

Predictors and Characteristics of AAC Service Delivery Among Post-Professional Speech-Language Pathologists

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INTRODUCTION

- More than 70% of speech-language pathologists (SLPs) report inadequate preparation to deliver augmentative and alternative communication (AAC) services and 60% report having limited or poor comfort with AAC (Costigan & Light, 2010; Marvin et al., 2003).
- In 57% of graduate programs, less than half of students graduate with clinical clock hours in AAC. Only half of preservice programs report at least 50% of students are prepared for AAC service provision at the time of graduation (Johnson & Prebor, 2019).
- Following certification standard changes in 2005 and 2014, the American Speech-Language-Hearing Association (ASHA) now requires instruction and clinical experiences during graduate studies in the use of AAC modalities. With these changes, it is necessary to identify current characteristics of AAC service provision.

- RQ 1:** What are the characteristics of SLPs’ perceived competence and use of AAC during service delivery?
- RQ 2:** What are the perceived barriers to AAC service delivery?
- RQ 3:** What are the learning preferences for AAC-related training among post-professional SLPs?

METHODS

- Participants: SLPs with an ASHA Certificate of Clinical Competence and ≥1-year experience
- Recruitment: ASHA Special Interest Groups, professional listservs, and social media
- Data Collection: 49 question survey distributed between 9/3/2019 to 1/16/2020

RESULTS

- 581 respondents → 530 participants included in analysis with minimum response of 3 questions

Years in the Field	Percent
1-10 years	53.7%
11-20 years	23.1%
21-30 years	15.1%
>31 years	8.0%

School	46.2%	Rehabilitation hospital	4.6%
Outpatient	11.0%	General medical and acute care	3.1%
Private Practice	10.6%		
Early intervention	6.4%	Home health	2.8%
University clinic	5.2%	Other	2.7%
Skilled nursing facility	4.8%	Pediatric hospital	2.3%

SLP Preservice Training	No	Yes
Undergraduate Instruction	74%	26%
Graduate Instruction	35%	65%
Hands-on or Observation Clinical Training	30%	70%



SLPs’ engagement in preservice training for clinical clock hours consistently predicts perceived competence and barriers to AAC service delivery.



Clinical practice setting predicts SLPs’ perceived competence in AAC service delivery, use of AAC modalities, and plans to engage in future AAC-related training.

