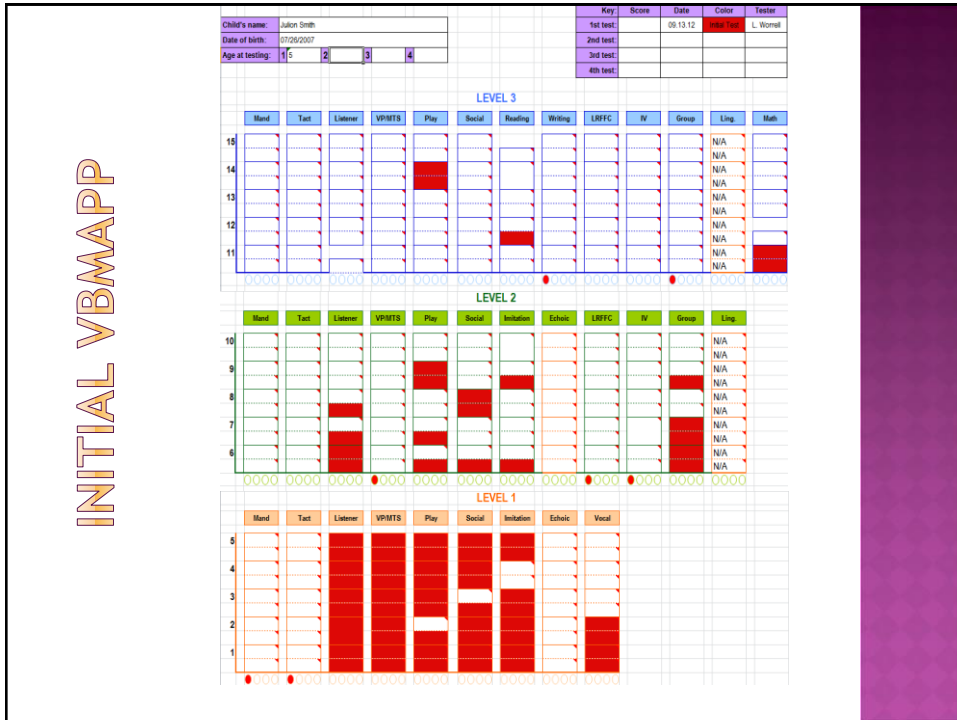# USING IPAD TECHNOLOGY FOR NON-VOCAL LEARNERS

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BEGINNING LEARNER PROFILE

- 5 year old kindergarten student in September 2012
- No form of communication other than gestures
- No mands acquired at this time
- VERY tech-savvy

## INITIAL VBMAPP

VBMAPP UPDATE : AFTER SIGN LANGUAGE

January 2013

- Updated VBMAPP using sign approximations
- Sign was attempted for basic mands and tacts
- All mands were sign approximations due to fine motor limitations
- Constant scrolling due to inconsistency among service providers
- Could match words to pictures and perform actions following a written directive
- Could identify letter sounds during play – "What letter makes the sound *aaa*?" "Zebra starts with…"
- Decided to try the iPad with ProLoQuo2Go
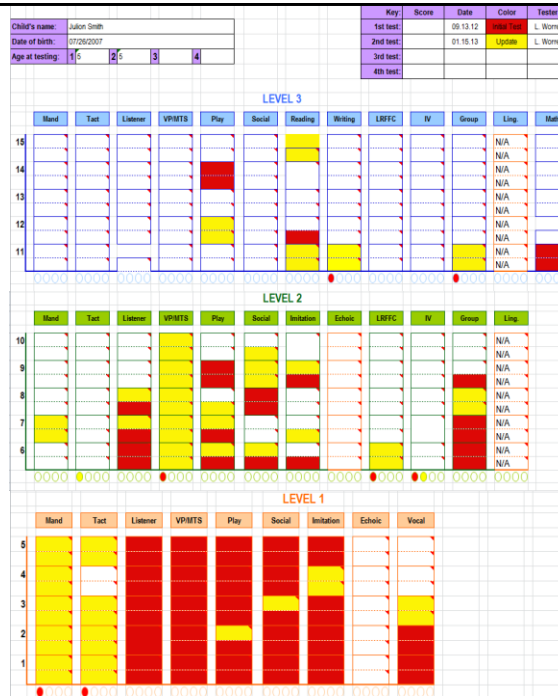
CONSIDERATIONS TO MAKE WHEN CHOOSING A DEVICE

- Guided Access – for all students!
  - This particular iPad was only for his communication, not for play
  - Following charging, sometimes "unlocks" from the app, allowing for free usage
- Consider battery life and size of the device
- Chat Bag for portability – www.chatbag.net
- Teaching true mands, tacts, and intraverbals

MANDING ON IPAD

- Picture only – very brief period for this learner!
- Picture and word
- Categories for items – EX: food, games, toys
- Typing – Kept the button but eliminated the function so we, as teachers, can see his motivation in order to teach the typing
- Disabled button, taught keyboard usage and spelling
- Ultimate TRUE response: Typing without any visual or textual stimulus

MANDING VIDEO

- Target: Cheeseball
- Already mastered cheeseball as:
  - Mand with picture
  - Mand with text
  - Tact
  - Spelling target

TACT/LISTENER RESPONSE ON IPAD

- Stimulus: picture; Response: Found word on screen
- Found word in category
- Taught spelling of the word
- Ultimate TRUE response: Type out the response without visual or textual stimulus on the iPad
- Important to reverse!!
  - Stimulus: written word, Response: Found picture
  - Words must have meaning
  - Without the reverse, and without a TRUE response, the response may only be a listener response to find the picture or word OR a non-identical match – NOT a true tact

TACT VIDEO

- Target: Black

TACT VIDEO - REVERSAL

- Target: Find the PICTURE of paper and spoon

TRUE TACT VIDEO

- Target: Ball
- Already mastered as:
  - Mand with word
  - Mand with picture
  - Tact with word
  - Tact with picture
- Note errors in this video
- Teacher's role in programming
- Needs one more step to make it a true tact

"MATCH" BEFORE TEACHING TYPING WITH MATCH AS THE TRANSFER OF STIMULUS CONTROL

- Very brief for this learner
- Random 8 letter samples to match by typing with no mistakes
- Mastered 50 sequences within a week
- We knew what steps were next based on his ability to use a keyboard, look and match, visually track each letter across the prompt card, and maintain attention long enough to complete the task

SPELLING/TYPING

- Began as matching to written word on card
- L/I capital and lower case on keyboard provided difficulty
  - Retaught as non-identical matching with letter cards
  - Practiced capital and lower case Listener Responding on keyboard – "Find the I, Find the L"
- Started with mastered tacts
- Disabled tact buttons, prompted keyboard, used written word on card as full prompt for teaching
- Removed tact buttons
- Moved those targets to mastered tact/intraverbals
- Edmark Reading – led to more spelling practice, worksheets completed on ipad

INTRAVERBAL FI/WH

- This is where we are now! ☺
- Using textual or picture prompt to teach, sometimes both!
- His response is the picture/word combination
- NEXT: We will eliminate word or picture because we know he has mastered as a true tact with the spelling mastered as well
- He will use keyboard when button is disabled or unavailable
  - Example Target: You can kick a …. _Ball_
    - Already mastered as mand, tact with picture, tact with word, matching typing/word on keyboard, spelling target

INTRAVERBAL VIDEO

- Target: Pencil
- Currently taught as Intraverbal
- Currently Edmark spelling target
- Already mastered as:
  - Mand during OT
  - Tact with picture
  - Tact with word

CURRENT VBMAPP
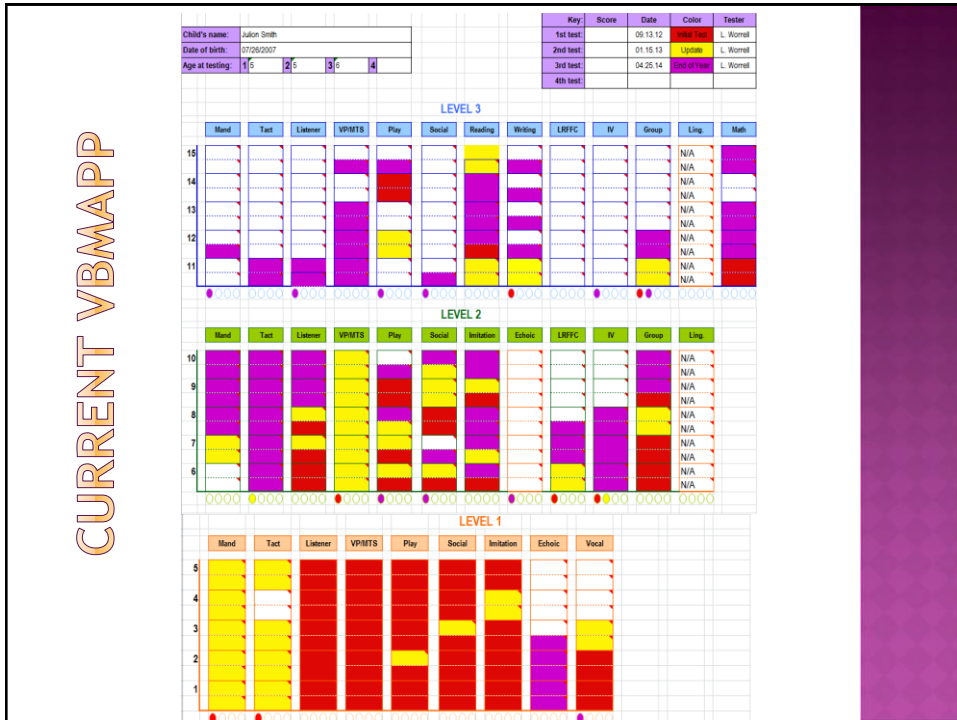
GOING FORWARD – QUESTIONS WE HAVE....

- Functionality in HIS life –
  - Auto-complete v. TRUE responses, we took it away, put it back
  - We have since added buttons back to make them more fuctional
  - Maintenance checks – once buttons are added back, COULD he spell it with a novel device
  - Response effort should be minimal in order to be most functional, so we don't make the use of the iPad aversive
- Purpose of spelling – when the button/option is unavailable and novel, will he be able to use a keyboard
- Programming – aide is pro, mom? Other teachers? How to train all staff and caregivers?
- Now how does he use it in his social and community life?

ALL PROGRAMMING IS CONNECTED; NO PROGRAM IS EVER ENTIRELY FINISHED ☺

- Echoic responses and intraverbal fill-in responses!!
- Response effort: When speaking is easier, he speaks!