

## *iPad "Therapy" by Paul Andres*

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The world-renowned language research center at The Grand Academy of Lagado published a long awaited report this weekend on various aspects of the efficacy of the new field of iPad therapy.

Professor Sterne the author of the report studied the effects of iPad therapy in the field of AAC. At a press conference he explained, "We wanted to examine reported positive effects of iPad therapy



*in AAC. From our previous studies of retail therapy we knew of the improved self-esteem resulting from the purchase of fashionable consumer products. We wanted to study whether this effect carries over to purchasers who are not buying these products for themselves but for others. Using our original study, as a baseline, we found that the purchasers, in this case from the new field of "educational app coordinators", did indeed often experience significant satisfaction from the action of buying iPads for their students. Unfortunately there were also reports that, over time, tolerance occurred as increased dosage was required to achieve the same effect. Participants in the study reported needing to increase the number of students receiving products over time in order to maintain their job satisfaction. It is hoped that the introduction of the iPad Mini will help to mitigate this effect."*

Professor Sterne continued, "We were very interested to discover a previously unreported third party effect resulting from this form of intervention which we are calling "retail therapy by proxy." Study participants reported that respect for and "liking" of students using AAC as well as those students own self-respect was markedly improved by being provided with fashionable consumer products. Many participants framed it in this way "all their friends have iPads so if the AAC student gets one too, then they become cool." This raises the question of why, in an inclusive setting, peers have an iPad but the AAC student has not. Professor Sterne suspects "a vicious circle exists in which respect or affection for student is lacking. This in turn reduces the likelihood of him or her receiving an iPad in order to achieve social recognition and self-esteem. By providing him with this fashionable product, we break this painful vicious circle in one stroke, students become immediately "liked" and may even sit next to the cool kids."



Conversational samples were taken to examine the potentially improved quality of language input. In one moving example - a interaction between a cool peer and an AAC user - the peer modeled the following sentences

- "You can have it back soon."
- "No, I am still using it."
- "Don't you want to sit with us?"
- "Shall we send you back over there?"

