

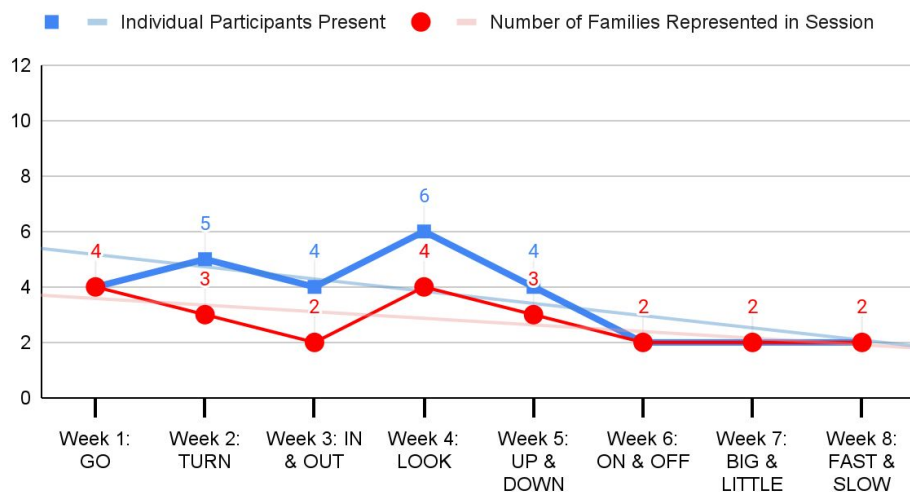
Efficacy of Tele-Therapy Training Program for Adult Caregivers of Children who use Speech-Generating Devices

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Participants & Weekly Session Attendance

- Twelve adult caregivers were recruited from families enrolled in the Hearing Impaired, Language, and Literacy Preschool Lab (HILL Program) from the University of Mississippi's Speech and Hearing Clinic.
- The twelve caregivers represented six families and seven children.

Weekly Zoom Session Attendance

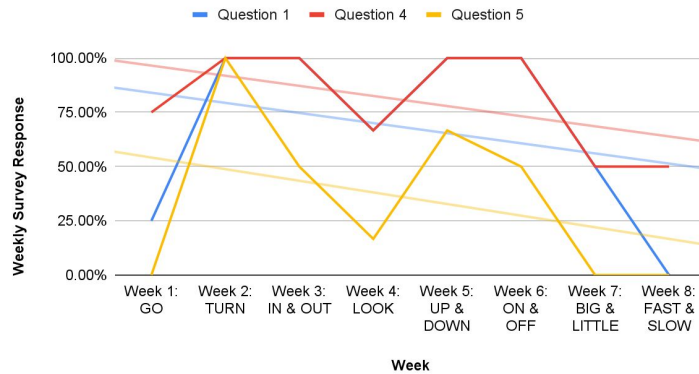


Weekly Survey Responses

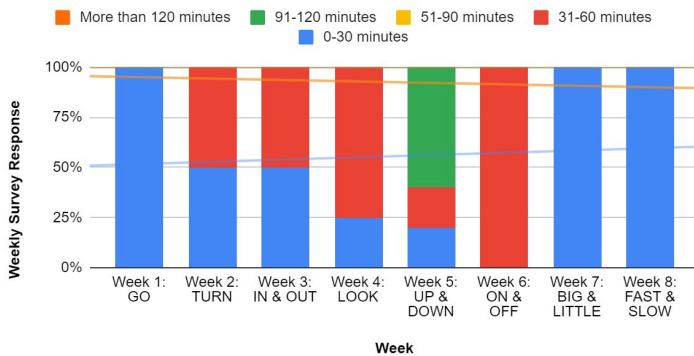
- Participants completed a five question survey each week during the virtual training session.
- To account for variations in weekly attendance, response option occurrences have been converted to percentages.
- Survey questions were developed to reflect two research interest areas.

Interest Area 1: caregiver engagement with the kit, materials, and speech-generating device (SGD).	Interest Area 2: caregiver engagement with provided kit materials.
Presented as bipolar 'yes' or 'no' questions.	Presented as multiple choice questions.
Question 1: Did you use the kit?	Question 2: How much time did you spend using the kit?
Question 4: Do you know where to find the vocabulary from last week?	Question 3: How many activities did you use during the week?
Question 5: During the week, did you use the SGD to model the words when not using the kit activities?	

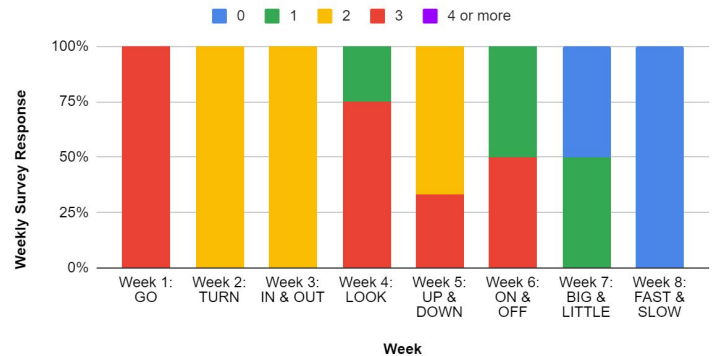
Caregiver Engagement with Kit and SGD



Question 2: How much time did you spend using the kit in the past week?



Question 3: How many activities from the kit did you use during the week?



Caregiver Comments:

- Caregivers commented during training sessions that they would like for their children to be involved in the training sessions in some way.
- Caregivers also said that they would like to have a 'hands-on' training session with a licensed speech-language pathologist or graduate student present to give them real-time feedback on the caregivers' use of modeling and aided language input techniques.
- Caregivers also commented that they sometimes felt overwhelmed by the amount of materials and would prefer a checklist of one to three objectives per box or session.
 - Example: one toy with one aided language input technique to use while playing with the toy.

What the data suggests:

1. Caregivers view the training as valuable, regardless of the caregiver's attendance at weekly training sessions.
2. The duration of the training is inversely proportional to the level of caregiver engagement (kit material engagement or session attendance).
3. Materials and activities that are more familiar to the child are less engaging than novel materials and activities.

Clinical Application:

1. Keep caregiver trainings short in duration.
2. Do not overwhelm the parent with materials or information.
3. Be creative- try to find materials and activities that your client and their families are not familiar with.
4. Do not take background knowledge of the caregiver for granted- consider how long they have been using the device, etc.