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K-12 LEADERSHIP

A COMPARATIVE STUDY OF ELEMENTARY SCHOOL PRINCIPALS' AND  
SPEECH LANGUAGE PATHOLOGISTS' PERCEPTIONS OF INTEGRATED  
CLASSROOM-BASED SPEECH LANGUAGE SERVICES 162 pp.)

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Integrated classroom-based speech language pathology services have been found to be an effective, viable, legally defensible, and sometimes preferred service delivery model for students with communication impairments in the schools. Additionally, these services offered an important alternative to pullout only models, which have been repeatedly criticized in the research and literature in the field of speech language pathology. To date, integrated classroom-based services have not been widely utilized by speech language pathologists (SLPs) in Ohio's public school system (Farnham, 2006).

Literature and research have suggested that administrative nonsupport and misperceptions restricted service delivery options for SLPs who worked in the school setting. This study used a web-based survey to investigate Ohio elementary principals' and SLPs' perceptions of integrated classroom-based speech language pathology services in the public school setting. Demographic information was collected and participants were asked to state their level of agreement on 17 perception statements using a 5-point Likert scale. The survey instrument used in this study was found to possess adequate content validity, internal reliability, and test-retest reliability. The impact of nonresponse bias was found to be low. Descriptive and inferential statistics were used to analyze the data, and three predictor variables (i.e., occupation, experiences, and contract type) were

found to contribute to the overall prediction of integrated classroom-based services.

Additionally, principals and SLPs were found to hold some similarities and significant differences in their perceptions of this type of service delivery model. The limitations of the study and implications of these findings for principals and SLPs were discussed.