
IMPORTANT!!!
WE NEED THE USE OF
iPADS FOR COMMUNICATION
TO HAVE SUCCESSFUL RESULTS!

IEP-MANDATED devices, including iPads/iPods, are **DEDICATED** devices for communication. Naturally, these devices are being loaded with recommended communication apps.

APPS THAT ARE NOT PART OF THE RECOMMENDATION SHOULD NOT BE LOADED on these dedicated devices, nor should parents be adding apps to these devices at home.

WHAT NEEDS TO BE DONE?

ALL RESTRICTIONS need to be set up on the device **PRIOR TO IT GOING HOME**, and **“Find my iPad” MUST be set-up** as well (refer to the link below):

Setting up “Find My iPad:”

<http://schools.nyc.gov/documents/d75/technology/assistive/Quick/SLP/Setting%20up%20%20Find%20My%20iPad%20.pdf>

WHY IS THIS IS IMPORTANT?

1. **LANGAUGE** is a **BEHAVIOR**.
2. Behaviors take time to develop.
3. If the child sees the device “as other” than a tool for communication, it will interfere with the ability to develop the communication behavior.

THE CURRENT SITUATION...

WE ARE FINDING SO MANY INSTANCES WHERE THE ABILITY FOR THE STUDENT TO BECOME AN EFFECTIVE USER ON THE IPAD/IPOD IS SABBOTAGED BY DILUTING THE FOCUS OF WHAT THEY ARE INTENDED FOR. We do understand that this is not the intention, but **WE DO FIND** these undesirable results.

It is **VERY IMPORTANT** to have students demonstrate **appropriate and effective use** of IEP-Mandated iPads/iPods.

We understand that student's excitement and desire to explore apps help in fostering the development of language skills; however, these activities will need to be done on Programmatic Devices- **NOT** on iPads that are IEP-Mandated for Communication. Schools will have more and more programmatic iPads/iPods in the future. SLPs are encouraged to suggest to their administration that having iPads as programmatic devices to work on elements of language development, separate from the dedicated devices, have value.

Believe it or not, **MOST IF NOT ALL**, students recognize and view the iPad as a device for games and entertainment, as this is how it is marketed. There is a need then to take steps in order to establish an **appropriate behavior** regarding the iPad as a communication device.

How to Establish Appropriate Behavior:

Phase 1

iPads should be loaded with the communication app.

The app is introduced in real time situations that elicit a language response.

The iPads are given for response and removed until next response is required.

Language such as "now you tell me" would be the prompt used by the facilitator as they present the iPad for a response.

Phase 2

The iPad is left with the child on the desk but off to the side.

Teach the child how to turn on and off the device.

Give prompts like "Let's turn your iPad off while we listen to the teacher."

If teacher elicits a response, facilitator says, "Tell her with your device."

(Establish a physical behavior of moving it away slightly when not talking)

Phase 3

Child looks to the iPad to initiate and is NOT attempting to find other things on the iPad to play with.

At this time the child can be left with it, and verbally prompted as needed.

**Once Phase 3 is in place, then it would be appropriate to send home. If you choose to send it home earlier than this phase 3, you need to have clear established directions for use at home for parents to follow so it does not distract this language development process.

CONSIDER THESE...

If the devices go home prior to appropriate language behavior being established, you will not be able to achieve your goals as it will no doubt be used to “keep the child busy” or for other purposes.

It is counterproductive to use these devices if not utilized effectively.

HERE ARE A FEW MORE SUGGESTIONS...

1. IEP mandated devices (including iPads/iPods) should be referred as “Your voice,” “Your communication device,” or “what you use to talk.”
2. There should be a case on the device that is IEP mandated, and the case should be marked with the students name.
3. If there are programmatic devices in school, they should LOOK DIFFERENT even just by the color of the case.
4. Use of programmatic devices should also be structured.
5. Some successful classrooms have used iPads/iPads as instructional tools while they are in table top stands, then if the student get a reward to engage with educational apps independently, the device is removed from the stand while the child uses it. When time is up it goes back in the stand. **THIS IS HOW INTENDED USE AND APPROPRIATE BEHAVIOR CAN BE ESTABLISHED IN STRUCTURED SETTINGS**

These devices can be the greatest thing if we are conscientious about using them. It is unethical for us not to place the communication needs of the child as priority.