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## Speaker Disclosures/Session Disclosure

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### Financial Relationships

- David Chapple and David McNaughton  
RERC on AAC

The contents of this presentation were developed under grants from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) grant #90RE5017, #90RE5014) to the Rehabilitation Engineering Research Center on Augmentative and Alternative Communication (RERC on AAC). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this site do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.

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## Learning Objectives

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- Identify 4 key activities to support improved communication between people who rely on AAC and healthcare professionals during medical appointments
- Describe 3 examples of the positive impact of the 4 key activities for people who require AAC
- Describe 3 steps that people who rely on AAC, significant others, and AAC professionals can take to prepare for interactions with healthcare professionals

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## Session Evaluation and CEUs

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- Virtual Presentation Survey**
  - Your feedback is very important to us. Please be sure to complete the survey after the presentation. You will be automatically redirected to the survey at end of the presentation. Upon completion of the survey, your certificate of completion will be posted to your learner profile.
- CEUs**
  - ATIA 2021: AT Connected education presentations are ACVREP, AOTA, ASHA, CRC and IACET CE approved. Please note that sessions are reviewed for specialty CEU eligibility, but not all sessions are approved for specialty CEUs.
  - You will receive a CEU Certificate after submitting an Assessment. The certificate will be posted to your learner profile. You may submit more than one Assessment for different CEUs for the same education session e.g. ASHA and IACET.

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### David Chapple

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- Vice-President of Accessible Housing (Austin, Texas)
- Employee of Knowbility
- RERC on AAC
- Accent 1400

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### Communication Breakdowns

- Pain and suffering
- Financial cost
  - \$ 6.8 Billion per year



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### Interacting with Healthcare Professionals

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- Almost 20% of admissions result in harm
  - Over 60% were preventable
- Patients with communication challenges are 3x more likely to experience an adverse event



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- The ability to express one's wants and needs, to engage with friends, family, and caregivers, and to participate in decision-making processes is a basic human right that is most important during times of a medical crisis.
- Hurtig et al , 2019

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Joint Commission's Hospital Accreditation Standards (2010)

- all patients must have access to their preferred mode of communication and that hospitals must address any communication barriers.
- hospitals must find ways to enable their patients to summon a nurse or another care provider and to effectively communicate with the provider they summoned.

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PACT (Bruns, Baylor, & Yorkston, 2016) ATiA 2021

Prepare for the visit
Ask questions
Create a plan
Take away material

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**P**repare for the visit ATiA 2021

Be ready to

- Discuss the key goals
- Use your AAC system
  - Inform your healthcare provider how you want to communicate.
  - Summarize concerns and
  - Ask questions

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**Kate Chapple**

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- Austin, Texas
- Austin Independent School District
- Natural speech, Accent 1400 with Unity 144

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## Tracy Rackensperger, Ph.D.

- Athens, Georgia
- University of Georgia
  - *Institute on Human Development and Disability*
- Natural speech
- iPad with Proloquo2go
- Google Pixel Slate
- ECO with Unity.



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## Communication Passports

UNIVERSITY OF NEBRASKA MEDICAL CENTER®  
MUNROE-MEYER INSTITUTE

My Health Passport™  
www.munroemeyer.org

### INTRODUCTION

This is a My Health Passport™ Translation Guide at the Munroe-Meyer Institute. This site will help you think about the information that you might need to share with anyone who provides care for your child. It is designed to help you create a My Health Passport™ document that contains this information. The information you provide will be for you to use only when you are in a medical setting. It is not intended to be a permanent record of your child's care or to be used at home. If you have any concerns about your child's care, please speak with your healthcare provider.

When you have entered the information, you will have the opportunity to download or print the My Health Passport™ for you to take to providers.

### My Health Passport™

Primary Name	Alt Name	Medical Name
First Name	Last Name	Middle Name
Gender	Date of Birth	Medical Record #
Sex	Month	Year
Age	Day	Page 1 of 2

Medical Record #  
Leave a blank if you do not have one.  
Print or type all contact information.

### CONTACTS

Primary Contact	Alt Contact	Medical Contact
First Name	Last Name	Medical Record #
First Name	Last Name	Medical Record #
First Name	Last Name	Medical Record #
First Name	Last Name	Medical Record #

Source: Mayo Institute Health Care Translation Clin. - My Health Passport™ v2.0

Widgit Health

Bedside Messages

Bedside

Messages

Bedside

Josh Ford

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- Cleveland, Ohio
- Cuyahoga Community College
- Dynavox



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David Chapple

*For the most part, the hospital staff treated me with respect and dignity.*

*Everybody that was involved with me wanted to make me as comfortable as possible.*

*The majority of people realized right away that I was an intelligent adult.*



*They were comfortable while talking to me and tending to my needs because I was able to give them instructions.*

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## Create a plan

How and when will patient

- State concerns
- Ask questions
- Identify follow-up steps, after the visit completed

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Rosemary Musachio

ATIA 2021

- Web Accessibility Specialist
- Chief Accessibility Officer
  - Ruh Global Impact
- Word Board
- Eyegaze system



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## Kevin Williams

- Kent State University
- Chief Technology Officer of United States Society for Augmentative and Alternative Communication
- Accent 1000



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## Create a plan

- How and when will patient
- State concerns
- Ask questions
- Identify follow-up steps, after the visit completed

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## Anthony Arnold

- Arizona
- Remote Trouble Shooter
  - Prentke-Romich Company
- Training and Dissemination Team
  - RERC on AAC
- Accent 1400



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## Chris Klein

- Hope, Michigan
- Training and Dissemination Team
  - RERC on AAC
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## Take away material

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Format that is appropriate for

- Patient
- Communication partners
- Clear instructions

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Prepare for the visit

Ask questions

Create a plan

Take away material

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Children	Adults
Parents coordinate care	Individuals are responsible for managing their own health care, including identifying service providers and advocating for needed services
Children's rehabilitation facilities often provide "one-stop" coordinated services	Individuals may need to interact with and coordinate information between <ul style="list-style-type: none"> <li>• general practitioners,</li> <li>• medical specialists and</li> <li>• habilitation / rehabilitation specialists</li> </ul>
Government guarantees of health and rehabilitation services	Individuals need to be able to <b>advocate for adult services</b>

(McNaughton, Balandin, Kennedy, & Sandmel, 2010)

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### Needed skills

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1. Introduce oneself and one's communication system;
2. Use appropriate vocabulary and language to communicate concerns and needs;
3. Use appropriate communication strategies to ensure that previous health care and current health concerns are understood by the health professional.



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**Self-Determination**

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- How AAC equipment should be set up and why it is important
  - Ask for AAC device
  - Make sure it is charged
- Develop access to a wide range of vocabulary
  - literacy skills
- Use appropriate communication strategies to ensure that care needs are understood by care providers
  - Develop "care plans"

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**David Chapple**

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- Accent 1400

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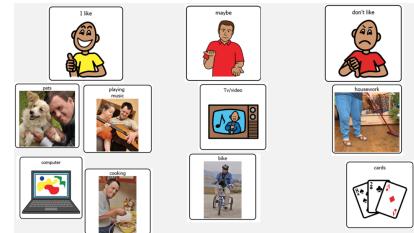
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## Interactions with Healthcare Professionals: Experiences of People who use AAC

- Younger individuals
- Individuals with more significant cognitive support needs
- Individuals with a wider variety of disabilities

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## Supported Decision-Making



I am autistic. Please do not assume that I do not have mental capacity. The Human Rights Act means that staff in the NHS must respect and protect my human rights when making decisions about my care even in the time of Covid-19. All decisions must be made in line with the Mental Capacity Act. The Mental Capacity Act has five key principles:

1. Every adult has the right to make his or her own decisions and otherwise must be assumed to have capacity to do so unless it is proved otherwise.
2. People must be supported as much as possible to make a decision before anyone concludes that they cannot make their own decision. If capacity is established it is still important to involve the person as far as possible in making decisions.
3. People have the right to make what others regard as an unwise or eccentric decision. Everyone has their own values, beliefs and preferences which may be different to other people. They should not be treated as lacking capacity for that reason.
4. Anything done for, or on behalf of, a person who lacks capacity must be done in their best interests.
5. Anything done for, or on behalf of, people without capacity should be the least restrictive of their basic rights and freedoms.

Information on the Mental Capacity Act is available from [www.publicguardians.gov.uk](http://www.publicguardians.gov.uk)

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## Experiences from Doctors

Dr. W  
Austin, Texas

- **FAMILIARIZE** "By patients providing a brief narrative prior to the appointment, I become familiar with the patient prior to the appointment."

Dr. Joe Urquidez  
Austin, Texas

- **ENGAGE** "I attempt to interact with the patient themselves as well as the family and/or caregiver in every situation."

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Familiarize Themselves with Patient Communication Strategies

R Reduce Speaking Rate

A Assist with Communication

M Mix Communication Methods

E Engage the Patient

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## Additional resources

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- Speaking with Professionals Alternatively
  - <https://speakingwithprofessionalsalternatively.wordpress.com>
- PACT (Burns, Bayor, & Yorkston, 2016)
  - <https://leader.pubs.asha.org/doi/10.1044/leader.FTR3.21032016.52>
- FRAME (Yorkston, Baylor, & Burns, 2016)
  - <https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.21032016.46>
- AAC Learning Center Moodle
  - <https://aac-learning-center.psu.edu/moodle/>
- Communication Passports
  - <https://www.communicationpassports.org.uk/Home/>
  - <https://www.autism.org.uk/advice-and-guidance/topics/physical-health/my-health-passport>
- RERC on AAC
  - <https://rerc-aac.psu.edu/>

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## Patient-Provider Communication

<https://www.patientprovidercommunication.org/>

Patient-Provider Communication

Join the PFC Forum call! connect - network - learn - share

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- Employee of Knowbility
- Accent 1400



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## ATiA 2021

### Interactions with Healthcare Professionals: Experiences of People who use AAC

David Chapple, David McNaughton, Becca Stroschein  
RERC on AAC, Penn State University

RERC on AAC

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