

## Sample Report of trial results with SGD Device

Student name: \_\_\_\_\_

DOB: \_\_\_\_\_ MA#: \_\_\_\_\_

This letter is a written request for approval of funding for the purchase of a \_\_\_\_\_ communication prostheses for \_\_\_\_\_. Student is a five year old boy with a diagnosis of cerebral palsy and a seizure disorder. Due to excessive muscle tone throughout his body, \_\_\_\_\_ has no functional verbal speech, despite near age level receptive language skills. Please refer to the augmentative communication evaluation report for specific evaluation results and justification of a communication prosthesis for student.

Student was provided access to the \_\_\_\_\_ through a four week rental agreement between the Company and the ABC School District. \_\_\_\_\_ was accompanied by his mother and father to an introduction to the prosthesis conducted by \_\_\_\_\_

### Goals:

1. \_\_\_\_\_ will make 10 requests per day.
2. \_\_\_\_\_ will use at minimum five communicative intents per day.
3. \_\_\_\_\_ will identify 6 categories.
4. \_\_\_\_\_ will make requests using two symbol combinations 10 times per day.
5. \_\_\_\_\_ will initiate communication with adults, peers and family 10 times per day

### Progress:

**Week 1:** Student using 16 location individual menu and two activity pages to spontaneously make requests and describe feelings. \_\_\_\_\_ device accompanies student to Early Childhood, day care, and back home. Student was able to successfully communicate messages to parents concerning activities completed during day from onset of introduction. Student is able to directly access the \_\_\_\_\_ using forefinger of right hand.

**Week 2:** Activity pages were added to include favorite toys, home routines, games, and a family page. Student is now using the SGD to give directions while being pushed in his chair, while being positioned in the Early Childhood classroom, and to his caregivers at home. Student has also been introduced to an alphabet display to begin to spell his name and address. He has demonstrated knowledge of the use of dynamic display by independently navigating from menu to activity pages.

**Week 3:** Student's parents again visited school for additional help and instruction in programming the \_\_\_\_\_. Student is functionally using device within the Early Childhood program to choose snack, indicate discomfort, interact with peers, and to relay messages between office and the classroom. Student has been introduced to the backspace and clear function keys as two symbol combinations have been added to overlays. Student is successfully using both of these keys to edit incorrect messages. Approximately ten new activity pages were added this week to include vocabulary for field trips, grocery shopping, participation in a play, and many other activities.

**Week 4:** Additional messages for school and home are being added daily. Student is using the SGD spontaneously without prompting. He has assumed responsibility for keeping it in close proximity and often is seen gesturing for his SGD so he can speak. Mrs. \_\_\_\_\_ reports that \_\_\_\_\_ successfully used his device to complete a phone conversation with a Grandparent.

**Summary and Justification:**

Student demonstrates no functional verbal communication. Gestural communication is limited by motor constraints. Student has demonstrated effective use of the SGD. He has excelled in vocabulary usage in a variety of contexts and in many different environments. Specific features of the SGD which were critical for \_\_\_\_\_'s use include: dynamic display color coding of categories, flexibility for size of symbols, easy self correction, potential for spelling, ease of operation, and ability to use within varying environmental conditions. This prosthesis is the most functional choice for \_\_\_\_\_ as a communication prosthesis which will be able to grow with him and continue to meet his need for the future.

Walser, P. (2009)