

A Survey of Speech-Language Pathologists and Librarians' Perception of Collaborative
Service Delivery to Children with Communication Disorders

by
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DEDICATION:

To my parents, who have supported me every step of the way. I could not have done it without you.

With love, MacKenzie

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I am grateful to my friends and family, whose unwavering love, patience, and encouragement helped me cross the finish line.

Abstract

Interprofessional practice (IPP) is essential for supporting positive outcomes for children with communication disorders. However, collaboration between speech-language pathologists (SLPs) and librarians remains largely under-researched. This study investigated the perceptions of collaboration between librarians and speech-language pathologists (SLPs) to support children with communication disorders, specifically examining attitudes, perceived benefits, challenges, and the potential impact of such partnerships on literacy and language development. Surveys were distributed to SLPs and librarians in Tennessee to collect quantitative and qualitative data regarding their experiences and professional needs.

Results revealed a significant gap in professional awareness. While librarians reported a moderate level of familiarity with SLP roles, an overwhelming number of SLPs indicated having little to no familiarity with the librarian's professional scope. Despite the gap, both professions expressed positive perceptions of partnership, with librarians showing strong interest in joint literacy events and inclusive storytime training. Findings highlighted the library's potential as a natural setting for language generalization and as a hub for parent education. However, the lack of role awareness and healthcare focus among SLPs emerged as barriers. Findings suggest that for effective collaboration to occur, interprofessional education must be integrated into university curriculum and professional workshops. Strengthening these community-based ties can provide a more integrated support system for children with communication disorders and their families

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Key Terms

Interprofessional Practice (IPP): Multiple service providers from different professional backgrounds provide healthcare or educational services by working with individuals, their families, caregivers, and communities to provide high-quality care (ASHA, 2019).

Speech-Language Pathologist (SLP): Work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults (ASHA, n.d.).

American Speech-Language-Hearing Association (ASHA): The national professional, scientific, and credentialing association for 241,000 members, certificate holders, and affiliates who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology assistants; and students (ASHA, n.d.).

American Library Association (ALA): Provides leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and to ensure access to information for all (ALA, 2023).

Neurodevelopmental Disorders (NDD): Complex and heterogeneous disorders that affect the growth and development of the brain and are often associated with impairments in cognitive and motor functions, communication, and adaptive behavior (Pallanti, 2023).

Introduction

There is an important need for interprofessional practice (IPP) between speech-language pathologists (SLPs) and education professionals to support student outcomes. ASHA (2019) defines IPP as multiple service providers from different professional backgrounds providing healthcare or educational services by working with individuals, their families, caregivers, and communities to provide high-quality care. Research focuses on leveraging SLPs' expertise through collaborations with reading specialists, special education teachers, and regular education teachers (e.g., Watson et al., 2020; Ehren, 2006; Archibald, 2017; Archer-Anwar & Hart-Barnett, 2024). However, there is limited research on the collaboration of SLPs and librarians. Given SLP's role in language and literacy development and students' academic success, a partnership with librarians is sensible.

Libraries and librarians play an important role in language and literacy. Libraries enhance the curriculum, encourage literacy growth, and cultivate lifelong reading habits in children by curating well-chosen print collections and integrating educational technology. Regular book reading has been shown to foster interactive environments that support language development (Dickinson et al., 2011). This suggests that libraries are among the best environments for fostering language development in children. Oftentimes, local libraries will offer preschool story times and summer reading programs and will provide resources for other literacy programs (ALA, 2010). However, children with disabilities require special instruction and more aid than children without disabilities.

Children with disabilities are a large part of society. Approximately 7.7% (1 in 12) of children in the U.S. aged 3-17 have experienced a communication disorder within the past year (National Institute on Deafness and Other Communication Disorders, 2024). Libraries are a fantastic resource for families in the community, especially those with children with disabilities. Libraries can be transformational in facilitating greater participation by offering accessible resources and services (ALA, 2018). Librarians work with individuals with all kinds of disabilities. There is research done on librarians working with individuals with neurodevelopmental disorders (NDDs), such as autism or ADHD. Oftentimes, children with neurodevelopmental disorders will also have communication disorders. In a study, out of the 91 children who tested positive for NDDs, 13.2% also had a communication disorder (Pande et al., 2024). Librarians view partnerships as crucial in ensuring public library access and inclusion for children with disabilities (Kaeding et al., 2017). The children's library collaborates with teachers and parents to support skill development by providing easy access to resources and services for children and their families (International Federation of Library Association and Institutions, 2018, as cited in Onyishi, 2021). So, how beneficial could partnering with a speech-language pathologist be for children with a communication disorder?

According to ASHA (n.d.), speech-language pathologists (SLPs) are defined as individuals who “work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.” Speech-language pathologists assume an essential role in language and literacy development. An SLP’s role in language and literacy development is to prevent

difficulties with written language, identify children at risk of having reading and writing issues, evaluate literacy skills, provide interventions and track progress, and take on additional responsibilities, including assisting teachers, parents, and students, promoting effective literacy strategies, and contributing to research and knowledge in the field (ASHA, 2001). Teachers, parents, and caregivers can also collaborate with SLPs to help facilitate children's language and literacy development.

Both librarians and SLPs have extensive knowledge of the practices necessary to support the development of a child's language and literacy skills. This is why both librarians and SLPs play a significant role in language and literacy. Both groups of people are knowledgeable about how best to facilitate children's language development. However, librarians bring the knowledge and resources of the library, while SLPs bring knowledge of children and communication disorders. Now, the question arises: What collaborations can SLPs and librarians pursue to promote language and literacy development in children with communication disorders?

Thesis Statement

This study explored the perceptions of collaboration between librarians and speech-language pathologists (SLPs) to support children with communication disorders, examining attitudes, perceived benefits, challenges, and the potential impact of such partnerships on literacy and language development.

1. How familiar are librarians and speech-language pathologists (SLPs) with each other's roles in supporting children with communication disorders?
2. What are the perceived benefits of collaboration between librarians and SLPs in meeting the needs of children with communication disorders?
3. What challenges or barriers do librarians and SLPs perceive in establishing and maintaining collaboration?
4. What training or resources do librarians and SLPs feel they need to effectively collaborate in supporting children with communication disorders?

Methods

Research Design

All procedures involved in this study have been approved by the Institutional Review Board (IRB) of Middle Tennessee State University. To investigate the perceptions of librarians' and SLPs' collaboration with one another, this study employed a survey research design. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation, such as questionnaires, rating scales, and open-ended questions (Ponto, 2015). Specifically, this study developed two discipline-specific surveys for distribution to librarians and SLPs. The survey distributed to librarians consisted of 17 questions. The survey consisted of multiple-choice, Likert-scale, and open-ended questions. The survey distributed to SLPs consisted of 18 questions. The survey consisted of multiple-choice, Likert-scale, and open-ended questions. This study distributed surveys containing specific questions to elicit responses from librarians and SLPs. Survey questions were developed to answer the aforementioned research questions.

Participants

The study included a total of 63 participants, comprising librarians ($n = 29$) and SLPs ($n = 34$). Among librarians, the majority reported working in public libraries (approximately 65.5%), with smaller proportions distributed across other work environments (see Figure 1). Librarians reported varying levels of professional

experience, with representation across early-career (15% with 0-3 years), mid-career (46% with 4-10 years), and late-career stages (18% with 11-20+ years) (see Figure 2). Speech-language pathologists similarly represented diverse work settings, with the largest proportion clustered within the school setting (approximately 70%) (see Figure 3). Their years of experience also varied, with a concentration in the mid-range (25% with 4-10 years) of professional practice (see Figure 4).

Both groups reported working with multiple populations, as indicated by the high frequency of multiple-response selections. These populations included children ranging in age (0-18 years of age) across developmental stages and with diverse needs. The data reveals that librarians are consistently engaged with populations that overlap with SLP caseloads. Specifically, 46% of librarians work with school-age children (6-12) and 39% work with preschoolers (3-4) (see Figure 5). Furthermore, the high frequency of engagement with adults (79%) suggests significant opportunities for parent/caregiver education or literacy interventions. In contrast, SLPs reported a heavy concentration in pediatric populations. The vast majority of SLPs (97%) indicated they work with school-age children (6-12), followed closely by preschoolers (3-5) at 79% (see Figure 6). Service to adolescents (13-18) was reported by 42% of respondents, while significantly fewer SLPs reported working with infants/toddlers (27%) or adults (15%).

Among SLPs, participants reported supporting a wide range of communication disorders, with most indicating multiple disorder categories, suggesting broad clinical exposure (see Figure 7). All respondents (100%) reported treating speech-sound disorders and language disorders. Furthermore, a significant majority indicated providing support for AAC users (97%) and individuals with fluency disorders (75%). Exactly half of the

participants (50%) reported supporting social communication disorder, while voice disorders (9%) represented the least common clinical area among the surveyed group.

Procedure

This study began by sending two surveys: one to librarians and one to SLPs across Tennessee. Librarians were recruited from 9 counties in Northwest Tennessee. The Obion River Regional Library Director, Mrs. Jenny Gillihan, initially sent out the survey regionwide via email. Later, Mrs. Gillihan sent the survey via a statewide email service with subscribers from public, school, and academic libraries. SLPs were recruited via email and word of mouth from SLP contacts across the state.

Participants received an email invitation containing a study synopsis, a notice of IRB approval, contact information, and a link to the survey. Before participants took the survey, a consent question was presented. The survey was administered via the Qualtrics online platform. The surveys assessed the demographics of librarians and SLPs, as well as their efforts and perceptions of the collaboration between librarians and SLPs. The survey sent out to the librarians consisted of questions to examine (a) if the librarian has had any collaboration with an SLP previously, (b) their perspective on the potential collaboration with an SLP, and (c) their perspective on how an SLP can best collaborate with them to facilitate language development in children with communication disorders. The survey sent out to the SLPs consisted of questions to determine (a) if the SLP has had any collaboration with a librarian previously, (b) their perspective on the potential collaboration with a librarian, and (c) their perspective on how a librarian can best

collaborate with them to facilitate language development in children with communication disorders.

Data Analysis

The data analysis for this survey research involved both quantitative and qualitative methods to provide a comprehensive understanding of perceptions regarding collaboration between librarians and speech-language pathologists (SLPs). The data was analyzed using descriptive statistics in R, an integrated suite of software facilities for data manipulation, calculation, and graphical display. This method involves summarizing and organizing the main characteristics of a dataset, such as the mean, median, standard deviation, and distribution. After cleaning the dataset and recoding categorical variables, frequencies and percentages were calculated to examine patterns across participants. Responses from librarians and speech-language pathologists were analyzed separately to allow for comparison between the two groups. Open-ended responses were reviewed and grouped into themes to identify recurring patterns related to perceived benefits, challenges, and suggested strategies for collaboration. This mixed-methods approach provided both numerical trends and in-depth insights into the factors influencing interdisciplinary collaboration to support children with communication disorders.

Results

Familiarity with Roles

To examine familiarity between librarians and speech-language pathologists (SLPs), descriptive statistics were computed for both groups. Among librarians, familiarity with SLPs' roles regarding communication disorders and literacy was generally moderate. The largest proportion of participants reported being moderately familiar (40%), followed by slightly familiar (28%) and not very familiar (24%) (see Figure 8). Only a small proportion reported high levels of familiarity: 4% reported being very familiar, and another 4% reported the highest level of familiarity. In contrast, SLPs reported substantially lower familiarity with librarians' roles (see Figure 9). The majority of SLP participants (74.2%) reported the lowest level of familiarity, while a smaller proportion (16.1%) reported moderate familiarity.

Overall, these findings suggest an asymmetry in professional awareness: librarians demonstrate some familiarity with SLP roles, but SLPs show limited awareness of librarians' roles. This gap may have important implications for interdisciplinary collaboration, as mutual understanding of professional roles is a key foundation for effective partnership.

Benefits of Collaboration

Participants were asked whether collaboration between librarians and speech-language pathologists (SLPs) is beneficial. Among librarians, the majority of respondents (69%) indicated that collaboration is beneficial, while a smaller proportion (17.2%) expressed uncertainty (see Figure 10). Only a limited number of participants reported that

collaboration is not beneficial. Among SLPs, 57.1% reported that collaboration is beneficial, whereas 39.3% indicated that it is not (see Figure 11). Overall, both groups demonstrated generally positive perceptions of collaboration. However, librarians expressed stronger endorsement, while SLPs showed a more divided perspective, with a substantial proportion expressing skepticism.

Speech-Language Pathologists identified several key clinical and logistical benefits to collaborating with librarians. Benefits primarily focus on resource access, skill generalization, and support for literacy-based interventions. SLPs value the library as a natural setting for generalizing language skills, providing students with opportunities to practice carryover of speech and language goals in a real-world context. SLPs also noted that librarians serve as an essential source for diverse reference materials, technology, and high-interest texts that can directly increase student motivation and participation during therapy sessions.

Speech-Language Pathologists also viewed librarians as potential partners in strengthening foundational reading and narrative skills. SLPs suggested that collaborative efforts could target specific clinical areas, such as pre-teaching vocabulary, improving reading comprehension with “wh” questions, and developing inferencing skills during shared reading. Beyond literacy, SLPs also highlighted the potential for joint support of specialized populations, such as providing AAC users with functional opportunities to practice communication and requesting within the library environment. Finally, SLPs recognized that by sharing clinical strategies with librarians, such as recasting and scaffolding, they could amplify their professional impact and foster language development across broader community-based programs.

Librarians identified professional and community benefits of collaboration, primarily focused on enhancing inclusivity, improving resource accessibility, and enabling specialized service delivery. Librarians frequently noted that partnering with SLPs would provide them with clinical strategies to better support patrons who struggle with verbal communication. Many librarians emphasized that collaboration would improve programming quality by enabling them to incorporate tips or techniques into story times and create inclusive community events. Participants viewed SLPs as a bridge to parents and teachers, suggesting that collaboration could help families better understand their child's language development and provide access to services they might not otherwise receive.

Librarians recognized that their expertise in finding appropriate materials and conducting literature searches could assist SLPs with therapy materials. Libraries offer valuable space and reference materials for activities. Some librarians mentioned the rapport they build with young patrons, which could help SLPs gain quicker buy-in from students and their families. Librarians believe that partnerships with SLPs will strengthen the library's community outreach, allowing the public to view the library as more than a place to get books. Several participants specifically stated their desire to host programs with SLPs, viewing them as experts who could provide training to both library staff and families in the area.

Challenges and Barriers

Neither librarians nor SLPs reported specific challenges or barriers to collaboration; however, they highlighted the benefits of collaboration, which are discussed later in this section. Although participants did not identify any specific

challenges or barriers, some barriers emerged from data collected through other survey questions.

A primary barrier identified in the study is the significant difference in mutual professional awareness. While librarians showed a moderate level of familiarity with the role of SLPs (40% reported being moderately familiar), the SLPs' data showed a much larger knowledge gap. The majority of SLPs (74.2%) reported the lowest level of familiarity with what librarians do, while only 16.1% reported the lowest level of familiarity. This lack of mutual understanding is a major challenge because it makes it more difficult for SLPs to see the library as a helpful clinical resource. Without knowing how librarians can support language development, clinicians might miss out on great opportunities for their students to practice communication skills in a community setting.

With this lack of awareness, there is also a risk that these professionals do not see a partnership as worth their time. Although most participants in both groups believed collaboration would be beneficial, some remained uncertain. When asked if they saw any benefits in collaborating with the other profession, 35% of SLPs and 19% of librarians responded with “maybe.” This suggests that if a profession does not fully understand what its counterpart does, it is unlikely to see the value in working together.

Training and Resources

To address potential gaps in awareness or barriers to partnership, the survey asked participants to specify the support or resources that would be most helpful for future collaboration. Findings indicate that both librarians and SLPs have a strong desire for professional development and structured organizational support.

Over 50% of the librarian participants (63%) indicated that they would benefit from training to facilitate collaboration with SLPs, while 33% remained open to the possibility (see Figure 12). When asked to identify beneficial resources, librarians prioritized clinical and programming guidance. 81% requested guidance on inclusive story time or literacy programming, and 78% cited a need for a clearer understanding of SLPs' roles and responsibilities (see Figure 13). Logistical and administrative support were also significant factors. Approximately 74% of librarians expressed interest in co-hosting events or programs, and 59% favored joint professional development or training sessions (see Figure 14). Others requested resources, including shared planning time (56%), contact directories for local SLPs (44%), and examples of successful collaborations (41%). In terms of specific collaborative activities, librarians showed the highest interest in joint literacy events (96%) and parent education programs (70%).

Similar to librarians, a significant portion of SLPs (59%) felt that collaborative training would be beneficial, with 38% responding, “maybe” (see Figure 15). The support or resource needs for SLPs were more evenly distributed across several categories. 59% of SLPs identified three primary areas for support: a clearer understanding of librarian roles and responsibilities, better information regarding existing library programs and services, and access to joint professional development or training sessions (see Figure 16). Additionally, SLPs emphasized the importance of structural support: 56% identified shared planning time, and 47% cited school administration support and examples of successful collaborations as essential for effective partnerships (see Figure 17). These results suggest that while both groups value collaboration, the primary barriers are a lack of role clarity and a need for synchronized professional training. SLPs showed interest in

specific collaborative events, including shared intervention planning (63%), professional development (59%), and parent education programs (53%).

Discussion

This study sought to investigate librarians' and SLPs' perceptions of collaboration to support children with communication disorders. Specifically focusing on their mutual familiarity, perceived benefits of collaboration, and identified barriers to partnership. The results suggest significant interest in collaboration among both SLPs and librarians; however, a major breakdown in mutual role awareness, as well as a lack of training and resources, prevents these partnerships from forming.

The most significant barrier identified is the gap in professional familiarity. The findings of this study highlight a significant opportunity for interprofessional collaboration that is currently being underutilized due to a lack of mutual professional awareness. The data reveals a clear gap where the majority of both librarians (69%) and SLPs (57.1%) believe that working together would be beneficial; however, 74.2% of SLPs reported having almost no familiarity with the librarian's professional role. This lack of knowledge could stem from the traditional SLP training perspective in healthcare. Most SLPs are accustomed to collaborating with other health care or educational professionals, such as occupational therapists or special education teachers. Because librarians are not traditionally viewed as health care providers, SLPs may overlook the library as a professional resource and librarians as professional collaborators. This suggests that if an SLP does not understand a librarian's training or role, they are unlikely to value the library or librarians as valuable resources.

Despite this gap, the data shows that the community door is open. Librarians expressed high demand for clinical guidance: 81% requested support with inclusive story

times, and 96% expressed interest in joint literacy events. The high interest suggests that librarians recognize their own limitations in supporting individuals with communication disorders and are eager for the expertise SLPs provide. Furthermore, because librarians work with significantly more adults (79%) than the surveyed SLPs (15%), they offer a unique bridge to parent education. Collaborative efforts could enable SLPs to reach caregivers in naturalistic settings, effectively amplifying their clinical impact beyond the walls of a traditional clinic or classroom.

For collaboration to move from a theoretical idea to a practical reality, the awareness gap must be addressed at the foundational level. If organizations were able to provide joint professional development sessions, a resource requested by over half of all participants, this would provide role clarity and shared planning time necessary to support children with communication disorders. Additionally, undergraduate and graduate SLP programs should introduce students to the resources and expertise available in public and school libraries. By bridging these two professions, we can create a more inclusive and supportive environment for literacy and language development across the community.

Implications

For practicing SLPs, these findings suggest that the library should be viewed as more than just a place to check out books; it is a vital community-based setting for the generalization of speech and language goals. Since 97% of surveyed SLPs work with school-age children, and librarians reported a high interest in joint programming, clinicians should consider reaching out to local librarians to coordinate literacy-based

carryover activities. By sharing simple strategies, such as recasting or modeling, SLPs can empower librarians to support communication goals during inclusive story times. This effectively extends the reach of therapy into the child's natural community environment. Additionally, because librarians interact with a large percentage of adults, this implies that librarians are a key partner in parent education. Collaborative efforts can focus on providing parents with language-rich strategies for use at home, with the library as the primary hub for this outreach.

Another significant implication is the need for interprofessional education across all levels. The data showed a major awareness gap, with 74.2% of SLPs reporting little to no familiarity with librarian roles. Conducting joint professional development programs across all workplace settings that prioritize creating training sessions where librarians and SLPs can learn alongside one another would provide the role clarity and shared planning time that participants identified as essential for a successful partnership. Additionally, undergraduate and graduate programs should consider incorporating modules that introduce students to non-traditional professional partners, such as librarians.

Limitations

While this study provides valuable preliminary insights into the relationship between librarians and SLPs, several limitations must be acknowledged. First, the study's geographic scope was limited to the state of Tennessee. Due to many factors, such as library funding and state-level literacy initiatives, which vary across the United States, the experiences of the participants in this study may not fully represent those of professionals in other regions. Therefore, the findings regarding professional familiarity

and available resources may be specific to the Tennessee educational and public library systems.

Additionally, the study's sample size was relatively small, with 63 participants completing the surveys. While the collected data provided rich qualitative and quantitative insights, a smaller sample size makes it more difficult to generalize the results to the entire populations of librarians and SLPs. Future research involving a larger, more diverse national sample would be beneficial to confirm these trends and explore how different professional environments impact the success of interprofessional partnerships.

Recommendations

Based on the findings of this study, several recommendations are proposed to bridge the gap between SLPs and librarians to foster more effective interprofessional collaboration. To address the high level of unfamiliarity reported by SLPs, all levels of the profession should incorporate interprofessional education programming. Undergraduate and graduate programs in Speech-Language Pathology could utilize training modules that emphasize the library as a natural setting for language generalization and a primary resource for literacy-based intervention. School districts and public library systems should prioritize integrated workshops that focus on activities where SLPs teach clinical scaffolding strategies while librarians share expertise in literacy resources and community outreach. Professional organizations should develop collaborative toolkits that include contact directories, shared planning templates, and case

studies of successful inclusive programs to aid seamless collaboration among professionals.

Future research should aim to conduct this study at the national level to determine whether the awareness gap found in Tennessee is consistent across different state educational and library systems. Increasing the sample size in future studies would enable a more robust analysis of how different factors affect perceptions of professional collaboration. It would also be beneficial to investigate parents' perspectives to determine whether they view the library as a preferred site for speech and language education for their children.

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Appendices

Figure 1

Distribution of the current work setting of participating librarians

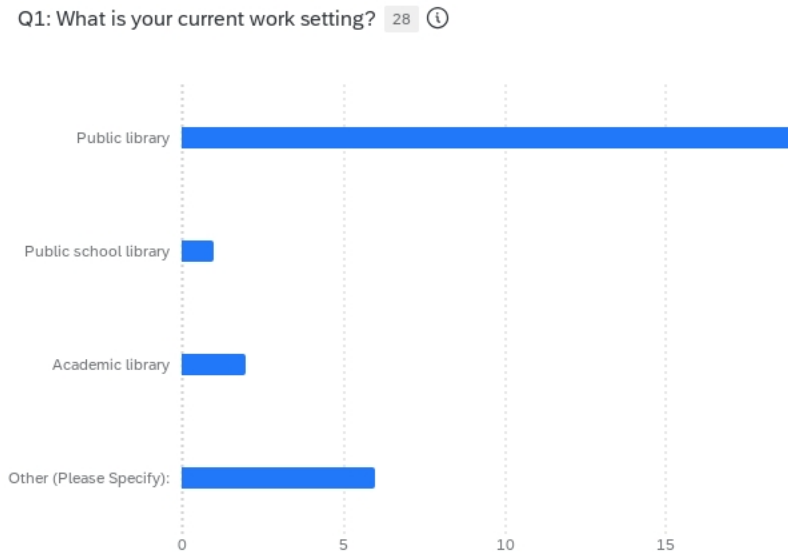


Figure 2

Distribution of participating librarians by their total years of practice

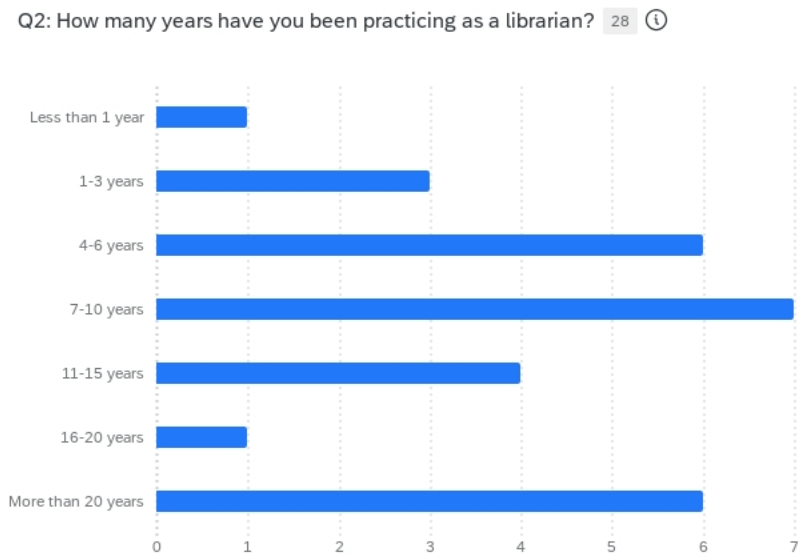


Figure 3

Distribution of the current work setting of participating SLPs

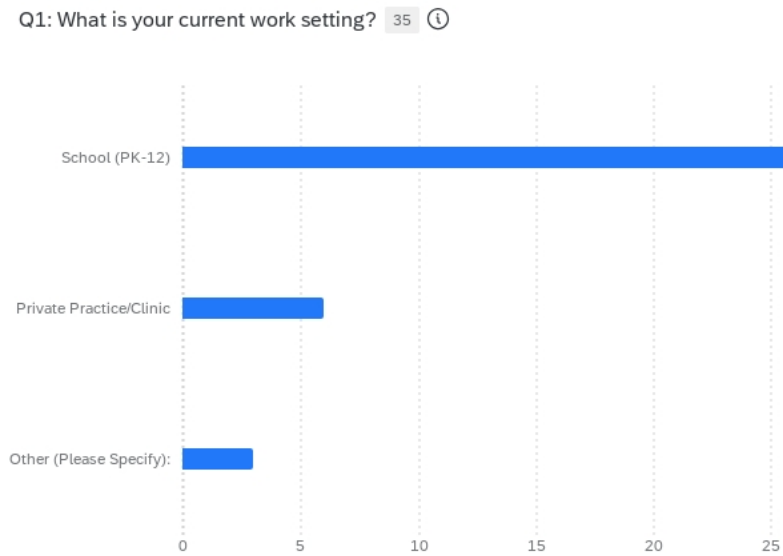


Figure 4

Distribution of participating SLPs by their total years of clinical practice



Figure 5

Distribution of age-based populations served by participating librarians

Q3: What populations do you primarily work with? (Select all that apply) 28 ⓘ

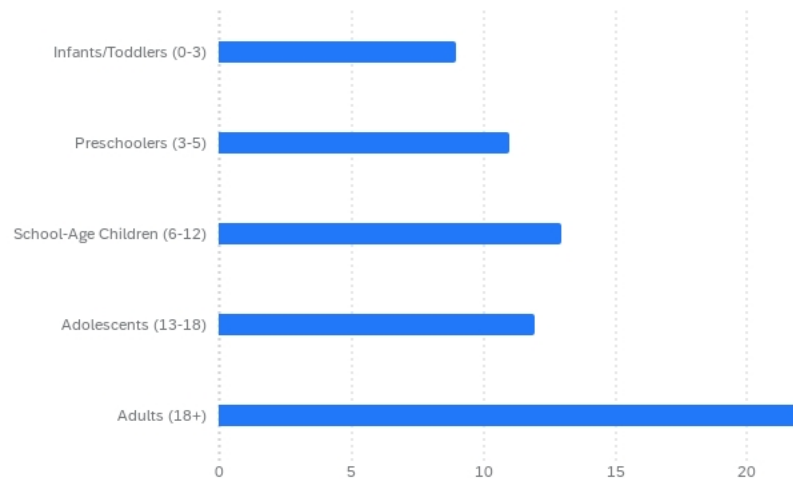


Figure 6

Distribution of age-based populations served by participating SLPs

Q3: What populations do you primarily work with? (Select all that apply) 35 ⓘ

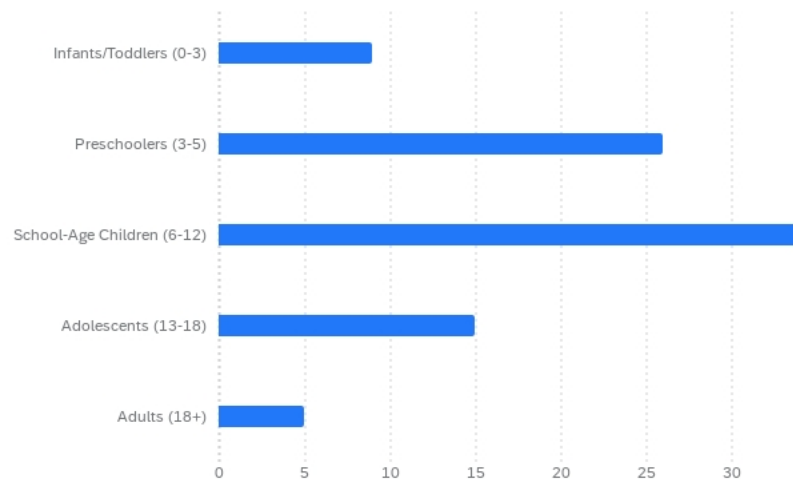


Figure 7

Distribution of types of communication disorders served by participating SLPs

Q4: Which of the following communication disorders do you primarily treat or su...

34 ⓘ

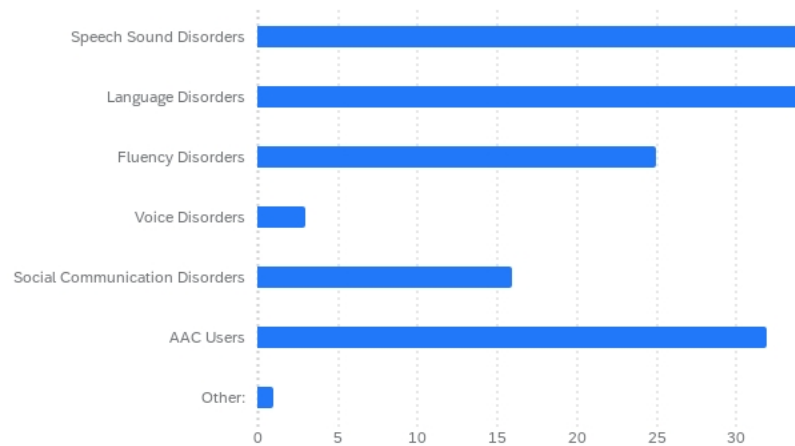


Figure 8

Distribution of how participating librarians rate their familiarity with SLP responsibilities

Q7: How familiar are you with the responsibilities of an SLP? 27 ⓘ

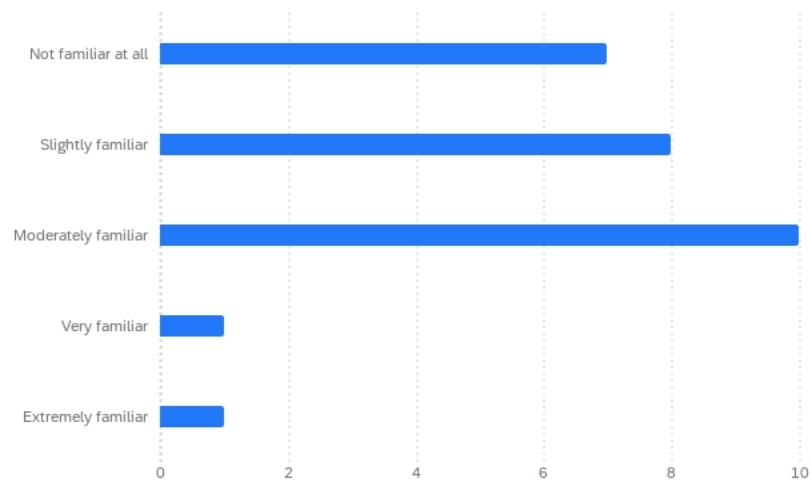


Figure 9

Distribution of how participating SLPs rate their familiarity with librarians' responsibilities

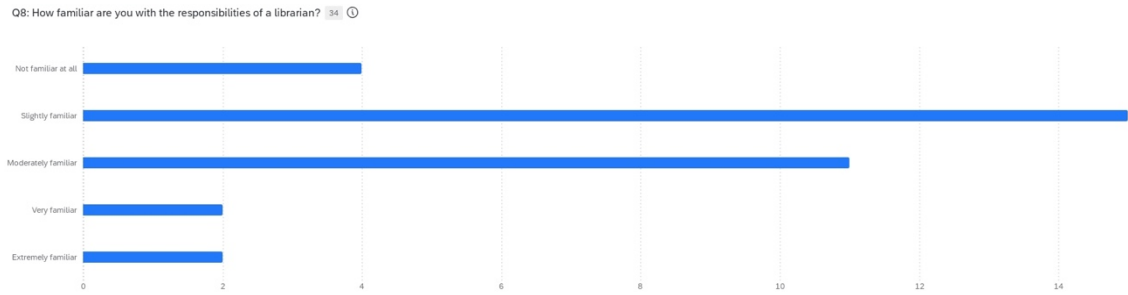


Figure 10

Participating librarians recognize potential benefits in collaboration with SLPs

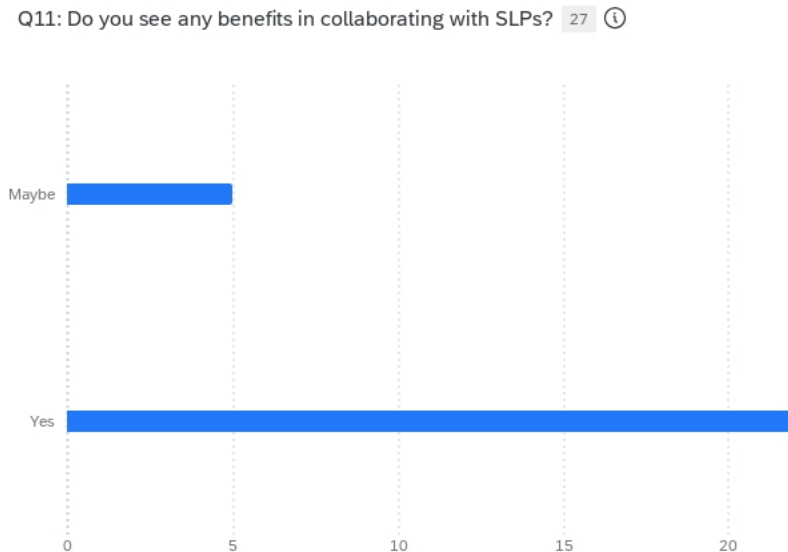


Figure 11

Participating SLPs recognize potential benefits in collaboration with librarians

Q11: Do you see any benefits in collaborating with librarians? 34 ⓘ

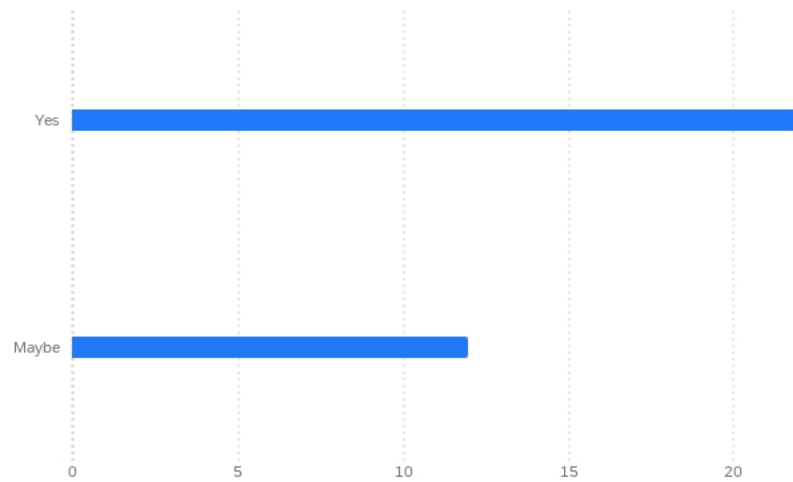


Figure 12

Distribution of participating librarians' opinions on the benefit of training

Q13: Would you benefit from training to help facilitate collaboration between SLPs and librarians? 27 ⓘ

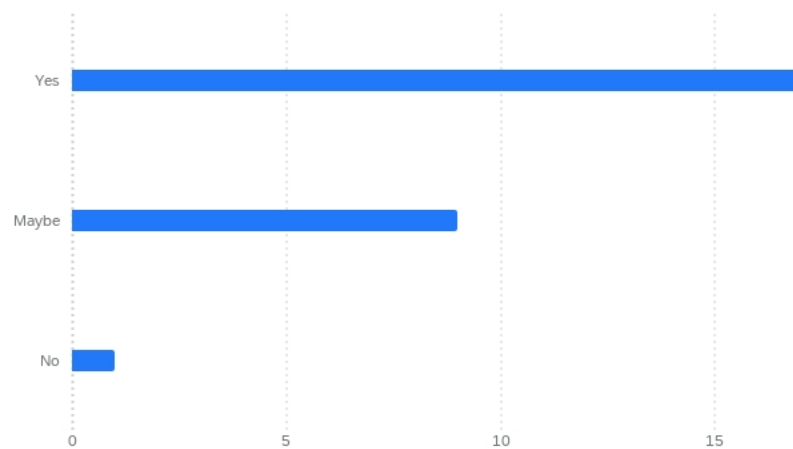


Figure 13

Ranking of specific support or resources identified by participating librarians as most beneficial for collaboration

Q15: What support or resources would be beneficial to help you collaborate most...

27 ⓘ



Figure 14

Ranking of types of collaborative activities identified by participating librarians that they would consider engaging in with SLPs

Q16: What types of collaborative activities would you consider engaging in with...

27 ⓘ

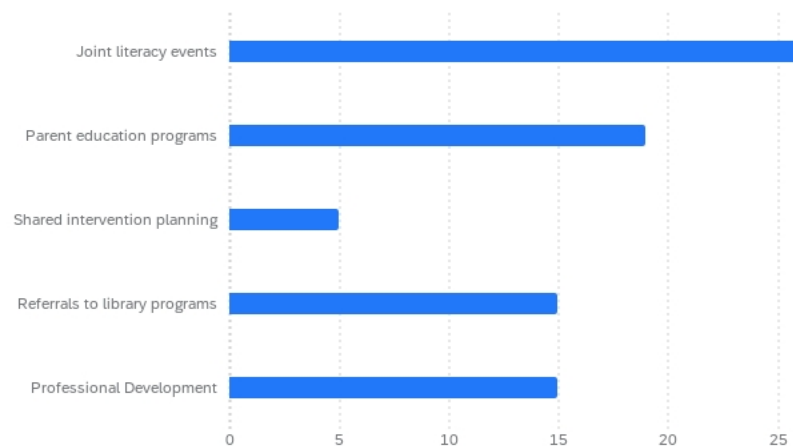


Figure 15

Distribution of participating SLPs' opinions on the benefit of training

Q14: Would you benefit from training to help facilitate collaboration between SLPs and librarians? 32 ⓘ

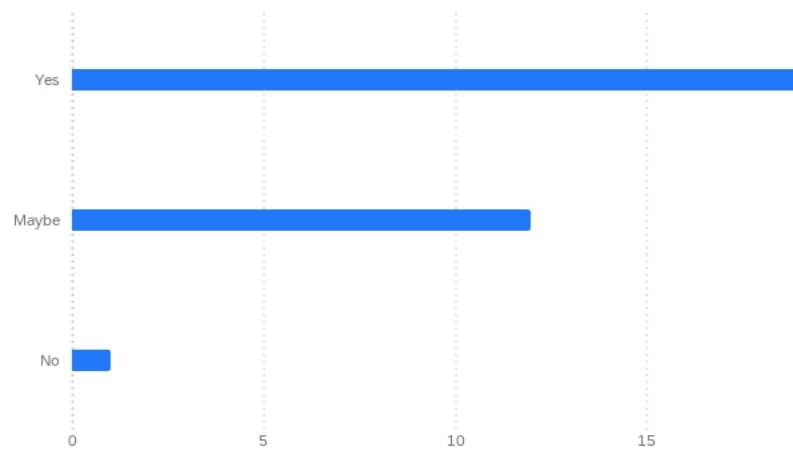


Figure 16

Ranking of specific support or resources identified by participating SLPs as most beneficial for collaboration

Q16: What support or resources would be beneficial to help you collaborate most... 32 ⓘ

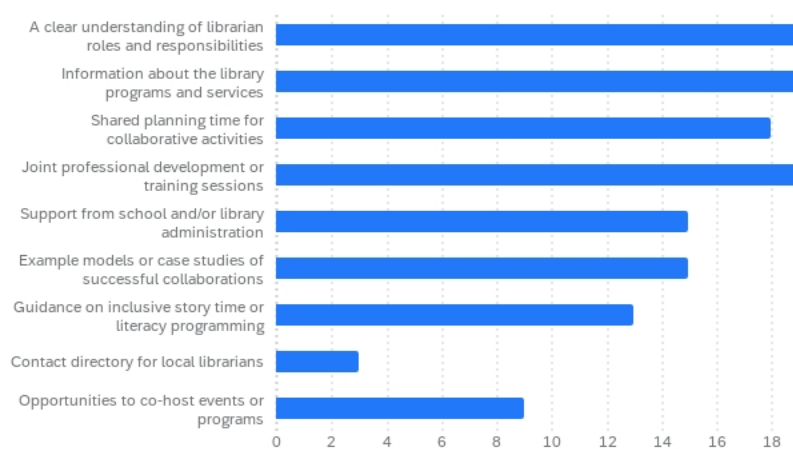
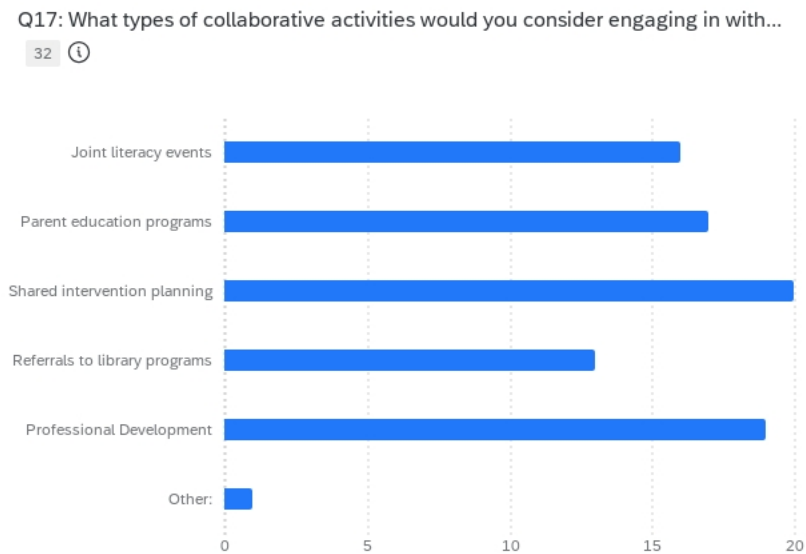


Figure 17

Ranking of types of collaborative activities identified by participating SLPs that they would consider engaging in with librarians





INSTITUTIONAL REVIEW BOARD

FWA 00005331 | IRB #00003571

Office of Research Compliance

010A Sam Ingram Building

2269 Middle Tennessee Blvd.

Murfreesboro, TN 37129

Date: September 23, 2025

PI: MacKenzie Chambers

Department: Middle Tennessee State University, Health and Human Performance

Co-PI: Karen Davis

Department: Middle Tennessee State University, Health and Human Performance

Re: Initial - IRB-FY2025-264

A Survey of Speech-Language Pathologists and Librarians' Perception of Collaborative Service Delivery to Children with Communication Disorders

The Middle Tennessee State University Institutional Review Board has rendered the decision below for the above referenced study.

Decision: Exempt

Findings:

Research Category:

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

Research Notes:

Please note that even though your proposed study is deemed exempt from further IRB review, the following apply to your approved study:

1. In accordance with 45 CFR 46.110, expiration dates do not apply to research eligible for Exempt Review under the Common Rule, and continuing review is not required by the IRB.
2. Any unanticipated harm to participants or adverse events must be reported to the Office of Compliance.
3. **All modifications to the approved study must be submitted for review through Cayuse IRB for approval before their implementation.** The IRB will determine if the modification changes the protocol status from exempt to expedited. Please note that adding new researchers constitutes a modification to the protocol. Per MTSU Policy, a researcher is defined as anyone who handles the data or interacts with participants. Everyone meeting this definition for this project must have completed the required CITI training and received IRB approval prior to becoming actively involved in the project.
4. Closure of the study must be submitted within Cayuse when the study ends.