today, I had a session with an older teenager who didn't... He wanted to work with me in a specific place. I mean, I would prefer to work in a different place, but I gave him the choice and that's what he chose. And so I'm like, okay, well then that's, your choice, that's what we're gonna do. And so that's what it is about the fact that they want you respecting their choices. And I think that's something I'm pretty passionate about.

- [Narrator] Great, very good to keep in mind for sure. All right, moving on. Here's a good question. This person is asking for any recommendations for clients who may have vision deficits or low vision.

- Okay, so that's also a really good question. I think it also depends on there's so many different factors with it, because I don't know what their vision would be like as far as... Like what their computer screen looks like. So if you have someone like a vision deficit and they're Zooming on an iPhone that's gonna be an issue, right? But if there's Zooming on like a large computer maybe that would be something that would be better for them. So it really just depends on the accessibility also of their computer, and how they're seeing the Zoom session as well. So, if you're going to be sharing your screen you just wanna make sure on their end that they're able to visually attend to it.

Another thing is just making sure that you have your audio to help support them. And I think in that situation, it's extremely important to have that strong communication partner to make sure that they're checking in that they're able to see what you're

sharing, and that there's no issue there. So, I think that is a very, I think it's a great question, but there's so many other factors that go into it because we're doing tele-AAC as far as on the other end kind of what their computer set up looks like. So, and definitely for a person with a visual impairment, I mean, we definitely need to have a very quiet space and very good audio. So.

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- [Narrator] How much time do you think you spend initially with your clients just getting set up, asking questions to make sure that the set the setup on their end is not compatible, but is working and will be a good setup for them. Do you spend a lot of time just asking different questions? Is there a way for them to show you what their setup looks like, that type of thing?

- Yeah, I know a lot of people kind of asked me that. I mean, I don't really spend a lot of time, usually I just set it up and that's really where the communication partner comes in. That's working with them to make sure that they're seeing everything, and that they're technologically able to make any changes that they need. Like I have one client that likes to constantly make me bigger and smaller. So we wanna make sure that that communication partner is there to help guide. So, I just... You know what? I mean, once I get into a rhythm with somebody, they know how I'm sharing my screen and I don't really have an issue with it, because before we even start up the teletherapy session I'll tell them to make sure that they have.

.. That if it's possible to be on a computer to make sure that their audio is set up, to make sure that we have everything. Maybe like the first one or two sessions, it takes a couple of minutes for them to just kind of work through any issues with any sort of technological issue, but then after that, it's pretty smooth sailing. After my second or third session, I don't even really check, I just share my screen we go ahead. And unless

there's an issue they'll let me know, but I don't spend a lot of time on it. I just wanna make sure in the beginning that it's set up.

- [Narrator] Got it, okay. Next question. We have just a couple more and I know we're at the top of the hour. So if anybody does need to log off, certainly feel free to do so at this time. If you're able to stick around for just one or two more questions, I think we can address everything. The next one is have you found a way to share a computer screen while projecting or sharing the iPad screen at the same time, like a split screen share type of thing?

- Right, so you could reduce the size of one window and then also have your computer screen as well. I don't do that very often. What I do is I have different tabs set up. So I have like my tabs set up with my iPad and then I have my other tabs set up with my activities. So I'll be doing an activity, and then if I wanna model I will go back to my other tab and I'll model from there. That's usually how I do it. Other people do it differently, other people you could have the computer screen up and you could resize your other window, so that you could be sharing both windows at the same time, like if you're reading a story.

So, that's fine. Everyone has like a different way. That's how I feel comfortable doing it, but that's not saying that it has to be that way.

- [Narrator] All right. And we will take just one more question. There is one comment from a participant saying that there are vouchers to get the AAC apps free as an SLP, and that's how she has been getting all of hers. So, keep that in mind.

- Exactly, that's a really good point.

- [Narrator] Yeah. And then just to clarify if a client has Medicaid and lives in a group home, where can they have their teletherapy sessions?

- Okay, so that's it's in one of my slides as well, but there should be a room that's private that they should be able to use. So, with my adults maybe they're using the office and a lot of times they'll put a virtual background on so that nobody could see anything behind them. That's that's one option, but there should be a private room they should be able to use for a short period of time. I mean, your sessions, what are about... I think for Medicaid, the minimum new work is that it's 21 minutes. Usually mine are about a half an hour. So we're talking about a half an hour session, cause we don't wanna do it in a commonplace cause we want it to be private.

So in a group home, there should be a room that you should be able to have a private therapy session.

- [Narrator] Wonderful. All right, let's go ahead and wrap it up there for today. Rebecca, thank you so much for joining us and answering a lot of these fantastic questions and sharing your expertise as well. All the resources that you provided today are really wonderful to have. So thank you so much for that. And with that, we'll go ahead and wrap it up there. Thanks to all of our participants for joining us, we appreciate your time and look forward to seeing everyone again soon. Take care everyone.

- Thank you.