

Instructing Paraeducators to Support Students using AAC in Book Reading Contexts

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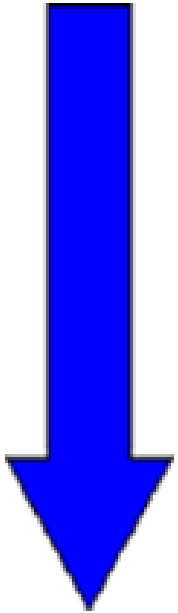
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Purpose

- To increase students' communicative participation during pre-literacy book reading activities by teaching paraeducators to:
 - implement an evidence-based communicative interaction strategy.

On each double-page spread in each book read, you will RAA as follows:



READ + MODEL using AAC system

Pause

ASK + MODEL using AAC system

Pause

ANSWER + MODEL using AAC system

RESPOND to all
communicative
turns taken by
[target student]
at any time.

RAA, RAA, RAA!

Method

- Design
 - Single Subject, Multiple Baseline Across Subjects
- Participants
 - 5 Educational Assistant-Student dyads
(3 in rural Nova Scotia, 2 in rural Pennsylvania)
- Procedures
 - series of individual instructional sessions, in which paraeducators were taught to implement targeted interaction strategy
 - consistent with protocol for cognitive strategy instruction
(Ellis et al., 1991)
 - introductory, practice, & instructional follow-up sessions

– Coding Procedures & Data Analyses

- 10-minute video segments analyzed to calculate:
 - % of paraeducators' accurate implementation of targeted strategy
 - % of focus students' communicative turns
 - » total # of communicative turns taken
 - » total # of novel semantic concepts expressed
- Data graphed and visually inspected for indications of changes in behavior

Results

- The paraeducators evidenced increases in implementation of the targeted strategy.
 - Increase range (from baseline to post-instruction):
 - From 93% to 100% increase in correct implementation of strategy
- The students showed increases in communicative participation.
 - Increase range (from baseline to post-instruction):
 - 80% - 100% increase in communicative participation
 - From 0 – 10 (baseline) to 25 - 71 (post-instruction) communicative turns per 10-minute segment
 - From 0 – 8 (baseline) to 18 - 44 (post-instruction) novel semantic concepts per 10-minute segment

Discussion

- **Clinical Implications**
 - instruction involved very little training time
 - instruction did not impose learning demands on students
 - instruction yielded very positive changes in student participation & high participant satisfaction
- **Future Research Directions**
 - instruction with parents
 - instruction with participants from differing cultural and linguistic backgrounds
 - instruction in small group book reading activities

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