SDSLHA Convention - Poster

Date of Course: Recorded Available March -April

Length of session: 15 minutes

Title: Utilization of Mobile Technology Applications to Promote Early Literacy in Children with Complex Communication Needs

Course Description: The current study investigated the effectiveness of a mobile application, Accessible Literacy Learning (ALL), on the acquisition of letter-sound correspondence and sound-blending skills for children who have complex communication needs. Children with complex communication needs do not have adequate speech production capacity and rely on alternative communication output, such as speech-generating devices. These children can be capable literacy learners, but often receive insufficient specialized instruction and therefore inadequate opportunity to develop literacy skills. The Accessible Literacy Learning application is designed to provide high quality, evidence-based intervention in a mobile application context to individuals with complex communication needs to improve literacy skills needed to properly read, write, and communicate. Therefore, the purpose of this study was to investigate if the Accessible Literacy Learning application would improve the early literacy skills in children with and without complex communication needs. Using a multiple-baseline design, the study included four preschool aged participants who are diagnosed with forms of complex communication needs and delayed early literacy skills. A teaching-assisted intervention lasted for six weeks with the children receiving instruction two to three times a week for fifteen to twenty minutes per session. Data collection is still in progress, but the results are expected to contribute to evidence-based methods in promoting communication and literacy in children with complex communication needs.

> **Learner outcomes:** Participants will be able to:

1. describe methods to promote early literacy in children using AAC.
2. describe the results of the current study promoting early literacy in children using AAC.
3. describe the results of the current study promoting early literacy in children using AAC.

Presenters:

Hanna Browder, B.S. is currently a graduate student in Speech-Language Pathology at the University of South Dakota.

Kyle Brower Ph.D. CCC-SLP is an associate professor in Communication Sciences and Disorders at the University of South Dakota. His professional interests include speech sound disorders, literacy, and child language disorders

Elizabeth K. Hanson is an associate professor in the Department of Communication Sciences & Disorders at the University of South Dakota. She specializes in augmentative-and-alternative communication and enjoys helping people with developmental and intellectual disabilities develop new strategies to become more effective communicators.

Disclosures: Hanna Browder reports the following relevant financial disclosures: UDiscover through the University of South Dakota – grant funding. She reports no relevant non-financial disclosures.

Kyle Brower reports the following relevant financial disclosures: University of South Dakota, faculty salary. He reports no relevant non-financial disclosures.

Elizabeth Hanson reports the following relevant financial disclosures: University of South Dakota – salary. She reports a non-financial relationship as a member of the student presenter's thesis committee.