

KNOWLEDGE AND SKILLS IN THE AREA OF PREVENTION

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Introduction

The Role of the SLP/AUD in Prevention of Communication and Swallowing Disorders

- Prevention is a process, procedure or service to avoid or minimize the onset and development of a communication disorder.
- The ASHA Code of Ethics and Scopes of Practice specify that members have a responsibility for prevention.

Levels of Prevention (ASHA, 1991)

- Primary prevention: eliminate or inhibit the onset of a disorder.
- Secondary prevention: early identification and treatment of a communication disorder to eliminate or lessen impact.
- Preventive intervention: intervention to “at-risk” individual to circumvent or minimize communication disorder (emerging role).
- Tertiary prevention: intervention to reduce disorder by restoring/improving ability (traditional role).

ASHA 2005 Standards

- Students must demonstrate knowledge and skills in prevention including specific practicum experiences in prevention.
- Standard III-D: knowledge of principles and methods of prevention.
- Standard IV-G: skills in evaluation/screening prevention activities and selection,

development, and use of materials and instrumentation for prevention.

Each presenter provided 2-3 examples of prevention activities used at her respective university.

Examples related to knowledge and skill experiences.

Tennessee State University

Knowledge-Based Experiences:

- In Advanced Clinical Practicum Coursework, prevention is specifically addressed as part of the initial training and orientation.
- In coursework related to each disorder, students discuss specific prevention issues. For example in language disorders a specific unit on primary, secondary and tertiary prevention is developed.
- Departmental Colloquium Series: College of Health Sciences' initiative on Prevention of Fetal Alcohol Syndrome.

Skills-Based Experiences:

- In Advanced Clinical Practicum Coursework, students develop prevention training modules based on assigned practicum screening events. These target populations include daycare teachers, middle school and high school students, teacher education candidates, and senior citizens.
- In the Language Development Seminar students create and present preventive intervention plans for teachers and parents re: emergent literacy development or language and speech facilitation using a variety of media.

Screening and Prevention Practicum:

- Each CSD graduate student is assigned to minimum of two screening assessment events during each of the first three semesters. One event must be with a pediatric population and one with adults or geriatrics so that students gain skills with standardized screening tools across the age range. As a part of every screening event, prevention materials and informational counseling are offered.

Screening and Primary Prevention:

- College of Education speech, language and hearing screenings include prevention:
 1. Teachers' own communication wellness including vocal hygiene and hearing health using WISE EARS! (NIDCD) and Voice Academy materials.
 2. Informational counseling and extensive packets regarding the role of the SLP in school settings and the educator's role in identification of communication disorders in school-age children and youth.
 3. Guidelines for facilitating speech, language, literacy development and hearing health in classroom settings using ASHA and Pro-Ed materials.

Screening and Primary Prevention:

- Summer sports camps screening events for middle and high school students: hearing health, safety and prevention of head injuries, vocal health and risks of smoking.
- Health Fairs for senior citizens: hearing health and prevention of CVAs.
- Latino Community Outreach Week of the Young Child: Students compile prevention materials in Spanish and English and present them.
- Communication screenings in childcare centers serving at-risk populations: prevention training through brief modeling of language and speech facilitation techniques in the classrooms.

Focused Preventive Intervention:

- Housing and Urban Development Community Outreach grant serving in two family resource centers in a low-income area. CSD Department provides on-going:
 1. Hearing and communication screening
 2. Informational counseling for parents and teachers
 3. Classroom demonstrations re: skills for promoting language and literacy.

Promoting Communication and Literacy Development in Secondary Prevention:

- Early off-site practicum site for first year CSD students under the supervision of a university

clinical educator. Each semester three students go into Pre-K classrooms to model speech and language facilitation and develop emergent literacy with small groups of preschoolers with identified speech and language delays and their at-risk peers two times per week for one hour. They also provide whole group language development and pre-reading activities tied to the classroom curriculum.

Service Learning in Preventive Interventions:

Plans to expand these services through a university-wide Service Learning Project in which students will combine academic and experiential learning regarding intervention/prevention:

1. Screening, assessment and early intervention services for infant and toddler populations in the same childcare setting where we serve preschoolers.
2. Screening and prevention services in a neighborhood center for senior citizens in collaboration with our NSSLHA chapter to include our undergraduates in this effort.

New Opportunities-New Roles:

- These service learning opportunities and secondary prevention activities can enhance CSD students' prevention skills through extended reciprocal relationships with the administrators, parents and teachers. Assessing the communication wellness needs and planning activities to meet the identified needs of these diverse partners will provide valuable training in the SLP's expanding role in prevention.

Texas Christian University and TSHA

Dysphagia:

- Primary
 - Protocols that require all stroke patients to be screened for dysphagia
 - Screening protocols in NICU/preemies
- Secondary
 - Prevention of aspiration of pneumonia, malnutrition, dehydration
- Tertiary

- Traditional dysphagia treatment

Voice:

- Screenings at Cheerleading Camp
- Screenings at various sports camps
- Screenings in programs for Radio-TV-Film majors
- Screenings for vocal performance students
 - Information about vocal hygiene
 - Information about “warning signs”

Adult Speech and Language:

- Oral Proficiency Screenings for Education majors
 - Meets the TEA requirement for “demonstrates oral proficiency
 - Looks at articulation, language, fluency and voice
- COSD Majors are also required to complete before entering clinic

Child Speech and Language:

- Speech and language screenings at HeadStart, day care facilities, private preschools, Easter Seals
 - Use of standardized tests (e.g., Fluharty)
 - Use of instruments developed for a specific site (e.g., Spanish screener for Head Start)
- Weekly language/literacy enrichment program at local preschool
 - Developing curriculum
 - Modeling interactions for teachers
- Training teachers at Head Start on
 - Child speech and language developmental milestones - “red flags”
 - Signs to look for in terms of fluency
 - Ways to help expand vocabulary and MLU

Literacy:

○ TSHA Project

- Matt Learns to Read, English and Spanish versions. To receive copies of these books contact TSHA via their website.
- Pamphlet that accompanies it
- Used at daycares, Head Start, preschools, campus projects
- Reading to children and also talking with parents

Hearing Screenings:

- Done during May is Better Hearing and Speech Month at University Clinics
 - Community Outreach
- Done at local private preschools and Head Start
- Done during various COSD classes
- Done routinely in all preschool speech and language classrooms in the clinic

Georgia State University

Making Prevention a Priority:

- Reviewed our clinical program as part of strategic plan
- Determined prevention as an area to improve
- Faculty agreed to develop a strategic goal related to prevention
- Goal is: to provide opportunities for students to gain knowledge and experiences in the area of prevention and to increase the number of clock hours they earn in this area.

What Needed to be Done?

- Determined baseline data (amount of prevention experiences student typically accrued)
- Differentiated categories of experience to determine possible areas of “weakness”
- Developed three item action plan—focus specifically on increasing skill/practicum experiences in prevention intervention and continuing course experiences and evaluation prevention experiences
- Will collect follow-up data from Summer 2006-Summer 2008 graduates

Two Examples to Address Knowledge:

1. The Profession of Communication Disorders (EXC 7590), First semester in program:
 - Students complete a class portfolio
 - One course objective: describe the role of the speech-language pathologist in the prevention of communication disorders
 - Students can creatively demonstrate how they have met this objective through their portfolio—must have 2-3 artifacts (examples: write a paper, interview an SLP, complete observation, give a presentation)
2. Swallowing and Swallowing Disorders (EXC 7600), Fourth Semester in Program:
 - Students spend 3 hours in NICU learning about infants with known medical conditions, prematurity, why infants are at-risk for communication and swallowing disorders
 - Summarize their experiences related to prevention, assessment, and intervention

Three Examples to Address Skills in Prevention:

1. Evaluation Prevention Experience:
 - Speech-Language-Hearing Screenings available to students enrolled in Voice and Diction (taught in another dept)
 - Spoken and Written Language Assessed; Spoken Language Assessment involves semantic screening (word definitions, figurative language)
 - Class members volunteer for screening---prior to screening have VERY limited knowledge of communication disorders
2. Intervention Prevention Experience:
 - Developed an emergent literacy program with a focus on phonological awareness in a Pre-K
 - Desired to be involved in College's Partner School program---urban schools with "at-risk" children

- Selected nearby school open to program
- Implemented program Fall 2005 and Spring 2006; 2 clinicians, 1 supervisor, 2x/week for 1 hour
- Collected pre-treatment and post-treatment data

3. Public School Student Teaching Internship

- DOE emphasizing prevention role of SLP; involvement in classroom
- Student teacher will be required to accrue 5 hours of prevention experience during internship

Possibilities?

- Daycare Center for Children who are Homeless
- Unique population
- Unique issues for families
- "At-risk" children
- Probably will do a combination of services---tertiary intervention and preventative intervention

Issues to Consider:

- When can an experience be coded for clock hour credit?
- Revision of clock hour documentation form to account for coding of prevention intervention and insure screening hours are coded as screenings.
- How much experience; what % of overall hours?

Summary

- Academic training programs in speech-language pathology have a clear responsibility to provide students with both knowledge-based and skill-based experiences in the area of prevention across diverse ages and disorders.
- Programs must develop strategies to promote and practice these new roles in accordance with the ASHA 2005 Standards.