

Winging It: Exploring the Effects of Facilitating Applied Improvisation on Levels of Stress and Clinical Self-Efficacy in SLP Clinicians and Students

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Research Questions



- Does the use of applied improvisation lead to increased clinical self-efficacy?
- Do stress levels decrease with increased clinical self-efficacy?
- Do clinical self-efficacy and stress levels differ in participants who have previously used applied improvisation compared to those who have not?

Method: Participants

→ Convenience sample (n=13) of SLPs and SLP graduate students at UD

- ◆ Group A: Second-year graduate students in SLP at UD (n=3)
 - Facilitated all games and activities
 - Two of three participants were previously trained in applied improvisation at Camp Yes And (Kasthurirathne, Alana, & Ansaldo, 2018)
- ◆ Group B: First-year graduate students in SLP at UD (n=5)
 - Participated in all games and activities
 - No previous training in applied improvisation
- ◆ Group C: Master clinicians (MCs) at the UD Speech-Language-Hearing Clinic (n=5)
 - Participated in all games and activities
 - No previous training in applied improvisation

Method: Measures

→ Measures of Self-Efficacy:

- ◆ Speech-Language Pathology Clinical Self-Efficacy Inventory (SLP-CSEI) (Pasupathy & Bogschutz, 2013)
- ◆ Applied Improvisation Facilitator Survey (AIFS) (Ansaldi, 2019)

→ Measures of Stress:

- ◆ Perceived Stress Scale (PSS) (Cohen 1994)
- ◆ Salivary Cortisol Analysis

Clinical Self-Efficacy Appraisal Inventory

For each item below, there are two questions that you will be asked to answer.

The First Question: After reading each statement, please indicate if you have knowledge of the clinical task by placing a check mark next to the statement.

The Second Question: Rate how confident you are in your ability to successfully accomplish each of the clinical tasks listed below. Please rate your degree of confidence by recording a number from 0 (no confidence at all) to 100 (completely confident). Remember that you may use any number between 0 and 100 (e.g., 45, 89, 67).

How confident are you that you can:

0	10	20	30	40	50	60	70	80	90	100
No confidence										Completely
At All					Moderately					Confident
					Confident					

Please indicate your personal level of skill in the following areas (check, X, or fill in bubble).

	Not at all skilled	A little skilled	Somewhat skilled	Fairly skilled	Very skilled
Identifying the strengths of individuals with ASD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping individuals with ASD understand others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others understand individuals with ASD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting individuals with ASD with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing individuals with ASD with opportunities for communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing positive behavioral supports for individuals with ASD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping individuals with ASD engaged during a social skills lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring students with ASD to practice social communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping individuals with ASD feel successful during social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching social interaction skills to individuals with ASD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping individuals with ASD become more independent in their communication with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being flexible when working with individuals with ASD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your personal level of skill in the following areas (check, X, or fill in bubble).

	Not at all skilled	A little skilled	Somewhat skilled	Fairly skilled	Very skilled
Recognizing auditory, visual, and emotional offers in improv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepting offers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making offers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting offers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving forward from mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing a variety of improv games and exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining how applied improvisation supports social-communicative competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining how to play improv games to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing a group during improv gameplay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing feedback and coaching during improv games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing improv games to meet specific objectives for players or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaffolding and adapting improv games for particular players or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating improv games to meet specific objectives for players or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PERCEIVED STRESS SCALE

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling *how often* you felt or thought a certain way.

0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often

1. In the last month, how often have you been upset because of something that happened unexpectedly? 0 1 2 3 4
2. In the last month, how often have you felt that you were unable to control the important things in your life? 0 1 2 3 4
3. In the last month, how often have you felt nervous and "stressed"? 0 1 2 3 4
4. In the last month, how often have you felt confident about your ability to handle your personal problems? 0 1 2 3 4
5. In the last month, how often have you felt that things were going your way? 0 1 2 3 4
6. In the last month, how often have you found that you could not cope with all the things that you had to do? 0 1 2 3 4
7. In the last month, how often have you been able to control irritations in your life? 0 1 2 3 4
8. In the last month, how often have you felt that you were on top of things? 0 1 2 3 4
9. In the last month, how often have you been angered because of things that were outside of your control? 0 1 2 3 4
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? 0 1 2 3 4

Procedure

- **Training:** practice of applied improvisation games and activities
- **Orientation:** introduction to theory and principles of applied improvisation; pre-workshop questionnaires
- **Workshop:** 30-hour applied improvisation workshop for young adults with ASD
- **Showcase:** improvised performance by attendees and participants
- **Post-Workshop Questionnaires:** questionnaires sent to participants one week after workshop

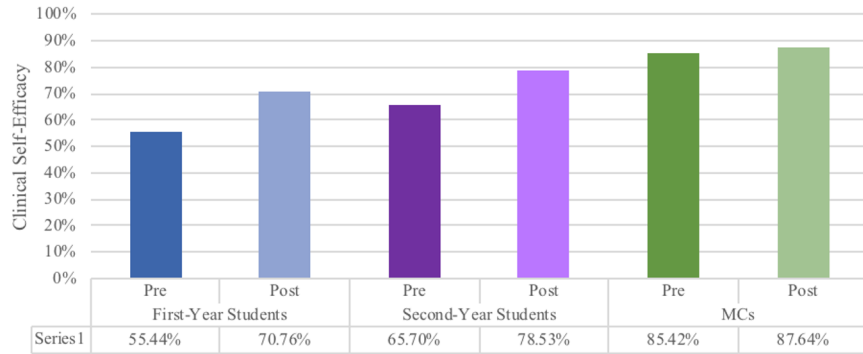


Results and Discussion: Self-Efficacy

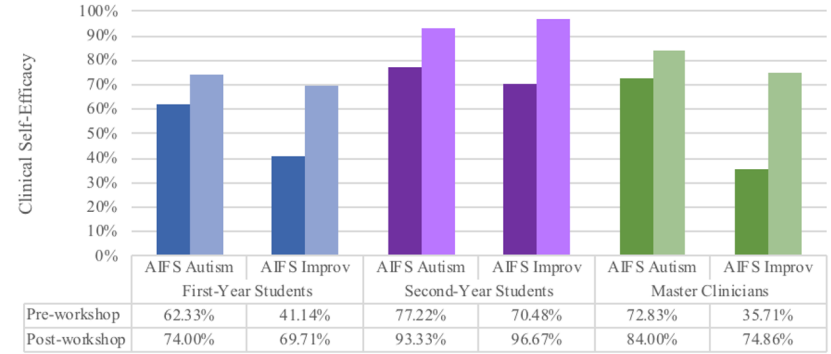
Hypothesis: Clinical self-efficacy will increase from pre- to post-workshop for all participants.

The group and overall averages supported both hypotheses.

All Groups:
Average Differences in SLP-CSEI Score



All Groups:
Average Differences in AIFS Scores

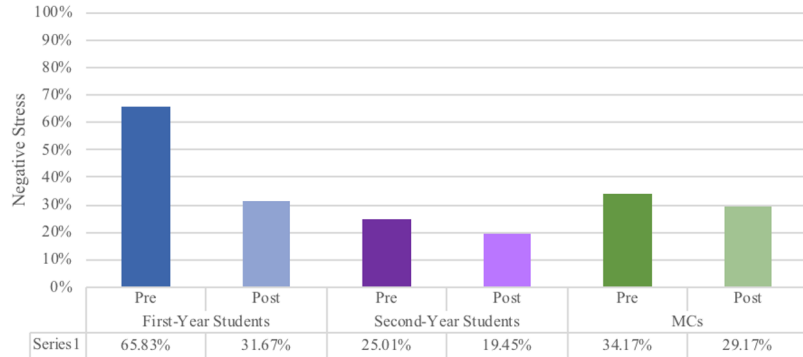


Results and Discussion: Stress

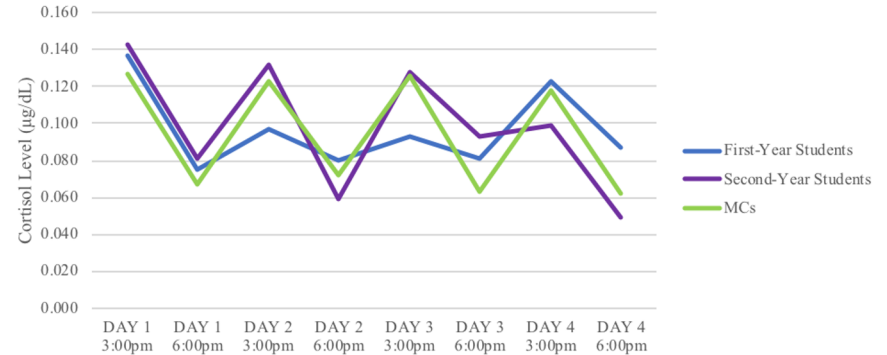
Hypothesis: Stress levels will be higher pre-workshop than post-workshop, higher at the beginning of each workshop day than the end of each workshop day, and higher on Day 1 than Day 4 for all participants.

The group and overall averages supported this hypothesis.

All Groups:
Average Differences in Negative PSS Score



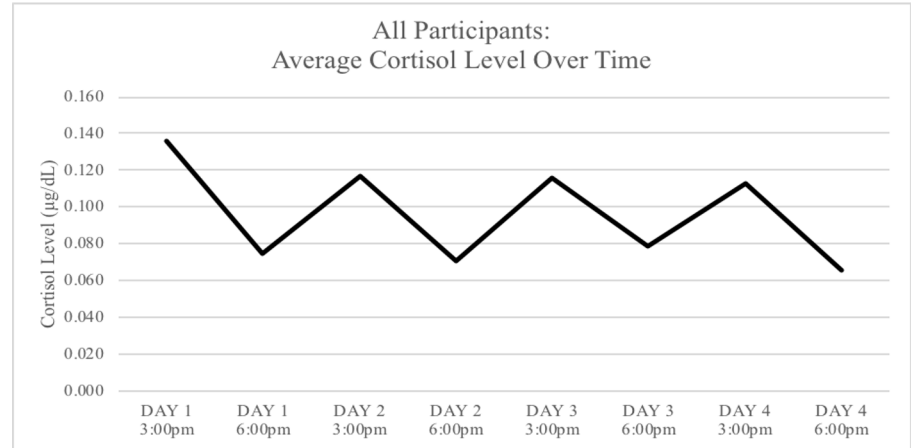
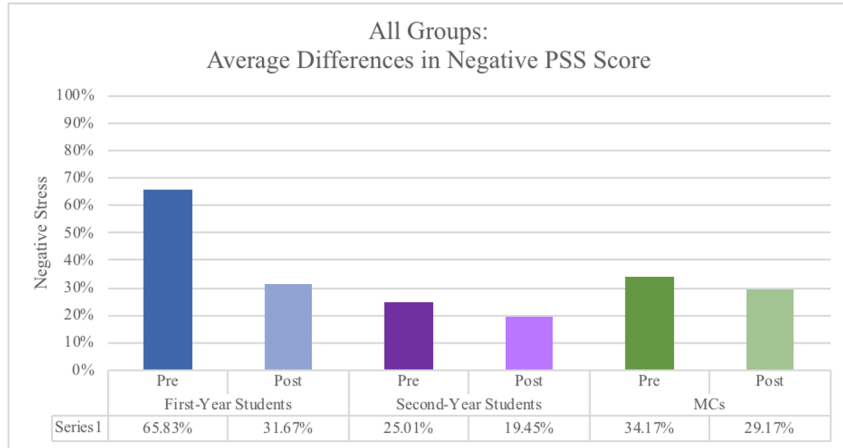
All Groups:
Average Cortisol Level Over Time



Results and Discussion: Stress

Hypothesis: Stress levels will be higher pre-workshop than post-workshop, higher at the beginning of each workshop day than the end of each workshop day, and higher on Day 1 than Day 4 for all participants.

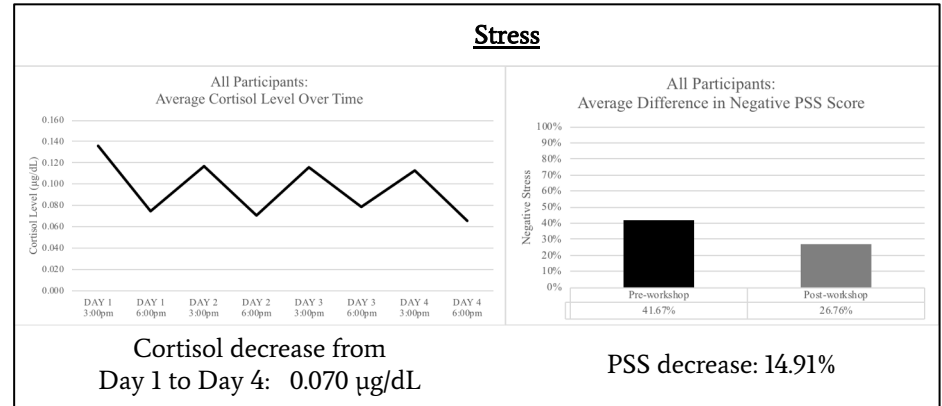
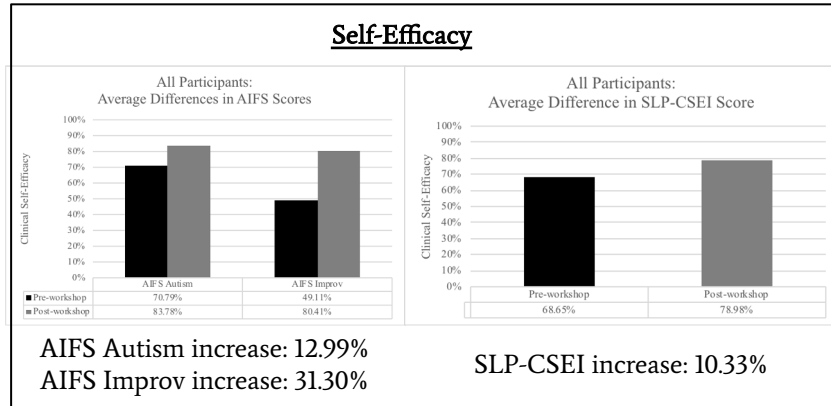
The group and overall averages supported this hypothesis.



Results and Discussion: Self-Efficacy and Stress

Hypothesis: Clinical self-efficacy will be negatively correlated with stress levels, with self-efficacy increasing and stress decreasing over time.

The pre-/post-workshop questionnaires and cortisol levels supported this pattern and hypothesis.



Results and Discussion: Participants with Experience

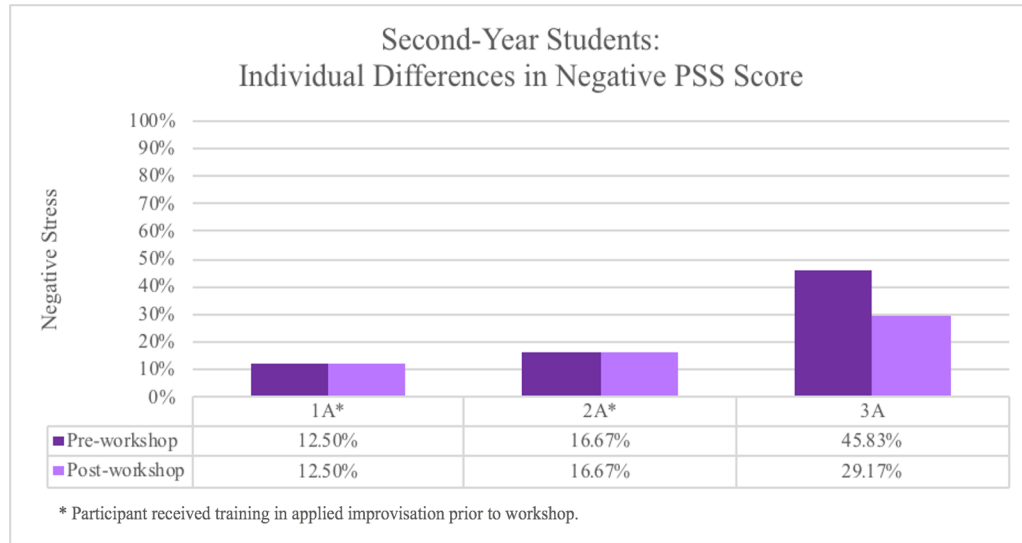
Hypothesis: Participants who have previously used applied improvisation will self-report higher levels of self-efficacy and lower stress levels than other participants at all points of intervention.

The results of the SLP-CSEI, PSS, and AIFS Autism subtest did not support this hypothesis.

The AIFS Improv subtest supported this hypothesis.

Results and Discussion: Participants with Experience

Hypothesis: Participants who have previously used applied improvisation will self-report higher levels of self-efficacy and lower stress levels than other participants at all points of intervention.



Conclusion

Applied improvisation may play a part in decreasing stress levels and increasing levels of clinical self-efficacy among facilitators.

Limitations

- Majority of participants were female
- Participants were part of the same SLP program
- Groups of previously trained vs. previously trained groups were inequivalent
- Timing of pre- and post-workshop questionnaires
- Collection of cortisol samples

Thank you!



Any Questions?

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