A Feature Matching Protocol for Telepractice Augmentative and Alternative Communication (AAC) Evaluation

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A Feature Matching Protocol for Telepractice

Augmentative and Alternative Communication (AAC) Evaluation

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Background

- A variety of communication modalities are used by people with communication disabilities.
- Augmentative and Alternative Communication (AAC) refers to systems, strategies, and tools used to support an individual’s expressive and/or receptive communication when barriers to spoken/signed language are present.
- Speech-language pathologists (SLPs) provide evaluation and recommendations of AAC systems.
- Barriers to effective service delivery:
  - limited training
  - lack of research on efficacy of evaluation techniques;
  - barriers to in-person SLP services
- SLPs transitioned clients to telepractice due to COVID-19
- Lack of evidence or guidance for telepractice AAC evaluations

Purpose

- Develop a protocol for an AAC feature matching assessment to be administered via telepractice.
  - Criterion-referenced measures were developed to assess clients using alternative access (e.g., scanning, head-pointing) in the areas of: access methods, symbol set, display type, message organization, and additional features.

Methods

Pre-Assessment

Beukelman & Light (2020)

- Asynchronous
  - Video Observation with Permission
  - Questionnaire/Survey
- Synchronous
  - Technology Troubleshooting
  - Interview

Access Method

Beukelman & Light (2020)

- Direct Access
- Indirect Access (Switches)

Symbol Set Assessment

Beukelman & Light (2020)

- Receptive Formats
  - Functional Use
  - Receptive Labeling
  - Yes/No
- Expressive Format
  - Question and Answer
  - Requesting

Vocabulary Presentation

Beukelman & Light (2020)

- Array Size
- Layout

Message Organization


Beukelman & Light (2020)

- Sorting: taxonomic, syntactic-semantic
- Sorting: activity, pragmatic, syntactic-semantic

Display

Beukelman & Light (2020)

- Static Display
- Dynamic Display

Materials

(Excerpts from Protocol)

Aided Symbol Set Assessment

Identify potential types of representation

Teach Target

“Look, this symbol means jump.”

Teach/Demonstrate Selection

“Let’s tell (parent) to jump! We can tell (parent) to jump by choosing the jump symbol.”

Test Items 1-4

“If a non-target cell is selected, label the symbol “That’s a (non-target item). Let’s tell (parent) to jump!”

Test Items 1-4

“Now it’s your turn!”

Next Steps

- Consult with adults with communication disabilities, including individuals who use AAC, using community-based research principles, and make revisions based on input provided
- Increase accessibility of protocol materials for access by clinicians and researchers with disabilities
- Conduct research studies to evaluate the generalizability of the protocol to a diverse set of clients who may benefit from AAC

Limitations

- This project involves co-researchers with communication disabilities, including one AAC user- however AAC users were not involved from project onset
- Unaided symbol sets were not included (ex. Signed Language)

Discussion

People with disabilities are underrepresented in teams designing and conducting research. Very few published studies in the rehabilitation literature have included consumers in the research process in roles other than research subject.

(Ehde, 2013)