Perspectives of Special Educators and Paraprofessionals on Person-centered Planning Tools for People who use AAC

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Background

- Person-centered planning (PCP) is an intervention approach for people experiencing disability.
- Some people with disabilities communicate using augmentative and alternative communication (AAC).
- PCP’s efficacy for people with disabilities in general shows moderate to high benefit for the participants.
- Existing PCP tools include FACT Oregon Person-Centered Profile and Oregon Individualized Service Plan One Page Profile.
- No person-centered planning tools yet exist specifically designed for PWUAAC.
- Super PACT is a novel PCP tool designed for PWUAAC currently in development.

Purpose

To explore the perspectives of Oregon special educators and paraprofessionals on the usefulness of PCP tools for PWUAAC.

Methods

- Inclusion criteria:
  - Employed as a special educator or paraprofessional in the state of Oregon in early childhood through high school settings.
  - Worked with at least one PWUAAC in the preceding three years.
- A survey via Qualtrics was completed:
  - Participants reviewed completed examples of Super PACT, FACT Oregon Person-Centered Profile, and Oregon ISP One Page Profile in a counterbalanced order.
  - Reading levels of the tools were balanced at 6th-grade level.
  - 23 questions including 1 demographic, 3 Likert scale regarding usefulness of each tool, and 9 open-ended responses.
- A thematic analysis was used to identify themes of what information was learned and missing.
- Two investigators reviewed and coded the data independently using Braun and Clarke’s (2013) Stages of Coding and Analysis for Experiential Thematic Analysis.

Thematic Analysis

independently using Braun and Clarke’s (2013) themes of what information was learned and missing. A survey via Qualtrics was completed: PWUAAC currently in development.

Super PACT is a novel PCP tool designed for PWUAAC specifically designed for PWUAAC No person

Results (cont.)

Key concepts elicited through the coding process included the following themes:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subthemes</th>
<th>FACT Oregon Person-Centered Profile (n=16)</th>
<th>Oregon ISP One Page Profile (n=10)</th>
<th>Super PACT (n=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Information</td>
<td>Social, physical, academic,</td>
<td>P8: &quot;I learned skills that the student has and topics he is interested in.&quot;</td>
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<td></td>
<td>behavioral, motivators, home and family</td>
<td>P7: &quot;She likes to read to others, Harry Potter is a favorite.&quot;</td>
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<td>P5: &quot;... interests, home information.&quot;</td>
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<tr>
<td>Teaching Approaches</td>
<td>Prompting, environment, inclusion</td>
<td>P6: &quot;Asking one question at a time, not overwhelming him, let him drive his interactions do not push, must have access to communication.&quot;</td>
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<td></td>
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<td>P6: &quot;I learned that she needs processing time to answer but will answer. She needs support in positioning and if she isn't answering it could be an access issue.&quot;</td>
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<tr>
<td>AAC Use</td>
<td>Troubleshooting, positioning, operation, language use</td>
<td>P3: &quot;I love the troubleshooting piece that tells what to do if something goes wrong.&quot;</td>
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<td></td>
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<td>P10: &quot;keeping things mid-line. This would bring about being more comfortable and better responsiveness.&quot;</td>
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<td>P5: &quot;What sides her buttons go on...&quot;</td>
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<tr>
<td>Communication Use</td>
<td>Non-spoken communication, communication preferences</td>
<td>P4: &quot;The table of what the child does, what it means, and what to model is amazing.&quot;</td>
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<td></td>
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<td>P6: &quot;The description of her signs and communication partners expectations is very helpful.&quot;</td>
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<tr>
<td></td>
<td></td>
<td>P6: &quot;support he needs when using his AAC, current level of involvement with peers.&quot;</td>
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<td>P1: &quot;What kind of music and what kind of books does she like?&quot;</td>
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<tr>
<td></td>
<td></td>
<td>P8: &quot;Any behavior issues related to device use? Misuse?&quot;</td>
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<td>P11: &quot;...I would have liked to seen more info about student's goals&quot;</td>
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</tr>
</tbody>
</table>

Results (cont.)

Descriptive statistics of Likert scale data of perceived usefulness of each tool (scale 1-5, 1=not at all useful, 5=extremely useful)

<table>
<thead>
<tr>
<th>Tool</th>
<th>Average Score (Standard Deviation), n=9</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACT Oregon Person-Centered Profile</td>
<td>3.55 (± 1.24)</td>
</tr>
<tr>
<td>Oregon ISP One Page Profile</td>
<td>3.78 (± 0.97)</td>
</tr>
<tr>
<td>Super PACT</td>
<td>4.56 (± 1.01)</td>
</tr>
</tbody>
</table>

Discussion

- When supporting PWUAAC, teachers value detailed information regarding:
  - operational skills and troubleshooting
  - teaching approaches
  - student preferences, abilities, and interests
  - communication signals

- Based on descriptive statistics, we suspect teachers preferred Super PACT over other PCP tools because it contained more detailed information as described above.
- Number of words in Super PACT was higher; this may have resulted in inflated ratings.
- Information from qualitative analysis will be used in conjunction with future stakeholder surveys to inform the design of Super PACT.
- Future studies will evaluate the effect of Super PACT on preparedness for working with PWUAAC.

References