

Evaluation of AKKTIV parental education—

**Augmentative and alternative Communication
- Early intervention to parents of children
with communication disabilities**

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Outline of this presentation

- Short description of AKKTIV parental education: purpose and content of ComAlong and ComHome
 - Description of the evaluation project
 - Outline and results so far and foremost from the two latest studies
 - Conclusions so far...
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Theoretical bases come from...

- ICF – environmental factors specifically
- Findings from research of early communication and interaction between children and their caregivers
- ...and of interaction between children with communication problems and their caregivers: "the negative circle" – when the communicative signals are weak and not so easy to interpret – adults tend to be more directive and dominating– which leads to fewer initiatives.....
- The weak –but important evidence –that it is possible to change parent's communicative style – and that this ~~make a difference in interaction with the child!~~

And outline and contents

- Similar programs in other countries such as:
The Hanen program (www.hanen.org),,
Communicating partners (James MacDonald), The tri-focus program (Siegel & Cress)
- Our own intervention model, material and experiences
- The inquiries of more elements of augmentative communication strategies being included in existing parental programs (Cress, 2002; Wilder, Granlund & Axelsson, 2004)

Target group

- Parents of children
 - Aged 0-6
 - With no or restricted communication abilities

We believe that there are many advantages with a mixed diagnose group – and where the common problem in focus is *communication*

And - it's the only realistic model in Sweden if you come outside of Stockholm, Gothenburg and Malmö!

ComAlong- elementary course-8 occasions

- Communication
- Communication development
- Stimulating communication development
- Play and communication
- AAC – why and how?
- ComAlong boards, picture boards are given to each family to use in the home: use to the child
- Produce your own communication material
- Home assignments after each session – one family at a time show a videotape: important basis for discussion



ComHome - continuation course – 5 occasions

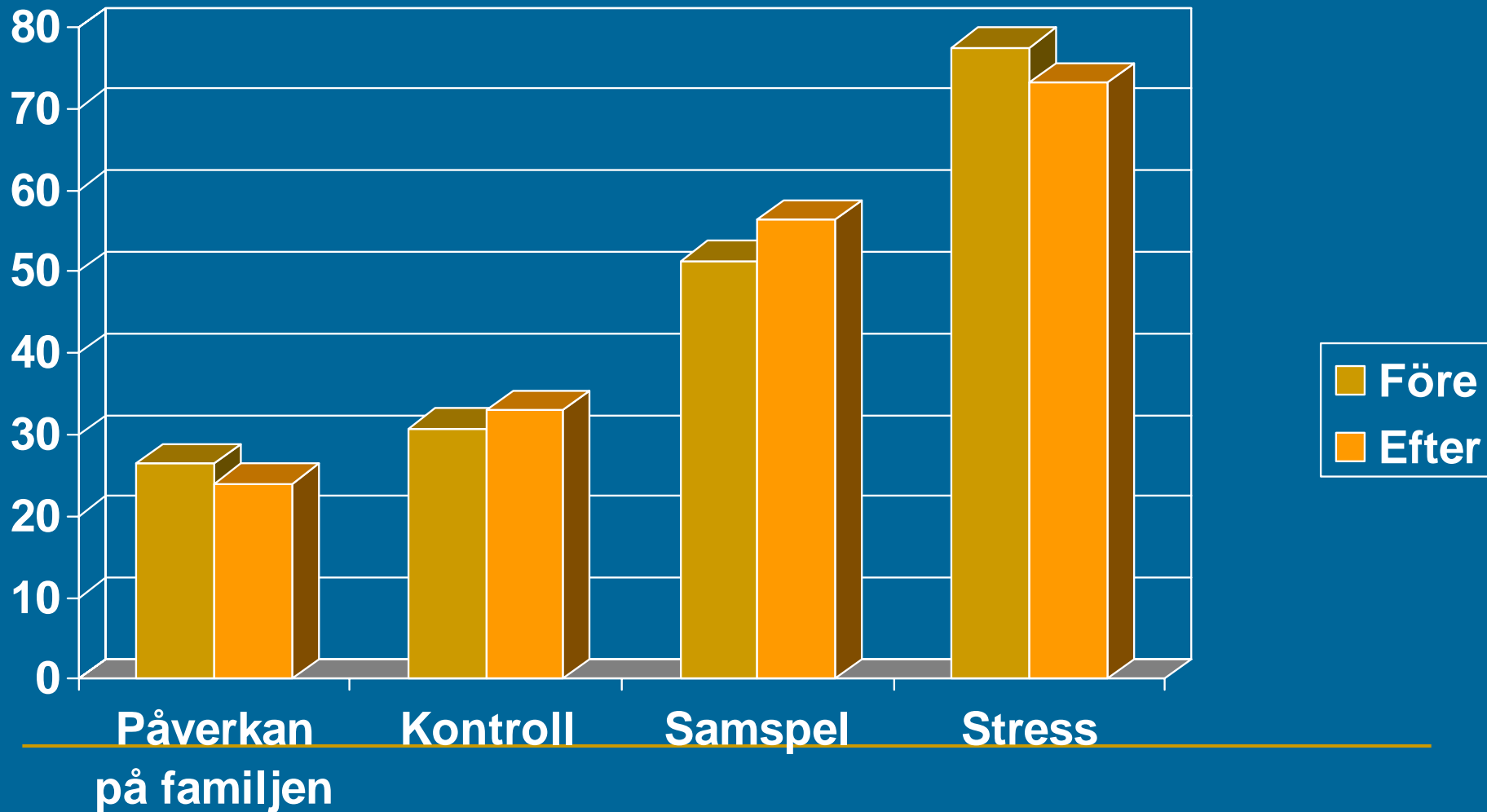
- Goal setting in a chosen play activity in the home – use of Goal Attainment Scaling
- Both child and adult communication in focus
- Design and production of communication material, if necessary
- Video taping



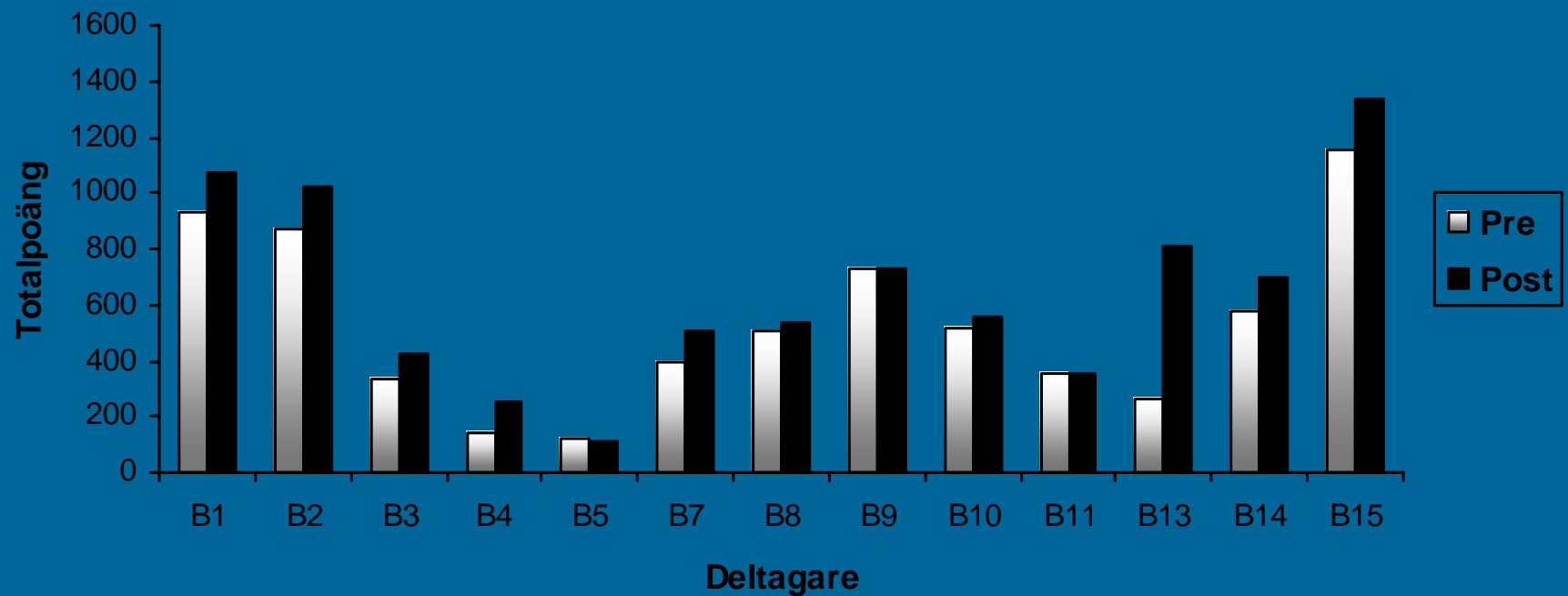
Evaluation methods/instruments

| Data | Focus + Analysis method/Instrument |
|-------------------|--|
| Questionnaire | "Parents experience of interaction with their child" (Granlund & Olsson, 1998) |
| | FIQ (Family Impact Questionnaire, Baker & Donnenberg, 1993) |
| | Control: PLOC |
| | Stress: SPSQ |
| | <i>Language: SECDI (Swedish Communicative Developmental Inventories –MacArthur – Fenson et al, 1994)</i> |
| Video | Parental communicative style (EFFEKTIV coding scheme, Almsenius & Karlsson, 2008) |
| | <i>Conversation Analysis (CA) in collaboration with Syddansk Universitet (SoPraCon)</i> |
| Interview | <i>Adaptive Development: Vineland Adaptive Behavior Scales (VABS) Focus group and pair interviews with parents and course leaders</i> |
| Course Evaluation | <i>Parents opinions of the course; form, content and possible effects Course leaders opinions of the course</i> |

Results – family impact and interaction (n=10-15) – statistical significance



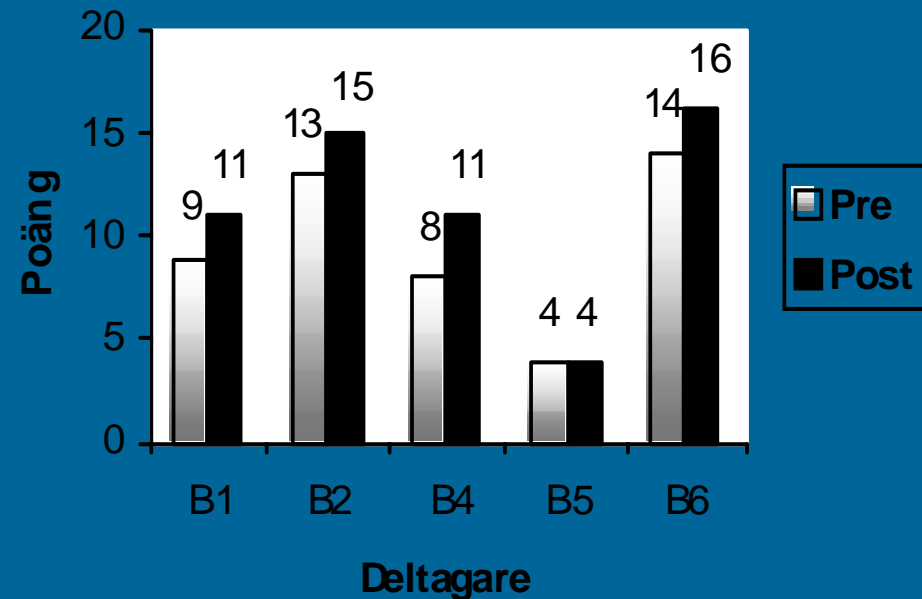
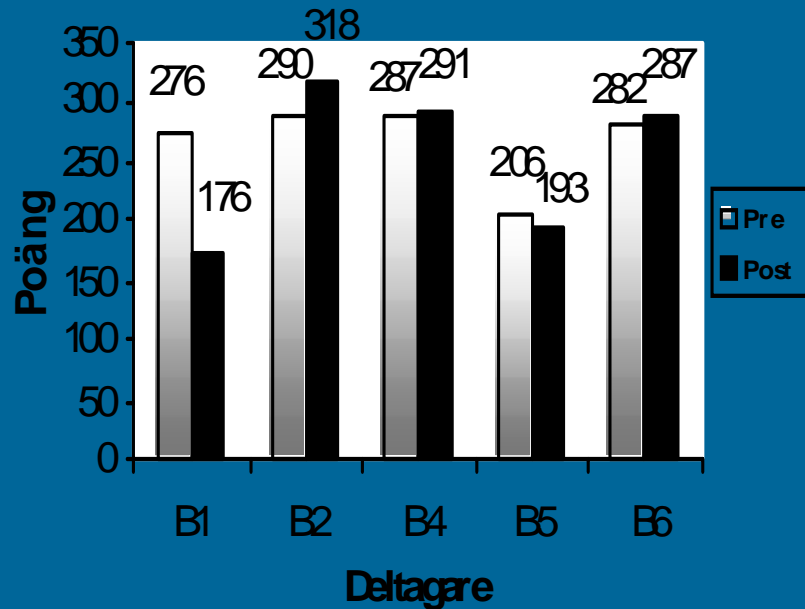
SECDI 1+2 = statistisk signifikans



VABS

Total

Communication-impressive significance



Parents' opinions of ComAlong (n=54)

- Part 1 – 20 statements 1-5-graded scale (mean result: 4,36 spread: 3,8 – 4,8)
- 29 participants graded the course in total on a 10-graded scale. The mean was 8,3.
- Part 2 – open questions
 - They as parents had become more aware of their communicative style, wait for the child's response, easy to practice in daily life
 - Som parents experienced that their child developed – communicated to a greater extent and more distinct
 - More occasions with concrete producing of communication material
 - Most positive – and negative: + everything!, **get to know and talk to other parents in a similar situation**, the assignments. – more swedish video examples

Interviews with parents and course leaders

Analyses with NVIVO 9

- Outline of the course

- parents: + Theory concretized, home assignments, - eng video examples
 - leaders; + good in spite of necessary preparation time, group dynamic – 'parents helping each other', freedom in the professional role, support from organization
 - important to have good knowledge in communication, communication boards too complex to understand for some parents
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- Course value

Parents: + important to get feed-back in their situation and of experiences, meet other parents, good to be aware of communication level and adequate support, communication has become more fun, decrease in behavioral problems, good to learn to give more time, good with information of AAC

- wanted the course earlier

Leaders: + good to be two leaders – development in the professional role, communication more often on the agenda during team and habilitation meetings

- Parental role

better self confidence, more energy to demand better service and involve others in the child's communication and training, more play with the child.

- Course leader role

Learned and developed their leadership 'step by step' and learned to adjust the theoretical level to the parents. Realized that they needed more basic training in working through interpreter.

Conclusion

- AKKTIV ComAlong seems to be a good and valuable course, specifically with respect to the experiences of the parents and course leaders (mainly SLPs) as they were expressed in the qualitative and subjective data
- The quantitative data: questionnaires and tests of child development and parenthood, not as impressive. Why? Some explanations:
 - need of more data – or more time: maybe more change during the second follow-up? (not finished yet). The limit of the children's abilities – maybe this is really good? The parents have become more knowledgeable and 'landed' thus are more realistic when they answer the questionnaires?

And then....

- Fortsatt insamling och bearbetning av data – målet är att samla data från minst 30 familjer: i höst finns kurser i hela Västra Götalandsregionen!
- Vidareutveckling och prövning av 1) en intensivare form 2) en modell med något mindre AKK – att köras i Barnhälsovårdens/logopedmott regi
- Fortsatt utveckling av material och koncept (i samarbete med brukarorganisationer: FA, RBU, FUB). Stöd från Allmänna Arvsfonden

www.dart-gbg.org

På DARTs hemsida hittar du information och rapporter om detta och andra projekt inom området kommunikation, AKK & datorstöd