Meaningful Individualised Goal-setting within a Computer Training Course for Adults with Chronic Aphasia

Summary: This poster reports the effects of a computer and information technology literacy course for adults with chronic aphasia (SPeech, Language and Information Technology - SPLIT). Meaningful outcomes were achieved using a well-tailored intervention, individualised collaborative goal setting and regular goal-monitoring.

Background

Increasing numbers of daily activities are now carried out online. e.g.:

- social media
- video calling
- booking doctor's appointments

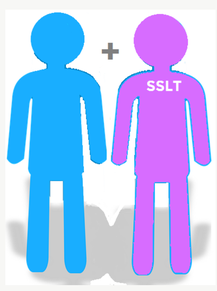
People with aphasia commonly find these difficult to access (Menger, 2015).

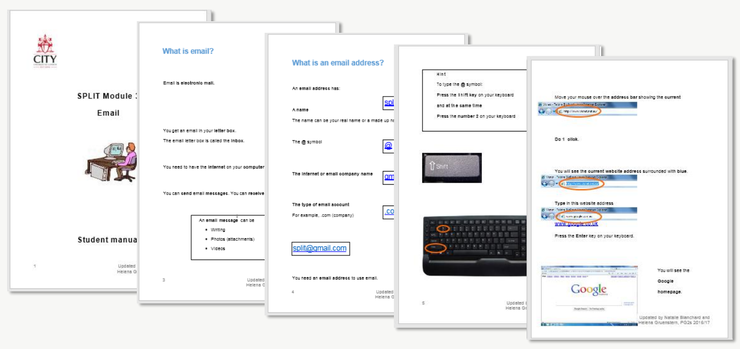
Specialised computer training courses aim to help overcome the so-called "digital divide" (Egan et al, 2004; Kelly et al, 2015).

Methods and Resources

16 adults with chronic aphasia

Weekly two-hour computer session supported by a final year speech and language therapy student.

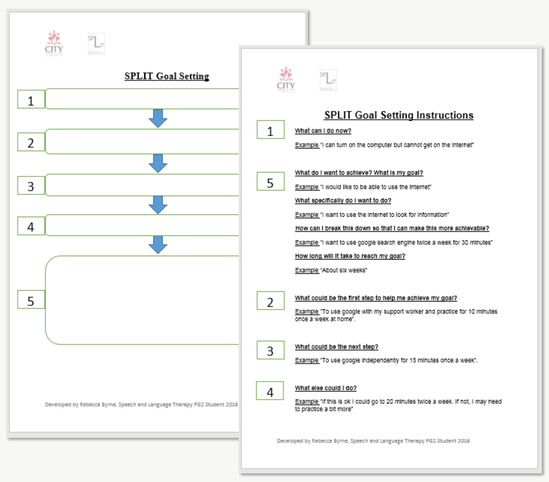




Training resources adapted from an original training package set up by Egan et al (2004)

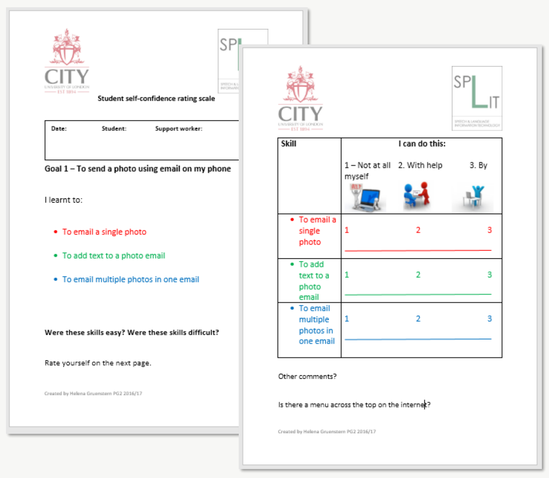
Goal Setting

Attendees negotiated individual personal technology goals using a goal setting template developed for SPLIT (derived from Hersh et al. 2012).



Goal Monitoring

Goals were monitored regularly, evolved over time and were then examined against a skills checklist at the end of the course to evaluate progress.



Results

Attendees' identified goals varied widely, e.g.:

- To do Christmas shopping online independently
- To store and access events independently in my phone calendar
- To send a photo using email on my phone
- To use the internet on the Mac laptop to independently book Doctor's appointment
- To 'Facetime' another person, receive calls and flip the screen around on my phone independently

Attendees demonstrated a significant increase in functional communication score (Long et al, 2008) after the course. Self-reported technology use and confidence scores (using Roper, 2013) showed a non-significant trend towards improvement.

Discussion and Clinical Implications

- Individualised goal-setting provides a means for adults to develop meaningful and relevant life skills which enable them improved access to and confidence in the navigation of an increasingly digital daily environment.
- Outcomes additionally indicate a positive impact upon functional communication.
- Meaningful improvements can be observed and monitored within adults with aphasia completing a tailored computer access course
  - ➢ Goal setting should be individualised to reflect attendees' interests & personal aims.
  - ➢ Specific skills checklists support attendees to monitor and reflect on personal progress.

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