

School SLPs' Services for Executive Functions

Reed Senter¹, Ph.D. CCC-SLP; Erin Stehle Wallace², Ph.D. CCC-SLP; Jason C. Chow³, Ph.D.

¹DeSales University, ²Longwood University, ³University of Maryland

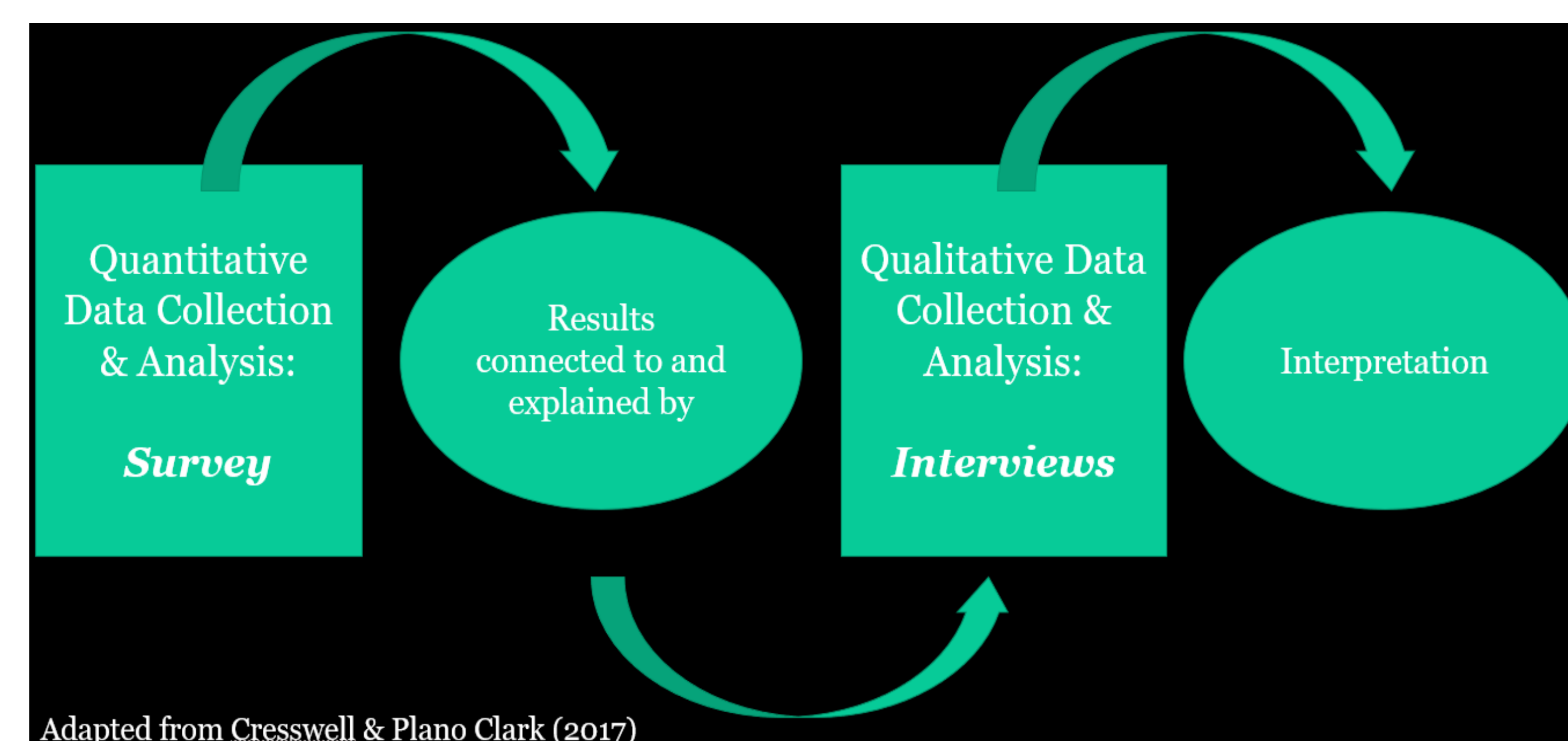


Rationale & Research Questions

- Executive function (EF) deficits are surprisingly common among students on school SLPs' caseloads
 - Developmental language disorder
 - Neurodevelopmental disorders
 - Acquired brain injury
- EF falls under SLPs' scope of practice

- How **prevalent** are SLP-implemented EF interventions?
- What **factors or barriers** affect SLPs' service provision?

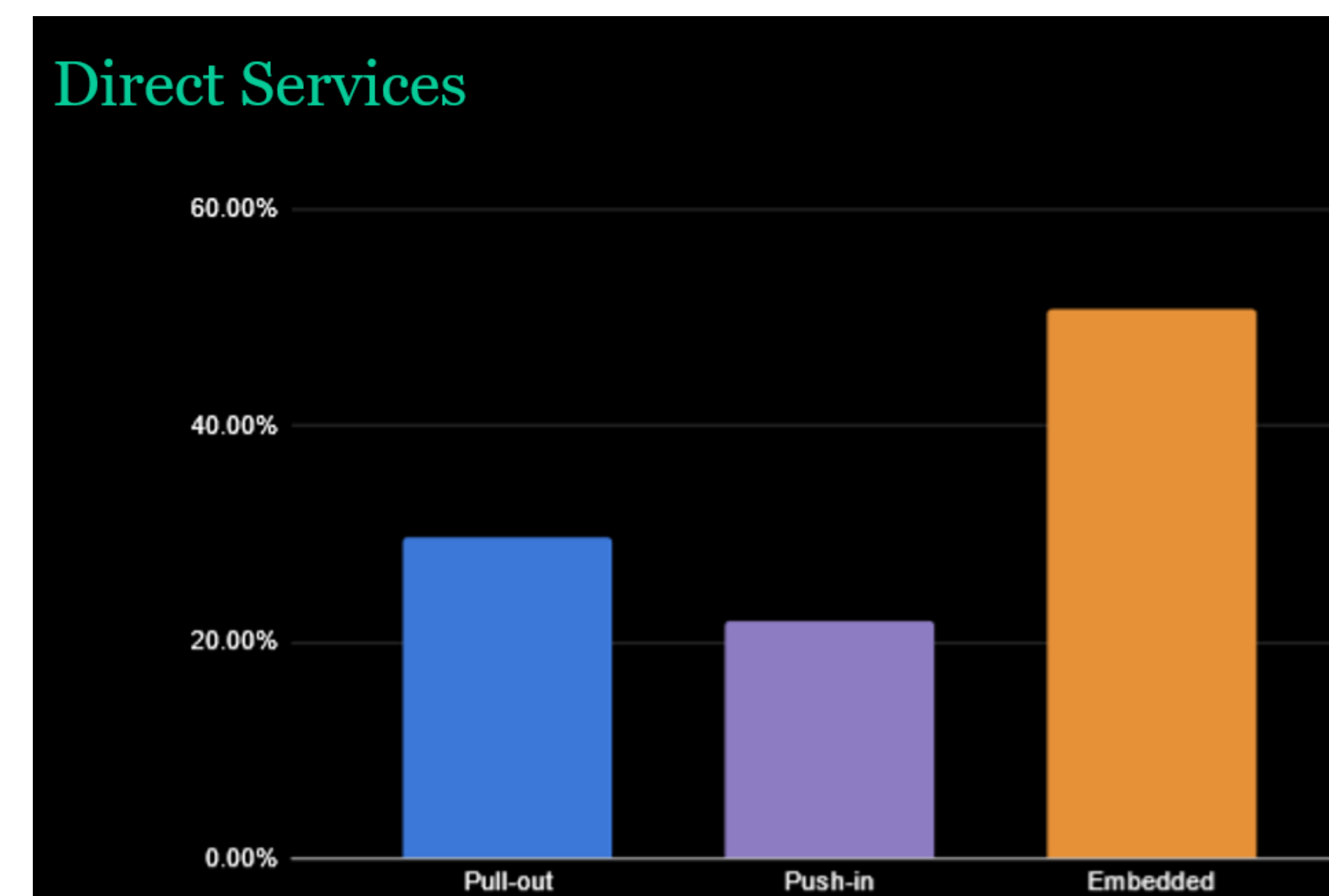
Method



Sequential explanatory mixed methods design:

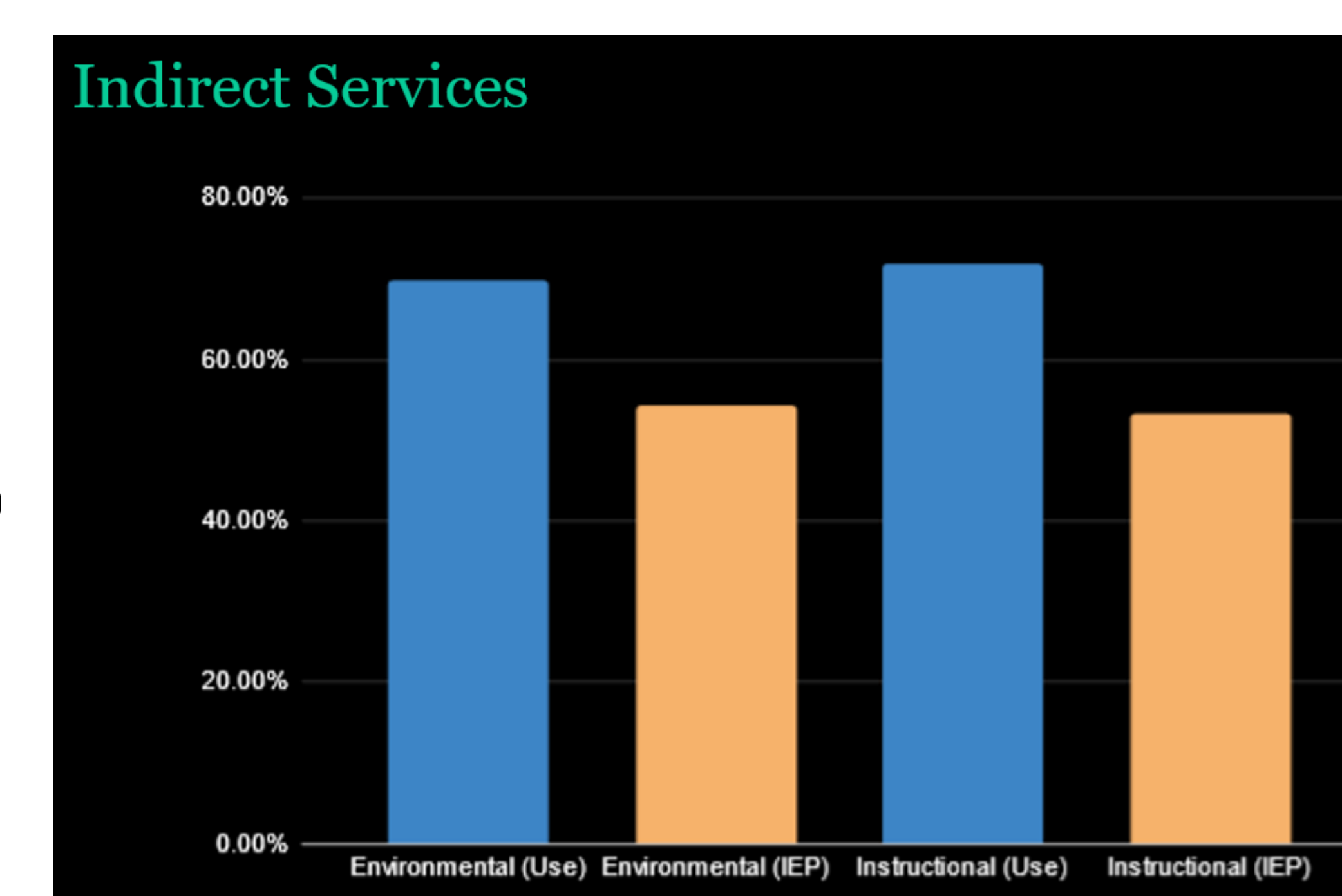
- ✓ Online survey (350 respondents)
- ✓ Individual Zoom interviews (8 participants)
- ✓ Data analyses: Descriptive, logistic regression, qualitative

Key Findings

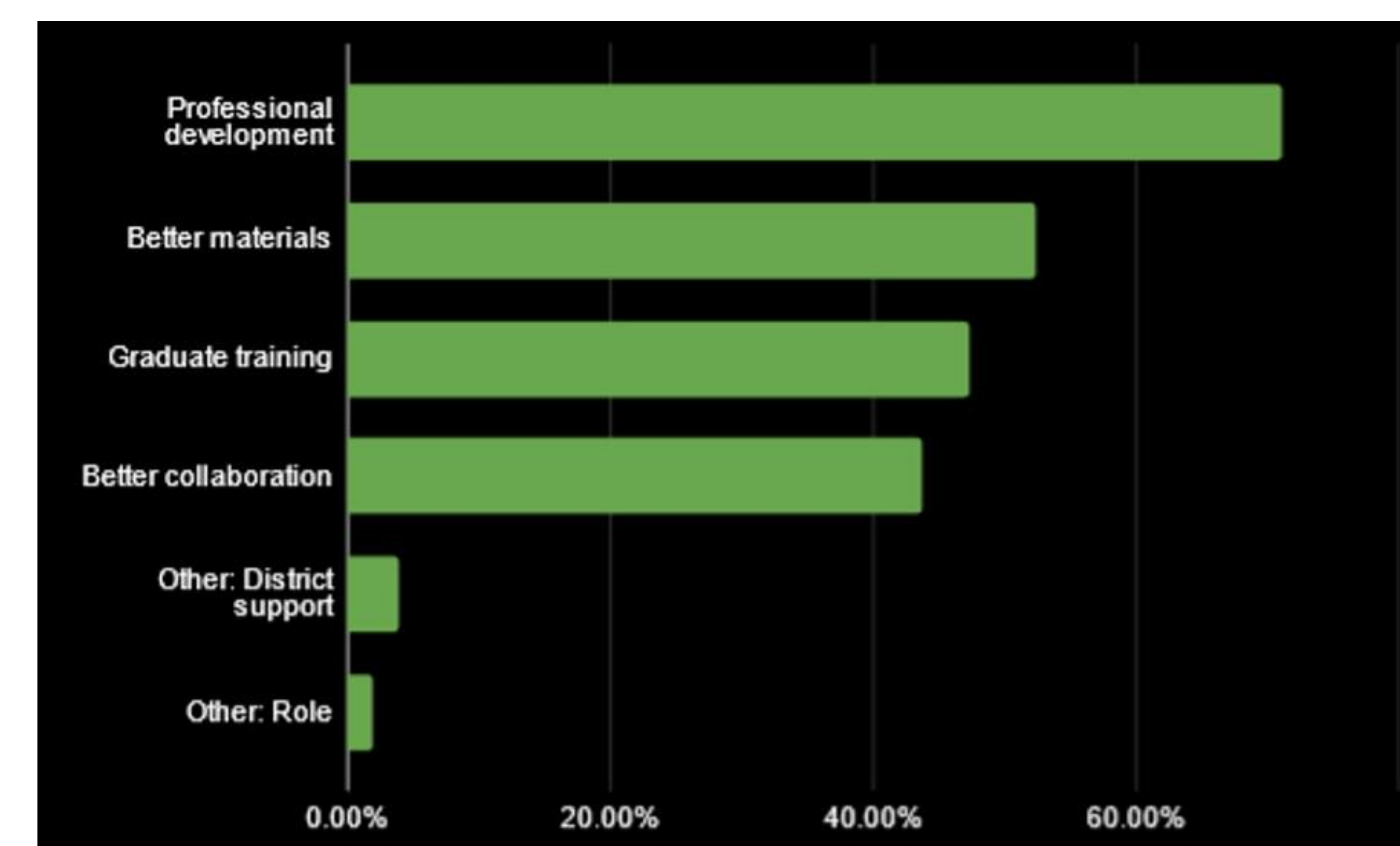


➤ Service provision:

- Generally provided to students on SLP's caseload
- Direct or indirect



"I weave a lot of skills and strategies into everyday therapy, whatever I'm targeting."



➤ Facilitating factors: Professional development helps, but most SLPs want more of it.

"This is such a huge, underlying area that is challenging for so many different kinds of people. And I think it really should be part of our training as SLPs... to think about 'How do we support this?' Because it's so foundational, and I had to stumble upon it."

➤ Key barriers: Collaboration, time, materials, and professional boundaries.

"I feel like I hear the words 'Stay in your lane' all the time. Like, what? ... This is my lane!"

