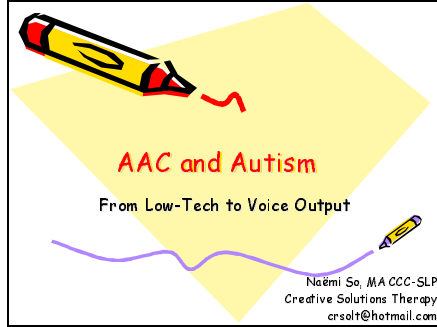
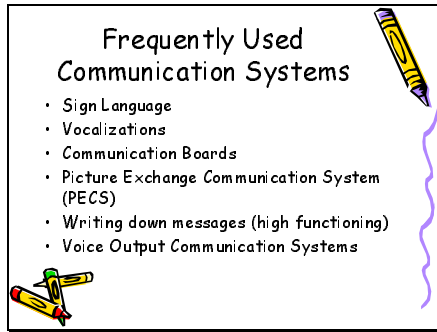


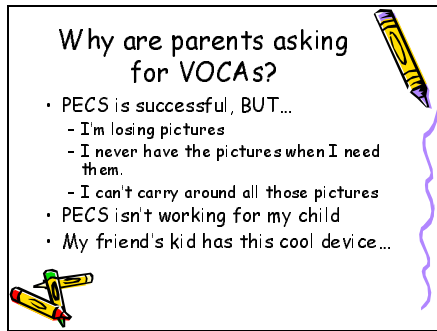
Slide 1



Slide 2





Slide 3



Slide 4

Case Study: RM



- 14 y.o. female, Dx autism, severe-profound hearing loss
- Used ALSA method to increase language comprehension and PECS at level 4
- Mom was insistent on a voice output device, but quick trials on computer showed decreased interest in communication
- She did NOT carry her PECS books with her
- Challenging behaviors



Slide 5

What are the concerns?



- Does the child have enough language to warrant the use of high-tech device?
- The child throws his communication book or tears the boards. Will he throw the device?
- The child impulsively pushed random buttons during the evaluation.
- Will the child self-stimulate?
- Is the child motivated to communicate?



Slide 6

The Trial Results

- RM took full ownership of the device
 - Kept charger in her room
 - Would not let anyone use it, unless she knew programming would take place
- Presented with a decrease in challenging behaviors.
- Initiated request with device - walking across the room to ask... was not done with PECS
- Participated in programming by selecting pictures and used them immediately.
- Working on ordering at a restaurant.



Slide 7

Evaluating VOCA effectiveness

- Trial Period
- Did the child take ownership of the device?
- Could the child navigate through the device?
- Did the child use the device communicatively?
- Who's programming the device?
- Are there marked differences in using a device vs. their low tech system?
- Did the child stop randomly selecting buttons during the trial period?
- Are there continued stimming behaviors?

