

Increasing SLP-Educator collaboration in the schools and raising awareness of SLP role

School-based SLP tips and ideas

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Meeting Outline

1. Current issues and trends
2. Existing research on inclusive service delivery
3. Collaborative models
4. Questions you should ask at your schools
5. Tips for successful collaboration and raising awareness of our role
6. Additional questions or comments

Some current issues we are facing as School SLPs

- School staff and leadership may not fully understand SLP's role/scope of practice.
- Time and workload constraints
- Principals forgetting to include RSPs in important meetings about students on our caseload.*
- Increasingly rigorous educational curriculums and need for classroom support to help facilitate access to the curriculum (Nippold, 2010).
- For additional info see:

<https://www.asha.org/policy/PI2010-00317/>

ASHA position statement on roles and responsibilities in the schools

- “Driven by educational reform, legal mandates, and evolving professional practices, it is the position of the American Speech-Language-Hearing Association (ASHA) that based on their unique skill set, speech-language pathologists (SLPs) in schools (1) have **integral roles in education** and are **essential members** of school faculties, (2) help students meet the **performance standards** of a particular school district and state by assuming a range of responsibilities, (3) work **in partnership with others** to meet students' needs, and (4) provide direction in defining their roles and responsibilities and in **ensuring appropriate services** to students...”

Service delivery trends

- According to ASHA School Survey (2012), respondents (N=1641) spent approximately 5.7 hours per week providing inclusive services, while spending 18.9 hours per week providing pull-out services.
- Compared to the ASHA School Survey from 2010, the number of hours spent within the pull-out model had decreased, while the time spent providing direct instruction increased (ASHA, 2010a).

Literature on inclusive SLP services for children with LI

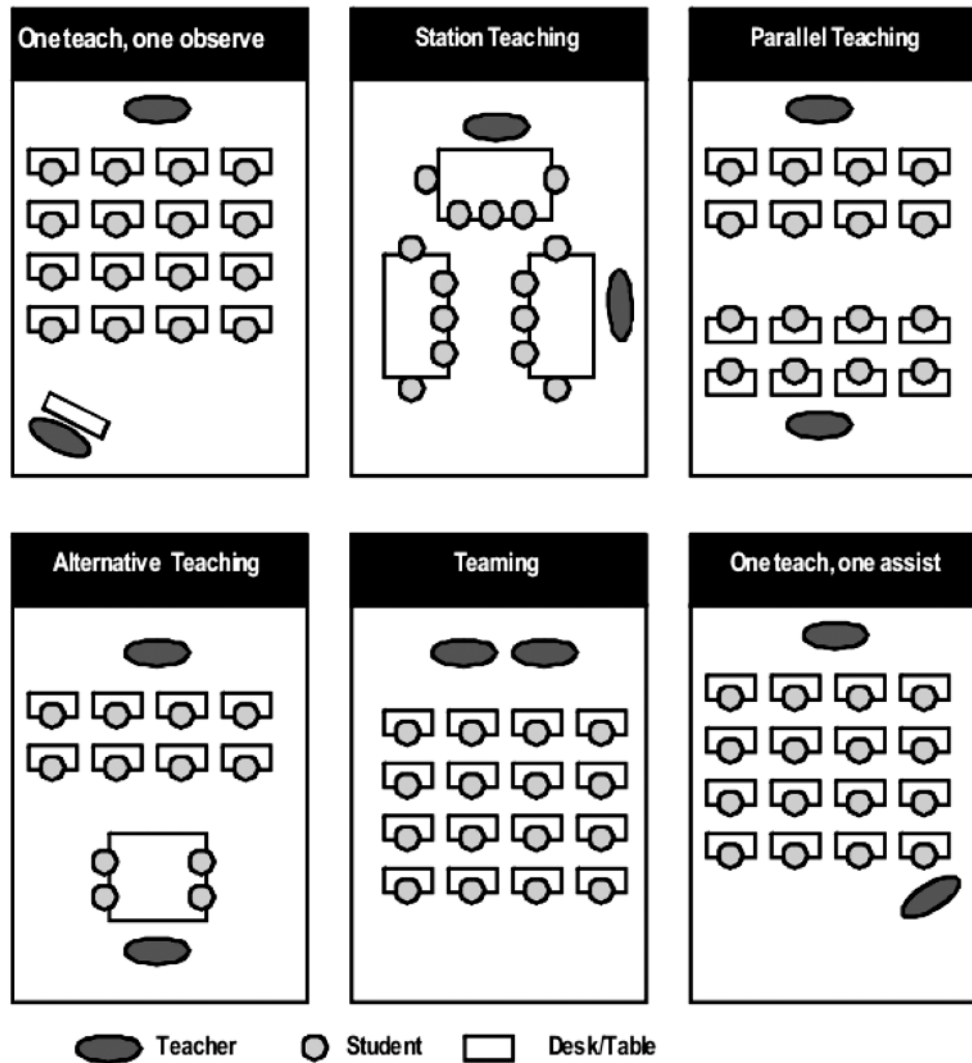
- Not extensive
- There is reasonably compelling evidence that targeted vocabulary and phonological awareness can be effectively taught through the SLP-educator collaboration in the classroom (Archibald, 2017).
- Throneberg, Calvert, Sturm, Paramboukas, and Paul (2000) looked at vocabulary intervention, in which three service delivery models were used—collaborative classroom (SLP and classroom teacher), classroom-based model (SLP only), and pullout.
 - Results revealed that the children that received services within the collaborative classroom demonstrated the greatest gains in curriculum vocabulary development in comparison to the other two models utilized.

4 Collaborative models/approaches

1. Co-teaching/co-treatment

- Two or More Individuals with different primary areas of expertise
- Joint Delivery of Instruction
- Diverse Group of Clients
- Shared Physical Space

Co-treatment approaches



Co-Treatment Planning Form

Co-treaters: 1 _____ 2 _____ Planning Meeting Date: _____ Duration: _____

Client (initials): _____ Age: _____ Dx: _____ Session Date/Time: _____

Client Objectives:

1. _____
2. _____
3. _____

Co-Teaching Model to be used: Observe Assist Station Parallel Supplemental Alternative/Differentiated Team

Time	Activity	Materials	#1's Role	#2's Role	Considerations (accommodations, etc.)
Beginning: (may include: Opening; Warm Up; Review; Anticipatory Set)					
Middle: (may include: Instruction; Checking for Understanding; Independent or Group Practice)					
End: (may include: Closing, Assessments, Extension of the Lesson)					

Dividing up the work: Who does what before and after the lesson?

	#1	#2
Before the lesson (prep work)		
After the lesson (grading, clean-up)		

4 collaborative models/approaches

2. Consultation

- Voluntary process in which one professional assists with another to address a problem concerning a client
- Expert and directional relationship
- Problem solving process with steps or stages
- Shared but differentiated responsibilities and accountability

4 collaborative models/approaches

3. Instructional Coaching

- Professional with advanced knowledge uses various strategies for **professional development** to increase the capacity of a learner (e.g. teacher, parent, other professional) in order to improve client outcomes.

4 collaborative models/approaches

- 4. Mentoring

- Personal guidance, usually provided by experienced educators/professionals, delivered to first year or early career teachers for the purpose of inducting them into the profession and improving their retention in the field.

Steps for Successful Collaboration

- Initiate & build relationships
- Gather information
- Prioritize issues, set goals, select a model
- Select strategies to implement goals
- Implement
- Evaluate

Questions to ask at your schools

- Curriculum?
 - Can I attend a PD to learn more about the curriculum?
- School standards and criteria for grade promotion?
 - How will student needs/IEPs be taken into account?
- Reading level assessments?
- Are teachers aware of students with speech-only IEPs?
- Include us in retention decisions?

Tips

- Introduce yourself in person and in writing (email or mailbox letter)
 - See examples/templates on the drive
 - A face-to face intro might sound something like: “Hey I’m _____, the speech-language pathologist. I just wanted to introduce myself and let you know I have some of your students on my caseload this year. They are working on x, y, and z and we will be **working together** to help support these students reach their goals. A lot of people think SLPs just work on speech sounds and spoken language, but we also help with many other issues such as literacy, cognition, and social communication skills!”
 - In a face-to-face chat, provide a written list of students who get speech services including their minutes and accommodations/modifications
- Send out a video via email to teachers or have your principal play it at a PD:
 - <https://www.youtube.com/watch?v=bQrzeZGIXbo&feature=youtu.be>

Raise awareness of our role

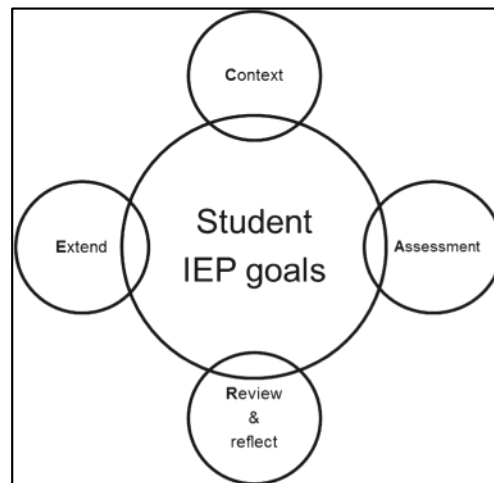
- Put a sign up on your door or in the staff room explaining what we do in easy-to-understand language



Tips

- Use the IEP meeting as forum to introduce interdisciplinary goals and role of the SLP.
 - Explain how the SLP can and will address proposed goals.
 - Provide examples of specific ways to target goals and how information will be communicated between team members.

(Davis 2013)



Tips

- Bump up your classroom observations
 - Ask teachers ahead of time for supplemental teaching materials for the particular lesson you will be observing. Also make sure you tell them which students you're observing so that the teacher can call on them more often. – remember: Observations count toward monthly compliance!
 - Note key terms/vocabulary used by the teacher
 - Note how students are expected to respond (e.g. by restating part of the question).
 - Make sure to document observations for that student
 - Schedule a follow-up chat/quick email with the teacher to discuss strategies or supports to increase the students' participation/success.

Tips

- Offer to help by asking teachers about upcoming projects/units/assignments.
 - This can be done first thing in the morning by just popping your head into a classroom, after school, or during lunch in the staff room. Or even at the copier! Think outside the box about different ways to connect with the teachers.
 - Reiterate during consults the days and hours you are at the school, as they will probably forget
- Learn more about the 3:1 model
 - 3 weeks of services without data collection and the last week of the month dedicate to consultations, collabs, and data collection.

Tips continued

- If possible, volunteer or agree to help out conducting a school-wide assessment for students on our caseload.
 - ABLLS at Esperanza, Reading assessment tools at Collegiate

ASHA Presentations & Videos for School-based SLPs

- “Get to know your Speech-Language Pathologist in your child’s school” (ASHA, 2018)
 - <https://www.youtube.com/watch?v=bQrzeZGIXbo&feature=youtu.be>
- <https://www.asha.org/uploadedFiles/What-SLPs-Do.pdf>
- https://www.youtube.com/watch?v=S_1I9pubfec&feature=youtu.be
- <https://www.asha.org/uploadedFiles/Build-Your-Childs-Skills-Kindergarten-to-Second-Grade.pdf>
- <https://www.asha.org/uploadedFiles/Build-Your-Childs-Skills-Third-to-Fifth-Grade.pdf>
- <https://www.asha.org/uploadedfiles/slp/schools/prof-consult/slprole.pdf>

More information on these topics

- Interactions: Collaboration Skills for School Professionals, 7th edition, Friend & Cook, ISBN 0132787385; ISBN 978-0132787383, © 2013, 2010. 2007 Pearson Education, Inc. All rights reserved.
- Perspectives on School-Based Issues
 - Vol. 15, No. 1, pp. 1-53
- Archibald 2017
 - Autism & Developmental Language Impairments
Volume 2: 1–17
- ASHA.org