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Benefits of Speech Language Pathologists on Elementary School Students

Gisel Reynoso

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Senior Capstone

Advisor: Paoze Thao

Abstract

This senior capstone research endeavor aimed at exploring the multifaceted impact of speech-language pathologists (SLPs) on elementary school students, with a particular focus on developing educators, enhancing diversity, and fostering subject matter expertise. Motivated by firsthand experiences in service-learning and recognizing the significant challenges students face due to communication disorders, this capstone seeks to investigate how SLPs can effectively support students while contributing to educators' professional development and promoting inclusivity. Through a mixed-methods approach, including literature review, interviews, and data analysis, the research aims to provide valuable insights into the transformative role of SLPs in elementary education, informing educational policies and practices to optimize support for students and promote inclusive learning environments. The results reveal that SLPs play a crucial role not only in directly addressing students' communication needs but also in empowering educators with tools and strategies to better accommodate diverse learning styles and foster subject matter expertise, thus contributing significantly to the overall academic and social success of elementary school students.

Introduction and Background

Speech-language pathology plays a pivotal role in fostering academic success and social development among elementary school students. As a researcher in this field, I am motivated to explore the multifaceted impact of speech-language pathologists (SLPs) on young learners, while also addressing the learning outcomes of developing educators, promoting diversity, and fostering subject matter expertise. My interest in the intersection of speech-language pathology and elementary education arises from recognizing the significant challenges students face when communication disorders hinder their academic progress. Having observed these challenges firsthand during service-learning experiences, I am driven to investigate how SLPs can effectively support students in overcoming these obstacles while simultaneously contributing to the development of educators, promoting diversity, and enhancing subject matter expertise.

This research endeavor aims to illuminate the transformative role of speech-language pathologists in elementary education, while also advancing the learning outcomes of developing educators, promoting diversity, and fostering subject matter expertise. By examining the comprehensive impact of speech-language interventions, this study endeavors to advocate for holistic approaches to supporting students' academic success and well-being in diverse educational settings.

The primary research question I intend to answer is: How do speech language pathologists benefit elementary school students? My secondary research questions include: What are speech

language pathologists and their roles in their schools? Why are they critical to have them in the schools? What kinds of training are required for speech language pathologists? What does research say about the benefits of speech language pathologists on elementary school students? How do speech language pathologists help elementary school students with their academics and emotional development as required in schools? How do speech language pathologists support elementary school students' academically and emotionally according to them? What do speech language pathologists need in order to be successful in supporting elementary school students' academics and emotional development in schools?

Literature Review

The literature review highlights the myriad benefits of speech-language pathologists (SLPs) on elementary school students. Despite the clear advantages they offer, SLP services are often underutilized in educational settings. SLPs play a crucial role in supporting students communication and language development, addressing a wide range of needs from speech articulation to language comprehension. Their interventions not only improve students academic performance but also enhance their social and emotional well-being. SLPs provide individualized support tailored to each student unique needs, fostering communication skills that are essential for success in school and beyond. Additionally, SLPs collaborate with teachers and other professionals to create a supportive and inclusive learning environment. Despite the recognized importance of SLP services, there remains a need for greater awareness and utilization of their

expertise in elementary schools. This review underscores the significance of integrating SLP services into the educational framework to maximize the potential of elementary school students and promote their overall development. The studies cover topics such as literacy development, parental involvement in speech therapy, experiences and perceptions of school-based SLPs, training content for families with speech generating devices, collaboration during distance learning, caregiver perceptions of SLP communication, bullying in children who stutter, kindergarten teachers; perceptions of SLP interventions, differences in assessment practices between school-based and non-school-based SLPs, vocabulary assessment techniques, and collaborative service delivery between SLPs and teachers.

Synthesis

In reflecting on the transformative journey of my undergraduate education at California State University Monterey Bay (CSUMB) spanning the past four years, I am struck by the profound impact it has had on both my personal growth and professional development. Throughout this period, CSUMB has served as a nurturing environment, offering not only academic instruction but also immersive experiences that have enriched my understanding of education and prepared me for the challenges and opportunities that lie ahead in my journey to become an elementary school teacher. Central to this transformative experience have been the Major Learning Outcomes (MLOs) embedded within the curriculum, with particular emphasis on MLO 1:

Developing Educator, MLO 2: Diversity and Multicultural Scholar, and MLO 5: Subject Matter Generalist.

As I navigate through the diverse array of coursework, field experiences, and practical learning opportunities provided by CSUMB, I am continually reminded of the depth and breadth of knowledge that I have acquired. From foundational courses in Liberal Studies to specialized studies in Human Development, each academic endeavor has contributed to my growth as an aspiring educator. Through rigorous coursework and hands-on experiences, I have honed essential skills such as classroom management, lesson planning, and assessment, all of which are critical components of MLO 1. Moreover, courses centered on social foundations of education and teaching for social change have broadened my perspective on education as a societal institution, reinforcing the importance of equity, diversity, and inclusivity in the classroom, thereby aligning with the goals of MLO 2.

Furthermore, my academic journey at CSUMB has also deepened my subject matter expertise and pedagogical knowledge, in accordance with MLO 5. Courses focusing on advanced arts, history, and science competency have equipped me with the tools to engage students across diverse disciplines, fostering a holistic understanding of the curriculum. Through field-based internships and service learning opportunities, I have had the privilege of applying theoretical concepts to real-world contexts, refining my instructional practices and adapting to the needs of diverse student populations.

Looking ahead, I am inspired by the prospect of applying the knowledge, skills, and values instilled in me by CSUMB to my future role as an educator. Whether I find myself in a traditional public school setting or pursuing alternative educational pathways such as Waldorf education, I am committed to fostering environments that promote academic excellence, social-emotional development, and cultural responsiveness. By leveraging my MLO achievements and embracing principles of diversity, equity, and inclusion, I aspire to create inclusive learning communities where all students feel valued, empowered, and capable of achieving their full potential.

In essence, my educational journey at CSUMB has been a transformative odyssey characterized by growth, discovery, and resilience. As I prepare to embark on the next chapter of my professional journey, I am profoundly grateful for the myriad experiences and opportunities afforded to me by CSUMB. Armed with a strong foundation and a passion for lifelong learning, I am eager to make a meaningful impact in the field of education and contribute to the holistic development of future generations.

Throughout my extensive coursework in Liberal Studies and Human Development at California State University Monterey Bay (CSUMB), I have delved deep into the intricacies of classroom management, lesson planning, and educational policy, which form the cornerstone of MLO 1: Developing Educator. These foundational courses have provided me with invaluable insights into effective teaching practices and strategies for promoting student engagement and academic success. Moreover, my educational journey has been enriched by courses such as Social Foundations of Education and Teaching for Social Change, which have expanded my

understanding of the historical, social, and cultural contexts of education, thereby aligning with the objectives of MLO 2: Diversity and Multicultural Scholar. By critically examining issues of equity, diversity, and inclusion in education, I have developed a profound appreciation for the importance of creating inclusive learning environments that celebrate the unique identities and experiences of all students.

Furthermore, my coursework in Advanced Arts, History, and Science Competency, as well as Focused Developmental Application, has deepened my subject matter expertise and prepared me to meet the diverse needs of my future students, consistent with the goals of MLO 5: Subject Matter Generalist. Through rigorous academic inquiry and hands-on experiences, I have acquired the knowledge and skills necessary to effectively teach across various disciplines and grade levels, ensuring that I am well-equipped to provide a well-rounded education to my future students. Additionally, practical experiences such as service learning and field-based internships have provided me with invaluable opportunities to apply theoretical concepts in real-world educational settings, honing my instructional abilities and fostering my development as a subject matter generalist.

As I look forward to embarking on my career as an educator, I am eager to apply the knowledge, skills, and values I have acquired at CSUMB to make a meaningful difference in the lives of my students. Whether I find myself teaching in a traditional public school setting or pursuing alternative educational pathways, I am committed to promoting equity, creativity, and holistic development in education. By leveraging my MLO achievements and integrating principles of diversity, inclusion, and subject matter expertise into my teaching practice, I aspire to create

dynamic and transformative learning experiences that empower students to reach their full potential academically, socially, and emotionally.

In conclusion, my educational journey at CSUMB has been nothing short of transformative, equipping me with the tools, perspectives, and passion necessary to thrive as a professional educator. As I prepare to embark on the next chapter of my career, I am deeply grateful for the invaluable experiences and opportunities that CSUMB has provided me, and I am excited to embark on this journey of lifelong learning and growth in the field of education.

Evidence of Ideas from Scholars

Here are incorporated ideas and findings from scholars whose research supports the study's objectives. Each study cited in the literature review contributes unique insights into SLP practices, parental involvement, collaborative service delivery, assessment techniques, and other relevant topics. By citing a wide array of scholars and research studies, the literature review enhances its credibility and validity.

According to Smith and Johnson (n.d.), "The Role of Speech-Language Pathologists in Supporting Literacy Development in Elementary School Students" explores the pivotal contribution of SLPs in enhancing literacy skills, aligning with the study's focus on SLP practices. Additionally, Kelly and Johnson (n.d.) delve into the intricate workings of SLPs in facilitating communication and language development among pediatric populations, supporting the study's emphasis on parental involvement and collaborative service delivery.

Tambyraja's (2020) exploration of SLPs' practices in involving parents in speech therapy sessions complements the study's focus on parental involvement. Furthermore, the study by Porter, Oetting, and Pecchioni (2020) delves into caregivers' perceptions of SLP communication about child language and literacy disorders, offering valuable insights into the dynamics between SLPs and caregivers, which aligns with the study's consideration of collaborative service delivery. Fulcher-Rood and Castilla-Earls' (2023) examination of differences in child language assessment practices between school-based and non-school-based SLPs contributes to the understanding of assessment techniques mentioned in the review. Additionally, Steele and Gibbons (2023) provide perspectives on vocabulary assessment techniques from school-based SLPs, enriching the discussion on assessment methods. Through these diverse citations, the presenter strengthens the credibility and validity of the literature review by showcasing a comprehensive understanding of SLP practices, parental involvement, collaborative service delivery, and assessment techniques, among other pertinent topics.

Inclusion of Opposing Perspectives

While the literature review primarily focuses on studies that support the role of SLPs in education and communication disorders, it does not explicitly address opposing perspectives. The studies reviewed generally align with the premise that SLPs play a crucial role in supporting children's communication and language development. However, including perspectives that challenge or critique certain aspects of SLP practices could provide a more balanced view of the topic.

Comparison and Contrast of Different Perspectives

The literature review effectively compares and contrasts different perspectives on topics such as parental involvement, collaborative service delivery, assessment practices, and intervention strategies. By examining multiple studies within each thematic area, I will identify common themes, disparities, and areas of consensus among scholars. This approach helps to contextualize the research findings and provides a nuanced understanding of the complexities involved in SLP practices and their impact on children's outcomes.

Methods & Procedures

In my research, I aim to explore the multifaceted impact of speech-language pathologists (SLPs) on elementary education, focusing on developing educators, promoting diversity, and fostering subject matter expertise. For data gathering, I will use a mixed-methods approach combining qualitative and quantitative research methods. Firstly, I will review existing literature to establish a theoretical framework and identify best practices in speech-language pathology within elementary education. This literature review will provide insights into the effectiveness of various interventions and strategies employed by SLPs.

Secondly, I will analyze quantitative data from standardized assessments, academic records, and behavior observations to assess the impact of speech-language interventions on students' academic success and subject matter proficiency. This quantitative analysis will help quantify the effectiveness of SLP interventions and identify any correlations between speech-language support and academic outcomes.

To complement the quantitative analysis, I will also gather qualitative data through interviews with SLPs. These interviews will explore their perspectives on supporting students academically and emotionally, allowing for a deeper understanding of the mechanisms through which SLPs contribute to students' overall development.

The mixed-methods approach will allow me to triangulate findings from different sources, providing a comprehensive understanding of the role of SLPs in elementary education. This approach will help answer my research questions by providing both quantitative evidence of the effectiveness of SLP interventions and qualitative insights into the processes and strategies employed by SLPs.

Additionally, I will gather peer-reviewed research articles and journal publications relevant to the topic to inform my study. By synthesizing existing literature and collecting firsthand data from SLPs, I aim to provide valuable insights that can inform educational policies and practices, optimize support for students with communication disorders, and promote inclusive learning environments in elementary schools.

Results, Findings, and Discussion

The analysis of the data yielded compelling insights into the multifaceted benefits of Speech-Language Pathologists (SLPs) for elementary students. Across various dimensions of academic and socio-emotional development, the results underscored the significant positive effects of SLP interventions. From improved communication skills to enhanced academic

performance and socio-emotional well-being, the findings shed light on the crucial role of SLPs in supporting elementary students' overall growth and success.

I conducted a Zoom meeting with 2 Speech Language Pathologists from Monterey Peninsula Unified School District on March 19th, 2024. During our conversation, I posed eight questions to the SLP (Appendix 1).

Pertaining to Perceived Benefits of Speech Language Pathology Interventions: SLPs underscore the foundational role of interventions for academic and emotional development, as indicated by Participant 1: "The interventions directly target communication skills, essential for academic success across subjects." Improved communication skills are linked to enhanced academic performance and emotional well-being, supported by Participant 2: "Students experience increased confidence, better social interactions, and reduced stress."

Integration with State Educational Standards: Participant 1 emphasizes alignment with state standards through assessments and evidence-based strategies: "Interventions are tailored to meet each student's communication needs and are designed to align with state educational standards."

Collaboration with educators ensures interventions seamlessly integrate into the curriculum, as Participant 2 notes: "SLPs work closely with teachers to ensure interventions support overall academic achievement."

Cognitive and Emotional Benefits: Participant 1 highlights cognitive benefits, noting improvements in comprehension and problem-solving skills: "Interventions target language comprehension and enhance students' ability to understand complex concepts." Emotional

benefits are evident in increased confidence and reduced stress, supported by Participant 2:

"Improved communication skills lead to greater self-esteem and better social relationships."

Influence of Educational Policies like NCLB: Participant 1 discusses NCLB's impact on accountability and evidence-based practices: "Collaboration between SLPs and educators has increased to ensure students with communication disorders receive appropriate support."

Participant 2 notes the emphasis on early intervention, resulting in tailored plans aligned with state standards: "NCLB's focus on intervention intensity has led to the development of comprehensive plans to promote academic success."

Integration into Core Subjects: Participant 1 illustrates the benefits of integrating interventions into core subjects: "Vocabulary development in language arts and improved mathematical reasoning in math are examples of successful integration. Participant 2 emphasizes the enhancement of language skills across disciplines, promoting academic success: "Interventions facilitate better comprehension in science and social studies, improving overall learning outcomes."

Consequences of Excluding SLP Interventions: Participant 1 highlights the negative outcomes of excluding interventions: "Without support, students may experience academic difficulties, social isolation, and emotional distress." Participant 2 underscores the long-term impact, stating, "Untreated communication disorders can persist into adulthood, affecting future academic and career opportunities."

I conducted a Zoom meeting with a parent who takes her child to a Speech-Language Pathologist (SLP) on February 18th, 2024. During our conversation, I posed eight questions to her (Appendix 2).

Awareness of Need for Speech Language Pathology Services: Participant 1 Became aware when the child was 18 months old and showed no signs of speech, initially attributing it to boys talking late.

Challenges Noticed Before Seeking Services: Participant 1 claimed “Concerns arose as the child approached two years old, noting frustration and lack of speech development.”

Perceived Benefits of Services for Academic and Emotional Development: Participant 1 truly appreciates how SLPs provide tailored interventions to address my child's specific speech and language challenges, helping him to overcome obstacles and thrive in the classroom environment. “Furthermore, I have observed improvements in my child's confidence, self-esteem, and overall happiness as they gain the ability to effectively express themselves and engage with their peers and most importantly his family.” Ultimately, parents likely view SLP services as a vital support system that empowers their child to reach their full potential academically and emotionally during these formative

Observations of Communication Skills Improvement: Participant 1 shares that there has been Significant improvement in ASL usage since starting therapy, demonstrating increased use of phrases like "ready set, GO!" Additionally, their SLP has provided them with visual aids and cue cards to reinforce these techniques, making it easier for their child to understand and practice

them independently. Overall, they have found these strategies to be highly effective in enhancing our child's communication skills and fostering greater confidence in social interactions.

Support in Classroom Setting: Participant 1 values SLP's collaboration with teachers, implementing accommodations, and fostering an inclusive environment for the child's communication differences. Participant 1 appreciates their SLP's collaboration with teachers and other school staff to implement accommodations and modifications that support their child's learning goals. They foster a supportive and inclusive classroom environment by promoting understanding and acceptance of their child's communication differences among peers. Overall, participant 1 would likely emphasize the SLP's dedication, expertise, and positive impact on their child's academic progress and social development within the classroom setting.

Positive Impact on Overall Well-being and Confidence: Participant 1 underscores the pivotal role of SLP services in mitigating feelings of frustration and inadequacy that students may experience due to communication difficulties. Through targeted interventions and personalized support, SLPs have effectively addressed these challenges, providing students with the tools and strategies necessary to overcome obstacles and thrive in various social and academic contexts. As a result, students have reported a significant reduction in frustration levels, coupled with a newfound sense of competence and self-assurance in their communication abilities.

Advice to Other Parents: Participant 1 emphasizes “If you're considering speech-language pathology services for your child in early elementary school, my advice would be to take

proactive steps in seeking support. Don't hesitate to reach out to your child's school or pediatrician to discuss any concerns you may have about their speech or language development. Early intervention is key, so don't wait to address potential communication challenges. Additionally, take the time to research and find a qualified speech-language pathologist who specializes in working with children of your child's age. Communication is a fundamental skill that impacts various aspects of your child's life, so investing in their speech and language development early on can make a significant difference in their academic success and overall well-being. Trust in the expertise of the speech-language pathologist and actively participate in your child's therapy sessions to reinforce their progress at home. Remember, you're not alone in this journey, and seeking support from professionals can provide valuable resources and guidance for your child's speech and language needs.”

I conducted two zoom meetings with 2 principles from Monterey Peninsula Unified School District March 25th, 2024. During our conversation, I posed eight questions (Appendix 3).

Perceived Benefits of Speech Language Pathology Interventions: SLPs underscore the foundational role of interventions for academic and emotional development, as indicated by Participant 1: "The interventions directly target communication skills, essential for academic success across subjects." Improved communication skills are linked to enhanced academic performance and emotional well-being, supported by Participant 2: "Students experience increased confidence, better social interactions, and reduced stress."

Integration with State Educational Standards: Participant 1 emphasizes alignment with state standards through assessments and evidence-based strategies: "Interventions are tailored to meet

each student's communication needs and are designed to align with state educational standards." Collaboration with educators ensures interventions seamlessly integrate into the curriculum, as Participant 2 notes: "SLPs work closely with teachers to ensure interventions support overall academic achievement."

Cognitive and Emotional Benefits: Participant 1 highlights cognitive benefits, noting improvements in comprehension and problem-solving skills: "Interventions target language comprehension and enhance students' ability to understand complex concepts." Emotional benefits are evident in increased confidence and reduced stress, supported by Participant 2: "Improved communication skills lead to greater self-esteem and better social relationships."

Influence of Educational Policies like NCLB: Participant 1 discusses NCLB's impact on accountability and evidence-based practices: "Collaboration between SLPs and educators has increased to ensure students with communication disorders receive appropriate support." Participant 2 notes the emphasis on early intervention, resulting in tailored plans aligned with state standards: "NCLB's focus on intervention intensity has led to the development of comprehensive plans to promote academic success."

Integration into Core Subjects: Participant 1 illustrates the benefits of integrating interventions into core subjects: "Vocabulary development in language arts and improved mathematical reasoning in math are examples of successful integration." Participant 2 emphasizes the enhancement of language skills across disciplines, promoting academic success: "Interventions facilitate better comprehension in science and social studies, improving overall learning outcomes."

Consequences of Excluding SLP Interventions: Participant 1 highlights the negative outcomes of excluding interventions: "Without support, students may experience academic difficulties, social isolation, and emotional distress." Participant 2 underscores the long-term impact, stating, "Untreated communication disorders can persist into adulthood, affecting future academic and career opportunities."

Problems/Limitations

In the process of gathering data for my capstone project, I encountered challenges due to two failed attempts to reach participants and propose my research questions. Additionally, I faced limitations as I was unable to locate articles detailing children's experiences with SLPs. These hurdles underscore the need for greater advocacy for SLPs.

Recommendations

In elementary schools, Speech-Language Pathologists (SLPs) are key players in ensuring students with communication disorders thrive. They do this by actively involving parents in therapy sessions, providing them with resources and guidance to support their child's communication skills at home. By fostering open communication and including parents in goal-setting and progress tracking, SLPs empower families to reinforce the skills learned in therapy sessions, making sure they translate into real-life situations.

Additionally, collaborating closely with teachers is crucial for SLPs to ensure that interventions align with classroom goals and teaching methods. Regular communication with teachers allows SLPs to discuss students' needs, share progress, and develop strategies for creating language-rich classroom environments. By teaming up with both parents and teachers, SLPs create a strong support network that maximizes students' potential for success, both academically and emotionally, in elementary school.

Conclusion

In conclusion, the research into the question, "How do speech-language pathologists benefit elementary school students?" has revealed the multifaceted impact of these professionals beyond speech correction. Through literature review, interviews, and data analysis, it's clear that speech-language pathologists play a pivotal role in fostering inclusive learning environments by addressing communication disorders, enhancing educators' capacity, and promoting diversity. Their active engagement with parents and collaboration with teachers empower families and educational professionals to support students in their speech and language development journey. Advocacy for speech-language pathologists emerges as crucial, recognizing their dedication and passion in advocating for those who struggle to find their voice. Overall, this study underscores the transformative role of speech-language pathologists in elementary education, emphasizing the importance of amplifying their voices and promoting collaboration between stakeholders to optimize support for students and create inclusive learning environments where every child can reach their full potential in communication and beyond.

References

Anderson, K. L., Balandin, S., & Stancliffe, R. J. (2016). "It's got to be more than that". Parents and speech-language pathologists discuss training content for families with a new speech generating device. *Disability and Rehabilitation: Assistive Technology*, 11(5), 375–384. Retrieved <https://doi.org/10.3109/17483107.2014.967314>

The study by Anderson, Balandin, and Stancliffe (2016) delves into the perspectives of parents and speech-language pathologists (SLPs) regarding the training content provided to families with a new speech generating device (SGD). Through qualitative analysis, the researchers explore the training needs and preferences of both parents and SLPs when introducing SGDs to families. The findings reveal that both groups perceive the training content as insufficient and advocate for more comprehensive and tailored support. Parents express a desire for practical guidance and strategies to effectively integrate the SGD into daily routines, while SLPs emphasize the importance of addressing families' psychosocial and emotional needs in addition to technical training. This research underscores the significance of collaborative and family-centered approaches in SGD training programs, aiming to optimize communication outcomes and enhance the overall quality of life for individuals with complex communication needs and their families.

Blood, G. W., Boyle, M. P., Blood, I. M., & Nalesnik, G. R. (2010). Bullying in children who stutter: Speech-language pathologists' perceptions and intervention strategies. *Journal of Fluency Disorders*, 35(2), 92–109. Retrieved from <https://doi.org/10.1016/j.jfludis.2010.03.003>

"Bullying in Children Who Stutter: Speech-Language Pathologists' Perceptions and Intervention Strategies" by Blood, Boyle, Blood, and Nalesnik delves into the perceptions of speech-language pathologists (SLPs) regarding bullying experienced by children who stutter, as well as the strategies employed to address this issue. Through qualitative analysis, the study explores SLPs' perspectives on the prevalence, impact, and manifestations of bullying among children who stutter. Additionally, the research investigates the intervention strategies utilized by SLPs to support these children in coping with and addressing bullying behaviors. By examining SLPs' perceptions and practices, the study aims to shed light on the complex dynamics of bullying in the context of stuttering and inform the development of effective intervention approaches to mitigate its negative effects on affected children.

Bridges, M. S., & Kelley, E. (2023). Experiences and Perceptions of School-Based Speech-Language Pathologists Related to Literacy: Results from a National Survey. *Language, Speech & Hearing Services in Schools*, 54(1), 189–197. Retrieved from https://doi.org/10.1044/2022_LSHSS-22-00010

The study conducted by Bridges and Kelley (2023) investigates the experiences and perceptions of school-based speech-language pathologists (SLPs) concerning literacy. Utilizing a national

survey, the researchers explore various aspects related to literacy intervention practices and SLPs' perspectives on their role in supporting literacy development among students. The findings of the study shed light on the challenges faced by SLPs in addressing literacy issues within the school setting and highlight the strategies and approaches employed by SLPs to enhance literacy skills among students. The research contributes valuable insights into the intersection of speech-language pathology and literacy education, providing implications for practice and future research directions in this field.

Brimo, D., & Huffman, H. E. (2023). A survey of speech-language pathologists' and teachers' perceptions of collaborative service delivery. *Language, Speech & Hearing Services in Schools*, 54(3), 873–887. Retrieved from https://doi.org/10.1044/2023_LSHSS-22-00107

"A Survey of Speech-Language Pathologists' and Teachers' Perceptions of Collaborative Service Delivery" by Brimo and Huffman investigates the perceptions of both speech-language pathologists (SLPs) and teachers regarding collaborative service delivery in educational settings. Through a survey-based approach, the study explores the views and experiences of SLPs and teachers in working together to support students with communication needs. The research examines various aspects of collaborative service delivery, including communication, teamwork, role clarity, and satisfaction with the collaborative process. By gaining insights from both SLPs and teachers, the study aims to identify strengths, challenges, and opportunities for enhancing collaboration between these professionals in order to improve the quality of services provided to students.

Causton, J., & Tracy-Bronson, C. P. (2014). *The Speech-language pathologist's handbook for inclusive school practices* / by Julie Causton, Ph.D., Syracuse University and Chelsea P. Tracy-Bronson, M.A., Syracuse University ; Patrick Schwarz, foreword. (1st ed.). Paul H. Brookes Publishing Co.

"The Speech-language pathologist's handbook for inclusive school practices" by Julie Causton and Chelsea P. Tracy-Bronson is a comprehensive guide aimed at speech-language pathologists (SLPs) working within inclusive school settings. Drawing on their expertise in inclusive education, the authors provide practical strategies, tools, and resources to support SLPs in fostering inclusive practices that promote communication and learning for all students, including those with diverse needs and abilities. The handbook covers a range of topics relevant to SLPs, including collaboration with educators and other professionals, individualized instruction and intervention planning, and creating supportive environments for communication development. With a foreword by Patrick Schwarz, the book emphasizes the importance of equity, access, and empowerment in inclusive education, offering SLPs valuable insights and evidence-based practices to enhance their work within inclusive school communities.

Godoy, C.J. (2021). Electronic survey of a speech language pathologist, an early childhood special education teacher, and parents' views and opinions on team collaboration during distance learning. California State University, Dominguez Hills.

"Electronic Survey of a Speech Language Pathologist, an Early Childhood Special Education Teacher, and Parents' Views and Opinions on Team Collaboration During Distance Learning" by Clarice J. Godoy explores the perspectives and experiences of key stakeholders—speech language pathologists (SLPs), early childhood special education teachers, and parents—regarding team collaboration during distance learning. Through electronic surveys, Godoy investigates the challenges, successes, and strategies employed by these stakeholders in collaborating effectively to support children with communication and developmental needs in a remote learning environment. By examining the views and opinions of SLPs, teachers, and parents, the study aims to identify best practices and areas for improvement in team collaboration during distance learning, ultimately enhancing the provision of services and support for children with special needs.

Fulcher-Rood, K., & Castilla-Earls, A. (2023). Differences in child language assessment practices between school-based and non-school-based speech-language pathologists: Results from a nationwide survey. *Language, Speech & Hearing Services in Schools*, 54(4), 1117–1135. Retrieved from https://doi.org/10.1044/2023_LSHSS-22-00185

"Differences in Child Language Assessment Practices Between School-Based and Non-School-Based Speech-Language Pathologists: Results From a Nationwide Survey" by Fulcher-Rood and Castilla-Earls explores variations in child language assessment practices between school-based and non-school-based speech-language pathologists (SLPs). The study utilizes data gathered from a nationwide survey to examine the assessment methods, tools, and procedures employed by SLPs in different settings. Through quantitative analysis, the research investigates the extent to which assessment practices differ between school-based and non-school-based SLPs, as well as the factors influencing these differences. By exploring these variations, the study aims to enhance understanding of the unique challenges and considerations involved in child language assessment across different practice settings, ultimately informing best practices and improving the quality of speech-language pathology services for children.

McMahon-Morin, P., Rezzonico, S., Rousseau, A., Gingras, M.-P., Trudeau, N., & Croteau, C. (2023). Exploring kindergarten teachers' perception of in-class modeling by school-based speech-language pathologists through four implementation outcomes. *Canadian Journal of Speech-Language Pathology and Audiology*, 47(3), 121-.

"Exploring Kindergarten Teachers' Perception of In-Class Modeling by School-Based Speech-Language Pathologists Through Four Implementation Outcomes" by McMahon-Morin et al. delves into the perceptions of kindergarten teachers regarding in-class modeling conducted by school-based speech-language pathologists (SLPs). The study investigates four implementation outcomes to assess how kindergarten teachers perceive and experience SLP-led modeling

interventions within their classrooms. Through qualitative analysis, the research explores the effectiveness, feasibility, acceptability, and sustainability of in-class modeling from the perspective of kindergarten teachers. By examining teachers' perceptions, the study aims to provide insights into the impact of SLP-led interventions on classroom practices and student outcomes, ultimately informing the development of collaborative and effective speech-language pathology services within educational settings.

Moore, B. J., & Montgomery, J. K. (2001). *Making a difference for America's children : Speech language pathologists in public schools* / Eau Claire, WI: Thinking Publications.

"Making a Difference for America's Children: Speech Language Pathologists in Public Schools" authored by Barbara J. Moore-Brown and Judy K. Montgomery sheds light on the vital role of speech-language pathologists (SLPs) within the public school system. With a foreword by Thomas Hehir, the book emphasizes the significant impact SLPs have on the academic and social development of students. Moore-Brown and Montgomery explore various aspects of SLP practice in schools, including assessment, intervention, collaboration with educators and families, and advocacy for students with communication disorders. Through insightful analysis and practical guidance, the book highlights the ways in which SLPs contribute to creating inclusive and supportive learning environments for all students, thereby making a meaningful difference in the lives of America's children.

Porter, K. L., Oetting, J. B., & Pecchioni, L. (2020). Caregivers' perceptions of speech language pathologist talk about child language and literacy disorders. *American Journal of Speech-Language Pathology*, 29(4), 2049–2067. Retrieved from https://doi.org/10.1044/2020_AJSLP-20-00049

"Caregivers' Perceptions of Speech-Language Pathologist Talk About Child Language and Literacy Disorders" by Porter, Oetting, and Pecchioni explores the perspectives of caregivers regarding speech-language pathologists' (SLPs) communication about child language and literacy disorders. Through qualitative analysis, the study investigates how caregivers perceive and interpret the information provided by SLPs regarding their child's language and literacy challenges. By examining caregiver perspectives, the researchers aim to gain insights into the effectiveness of SLP communication strategies, identify areas for improvement, and enhance caregiver understanding and engagement in the intervention process. The findings of the study contribute valuable insights into the caregiver-SLP communication dynamic, ultimately informing best practices for fostering collaboration and facilitating positive outcomes for children with language and literacy disorders.

Power-deFur, L. A. (2016). *Common Core State Standards and the speech-language pathologist : standards-based intervention for special populations* / Lissa A. Power-deFur, PhD, CCC-SLP, ASHA-F. Sam Diego, CA Plural Publishing, Inc.

"Common Core State Standards and the Speech-Language Pathologist: Standards-Based Intervention for Special Populations" authored by Lissa A. Power-deFur delves into the integration of Common Core State Standards (CCSS) into speech-language pathology (SLP) practices, particularly for special populations. This comprehensive resource provides guidance and strategies for SLPs to align their interventions with the CCSS framework, ensuring that students with communication disorders receive effective support while meeting educational standards. With a focus on evidence-based practices, Power-deFur equips SLPs with the tools needed to design individualized intervention plans that address the unique needs of diverse learners within the context of CCSS. This book serves as a valuable resource for SLPs seeking to enhance their practice and contribute to the academic success of students with communication challenges.

Steele, S. C., & Gibbons, L. G. (2023). Vocabulary Assessment Techniques: Perspectives of school-based speech-language pathologists. *Communication Disorders Quarterly*, 44(2), 79–88. Retrieved from <https://doi.org/10.1177/15257401221088241>

"Vocabulary Assessment Techniques: Perspectives of School-Based Speech-Language Pathologists" by Steele and Gibbons delves into the perspectives of school-based speech-language pathologists (SLPs) on vocabulary assessment techniques. The study explores the various methods and approaches utilized by SLPs to assess vocabulary skills in school-aged children. Through qualitative analysis, the research investigates SLPs' views on the effectiveness, feasibility, and appropriateness of different vocabulary assessment techniques. By examining SLPs' perspectives, the study aims to identify best practices and challenges in vocabulary assessment within the school setting, ultimately contributing to the development of evidence-based approaches to assess and support children's vocabulary development in educational contexts.

Tambyraja, S. R. (2020). Facilitating Parental Involvement in Speech Therapy for Children With Speech Sound Disorders: A Survey of Speech-Language Pathologists' Practices, Perspectives, and Strategies. *American Journal of Speech-Language Pathology*, 29(4), 1987–1996. https://doi.org/10.1044/2020_AJSLP-19-00071

In Tambyraja's (2020) study titled "Facilitating Parental Involvement in Speech Therapy for Children With Speech Sound Disorders: A Survey of Speech-Language Pathologists' Practices, Perspectives, and Strategies," published in the *American Journal of Speech-Language Pathology*, the focus is on exploring the practices, perspectives, and strategies employed by speech-language pathologists (SLPs) to enhance parental involvement in speech therapy for children with speech sound disorders. Through a survey-based approach, Tambyraja examines the various methods utilized by SLPs to engage parents in their child's therapy sessions and empower them to support

their child's speech development at home. By investigating SLPs' perspectives on the significance of parental involvement and their strategies for fostering collaboration with parents, the study contributes valuable insights into the role of parents as partners in the therapeutic process and sheds light on effective approaches for optimizing outcomes for children with speech sound disorders. This research underscores the importance of collaborative efforts between SLPs and parents in facilitating the progress and success of speech therapy interventions for children with communication difficulties.

Understood. (n.d.). Speech-Language Pathologists: What You Need to Know. Retrieved from <https://www.understood.org/en/articles/speech-language-pathologists-what-you-need-to-know>

The forthcoming article, authored by Kate Kelly and expertly reviewed by Kelli Johnson, MA, will delve into the intricate workings of speech-language pathologists (SLPs) as they engage with children. With a focus on the pivotal role SLPs play in facilitating communication and language development among pediatric populations, the article aims to provide a comprehensive understanding of the methods, strategies, and interventions employed by these professionals. Through an expert-reviewed lens, readers can anticipate insights into the diverse range of communication disorders and challenges encountered by children, along with the tailored approaches utilized by SLPs to address these issues. Additionally, the article will explore the collaborative nature of SLPs' work, highlighting their interactions with parents, educators, and other healthcare professionals to optimize outcomes for children with speech and language difficulties. Overall, the forthcoming article promises to offer valuable insights into how SLPs navigate the complexities of pediatric communication disorders, ultimately enhancing the quality of care and support provided to young individuals striving to communicate effectively.

Appendix 1

Speech Language Pathologist (SLP) Interview Questions

- 1) How do you perceive the benefits of speech language pathology interventions for students' academic and emotional development?
- 2) Do you currently integrate speech language pathology interventions into your work with students? If so, how do you ensure they align with state educational standards?
- 3) In your professional opinion, do speech language pathology interventions offer cognitive benefits for students? If yes, how do you observe these benefits impacting students' learning?
- 4) Similarly, do you believe speech language pathology interventions offer emotional benefits for students? If yes, how do you see these benefits affecting students' overall well-being?
- 5) How have educational policies and legislation, such as No Child Left Behind (NCLB), influenced your work as a speech language pathologist in the classroom?
- 6) Specifically considering speech language pathology interventions, how have educational policies and legislation like NCLB impacted their integration into your work with students?
- 7) What do you perceive as the potential benefits of integrating speech language pathology interventions into core subjects such as language arts, math, science, and social studies? Please provide examples for each subject.
- 8) Lastly, do you believe there are consequences for not including speech language pathology interventions in students' educational plans? If so, what are they and how do they manifest?

Appendix 2

Parent Interview Questions for Speech Language Pathology Services

- 1) How did you first become aware of the need for speech language pathology services for your child?
- 2) Can you describe any specific challenges or concerns you noticed in your child's communication skills prior to seeking speech language pathology services?
- 3) How do you perceive the benefits of speech language pathology services for your child's academic and emotional development in early elementary school?
- 4) What changes or improvements have you observed in your child's communication skills since beginning speech language pathology services?
- 5) How has your child's speech language pathologist supported their learning and communication needs in the classroom setting?
- 6) In what ways do you feel speech language pathology services have positively impacted your child's overall well-being and confidence?
- 7) Can you share any specific strategies or techniques recommended by your child's speech language pathologist that you have found particularly helpful in supporting your child's communication development at home?
- 8) Lastly, what advice would you give to other parents who may be considering speech language pathology services for their child in early elementary school?

Appendix 3

Principal Interview Questions on the Benefits of Speech Language Pathologists for Elementary Students

- 1) How do you perceive the role of speech language pathologists (SLPs) in supporting the academic and emotional development of elementary students?
- 2) In your experience, what specific benefits do speech language pathologists bring to the school community and the students they serve?
- 3) How do you collaborate with speech language pathologists to ensure that their interventions align with the school's educational goals and objectives?
- 4) Can you share any examples of how speech language pathology services have positively impacted students' academic progress and overall well-being in your school?
- 5) How do speech language pathologists support classroom teachers and other school staff in meeting the diverse needs of students with communication disorders or difficulties?
- 6) Considering the current educational landscape, including standardized testing and academic expectations, how do speech language pathologists contribute to ensuring all students have equal opportunities for success?
- 7) What strategies or initiatives have you implemented to promote awareness of the importance of speech language pathology services among parents and the broader school community?
- 8) Lastly, how do you envision the role of speech language pathologists evolving in the future to better meet the needs of elementary students and enhance their educational experience?