Is There an App for That? - Modifying iPad Applications for Diverse Populations

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• Financial Relationships: Bilinguistics receives royalties from sales of the BAPA. Carolyn Gutierrez & Cristina Villaseñor are salaried employees at Bilinguistics.
• Non-financial Relationships: None to disclose.

Our Clinicians’ Experience
• Frequently modify apps for CLD population
• Experience building and standardizing BAPA evaluation tool
• Team of 22 SLP using apps

Is There an App for That?
• Why we love iPads
  ◦ 10 Recommended Clinical Computing Competencies
  ◦ More than a reward
  ◦ Motivate & engage
• Why we don’t
  ◦ When to use iPads in therapy and when to iSkip it.
• App-egories
  ◦ We organize great apps into 4 categories and demonstrate their use with our diverse caseloads
• Let’s play!
  ◦ App-lying what we’ve learned
Benefits of Technology?

- Technology Teaching – (Cisada 2002)
- Test Mode Effect? – conflicting research
  - No significant differences in performance found for children ages 7-8 between computer-based testing (CBT) and paper-based testing (PBT) (Sim & Horton, 2003)

Children also showed a preference for computer-based assessments

Use Your Clinical Judgment

- Not using it
  - Motor limitations
  - Attention limitations
  - Negative behaviors
  - Unconducive to appropriate feedback
  - Technical malfunctions
  - Just like those beautiful materials you've spent hours making and laminating for students in the past…be ready for the iPad to NOT work

- Using it in conjunction with traditional therapy
  - Literacy-based interventions
  - Language samples
  - Articulation drills
  - Etc.

10 Recommended Clinical Computing Competencies

(1993, Cochran et al. - Using computers “to fulfill a clinical purpose”)

Using a Computer as:
- Context for conversation
- Instructor
- Clinical materials generator
- Feedback device
- Clinical data assistant
- Diagnostic tool
- Productivity tool

Awareness & Use of:
- Basic computer operations and assistive technology
- Relevant legal and ethical issues
- Technology resources

iPads

More than a reward for getting the “real work” done
**Mediated Learning + Context for Conversation**

- Mediating child’s experiences (Westby & Atencio, 2002)

![image](pets-in-the-house-by-kandall.png)

- Steering conversations to effectively address goal areas (Cochran & Masterson, 1995)

**The Basics**

- Google
- “Using iPads in Speech Pathology” – Independent Living Center WA
  - Student research project
  - General pros and cons of iPad use by SLPs
  - List of great apps for SLPs with short descriptions
  - Evaluation Rubric to grade an app for SLPs (1-4)
    - Client specificity, flexibility, instructions, feedback, accessibility, data availability for clinicians, research-based, engagement/motivation, presentation
- Getting started, Using iPads in Speech Pathology, Considerations, Resources

**iRules**

- Set ground rules
  - Therapist chooses student
  - Establish a time limit
  - “Listen first, touch 2nd”
  - iPad went on vacation 😊
  - Create a visual schedule

![image](iRules.png)

**Protecting iPad**

- But the iPads are expensive!
  - Protection
    - iGuy ($30-$40)
    - Otter Box (iPad: $70-$100)
Tips

• Touching the iPad with objects that won’t activate the touch screen (pencils, pointers, etc)
• Guided access – settings/general/accessibility/guided access
• Take a screenshot – press Home + Power button (at the same time)
• Folders – touch and hold an app (they’ll toggle) – move one over the other
• See open apps (most recent) – place 4 fingers and slide up

You know you want to... everybody’s doing it!

• PSHA Survey Results (Feb. 2012)
  ▪ 62% (...so ALMOST everybody)
  ▪ 85% pediatric

Whatcha doin’?
Data collection      Video
AAC Devices         Email
Therapy Materials   Photos

And more!
Modifying 101

- Guide and facilitate conversations
- Use a variety of cues (visual, written, auditory/verbal, gestural, tactile, intonation, etc.)
- Scaffold
- Use appropriate levels of cues & scaffolds
- Balance structure with function
- Observe and adjust

Remember! Difference vs. Disorder

This is how we do it:

- English Apps
- Spanish Apps
- Neutral Apps
- Juegos!

English Apps

- Fun With Directions Lite ($0.99)
  By Hamaguchi Apps for Speech, Language & Auditory Development

  - Arturo
    - Background: Bilingual, Spanish—English,
    - IEP: 30 min, 8x/9wks
  - Goals:
    - Retell story with 4 events
    - Use descriptive clauses in sentences
    - Use articles correctly
    - Decrease rate of speech
    - /r/ blends, /l/ blends

IEP: 30 min, 8x/9wks
Fun With Directions Lite
By Hamaguchi Apps for Speech, Language & Auditory Development

Also great for:
- Following directions
- Labeling
- Wh- Questions
- Combining words
- Describing objects
- Object function
- Articulation
  (phonological awareness & self-monitoring)

Spanish Apps

- iSecuencias Lite (Free)
  By Fundación Planeta Imaginario

- Juan’s Goal: Sequence and retell 3-part stories
- Other potential targets
  - Wh?s
  - Phonological processes
  - ID and name objects in categories
  - Inferencing (built into app)
  - Prediction skills (built into app)

Spanish Apps-Modifications

- Vocabulary used in child’s dialect
- Turn off volume: “It’s too loud!”
- Scaffold, scaffold, scaffold
- Show off your metacognition
Neutral Apps

- Toca Hair Salon ($2.99)
  By Toca Boca AB
  - Ashley
  - Background: Bilingual, Spanish to English, struggling in reading
  - IEP: 30 min, 12x/9wks
  - Goals:
    - Who/what/where/when/why questions
    - /f/, /v/, /s/ in all positions
    - Use adjectives to modify nouns
    - Use articles (el, la, un, una)

Articulation: Had a conversation and identified words with her sounds (F/L/S-café, liso, seca) — writing them down (phonological awareness) — mass practice (10x with self-monitoring).

Language: Talking about the haircut when it was done (adjectives, articles)
  - Answering questions - trickier but achievable:
    - Who cut her hair?
    - Where do you think she’ll go after her haircut?
    - Why did you rinse her hair?
    - What does she have in her hair?
    - When???

Toca Hair Salon

By Toca Boca AB

- Candy Blast Mania (Free)
  By Toca Boca
  - Angelica’s goal: Follow 2-step directions with temporal, spatial, quantitative, and qualitative concepts
  - Other goals:
    - Attributes
    - Wh?

Also great for:
  - Following directions
  - Sequencing
  - Requesting
  - Labeling
  - Combining words
  - Problem solving
  - Describing pictures
  - Identifying/naming colors
    - Antonyms
    - Object function
Carolyn’s Fave 5

- Clicky Sticky ($1.99)
  - By involcore
- Cookie Doodle ($0.99)
  - By Shoe the Goose
- Waitstrip ($0.99)
  - JTB Apps
- Ana Lomba’s Spanish for Kids: The Red Hen – Bilingual (Free)
  - By Ana Lomba Early Languages LLC
- PicCard Maker ($13.99)
  - By Bo Innovations

Cristina’s Fave 5

- Tap Roulette (Free)
  - By Laan Labs
- ShowMe (Free)
  - By Learnbat, Inc.
- Make Dice Lite (Free)
  - By hmm
- My PlayHome ($3.99)
  - By Shimon Young
- Little Storybook Maker (Free)
  - By GrasshopperApps.com
How to Trap an App

- Pinterest
- Blogs
  - [http://www.geekslp.com](http://www.geekslp.com) (Barbara Fernandes, M.S., CCC-SLP)
  - [http://www.erikraj.com/blog](http://www.erikraj.com/blog) (Erik Raj, M.S., CCC-SLP)
  - [http://www.speechtechie.com](http://www.speechtechie.com) (Sean J. Sweeney, CCC-SLP)
  - [http://www.theravvape411.com](http://www.theravvape411.com) (collaborative)
- App store browsing
- Youtube

Ask that lady sitting right next to you!

References


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