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Effectiveness of Pragmatic Organization of Dynamic Displays Using Partner-Assisted Scanning

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Introduction

- Light (1993) stated that individuals who have severe physical and communication disabilities are constrained in 3 areas: (a) interaction with environment, (b) explorations of language and communication, and (c) access to a variety of educational experiences
- Porter (2008), Porter and Cafiero (2009) stated that Pragmatic Organized Dynamic Displays (PODD) work on four levels by: (a) helping individual and his/her communication partners to move efficiently between pages to locate required vocabulary, (b) reducing time required to access vocabulary to produce multi-symbol messages, (c) providing a strategy for quick access to predictable messages, (d) enabling access to broad range of vocabulary for spontaneous, unpredicted messages

Purpose

- Effectiveness of use of a PODD communication book using aided language stimulation and partner-assisted auditory scanning for increasing two conversational initiation strategies

Methods

- Participant:
  - 13 year old boy
  - cerebral palsy and cortical visual impairments
  - limited verbal language
  - Mercury AAC device with Speaking Dynamically Pro accessed through two switch auditory scanning
- Materials
  - 20 button one-page opening Pragmatically Organized Dynamic Display (PODD) communication book individualized for participant in terms of people, activities and events.
- Single subject, multiple baseline design across two behaviors: providing information and asking questions
  - Modeling and access to PODD:
    - aided language stimulation
    - partner-assisted auditory scanning

Method

Figure 1. Performance during Baseline and Intervention Phases for the Condition of Providing Information

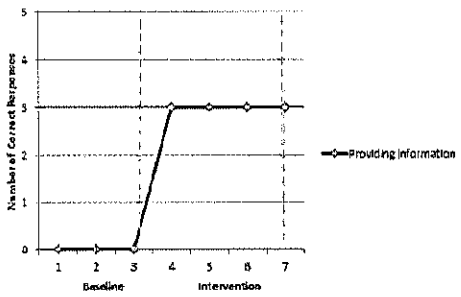
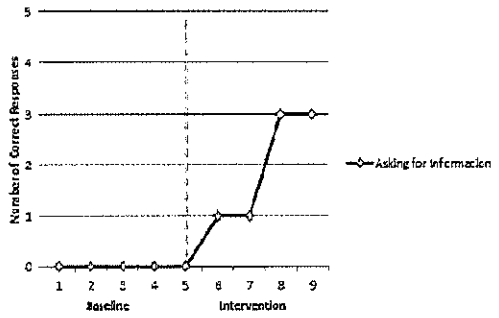


Figure 2. Performance during Baseline and Intervention Phases for the Condition of Providing Information



Discussion

- Results of the current study support the descriptive data related to the use of PODD communication books for initiating conversations
  - Adds to research base for PODD communication books using both aided language stimulation and partner-assisted auditory scanning
  - Supports Porter and Cafiero (2009) PODD books to provide access to vocabulary for spontaneous, unpredicted messages
- The results also support the research by Sevcik, Romski, Watkins, and Deffebach (1995) and Drager et al. (2006) which found that aided language interventions are effective

Future Research

- Future studies should focus on the following:
  - participants' ability to generalize use of the PODD communication book to more naturalistic environments
  - Communication partners (e.g., parents, teachers, paraeducators, peers) ability to learn to use PODD and create an aided learning environment in which aided language stimulation along with access through partner-assisted auditory scanning

Acknowledgment

I would also like to thank my participant, Tye, and his wonderful, kind, and courageous family. Tye has taught me valuable life lessons that cannot be taught in the classroom. Most of all, he taught me to live life to the fullest no matter what your situation may be.

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