Family-Centered Interviews

Although speech-language pathologists have reported learning about family-centered principles in their pre-service education (Bruder & Dunst, 2005), a gap between the supported practices and the services provided has been documented (Crais, Roy & Free, 2006). A family-centered interview process using ethnographic principles was selected because it is not specific for one cultural or linguistic group, one age or one type of disorder. Instead it provides a framework for understanding the individual within their culture and can be used flexibly by the SLP in evaluation and assessment processes across the age span (Westby, 1990; Westby, Burda, & Mehta, 2003).

Method

The purpose of this study was to examine the effectiveness of systematic instruction on speech-language pathology (SLP) practicum students’ implementation of family-centered interview procedures guided by ethnographic principles. A single subject modified AB design (baseline, intervention, & application phases) with replication across 4 participants was used to examine the effects of the systematic instruction on the graduate students’ implementation of family-centered interviews using ethnographic principles.

Systematic Instruction

Timely feedback through email, graphs, and/or providing verbatim examples of strategy use has been shown to increase targeted behaviors in pre-professionals (Barton & Wolery, 2007). The multicomponent instruction used in this study included a didactic presentation, mock interviews, brief student reflection, and emailed graphic feedback with verbatim examples.

Results

The use of graphic performance feedback with verbatim examples shows promise as a way of increasing strategy use. Instructional methods that influence practice, not only knowledge, provide the basis for meaningful service delivery.

Discussion & Implications

- Systematic instruction in ethnographic principles can increase students’ competency in conducting family-centered interviews.
- The use of graphic performance feedback with verbatim examples shows promise as a way of increasing strategy use.
- Instructional methods that influence practice, not only knowledge, provide the basis for meaningful service delivery.
- The process of preparing pre-service speech-language pathology students to implement evidence based practices to support the needs of children and families in family-centered ways can be started with evidence based instruction.

Ethnographic Principles:

- You explored 3 different social dimensions based on the topics that the parent mentioned (ex: “tell me more about breakfast time”). To further explore the family’s activities, strengths, and concerns, it would be efficient to ask more structural questions. For example, you could ask “what type of speech sound errors do you hear?” in response to her comment about unclear speech.
- Using open-ended questions to allow the parent to tell their story.
- Responding with relevant comments to show you are interested.

Questions:

- Great use of open-ended questions! A nice example was when you said, “What does he do when you say it is time to go to school?”
- Your use of comments to encourage the parent’s elaboration (ex: “So, he’s having some trouble with the sounds of letters”) gave the parent validation of what she said and the encouragement to share more. That’s a winning combination to support the parent and learn more about the concerns.

Percentages of Ethnographic Strategy Use in Implementing Family-Centered Interviews

References