AAC Video Visual Scene Displays to Increase Communication with Peers

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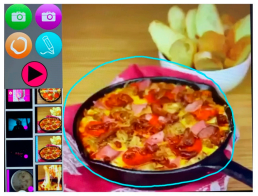
Rationale

- Social interaction with peers is challenging for adolescents with ASD and complex communication needs (Ganz et al., 2012; Smith, 2015).
- Students with ASD may benefit from **social support** (e.g., help in initiating a shared topic) and **communication support** (e.g., access to relevant vocabulary).
- Intervention should enable adolescents with ASD and peers to act as equal contributors, and require limited adult support.
- Watching videos is a preferred adolescent activity.
- **Video visual scene displays (video VSDs)** may provide an appropriate communication support for social interactions for adolescents with ASD who have difficulty with speech (Light, McNaughton, & Caron, 2019).



  - *Videos VSDs* : videos with programmed "hotspots" to support communication

Research Question

What is the effect of a video VSD app on the number of communicative turns taken by adolescents with ASD during social interactions with peer partners?

Design

- ***Research Design*:** Multiple probe across participants
- ***Independent variable*:** EasyVSD application and a single training session for each dyad in the use of the app
- ***Dependent Variable*:** Frequency of symbolic communicative turns taken by the participants during a 10 min. interaction with a peer partner

Participants

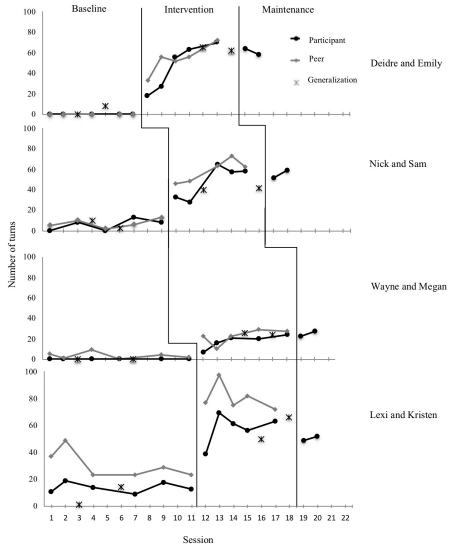
Participant with ASD	Age/ gender	Peer, age, and gender
Deidre	16/F	Emily/15/F
Nick	16/M	Sam/17/M
Wayne	17/M	Megan/15/F
Lexi	18/F	Kristen/17/F

Materials & Procedures

- The EasyVSD app was provided on an Android tablet
- Brief instructional videos were viewed by each dyad, and showed models of how to use the app to communicate, and how to add vocabulary within the app
- During intervention, the video VSD app included a menu bar with an editing button to support the creation of hotspots within the VSDs
- The dyads were seated together and provided with a tablet that included five 2-min video clips of preferred videos (total of approximately 10 min of videos)
- The researcher gave an initial cue at the start of the activity
- Each dyad completed probes in the following conditions:

Baseline	Intervention	Maintenance & Generalization
• Each dyad viewed a short video model depicting how to use the tablet (e.g., pressing play/pause, selecting videos)	• Each dyad viewed a second instructional video on using the app to communicate and adding vocabulary	• Maintenance: 2 and 4 weeks after intervention • Generalization: new communication partner

Results



- All participants demonstrated an increase in communicative turns
- All participants expressed an interest in continued use of the video VSD app

Discussion & Implications

Video VSDs offer a promising approach to the key challenges of peer interaction for adolescents with ASD:

- ✓ support interaction on topics of personal interest
- ✓ provide easy access to needed vocabulary
- ✓ reduce linguistic demands
- ✓ enable both participants to act as equal contributors
- ✓ require limited adult support

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