SOAP Notes #2: M.A. Week 2 (30-40 minutes) Subjective (S): The participant attended the virtual session with his mother. M.A.’s parents are his primary caregivers who have been helping with his ADLs since his TBI caused blindness along with cognitive communication deficits. The participant was engaged, and eager to participate in the session. HIs mother had assisted him with setting up the Amazon Echo device by helping him mute/un-mute the device as needed during the session, expanding his responses to follow questions about his experience with Alexa, and prompting him to repeat a command if Alexa did not pick up his command on the first try. Objective (O): Review of week 1 content: Had M.A. practice one command to schedule appointments for an upcoming event. - Practiced: I want to set an appointment for class at 5:45 pm today. I want to set a reminder for the beach tomorrow at 9:30am. - His mother had mentioned that M.A. had set a timer and shut off his timer independently prior to this session. - M.A. was asked a follow up question on whether he was able to execute commands from week 1 independently- he responded “I’m pretty happy”. Introduction to week 2 content: M.A. was asked what kind of leisure activities he engaged in, how these activities were made accessible to him, and what other technology tools he used to engage in activities. - M.A. had mentioned listening to updates on ice hockey and playing video games - When asked if he listened to updates or had someone sitting next to him sharing details of the event, M.A. said that there would be someone sitting next to him sharing details of the event. - M.A.’s mother had mentioned that when they go to the movies, M.A. will wear headphones that provide verbal captions that describe the visual scene of the movie - M.A. also mentioned that he plays an auditory game called “Shadow of Veil” that he plays on his Xbox that was specifically made for blind users - M.A. 's mother mentioned other auditory games that were found on Alexa including song quizzes, “who wants to be a millionaire?” and “deal or no deal”. - Expressed wanting more cognitive activities on Alexa including like luminosity - Technology tools used: TV, phone, ipad, Xbox - Music listened to: Nipsey Hustle and Kendrick Lamar Scenarios using Alexa for the purpose of entertainment: 1) I want to ask Alexa about the channel ice hockey is on so that I can watch the game 2) I want to listen to music from particular artists so that I can enjoy the songs I like 3) I want to play games using auditory stimuli and feedback so that I can engage in activity/video games 4) I want to listen to a Netflix series so that I can enjoy the shows I like Alexa command practice: M.A. practiced 10 voice commands related to entertainment topic. These commands included: 1) telling an interesting science fact, 2) looking for Despicable Me 4 trailer, 3) playing the trailer, 4) telling a joke, 5) finding Nipsey Hustle clean song, 6) playing “livin’ on a prayer” by Bon Jovi, 7) playing “sweet caroline”, 8) fastwording 10 seconds, 9) increasing volume three times, decreasing volume two times, and 10) playing song from the beginning. For the first command, M.A. executed command in 1/2 opportunities given moderate verbal cues from clinician and mother. When asking for a Despicable 4 movie trailer, Alexa provided M.A. with visual options but did not read aloud options which posed a challenge for M.A.. Other challenges that were encountered included limitations in playing certain songs as the device required a monthly Amazon Music subscription. Even though M.A. mother provided M.A. With a verbal model of command to play the first two songs, Alexa did not play them. Instead, M.A. was prompted to play “sweet caroline” which did not require a subscription. In addition to limited songs, some music functions such as “fast forwarding”. M.A. did execute this command in 1/1 opportunities but Alexa could not perform this command. M.A. finished his session by practicing other functions such as increasing a decreasing volume. He was prompted to provide a specific number (e.g. increase times three) in order to provide Alexa with a range. Assessment (A): User Needs Assessment: The participant and his mother both contributed to the responses. M.A’s mother elaborated on his responses and guided him in completing the scenario question. Maximum verbal cues and scaffolding was provided to the participant to participate in this assessment. Training: The participant was able to execute the commands after verbal modelling. Verbal modelling is crucial for MA because he is unable to read to the commands on the screen/presentation. The participant also used different sentence structure and words than the command that was modelled to complete the task related to the reminder. This indicates the participant is able to formulate novel utterances yet able to fulfil the desired outcome from Alexa. Caregiver assistance and scaffolding remains crucial for this participant considering blindness coupled with his TBI. M.A.’s mother had also mentioned assistive tools such as audio captioning as well as offered design insights in regards to how Alexa could be accessible for blind users. Plan (P): The participant expected to practice learned content from week 2 and prepare any thoughts or insights for the next week. M.A and his mother continue to be motivated to participate in the training. Homework Assignment: This week, we learned about commands related to entertainment. Please practice these five commands with your Alexa. Record each command you practice and then submit it to researchers Task 1: Playing Music 1. “Alexa, play Kendrick Lamar” 2. “Alexa, play Nipsey Hustle” Task 2: Playing Videos 3. “Alexa, play clip from Ice Hockey game” Task 3: Playing Games 4. “Alexa, play Are you smarter than a fourth grader” Controlling Video and Music Functions 5. “Alexa, increase/decrease volume” 6. “Alexa, play next”