


# INTERPROFESSIONAL COLLABORATION AT WINFIELD MIDDLE SCHOOL: SUPPORTING THE SPEECH AND LANGUAGE SKILLS OF CHILDREN ON OUR CASELOADS IS A TEAM EFFORT!

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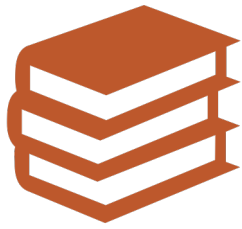
Therapy 4 Kids, LLC

Alumna, Cohort 1

Interdisciplinary Preparation of Teachers of the Deaf and Speech-Language Pathologists to Provide Early Intervention  
Services to Young Children Who Are Deaf/Hard of Hearing and their Families (H325K170008)



# Allison (she/her)



Background



Passion



Hobbies

# Learning Outcomes

By the end of this presentation, you will be able to:

1. Describe the role of a school-based SLP
2. List five educational impacts of language impairments
3. Identify three components of successful collaboration and apply these to your practice this semester



# Who is a Speech-Language Pathologist (SLP)?



- = licensed professional with a master's degree or higher education level and who has a Certificate of Clinical Competence (CCC)
- Scope of Practice: Everything we can do as SLPs in various settings and with different age groups
  - See ASHA's Practice Portal for more information
- School-Based Roles and Responsibilities: Activities under our Scope which are appropriate and pertinent in the school setting.

# The School-Based SLP



Speech



Language



Listening



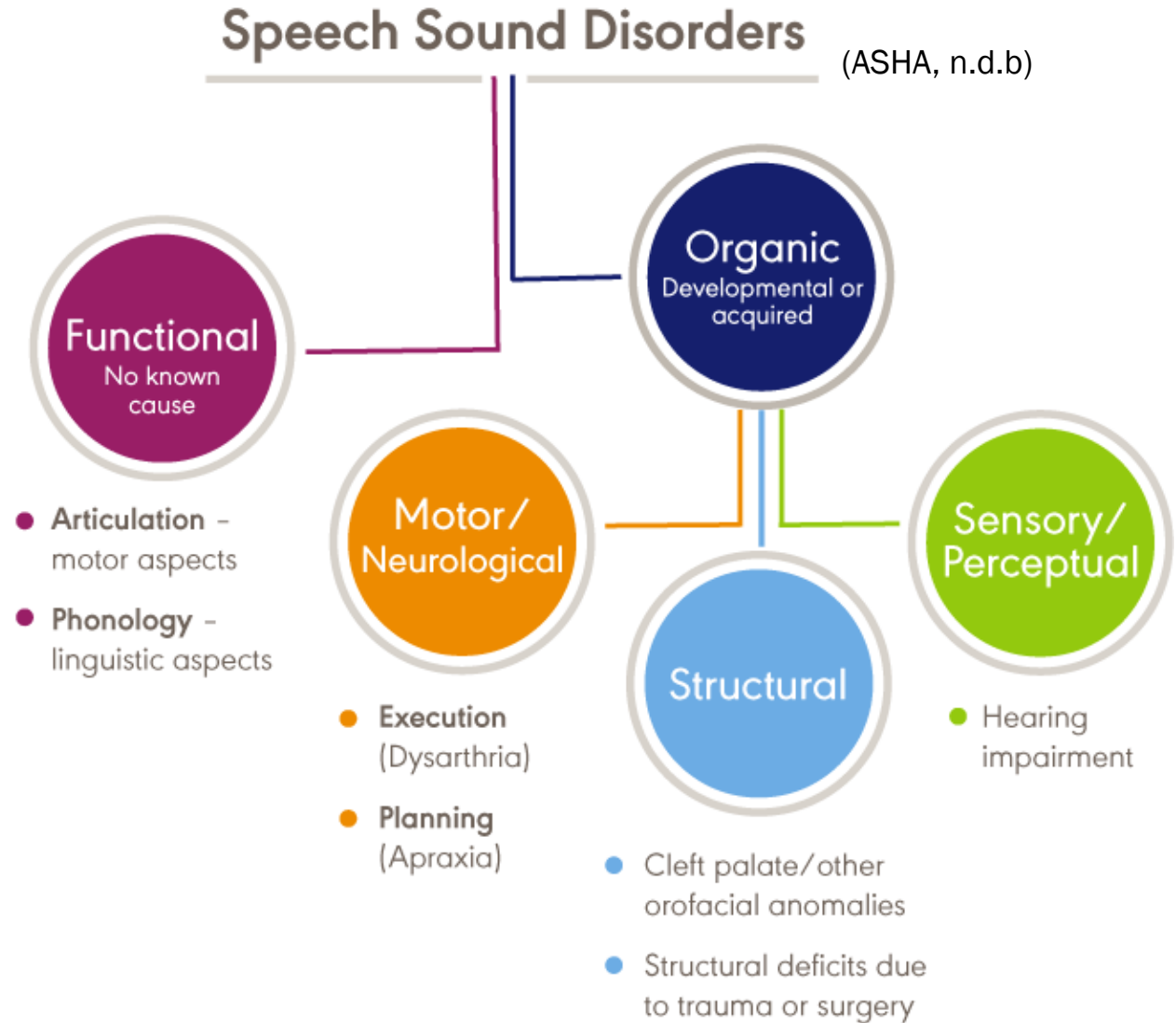
Cognition



Swallowing (typically in younger populations, will not be covered in this presentation)

# Speech

- Speech Sound Disorders
  - *Articulation impairments*
  - *Phonological impairment*
- Fluency (stuttering/cluttering)
- Voice
- Resonance



# What This Might Look Like in the Classroom

## Speech Sound Disorders

- *Students, especially those with persisting speech difficulties, may struggle with grapheme-phoneme correspondence, spelling, reading fluency, and reading comprehension (ASHA, n.d.)*

## Fluency

- *Students who stutter may stutter more while reading or may have to re-read portions leading to decreased reading comprehension. They may also avoid certain words or speaking situations, which can look like a language impairment (Manning & DiLollo, 2017).*

## Voice

- *Students with voice disorders may have trouble participating in class discussions, asking questions, or being heard by teachers and peers (Piper & Patel, 2016).*

## Resonance

- *Students with resonance disorders may have limited verbal participation in class discussions or social interactions or may have difficulty being understood by teachers and peers.*

# Language

## Expressive v. Receptive

- *What is “said”*
- *What is understood*

## Spoken v. Written



## Domains:

- *Phonology*
- *Morphology*
- *Syntax*
- *Semantics*
- *Pragmatics*



# What This Might Look Like in the Classroom - Brief List

(ASHA, n.d.a; Paul & Norbury, 2011)

## Phonology

- Trouble with phonics while reading, spelling errors

## Morphology

- Learning prefixes and suffixes, applying use of various verb tenses in spoken and written narratives,

## Syntax

- Using correct sentence structure in oral presentations and written narratives, understanding and using complex or compound-complex sentences

## Semantics

- Learning and applying new vocabulary within units of study, understanding tier II vocabulary effectively to take tests or access curriculum, understanding figurative language

## Pragmatics

- Understanding rules of conversation, forming cohesive narratives and spoken discourse, understanding point of view or sarcasm and using language to appropriately engage in different social contexts

# Listening

- In the schools, especially when a teacher of the deaf is not available, it is the SLP's role in fostering and increasing the auditory/listening skills of children who are deaf or hard of hearing (d/DHH) who use listening and spoken language (LSL)
- The SLP is also tasked with educating staff about the importance of acoustic management in the classroom, including the use of FM/DM systems (Rhoades, MacIver-Lux, & Lim, 2016).



# What This Might Look Like in the Classroom - Very Brief List

(Easterbrooks & Estes, 2007)

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DIFFICULTY HEARING AND UNDERSTANDING WHAT THE  
TEACHER IS SAYING

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TROUBLE FOLLOWING CLASSROOM DIRECTIONS

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DECREASED ABILITY TO INCIDENTALLY LISTEN TO PEERS IN  
CLASSROOMS OR THE HALLWAY TO LEARN NEW VOCABULARY  
AND SLANG

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DIFFICULTY UNDERSTANDING AND USING SARCASM OR  
IDIOMS

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READING BELOW GRADE LEVEL

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GRAMMATICALLY-INCORRECT WRITTEN NARRATIVES

# Cognition

- Learning, processing, problem solving, memory, and other executive functioning skills as they relate to communication or educational access



# What This Might Look Like in the Classroom...

(Soman, 2017)

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DIFFICULTY COMPARING/CONTRASTING

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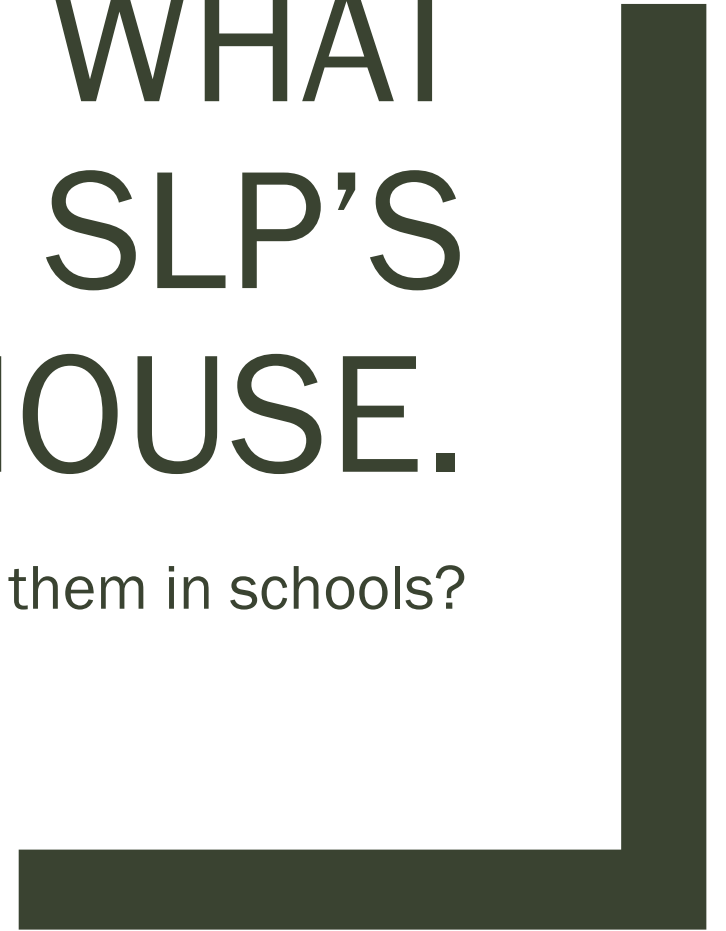
TROUBLE CATEGORIZING OBJECTS, PLACES, THINGS

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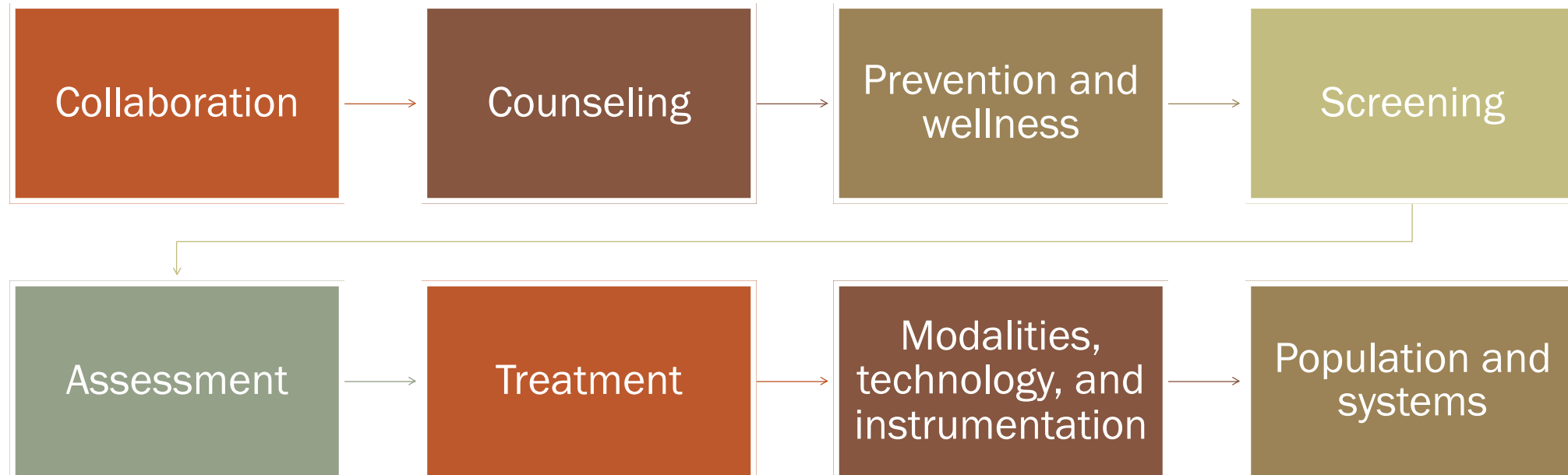
STRUGGLING WITH INFERENCING, PREDICTING,  
HYPOTHESIZING

# NOW WE KNOW WHAT AREAS ARE IN THE SLP'S WHEELHOUSE.

How do we target them in schools?



# SLP Service Delivery Domains (ASHA, 2016)




# Council for Exceptional Children (CEC) Standards of Professional Practice (2015)


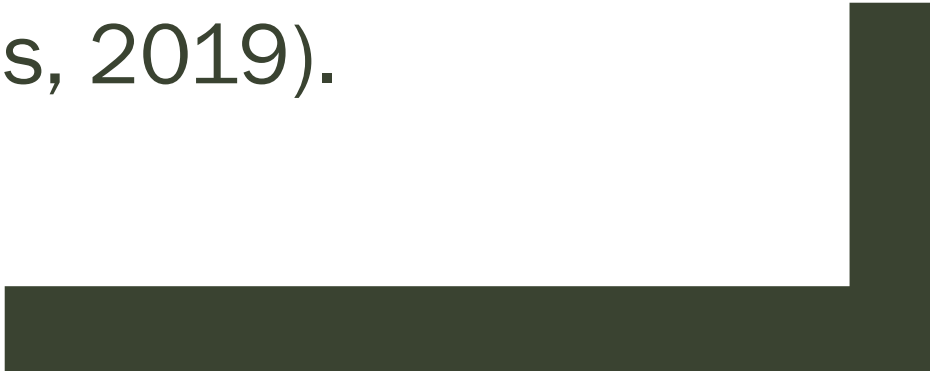
4.3: Collaborate with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities

4.4: Collaborate with both general and special education professional colleagues as well as other personnel serving individuals with exceptionalities to improve outcomes for individuals with exceptionalities.





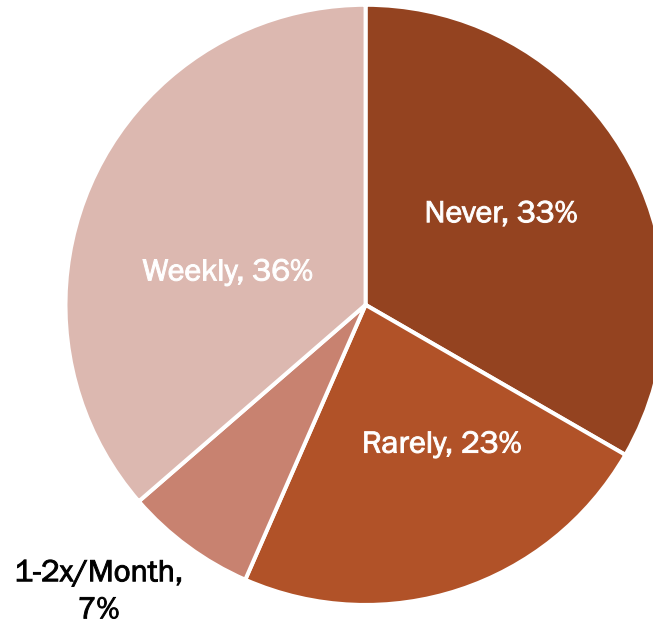
“Interprofessional practice is a process by which one creates parity amongst diverse team members...to engage in continuous information sharing and to establish accountability across shared outcomes”  
(Crouse, Levin, & Phelps, 2019).



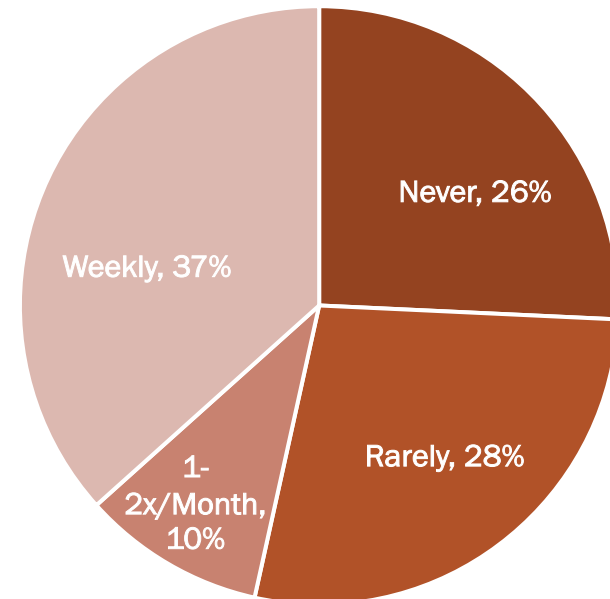
# ...Reality

From Katz (2008)

% of SLPs Team Teaching with Sped Teachers



% of SLPs Pushing Into General Education



## Barriers to Collaboration

- Time (whew, don't we know it)
- Simply not knowing how (hello!)
- Vulnerability
- Administration/systems
- Can you think of any others?



## Benefits of Collaboration

- Greater gains in language scores, vocabulary skills (Mount, 2014)
- Higher levels of teacher satisfaction (Cooper-Duffy & Eaker, 2017)
- Improving relationships/feeling like “part of a team”



# What does this look like at Winfield?

(Redacted Workload Info, n = 32)

Direct Service, Pull Out • 26 students (81%)

Direct Service, Push In • 8 students (25%)

Indirect/Consult • 6 students (19%)

RTI • 2 Students (6%)

Case Managed by SLP • 2 Students (6%)

A Word (or two) about the IDEA...

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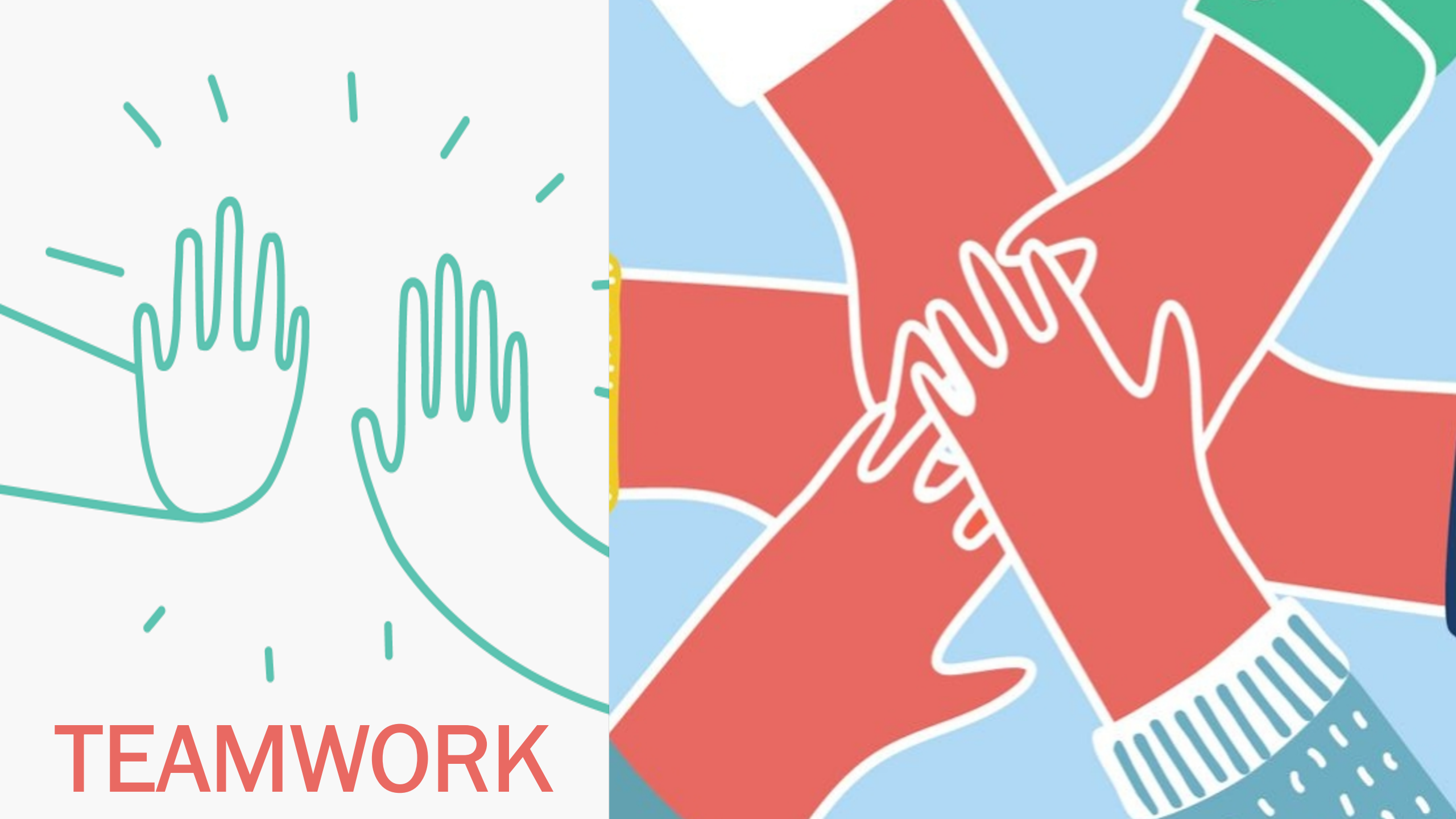
FAPE

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LRE

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IEP



TEAMWORK

# Collaborative Service Delivery Models

(Mount, 2014)

Supportive  
Teaching

Complementary  
Teaching

Station  
Teaching

Parallel  
Teaching

Team Teaching

Consultation

+ Collaborative Pull Out Therapy

# Components of Successful Collaboration





# PUTTING IT ALL INTO PRACTICE - LET'S COLLAB!

How can we apply these concepts to  
WMS?



# Furthering the Learning: Some Helpful Collaborative Resources

- Great example of [“Interprofessional Practice \(IPP\) in Action”](#)
- [What’s your IPP IQ?](#)
- [SLP Scope of Practice video](#)
- [SLP as a member of the literacy team.](#)
- Interprofessional Educational Collaborative (IPEC) [Core Competencies](#)
- [National Center Data Repository](#) from the National Center for IPP/E (more healthcare-centric, but interesting if you’re a data/outcomes lover!)

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