

# MAKING THE MOST OF SCHOOL-BASED COLLABORATION

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# DISCLOSURES

- ▶ I currently serve as the Vice President for Governmental and Political Affairs of SHAV. As a board member, the association has waived my conference registration fee.
- ▶ I have no other financial or non-financial disclosures.

# WHAT ISN'T COLLABORATION?

- It's not a service delivery model.
- It's not a “coaching” relationship.
- It's not something the admins are making you do.

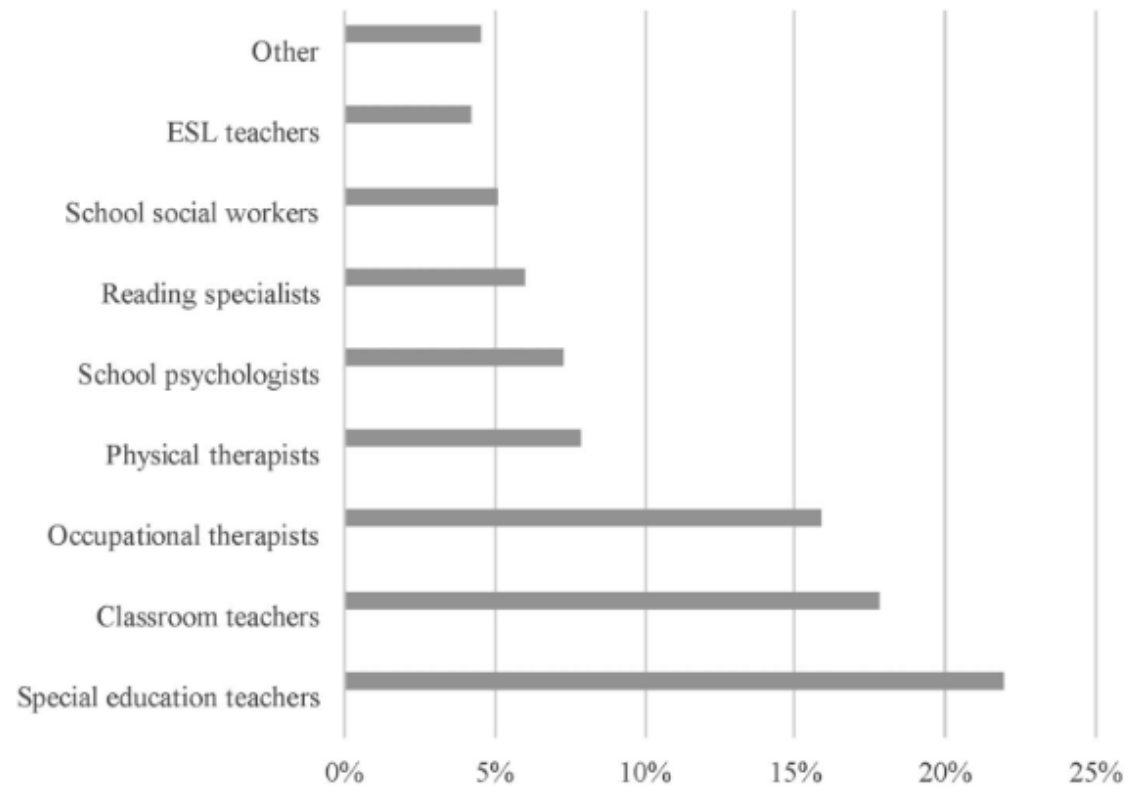
# SO WHAT *IS* COLLABORATION?

“A partnership between professionals, working together to achieve common goals.”

- Cooperation
- Coordination
- Cross-fertilization
- Integration

## WITH WHOM DO SLPS COLLABORATE?

Pfeiffer et al., 2019



## ON WHAT CAN SLPS COLLABORATE?

Archibald, 2017

**Vocabulary:** 6 studies, strong evidence supporting SLP-educator classroom collaboration

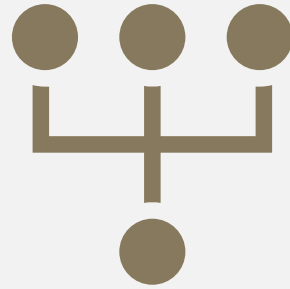
**Oral language:** 5 studies, overall benefit to narrative language, but specific expressive language goals may benefit more from small group/individual tx followed by classroom support

**Phonological awareness:** 4 studies, strong evidence for benefits of classroom collaboration

**Curriculum-based language:** 8 studies, findings suggest SLP-educator collaboration may be necessary to achieve high quality language and literacy instruction

**Writing:** 2 studies, positive results

# COOPERATION



Individuals working together  
on a joint task.

"You do one half of the assignment I'll do the other half and then we'll join them together"





Individuals adjusting perspectives, opinions, and work habits.

- Find common ground
- Understand each other's roles and responsibilities



COORDINATION

## CREW



Jordan Peele

Director



Jordan Peele

Writer



Jordan Peele

Producer

# CROSS-FERTILIZATION

Individuals exchanging knowledge and skills.

- Openness
- Willing to share expertise, skills, and knowledge
- Willing to *receive* expertise, skills, and knowledge



“There are **known knowns**; there are things we know we know. We also know there are **known unknowns**, that is to say we know there are some things we do not know. But there are also **unknown unknowns**—the ones we don’t know we don’t know... It is the latter category that tends to be the difficult ones.”

- Donald Rumsfeld

## WHAT DO TEACHERS KNOW ABOUT US?

Known knowns	<ul style="list-style-type: none"><li>○ We can fix speech sounds</li><li>○ We help kids with academics and social interaction... somehow...</li></ul>
Known unknowns	<ul style="list-style-type: none"><li>○ What exactly does the “language” part of “speech-language pathologist” refer to?</li><li>○ What exactly do SLPs do when they pull students?</li></ul>
Unknown unknowns	<ul style="list-style-type: none"><li>○ Written language? Dyslexia? TBI? Executive functions?</li></ul>

## WHAT DO WE KNOW ABOUT TEACHERS?

Known knowns	<ul style="list-style-type: none"><li>○ What does this student's cognitive profile look like?</li></ul>
Known unknowns	<ul style="list-style-type: none"><li>○ What topics are covered in the student's classroom curriculum?</li><li>○ What's going on in the student's personal life?</li><li>○ Are therapy skills generalizing to the classroom?</li></ul>
Unknown unknowns	<ul style="list-style-type: none"><li>○ BLIND SPOT!</li><li>○ Classroom and behavior management?</li><li>○ More examples?</li></ul>

# INTEGRATION

Individuals removing boundaries between themselves.

- What kinds of boundaries?
- How can we make this work?



WHAT BARRIERS TO  
COLLABORATION DO *YOU*  
EXPERIENCE?



Difference in  
training and  
service  
framework

Absence of  
interdisciplinary  
culture

Professional

Lack  
time

Lack of  
formal  
support

restrictions of  
time/location

Professional  
or social

be

Poor

tion

to

students

Poor  
understanding of  
each other's roles

# COOPERATION

Individuals working together on a joint task.

## Barriers

- Time
- Communication
- Hierarchies
- Professional or social boundaries
- Lack of interdisciplinary culture or formal supports
- Restrictions of setting/location

## Solutions?

- ~~Kill two birds with one stone~~ Mash two potatoes with one fork
- Plan your collaboration early, before your schedules get too crazy
- Make sure you're a familiar, friendly face
- "Market" your services with demonstrations and word-of-mouth
- Get creative with service delivery options

# COORDINATION

Individuals adjusting their perspectives, opinions, and work habits.

## **Barriers**

- Communication
- Professional or social hierarchies
- Lack of equality
- Lack of interdisciplinary culture

## **Solutions?**

- What compromises can you make, and what is off-limits?
- How do teachers perceive you? SLPs in general? What can you do to sway their perception?

# CROSS-FERTILIZATION

Individuals exchanging knowledge and skills.

## **Barriers**

- Professional hierarchies
- Lack of equality
- Differences in training and service framework
- Curriculum

## **Solutions?**

- How can you communicate the skills/knowledge that the teacher needs? Showing? Telling? Asking the teacher what they need?
- What do we need to learn in order to make sure our students can access their classroom curriculum?

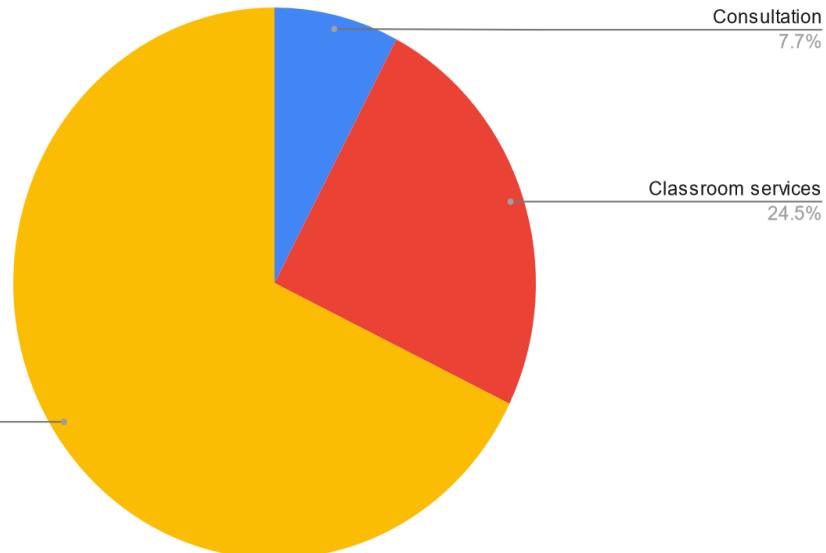
**HOW CAN I COLLABORATE  
ACROSS DIFFERENT SERVICE  
DELIVERY MODELS?**

## SERVICE DELIVERY MODELS

“Pull-out” services

“Push-in” services

Indirect services



## “PULL-OUT” SERVICES

Ensure

Ensure that your IEP goals align with functional and meaningful outcomes aligned with classroom needs.

Move

Move your therapy towards contextualization: Decontextualized > Contextualized > Activity-focused

Maintain

Maintain open lines of communication with the teacher, keeping an eye on generalization



## “PUSH-IN” SERVICES

Explore different models of “push-in” services:

- **Supportive co-teaching:** Teacher leads, SLP monitors the whole class and provides targeted support
- **Parallel teaching:** The classroom is split into groups, the teacher instructs one group, and the SLP works with a group that needs modified instruction
- **Complementary co-teaching:** Teacher provides instruction, SLP enhances the instruction (e.g., visuals, examples, implementation of language-supportive strategies)
- **Team co-teaching:** SLP acts as a full extension of the teacher, assisting in planning, teaching, assessment, and shared responsibility for classroom students



Co-teaching model	Staffing	Considerations	Skills to teach in these arrangements
<i>Team Teaching</i>	Teacher SLP	<ul style="list-style-type: none"> <li>• Shared planning required</li> <li>• Trusting relationship needed</li> <li>• Comfort with content delivery</li> <li>• Establish rapport of both instructors with all students</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Story elements</li> <li>• Articulation</li> <li>• Syntax</li> <li>• Skills that support content access for all students</li> </ul>
<i>Station Teaching</i>	Teacher SLP	<ul style="list-style-type: none"> <li>• New co-teaching pair</li> <li>• Therapy delivery can stay consistent, just in a new location</li> <li>• Skills may work to prime students for another activity</li> <li>• Needed shared planning time limited</li> <li>• Understanding of content can be limited as each instructor delivers specialized content simultaneously to different groups</li> </ul>	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Story elements</li> <li>• Meta-cognitive verbs</li> <li>• Grammar skills</li> <li>• Articulation</li> <li>• Intensive or scripted curriculum or intervention</li> </ul>

## CONSIDERATIONS

Zimmerman et al., 2022

**INDIRECT  
SERVICES**

Consultation with teachers

Consultation with parents

Suggest and train teacher in  
instructional strategies

Suggest and train teacher in  
environmental modifications

WHAT HAS YOUR  
COLLABORATION  
LOOKED LIKE?



Send me an  
email if you  
need access  
to any of  
these  
articles!

## REFERENCES

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# WHAT QUESTIONS DO YOU HAVE?

Feel free to email me at [rrsenter@umd.edu](mailto:rrsenter@umd.edu) if you have any questions, or if you need a copy of any of the articles mentioned today.

Slides available via QR code or at <https://www.reedsenter.com/>