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Teachers' Interaction with a Young Child with ASD to Support Language and Communication Skills Development: Comparing iPad and non-iPad Use

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Teachers' Interaction with a Young Child with ASD to Support Language and Communication Skills Development: Comparing iPad and non-iPad Use

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Introduction

- ▶ Most children with autism have language and communication issues
- ▶ The importance of teacher-child interaction



Gap

- ▶ No enough information about how teachers use their language with children with autism specifically during iPad use



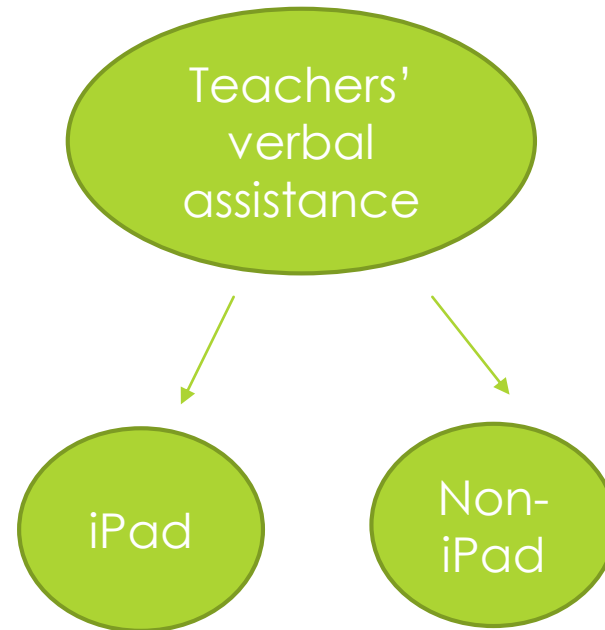
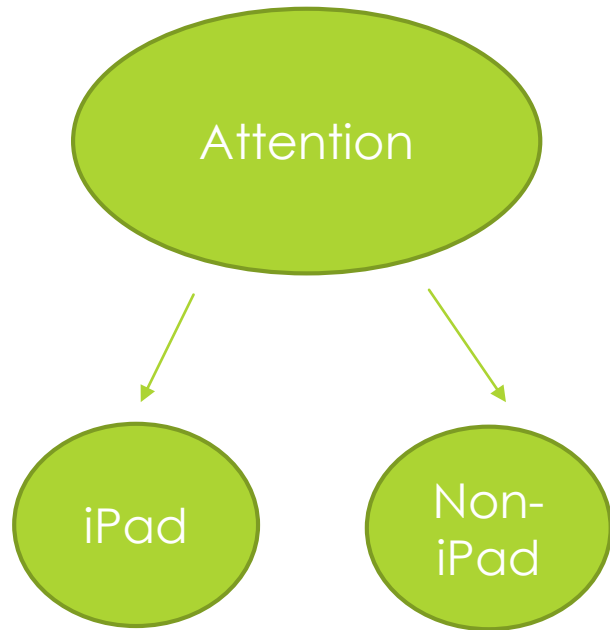
Purpose

- ▶ Investigating teachers' interaction with a child with autism when they were using iPad to support language and communication skills development

Research Questions

- ▶ Does joint attention happen more frequently when the iPad is used than when the iPad is not used during one-to-one sessions between the teachers & the child with autism?
- ▶ Does verbal assistance from the teachers happen more frequently when the iPad is used than when the iPad is not used during one-to-one sessions between the teachers & the child with autism?

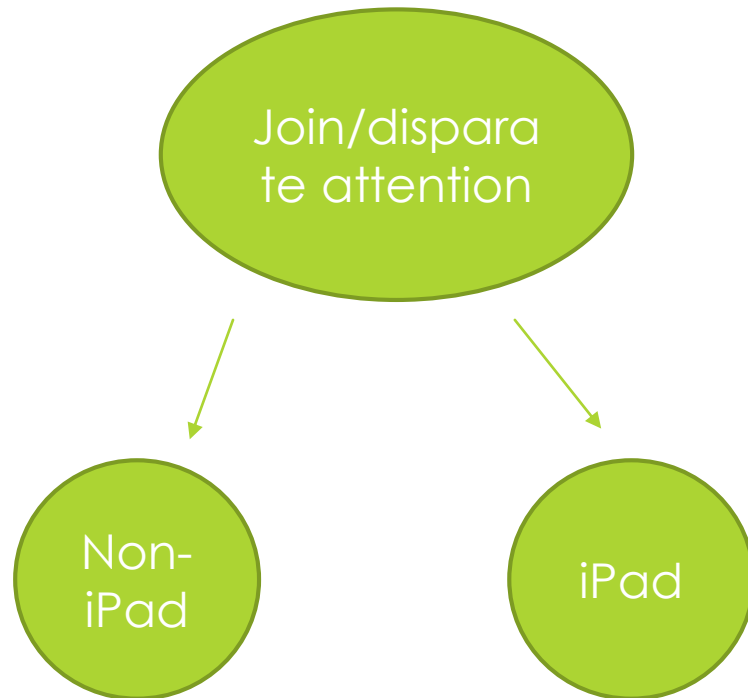
Therefore...



Methods

- ▶ Participants: one child w/ ASD (4 years old)
- ▶ Two teachers
- ▶ The study took place in Delaware state
- ▶ This study is a qualitative study
- ▶ Data analysis

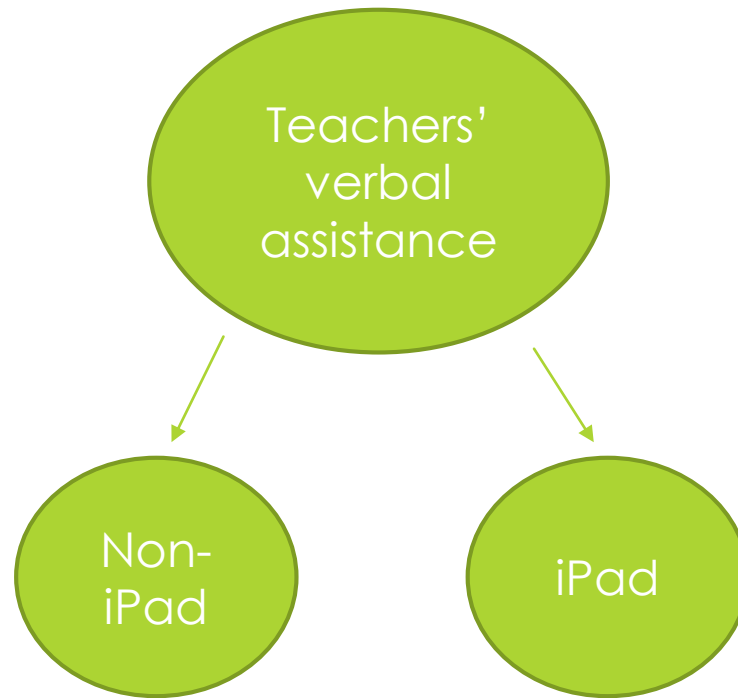
Results



Cross Tabulation Between iPad Use and Attention

		Attention Coding	
		Disparate Attention	Joint Attention
iPad Use			
Utterances without iPad Use	Count	296	701
	Expected Count	371.5	625.5
	Percent within the category	29.7%	70.3%
	Standard Residual	-3.9	3.0
Utterances with iPad Use	Count	194	124
	Expected Count	118.5	199.5
	Percent within the category	61.0%	39.0%
	Standard Residual	6.9	-5.3

Results



Cross Tabulation Between iPad Use and Teacher's Verbal Assistance

iPad Use		Verbal Assistance	
		Verbal Assistance not observed	Verbal Assistance observed
Utterances without iPad Use	Count	77	422
	Expected Count	93.9	405.1
	Percent within the category	15.4%	84.6%
	Standard Residual	-1.7	0.8
Utterances with iPad Use	Count	47	113
	Expected Count	30.1	129.9
	Percent within the category	29.4%	70.6%
	Standard Residual	3.1	-1.5

Conclusion

- ▶ Technology is not always an effective method to use to improve language impairments for children with autism



Thank you