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

Simone Speer

*Portland State University*

Susan Wiggins

*Portland State University*

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Speer, Simone and Wiggins, Susan, "The Role of the School SLP in Treatment of TBI: Implications for BIPOC Students" (2021). *Student Research Symposium*. 15.

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## Questions & Hypotheses

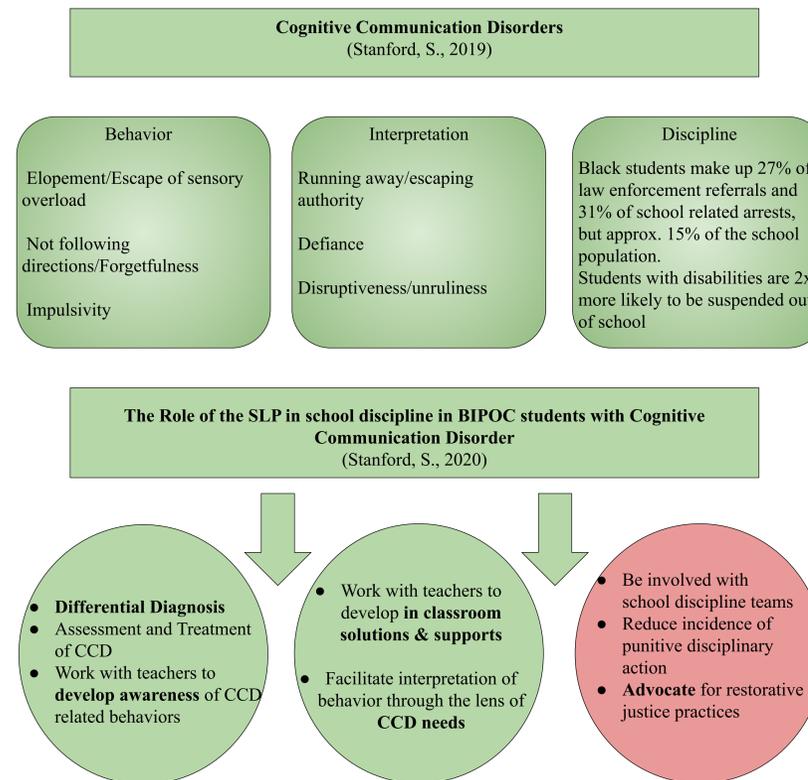
- Is there a correlation between increase in number of sites served and level of Speech Language Pathologist (SLP) involvement in disciplinary practices?  
*Prediction: Yes, SLPs with more sites will be less involved in disciplinary practices.*
- Is there a correlation between previous SLP education/training 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.*
- 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.*

## Method

- 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
- Determine how to best utilize SLP expertise to advocate for students with TBI and CCD in the disciplinary process
- 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

## Introduction

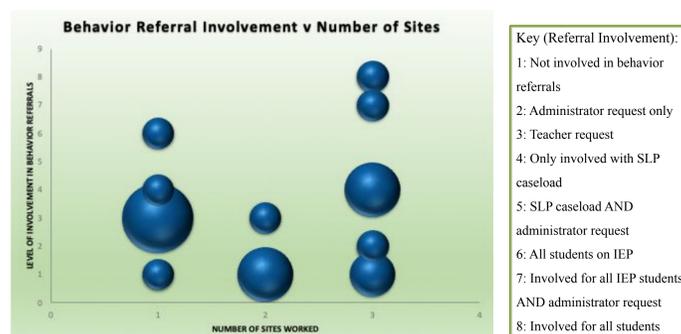
**80%** of youth affected by school disciplinary policies have a CCD, learning disability, or combination. School-based SLPs are uniquely placed to advocate for these students (Stanford and Muhammad, 2018).



## Results

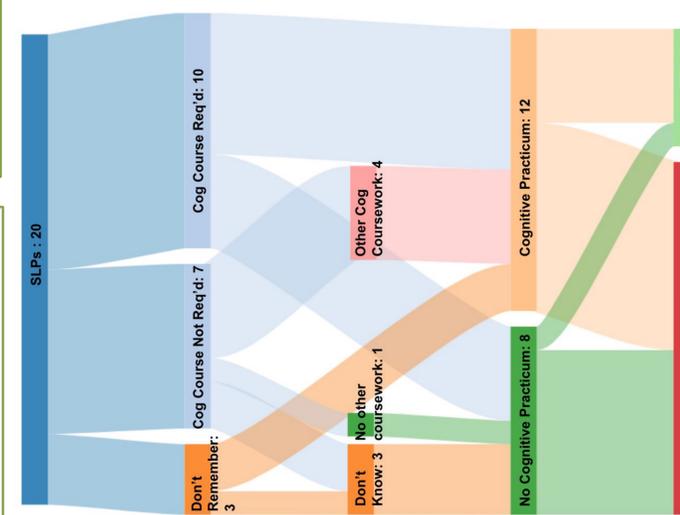
**Question 1:** No significant statistical relationship found between number of sites worked by an SLP and level of involvement in behavior referrals

- 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.



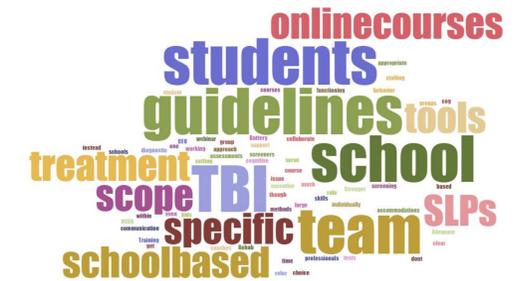
**Question 2:** The small sample size limited our ability to determine the presence of a correlation between level of education and assessment of TBI.

- Clear majority of SLPs indicated that they do not assess TBI in schools, regardless of training level



**Question 3:** Used a statistical word cloud generator to visualize prevalent themes:

- Specific guidelines of the role of school-based SLPs in working with TBI are needed
- Access to more CEUs and trainings about TBI
- Access to more assessment tools/screenings
- Team-based approaches to assessment and intervention.



## 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

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