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

Sarah Moen
University of Montana, Missoula, sarah.moen@umconnect.umt.edu

Kathleen Cotter
University of Montana, Missoula, kathleen.cotter@umconnect.umt.edu

Taylor Perius
University of Montana, Missoula, taylor.perius@umconnect.umt.edu

Margaret Mitzel
University of Montana, Missoula, margaret.mitzel@umconnect.umt.edu

Janis Nelson
University of Montana, Missoula, janis.nelson@umconnect.umt.edu

See next page for additional authors

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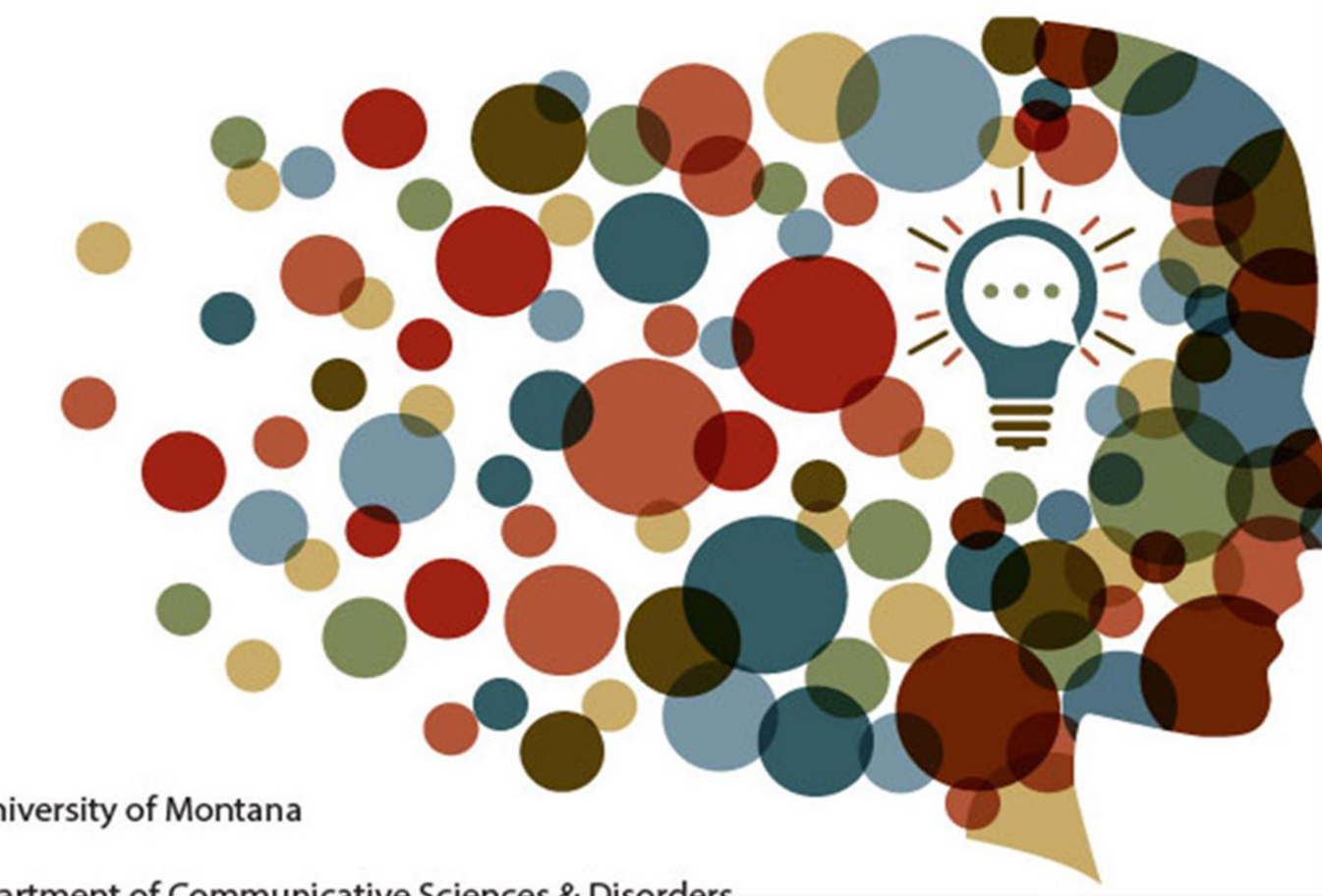
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Presenter Information

Sarah Moen, Kathleen Cotter, Taylor Perius, Margaret Mitzel, Janis Nelson, Michelle Morimoto, and Beth Sutter

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UNIVERSITY OF MONTANA

Sarah Moen, Kathleen Cotter, Taylor Perius, Margaret Mitzel, Janis Nelson, Beth Sutter, Michelle Morimoto
Faculty Mentors: Julie A. Wolter PhD, CCC-SLP and Ginger Collins PhD, CCC-SLP

University of Montana
Department of Communicative Sciences & Disorders

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?

Multidisciplinary Team:
A team of experts from different professions working together, but staying within own expertise. Collaborating with one another to meet common goals.

SLPs' goals
↕
Other Professionals' goals

Interdisciplinary Team:
A team of experts that find links between professions, and organizes them to meet goals.

SLPs' goals
Other Professionals' goals

Interprofessional Practice:
A team collaborating together without any perceived hierarchy and with full understanding of each others' roles and responsibilities to improve the client's outcomes

SLPs' & Other Professionals' goals

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

SLPs can:	Workshop		Guest lecture	
	Pre-to-post gain score	Effect sizes of statistically significant increases	Pre-to-post gain score	Effect sizes of statistically significant increases
assess students' spelling skills.	.57	.50 (large)	.78	.55 (large)
intervene with students who are poor spellers.	.74	.51 (large)	.78	.50 (large)
assess students' morphological awareness skills	.13	--	.22	--
intervene with students who exhibit difficulty with morphological awareness.	.13	--	.11	--
assess students' reading comprehension.	.39	.36 (medium)	1.33	.57 (large)
intervene with students who struggle to comprehend the texts they read.	.30	.34 (medium)	1.22	.57 (large)
assess decoding skills.	.09	--	.33	--
intervene with students who struggle to decode words.	.17	.30 (medium)	.67	--
assess reading fluency	.22	--	1.0	.50 (large)
intervene with students who exhibit poor reading fluency.	.17	--	.67	.50 (large)
assess phonemic awareness	.04	--	.44	.50 (large)
intervene with students who exhibit poor phonemic awareness.	.09	--	.44	.47 (large)
assess writing/composition skills.	.70	.34 (medium)	1.33	.57 (large)
intervene with students who exhibit poor composition skills	.57	.34 (medium)	1.33	.60 (large)
assess students' syntax skills.	.04	--	1.0	.53 (large)
intervene with students who exhibit deficits in their syntax	.13	--	.78	.50 (large)

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. This varied based on exposure to higher education.

- 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.

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