

FP97

OPTIMISING TEACHER-LEARNER INTERACTIONS: A CRITICAL PROMOTIVE SLP INTERVENTION

HARSHA KATHARD (1) - MERSHEN PILLAY (2)

DEPARTMENT OF HEALTH AND REHABILITATION SCIENCES,
UNIVERSITY OF CAPE TOWN, CAPE TOWN, SOUTH AFRICA
(1) SPEECH-LANGUAGE PATHOLOGY, STELLENBOSCH
UNIVERSITY, CAPE TOWN, SOUTH AFRICA (2)

Abstract: Given current imperatives for SLPs to develop contextually-responsive, population-based preventative/ promotive interventions, this paper highlights the importance of science in advancing this practice. The argument made here is that to practice differently SLPs must also generate knowledge differently. Using classrooms as potential spaces for reaching the population of leaners and teachers to enhance communication, this exploration in South African classrooms was driven by an inclusive population interest i.e. which interventions have potential to benefit learners and teachers. In order to be contextually-responsive the research problem was defined collectively by teachers and learners. They identified everyday teacher-learner interactions during instruction as a significant part of their classroom communication challenge. In short, teachers spoke too much and learners did not participate. A critical research paradigm guided the study and therefore teacher-learner interaction was constructed as a collective, relational, linguistic, social-cultural and, importantly, a political process of joint mean-making. The research question asked was: What is the nature of teacher-learner interaction and how does it advance/impede communication in classrooms? Evidence was gathered from video-recorded data in nine classrooms (grades 4-7). The teacher-learner interactions were transcribed and independently verified. The video data and the transcriptions were viewed repeatedly by the research team during the data immersion process. Thereafter, each lesson was analysed using the Dialogic Inquiry Tool (Reznitskaya, 2012). The tool analyses the interactions in relation to authority, feedback, questions and meta-level reflections, explanation and collaboration. Furthermore it differentiates between communication behaviours typical of monologic and dialogic teacher-learner interactions. Importantly, it acknowledges the continuum between monologic and dialogic interactions and considers the transition behaviours. The main finding in this study was the dominance of teacher- controlled monologic interactions closing down/ impeding opportunities for joint-meaning. The monologue was achieved by teachers' maintaining authority through strict control of turn-taking, asking close-ended questions, limiting opportunities for explanation and questioning by learners and failing to connect learners' ideas to each other. Learners succumbed to authority by obeying the rules for turn-talking and responding with short answers, often in chorus. The pervasive nature of this limiting interaction pattern was observed across all classrooms. This finding is of concern the everyday classroom communication environment is counterproductive for learning. These socialised interaction patterns have been sedimented through powerful historical, cultural and political processes and therefore resistant to change. However, a further finding was that the occasional breaks in the monologic pattern signalled the potential for shifting towards dialogic teacher-learner. The breaks in monologue occurred when the teacher asked open-ended questions and requested clarification and explanations. The discussion focusses on how SLPs can optimise teacher-learner interactions through collaboration with key role-players in an education system. Furthermore, it considers the importance and potential impact of this preventative/promotive intervention as part of a battery of interventions. In concluding, the importance of research-practice partnerships in creating different practices is explored.

Learning Outcomes: The participant will: Gain understanding of concepts relating to population-based, context-responsive SLP interventions in classrooms as context . Understand the importance of the critical research paradigm for knowledge construction and how it generated evidence in this study. Know the importance of teacher-learner interaction as a research and practice focus for SLPs. Understand how SLPs can play a role in developing interventions which optimise teacher- learner interactions.

FP98

A NEW SOFTWARE INTEGRATED INTELLIGENT LEARNING ENVIRONMENT FOR READING AND WRITING (ILEARNRW) IN DYSLEXIA: THEORETICAL PRINCIPLES AND MAIN OBJECTIVES

ELENI MITROPOULOU (2) - VICTORIA ZAKOULOU (1)
ANTONIOS SYMVONIS (2)

TECHNOLOGICAL INSTITUTE OF EDUCATION, UNIVERSITY,
IOANNINA, GREECE (1)
NATIONAL TECHNICAL UNIVERSITY OF ATHENS (NTUA),
ATHENS, GREECE (2)

Abstract: Reading disorders such as dyslexia affect a significant number of people. The use of assistive computer software in dyslexia composes an effective perspective; it provides multi-sensory feedback to the reader in order to reinforce his core reading skills, contributing also to the comprehension process. However, the issue that demands more research into the contribution of computer technology in dyslexia is its effectiveness in the learning process itself; this effectiveness composes the fundamental principle

of the "Integrated Intelligent Learning Environment for Reading and Writing (ILearnRW) Project. More specifically, the aim of the ILearnRW is to contribute towards a move away from traditional assistive software which uses a computer simply as an alternative to pen and paper and towards developing next generation learning software which uses a computer to facilitate the learning process for children with dyslexia and/or dysorthographia. The ILearnRW system will support both the Greek and English languages. The target group will be children of primary school age with specific developmental learning difficulties (dyslexia and dysorthographia). The main learning features that are defined as crucial to be included in the proposed software system are the following: User modeling: In an intelligent learning system, a profile for each learner should be built including the learner's age, the type of dyslexia, the error types and their severity, the degree of progress. Teaching strategies: The interaction of a learning system with a child should be based on a teaching strategy that supports the individual user in recovering its difficulties in reading and writing. Classification of learning material: Text classification and content classification with respect to the individual user's profile must be a major component in integrated learning software such as ILearnRW. Personalized content presentation: The text presentation could be enriched by visual techniques which combine highlighting, text-reformatting and word segmentation. Evaluation of learning process: In the frame of the estimation of the learning progress and the update of the learner's profile, the games are aimed to be utilized as an evaluation tool and an updating mechanism. On-line resource bank: An on-line resource bank should be available in order the users, the educators and experts could be helped by multimodal learning material, collected from everywhere. The ILearnRW software will utilize innovative delivery methods that are suitable for children and result in high degree of engagements such as mini games, reading activities and tests and will, for the first time, attempt to integrate all the above in a more sophisticated serious game.

Learning Outcomes: The Participant will be able to: 1. understand the structures of innovative software applications in learning difficulties; 2. know the possibilities and the perspectives of the "ILearnRW Integrated Intelligent Learning Environment for Reading and Writing"; 3. know the alternative approaches of the intervention procedures in learning difficulties; 4. understand the learning environment as the most essential element of the software systems for users with dyslexia/dysorthographia.

SS17

BEHAVIOR ASSESSMENT BATTERY: MULTI-MODAL ASSESSMENT OF THE AFFECTIVE, BEHAVIORAL AND COGNITIVE DIMENSIONS SURROUNDING SPASMODIC DYSPHONIA IN ADULTS

MARTINE VANRYCKEGHEM (1) - BARI HOFFMAN RUDDY (1)
GENE BRUTTEN (1) - JEFFREY LEHMAN (2)

UNIVERSITY OF CENTRAL FLORIDA, ORLANDO, UNITED
STATES (1)

THE EAR NOSE THROAT AND PLASTIC SURGERY ASSOCIATES,
WINTER PARK, UNITED STATES (2)

Abstract: Assessment and treatment of adults with Spasmodic Dysphonia has, until now, often been dealt with in a rather mono-dimensional way. Nevertheless, clinical experience indicates that these individuals suffer from more than just a voice problem. Often they report experiencing a goodly amount of anxiety while speaking in certain situations and think about their voice in a negative way. Moreover, they also report using associated behaviors in order to cope with their voice problem. The extent of this affective, behavioral and cognitive component surrounding the disorder of Spasmodic Dysphonia, has not been systematically studied. Therefore, it was the purpose of this study to assess emotional reaction and speech disruption related to particular situations, the behaviors of avoidance and escape being used and the extent of negative speech-associated attitude, among individuals with Spasmodic Dysphonia. In order to determine whether or not adults with Spasmodic Dysphonia score differently compared to control subjects and people who stutter, an adaptation of the existing Behavior Assessment Battery (BAB-Voice) (Brutten & Vanryckeghem, 2011) was administered to 41 individuals with Spasmodic Dysphonia and 21 typical speakers. Results indicated that people with SD reported a negative speech-associated attitude, negative emotional reaction and speech disruption in particular situations and the use of a significant amount of avoidance and escape behaviors. The scores on each of the BAB tests were statistically significantly elevated over those of typical speakers. Comparison with data from previous research with adults who stutter, indicates that people with Spasmodic Dysphonia respond in a similar way as those who stutter. This introspective information gives the clinician an "inside view" of the Spasmodic Dysphonia disorder. It not only adds important dimensions to the assessment of people with Spasmodic Dysphonia, but immediately provides a road map pointing to the targets of treatment.

Learning Outcomes: The participant will be able to: 1. demonstrate data on a multidimensional assessment tool for individual with Spasmodic Dysphonia; 2. understand the speech-associated behaviors of avoidance and escape, speech-associated attitude, emotional reaction and speech disruption related to particular situations among individuals with SD; 3. demonstrate knowledge of the similarities and differences in the affective, behavioral and cognitive variables in individuals with SD in comparison to typical speakers and PWS