Speech-Language Pathologists’ Perceptions of Classroom-Based Language Intervention

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Research Question
What are SLPs perceptions about providing language intervention within the regular education classroom?

Background Information
Traditionally, speech and language intervention has been provided for students in a therapy room separate from the classroom. Since the passage of acts such as IDEA and the Regular Education Initiative (1986) it has become more common for SLPs to collaborate with the classroom teacher and provide language intervention within the classroom. There are many benefits and drawbacks to this collaborative method of intervention. There are also a variety of service delivery models that can be used. The preference and effectiveness of these models, as well as the various perceptions SLPs have about providing language intervention in the classroom, form the basis of this study.

Methods
A questionnaire was developed that consisted of primarily closed-ended questions, three open-ended questions, and statements in a Likert Scale format. ASHA’s online Membership Directory was used to gather the email addresses of 500 school-based SLPs employed throughout five randomly selected states across the U.S. (OK, WY, MN, VA, and MA).

An electronic version of the questionnaire with an attached consent form was emailed to the participants. 180 subjects responded, resulting in a return rate of 36%.

Results

How many SLPs are providing language intervention in the classroom?

- Yes: 63%
- No: 37%

How many hours of training do SLPs have in classroom-based interventions?

- 0-10: 48%
- 10-20: 24%
- 20-30: 17%
- 30+: 11%

What are current perceptions of collaboration models?

- Which do you use most frequently?
  - Other: 18%
  - One on one teaching: 18%
  - One on one teaching and one on one drift: 13%
  - One on one teaching, one drift, and one on one teaching: 15%
  - One on one teaching, one drift, and one on one teaching: 15%
  - One on one teaching, one drift, and one on one teaching: 15%
  - One on one teaching, one drift, and one on one teaching: 15%

- Which is easiest to use?
  - Other: 25%
  - One on one teaching: 32%
  - One on one teaching and one on one drift: 17%
  - One on one teaching, one drift, and one on one teaching: 20%
  - One on one teaching, one drift, and one on one teaching: 24%

- Which is most difficult to use?
  - Other: 13%
  - One on one teaching: 4%
  - One on one teaching and one on one drift: 8%
  - One on one teaching, one drift, and one on one teaching: 25%
  - One on one teaching, one drift, and one on one teaching: 12%
  - One on one teaching, one drift, and one on one teaching: 18%

What is keeping some SLPs from going into the classroom?

- Difficult to work back: 30%
- Uncooperative teachers: 30%
- Lack of language time: 25%
- Lack of team support: 73%
- No budgetary support: 82%
- No support staff: 52%
- No parent support: 32%
- Children are养成 a habit: 12%
- Children are in danger: 18%
- Unable to please: 25%

Discussion

- 63% of SLPs reported providing language intervention in the classroom
- 48% of SLPs polled have received less than 10 hours of training in classroom-based interventions
- One teach, one drift is used most frequently.
- Lack of time appears to be the largest factor that is keeping SLPs out of the classroom.
- In fact, 82% of SLPs who only use the pull-out method claimed they would provide language intervention in the classroom if more consultation and planning time were available.

Resources


