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iP**ad®** Opportunities and AAC

Angela Sterling-Orth, MS, CCC-SLP
Clinical Associate Professor
Director of Clinical Education
University of Wisconsin-Eau Claire
Department of Communication Sciences & Disorders

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No Nonfinancial
Program Goals

1. Identify five different goals for using the iPad to augment communication.
2. Define the concept of feature matching and how it applies to iPad decision-making.
3. Identify three or more reputable iOS Apps for the use of augmenting spoken communication.
4. Describe the steps for assessing applications prior to purchase to facilitate appropriate App choices.
5. Describe the potential pitfalls for using an iPad and associated Apps for augmentative-alternative communication and complimentary strategies to mitigated challenges.

Agenda

1. Potential Application of the iPad
2. Feature Match
3. Specific Apps Highlighted
4. Taking Apps on a “Test Drive”
5. Potential Pitfalls
6. Engineering the Environment for Success
7. A Few Success Stories in Action
Potential Application of the iPad

- Dedicated speech-generating device (SGD)
- Supplemental augmentation of speech to increase participation
- Level the playing field for learning
- Increase opportunities for recreation/leisure
- Management of executive functions

iPad as a Dedicated SGD

- A complete and robust use of the voice-output device as the primary mode of oral communication for an individual
- All levels of language use (from single-word up through conversational-level dialogue and oral presentations)
- Pros and cons
- See it in action
iPad to Increase Participation

• A partial compliment to other forms of communication (like sign, speech, etc.)

• Specific levels of language use
  – Single-word/phrase
  – Rote phrases/sentences

• Activity-based or ad hoc

• See it in action

iPad as a Teaching-Learning Tool

• An educational tool

• “Content-in” versus “content-out”
  – TEACH concepts/content
  – Learners show what they know

• Advantages of the iPad
  – Photo/video/audio capture
  – Repeated exposure
  – Retained content

• See it in action
iPad for Recreation and Leisure

• Fun/motivating for all ages

• Tap into WIDE RANGE of areas of interest and customize the experience

• Cautions
  – Screen time
  – Isolation
  – Expense

• See it in action

iPad Supporting Executive Functions

• For school-age through older adults

• Naturally facilitates communication in tandem with a wide range of executive functions
  – Organization and planning
  – Memory and recall
  – Self-monitoring
  – Others!

• See it in action
Feature Match: Key Concepts

• Choosing an iPad versus a dedicated SGD
  – May need/want both (stove versus microwave?)

• Choosing between various iPad apps for specific devices purposes
  • Full and comprehensive assessment is needed
  • Collaboration between SLP and all other members of the team (including parent/caregiver/client)

• General vs Specific feature matching

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GENERAL Feature Match

1. Client Request/Interest/Needs

2. Cognitive Level/Potential for Literacy

3. Sensory Limitations

4. Motor Skills

5. Speech and Language Skills

6. Financial

(Gosnell, Costello, and Shane, 2011)
SPECIFIC Feature Match

• Symbol set
  – Text versus images (or both)
  – Illustrations versus photographs
  – Display appearance/flexibility
  – Vocabulary/dictionary size (w/ word prediction?)

• Access/input
  – Touch, stylus, switch, keyboard, other
  – Scanning needed
  – Mount/case

(Marfilius and Fonner, 2012)

SPECIFIC Feature Match

• Output
  – Text-to-speech
  – Feedback (visual vs. auditory)
  – Digitized versus synthesized audio
  – Retained messages or printing option

• Customization
  – Symbol set
  – Overlays (within and between; static vs dynamic)
  – Voice/output
  – From device versus “central system”
  – Relative ease/difficulty
  – Expense

(Marfilius and Fonner, 2012)
Some Specific AAC Apps for the iPad

• **Proloquo2Go**
  – 14,000 SymbolStix symbols
  – Can add your own photos/images
  – Fully-customizable with pre-programmed displays
  – Switch accessible
  – Ability to share to Facebook, text, and Twitter

*(Spectronics Consultant Team, 2016)*

Some Specific AAC Apps for the iPad

• **Touch Chat HD**
  – Uses SymbolStix symbols
  – Can add your own photos/images
  – Fully-customizable with pre-programmed displays
  – “Lite” version (without speech output) is available for trial purposes
  – High quality text-to-speech voices
  – Ability to share to Facebook, text, and Twitter

*(Spectronics Consultant Team, 2016)*
Some Specific AAC Apps for the iPad

• Sonoflex
  – Uses SymbolStix symbols
  – Can add your own photos/images
  – Fully-customizable with pre-programmed displays
  – “Lite” version is available for trial purposes
  – High quality text-to-speech voices

(Spectronics Consultant Team, 2016)

Some Specific AAC Apps for the iPad

• Go Talk Now
  – Uses ImagineSymbol library (but SymbolStix or Widgit Symbols are available for purchase)
  – Can add your own photos/images/videos
  – Switch-accessible
  – Fully-customizable with pre-programmed displays
  – “Lite” version is available for trial purposes
  – Can record your own speech

(Spectronics Consultant Team, 2016)
Some Specific AAC Apps for the iPad

• **AutisMate**
  – Uses SymbolStix library
  – Can add your own photos/images/videos
  – Supports and provides video modeling, visual schedules, and social stories
  – Customization is quick and easy
  – “Lite” version is available for trial purposes

(Spectronics Consultant Team, 2016)

Some Specific AAC Apps for the iPad

• **TapSpeak Sequence**
  – Dynavox Mayer-Johnson symbols
  – Can add your own photos (with the in-app purchase)
  – Supports visual sequences
    • Songs, fingerplays, rhymes
    • Stories
    • Schedules, recipes, etc.
  – Switch accessible

(Spectronics Consultant Team, 2016)
Some Specific AAC Apps for the iPad

- **ClaroCom Pro**
  - Text-based
  - Word and phrase prediction
  - High quality voice output
  - Saves commonly used phrases
  - Ability to share to Facebook, text, and Twitter

  *(Spectronics Consultant Team, 2016)*

Some Specific AAC Apps for the iPad

- **Verbally Premium**
  - Text-based (50-word grid plus keyboard)
  - Word prediction with integrated learning
  - High quality voice output
  - Saves commonly used phrases
  - Ability to share via email

  *(Spectronics Consultant Team, 2016)*
• Use YouTube!
• App Store reviews and descriptions
• Lite versions
• Contact App developer
• Network with other SLPs
• Lending library (educational agency, district, UCP, university clinic, etc.)
• Use a checklist or rubric and map to client
Rubric for Evaluating the Language of Apps for AAC: RELAAACs (Parker and Zangari, 2012)

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<td><strong>Little Support</strong></td>
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<td><strong>Some Support</strong></td>
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<td><strong>Fully Supports</strong></td>
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**Functional Communication Learning**

1. **Object/action requests, choices**
   - 1: No capacity for making requests of desired objects or actions
   - 2: Very limited capacity for making desired objects or actions
   - 3: Some capacity for making desired objects or actions
   - 4: Fairly good capacity for making desired objects or actions
   - 5: Excellent capacity for making desired objects or actions

2. **Other requests (help, attention, negotiation)**
   - 1: No capacity for more abstract requests
   - 2: Very limited capacity for more abstract requests
   - 3: Some capacity for more abstract requests
   - 4: Fairly good capacity for more abstract requests
   - 5: Excellent capacity for more abstract requests

3. **Negation, rejection, protest**
   - 1: No capacity for negation or generative negation
   - 2: Little capacity for negation or generative negation
   - 3: Some capacity for negation or generative negation
   - 4: Considerable capacity for negation or generative negation
   - 5: Excellent capacity for negation or generative negation

4. **Social Interaction**
   - 1: No capacity for social interaction words
   - 2: Very limited capacity for social interaction words
   - 3: Some capacity for social interaction words
   - 4: Fairly good capacity for social interaction words
   - 5: Excellent capacity for social interaction words

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**Linguistic/Language Learning**

1. **Core vocabulary (agent word status, directly operational)**
   - 1: No capacity for core word messages
   - 2: Very limited capacity for core word messages
   - 3: Some capacity for core word messages
   - 4: Fairly good capacity for core word messages
   - 5: Excellent capacity for core word messages

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*Farker & Zangari, 2012* [www.FACEEAAC.org](http://www.FACEEAAC.org)
Rubric for Evaluating the Language of Apps for AAC: RELAAAcs
(Parker and Zangari, 2012)


Potential Pitfalls

- **Device**
  - Ruggedness of device
  - Device tech support lacking
  - Access challenge for some individuals
  - Multi-tasking distractions (not a dedicated SGD)
  - Funding issues

- **Apps**
  - Not usually developed by SLPs or related professionals
  - Lacking technical support at times
  - No personalization from a company rep
  - Lack of quality control, updates, etc.
  - Varying degrees of customization and features (buyer beware!)
  - Feature matching process is time consuming
  - Hidden costs of in-app purchases
Avoiding Pitfalls and Engineering for Success

1. Choose the right iPad size
2. Choose the right App (use a rubric and be comprehensive with feature mapping)
3. Use external speakers
4. Establish appropriate mounting and protection
5. Facilitate the client’s access of the screen
6. LEARN the device and App (and teach others)
7. Treat it as the client’s voice

A Few Success Stories

• Josh
  – Mid-20s
  – Cleft palate
  – Extremely unintelligible resulting in communication breakdowns with unfamiliar listeners
  – 2nd language learner (5th grade literacy level)
  – Device → iPod Touch
  – App → Speak It!
  – Result → Greater independence and confidence!
A Few Success Stories

• Lynn
  – Mid-30s
  – Cerebral palsy
  – Highly literate and oral
  – Frequent laryngeal blocks resulting in lack of voicing
  – Device ➔ iPad
  – App ➔ Verbally (free version)
  – Result ➔ Ability to communicate on “bad days” when aphonia strikes

• Joey
  – Teen
  – Cerebral palsy and significant cognitive delay
  – Nonverbal, but vocal
  – Highly engaged with others, but lacking spoken language
  – Device ➔ iPad
  – App ➔ TapSpeak Sequence
  – Result ➔ Greater participation in classroom routines and games
A Few Success Stories

• Allie
  – Late 20s
  – Down’s syndrome
  – Highly verbal, but almost completely unintelligible to all except very familiar communication partners
  – Device → iPad Mini
  – App → Proloquo2Go
  – Result → Highly successful, self-generated, and consistent oral communication with everyone

Questions?
References