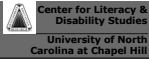


New Voices Assessment: An Online Tool to Support Interdisciplinary Assessments

Karen Erickson, Ph.D.

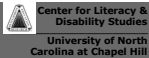
Patricia Porter, Ph.D.

Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill
www.med.unc.edu/ahs/clds



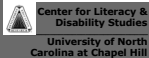
Development of the New Voices Assessment Tool is supported by a grant awarded by the **NEC Foundation of America**

<http://www.necfoundation.org/>



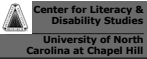
Purpose

- The purpose of the *New Voices* tool is to address a critical need for more equitable and widespread access to high quality AAC assessments and device recommendations.



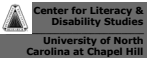
Rationale

- ❑ Limited access to interdisciplinary assessment services
 - Major metropolitan areas
 - Coordinated systems across regions, states, provinces
- ❑ High costs of comprehensive AAC assessment
 - Preliminary information gathering and preparation
 - Direct assessment time
 - Prescribing and securing funding for AAC technologies



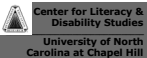
North Carolina as an Example

- ❑ 85% decline in availability of services.
- ❑ Diminished external support to off-set high costs.
- ❑ In a 12-month period during 2006-2007, 2,419 requests were made to our state assistive technology project for AAC assessment services.
 - They requests could not be met.
- ❑ An estimated 750 children across the state are in immediate need of assessment services.



The New Voices Assessment Tool ...

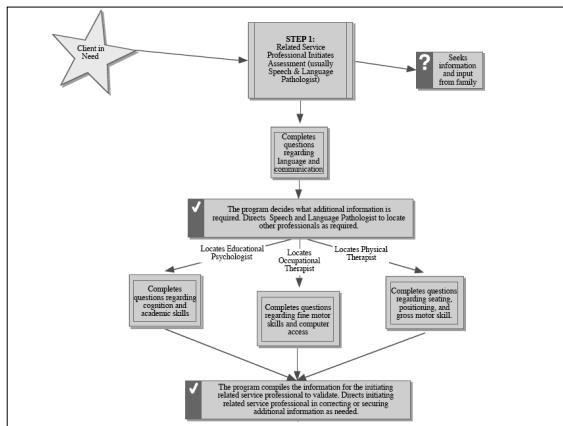
- ❑ Increases the efficiency of existing teams
 - Reduces intake and planning time
 - Takes advantage of local expertise
 - Generates reports in multiple formats simultaneously
- ❑ Allows individual allied health professionals, educators, and/or parents to initiate the assessment process
 - Guides the collection of relevant information
 - Supports professionals working in tandem

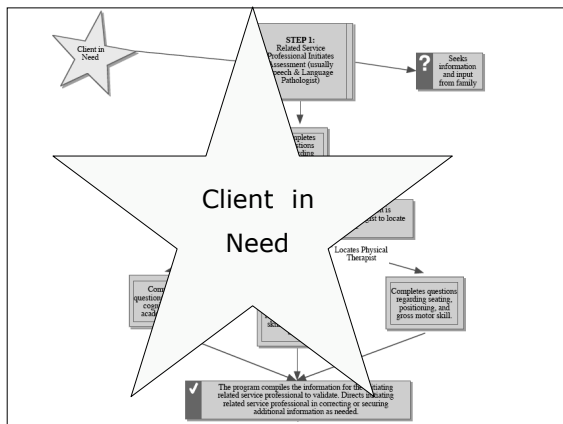


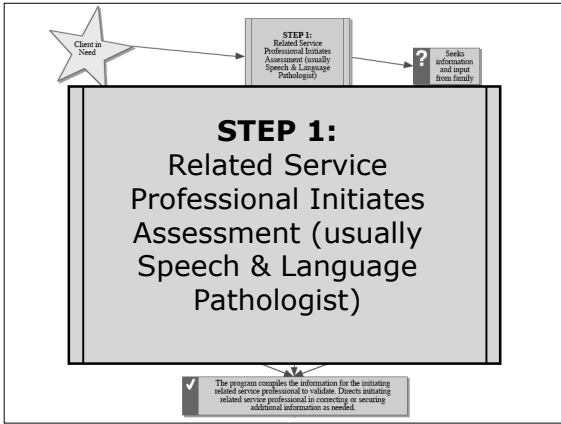
The New Voices Assessment Tool

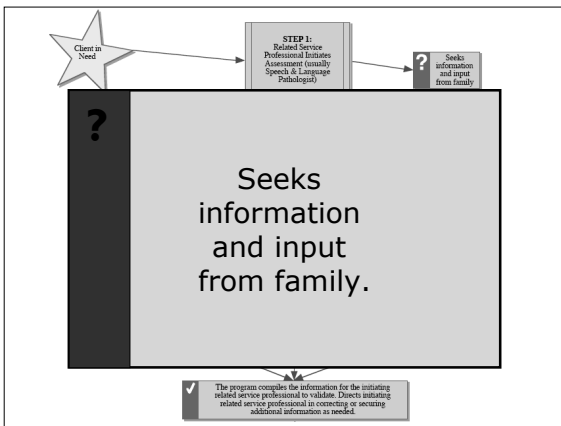
Flowchart

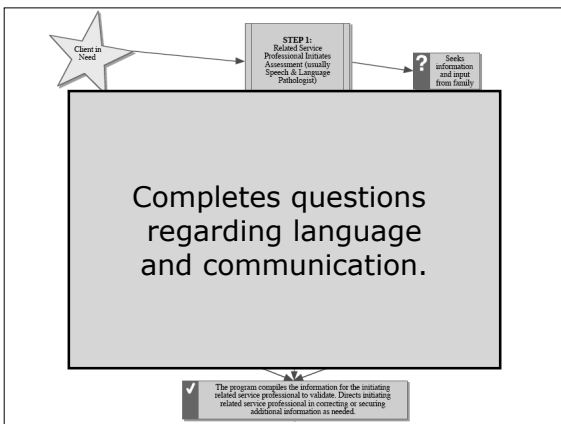


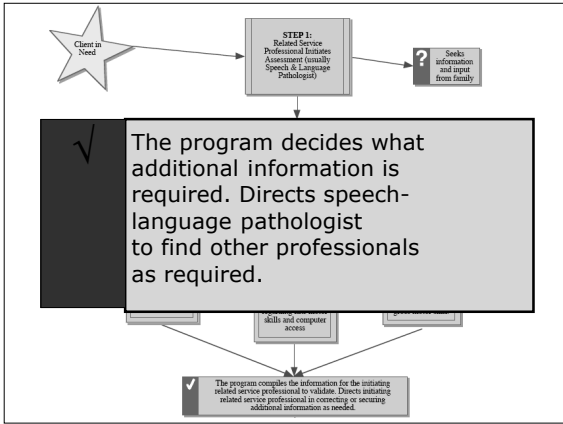




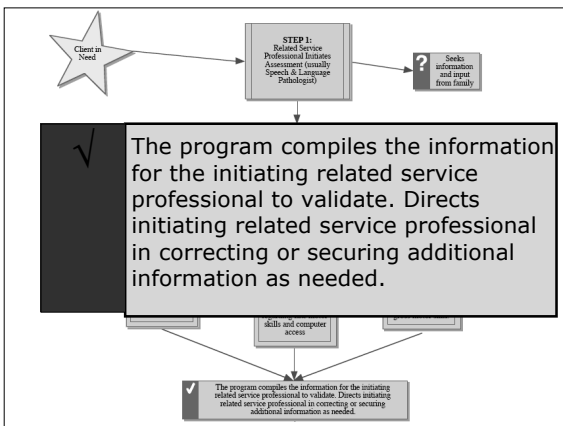


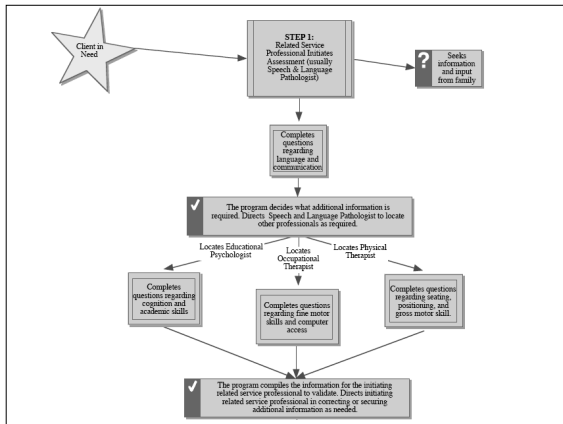














The New Voices Tool includes assessment questions in the following areas:

- Receptive Language
- Expressive Language
- Communication Competence
- Oral Motor
- Cognitive Development
- Sensory
- Access
- Positioning

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Question Development Process

- Work with members of existing assessment teams to identify necessary information.
 - Team members generate first draft.
 - Questions are vetted by NEC New Voices Assessment teams.
- Determine relationships among questions and flow.
 - Respond only to relevant questions.
 - Gather all available information.

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Example Question Format

Does the child have difficulty with certain noises?

This is a yes/no question.

Yes

No


[Previous Question](#)

[Review Answers](#)

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Example Question Format

Can the child imitate any of the following physical movements?

This is a radio button question.

Clapping

Nodding

Blinking

Mouth Movements

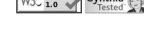
Hand Movements


[Previous Question](#)

[Review Answers](#)

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Example Question Format

What information is available regarding the child's hearing?

This is an unrestricted text field.

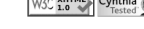
He has severe bilateral hearing loss and is currently under evaluation for a cochlear implant.


[Previous Question](#)

[Review Answers](#)

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Reviewing and Changing Responses

There are 10 answered questions. To change an answer to a question, click on its link.

| Number | Case | Contributor | Question | Answer |
|--------|----------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1 | Purcell (1994) | Yes | This is the first question. | Language |
| 2 | Purcell (1994) | Yes | Language Root | Diagnostic |
| 3 | Purcell (1994) | Yes | Does this child maintain a topic of conversation? | No |
| 4 | Purcell (1994) | Yes | Does the child produce utterances that share the same topic with a preceding utterance? For example, when an adult says, "Look at that bird!" does the child respond with an utterance that refers to looking at the bird? | No |
| 5 | Purcell (1994) | Yes | Does the child respond immediately after a communication partner says something? | No |
| 6 | Purcell (1994) | Yes | Does the child repair a communication breakdown when it occurs? | No |
| 7 | Purcell (1994) | Yes | Does the child repair a communication breakdown when it occurs? | No |
| 8 | Purcell (1994) | Yes | Does the child repair a communication breakdown when it occurs? | No |
| 9 | Purcell (1994) | Yes | Does the child interrupt communication partners OR does the child allow too short of a pause before responding or interjecting? | No |
| 10 | Purcell (1994) | Yes | Does the child engage in appropriate turn taking during a social interaction? | No |

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Generating Reports

- Multiple report formats provided.
- Generate multiple reports simultaneously.
- Option to upload personalized report templates.

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Future Development

- Continue to refine questions and flow.
- Complete report generating process.
- Streamline child registration and evaluator invitation process.
- Investigate the time savings and increased access to assessment services.
 - Survey attached to New Voices Tool
 - Online focus group interviews with users

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