The Role of the School SLP in Treatment of TBI: Implications for BIPOC Students

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Introduction

80% of youth affected by school disciplinary policies have a CCD, learning disability, or combination. School-based SLPs are uniquely placed to advocate for these students (Stanford and Muhammad, 2018).

- SLPs have specialized training and should work with administrators and teachers to advocate for appropriate supports
- BIPOC (Black, Indigenous, Persons of Color) students are likely to be underidentified or misdiagnosed with CCD
- BIPOC students have elevated risk for contact with the school-to-confinement pipeline when CCD behaviors are misidentified as defiant or disruptive (Stanford & Muhammad, 2018)
- SLPs can “stand in the gap” by advocating for appropriate identification and supports in the school setting
- SLPs require adequate resources for assessment and treatment of CCD in order to intervene effectively

Results

1. Question 1: No significant statistical relationship found between number of sites worked by an SLP and level of involvement in behavior referrals
   - May be due to the small sample size
   - Graph below shows SLP assignments vary, and that SLP involvement in behavior referrals is highly variable independent of the number of sites served.
   - *Size of bubble correlates to number of respondents represented by that data point.

2. Question 2: The small sample size limited our ability to determine the presence of a correlation between level of education and assessment of TBI
   - Clear majority of SLPs indicated that they do not assess TBI in schools, regardless of training level

Discussion

- In Oregon, SLPs are frequently involved in behavioral proceedings with students who have CCD.
- Majority of respondents indicated that they have training in the area of cognitive rehabilitation related to CCD; few have the resources needed to effectively assess and treat CCD
- SLPs seek specific guidelines, trainings, specific assessment tools, and team-based solutions.
- The role of the SLP in treating CCD in schools is poorly defined and their skills are underutilized
- SLPs need support and collaboration of teachers and administrators to efficiently advocate for students with CCD.

References

- This survey is a further exploration of the work of Hux et al. (1996) and Pelatti et al. (2019)
- Examine the role school-based SLPs currently play in the assessment and treatment of TBI and other CCD
- Participants: 28 school-based SLPs throughout the state of Oregon
- Distribution facilitated by Oregon Speech and Hearing Association (OSHA) through member mailing list of self-identified school-based SLPs

- Method

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- Questions & Hypotheses

1. Is there a correlation between increase in number of sites served and level of Speech Language Pathologist (SLP) involvement in disciplinary practices?
   Prediction: Yes, SLPs with more sites will be less involved in disciplinary practices.
2. Is there a correlation between previous SLP education/training on Traumatic Brain Injury (TBI) and the level assessment and treatment of TBI and other Cognitive Communication Disorders (CCD)?
   Prediction: Yes, previous education will directly correlate with assessment and treatment of TBI and CCD.
3. What resources for assessment and treatment of cognitive communication disorders do school-based SLPs need?
   Prediction: We anticipate many needs in the area of assessment and treatment of TBI and CCD.