Experiences and Perceptions of Individuals with Intellectual and Developmental Disabilities following Interactive Beatboxing Programs

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Purpose

- To examine the perceptions and experiences of adults who participated in an interactive beatboxing program through a Spiritan pedagogy lens.
- Research question: What is the perceived experience related to beatboxing programming of individuals involved in Best Buddies according to their college-aged “peer buddies”?

Research Design

- A combined quantitative and qualitative survey group research design was employed.
- The survey had 27 total items, 16 of which were quantitative and 11 qualitative.
- Participants digitally completed the survey using Qualtrics® software following informed consent procedures approved by the Duquesne University Institutional Review Board.

Methods and Procedures

- 31 college students/members of Best Buddies at Duquesne University.
- Participants have “buddies,” individuals withIDDs who participated in a 45-minute beatboxing program.
- The “buddy” population was composed of 20 males and 11 females. One individual was between 15-18 years old, 23 individuals were between 19-29 years old, and 7 were between 30-39 years old.
- Beatboxing program was led by two local, award-winning beatboxers.
- The beatboxers performed a 15-minute beatboxing set for the “buddies” and then explained the basic components of beatboxing through a call-and-response with the “buddies.”
- The “buddies” were able to ask questions about beatboxing and the beatboxers.
- Buddies were able to practice the beatboxing basics and some performed on stage with the beatboxers.
- The Duquesne University students were invited to complete the post-program survey.

Alignment with Spiritan Charism

- Spiritan Pedagogy Lens
  - Spiritan Pedagogy is teaching in a way that purposefully reflects the values and ethos of the Spiritan mission of Duquesne University (Weaver, 2015).
  - Spiritan pedagogical practices purposefully integrates educational strategies to reflect the Spiritan charism (Duaine, 2013).
  - The current study was conceptualized in reference to the six pillars of Spiritan Pedagogy.

Qualitative Results

What do you perceive as benefits of beatboxing for your “buddy” and others in their community?
- p30: “It provides a way of self-expression and could benefit those with speech sound issues.”
- p15: “May improve fluency and provides the ability to express themselves.”
- p23: “It was an enjoyable and interactive way for them to engage in music with their peers.”
- p36: “It gives the buddies a chance to try something new and different and make creative sounds.”
- p21: “It was very exciting for the buddies and really got them to be vocal for some who typically aren’t.”

What do you perceive as challenges of beatboxing for your “buddy” and others in their community?
- p14: “My buddy can be shy so he wasn’t interested in trying to beatbox or ask questions during the event, but he told me he enjoyed it.”
- p32: “Many buddies might not be able to produce the sounds needed to beatbox.”
- p29: “Some have difficulty with verbal communication so practicing beatboxing was a challenge, but they still seemed to have fun trying.”
- p12: “My buddy could not properly beatbox so he may feel intimidated by those who are experienced.”

Discussion

- These data indicate that individuals with IDD not only are engaged during interactive beatboxing programs, but also enjoy social and beatboxing aspects of the program.
- Most participants perceived that beatboxing interactions may yield social, communication, and speech skill benefits.
- Those who saw a decrease in communicative output during the program believed it to be because their buddies were concentrating on the beatboxing productions.
- This exploratory study supports both the expansion of interactive beatboxing workshops for those with IDD and the empirical study of the impact of beatboxing for social and communication goals.

References