

Table 1. Number of References Identified Across Databases by Search Strategies

Database	Search strategies	Number of references
Scopus	(DE speech-language therapist OR DE speech-language pathologist OR DE speech-language pathology) AND (DE teachers) AND (DE collaboration OR DE interprofessional OR DE interdisciplinary OR DE classroom-based collaboration OR DE consultation) AND (DE primary school OR DE elementary school OR DE early childhood education) AND DE service delivery	125
Cochrane Library	(DE speech-language pathologists) AND (DE teachers)	4
ERIC	(DE speech-language pathology OR DE speech therapy OR DE language therapy OR DE speech pathology) AND (DE teachers OR DE educators) AND (DE interprofessional OR DE collaboration OR DE interdisciplinary OR DE teams OR DE teamwork) AND (DE primary school OR DE elementary school OR DE elementary education) AND (DE service delivery)	91
PsycINFO	(DE speech-language pathologists OR speech-language therapists) AND (DE collaboration OR DE interprofessional OR DE teams OR DE interdisciplinary) AND (DE teachers OR DE educators) AND (DE elementary education OR DE schools OR DE elementary schools) AND (DE service delivery)	151
PubMed	(DE speech-language pathology OR DE speech-language therapists OR DE speech-language therapy) AND (DE educators OR DE teachers) AND (DE interprofessional OR DE service delivery OR DE primary school) AND (DE service delivery OR DE collaboration)	30
ComDisDome	(DE speech-language pathology OR DE speech-language therapy) AND (DE educators OR DE teachers) AND (DE collaboration OR DE interprofessional OR DE interdisciplinary OR DE transdisciplinary OR DE cross-disciplinary OR DE teamwork) AND (DE elementary school OR DE primary school OR DE service delivery) (DE speech-language pathology OR DE speech-language therapy) AND (DE educators OR DE teachers) AND (DE language disorders OR DE attitudes OR DE perceptions OR DE service delivery)	77
Education Research Complete	(DE speech-language therapy OR DE speech-language pathology) AND (DE educators OR DE teachers) AND (DE interprofessional collaboration OR DE interprofessional education OR DE interprofessional relations OR DE multidisciplinary OR DE classroom-based collaboration OR DE interdisciplinary) AND (DE language service delivery OR DE elementary OR DE primary school)	64
Academic Search Complete	(DE speech-language pathology OR DE speech-language therapy) AND (DE teachers OR DE educators) AND (DE collaboration OR DE interprofessional OR DE multidisciplinary OR DE interprofessional education) AND (DE elementary school OR DE primary school) (DE speech-language pathology OR DE speech-language therapy) AND (DE teachers OR DE educators) AND (DE collaboration OR DE interprofessional OR DE multidisciplinary OR DE interprofessional education) AND (DE elementary school OR DE primary school) AND (DE knowledge OR service delivery)	51
Teacher Reference Center	(DE speech-language pathology) AND (DE teachers OR DE educators) AND (DE interprofessional OR DE multidisciplinary)	5
OmniFile Full Text Select	(DE speech-language pathology) AND (DE teachers OR DE educators) AND (DE interprofessional OR DE interdisciplinary OR DE collaboration) AND (DE attitudes OR DE elementary school)	55
Child Care & Early Education Research Connections	(DE speech-language pathology OR DE speech-language therapy) AND (DE teachers) AND (DE interprofessional OR DE interprofessional collaboration)	14

Note. DE = descriptor; ERIC = Education Research Information Clearinghouse.

Table 2. Summary of Studies Meeting Inclusion Criteria

Citation	Research question(s)	IPEC competency	IPE experience	Relevant findings (summary)	Quality score
Suleman, McFarlane, Pollock, Schneider, & Leroy (2013)	What is the effect of participation in a 90-minute interactive IPE seminar on the amount of jargon used by student SLPs and student teachers?	Interprofessional Communication	90-minute interactive seminar	SLP students used significantly less jargon	17/30
Suleman, McFarlane, Pollock, Schneider, Leroy, & Skoczylas (2014)	What are the effects of a 3-hour IPE experience on student SLPs' and student teachers' awareness and understanding of models of specialized service delivery in schools?	Roles/ Responsibilities	90-minute interactive seminar	<p>Student SLPs able to describe service delivery beyond a general idea of collaboration and reported consultation with less frequency</p> <p>Student teachers regularly reported interdisciplinary model and described specific features of models</p> <p>83% of groups used some form of transdisciplinary collaboration in their intervention plan</p> <p>All groups designed a plan that included an SLP working in the classroom</p>	15/30
Wilson, McNeill, & Gillon (2016)	<p>To what extent does the combined IPE intervention for student teachers and student SLPs improve their knowledge of elementary English literacy curriculum and English linguistic concepts?</p> <p>To what extent does supplemental discussion of language and literacy content improve the instructional co-planning of student teachers and student SLPs?</p>	<p>Roles/ Responsibilities</p> <p>Teams and Teamwork</p>	<p>3-hour case-based instructional planning</p> <p>Intervention Group Guided discussion of literacy curriculum and linguistic knowledge</p> <p>Control Group Guided discussion on non-language/literacy content</p>	<p>Intervention group All students demonstrated significant gains in knowledge of speech-to-print concepts</p> <p>Student SLPs demonstrated significant gains in knowledge of literacy curriculum</p> <p>Control group No statistically significant gains</p> <p>No evidence of increased knowledge relative to roles and responsibilities</p>	28/30

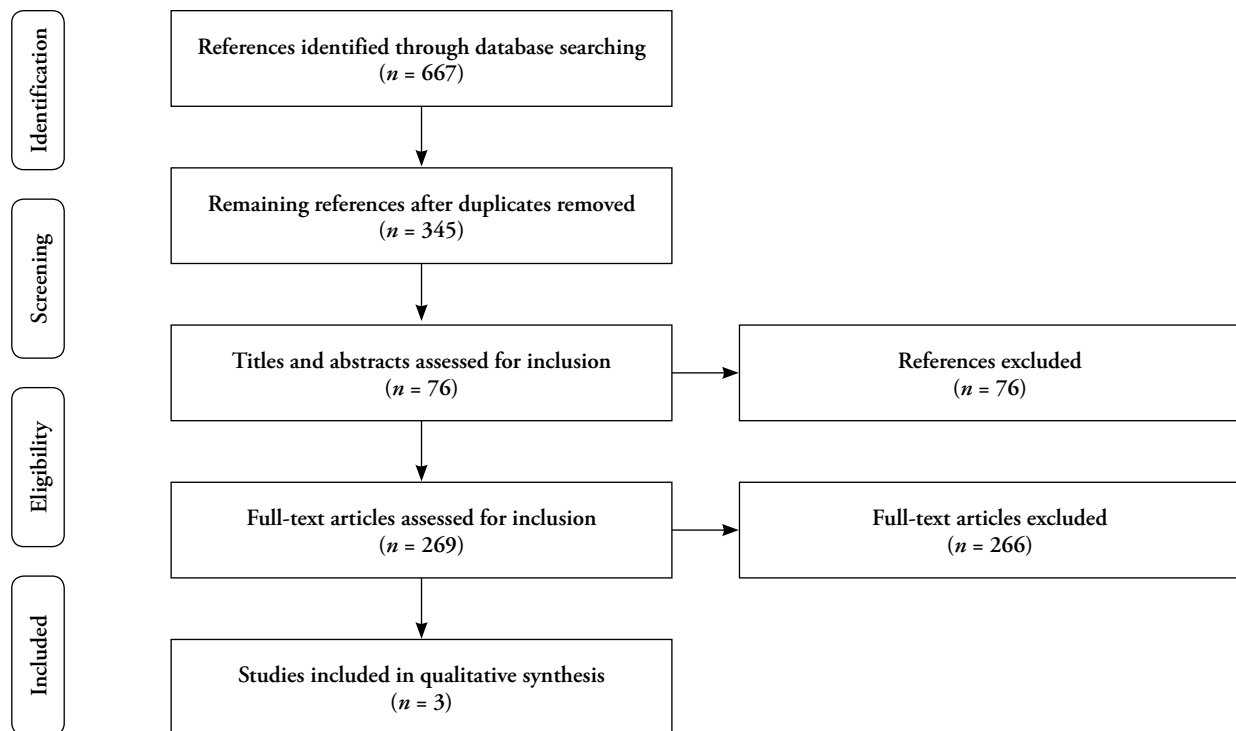


Figure 1. A flowchart of the systematic literature search.