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**iCan Communicate:
Measures of Change via
Service-Learning Activities**


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Overview

- Disclosures
- Context
 - What is Service-Learning
- Service-Learning Project Example
 - *iCan Communicate*
- Questions


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Disclosures

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- Financial:
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- Nonfinancial:
 - All Presenters - Program offered under umbrella of grant-funded FAAST Atlantic Region Assistive Technology Demonstration Center services.

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What is Service-Learning?

Pre-Service Personnel Preparation in CSD

- Aim:
 - To provide varied opportunities for students to develop and demonstrate required knowledge & skills
- One Pedagogical Option Available:
 - Service-Learning, which can facilitate engaging and rewarding learning experiences – particularly with low-incidence populations / specialized areas

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What is Service-Learning?

Real-World Applications

- SL offers meaningful opportunities for students to **apply the knowledge and skills** they gain in the classroom to real-world, field-specific issues in the community.
- SL allows instructors to implement **authentic assessment** while fostering students' **critical thinking skills** and **social responsibility**.

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What is Service-Learning?

Mutual Benefits

- Has been defined as a **teaching and learning strategy** which integrates **purpose-driven** and **focused community service** with **instruction** and **reflection** in a **mutually beneficial** manner (National Service-Learning Clearinghouse, 2005).

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What is Service-Learning?

Key Players

- Students
- Community Agencies / Clients
- University Instructors / Faculty Members

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What is Service-Learning?

Student Perspective/Expectations

- A course that will involve (any number of things):
 - Direct clinical experience
 - More work than usual / work outside class ☺
 - Enhanced learning
 - Challenging experiences
 - Collaboration
 - More than “just” exams and papers
 - Enhanced marketability as future professional

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What is Service-Learning?

Agency Perspective/Expectations

- An opportunity to:
 - Meet critical needs.
 - Connect with university & students.
 - Access relevant assistance & expertise.
 - Work with skilled students.
 - Generate new ideas & energy.

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What is Service-Learning?

Instructor Perspective/Expectations

- An opportunity to:
 - Provide students with authentic clinical experiences to coincide with coursework.
 - Have curriculum ‘come alive.’
 - Connect with community organizations and clients.
 - Increase student engagement
 - Reignite excitement about teaching / professional development
 - Measure/ conduct research on student learning.

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What is Service-Learning?

Positive Student Impact

Reported to have a positive impact on student:

- Academic learning (e.g., Astin & Sax, 1998)
- Application of course-related knowledge and skills (e.g., Balazadeh, 1996; Kent-Walsh, 2012)
- Communication and leadership skills (e.g., Vogelgesang & Astin, 2000)
- Understanding of cultural, racial, and individual differences (e.g., Myers-Lipton, 1996)
- Social responsibility (e.g., Kendrick, 1996)
- Demonstrated complexity of understanding, problem solving, and critical thinking (e.g., Batchelder & Root, 1994).

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What is Service-Learning?


Varying Definitions

Academic Service-Learning Model for Communication Sciences & Disorders
Kent-Walsh, 2012

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Detailed Project Example

- ***iCan Communicate***
 - Purpose
 - To provide children with Down syndrome with access to appropriate AAC iPad apps and related AAC services FREE OF CHARGE!
 - To measure multi-modal expressive communication pre-participation & post-participation
 - Collaboration
 - This program was collaboratively developed with the Down Syndrome Foundation of Florida



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- **Method**
 - Typical Clinical Procedure
 - After an initial determination is made as to whether or not an AAC iPad app would be a viable option for individual applicants, teams of students taking SPA 6559 (graduate AAC class @ UCF) apply the *Gosnell, Costello & Shane (2011)* approach to implement AAC app assessments under the supervision of FAAST Atlantic Region Assistive Technology Demonstration Center speech-language pathology and occupational therapy clinicians.
 - SPA 6559 students are charged with identifying the most appropriate AAC app(s), initially configuring of these apps, and identifying starting intervention goals for each participating child/family.
 - The Down Syndrome Foundation of Florida then covers the costs associated with purchasing the iPads and recommended AAC apps.

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- **Schedule – Spring/Summer 2014**
 - March 2014
 - 1-2 clinical intake sessions were conducted to:
 - Follow-up on the detailed case history form and parent phone interview for each applying child
 - Confirm whether or not an AAC app on an iPad would be a viable form of AAC for each child

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- **Schedule - Continued**
 - April 2014 – Thursday
 - A 3-hour parent training session (Thursday evening) was conducted to build parent skill to support the children's iPad and AAC app use.

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Detailed Project Example

- **Schedule - Continued**
 - April 2014 – Friday
 - Two clinical (60 minute) sessions were conducted with each child (morning & afternoon) in the FAAST Center/UCF Communication Disorders Clinic:
 - Complete the language & app assessment process.
 - Begin intervention using the identified AAC apps within play-based interactional activities (e.g. bubbles, storybook reading, Play-Doh, Mr. Potato Head, bowling).

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- **Schedule - Continued**
 - April – Saturday
 - One final parent interaction training session and one child-focused clinical session (3 hours total) were held to support functional communication.
 - Following the clinical session, a "Spring Fling" event was held to provide participants opportunities to use their communication apps within the context of a fun community event which included structured interactional egg hunt and craft activities, and a family celebratory lunch.
 - A detailed Clinical Assessment Report and Plan of Care was prepared by each student team and distributed to each family.

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- **Schedule - Continued**
 - Summer – Weekly Intervention
 - Children and parents participated in 4 or 5 weekly intervention sessions to:
 - directly target functional communication goals via core vocabulary use with AAC iPad apps (including *Proloquo2Go* & *TouchChat*)
 - indirectly support functional communication goals by providing parent instruction/support.

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- **Schedule - Continued**
 - Summer – Workshop
 - A 5-hour workshop was offered for parents and SLPs of participating children to support the collaborative development of ongoing intervention goals and functional long-term use of AAC iPad apps as part of a multi-modal communication approach.
 - Clinical and academic faculty members facilitated the workshop in conjunction with graduate service-learning students.
 - ASHA CEUs were offered for participating SLPs.

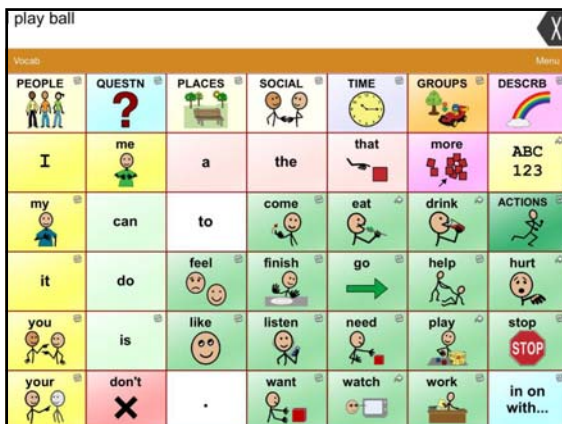
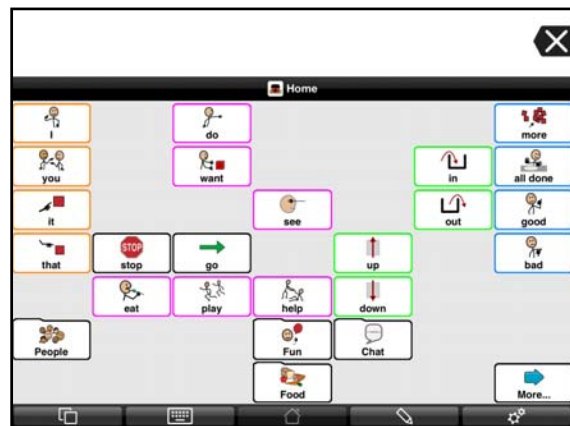
NB: Multi-Modal Expressive Communication Data were Collected Prior to this Workshop.

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- **Participants**
 - Data Presented for 9 Children/Families, SLPs & Assigned Student Clinicians
 - Children's Ages: 1;10, 2;6, 2;9, 2;11, 3;1, 3;4, 3;9, 4;10 & 5;7
 - Primary Diagnoses: Down syndrome (8), Down syndrome + autism spectrum disorder (1)
 - Communication Modes: Speech, speech approximations, manual signs.
 - Children's Receptive Language development – MacArthur Bates Communication Development Inventory – Words and Gestures: Indicative of Mild to Moderate Delays

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- **Results - Children**

Total Number of Multi-Modal Communicative Turns during 10-Minute Parent-Child Play Interaction Sessions by Participant

Participant	Pre-Participation	Post-Participation
SaPa (1:10)	~10	~25
CoTo (1:10)	~10	~25
BeaCh (1:10)	~10	~25
BoAl (2:6)	~10	~25
HayWi (2:6)	~10	~25
CoJo (2:11)	~10	~25
HaMa (2:9)	~10	~25
KoEl (3:1)	~10	~25
FiaBr (4:10)	~10	~25
(5:7)	~10	~25

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- **Results – Children**

Frequency of Communicative Turns by Communication Mode & Participant

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- **Survey Results - Parents**

- 100% of participating parents indicated that the students:
 - Were punctual, courteous, and professional when scheduling appointments, communicating, and/or working with family.
 - Explained activities in a way that made sense.
 - Attempted to respond to the needs/performance of the child and family appropriately.
 - Requested/considered input from the family and answered questions appropriately.
 - Positively influenced the benefit the child could potentially experience as a result of participating in *iCan Communicate*.
- 100% of participating parents indicated that their child's communication skills improved as a result of participating in *iCan*.

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- **Survey Results - SLPs**

- 100% of participating SLPs indicated that:
 - they would be able to implement something they learned during the workshop with their client and/or other students.
 - the format of the workshop in offering:
 - didactic presentation including theoretical and practical content.
 - time for hands-on practice with the AAC apps and
 - collaboration in identifying goals with parents and student clinicians was highly beneficial.

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- **Reflection Results – SL Students**

- **Thematic Analysis**
 - **AAC Intervention Planning Issues**
 - The need for flexibility
 - Importance of not underestimating client potential
 - Importance of incorporating family priorities/perspectives
 - Importance of motivating contexts
 - **AAC Service-Delivery Model Issues**
 - Critical to include partner instruction with family members – both operational and linguistic goals.
 - Critical to implement AAC outside of clinical context.
 - **Acquisition of AAC Knowledge & Skills**
 - Learning in context through practical experiences was key
 - Reciprocal benefits for students and community partner.

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Conclusions

- Service-learning has proven to be a valuable and effective approach to AAC instruction with graduate students from the perspective of the students, the participating families, and collaborating professionals while providing AAC services that are not widely available otherwise in the community.
- There are many possible adaptations of this model for a variety of service-learning activities focused in the area of AAC.

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Questions

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