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## **THE EFFECTS OF PARTNER INSTRUCTION ON AAC OUTCOMES CODING MANUAL (Adapted from Schlosser & Wendt, 2008)**

\*include page numbers whenever possible

### **PART A: STUDY IDENTIFICATION**

The following sections provide key identifying information of the study. Provide information for *each* of the five sections.

Section 1. AUTHOR	
Section 2. COUNTRY	
Section 3. YEAR	
Section 4. SOURCE	
Section 5. PUBLICATION STATUS	
Section 6. CODER	

### **PART B: INTERVENTION/INDEPENDENT VARIABLE**

The following sections provide information on the independent variable of the study, namely details of the intervention, as well as related aspects

#### **Section1. INTERVENTION DESIGN**

Choose *one* of the following categories that best describes the intervention design of the study.

Experimental, Group	The following are types of experimental group designs. The descriptions that are provided are based on Ventry and Schiavetti (1986).	
1.1 - One Group Pretest-Posttest		
1.2 – Randomized Pretest-Posttest Control-Group		
1.3 - Solomon Randomized Four-Group Design		
1.4 - Static-Group Comparison		
1.5 - Nonequivalent Control-Group		
1.6 - Time-series		
1.7- Other		
Experimental, Single-Subject	The following are types of experimental single subject designs	
2.1 - Alternating Treatments		
2.2 - Multiple Probe or Baseline		

(Across Subjects, Behaviors, Settings, Other)	
2.3 – Withdrawal	
2.4 – Other	

**Section 2 : AAC SYSTEMS**

Code the types of AAC systems that were used in intervention, or code >combination= if there was more than one type used. These descriptions were adapted from Glennen and DeCoste (1997).

1 – Aided AAC Systems With Speech Output	
2 – Aided AAC Systems Without Speech Output	
3 - Unaided AAC Systems	
4 – Combination	

**Section 3: INSTRUCTIONAL PROCESS: PARTNERS**

Choose each of the following categories that best describes the instructional approach used in the study. Check off components as appropriate for the study.

<input type="checkbox"/>	Practice of Skills	<input type="checkbox"/>	Role play
		<input type="checkbox"/>	Modeling behaviors
		<input type="checkbox"/>	Guided practice with the client
		<input type="checkbox"/>	Verbal practice
<input type="checkbox"/>	Explicit Instruction	<input type="checkbox"/>	Descriptive overview
		<input type="checkbox"/>	Verbal practice of the steps of a strategy
		<input type="checkbox"/>	Review of supportive materials

**Section 4: INSTRUCTIONAL CONTENT: PARTNERS**

1 – Strategy instruction	
2 – variety of instructional techniques	
3 – single skill instruction	

**Section 5: INSTRUCTIONAL CONTENT: AAC USERS**

List the instructional content that fit within each category as described by the study authors

1 – Eliciting behaviors (prompts)	
2 – Response behaviors (Contingent responses)	

**Section 6: NUMBER OF INTERVENTION SESSIONS**

Choose one of the following categories to describe the duration of intervention, in terms of the total number of sessions.

1 – Reported	
2 - Not Reported	

**Section 7: LENGTH OF INTERVENTION SESSIONS**

Choose one of the following categories to describe the duration of intervention, in terms of the length of each session.

1 – Reported	
2 - Not Reported	

**PART C: AAC VARIABLE**

The following sections provide information on the measures of AAC system use.

**Section 1: Outcome Measures**

Choose each of the following categories of outcome measures that best describe those used in the study.


**Section 2: INTEROBSERVER AGREEMENT (AAC MEASURES)**

Choose *one* of the following categories to describe the interobserver agreement of the AAC measures.

1 – N/A	
2 – Reported	
3 – Not Reported	

**Section 3: INTEROBSERVER AGREEMENT AAC MEASURES - % OF SESSIONS**

Choose *one* of the following categories to describe how often interobserver agreement data were collected

1 – N/A	
2- at least 20%	

**Section 4: INTEROBSERVER AGREEMENT AAC MEASURES – OBSERVER STATUS**

Choose *one* of the following categories to describe the status of the reliability observer

1 – N/A	
2- Independent and blind	
3- Independent but not blind	
4 – Neither independent nor blind	

**Section 5. TREATMENT INTEGRITY**

Choose *one* of the following categories to describe the treatment integrity

1 – Reported	
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2 - Not Reported	
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**Section 6. TYPE OF TREATMENT INTEGRITY**

1 – N/A	
2 – Self-monitoring data	
3 - % of procedural steps completed as planned according to a second observer	
4 – interrater agreement on whether or not the steps were implemented	

**Section 7. TREATMENT INTEGRITY: % of Sessions**

Enter the percentage of sessions in which treatment integrity data were collected

1 – N/A	
2 – at least 20%	

**Section 8: TREATMENT INTEGRITY– OBSERVER STATUS**

Choose *one* of the following categories to describe the status of the treatment integrity observer

1 – N/A	
2- Independent and blind	
3- Independent but not blind	
4 – Neither independent nor blind	

**PART D: PARTNER MEASURES**

The following sections provide information on the measures of the partner’s performance.

**Section 1: PERFORMANCE MEASURE**

Choose *all* of the following categories that best describes how the partner’s use of the intervention technique/strategy was measured.

1- frequency of target behaviors	
2 – percentage correct	

**Section 2: INTEROBSERVER AGREEMENT OF PERFORMANCE MEASURES**

Choose *one* of the following categories to describe the reliability of the AAC measures.

1 – Reported	
2 - Not Reported	

**Section 3: INTEROBSERVER AGREEMENT OF PERFORMANCE MEASURES - % OF SESSIONS**

Choose *one* of the following categories to describe how often interobserver agreement data were collected

1- N/A	
2 – at least	

20%	
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**Section 8: INTEROBSERVER AGREEMENT PERFORMANCE MEASURES – OBSERVER STATUS**

Choose *one* of the following categories to describe the status of the reliability observer

1 – N/A	
2- Independent and blind	
3- Independent but not blind	
4 – Neither independent nor blind	

**PART E: PARTICIPANTS: AAC USERS**

The following sections provide key information on the participants' (AAC user and partner) identifying information, history, and skills regarding speech and AAC. [For group designs, all subjects will be coded together as one group.] For single subject designs, each subject will be coded separately – i.e. one subject per form. (copy and paste additional sections as needed).

**Section 1: PARTICIPANT IDENTIFICATION**

<b>PARTICIPANT I.D.</b>	
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**Section 2: DISABILITY**

Choose *all* of the following categories that best describes the disability of the subject (s), as indicated through report by the researchers, parents, therapists, or teachers, or through formal test results.

1- Autism spectrum disorder	
2 - Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS)	
3- Mental Retardation	
4- Hearing Impairment	
5- Cerebral Palsy	
6- Down Syndrome	
7- Aphasia	
8- Childhood apraxia of speech	
9- Acquired apraxia of speech	
10- Dysarthria	
11- Other	

**Section 3: COGNITIVE LEVEL**

Choose *one* of the following categories that best describes the cognitive level of the subject, as indicated through report by the researchers, parents, therapists, or teachers, or through formal test results.

1- Within Normal Limits	
2- Mild to Moderate Mental Retardation	
3- Severe to Profound Mental Retardation	
4- Not Reported	

**Section 4: GROUP DATA**

	Pre n	Post n	P-P Attrition %	Follow-up n	Follow-up Attrition %	Comments
<b>Tx Group</b>						
<b>Comp Grp 1</b>						
<b>Comp Grp 2</b>						
<b>Control</b>						

	Group Mean Age	Male Mean Age	Female Mean Age	Percent Male	Comments
<b>Tx Group</b>					
<b>Comp Grp 1</b>					
<b>Comp Grp 2</b>					
<b>Control</b>					

**Section 5: SINGLE SUBJECT AGE**

Enter CA in months	
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**Section 6: SINGLE SUBJECT GENDER**

Choose one of the following categories to describe the gender of the subject. For groups use percentage

1- Male	
2- Female	

**Section 7: SPEECH BEFORE INTERVENTION**

Choose one of the following categories to describe the subject's speech skills prior to intervention.

1 - Number of Words	
2 - Percentage Intelligible	
3 - Description as Nonfunctional	
4 - Echolalia	

5 – Speech as primary mode	
6- NR	

**PART F: PARTICIPANTS: PARTNERS****Section 1: PARTNER LABEL**

Choose *one* of the following categories that best describes the label of the partner

1 - parent	
2 - spouse	
3 – paraprofessional/paraeducator	
4- teacher	
5 – caregiver	
6 - other	

**Section 2: GROUP DATA: PARTNERS**

	Pre n	Post n	P-P Attrition %	Follow-up n	Follow-up Attrition %	Comments
<b>Tx Group</b>						
<b>Comp Grp 1</b>						
<b>Comp Grp 2</b>						
<b>Control</b>						

	Group Mean Age	Male Mean Age	Female Mean Age	Percent Male	Comments
<b>Tx Group</b>					
<b>Comp Grp 1</b>					
<b>Comp Grp 2</b>					
<b>Control</b>					

**Section 3: SINGLE SUBJECT AGE (PARTNER)**

Enter CA in months	
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**Section 4: SINGLE SUBJECT GENDER (PARTNER)**

Choose one of the following categories to describe the gender of the subject. For groups use percentage

1- Male	
2- Female	

**PART G: OUTCOME MEASURES AAC**

**Section 1: Group Data (copy and paste as many tables as you need)**

<b>Outcome:</b>							
	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>t</b>	<b>p</b>	<b>d</b>
<b>Tx</b>							
<b>Comp Grp 1</b>							
<b>Comp Grp 1</b>							
<b>Control (no Tx/Placebo)</b>							

**Section 2: Single Subject Data**

**Outcome:**

1 - Percent Non-overlapping Data	
2 – IRD	
3 - NAP	

**PART H: OUTCOME MEASURES PARTNER INSTRUCTION**

**Section 1: Group Data**

<b>Outcome:</b>							
	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>t</b>	<b>p</b>	<b>d</b>
<b>Tx</b>							
<b>Comp Grp 1</b>							
<b>Comp Grp 1</b>							
<b>Control (no Tx/Placebo)</b>							

**Section 2: Single Subject Data**

**Outcome:**

1 - Percent Non-overlapping Data	
2 – IRD	
3 - NAP	

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**PART I: CERTAINTY OF EVIDENCE**

Choose *one* of the following categories that best describes the level of certainty that the AAC user outcomes are a result of the partner intervention. Levels are determined by: 1. design/internal validity, 2. reliability of the dependent variable, and 3. procedural integrity.

1- Conclusive	
2- Preponderant	
3- Suggestive	
4- Inconclusive	

Comments: \_\_\_\_\_