@Friend: Tagging to Increase interactions for individuals who use AAC

Nicole Romano, B.S., Lindsey Kelly, Jessica G. Caron, Ph.D.

Pennsylvania State University

BACKGROUND

- Communicating through email, cell phones, and social media, are examples of important activities in the twenty-first century that lend to fuller participation in society

- With rapid technological change influencing the way we communicate, the recognition of the use of social media for individuals who use AAC has not been fully translated into access and practice (Caron & Light, 2016).

- Despite the societal trend of participating on social media, currently there is a very limited body of research related to social media use by individuals who use AAC, including no intervention studies.

- **A number of individuals with CCN who use AAC have documented the advantages to social media use and are motivated to use social media, but require supports to learn how to engage with others in online social communication**.

What online skills can we teach to individuals with CCN, to facilitate interaction?

VALUE OF TAGGING

- Tagging is one of the top 3 functions used on Facebook
- Tagging is part of how Facebook allows users to present, show, form, and maintain online identities and relationships (Eftekhar et al., 2014)
- Through tagging, individuals are able to express their opinions or ideas with another person, rather than passively looking at the post. These interactions help to foster social communication (Oeldorf-Hirsch & Sundar, 2015).
- Tagging has been found to be related to higher levels of social closeness and communication with friends (Burke, Marlow, & Lento, 2010)

TAGGING TYPES

VIDEO

PICTURE

POST
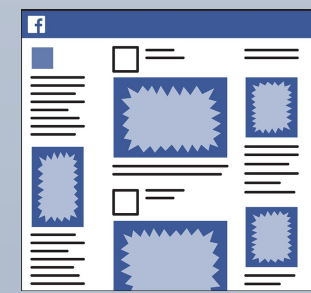
TAGGING INTERVENTION

An online training will be housed on PSU sites, a free website that can be used to create personalized learning environments.

An online environment is advantageous for the demonstration and teaching of this Tagging strategy – supporting opportunities to integrate use of video and re-review, as well as access from anywhere

Intervention Components (adapted from Ellis et al., 1991)

• **Pretest and commitments**	• 5 question knowledge quiz • Acknowledgement of commitment to learning
• **Strategy description**	• A description of the Tagging strategy will be provided. • The relevance of the strategy to communicating with others on Facebook will be emphasized, as well as the positive effects of using the strategy.
• **Strategy demonstration**	• Provided through a number of videos that will demonstrate Tagging in action on Facebook
• **Controlled practice and feedback**	• Provided through case Examples with questions for application – video pausing for responses to questions and the feedback is provided (including the correct answer and explanation)
• **Advanced practice and feedback**	• Provided through an opportunity to Tag on their own Facebook page and then reflect/report back on any final questions/challenges
• **Post-test and commitments and generalization**	• 5 question knowledge quiz • Acknowledgement of commitment to generalizing the newly acquired Tagging strategy to their own Facebook page

The online training instructional procedures were drawn from research on effective instruction (Ellis et al., 1991; Kent-Walsh & McNaughton, 2005). The framework to guides the instructional sequence. In this framework, instructors identify the component skills of a strategy and then teach learners to demonstrate the strategy through opportunities with practice and feedback.

Case Study #2
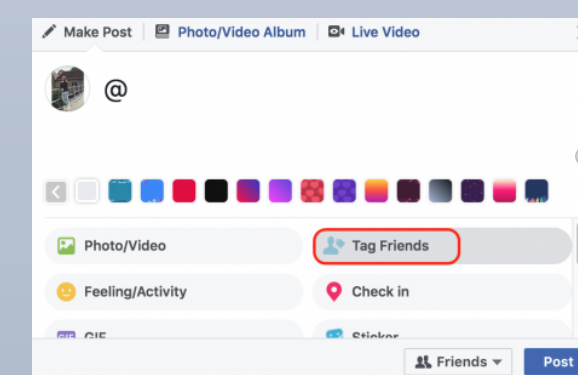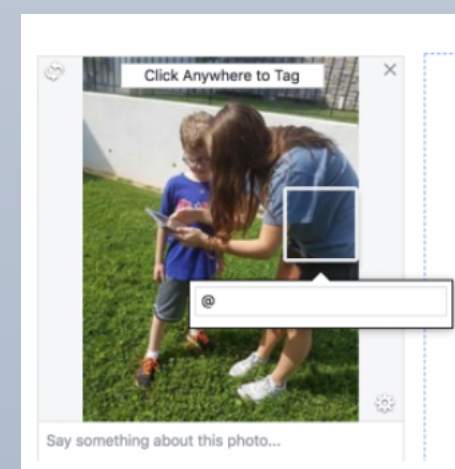
The images above are examples of items used within the webpage for demonstrations

TAGGING FLOWCHART
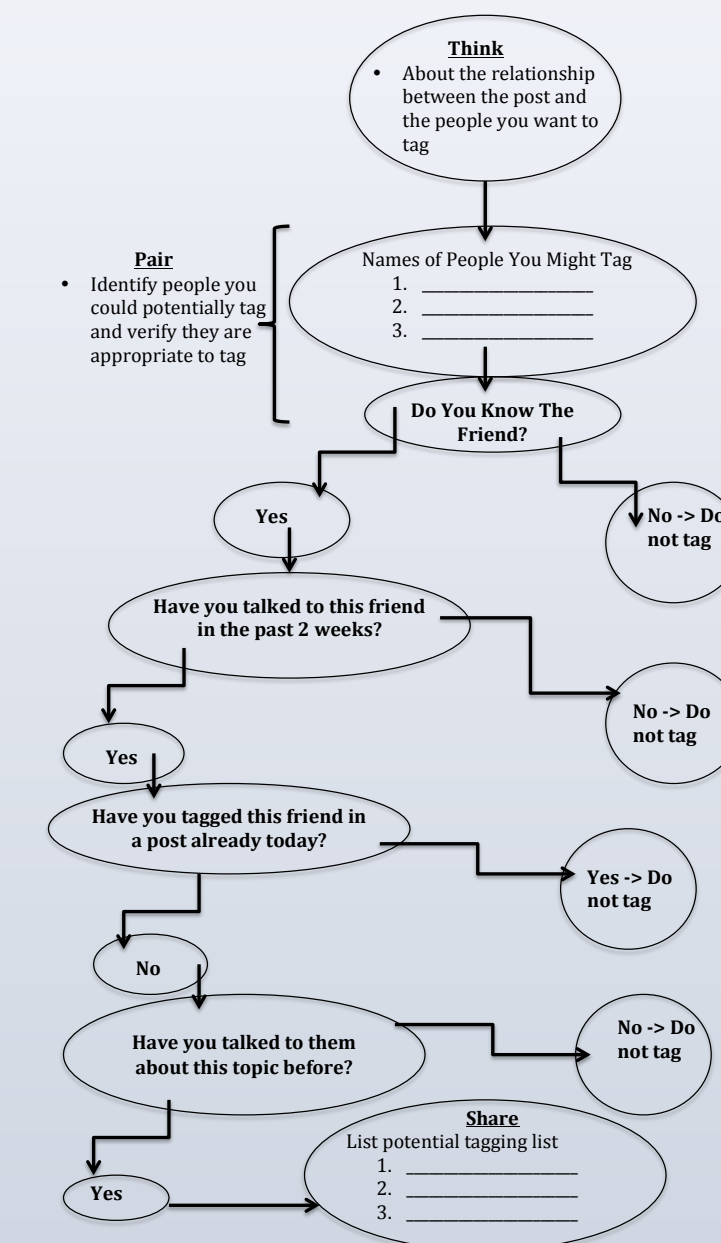
FUTURE RESEARCH

- **Currently Piloting with participants – 2 individuals**
- Access to website and training
  - o Independent training
    - ➢ 22 years old
    - ➢ Cerebral Palsy
    - ➢ Accent 1200
  - o Clinician directed
    - ➢ 28 years old
    - ➢ Intellectual or Development Disability (IDD)
    - ➢ Low Tech AAC

  - o Interested?
    - ➢ Contact: jgc169@psu.edu

Disclosures