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Creating a knowledge base for educational action

Supporting school personnel: A team perspective on the communication outcomes of students using speech generating devices

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Presentation Outline

- Background
- Design
- Participants
- Conditions & Intervention
- Results
- Implications & future

Study aims

- To investigate stakeholders perspectives on supports needed to improve communication outcomes for students using SGDs
- To investigate the effect of onsite team professional learning on communication outcomes of students using SGS

Background and Significance

- Why communication?
 - Social inclusion
 - Community access and participation
 - Impact on quality of life
- Why SGDs?
 - SGDs provide access to communication
 - Lack of service provider knowledge, skill and support on assistive technology implementation is a major contributing factor to **underutilization and abandonment**; including speech generating devices (SGDs)
- How do we best support school personnel to improve communication outcomes for students?
 - Research suggests onsite assistance is more likely to lead to technology integration into classroom activities.
- How do we know what type of training and support works?
 - Measure the effect or impact on student communication while looking at fidelity of training procedures
 - Ask the stakeholders

Design

- Single-case (three cases or teams)
- Multiple baseline across
 - Teams
 - Students
 - Data collection = 4 terms
- Pre and post intervention interviews with stakeholders

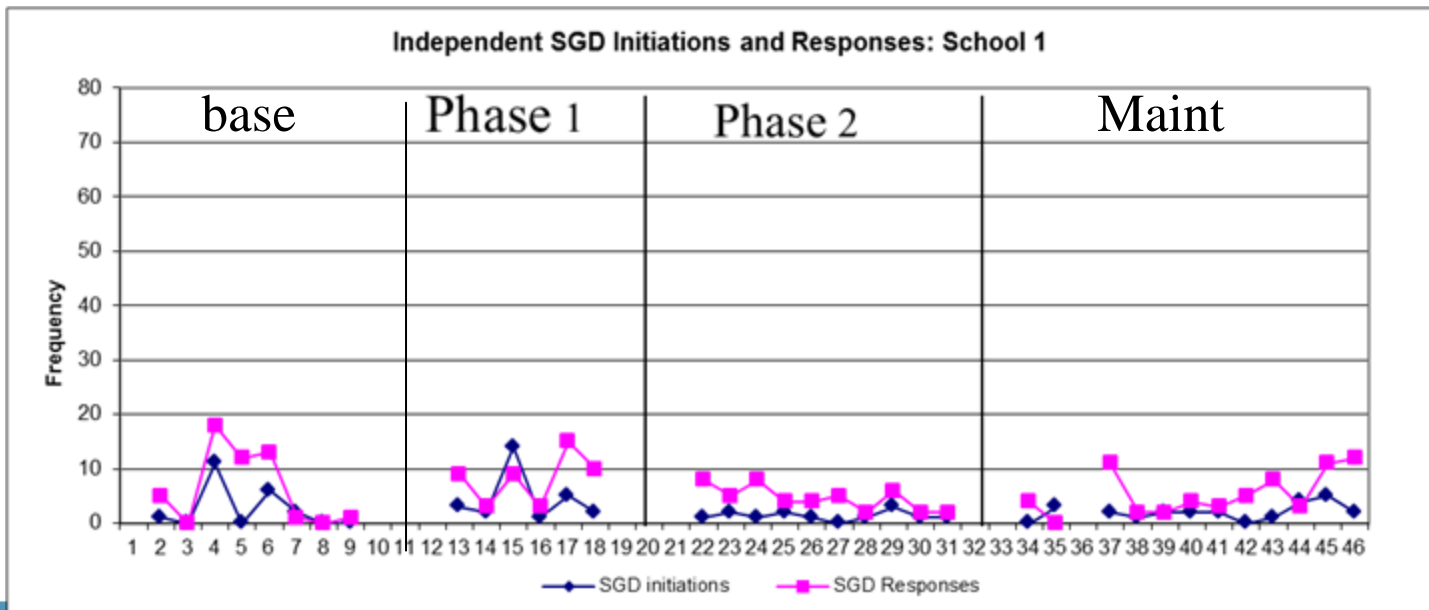
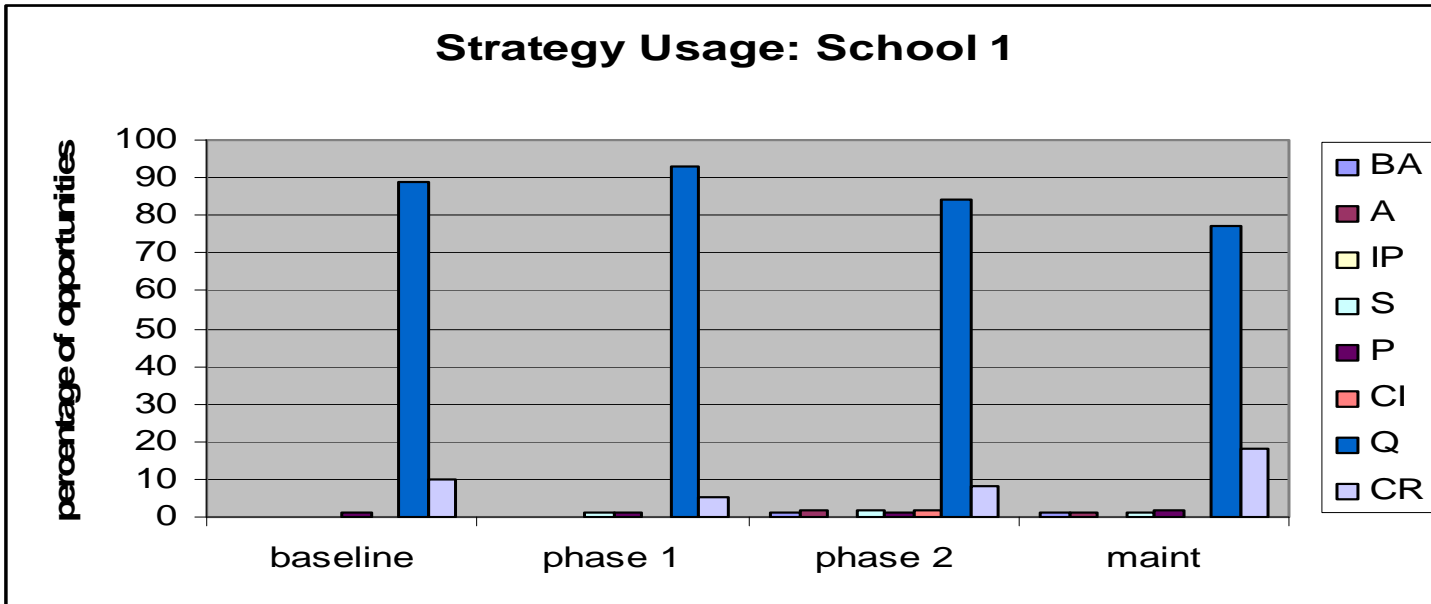
Participants

- 3 primary schools: Special school, special class, general education classroom 5th grade.
- 3 school teams: Teachers, instructional assistants, SLPs, parents.
- 3 students with CCN: 8-11 years of age, cerebral palsy, autism and intellectual disability, prescribed with SGDs.

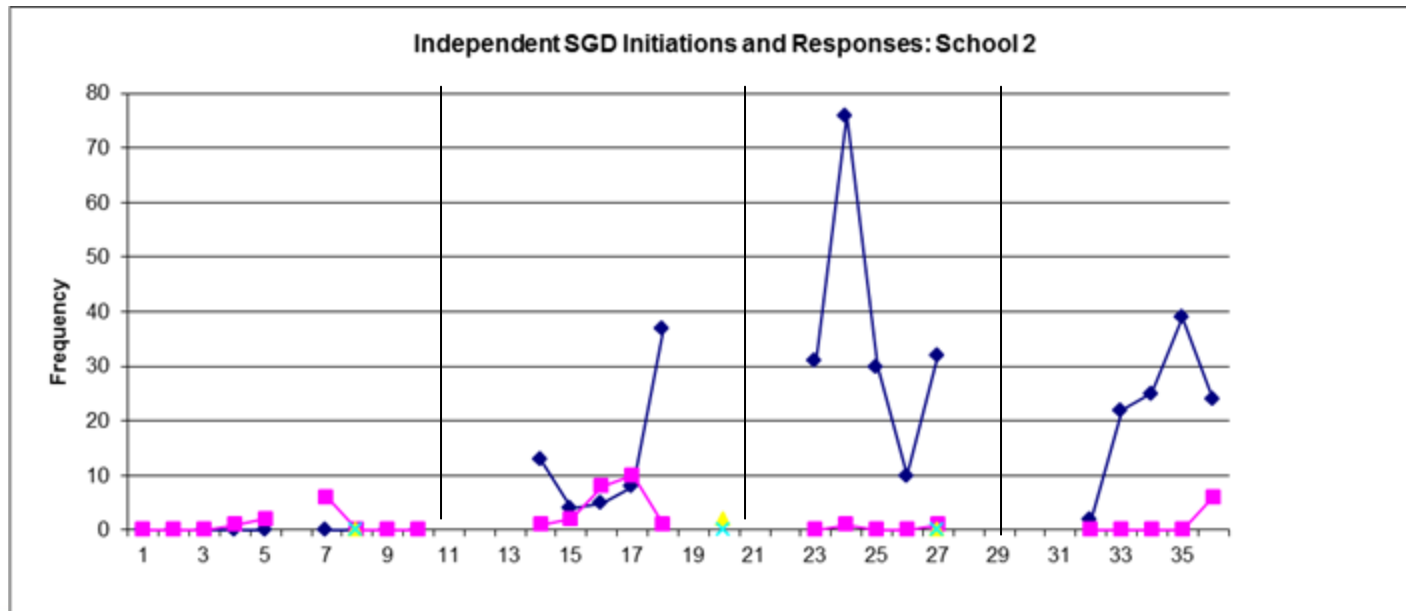
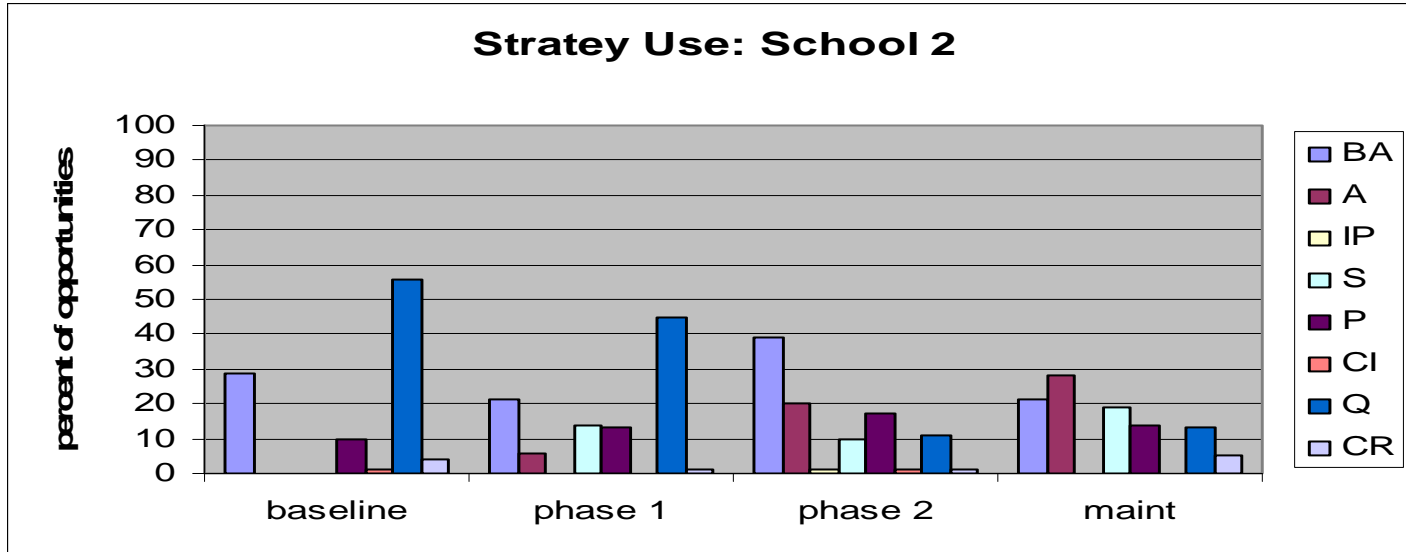
Four Conditions

- **Baseline: operate as normal**
- **Phase 1**
 - Device training (varied between 1-6 hours).
 - Team meeting (1 – 1 ½ hours)
 - Strategies to create communication opportunities using SGDs (in class sessions, 15 – 30 minutes)
 - Follow-up session from SLP (30 min)
- **Phase 2**
 - Team meeting
 - Time delay instructional procedure (in class sessions, 30 minutes)
 - Follow-up session from SLP (30 min)
- **Maintenance**
 - Final team meeting during maintenance phase

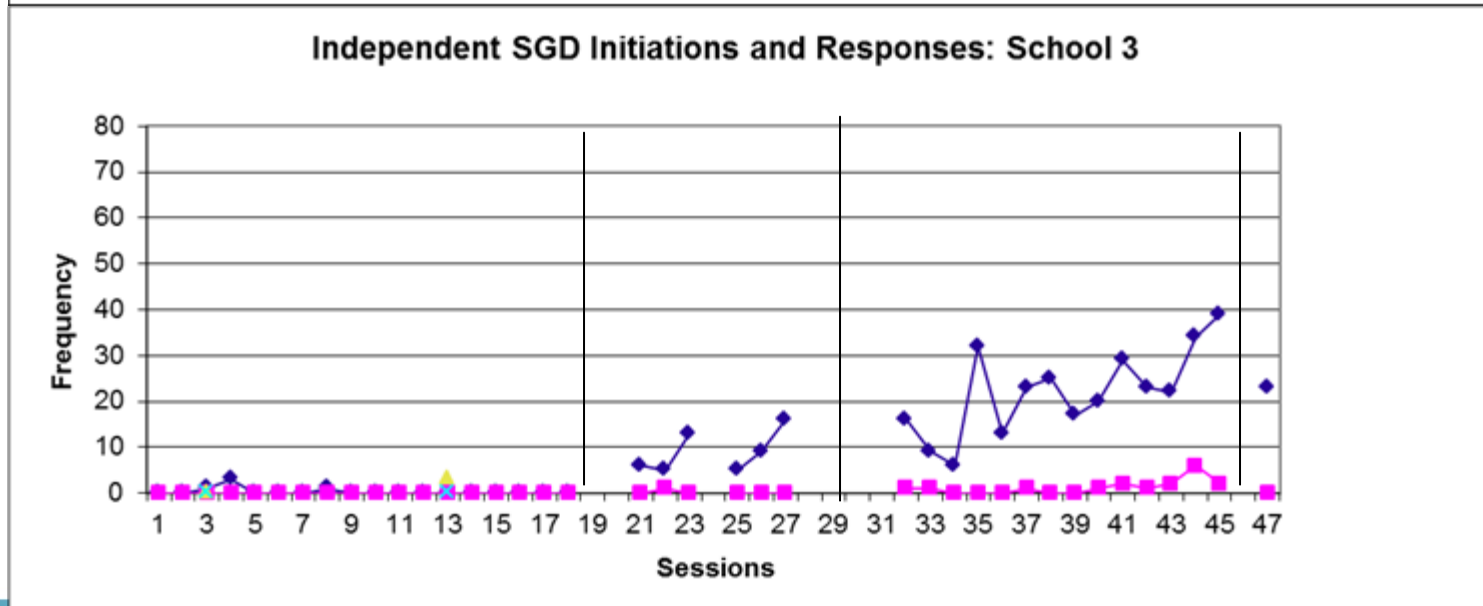
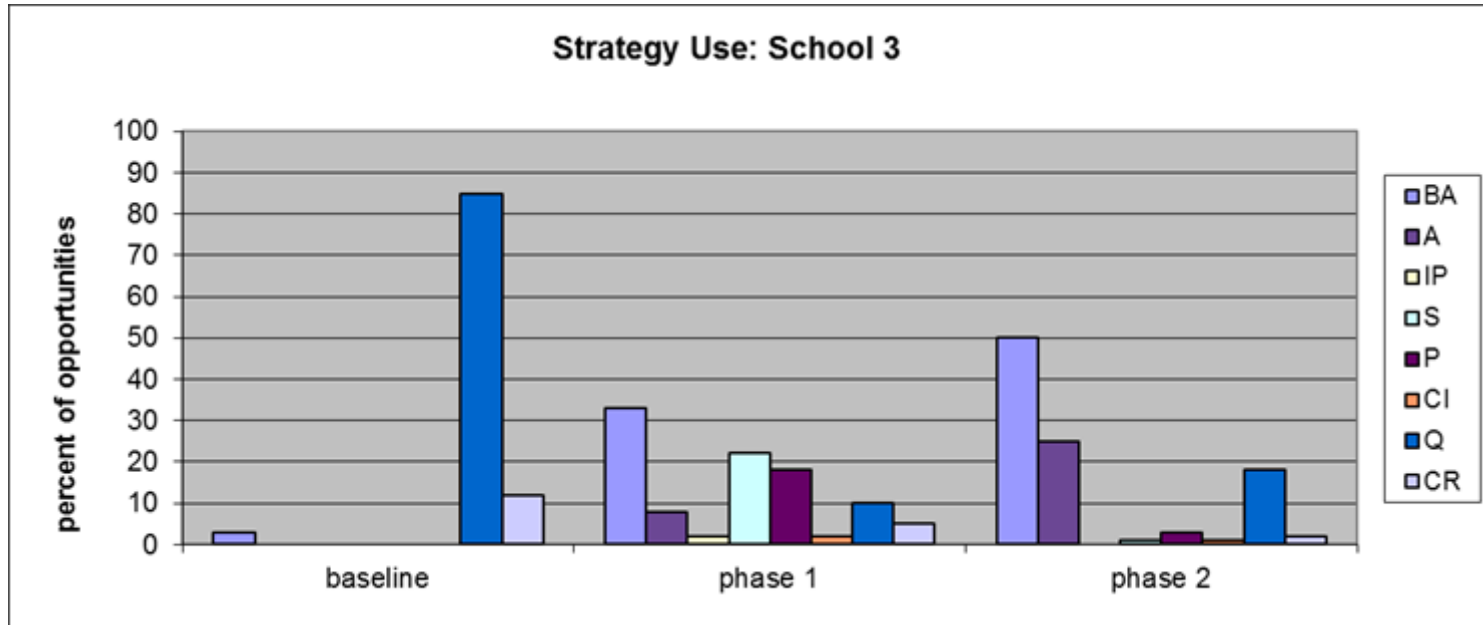
Results: Team & student 1



Results: Team and student 2



Results: Team and Student 3



Summary of Results: Observation

- limited change for **team 1**- high level of questioning and limited strategy use across conditions
 - No change for student 1 across conditions
- Proportion of questioning decreased for **teams 2 and 3**
- Proportion of different types of strategies used increased for **teams 2 and 3** in phases 1 and 2
 - Students 2 and 3 increased SGD initiations substantially during phase 1(strategy) and further in phase 2 (instruction)

Summary of Results: Interviews

Negatives or barriers

- Lack of consistent and maintained support
- Lack of follow-through
- Lack of monitoring and accountability – responsibility between agencies unclear
- Insufficient support and ‘training’ for school staff – particularly paraprofessionals
- Lack of sustained effort
- Poor communication between school and families, and agencies and schools
- Haphazard and disjointed system of service delivery
- Time for collaboration is difficult and not prioritised

Summary of results: Interviews

Positives

- Supportive leadership (for professional learning and release time)
- Time to problem solve and work together (team meetings)
- Someone to ‘kick us into gear’ (a team leader)
- Direct and specific in class support
 - ‘seeing how it’s done’
- Decrease in behaviour problems
- Improved student motivation (to communicate)
- Higher student expectations (from multiple stakeholders)
- Increased parent participation and motivation

Implications: Practice

To improve communication initiations of students with ID using SGDs:

1. Sufficient opportunities for communication in the classroom must be created
2. The types of opportunities are important; strategies should be varied & address varied functions
3. Systematic instruction is important for some learners with complex communication needs
4. School personnel require onsite, in classroom opportunities for learning, practise and feedback
5. Team members require time to collaborate, solve problems, and support each other in practice (in the classroom)
6. A team leader is crucial to maintain momentum, coordinate the process and assign responsibilities
7. A teacher who is able to lead may be the critical component to a successful team

Implications: Service delivery

1. Type of PD & service provided is critical for impact on learning outcomes; requires careful consideration and planning. *FURTHER RESEARCH NEEDED*
2. Ongoing training and support in classrooms and schools has the most potential to impact student communication outcomes
3. Outcomes should inform practice and service delivery; important for service providers to measure student or client communication outcomes **COLLECT DATA**
4. A school team approach to learning and problem solving promotes collaboration, sharing of tasks, follow-up and responsibility for action across service agencies/disciplines
5. Teams need planned **TIME** to communicate and collaborate and someone to lead or coordinate



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<http://caef.flinders.edu.au/resgroups/RISE/index.html>