The Communication SCAMP Clinic at Chailey Heritage Clinical Services (Specialist Communication Access and Mobility Potential)

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Aims of this session:

1. Introduction to Chailey Heritage Clinical Services

2. Introduction to the Communication SCAMP Clinic

3. Case studies
   - assessment
   - recommendations and outcomes

4. Conclusions

5. Questions
Chailey Heritage Clinical Services provides services for children and young adults with complex physical disabilities.
Services at CHCS

- Clinical support to children attending Chailey Heritage School
- Rehabilitation Engineering Services to children attending Chailey Heritage School and out-patient clinics
- Clinics and assessments for children attending Chailey Heritage School and out-patient clinics
- In-patient and out-patient rehabilitation for children and young adults who have a brain injury as a result of illness or accident
- Community based respite and outreach care for children
- Medico-legal assessments
SCAMP

- The Specialist Communication Access and Mobility Potential (SCAMP) clinic is a multi-professional service for children and young people who have complex needs, including physical, sensory and/or learning disabilities.

- We aim to provide a comprehensive assessment of an individual’s potential to access a range of activities including powered mobility, communication, computers, and environmental controls through the use of Assistive Technology (AT).
Communication SCAMP Clinic

• When was it developed?

• Who is it aimed at?

• Where does it take place?

• Who is present at the assessment?

• What is the assessment procedure?

• Is there any follow-up outside of CHCS?
VOCA Bands

Band 1: Pre-Intentional

Band 1: Intentional
   Single - message device

Band 2: Static screen VOCA

Band 3: Introducing a dynamic display VOCA

Band 4: Using a dynamic display VOCA

*Based on Latham and Miles’ “Communication and Cognition Framework”*
VOCA Checklist

• Attention

• Verbal Comprehension

• Expressive language

• Understanding of switch use
Case Study 1
John, 7 years 10 months

• Referral
• Diagnosis
• Comprehension
• Expression
• Vision
• Hearing
• Attends specialist school
• Cause and effect
VOCA Users Checklist

Band 1 (Intentional) - Use of a single message VOCA

Examples of skills:

Attention
• Single channelled attention, which requires adult intervention in order to shift attention (Reynell level 2)

Verbal Comprehension:
• Working towards single word level

Expressive language:
• Child is motivated by, and reacts to sound/voice output
• Beginning to show preferences

Understanding cause and effect/use of switches
• Understands cause and effect when using a switch with direct access
Activities
- Time available for liaison between foster mother and Speech and Language Therapist and discussion on current methods of communication---objects of reference, touch cues, communication passport
- Activity with switch/BIGmack/music (purposeful access)

Outcomes
- Integration of current systems into all environments
- Expand and develop use of communication passport
- John should access BIGmack/ sequencer and suggestions given on how to develop use of VOCA

Conclusion
- Constant need for liaison and integration when AAC used
Case Study 2
Andrew, 11 years 7 months

- Referral
- Diagnosis
- Comprehension
- Expression
- Vision
- Hearing
- Problems with fine motor control for access
- Adequate literacy skills
- Previous AAC systems
VOCA Users Checklist

Band 4 – Independent use of high-tech VOCA

Examples of skills

**Attention:**
- Two channelled attention (Reynell levels 4-5)

**Verbal Comprehension:**
- Appropriate understanding of verbal language

**Expressive language:**
- User capable of using VOCA everyday for functional or sophisticated communication with familiar/unfamiliar people in variety of situations
- Using grammar and alphabet if appropriate
- Creating own novel utterances

**Understanding of switch use:**
- User would be competent with their method of access
Activities:
- Wheelchair mounted tablet PC versus palm top VOCA---pros and cons
- Trials of VOCA at CHCS and at home
- Referral to Palatal Training Therapy Clinic re. oral/motor difficulties

Outcomes:
- Mother reported speech and saliva control improved after wearing PTA—treatment ongoing
- Decision made by family to purchase Toughbook, funding put on hold from LEA so still not delivered
- Effect on family

Conclusions:
- SLCN - need for awareness/understanding of communication issues plus funding
Case study 3
Lenny, 15 years

- Referral
- Diagnosis
- Comprehension
- Expression
- Vision
- Hearing
- Attends large mainstream secondary school
- No previous experience of AAC
VOCA Users Checklist

Band 3 (some evidence of skills within band 4) - use of high-tech VOCA with support

Examples of skills:

Attention
• Able to alternate between speaker and task, minimal direction (Reynell levels 3-4)

Verbal comprehension
• Basic understanding of concepts
• Requires an adult to clarify misunderstandings

Expressive language
• Uses words in short sentences/ phrases

Understanding of cause and effect/ switch use
• Understands the concept and operational aspects of using a dynamic screen
Activities:
• Time to consider different options for AAC
• Trials

Outcomes:
• Meeting with parents, SALT and school staff
• VOCA trials
• VOCA funding
• Outreach package

Conclusions:
• Integration of AAC system into all Lenny’s environments
• Increased confidence
• Lack of time
Case study 4
David, 27 years

- Referral
- Diagnosis
- Comprehension
- Expression
- Vision
- Hearing
- Setting
- Previous use of AAC
VOCA Users Checklist

**Band 4** - independent user of high-tech VOCA

Examples of skills:

**Attention**
- Two-channelled attention (Reynell levels 4-5)

**Verbal comprehension**
- Appropriate understanding of verbal and written language

**Expressive language**
- Uses VOCA daily
- Good knowledge of vocabulary/ layout - creates own pathways
- Expresses a range of functions
- Uses complex sentences

**Understanding of switch use**
- Competent user of switches
Activities:
• Trial of different switches
• Liaison and advice to care staff
• Support for David’s mum
• Review of communication book and VOCA

Outcomes:
• Communication book updated
• Successful trial
• VOCA funding
• Referral to local SALT

Conclusion:
• David now very happy with his systems
• Fully integrated into everyday life
Difficulties

• Priorities
• Liaison
• Integration
• Responsibilities
• Funding
Opportunities

• Awareness

• Environment

• Liaison
References

- Latham, C & Miles, A. (2002); Communication, Curriculum and Classroom Practice; David Fulton Publishers: Oxon
- Reynell attention levels (1977, 1980)

Websites:
- [www.southdowns.nhs.uk](http://www.southdowns.nhs.uk) (child health services → Chailey Heritage Clinical Services)
- [www.communicationmatters.org.uk](http://www.communicationmatters.org.uk)
- [http://aac.unl.edu/yaack](http://aac.unl.edu/yaack)
- [http://www.apectraining.co.uk/](http://www.apectraining.co.uk/)
Any questions?
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