An Improvement Project for the SPAA Resource Room: Can You Hear Us Now?

An Honors Thesis Project (Honors 499)

by

Alyssa Haller

Dr. Mary Jo Germani

Ball State University
Muncie, Indiana

December 2012

Graduation May 2013
Abstract

For this honors thesis project a total of 48 participants completed a survey of the materials room at the Ball State University Speech-Language and Hearing clinic. The participants included undergraduate and graduate clinicians from the Speech Pathology and Audiology Department as well as supervisors from the clinic. By collecting this data, we hoped to acknowledge and alleviate some of the financial burden for student clinicians. The survey was also meant to identify the time clinicians spent making additional therapy materials when the appropriate resources were not available in the resource room. These results are intended to be useful for future funding decisions concerning the materials room, so that the most effective and in demand resources are purchased. The distributed survey gave students a chance to express any changes or additions they would like to see made to the materials room. The intended effect of this project was to improve and update the materials room for future student use.

Acknowledgements

We would like to thank Dr. Mary Jo Germani for advising us throughout this project. Thank you for helping us to focus our efforts and encouraging our progress every step of the way.

I would like to acknowledge my partner, Megan Apsley, for bearing with me during this project as I brainstormed incoherent sentences in the library and struggled to use technology to its full potential. I have greatly enjoyed working with Megan over the years and know that this project is the first of many successful undertakings we will accomplish throughout our careers as speech pathologists.
Table of Contents

Author’s Statement ........................................................................................................ Page 4
Honors Thesis Survey ..................................................................................................... Page 8
Question 1: Results and Analysis .................................................................................. Page 9
Question 2: Results and Analysis .................................................................................. Page 11
Question 3: Results and Analysis .................................................................................. Page 13
Question 4: Results and Analysis .................................................................................. Page 15
Question 5: Results and Analysis .................................................................................. Page 18
Question 6: Results and Analysis .................................................................................. Page 22
Question 7: Results and Analysis .................................................................................. Page 25
Question 8: Results and Analysis .................................................................................. Page 27
Question 9: Results and Analysis .................................................................................. Page 30
Question 10: Results and Analysis ............................................................................... Page 33
Overall Project Analysis ............................................................................................... Page 35
Record Sheets .............................................................................................................. Page 36
Alyssa Haller - Author’s Statement:

When considering my options for my final thesis project for the Ball State University honors college, I recognized my decision to complete a project benefitting the Speech Pathology and Audiology (SPAA) department as an obvious choice. I have been very fortunate in choosing Speech Pathology as my major before even entering college and finding the program even more fulfilling and interesting than I originally anticipated. Over the past four years of courses in this department I have gained truly exceptional knowledge and valuable personal experience. The professors I have encountered have been challenging and enlightening as they bring their experience in many different job settings to their teaching of course curriculum. During my semester as a clinician in the Speech and Hearing Clinic I viewed the facility as efficiently run and I gained extremely valuable therapy experience that I will benefit from throughout my career as a speech-language pathologist.

In order to give back a small piece of the education the SPAA department has given me over the course of my college career, my thesis partner Megan Apsley and I began brainstorming ways to improve the department. This project is two-fold, as Megan and I will be able to make the department even more outstanding for students who come after us and also perhaps reap the benefits of any improvements by continuing our education in this department through graduate school. In recalling our interactions in the speech and hearing clinic, Megan and I pinpointed the resource room as an area where we could improve students experience in the SPAA department at Ball State. Also referred to as the materials room, this is the area where student clinicians go to collect materials for therapy sessions. Unfortunately, the resource room cannot possibly house every imaginable therapy material; therefore, student clinicians are often forced to spend their own money acquiring supplies for therapy sessions. Spending your own money is not required;
however, Megan and I knew from our own clinic sessions and speaking with our peers that the majority of clinicians chose to purchase additional resources out-of-pocket when preparing for therapy. Once we had identified the materials room as a possible area for improvement, Megan and I set about designing a method for SPAA students to have a voice in the improvement.

To complete our thesis project, Megan and I designed a survey to gather information about the most desired changes for the room and the most useful materials the room was currently missing. To gather this data, we carefully decided upon the format of the questions we included and formed the questions to give students a chance to share their views on personal money spent, time allocated for creating therapy materials, the organization of the room, and relevancy of the materials housed in the resource room. Our goal was for SPAA students to have a voice in how future funding for the SPAA department is allocated, specifically any funding that is intended for the student clinician resource room. Keeping this goal in mind, Megan and I set out to compile student opinions in a comprehensive and in-depth study that we could present to the department for future use.

As the first step in completing this project, Megan and I chose Mary Jo Germani as our advisor. Mary Jo Germani was helpful in many ways, most notably in helping Megan and I to focus our efforts down to a manageable size and making our results more reliable through her input and guidance during decision-making. Megan and I also decided to reach as many participants in the SPAA department as possible. In order to reach the largest amount of people, my partner and I chose to distribute our surveys to undergraduate and graduate student clinicians and all clinic supervisors. A question indicating which category each responder belonged to was included so that we could also present separate data for each group, to be as useful as possible for the department.
After distributing and collecting the surveys Megan and I were overwhelmed at the positive response of our peers and supervisors to this project. The majority of the department participated in completing the survey and some responders even wrote messages like “This a great idea” and “I’m glad you’re doing this” on their survey responses. I was also shocked to discover that a reorganization of the room had been completed last year and a complete list of available resources is posted online. Most clinicians, including myself, had no knowledge of this list.

Overall, both the differences and similarities in responses from the three groups surprised us. All three groups agreed on the need for more materials to address Autism and Neurological Deficit therapy and they also agreed that some of the games needed to be updated or replaced. Answers from supervisors and clinicians differed though when asked what type of material the resource room lacked most. The most common student answers were craft supplies and electronic devices, while the supervisors were more inclined to list sensory tools as most lacking in clinic resource room. The discrepancy here could be attributed to the fact that supervisors are more likely to help clinicians form therapy goals, while clinicians typically design crafts and activities for carrying out those goals on their own.

Throughout this thesis project, my partner Megan and I were very careful to complete as much work together as possible. We were also deliberate in dividing responsibility when necessary. Personally, I was responsible for compiling the graduate student survey results. I also completed the task of analyzing all short answer questions and compiling the list of every responder’s suggestions for the materials room. During the weeks of work, Megan and I kept separate observation journals about our individual reactions to the project and the work we personally completed in crafting our honors thesis.
Now that we have completed our project, Megan and I hope these results will be useful for the department in distributing funding. The results of this project will also be made available to the student organization NSSLHA (National Student Speech-Language Hearing Association). NSSLHA puts on fundraisers every year such as candle and food sales and this group is always looking for ways to benefit the department with the money raised. Our project gave students a useful platform for voicing their wants and could be used by the SPAA department to meet those needs in a variety of ways.
Honors Thesis Project
Megan Apsley
Alyssa Haller

Enrollment in clinic (please circle) 319(1) 319(2) 519 628(1) 628(2) 628(3) or supervisor

1. How many hours per week outside of the clinic do you spend preparing therapy materials?
   a) 0-1 hours          b) 1-3 hours          c) 3-4 hours          d) 4-5 hours

2. Per semester, estimate the amount of money you personally spend towards therapy?
   a) $0-$10          b) $11-$20          c) $21-$30          d) more than $30
   If you circled answer (d), estimate your total costs __________.

3. What materials do you most frequently purchase?
   a) paper/craft materials  b) candy/food  c) stickers  d) other
   If you circled answer (d), please list items:

4. What materials (currently not available) would be useful to have in the resource room?

5. Do you feel that any materials in the resource room need replaced? Yes ____  No ____
   If yes, please list items:

6. If the following resources were made available in the resource room, which would you be most likely to use? Rank them in order of most useful (1) to least useful (6).
   ____ Laminator  ____ Die cutting machine  ____ Computer
   ____ Cricut  ____ Scanner/printer  ____ Copier

7. If the items listed in Question 6 (above) were available, would you be willing to pay to use? Yes ____  No ____

8. What games or toys would be useful to have in our resource room?

9. From your experience as a clinician, do you have any other suggestions to improve the resource room?

10. Which populations do you wish we had more materials? Check all that apply:
    ____ Autism  ____ Dysphagia  ____ Child Language  ____ Adult Neuro
     ____ Fluency  ____ Pragmatics  ____ AAC  ____ Articulation/Phonology
Question 1:

How many hours per week outside of the clinic do you spend preparing therapy materials?

a) 0-1 hours  
b) 1-3 hours  
c) 3-4 hours  
d) 4-5 hours
Question 1: Analysis

The purpose of the first question was to gauge the amount of time spent per clinician outside of the clinic preparing materials for therapy. Four answer choices were given, ranging from 0 to 5 hours. Approximately 58% of all clinicians reported spending 1-3 hours working outside of the clinic preparing therapy materials. This percentage included the majority of clinicians. No significant differences or trends were noted in comparing undergraduate, graduate, and supervisor responses. An estimated 77% of clinicians spend 3 hours or less preparing for therapy per week.
Question 2:
Per semester, estimate the amount of money you personally spend towards therapy?

a) $0-$10  
b) $11-$20  
c) $21-$30  
d) more than $30

If you circled answer (d), estimate your total costs ________.
Question 2: Analysis

This question aimed to estimate the average amount of money clinicians spend on therapy materials per semester. Undergraduate clinicians were more likely to spend more than $20; whereas, graduate clinicians were more likely to spend less than $20. Majority of supervisors spent less than $10. Ten undergraduate clinicians circled answer choice (d), stating they spent more than $31 per semester. Undergraduate clinicians who spent more than $31 included two clinicians spending $45, five clinicians spending $50, two clinicians spending $60, and one clinician spending over $100. One graduate student reported spending $75, and supervisors did not report spending more than $31. Although results varied, 31% of all clinicians reported spending $21-30 dollars.
Question 3:

What materials do you most frequently purchase?

a) paper/craft materials  
b) candy/food  
c) stickers  
d) other

If you circled answer (d), please list items: ____________________

---

**Question 3**

<table>
<thead>
<tr>
<th>Material</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper/crafts</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candy/food</td>
<td>16</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Stickers</td>
<td>16</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

---

**Result Totals - All Clinicians**

- Paper/crafts: 51%
- Candy/food: 20%
- Stickers: 12%
- Other: 17%
Question 3: Analysis

The third question sought to classify what items and materials clinicians most frequently purchased. Fifty-one percent, more than half of all clinicians, reported purchasing paper and craft materials most frequently. Twenty percent of all participants reported purchasing stickers, 17% purchasing candy and food, and 12% purchasing other materials. Other materials purchased by undergraduate clinicians included toys, coloring books, games, board games, paper bags, markers, crayons, glue, and experiments. Supervisors reported purchasing books. Graduate clinicians did not report purchasing other materials or items.
Question 4:
What materials (currently not available) would be useful to have in the resource room?

<table>
<thead>
<tr>
<th>CRAFT SUPPLIES</th>
<th>ELECTRONICS</th>
<th>GAMES</th>
<th>ORGANIZATION</th>
<th>SENSORY TOOLS/TEACHING TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction paper (6)</td>
<td>Copier (3)</td>
<td>Shape sorter</td>
<td>Binder of all available materials</td>
<td>Weighted blanket</td>
</tr>
<tr>
<td>Tissue paper (2)</td>
<td>Batteries (2)</td>
<td>Cartoon themed games</td>
<td>Colored buckets</td>
<td>Weighted vest</td>
</tr>
<tr>
<td>Foam paper (2)</td>
<td>Printer (4)</td>
<td>Science experiments</td>
<td>Model of the larynx</td>
<td>Model of the mouth</td>
</tr>
<tr>
<td>Index cards (2)</td>
<td>Laminator (2)</td>
<td>Games that require no reading</td>
<td>Feeding materials</td>
<td></td>
</tr>
<tr>
<td>Stickers (4)</td>
<td>Computer</td>
<td>Cognition cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Felt board</td>
<td>Audiometers (more)</td>
<td>Problem solving cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balloons (2)</td>
<td></td>
<td>Puzzles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster board</td>
<td></td>
<td>ESL games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washable paint</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beads</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper shapes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Numbers in parentheses represent the number of requests per item.
Question 4: Analysis

The purpose of question four was to give students and supervisors a space to include any ideas of materials they would like to see in the resource room that were not already included in the survey. We also wanted a question that would give as many ideas as possible to the Ball State Speech and Hearing Clinic, so that when they do fundraise for new materials they have enough ideas to spend all the money they may raise. The results from this question indicate that graduate and undergraduate students would like to see more craft supplies in the materials room, while supervisors in the clinic see a greater need for sensory tools. Supervisors may not see the need for craft supplies because crafts used in therapy are usually planned and executed by student clinicians to reach a goal the supervisor may help them set.
Question 5:
Do you feel that any materials in the resource room need replaced? Yes/No
If yes, please list items: ___________

Question 5

Number of Clinicians

Total Responses - All Clinicians

33%

67%

Yes - need replaced
No - don't need replaced
<table>
<thead>
<tr>
<th>TOY SETS AND TOYS</th>
<th>GAMES</th>
<th>MATERIALS FOR READING</th>
<th>ARTICULATION THERAPY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated (current) toy characters</td>
<td>Candyland boards (2)</td>
<td>Books (2)</td>
<td>Replace missing articulation cards</td>
</tr>
<tr>
<td>Barn</td>
<td>Board games (8)</td>
<td>Books with activities</td>
<td>Diagnostic tests (more) (2)</td>
</tr>
<tr>
<td>Dollhouse</td>
<td>Elefun</td>
<td>Reading tests</td>
<td></td>
</tr>
<tr>
<td>Baby dolls (2)</td>
<td>Puzzles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doll clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toy figures for castle sets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bean bags</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAAP test toys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train track (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Super hero figures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Numbers in parentheses represent the number of requests per item.*
Question 5 - Written Responses

Number of Responses

<table>
<thead>
<tr>
<th>Materials</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toys and Toy Sets</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Games</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Reading Materials</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Articulation Materials</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Result Totals - Written Responses

- Toys and Toy sets: 41%
- Games: 35%
- Reading Materials: 12%
- Articulation Materials: 12%
Question 5: Analysis

The purpose of question 5 was to report if clinicians felt materials within the resource room should be replaced. Graduate clinicians and supervisors reported indifferent responses; however, majority of undergraduate clinicians felt the materials needed replaced. Overall, 67% of participants agreed that materials within the resource room needed replaced.

By including this question in our survey, we hoped to bring attention to materials the resource room may already include but that need replaced. Some of the games and therapy cards in the materials room are checked out as many as 8 times a day and become easily damaged with the number of adolescent clients enrolled in the clinic. With this question we hoped to pinpoint the materials that need to be replaced. Responses indicated that articulation cards, board games, and dolls. Overall, 41% of clinicians stated that toys and toy sets were items in need of replacement.
Question 6:

If the following resources were made available in the resource room, which would you be most likely to use? Rank them in order of most useful (1) to least useful (6).

<table>
<thead>
<tr>
<th>Resource</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laminator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.7 out of 6</td>
</tr>
<tr>
<td>Die-cut machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.5 out of 6</td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.9 out of 6</td>
</tr>
<tr>
<td>Cricut</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.6 out of 6</td>
</tr>
<tr>
<td>Scanner/printer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 out of 6</td>
</tr>
<tr>
<td>Copier</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.3 out of 6</td>
</tr>
</tbody>
</table>

Ranking order: Laminator (1.7), Scanner/printer (3), Copier (3.3), Computer (3.9), Die-cut machine (4.5), Cricut (4.6)

Graduate totals:

<table>
<thead>
<tr>
<th>Resource</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Average Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laminator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.7 out of 6</td>
</tr>
<tr>
<td>Die-cut machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.6 out of 6</td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.9 out of 6</td>
</tr>
<tr>
<td>Cricut</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.4 out of 6</td>
</tr>
<tr>
<td>Scanner/printer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.8 out of 6</td>
</tr>
<tr>
<td>Copier</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.2 out of 6</td>
</tr>
</tbody>
</table>

Ranking order: Scanner/printer (1.8), Copier (2.2), Laminator (2.7), Computer (3.9), Die-cut machine (4.6), Cricut (5.4)
### Supervisor totals:

<table>
<thead>
<tr>
<th>Resource</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Average Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laminator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.7 out of 6</td>
</tr>
<tr>
<td>Die-cut machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.5 out of 6</td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5 out of 6</td>
</tr>
<tr>
<td>Cricut</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.5 out of 6</td>
</tr>
<tr>
<td>Scanner/printer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.5 out of 6</td>
</tr>
<tr>
<td>Copier</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.5 out of 6</td>
</tr>
</tbody>
</table>

Ranking order: Computer (1.5), Copier (2.5), Laminator (2.7), Scanner/printer (3.5), Die-cut machine (4.5), Cricut (5.5)

### Ranking Totals:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Undergraduate Average</th>
<th>Graduate Average</th>
<th>Supervisor Average</th>
<th>Total Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laminator</td>
<td>1.7 out of 6</td>
<td>2.7 out of 6</td>
<td>2.7 out of 6</td>
<td>2.4 out of 6</td>
</tr>
<tr>
<td>Die-cut machine</td>
<td>4.5 out of 6</td>
<td>4.6 out of 6</td>
<td>4.5 out of 6</td>
<td>4.5 out of 6</td>
</tr>
<tr>
<td>Computer</td>
<td>3.9 out of 6</td>
<td>3.9 out of 6</td>
<td>1.5 out of 6</td>
<td>3.1 out of 6</td>
</tr>
<tr>
<td>Cricut</td>
<td>4.6 out of 6</td>
<td>5.4 out of 6</td>
<td>5.5 out of 6</td>
<td>5.2 out of 6</td>
</tr>
<tr>
<td>Scanner/printer</td>
<td>3 out of 6</td>
<td>1.8 out of 6</td>
<td>3.5 out of 6</td>
<td>2.8 out of 6</td>
</tr>
<tr>
<td>Copier</td>
<td>3.3 out of 6</td>
<td>2.2 out of 6</td>
<td>2.5 out of 6</td>
<td>2.7 out of 6</td>
</tr>
</tbody>
</table>

Ranking order: Laminator (2.4), Copier (2.7), Scanner/printer (2.8), Computer (3.1), Die-cut machine (4.5), Cricut (5.2)
Question 6: Analysis

This question asked clinicians to rank items they desired to be made available to them in a sequence of 1 to 6. A ranking of (1) correlated to most useful and (6) to least useful. Results showed trends varied among undergraduate, graduate and supervisor responses. With little competition, a laminator rated 2.4 out of 6; although, it was closely followed by a copier at 2.7 and a scanner/printer at 2.8. The fourth place item was a computer which ranked 3.1 out of 6, a die-cut machine ranked 4.5 out of 6, and lastly, a Cricut which ranked 5.2 out of 6.
Question 7:
If the items listed in Question 6 were available, would you be willing to pay to use?

Yes ___ No ___
Question 7: Analysis

Question 7 aimed to estimate the amount of clinicians who would be willing to pay for items listed in the previous question. Fifty-nine percent of clinicians noted yes, they would be willing to pay for additional available resources. Responses were consistent between undergraduate clinicians, graduate clinicians, and supervisors. Additional responses in which participants choose to write in included “unless reasonable,” “depending on item,” and “one-time fee per semester.”
Question 8:

What games or toys would be useful to have in our resource room?

<table>
<thead>
<tr>
<th>GAMES</th>
<th>TOYS</th>
<th>SENSORY MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Games with all the pieces (3)</td>
<td>• Continually add new toys</td>
<td>• Handhelds/fidgets for holding</td>
</tr>
<tr>
<td>• Zingo</td>
<td>• Baby dolls (3)</td>
<td>• Sensory room for clients with Autism</td>
</tr>
<tr>
<td>• Uno (2)</td>
<td>• Newer puzzles</td>
<td>• Spinners</td>
</tr>
<tr>
<td>• Memory</td>
<td>• Outside toys</td>
<td></td>
</tr>
<tr>
<td>• Guess Who</td>
<td>• Action figures</td>
<td></td>
</tr>
<tr>
<td>• Hungry Hippos (2)</td>
<td>• Character figures from recent movies</td>
<td></td>
</tr>
<tr>
<td>• Scattegories</td>
<td>• Toddler toys</td>
<td></td>
</tr>
<tr>
<td>• Mad Libs</td>
<td>• Shapes</td>
<td></td>
</tr>
<tr>
<td>• Preschool games (3)</td>
<td>• Small reinforcer prizes</td>
<td></td>
</tr>
<tr>
<td>• Twister</td>
<td>• Eye Spy books and activities</td>
<td></td>
</tr>
<tr>
<td>• Games that require no reading</td>
<td>• Magnetics</td>
<td></td>
</tr>
<tr>
<td>• Pretty Pretty Princess</td>
<td>• Ring Toss</td>
<td></td>
</tr>
<tr>
<td>• Elementary school age games</td>
<td>• Legos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Elefun</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Play sets (castles, houses, farms)</td>
<td></td>
</tr>
</tbody>
</table>

*Numbers in parentheses represent the number of requests per item.*
Question 8: Analysis

The main goal of this question was to modernize the games and toys available in the materials room. Unfortunately, the movie and television based materials available in the room quickly become outdated as new popular children’s movies are released every year. As clinicians, we are taught to capture our client’s attention by using current materials; therefore, having action figures and board games based on the latest popular characters is imperative. With this question, we hoped to discover which current characters were most desired by clinicians, so that the materials room could acquire modern materials. The responses fell into three categories: games, toys, and sensory materials.
Question 9:

From your experience as a clinician, do you have any other suggestions to improve the resource room?

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>ELECTRONIC ACCESS</th>
<th>MATERIALS</th>
<th>FURNITURE AND ROOM CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep materials in the same place</td>
<td>Computer access</td>
<td>ESL Materials</td>
<td>Add a larger work table/ more work areas (5)</td>
</tr>
<tr>
<td>List every item in a binder (5)</td>
<td>Printer access</td>
<td>Children’s sensory materials</td>
<td>Remove cabinet door (2)</td>
</tr>
<tr>
<td>Consistently organize throughout the day (5)</td>
<td></td>
<td>Add multiples of most checked-out items</td>
<td>Easier method for obtaining IDs after therapy sessions</td>
</tr>
<tr>
<td>A map of items</td>
<td></td>
<td>Extended check-out periods (2)</td>
<td>More filing cabinets</td>
</tr>
<tr>
<td>Organize books in literacy lab</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Numbers in parentheses represent the number of requests per item.*
Question 9

Number of Responses

<table>
<thead>
<tr>
<th>Resources</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Electronic Access</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Room Changes</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Result Totals - All Clinicians

- Organization: 31%
- Electronic Access: 45%
- Materials: 17%
- Room Changes: 7%
Question 9: Analysis

By asking clinicians to draw from their past experience in creating therapy materials we aimed to personalize the survey and to find out exactly what changes could make the materials room more useful. For this question we intended for clinicians to recall times where the room was ineffective and to list those problems so that they could possibly addressed by acquiring new tools and toys for the materials room. Suggestions were made to have duplicates of available toys and extended check-out times.
Question 10: Which populations do you wish we had more materials?

- Autism
- Dysphagia
- Child Language
- Adult Neuro
- Fluency
- Pragmatics
- AAC
- Articulation/Phonology

Others mentioned: ESL (2), Accent reduction (1), Apraxia (1), and Voice (1)
**Question 10: Analysis**

Because Speech Pathology encompasses treatment for a range of various disorders, we included question 10 to gauge which area clinicians felt more resources were needed. Undergraduate clinicians typically work with articulation, language, and phonology clients which accounted for the significant amount of undergraduate responses indicating a need for articulation, language, and phonology resources. Majority of participant responses reported a need for Autism and Adult Neurology resources. Fluency, pragmatics, child language, and AAC were also areas in which clinicians felt the materials needed expansion.
Thesis Project: Overall Analysis

Our survey reported that 77% of clinicians spend three hours or less preparing therapy materials each week. Undergraduate clinicians were more likely to spend more than $20 on therapy material per semester; whereas, graduate clinicians were more likely to spend less than $20. Paper and craft materials were most frequently purchased by 51% of respondents. Moreover, craft supplies made up 45% of materials that clinicians felt would be most useful to have available in the resource room. Sixty-seven percent of participants agreed that materials within the resource room need replaced. Materials most suggested for replacement included toy sets and games. When asked to rank which new resources clinicians would like made available, clinicians responded laminator and scanner/printer. Furthermore, 59% of participants stated they would be willing to pay for use of new resources. Some respondents suggested a one-time fee per semester for use of any new resources. Numerous suggestions for new games and toys were given by participants. Overall, clinicians indicated a need for resources to address Autism and Adult Neurological disorders. Participants felt the resource room could be improved by a new organizational system and changes to the structure of the resource room. Structure changes included the addition of tables and filing cabinets.

This survey produced beneficial results for the Ball State University Speech and Hearing Clinic. Due to the lack of similar research studies, we were unable to compare our results to other research findings. Although there is limited research concerning this topic, our results are specifically useful to our department. By giving a voice to student clinicians and supervisors, our resource room can be improved to cater to their specific needs.
Record Sheet/Honors Thesis Project – Megan Apsley

**Each item was requested by one person, unless noted by number following.**

Undergraduate Results:

1. a) 
   b) 
   c) 
   d) 

2. a) 
   b) 
   c) 
   d) 
   other explained: $45(2), $50(5), $60(2), $100(1)

3. a) 
   b) 
   c) 
   d) 
   other explained: toys, coloring books, games, board games, paper bags, markers, crayons, crafts, glue, experiments

4. construction paper (3), tissue paper, foam paper (2), copier, index cards, batteries, printer, laminator (2), stickers (2), shape sorter, TV/cartoon themed games, craft materials, science experiment crafts, felt board, candy, balloons, token-based activities, poster board, binder of available materials, washable paint, activities for clients who can’t read

5. a) yes -  
   b) no - 
   books, CAAP toys, trains, train track shelves for Dx tests, toy box, Candy Land, board games (6), balls, construction paper, Elefun, dolls/clothes, car tracks, super-hero figures, books with activities, puzzles, tests

6. Laminator – 11111151131421142111312
   Die-cut machine – 264653456465456262464
   Computer – 62343614362236636256
   Cricut – 5565426655654353553543
   Scanner/printer – 44532533214132521344125
   Copier – 3322642242316614425631

7. Yes  
   No  
   other: unless reasonable, depending on time

8. Scattegories, Mad Lib, Eye Spy, Hungry Hippos, Uno Attack, Magnetix, children’s games (3), ring toss, Twister, multiples of popular games (in case 2 clinicians want to use
a game at the same time), spinners for many activities, Legos, games for clients who can’t read

9. things would stay in the same place, list of everything binder (4), keep it organized (5)*, larger work table/area (3), ESL materials, remove cabinet doors to increase visibility (2), multiples of everything, computer/printer access, easier method to access IDs after therapy session, more filing cabinets, extended check-out periods (2)

10. Autism ||| ||
    Dysphagia ||
    Child Language |||| ||
    Adult Neuro |||| | |
    Fluency ||
    Pragmatics ||||
    AAC |||
    Articulation/Phonology |||| ||
    Other: ESL (2) and Accent Reduction (1)

*Many commented on current re-organization; liked new changes and rearrangement
*** some clinicians are unaware of the online listing of all of the materials currently available in the resource room and of available resources!

**Supervisor Results:**
1. a, a, d
2. a, a, c
3. a, b, b, c, d (books)
4. ESL materials, feeding materials, foods/perishable items
5. yes, no, n/a
6. Laminator 116
   Die-cut machine 45
   Computer 12
   Cricut 56
   Scanner/printer 34
   Copier 23
8. Elefun, Pretty Pretty Princess, older kids games, Fisher-Price play sets, baby dolls, pretend play materials
9. sensory involved children’s items
10. Autism || - Dysphagia || - Adult Neuro || - Pragmatics | - AAC ||
Record Sheet - Alyssa Haller
Honors Thesis Project- Grad Student Totals

1. a. II1II1111 b. II1II1111111111111 c. I d. I
2. a. 1111111 b. 11111111111111111 c. 11111111 d. 1
   - $75 (d explained)
3. a. II1II1111111111111 b. II1II1111111111111 c. 11111111 d. 1
   - All the above (d explained)

5. Yes 11111111111111111 No 1111111111
   - Candy land boards
   - missing artic cards
   - some of the outdated toys
   - board games and audiometers
   - barns, dollhouses, (worn and moldy)
   - Toys that don’t have all the parts
   - New dolls, craft supplies
   - board games missing pieces
   - cars and toys for castles
   - books (torn up)
   - bean bags

7. Yes 11111111111111111 No 1111111111
   - one idea: A one-time fee per semester

4. sensory tools (weighted vest/blanket), colored buckets, balloons, - , stickers, -, updated games, problem solving/ cognition cards, beads, papers, models of the mouth and larynx, Shapes, puzzles, already copied worksheets, craft supplies, computer (with printer), balls/ games with balls, printer/ copier, craft materials, printer, construction paper, school age toys, printer, -, construction paper, stickers, copier, printer, more audiometer

6. Laminator 2, 2, 1, 4, 1, 3, 3, 2, 4, 3, 2, 4, 3, 5, 3, 4, 4, 1, 1
   - Die cutting machine 6, 6, 5, 5, 5, 4, 5, 6, 5, 1, 6, 4, 4, 5, 1, 6, 4
   - Cricut 5, 5, 6, 6, 5, 3, 5, 6, 6, 5, 5, 6, 6, 5, 5, 6, 6
   - Scanner/printer 3, 3, 2, 1, 3, 1, 1, 3, 1, 3, 3, 1, 1, 1, 1, 2, 1, 3, 1
   - Computer 4, 4, 4, 3, 2, 4, 6, 6, 2, 4, 5, 2, 6, 2, 4, 6, 3, 5, 2
   - copier 1, 1, 3, 2, 4, 2, 2, 4, 1, 2, 4, 1, 1, 1, 3, 2, 3, 2, 2, 3

8. games with all the pieces, box of hand held sensory items, - , continually add toys, boy dolls with clothing and accessories, Zingo, shapes, Uno, memory, Guess who, - , newer puzzles, - , hungry hippos, new dolls, - , outside toys, toys for boys, action figures, toys related to recent movies, - , board games, small reinforcers, Modern toys for BP clients, a sensory room for autistic children

9. - , - , - , - , an info sheet that shows what the room has and where everything is, - , more areas to sit and look at tests/ materials, - , tables for browsing materials, recently been reorganized much easier to find materials, - , - , - , - , - , - , - , a map (to show visually where things are), Literacy lab needs to be more completely organized

10. Autism 1 1 1 1 1 1
- Fluency 1 1 1 1 1 1 1 1
- Dysphagia 1 1 1
- Pragmatics 1 1 1 1 1
- Child Language 1 1
- AAC 1 1 1 1 1 1
- Adult Neuro 1 1 1 1 1 1 1
- Articulation/Phonology 1
- Someone wrote in Apraxia 1
- Someone wrote in Voice 1