

Allied Health Media SpeechPathology.com



**2014 Nancy McKinley Lecture Series:
Innovations for Ages 3-6**

Guest Editor: Linda R. Schreiber, M.S., CCC-
SLP, BCS-CL

Allied Health Media SpeechPathology.com

**Mobile Device (iPad®)
Applications to Support
Ages 3-6**

Presenter: Angela Sterling-Orth, M.S., CCC-SLP

Moderated by:
Amy Hansen, M.A., CCC-SLP, Managing Editor, SpeechPathology.com

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6. Communication Disorders and Multicultural Issues
7. Developing Language in Elementary Students
8. Topics in Early Intervention (3-6 years)

www.uwec.edu/CE/programs/mckinley.htm

Nancy McKinley
LECTURE SERIES
Instructor: Linda Schreiber, M.S., CCC-SLP

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Peer Review Process

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3+ years SLP Professional Experience Required

Contact Amy Natho at anatho@speechpathology.com

iPad® Innovations for Early Childhood SLPs

Nancy McKinley Lecture Series

Fall 2014

Angie Sterling-Orth, MS, CCC-SLP

UW—Eau Claire Department of Communication Sciences and Disorders



An Ambitious Agenda

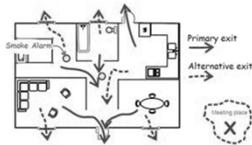
1. Setting the Stage
2. Getting Started with the iPad—A Few iPad “Essentials”
3. Using Technology with Young Children
4. Specific Application with Young Children (A Few of Our All-Star Apps)

Setting the Stage

Our target population—
preschool children with communication disorders

Service delivery model options—
Individual vs. groups
Pull-out vs. classroom
Consultation with parents and others

You Need an iPad Plan!



Setting the Stage

- Why are we still learning how to implement mobile device technology into professional practice four years after these devices launched?
 - Over 200 million iPads have been sold (summer 2014)
 - Over 10 million iPads in the schools in the U.S. (Mathis, 2013)
 - Over 1 million Apps in the App store
 - More than 25 BILLION Apps have been downloaded
 - Fast-moving/changing
 - Paired with TONS of "hype"
 - Potentially complicated/confusing
 - Potentially concerning/"dangerous"
 - Professionals are BUSY

Setting the Stage

- **Consumption vs. Production with the iPad**
- Treatment/instructional methods, techniques, and approaches—
 - Supporting **Universal Design for Learning**
 - Creating a **therapeutic effect**
 - **Creating efficiencies** to facilitate consultation and caregiver training

iPad Essentials

- **"Size" (16, 32, 64)**
- **Tips/tricks**
 - Accessibility:
 - Settings → General → Accessibility → VoiceOver, Large text, Guided Access, etc.
 - Multi-tasking:
 - Open each App → Use 4-finger swipe to toggle between
 - Screen grabs:
 - Press and hold Home button → Click Power button → Visit Photos
- **"Extras"**

 **iPad Extras**
(for “little ones”) 

- **Protection/Universal Precautions**
 - Durable cases (like AMDI, Otterbox, and others)
 - Sanitary (zipper storage bags, dollar store gloves, antibacterial wipes, etc.) 
- **Access**—demand that the iPad allows you to provide your services **WHEREVER** it needs to be happening
 - Stands (the right stand for the moment)
 - “Low-tech” (general market mounts/stands, Velcro, etc.)
 - A/T (like stylus, amplified speakers, anti-glare shields, etc.)

Technology Should...

- Compliment
- Streamline
- Enhance
- Increase
- Encourage
- Access
- Assist

... our services/instruction.

Technology should NOT...

- Disrupt
- Replace
- Overshadow
- Confuse
- Complicate
- Overwhelm
- Distract from

... our services/instruction.

The iPad and Young Children

- Higher Ed (digital texts)
- Secondary ed (curricula supports)
- Elementary ed (interactive learning)

⇒ Early childhood

- ⇒ What role is there for the iPad?
- ⇒ “Can?” versus “Should?”

Revolutionary? Worth including? Questionable? Dangerous?
Keep in mind: “Consumption” versus “Production”

Universal Design for Learning

Recognition Networks The "what" of learning	Strategic Networks The "how" of learning	Affective Networks The "why" of learning
		
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.	Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.	How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Universal Design for Learning

Flexibility with REPRESENTATION	<ul style="list-style-type: none"> Options for perception Options for language/symbols Options for COMPREHENSION
Flexibility with EXPRESSION	<ul style="list-style-type: none"> Options for physical action Options for EXPRESSIVE skills/manner of practice/fluency Options for planning/monitoring (executive functions)
Flexibility with ENGAGEMENT	<ul style="list-style-type: none"> Options to include INTERESTS/rewarding elements Options for getting/keeping attention and persistence Options for sharing of the experience/affect/enjoyment (having FUN!)

Practice with UDL

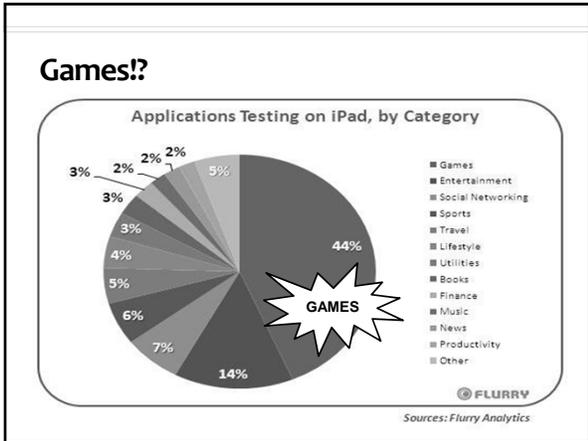
1. **Choose a target skill.**
 - For example... 3-year-old lacking basic concept comprehension
2. **Determine what needs to be done/learned/practiced.**
 - For example...following single-step directions associated with ADLs
3. **Determine potential use of an App or the iPad in to address the skill(s) identified, while considering facets of UDL.**
 - For example...
 - Use of a click-and-drag *stickerboard App* for some isolated mass practice with age-expected basic concepts in isolation
 - Use of *iPad camera* to take photos around the home to identify items and locations relevant to the child—turn into *photo slideshow* with narration
 - Use of child's favorite *storybook App* to bombard with various basic concepts and model use
 - Create a reminder video for the parents using a *screenrecasting App* for facilitating comprehension of basic concepts in daily activities

Applying New Technology

- Maintaining professional integrity
 - Using evidence-based practices
 - Increasing efficiencies
 - Heightening student motivation
 - Improving outcomes of services
 - In a nutshell...facilitating universal design for learning
- How can we assure these things happen?***
- What about "questionable intervention"?***

Questionable Intervention

- What happens when the focus of an intervention is on the activity, rather than the outcome?
 - ?? Examples
- Does that make it wrong to use such activities within intervention?
 - ?? Examples
- How might this parallel selection of iPad applications?
- App selection paired with...**Creating a Therapeutic Effect**



Creating a Therapeutic Effect with the iPad

- Why?
- How?
 1. Identify the target skill(s)
 2. Use developmentally appropriate practices to:
 - a. Make the target explicit to caregiver (and child?)
 - b. Obligate authentic use of the target
 - c. Make the activity motivating/reinforcing to the child
 3. Provide contingencies/feedback along the way
 4. Keep track of progress/data

Quality Control Issues

- INSIST that your App and iPad use allow for application of your evidence-based practices, universal design for learning, and creating a therapeutic effect
- Customize a tool of your own for quality-control checks
- Share with stakeholders to support buy-in and maintain your professional integrity

Play-Based Practices

- Create an authentic context
- Keeps student motivation HIGH
- Aids in generalization of target skills
- Facilitates developmentally-appropriate practices
- Some Apps to consider:
 - My Play Home/My Play Stores
 - “Talkers”
 - Interactive Storybooks
 - Toca Tea Party

Some of the evidence: Goda (1962); Smathers (1959); Girolametto, Pearce, and Weitzman (1997); and Jenkins and Bowen (1994)

Mass Practice Techniques

- Targeting elevated production frequency for correcting speech-sound differences/errors and generalizing accurate production
- Adhering to principles of motor learning (and overlearning) to facilitate generalization
- Some Apps to consider
 - Articulation Station Pro
 - Naed Apraxia
 - Speech Box

Some of the evidence: Butalla and Farinella (2012); Gildersleeve-Neumann (2011); Maas, et. al, (2008)

Consultative/Caregiver Training and Carryover

- Some Apps to consider:
 - **Educreations**—for parent training, auditory bombardment slideshows at home, etc.
 - **Evernote**—for so many things: language samples, meeting notes, observational assessments, curricular supports, etc.
 - **Custom Boards**—many options here, too: visual schedules, social stories, game board, AAC device overlays, card decks, etc.
 - **Dropbox**—document exchange/storage
 - And more!

Moving Forward!

- Consumption and production tasks—balanced use of iPad
- Keep ACCESS in mind
- Put the “polish” on your service delivery
 - UDL
 - Therapeutic effect
 - Evidence-based practices
- Keep an eye on quality control
- Create efficiencies in your professional world
- Be purposeful, maintain professional integrity, and innovate!

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<http://www.speechpathology.com/general/2014-nancy-mckinley-lecture-series>

- Mon 10/6** **Read with Me! Engaging Parents as Partners in Early Literacy Development**
Shari Robertson, Ph.D., CCC-SLP
- Tues 10/7** **Private Practice Serving Ages 3-6**
Rebecca Jarzynski, M.S., CCC-SLP
- Wed 10/7** **Developing Phonological Awareness in Preschool Children: Why and How**
Froma Roth, Ph.D., CCC-SLP
- Thur 10/7** **Play-based Activities for Phonological Development**
Rae Cuda, M.A., CCC-SLP & Sarah Willard, M.S., CCC-SLP
- Fri 10/7** **Mobile Device (iPad®) Applications to Support Ages 3-6**
Angela Sterling-Orth, M.S., CCC-SLP
