

---

# Insights From School-Based Professionals on the Role and Services of SLPs

## SIG 16

### INTRODUCTION

---

This SIG 16 activity includes recent research that focuses on the professional relationships between speech-language pathologists (SLPs) and other school professionals. The first article by Mitchell, Ehren, and Towson focuses on the collaborative relationship between SLPs and classroom teachers. In this study, the SLPs work with third-grade teachers to deliver language interventions targeting vocabulary. The authors state that a collaborative model can better meet the needs of the whole student in comparison to a noncollaborative model. The next article highlights the perspectives of teachers and the SLP's role in supporting students with autism spectrum disorders (ASD) in the classroom. Plumb, Moates, Piazza, and Mauldin's research investigates teachers' perceptions of bullying and students with ASD—more specifically, how the SLP can be used as a resource and support, given their expertise in social skills and social communication. SLPs are in a unique position to assist school personnel in anti-bullying efforts in schools. The last article continues to probe the insights of other school-based professionals. Specifically, Carlin's research focuses on the perceptions that principals have of integrated classroom-based services (ICBS). This study supports the idea that SLPs and principals share similar perceptions about the benefits and limitations of ICBS. This can facilitate collaboration between SLPs, principals, and teachers to implement effective models of ICBS considering the needs of their students.

### LEARNING OUTCOMES

*You will be able to:*

- explain student outcomes in the collaboration condition compared to those in the comparison condition on three vocabulary tasks
- list three ways SLPs can assist in anti-bullying efforts for students with ASD
- create strategies to address barriers to implementing ICBS

### CONTENTS

---

Vocabulary Outcomes With Third Graders in a Teacher and Speech-Language Pathologist Collaboration by Mary P. Mitchell, Barbara J. Ehren, and Jacqueline A. Towson

Bullying and Autism Spectrum Disorder: Teacher Perspectives and the Role of the Speech-Language Pathologist by Allison M. Plumb, Ashley E. Moates, Lindsey I. Piazza, and Erin Ofe Mauldin

Speech-Language Pathologists' and Principals' Perceptions of Classroom-Based Services: Similar or Different? by Charles H. Carlin

## PROGRAM HISTORY and IMPORTANT INFORMATION

---

Start date: February 10, 2023

End date: February 10, 2028

To earn continuing education credit, you must complete the learning assessment on or before **February 10, 2028**.



This course is offered for 0.45 ASHA CEUs (Intermediate level, Professional area).