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

OPERATIONAL DEFINITIONS

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	List the authors of the study
Section 2: COUNTRY	Indicate the country in which the study was conducted.
Section 3: YEAR	State the year the study was published
Section 4 : SOURCE	Indicate the journal in which the study was published.
Section 5 : PUBLICATION STATUS	1 = published, 2 = unpublished.
Section 6 : CODER	State the name of the person coding the study for the meta-analysis.

PART B: INTERVENTION/INDEPENDENT VARIABLE

The following sections provide information on the independent variable of the study, namely details of the intervention, and other intervention aspects such as design.

Section 1: 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	This is a within-subjects design in which one group is pretested, receives the treatment, and is posttested.
1.2 - Randomized Pretest-Posttest Control-Group	This is a mixed design in which two groups are formed by randomly assigning half of the subjects to the experimental group and half to the control group. Both of the groups are pretested and posttested at the same times and in the same manner.
1.3 - Solomon Randomized Four-Group Design	In this design, the subjects are randomly assigned to one of four groups: Group 1 receives the pretest, the treatment, and posttest; Group 2 is pretested, does not receive the treatment, and is posttested; Group 3 is not pretested, receives the treatment, and is posttested; and, Group 4 is not pretested, does not receive the treatment, and is posttested.
1.4 - Static-Group Comparison	This is a between-subjects design that involves a comparison between two groups, one that receives treatment and one that does not. There is no pretesting, randomization, or matching of subjects in either group.
1.5 - Nonequivalent Control-Group	This is a mixed design with nonequivalent groups. One group is pretested, received treatment, and is posttested, and the other group is pretested, does not receive treatment, and is posttested.
1.6 - Time-series	In this design, there is a periodic measurement on a group and the introduction of a treatment into the time series of measurements. Treatment effects are indicated by the discontinuity of the measurements.
1.7- Other	An experimental group design other than those listed above is used. State a description of the design.
Experimental, Single-Subject	The following are types of experimental single subject designs
2.1 - Alternating Treatments	This design examines the relative *effectiveness of two or more treatment conditions by rapidly alternating treatments within a single subject*. Typically, when visually inspecting intervention success of Treatment A and Treatment B, the data points of Treatment A are connected and data points of Treatment B are connected. Also, the order of introducing interventions is usually randomized (e.g., A-B-B-A-B-A-A-B) our counterbalanced in order to control for sequential confounding. However, this is not required.

	Note: In cases of ATD, effects of each treatment on natural speech development are examined and coded separately.
2.2 – Adapted Alternating Treatments	
2.2 - Multiple Probe or Baseline (Across Subjects, Behaviors, Settings, Other)	The *multiple baseline design* meets the following criteria: Experimental control is demonstrated by sequential introduction or intervention on individual target skills, subjects, settings, or persons. This design requires repeated measurement of the treated variable, repeated measurement of some variables that *do not receive treatment*, and extended overlapping baselines. The *multiple probe design* is a variation of the multiple baseline design and can be used in conjunction with the multiple baseline design or alone: As with multiple baseline designs, the intervention is introduced sequentially across behaviors, settings, or environments. However, in the multiple baseline design, the baseline consists of (a) a series of intermittent (i.e., non-consecutive) probe trials conducted under baseline conditions, or (b) probe trials conducted under baseline conditions immediately prior to each intervention phase, rather than the continuous observation and recording that occurs during the baseline phases of multiple baseline designs.
2.3 – Withdrawal	In this design, a treatment package is alternately applied and withdrawn for a single target behavior during successive experimental phases to determine if changes in the behavior are functionally related to the treatment (Kearns, 1986).
2.4 – Other	A single subject experimental design other than those listed above is used.

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	Communication modes that require equipment in addition to the communicator=s body. These systems have the capability to produce either digitized and/or synthesized speech (e.g., computer-based devices).
2 - Aided AAC Systems Without Speech Output	Communication modes that require equipment in addition to the communicator=s body, that do <u>not</u> have the capability to produce either digitized and/or synthesized speech (e.g.,

	communication boards, wallets, cards, etc.)
3 - Unaided AAC Systems	Communication modes that use only the communicator's body (e.g., sign language, gestures, pantomime)
4 – Combination	More than one of the above AAC systems was used in intervention**.**

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.

	Practice of Skills		
			Role play: practice of the newly learned skills with someone other than the client; feedback provided by the intervener
			Modeling behaviors: demonstrating of the target skills whether live or through video
			Guided practice with the client: practice of the learned skills with the client while being provided feedback from the intervener
			Verbal practice: practice reciting the steps of a strategy or components of the intervention in general while being provided with feedback concerning accuracy
	Explicit Instruction		
			Descriptive overview: a detailed overview of the components of the intervention procedure provided by the intervener
			Verbal practice of the steps of a strategy: if a strategy is used, practice in recalling each step of the strategy
			Review of supportive materials: a detailed overview of the any supportive materials by the intervener

Section 4: INSTRUCTIONAL CONTENT: PARTNERS

1 – Strategy instruction	a set of knowledge and skills in a packaged form
2 – variety of instructional techniques	Individual instructional techniques taught individually
3 – single skill instruction	One discrete instructional technique taught

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)	Any instructional behavior that is used to elicit a targeted response of the AAC user
2 – Response behaviors (Contingent responses)	Any instructional behavior that is used to respond to a communicative behavior of the AAC user

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	State the number of intervention sessions the subject or group was involved.
2 - Not Reported	The number of sessions was not reported in the study.

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	State the length of each of the sessions (in minutes) that the subject/group was involved in intervention.
2 - Not Reported	The length of each session was not reported in the study.

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	no AAC measures were taken – thus n/a
2- Reported	State the interobserver agreement of the AAC measures as a percentage.
3 - Not Reported	The interobserver agreement of the AAC measures is not reported in the study**.**

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	no data were collected
2- at least 20%	Yes if at least 20% on all dependent measures across all phases and for each participant

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	no data were collected
2- Independent and blind	the observer is independent and blind to the purpose of the study
3- Independent but not blind	the observer is independent but not blind
4 – Neither independent nor blind	the observer is neither independent nor blind

Section 5. TREATMENT INTEGRITY
Choose *one* of the following categories to describe the treatment integrity

1 – Reported	
2 - Not Reported	

Section 6. TYPE OF TREATMENT INTEGRITY

1 – N/A	no data were collected
2 – Self-monitoring data	the experimenter collected self-monitoring data that are reported
3 - % of procedural steps completed as planned according to a second observer	a second observer reports the percentage of steps carried out as planned

4 – interrater agreement on whether or not the steps were implemented	a second observer reports interobserver agreement on whether or not the steps have been carried out

Section 7. TREATMENT INTEGRITY: % of Sessions
Enter the percentage of sessions in which treatment integrity data were collected

1 – N/A	
2 – Enter %	

Section 8: TREATMENT INTEGRITY– OBSERVER STATUS
Choose *one* of the following categories to describe the status of the treatment integrity observer

1 – N/A	no data were collected
2- Independent and blind	the observer is independent and blind to the purpose of the study
3- Independent but not blind	the observer is independent but not blind
4 – Neither independent nor blind	the observer is neither independent nor blind

PART D: PARTNER MEASURES
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	
	2

Section 2: INTEROBSERVER AGREEMENT OF PERFORMANCE MEASURES
Choose *one* of the following categories to describe the reliability of the AAC measures.

1- Reported	State the interobserver agreement of the speech measures as a percentage.
2 - Not Reported	The interobserver agreement of the speech measures is not reported in the study**.**

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 – Enter %	State the percentage of sessions in which interobserver data were collected

Section 4: INTEROBSERVER AGREEMENT PERFORMANCE MEASURES – OBSERVER STATUS
Choose *one* of the following categories to describe the status of the reliability observer

1 – N/A	no data were collected
2- Independent and blind	the observer is independent and blind to the purpose of the study
3- Independent but not blind	the observer is independent but not blind
4 – Neither independent nor blind	the observer is neither independent nor blind

PART E: PARTICIPANTS
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

PARTICIPANT I.D.	[State subject number]

Section 2: DISABILITY

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

1- Autism	A social, communicative, and cognitive disorder characterized by: impairments in social interaction; impairments in communication; and, restricted, repetitive, and stereotypical patterns of behaviors, interests, and activities (American Psychiatric Association, 1994; World Health Organization, 1992).
2 - Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS)	A collection of features that resemble autism but may not be as severe or extensive
3- Mental Retardation	A developmental disorder that is characterized by significant subaverage intellectual functioning with limitations in two or more of the following adaptive skills areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work (Luckasson et al., 1992).
4- Hearing Impairment	A 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	The subject was reported to not have a cognitive impairment.
2- Mild to Moderate Mental Retardation	The subject was reported to have mild to moderate mental retardation, or formal measures indicate an equivalent cognitive level.
3- Severe to Profound Mental Retardation	The subject was reported to have severe to profound mental retardation, or formal measures indicate an equivalent cognitive level.
4- Not Reported	The cognitive level of the subject was not provided.

Section 4: GROUP DATA

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

	Group Mean Age	Male Mean Age	Female Mean Age	Percent Male	Comments
Tx Group					
Comp Grp 1					
Comp Grp 2					
Control					

Section 5: SINGLE SUBJECT AGE

CHRONOLOGICAL AGE	State the age of the subject in months.

Section 6: SINGLE SUBJECT GENDER

Choose one of the following categories to describe the gender of the subject.

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	State the number of intelligible words in the subject's repertoire.
2 - Percentage Intelligible	State the intelligibility of the subject's speech, as reported as a percentage of intelligible words in a language sample.
3 - Description as Nonfuntional	The researchers, parents or teachers describe the subject's speech as not being functional for meeting daily communication needs.
4 - Echolalia	The participant has speech but echolalic in nature

5 – Speech as primary mode	Speech is the primary mode of communication although it is not functional

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**
Tx Group						
Comp Grp 1						
Comp Grp 2						
Control						

	Group Mean Age	**Male Mean Age**	**Female Mean Age**	**Percent Male**	**Comments**
Tx Group					
Comp Grp 1					
Comp Grp 2					
Control					

Section 3: SINGLE SUBJECT AGE (PARTNER)

Enter CA in months	State the age of the subject in months

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)

Outcome:							
	n	**Mean**	**SD**	**F**	**t**	**p**	**d**
Tx							
Comp Grp 1							
Comp Grp 1							
Control (no Tx/Placebo							

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

Outcome:							
	n	**Mean**	**SD**	**F**	**t**	**p**	**d**
Tx							
Comp Grp 1							
Comp Grp 1							
Control (no Tx/Placebo							

Section 2: Single Subject Data

Outcome:

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

PART I: CERTAINTY OF EVIDENCE

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

1- Conclusive	Establishes that certain speech outcomes were undoubtedly the result of the AAC intervention. 1. *design, reliability of dependent variable, and treatment integrity all strong*
2- Preponderant	Establishes that certain speech outcomes are not only possible, but also they are more likely to have occurred as a result of the AAC intervention than not. *1. design is strong; and minor flaws in reliability of dependent variable and/or treatment integrity; OR* *2. minor design flaws; strong reliability of dependent variable and treatment integrity*
3- Suggestive	Establishes that certain speech outcomes are plausible, and are within the realm of possibility as the result of the AAC intervention. *1. minor flaws in design; and minor flaws in reliability of dependent variable and/or treatment integrity* 2. *minor flaws in design and missing reliability of dependent variable or missing treatment integrity*
4- Inconclusive	The study's flaws preclude any conclusions that the speech outcomes are the result of the AAC intervention. *1. fatal flaws in the design or* 2. *missing reliability of dependent variable and treatment integrity*