Successful Collaboration with Speech/ Language Pathologists

Community of Arizona School Therapists
COAST
WHO WE ARE:

Community of Arizona School Therapists (COAST)

Formerly called the Arizona Community of Practice of the Recruitment and Retention of Related Service Providers.
Introductions

Who do we have here?
❖ Participants will describe three benefits to preschool teacher and SLP collaboration.

❖ Participants will have case study scenarios to support collaborative efforts to present to administrators.

❖ Participants will describe an action plan to explore/implement upon returning to the classroom that will improve inclusive practices and collaborative efforts with SLP.
Implementation Outcomes

Participants are expected to understand the benefits of preschool teacher and SLP collaboration. With this understanding, an action plan may be developed to increase the opportunities for collaboration within the school setting.
Why provide speech services as a collaborative effort in an inclusive environment
Inclusion is not only supported by a research base; it is also supported by a robust legal foundation with applicable statutes including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Head Start Act, and the Child Care and Development Block Grant Act (CCDBG). These Federal laws recognize and support inclusion because of the developmental, educational, and social benefits that inclusion provides to children with disabilities.
Why collaborate?

Leads to:

Achievement of goals by the student

Shared knowledge of areas of expertise

Increase in the amount and quality of language interactions among students

Build strong foundation for literacy and academic standards
Research

- Inter-professional Collaborative Practices
  - Special educators, OTs, PTs, and SLPs working collaboratively
  - Beginning in preschool can lead to greater outcomes

- Research focuses on the benefits to students who have collaborative teams

- Scenarios from presenters will be shared that support the benefits of collaboration.
Early interventionists, Early Childhood Special Educators and Related Services Personnel play a unique role in supporting young children’s access to and participation in inclusive early childhood programs. Early interventionists, early childhood special educators, related services providers, and other specialized providers should deliver services to children with disabilities in early childhood programs and with support embedded in everyday routines. They should co-teach and coach early childhood teachers and providers to encourage inclusive educational environments, as opposed to focusing on working with children in separate settings or pulling children out of their settings for specialized instruction, as a first option.
What is Inclusive Education?

• All students receive instruction with their peers according to their individual strengths and needs based on the least restrictive curriculum and environment.

• General education and special education service providers collaboratively plan the implementation of services within the least restrictive environment based on individual student strengths and needs.
What do Speech Pathologists do anyways?
“In schools, a speech language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child’s educational performance.”
## HOW WE HELP IN THE SCHOOLS

<table>
<thead>
<tr>
<th>SPEECH DISORDERS</th>
<th>LANGUAGE DISORDERS</th>
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<tr>
<td>* Articulation</td>
<td>* Receptive Skills</td>
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<td>* Phonological Processes</td>
<td>* Expressive Skills</td>
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• Assist in prevention of communication disorders
• Identification of students at risk for later problems
• Assessment of students communication skills
• Evaluation of comprehensive assessment
• Development and implementation of IEP’s
• Collaboration with teachers and other professionals
• Supervise SLPA’s, graduate students, clinical fellows
• Participate in school wide curriculum and literacy teams
• Participate in research

HOW WE HELP IN THE SCHOOLS
Guiding Principles for SLPs for Early Intervention Services and Supports

1. Services are family-centered and culturally and linguistically responsive.
2. Services are developmentally supportive and promote children's participation in their natural environments.
3. Services are comprehensive, coordinated, and team-based.
4. Services are based on the highest quality evidence that is available.

Intervention Addresses the Following:

- **Receptive language skills** (e.g., attention and listening skills; vocabulary development; following directions; understanding sentences and stories; responding to communicative intent of peers and adult partners).

- **Expressive language skills** (e.g., using age-appropriate phonology and articulation skills; using a variety of words; formulating simple and complex sentences; expressing a variety of communicative functions; engaging with peers).

- **Play, social interaction, and emergent literacy skills** (e.g., using toys, props, and literacy materials in dramatic play; interacting appropriately with peers and adult partners; interacting with books and demonstrating emergent writing skills).

- **Oral narrative skills** (from sequences to simple stories).

- **Alternative and augmentative communication** (AAC) and/or other assistive technology supports as appropriate.

How do we do this?

• Types of service delivery models in early intervention range from the traditional, one-to-one, direct clinical model (i.e., pull-out) to more indirect collaborative approaches.

• Consultative and collaborative models are aligned with inclusive practices, involve services delivered in natural environments, and focus on functional communication during the child natural daily activities and routines.

• The emphasis of these models moves from a unitary focus on direct or “hands-on” service delivery to the child to an integrated model that includes the child, family, caregivers, and the SLP in a collaborative role.
Direct Service Delivery

• Also referred to as “Pull-out model”

• Provided in a one-to-one context, where the specialist is working with only one learner at a time, or in a group context, where the specialist is working directly with more than one learner at a time

• The SLP may use specialized, separate time specifically to target certain skills requiring repetitive drills or for teaching new behaviors.
Inclusive Service Delivery

- Strategies supported by evidence include responsive interaction, directive interaction, and blended approaches to intervention.

- **Responsive** approaches include following the child's lead, responding to the child's verbal and nonverbal initiations with natural consequences, providing meaningful feedback, and expanding the child's utterances with models slightly in advance of the child's current ability within typical and developmentally appropriate routines and activities.

Responsive interaction approaches derive from **observational learning theory** and include models of the target communication behavior without an obligation for the child to respond. Specific techniques include expansions, extensions, recasts, self-talk, parallel talk, and build-ups and breakdowns.
Inclusive Service Delivery

• **Directive** interaction strategies include a collection of teaching strategies that include behavioral principles and the systematic use of logically occurring antecedents and consequences within the teaching paradigm.

• **Blended** approaches, (naturalistic, contemporary behavioral, or hybrid intervention) have evolved from the observation that instructive strategies, while effective in developing new behaviors in structured settings, frequently fail to generalize to more functional and interactive environments.

The emphasis on teaching in natural environments using strategies derived from **basic behavioral teaching procedures** has been broadened to include strategies for modeling language and responding to children's communication that derive from a **social interactionist perspective** rooted in studies of mother–child interaction.
Inclusive Service Delivery

• **Early Interventionists, Special Educators and Related Service Personnel** should deliver services to children with disabilities in early childhood setting and embedded in everyday routines and/or co-teach and coach early childhood teachers and providers to encourage inclusive educational environments, as opposed to focusing on working with children in separate settings or pulling children out of their settings for specialized instruction, as a first option.

US Department’ of Education  Early Learning Inclusion webpage at:  
http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html
Co-teaching

• Specialists can partner with teachers and providers to observe, model and share strategies for helping children with disabilities on an ongoing or periodic basis.

• Programs, schools, and networks should have a disability or inclusion coordinator, who oversees child goals, coordinates child services with other service providers, connects children and families with additional services as needed, and helps families navigate services for their children.
States should consider promoting **co-teaching models** where specialists and teachers or providers work jointly with children in inclusive settings, and coaching/mentoring models to support teachers and providers in developing their competencies.
Early-childhood Providers Recommendations

• Partner with families on advocacy efforts and policy development;
• Ensure access to specialized supports;
• Develop formal collaboration with community partners; and,
• Strengthen collaboration among staff members to better support inclusion.
Positive Behavior Interventions/Support

Any set of procedures or techniques designed to help improve behavior.

Positive Behavior Supports view systems, settings and lack of skill as parts of the problem and work to change those. They are categorized as long-term strategies to reduce inappropriate behavior, teach more appropriate behavior and provide contextual supports necessary for successful outcomes.
Positive Feedback Ratio

What Is It?
How can we collaborate
Collaborative Practices

shared efforts ~ supportive ~ interactive ~ teamwork ~ exchange

- POW WOW for upcoming IEPs: discuss student strengths, weaknesses, and goal ideas all related to communication skills

- Specific visuals, devices, or systems to be used with a specific student, group activity, and/or entire classroom (first/then, vocabulary labels for classroom, daily schedule, visual pictures paired with presented book at circle time)

- Master Calendar Scheduling Party at least 2x a year - beginning of year and mid year for transition to Kinder students
Collaborative Practices

- *shared efforts ~ supportive ~ interactive ~ teamwork ~ exchange*

- Speech & Language Monthly Newsletter sent home to families and extra copy provided to special education preschool teachers and paraprofessionals

- Professional Development (PD) training: small group training in topics of interest/need for current classrooms. Examples of in-services include: Communication Goal Sheets for entire class, AAC opportunities in the classroom beyond snack time, levels of prompting, Picture Exchange Communication System, and Managing Behaviors

- Weekly Touch Base (urgent topics of discussion, new projects such as visuals for classroom, new students, coverage of class, changes in schedule, etc.)

- Carryover Communication Box for Classroom
Carryover Communication Box

- Contents include: list contents
Tell me what it looks like!

- Describe collaborations in different preschool settings:
  - Developmental preschool
  - Autism classroom
  - Hearing Impaired program
  - MAGIC (medically fragile classroom)
  - Social Emotional classroom
  - Headstart
What are some of the barriers to having this collaborative, inclusive practice happen
Make it Work!

• Allocate staff **time** for coordination and collaboration between the professionals who work with young children.

• This facilitates comprehensive coordinated services, enables staff to understand their roles and responsibilities and the roles and responsibilities of others to facilitate children’s learning and development.
When to Collaborate

• Opportunities within a typical preschool classroom day:
  Planning time
  Morning meeting (circle time)
  Centers

• Data review for progress monitoring
Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.

Emerging Literacy Skills

• The aim is to use knowledge about prevention so that literacy learning risks do not become realized as children with early-identified communication problems reach school age.

• Based on established connections between spoken and written language, including that
  • spoken language provides the foundation for the development of reading and writing;
  • spoken and written language have a reciprocal relationship,
  • children with spoken language problems frequently have difficulty learning to read and write, and children with reading and writing problems frequently have difficulty with spoken language; and that
  • instruction in spoken language can result in growth in written language, and instruction in written language can result in growth in spoken language.
Story Champs

- Story Champs is a multi-tiered language curriculum that is easy to implement, fast-paced, and powerful.

- The curriculum targets story structure and complex language features necessary for understanding and producing oral and written language that children need for academic success.

- Story Champs aligns with the Common Core State Standards and provides schools with the tools necessary to strategically and systematically focus on language.
Table Talk- How will you collaborate?
Overcome Perceived Barriers

CHALLENGES AHEAD
The common goal of everyone in the field of education should be to have the best interests of the children at heart. We are all unique and you will be encountering people with different personalities and communication styles.

Communication is key to a successful and coordinated classroom. Establishing a regular pattern of communication will ensure that team members have a time to discuss student needs and goals, challenges they might be facing and ideas they have. Creating the time for communication and planning will pay off in shared understanding and expectations down the road.
• Choose a good time to have a discussion where you are free from
distraction.
• Be sincere, pleasant and professional.
• Make statements that are clear and concise.
• Avoid analyzing the situation too much by reading more into a
statement than what is there or anticipating what the speaker will say.
• Resist being defensive when asked a question or hearing a concern.
• Ask for clarification if you need it. You can check to make sure you
understand by saying, “What I am hearing you say is…”
• Take time to understand the person’s point of view and be sensitive to
his/her feelings.

American Speech Language Hearing Association: www.asha.org
Thank You for All You Do!