Subjective (S): M.A. logged onto his session on time accompanied by his mother. M.A. required moderate verbal cues (e.g. asking follow up questions) and intermittent redirection by his mother and the clinician while executing voice commands. His mother helped M.A. in expanding his responses to questions asked by the clinician. Objective (O): M.A. spent the beginning of the session going over commands from week 3. Some of the commands included: - “Hey Alexa, can you add Trazodone to my medicine list?” - Added medication to list after Alexa asked if he wanted “Trazadone” on his list Once he finished practicing commands from week 3, he was introduced to this week’s commands which included commands for news and facts. The clinician went over commands M.A. will practice by asking him questions of what he would use them for (e.g. “Is there a fact you would like to know?”) M.A. practice the following commands: - “Hey Alexa, How many medals has Russia won?” - “ Hey, Alexa, what's the temperature?” - “Hey, Alexa, what's the temperature in North Carolina?” - “Hey Alexa, Can you start the flax, the flash debriefing?” - “Hey Alexa, stop” - “Hey, Alexa, what's on my calendar?” - “Hey Alexa, Tomorrow at 2:00 PM can you create an appointment for me?” - “For the gym” - “Hey, Alexa, who's running for president?” - “Hey Alexa, what's interesting now?” - “Hey Alexa, where is Nairobi?” - “Hey Alexa, stop” - “Hey Alexa, what's interesting now in Kenya?” - “Hey, Alexa, what's traffic like?” - “Alexa, what's the traffic like going to Cypress, CA?” - “Hey, Alexa, what's traffic like to EJ Marshall Elementary?” - “Hey, Alexa, is acupuncture a good thing for me?” - “Hey Alexa, What is the history of the Olympic Games?” M.A. practiced commands related to news and facts, setting an appointment, and searching for traffic information. Assessment (A): During his user needs assessment, M.A. required a lot of verbal prompting from his mother when asked to give examples about using commands from week 3. For instance, when asked about the homework, he asked Alexa for the homework before his mother redirected his attention back to the clinician. His mother also helped him elaborate on some of his responses when saying “such as\_\_\_” to elicit specific examples. When introducing content for week 4, M.A. was asked various questions to gather specific use cases. M.A. was asked what kind of music he listens to, what time of information he listens to, and any facts he would like to know. M.A.’s mother prompted M.A. to specify some of his responses by asking him some follow up questions such as “Who do you listen to every morning with your father?” and “Is there anything in history that you'd like a fact about? OK, what would be an example of something in history?”. When M.A. produced commands for the weather, a news flash briefing and information about current events. (1/1 opportunities for each command). When prompted to ask for traffic updates, M.A. required some support in that the device wanted a specific address for the location he was asking for. M.A. was prompted to give the name of a place to avoid giving a specific address. Throughout the session, M.A. was verbally prompted by his mother to mute and unmute his device x2 when giving a command. Plan (P): Work on expansion on utterances and to slow down speech rate in order for Alexa to pick up commands. The clinicians told all the participants about receiving and submitting the weekly homework assignment. Homework Assignment: This week, we learned about commands related to news and facts. Please practice these five commands with your Alexa. Record each command you practice and then submit it to researchers Task 1: Telling Joke 1. “Alexa, tell me a joke” Task 2: Asking for the Weather 2. “Alexa, what’s the weather?” Task 3: Asking for News 3. “Alexa, play flash briefing” Task 4: Searching for Information 4. “Alexa, tell me where I can buy cold medicine” 5. “Alexa, where is the nearest gas station?”