

**tobii**dynavox

# SABIP Trial Guide

# Set Up

## Introduction

- This guide is organized by communication tool.
- Remember your client does not need to go through every System Level to be successful and everyone begins at System Level 1.
- In addition, if you find a communication tool is not working well for your client you can always remove it from the Toolbar.
- For information and help in writing goals see They Stroke and Brain Injury Communication Goals Grid. This can assist in developing a comprehensive plan for enhancing your client's communication independence.

<https://www.mydynavox.com/Content/resources/pdf/AACGoalWriting/GoalsGrids/stroke-bi-gg-print.pdf>

## Set Up

- If you haven't already filled out the Stroke and Brain Injury Persona Interest Inventory consider filling it out before setting up the device to help you select Topics (<http://www.mydynavox.com/Content/resources/pdf/EvaluationTools/IdentifyingNeedsAndInterests/stroke-brain-injury-persona-interest-inventory.pdf>)
- Go through the Set-Up Wizard to set up your client's device
- Select up to five Topics to start with. You can always add more later.
- Watch the "Tour" and "Orientation" videos in the Set-Up Wizard with the client and family

## Quick Training Ideas

- Give at least one "communication task" appropriate for the client's abilities every day or week.

Examples:

- Greeting people
- Requesting snack items
- Introducing self
- Rating the lesson as hard or easy
- Rating lunch
- Answer a yes/no question during class
- Request people to come here
- Draw attention to something
- Be polite (e.g. thank you, please, you're welcome)
- Ask a question

- Model the "communication task" you assigned. This is called Partner Augmented Input (a.k.a. Aided Language Stimulation). To learn more about Partner Augmented Input explore the following instructions and frequently asked questions from our Implementation Toolkit.

<http://www.dynavoxtech.com/implementation-toolkit/details.aspx?id=179>

<http://www.dynavoxtech.com/implementation-toolkit/details.aspx?id=177>

## Follow-up

- Review and answer funding questions as appropriate (see questions 1, 2, 8)

Setup

FAQ's

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# SABIP Trial Guide FAQ's

## 1. Does my client need to master the Stroke and Brain Injury Persona page set during the trial period?

It is important to remember that the purpose of a trial period is to determine your client's potential to use the Compass Software, not master it. You and your client will want to become familiar with what is available on the device and how it can work for him/her. During the trial period, there may be tools that remain difficult but this is not a problem. Potential to use the device is what is important.

## 2. What are the System Levels?

Communication tools are added in a very systematic way to help your client gradually begin to use them. Everyone starts on Level 1. Your client may go all the way up to Level 5 or he/she may stay at any System Level from 1 to 4 based on the level that he/she is most comfortable with and where he/she is most successful. The important thing to remember is that your client is not required to make it to System Level 5. The System Levels are simply a structured way to add communication tools to the device.

<https://www.mydynavox.com/Content/resources/pdf/UnderstandingCompass/CommunicationToolsByPageset/sbi-tools-system-levels.pdf>

## 3. How long will it take me to complete the activities on a single System Level?

The guide for each lesson may take one session or multiple sessions. It will really depend on your client's abilities.

## 4. How do I know what System Level to stop at?

Remaining at a System Level is up to your clinical judgment and your client's needs. Questions to ask yourself include:

- Does your client have access to needed tools?
- Is your client showing success at the level?
- Could your client handle more tools (even if they need a little bit of help)?

Remember, you can always move up to the next System Level or back to a previous System Level. The great thing is that all the customizations you've made remain so personalizing messages at one System Level carry throughout all the System Levels.

## 5. Should I customize the Topics and Messages?

One of the keys to making this page set functional for your client is to personalize it when you can. Select Topics that are important to your client. Change messages to reflect his/her personality. For example, your client might not say "How are you?" but instead "What's up?". Your client may have a funny saying or story they like telling people. Add it to the messages in the appropriate Topic.

## 6. Should the family and/or caregiver be involved?

Another important aspect of making the trial period successful is to involve family members and/or caregivers as much as possible. Having them in your sessions will allow them to practice using the software with the client as well as getting familiar with the communication tools and how to support the client.

## 7. How will this help the funding process?

Funding sources will want to know answers to the questions listed on the last page of this document. If you follow our guide you should be able to answer these at the end of the trial period. If you are going to be writing a full evaluation, see the evaluation templates at <https://www.mydynavox.com/SLPApp/Resources/Evaluation>. For more specific questions or help with funding please contact our funding department at [funding@dynavoxtech.com](mailto:funding@dynavoxtech.com) or 1 (800) 344-1778.

Setup

FAQ's

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# Communication Tools

The following communication tools are available in each System Level. Check off the ones that you want to focus on during the trial. Select a few or all of them based on your client's specific communication skills and needs.

- Topics
- Rating Scales
- Whiteboard
- Scripts
- Topics with Hot Spots
- QuickFires
- Topic Words and Word Lists
- Keyboard

Not familiar with the Communication Tools? Watch the overview video for your client's System Level for a short introduction. Go to <https://www.mydynavox.com/Resources/Videos>

Select "Stroke and Brain Injury" scroll down to the System Levels videos. Select the Level you are currently working on for an overview of the communication tools available. You can also view them right in your software. Just swipe the NavBar to the end and open the Levels Menu. There you will find an overview video of your client's current Level and videos about each tool under "More Level # Videos".

Setup

FAQ's

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# Topics (Levels 1 and 2)

## Prepare (with or without your client)

- Watch "AboutTopics" and videos about editing Topics.
- Explore your Topics
- Personalize Topics for your client
- Review examples of short term goals, if desired

Videos are available in your Levels Menu (under "More Level Videos") or on <https://www.mydynavox.com/Resources/Videos>

- Click on "Stroke & Brain Injury"
- Scroll down to "About Tools" and "Editing" to watch the videos

## With your Client

- Practice turning the device on
- Have the client explore their Topic Messages
- Review each message and practice locating it
- Communicate messages in functional tasks such as role playing or discussions. For example, if Baseball is a topic of interest have a discussion with your client about a recent baseball game or favorite team. Model use of the topic messages by selecting them as you speak.
- Have the client's family member or caregiver engage in a conversation with the client about one of their Topics
- If using more than one communication tool, have the client navigate between tools
- Practice turning the device off

### Short Term Goals

- Client will respond to communication using any communication tool beneficial to him/her (e.g. Topic Picture, Topic Messages) with min/mod/max cues at % acc
- Client will express basic medical need or feeling using any Communication Tool beneficial to him/her (e.g. Topic Picture, Topic Messages) with min/mod/max cues at % acc
- Navigates to logical page/ message/ vocabulary during familiar topic or context

**Therapist:** Says: "Let's talk about the football", "What did you think of the game?"

- Draw attention to the visual scene

**Client:** Selects: "This is a good game"

**Therapist:** Says: "I think you are right"

- Points towards visual scene and says "Who was the worst?"

**Client:** Points to the referee in the visual scene and laughs

**Family Member/Caregiver:** Says: "Let's talk about the weather", Says and selects message on screen: "I get the weather from the local TV station"

Says: "What is it going to be like today?"

- May draw attention to screen for choices

**Client:** Selects: Sun in visual scene,  
Selects: "I like their forecast"

**Family Member/Caregiver:** Says: "agree", Selects the map and says "Some places are really getting hit with some bad weather"

**Client:** Selects: "It looks like another bad weather report"

## Follow-up

- Include another communication tool in your training
- Review and answer funding questions as appropriate (see questions 3, 7, 9, 10, 11, 12, 15)

Note: If client doesn't respond, provide cues. Start with the least supportive cue and move towards a more directive cue. For example, you may start with gesturing towards the screen to indicate the person is supposed to select something. Next, you may point to what they are supposed to select and then ask them to point to it. Finally, you may guide their hand to the correct button. Keep track of what cues you use.

Setup

FAQ's

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# Rating Scale

## Prepare (with or without your client)

- Watch “About Rating Scales” and “Editing Rating Scales”
- Go into the Levels Menu and select the appropriate Rating Scale for your client. You can always change it at any time.
- Review examples of short term goals, if desired

Videos are available in your Levels Menu (under “More Level Videos”) or on <https://www.mydynavox.com/Resources/Videos>

- Click on “Stroke & Brain Injury”
- Scroll down to “About Tools” and “Editing” to watch the videos

### Short Term Goals

- Client will respond to communication using Rating Scale with min/mod/max cues at % acc
- Client will express basic medical need or feeling using any Rating Scale with min/mod/max cues at % acc
- Navigates to logical page / message / vocabulary during familiar topic or context

## With your Client

- Practice turning the device on
- Have the client navigate to Rating Scale from the Toolbar
- Review the location of the numbers or symbols.
- Engage your client in discussions and have them use the Rating Scale to provide his/her opinion. You can also use the rating scale to when speaking to provide a model.
- If using more than one communication tool, have the client navigate between tools
- Practice turning the device off

**Therapist:** Says: “We are going to talk about the weather. What do you think about the temperature today?”

Says: *Too hot (points to 5) or too cold (points to 1)*

**Client:** Points to choice “1”

**Therapist:** Says: “I think it is too hot!” Points to 5  
Says: “What if it was over 100 degrees outside. What would you think?”

Says: “Would that be great (points to 5) or bad (points to 1)?”

**Client:** Points to 5

## Follow-up

- Include another communication tool in your training
- Review and answer funding questions as appropriate (see questions 5, 6, 12, 14)

Tip: Instruct the client and family member/caregiver to use the Pain Scale when they go to the doctor’s office or during physical or occupational therapy sessions.

Setup

FAQ’s

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# Whiteboard

## Prepare (with or without your client)

- Watch “Whiteboard” and “Editing Whiteboard”
- Review the functions on the Whiteboard concentrating on the pen and erase buttons
- Review examples of short term goals, if desired

Videos are available in your Levels Menu (under “More Level Videos”) or on <https://www.mydynavox.com/Resources/Videos>

- Click on “Stroke & Brain Injury”
- Scroll down to “About Tools” and “Editing” to watch the videos

## With your Client

- Practice turning the device on
- Have client carry and position device for use at the beginning of the session
- Practice using the Whiteboard with your client. Have them:
  - Draw some pictures
  - Write his/her name or letters
  - Draw arrows to give directions
- If your client can’t think of a word ask them to draw it or try to write it on the Whiteboard
- Get familiar with Whiteboard by completing activities appropriate to ability level
- Demonstrate to the family member/caregiver how written choice can be provided on the Whiteboard. Then have the family member/caregiver provide written choices to the client during an interaction.
- Practice turning the device off

### Short Term Goals

- Client will respond to communication using Whiteboard with min/mod/max cues at % acc
- Client will express basic medical need or feeling using any Whiteboard with min/mod/max cues at % acc
- Navigates to logical page / message / vocabulary during familiar topic or context
- Transports AAC system in routine or familiar activity with partner reminders as needed

### Therapist or Family Member/Caregiver:

Writes: *Weather*, Says: “*We are going to talk about the weather*”

Says and writes: “*What do you think?*”

Says and writes: “*Too hot, just right, too cold, something else*”

Client: Points to choice “*Too cold*”

### Therapist or Family Member/Caregiver:

Says: “*I think it is too hot! Points—to choice*”

Says and writes: “*What temperature do you like best?*”

Says and writes: “*less than 50, 60’s, 70’s, over 80’s, something else*”

Client: Points—80’s

## Follow-up

- Include another communication tool in your training
- Review and answer funding questions as appropriate (see questions 5, 6, 11, 12, 13)

Note: If your client is having trouble navigating between tools or topics they may still qualify for a permanent device. The communication partner can support the client by navigating to the page or communication tool for him/her and the individual can then produce messages.

Setup

FAQ's

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# Scripts

## Prepare (with or without your client)

- Depending on what you are working on watch either “About Scripts” and “Editing Scripts”
- For each topic you have selected, review the sample scripts that are there
- Edit the scripts to make them applicable to your client
- Review examples of short term goals, if desired

Videos are available in your Levels Menu (under “More Level Videos”) or on <https://www.mydynavox.com/Resources/Videos>

- Click on “Stroke & Brain Injury”
- Scroll down to “About Tools” and “Editing” to watch the videos

### Short Term Goals

- Shares several pieces of pre-programmed “news”/ information with partner navigational assistance and/or reminders as needed
- Asks partner-focused questions specific to the conversation
- Demonstrates ability to initiate, maintain, extend and terminate conversations appropriately
- Transports AAC system in routine or familiar activity with partner reminders as needed
- Adjusts volume appropriate to environment

## With your Client

- Practice turning the device on
- Have client carry and position device for use at the beginning of the session
- If appropriate, have client practice adjust volume or ask for help in adjusting volume on device
- Have the client navigate to Scripts from the selected Topics
- Practice conversations using the scripts
- If using more than one communication tool, have the client navigate between tools
- Practice turning the device off

## Follow-up

- Include another communication tool in your training
- Review and answer funding questions as appropriate (see questions 9, 14, 15)

Tip: If you don't want to use Scripts you can hide them in the Levels Menu

Setup

FAQ's

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# Topics w/ HotSpots (Levels 3, 4, 5)

## Prepare (with or without your client)

- Watch "AboutTopics" and videos about editing Topics.
- Explore your Topics
- Personalize Topics for your client
- Review examples of short term goals, if desired

Videos are available in your Levels Menu (under "More Level Videos") or on <https://www.mydynavox.com/Resources/Videos>

- Click on "Stroke & Brain Injury"
- Scroll down to "About Tools" and "Editing" to watch the videos

## With your Client

- Practice turning the device on
- Have the client explore hotspots and what messages are present for each hotspot
- Practice selecting hotspots
- Engage client in a role play or discussion about their topic encouraging them to navigate between hotspots to communicate various messages.
- If using more than one communication tool, have the client navigate between tools
- Practice turning the device off

### Short Term Goals

- Client will swipe or scroll to locate appropriate topics and topic messages to communicate basic wants/needs with min/mod/max cues at % acc
- Client will participate in a simple conversational exchange using comment, ask/answer question, information exchange using any Communication Tool beneficial to him/her with min/mod/max cues at % acc
- Navigates to logical page/message/vocabulary during familiar topic or context

**Therapist:** Says: "Let's talk about the weather"

Says and selects message on screen: "What is it supposed to be like today?"

- May draw attention to top of screen for choices

**Client:** Selects: Sun. Selects "It's going to be a great day"

**Therapist:** Says: "I think you are right."

Selects the map and selects and says "Some places are really getting hit with some bad weather"

**Client:** Selects "It is pretty bad" and laughs

## Follow-up

- Include another communication tool in your training
- Review and answer funding questions as appropriate (see questions 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)

Note: If client doesn't respond, provide cues. Start with the least supportive cue and move towards a more directive cue. For example, you may start with gesturing towards the screen to indicate the person is supposed to select something. Next, you may point to what they are supposed to select and then ask them to point to it. Finally, you may guide their hand to the correct button. Keep track of which cues you use.

Setup

FAQ's

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# QuickFires

## Prepare (with or without your client)

- Watch “About QuickFires” and “Editing QuickFires”
- Explore your QuickFires
- Personalize QuickFires for your client
- Review examples of short term goals, if desired

Videos are available in your Levels Menu (under “More Level Videos”) or on <https://www.mydynavox.com/Resources/Videos>

- Click on “Stroke & Brain Injury”
- Scroll down to “About Tools” and “Editing” to watch the videos

## With your Client

- Practice turning the device on
- Have the client navigate to QuickFires from the Toolbar
- Ask client questions that QuickFires can be used to answer in various scenarios
- If using more than one communication tool, have the client navigate between tools
- Practice turning the device off

### Short Term Goals

- Client will participate in a simple conversational exchange using comment, ask/answer question, information exchange using QuickFires with min/mod/max cues at % acc
- Client will locate communication tools that are most beneficial for expressing basic wants/needs with decreased support from communication partner.

**Therapist:** Says: “What did you think of that movie?” Points to good and bad saying “Was it good or bad?” (only do this if cuing is needed)

**Client:** Selects: Good

### Sample Scenarios:

- After a meal
- After a class
- Call someone over
- Ask for help
- Ask a question
- Answer a yes/no question
- Be polite

## Follow-up

- Include another communication tool in your training
- Review and answer funding questions as appropriate (see questions 3, 6, 9, 11, 12, 14, 15)

*During activity or discussion don't forget to model use of QuickFires.*

Setup

FAQ's

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# Topic Words and Word Lists

## Prepare (with or without your client)

- Watch “About Word Lists” and “Editing Word Lists”
- Explore Topic Words in selected Topics
- Review examples of short term goals, if desired

Videos are available in your Levels Menu (under “More Level Videos”) or on <https://www.mydynavox.com/Resources/Videos>

- Click on “Stroke & Brain Injury”
- Scroll down to “About Tools” and “Editing” to watch the videos

## With your Client

- Practice turning the device on
- Have client carry and position device for use at the beginning of the session
- Have the client navigate to Topic Words from selected Topics
- Practice using the Topic Words in Topics
- Engage client in discussions regarding personally relevant topics with Topic Words page open
- Engage client in discussions regarding personally relevant topics with word lists page
- If using more than one communication tool, have the client navigate between tools
- Practice turning the device off

### Short Term Goals

- Requests/comments/labels a tangible object with single noun symbol given an array of 2 or more symbols in familiar routine/context
- Demonstrates ability to turn system on/off (or asks) when appropriate
- Generates creative messages (at least 3 words) by combining individual words/phrases/spelling in novel activities

**Therapist:** Says: “We have been talking about baseball”

Selects: “Baseball topic”

Says: “I think fastballs are the hardest pitch”.

- Goes into topic words and selects fast ball

Says: “What do you think? Points to: topic words”

**Client:** Points to choice: “fast ball”

**Therapist:** Says: “Who is your favorite player?”

- Goes to people tab in word lists

**Client:** Selects favorite baseball player from list

## Follow-up

- Include another communication tool in your training
- Review and answer funding questions as appropriate (see questions 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)

Note: If client doesn't respond, provide cues. Start with the least supportive cue and move towards a more directive cue. For example, you may start with gesturing towards the screen to indicate the person is supposed to select something. Next, you may point to what they are supposed to select and then ask them to point to it. Finally, you may guide their hand to the correct button. Keep track of which cues you use.

Setup

FAQ's

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

# Keyboard

## Prepare (with or without your client)

- Watch either “About Keyboards” and “Editing Keyboards”
- Review examples of short term goals, if desired

Videos are available in your Levels Menu (under “More Level Videos”) or on <https://www.mydynavox.com/Resources/Videos>

- Click on “Stroke & Brain Injury”
- Scroll down to “About Tools” and “Editing” to watch the videos

### Short Term Goals

- Communicate simple or complex messages using selected keyboard to type the first letter/several letters/complete word or select a word from word prediction to communicate basic wants/needs with min/mod/max cues at % acc
- Transports AAC system in routine or familiar activity with partner reminders as needed
- Adjusts volume appropriate to environment

## With your Client

- Practice turning the device on
- Have client carry and position device for use at the beginning of the session
- If appropriate, have client practice adjust volume or ask for help in adjusting volume on device
- Have the client navigate to Keyboard or Whiteboard from ToolBar
- Get the client familiar with his/her keyboard by having him/her locate letters and/or spell words
- Review Word Prediction and have client practice selecting words from word prediction
- Practice turning the device off

**Therapist:** Says: “These buttons predict what you are spelling based on the letters you are typing. Watch me spell “What is your name?”

Types: “W”, Says: “The word I want is “what” and here it is” Selects: “What”.

Types: “I”, Selects: “Is” from word prediction buttons.

Types: “Y”, Says: “The word I want didn’t show up so I’m going to type another letter. Types “o”. Selects “your” from word prediction buttons.

Types: “n”. Selects “name” from word prediction buttons.

Says: “I typed the whole sentence by only selecting one letter for each word.

Now you try it. Type “My name is ....”

**Client:**

Types: “M”, Selects “my” from word prediction buttons.

Types: “N”, Selects “name” from word prediction buttons.

Types: “I”, Selects “is” from word prediction buttons.

Types name.

**Therapist:** Let’s get familiar with letters on your keyboard. First let’s find the vowels

**Client:** Locates vowels as therapist lists them

**Therapist:** I’m going to give you some more letters to locate. List letters for client to locate

**Client:** Locates appropriate letters.

**Therapist:** Now let’s spell some words. First spell your name.

**Client:** Spells name on keyboard

## Follow-up

- Include another communication tool in your training
- Review and answer funding questions as appropriate (see questions 4, 5, 6, 10, 11, 12, 14, 15)

Tip: If unable to spell or write, consider targeting Whiteboard for drawing to communicate.

Setup

FAQ’s

Communication Tools

Topics

Rating Scales

Whiteboard

Scripts

Topics with Hot Spots

QuickFires

Topic Words and Word Lists

Keyboard

Funding Questions

