

Scenario Information for Simulated Parents

PARENT A—Parent overwhelmed by diagnosis and lack of communication

Participant	Scenario Content
Parent	<p>Instructions:</p> <ul style="list-style-type: none"> • Read the background information and your profile but do not share this with the SLP unless asked. • Use statement #1 near the beginning of the conversation. • Use statement #2 and #3 during the conversation. • Use statement #4 when there is a pause in the conversation. • Use statement #5 if the SLP asks you for additional thoughts or questions. <p>Background:</p> <ul style="list-style-type: none"> • Your name is Denise Charles and your daughter, Sarah, is 4 years old and has a diagnosis of Autism. Sarah is just starting pre-kindergarten at a new school. She received her diagnosis within the last year. She has been receiving speech therapy since 1-year of age. She currently uses a communication app on an iPad. <p>Your profile:</p> <ul style="list-style-type: none"> • You are a single mother of Sarah. You work two jobs and Sarah spends a lot of time with her grandparents. • You feel guilty because you want to spend more time with Sarah, but it is difficult with your current employment. • You are very overwhelmed with Sarah's diagnosis and her lack of communication. You believe that the iPad is not working for Sarah and you don't know how to help her.
Beginning *required	<p>Statement #1:</p> <ul style="list-style-type: none"> • I just wanted to meet you and see if Sarah can get something else to help her talk.
During conversation *required	<p>Statement #2:</p> <ul style="list-style-type: none"> • She spends a lot of time with my parents. They don't know how to work the iPad. • She gets so frustrated and then I get frustrated.
If pause in conversation *required	<p>Statement #3:</p> <ul style="list-style-type: none"> • I just don't know how to help her say what she wants to say. I feel like there has to be a better way.
If asked for additional thoughts/ Questions	<p>Statement #4: [pause for 5 seconds]</p> <ul style="list-style-type: none"> • I'm doing all I can.

PARENT B—Parent worried about social isolation of child

Participant	Scenario Content
Parent	<p>Instructions:</p> <ul style="list-style-type: none"> • Read the background information and your profile but do not share this with the SLP unless asked. • Use statement #1 near the beginning of the conversation. • Use statement #2 and #3 during the conversation. • Use statement #4 when there is a pause in the conversation. • Use statement #5 if the SLP asks you for additional thoughts or questions. <p>Background:</p> <ul style="list-style-type: none"> • Your name is Jennifer Mitchell and your son, Wesley, is 8-years old. Wesley has severe apraxia. His speech is extremely difficult to understand. He currently uses a small handheld AAC device. • Wesley has been receiving AAC services from an outpatient pediatric hospital for the past 2 years. • He also receives 30 minutes of therapy from his school-based SLP. <p>Your profile:</p> <ul style="list-style-type: none"> • You are the mother of Wesley. You are married and Wesley is your only son. • You emailed your son's outpatient SLP and asked to meet. You are frustrated because you have tried to contact the school-SLP but you haven't received a response. • You are concerned that your son is socially isolated and is having difficulty making friends. • Recently, you attended an event at Wesley's school. While in his classroom, you were able to observe Wesley and his classmates. You noticed that Wesley was often alone and rarely interacted with his peers. At one point, you saw him laugh at a classmate's joke and try to communicate to his classmates with no success.
Beginning *required	<p>Statement #1:</p> <ul style="list-style-type: none"> • I'm worried that Wesley has no friends and he is having trouble making friends. I don't know how to help him.
During conversation *required	<p>Statement #2:</p> <ul style="list-style-type: none"> • He tries to communicate with his words but no one can understand him. • He doesn't like carrying his device around, so he never has it on him.
If pause in conversation *required	<p>Statement #3:</p> <ul style="list-style-type: none"> • I'm afraid that if he doesn't make friends now, it will just get worse as he gets older.
If asked for additional thoughts/ Questions	<p>Statement #4:</p> <ul style="list-style-type: none"> • Will he ever be able to use his speech?

PARENT C—Parent wants a new device for child

Participant	Scenario Content
Parent	<p>Instructions:</p> <ul style="list-style-type: none"> • Read the background information and your profile but do not share this with the SLP unless asked. • Use statement #1 near the beginning of the conversation. • Use statement #2 and #3 during the conversation. • Use statement #4 when there is a pause in the conversation. • Use statement #5 if the SLP asks you for additional thoughts or questions. <p>Background:</p> <ul style="list-style-type: none"> • Your name is Lynette Clark and your daughter, Stephanie, is 14-years old. Stephanie is diagnosed with ASD. Your daughter exhibits many challenging behaviors and can become aggressive. • Stephanie has significant difficulties communicating and has been using an iPad app for the past 6 months. • Stephanie receives AAC services at school and at a private practice 2x a week. • You are highly involved in Stephanie's services and care. <p>Your profile:</p> <ul style="list-style-type: none"> • You are the mother of Stephanie. You are married and have three older sons, who are all out of the house. • You are highly involved in Stephanie's services and care. You are involved in a number of parent support groups and you coordinate various ASD events in the community. • You are excited because you recently saw that TobiiDynavox released a new app on Twitter. You think it will be perfect for Stephanie. Stephanie started using a new app 6 months ago, but you don't think that it's a good fit.
Beginning *required	<p>Statement #1:</p> <ul style="list-style-type: none"> • I think Stephanie needs to try a new app. I saw that TobiiDynavox released their new app and it looks like it would be a good fit.
During conversation *required	<p>Statement #2:</p> <ul style="list-style-type: none"> • It takes her too long to find the word she's looking for. • The new app seems easier to understand.
If pause in conversation *required	<p>Statement #3:</p> <ul style="list-style-type: none"> • We can always come back to what she's using now if the new one doesn't work.
If asked for additional thoughts/ Questions	<p>Statement #4:</p> <ul style="list-style-type: none"> • She just becomes so frustrated when she can't find the word she wants.

Parent D—Parent questioning the need for AAC, worried about impact on spoken language

Participant	Scenario Content
Parent	<p>Instructions:</p> <ul style="list-style-type: none"> • Read the background information and your profile but do not share this with the SLP unless asked. • Use statement #1 near the beginning of the conversation. • Use statement #2 and #3 during the conversation. • Use statement #4 if the SLP asks you for additional thoughts or questions. <p>Background:</p> <ul style="list-style-type: none"> • Your name is Anna Fratner and your son, Charlie, is a 2-year old boy with Down Syndrome. • Charlie is not yet talking. He has an iPad with a communication app that his SLP recommended for him to use about 6 months ago. • Charlie has been receiving speech and language services through early intervention. Once a week, his SLP goes to his daycare to provide therapy. <p>Your profile:</p> <ul style="list-style-type: none"> • You are the mother of Charlie. You are newly married and Charlie is your first child. • You met with Charlie's SLP about 6 months ago. She spent 2 hours with you and your husband. She introduced a communication app to you and showed you how to work the app. It seemed to make sense when the SLP used it with Charlie, but you always feel lost and frustrated when using the app. • Your husband doesn't think that Charlie should be using his iPad to communicate and that he will talk when he is ready. • Now you are worried that Charlie won't learn how to talk if he keeps using the app in therapy and at home.
Beginning *required	<p>Statement #1:</p> <ul style="list-style-type: none"> • I'm worried that Charlie isn't talking yet.
During conversation *required	<p>Statement #2:</p> <ul style="list-style-type: none"> • My husband thinks that if we keep using the iPad, Charlie won't even bother learning to talk.
During conversation *required	<p>Statement #3:</p> <ul style="list-style-type: none"> • I just don't know how to help when he wants something and can't tell me what it is.
If asked for additional thoughts/ Questions	<p>Statement #4:</p> <ul style="list-style-type: none"> • Some days he likes using the iPad, and other days not so much.

Scenario Information for Students

PARENT A—James Charles

Participant	Scenario Content
SLP	<p>Instructions:</p> <ul style="list-style-type: none"> You received a message from the school secretary saying that Sarah's father, James Charles, would like to come in and meet you at 3:30, right after your last therapy session of the day. Read the background information and address the parent's concern as best you can. <p>Background:</p> <ul style="list-style-type: none"> Sarah is a 4-year old pre-kindergarten student with Autism who was just added to your caseload. She received her diagnosis within the last year. She has been receiving speech therapy since 1-year of age. According to her intake report, she currently uses laminated picture symbols to communicate. It is the first week of school and you will start therapy with Sarah next week.

PARENT B—Jennifer Mitchell

Participant	Scenario Content
SLP	<p>Instructions:</p> <ul style="list-style-type: none"> You work at an outpatient pediatric hospital. You receive an email from a mother of a boy on your caseload. Mrs. Mitchell writes in her email that she would like to meet you to discuss her son's progress with AAC. Read the background information and address the parent's concern as best you can. <p>Background:</p> <ul style="list-style-type: none"> Wesley Mitchell is an 8-year old boy with severe apraxia. His speech is extremely difficult to understand. He currently uses a small handheld AAC device. You have been Wesley's SLP for 2 years. Wesley also receives 30 minutes of services at his elementary school. You have never contacted the school-SLP regarding Wesley.

PARENT C—Lynette Clark

Participant	Scenario Content
SLP	<p>Instructions:</p> <ul style="list-style-type: none"> You work at a private practice. You have received a request for a meeting from Mrs. Clark, Stephanie's mother. Read the background information and address the parent's concern as best you can. <p>Background:</p> <ul style="list-style-type: none"> Stephanie is a 15-year old girl diagnosed with Autism. She is one of your most challenging clients as she exhibits many challenging behaviors and can become aggressive. Stephanie has significant difficulties communicating and has been using an iPad app for the past 6 months. Stephanie receives AAC services at school and at your private practice 2x a week. Mrs. Clark is highly involved in Stephanie's services and care. You are pleased with Stephanie's progress with the current iPad app.

PARENT D—Anna Fratner

Participant	Scenario Content
SLP	<p>Instructions:</p> <ul style="list-style-type: none"> You work in early intervention. You visit many of your clients in their homes, and the rest in local daycares and preschools. The teacher at one of the daycares tells you that a mother of your client, Charlie, would like to meet for a quick meeting at pick-up time. You are able to move your schedule around so you can meet the mother. Read the background information and address the parent's concern as best you can. <p>Background:</p> <ul style="list-style-type: none"> You are meeting with Charlie's mother, Anna Fratner. Charlie is a 2-year old boy with Down Syndrome. Charlie is not yet talking. Charlie has an iPad to use for communication, but you are unsure if he uses this at home. The app that Charlie uses allows his parents to take pictures and then add vocabulary to the pictures. You believe the app has been effective in teaching Charlie new concepts and vocabulary. You met with Charlie's parents about 6 months ago. You spent 2 hours with his parents and showed them how the app worked and how to take pictures/add vocabulary on the app.