



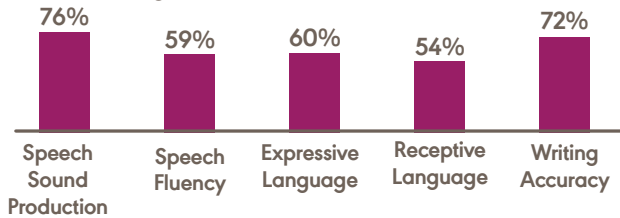
The Value of School-Based Speech-Language Pathology Services for Adolescents



Interprofessional education and practice between speech-language pathologists (SLPs) and teachers in school settings improve outcomes for adolescent students.

- 83% of teachers report that SLPs provide them with the information they need to support their students' communication skills.¹
- In classrooms with SLP-teacher collaboration, adolescents make **5 times** more progress in listening comprehension and written expression than in classrooms with noncollaborative models, with skills maintained at 12 weeks.²

% of Adolescent Students Making Functional Gains Following SLP-Directed, School-Based Treatment¹



Autistic adolescents who receive school-based SLP-directed pragmatic interventions...

- Improve social cognition, social communication, and social motivation by **12%–25%**, per parent and teacher report.³
- Improve their ability to recognize social perspectives of others by **14%**.³
- Have generalized cognitive gains per parent and teacher report, with **3%–12%** improvement in working memory, organization, planning, and self-monitoring.³



Adolescents with language disorders demonstrate progress following school-based speech-language pathology services.

Following SLP-directed treatment targeting figurative language...

- 98% of students learn at least one new idiom.⁴
- 45% of students learn 11 or more new idioms.⁴

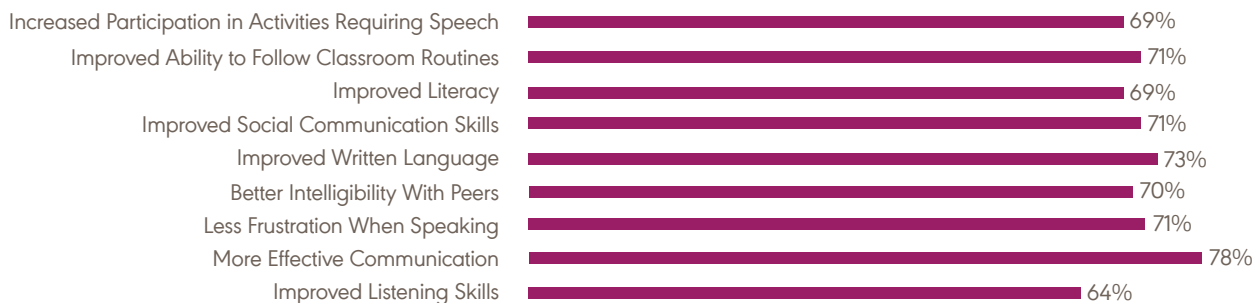
Following SLP-directed treatment targeting semantics...

- 100% of students make progress on targeted vocabulary words when compared with untrained words,⁵ with **2–3 times** more improvement overall^{5, 6} and with skills maintained at 14 weeks.⁵
- Students make **9 times** more improvement in word finding, with improvements maintained at 5 months.⁷
- Students make **13 times** more improvement on self-rating of vocabulary knowledge for target words compared with control words.⁶

Compared with general speech-language pathology services, students who receive SLP-directed treatments targeting oral and written expository skills...

- Improve note-taking quality **23 times** more.⁸
- Use **2–3 times** more narrative structures within presentations.⁸
- Paraphrase from their class notes **7 times** more.⁸

SLP-Directed Services Improve Students' Educational and Classroom Performance



% of teachers reporting improved student performance¹

References

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- ³Stichter, J. P., Herzog, M. J., Owens, S. A., & Malugen, E. (2016). Manualization, feasibility, and effectiveness of the school-based social competence intervention for adolescents (SCI-A). *Psychology in the Schools, 53*(6), 583–600. <https://doi.org/10.1002/pits.21928>
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- ⁵Ebbels, S. H., Bannister, L., Holland, B., & Campbell, L. (2022). Effectiveness of intervention focused on vocational course vocabulary in post-16 students with (developmental) language disorder. *International Journal of Language & Communication Disorders, 57*(6), 1334–1353. <https://doi.org/10.1111/1460-6984.12758>
- ⁶Wright, L., Pring, T., & Ebbels, S. (2018). Effectiveness of vocabulary intervention for older children with (developmental) language disorder. *International Journal of Language & Communication Disorders, 53*(3), 480–494. <https://doi.org/10.1111/1460-6984.12361>
- ⁷Ebbels, S. H., Nicoll, H., Clark, B., Eachus, B., Gallagher, A. L., Horniman, K., Jennings, M., McEvoy, K., Nimmo, L., & Turner, G. (2012). Effectiveness of semantic therapy for word-finding difficulties in pupils with persistent language impairments: A randomized control trial. *International Journal of Language & Communication Disorders, 47*(1), 35–51. <https://doi.org/10.1111/j.1460-6984.2011.00073.x>
- ⁸Ukrainetz, T. A. (2019). Sketch and speak: An expository intervention using note-taking and oral practice for children with language-related learning disabilities. *Language, Speech, and Hearing Services in Schools, 50*(1), 53–70. https://doi.org/10.1044/2018_LSHSS-18-0047