Pre-service School Professionals' Knowledge of Speech-Language Pathologists' Literacy Practices

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Presenter Information
Sarah Moen, Kathleen Cotter, Taylor Perius, Margaret Mitzel, Janis Nelson, Michelle Morimoto, and Beth Sutter
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Sarah Moen, Kathleen Cotter, Taylor Perius, Margaret Mitzel, Janis Nelson, Beth Sutter, Michelle Morimoto
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Literature Review
A growing body of literature suggests that collaborative interprofessional practice (IPP) is more likely to be successfully conducted when professionals have participated in interprofessional education (IPE) experiences when they were enrolled in their pre-service professional training programs. In particular, knowledge of the roles, responsibilities, and scope of practice of the other professionals with whom they will interact has been identified as a significant predictor of successful IPP. The literature suggests that IPP in the school setting benefits the professionals and students involved. For example, a collaborative model between the teacher and SLP together in the classroom was found to be more effective in students' vocabulary growth compared to the absence of collaboration between the teacher and SLP. Professionals who have participated in IPP experiences also show a greater knowledge of different specialized service delivery models.

Research Questions
• What knowledge do pre-service professionals possess of the SLP’s role in literacy assessment and intervention?
• What types of IPE result in greater knowledge of the SLP’s roles and responsibilities regarding literacy assessment and intervention?

Materials and Methods
- Participants in the lecture and workshop received a pre-survey comprised of 16 questions relating to their knowledge of the role of the SLP with respect to literacy
- Participation was voluntary and anonymous
- Participants rated their agreement with each statement using these scaled options:
  - Confidently Disagree
  - Disagree
  - Neither Disagree nor Agree
  - Agree
  - Confidently Agree
- Participants listened to the lecture or workshop and then filled out a post-survey comprised of the same 16 questions.
- Data was analyzed for statistically significant changes in answer questions between the pre and post test surveys

Results
<table>
<thead>
<tr>
<th>SLPs can:</th>
<th>Workshop</th>
<th>Guest lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>assess students’ reading skills</td>
<td>.57</td>
<td>.78</td>
</tr>
<tr>
<td>intervenes with students who are poor spellers</td>
<td>.74</td>
<td>.51 (large)</td>
</tr>
<tr>
<td>assesses students’ morphological awareness skills</td>
<td>.13</td>
<td>--</td>
</tr>
<tr>
<td>intervenes with students who exhibit difficulty with morphological awareness</td>
<td>.13</td>
<td>--</td>
</tr>
<tr>
<td>assesses students’ reading comprehension</td>
<td>.39 (medium)</td>
<td>.56 (large)</td>
</tr>
<tr>
<td>intervenes with students who struggle to comprehend the texts they read</td>
<td>.30 (medium)</td>
<td>.54 (large)</td>
</tr>
<tr>
<td>assess decoding skills</td>
<td>.09</td>
<td>--</td>
</tr>
<tr>
<td>intervenes with students who struggle to decode words</td>
<td>.17 (medium)</td>
<td>.51 (large)</td>
</tr>
<tr>
<td>assess reading fluency</td>
<td>.22</td>
<td>.10</td>
</tr>
<tr>
<td>intervenes with students who exhibit poor reading fluency</td>
<td>.17</td>
<td>--</td>
</tr>
<tr>
<td>assess phonemic awareness</td>
<td>.04</td>
<td>--</td>
</tr>
<tr>
<td>intervenes with students who exhibit poor phonemeic awareness</td>
<td>.09</td>
<td>--</td>
</tr>
<tr>
<td>assess writing/composition skills</td>
<td>.70 (medium)</td>
<td>.51 (large)</td>
</tr>
<tr>
<td>intervenes with students who exhibit poor composition skills</td>
<td>.57 (medium)</td>
<td>.54 (large)</td>
</tr>
<tr>
<td>assess students’ syntax skills</td>
<td>.04</td>
<td>--</td>
</tr>
<tr>
<td>intervenes with students who exhibit deficits in their syntax</td>
<td>.13</td>
<td>--</td>
</tr>
</tbody>
</table>

Discussion
• Participants in the workshop condition reflected highest pre-test knowledge of SLP practices, so gain scores at post-test were not as great as the guest lecture condition. These participants were self-selected and were primarily CSD students.
• The greatest discrepancies observed were in understanding of the SLP’s role in reading.
• Based on demographics, exposure to training in schools does not guarantee understanding of the SLP’s role.
• 65% of SLPs in Montana are retirement age.
• Literacy scope not added until 2001.
• No graduate SLP program in Montana from 1989-2009
• Barriers:
  - Large caseloads in schools
  - Diagnostic models reflect a fear of reduplicative services
  - Professionals’ training programs do not always provide the knowledge necessary to understand one another and to work with an interprofessional model

Significance
• This study provides preliminary data of the effectiveness of 2 different interprofessional education (IPE) experiences.
• It informs school-based pre-service professionals on the scope of the school-based SLP’s practice in literacy assessment and intervention.
• While there are numerous studies of IPE practices in medical-based fields, few studies exist that examine the IPE experiences of school-based pre-service professionals.

Implications
• The discrepancy between an SLP’s actual and perceived scope of practice by pre-service school-based professionals limits their ability to collaborate on interprofessional teams.
• Lack of collaboration limits the quality of potential services to clients.

References