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Abstract

Poster

Major Speech Pathology

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**The Effect of Language-Based Services Provided by a Speech-Language Pathologist on
Secondary Students' Academic Success and Post-Secondary Continuation**

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The provision of language-based services from speech-language pathologists (SLPs) at the secondary level is not implemented to a degree that is commensurate with the prevalence of students with language-based learning deficits (LLD). Due to this lack of support, secondary students with LLD may begin to exhibit poor academic performance, large scale school dropout rates, and an increased difficulty to pursue a post-secondary education. This study was conducted for the purpose of identifying a relationship between language-based services provided by a speech-language pathologist and its positive outcomes on secondary students' academic success and post-secondary continuation. Using an online survey software tool, data was collected from participants 18 years or older who responded to questions regarding language-based services provided by an SLP during their secondary schooling and its effects on personal academic success and post-secondary continuation. Analysis of the variables revealed no significant relationship between the provision of language-based services and increased academic success ($p=.720$; $\pi^2= 23.252$) or post-secondary continuation ($p = .988$; $\pi^2= 13.923$). Examination of qualitative data resulted in the emergence of 3 themes associated with the generalization of language-based skills to alternate learning formats. Of the 100 people who participated in this research, only 14 reported having received language-based services; therefore, the data derived from the survey may not be quantitatively reflective of the population intended to be studied. Nevertheless, the qualitative results of this study provided salient information when considering the positive effects of language-based services provided by an SLP on a micro level.