

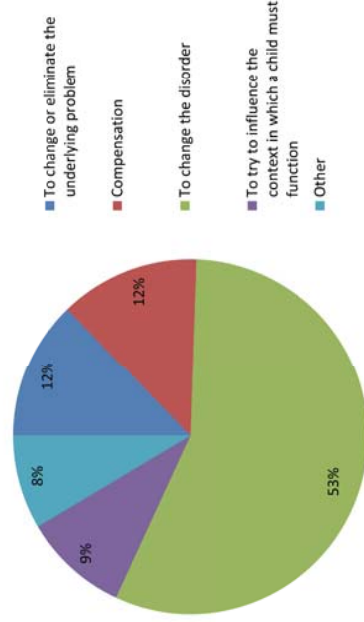


## Introduction

- Purpose of Intervention (Olswang & Bain, 1991)
  - \*To change or alleviate the underlying deficit which in turn will make the client a normal language learner who will not need intervention in the future.
  - \*To change the disorder, making the client more proficient at that point, but making sure not to suggest the client is "cured" forever.
  - \*To provide the client with compensatory strategies for his/her language learning and communication functioning.
- Current Service Delivery
  - \*Caseload size and years of experience impact the place and intensity of services provided (Brandel & Loeb, 2011).
  - \*Caseload size, years of experience, and extent of collaboration predicted SLP job satisfaction (Katz et al., 2009).
  - \* Previous research indicates that students make limited to no gains in language skills despite intervention in schools (Tomblin et al., 2003).

## Results

Figure 1. SLP's Opinion of Purpose



## Research Questions:

1. How do SLPs who work in a school setting view the purpose of speech and language intervention?
2. Do factors such as caseload size, area served, or year of graduation affect the SLP's belief regarding the purpose of intervention within the schools?

## Methodology

- Participant:**
  - \*73% worked within a school district, 27% in a cooperating agency.
  - \*84% served elementary schools in a suburban area.
  - \*Mean caseload of 38.
- Survey**
  - \*A web-based questionnaire was sent out.
  - \*25 questions.
- Response**
  - \*82 out of 318 responded (26% response rate).
- Analysis**
  - \*Descriptive Statistics
  - \*Logistic Regression

## Discussion and Conclusion

- School-based SLPs primarily view the goal of intervention to change the disorder.
    - \*Intensity impacts outcomes on goals (Breit-Smith, A., Justice, L. M., McGinty, A. S., & Kaderavek, J., 2009).
  - Unlike previous research, caseload size and year of graduation were not predictors of SLP's view regarding the purpose of intervention (Brandel & Loeb, 2011).
  - Service delivery was provided by the SLP outside of the classroom similar to previous research (Brandel & Loeb, 2011; Schmitt et al., 2011).
- Future Research:**
- \*Do SLPs in all states view the purpose of services the same?
  - \*How intense do services need to be in order to change a disorder?
  - \*Are school-based services resulting in changes in a disorder?
  - \* Do SLPs in the schools match service delivery decisions to their purpose for services?

## References

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## Question 2:

-Full Model (caseload size, area served, year of graduation)  
\*Not significant contributors  
-(-2 Log Likelihood= 145.930; ChiSquare=11.177;  
df= 8; sig= .192)

Table 1. Reported Service Delivery

Place	% of Responses
• Speech Room	66%
• Mixed	16%
• Classroom	11%
• Special Education Classroom	3%
• Other	4%
Approach	
• Direct	97%
• Indirect	3%

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