Establishing & Maintaining Collaborative Partnerships

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August 5, 2022

Today's Journey

- Introductions

- Discussion

- Define collaboration

- The why

- Identify barriers

- Tips on establishing collaborative partnerships

- Tips on maintaining collaborative partnerships

- Wrap up

- Questions

Who are we?

- Erin Stehle Wallace:

- Assistant Professor at Longwood University

- Background: School-based SLP

- Interests: Collaboration, language and literacy rich environments, pre-professional training

- Reed Senter:

- Assistant Professor at DeSales University

- Background: Middle and High School SLP

- Interests: Developmental language disorder, school-based professional issues

Who are YOU?

What age group do you provide services for?

Who do you collaborate with most ?

How long have you been an SLP?

What type of therapy is your favorite?

Discussion: Ideal and current partnerships

What does your ideal collaborative partnership look like? How often do you communicate? How often do you coteach or provide services together? Do you feel supported?

What does your current collaborative partnership look like?

How is your ideal and current partnership different?

What is Collaboration?

A dynamic system for educational efforts which endorses collegial, interdependent, and co-equal styles of interaction between at least two partners.

The partners work together to achieve common goals in the learning and decision-making processes. Each partner brings their own personal, ideological, and organizational factors to the relationship.
 (Hartas, 2004)

Direct Interaction between at least two co-equal parties that are voluntarily engaged in shared-decision making as they work toward a common goal
(Friend & Cook, 2000)
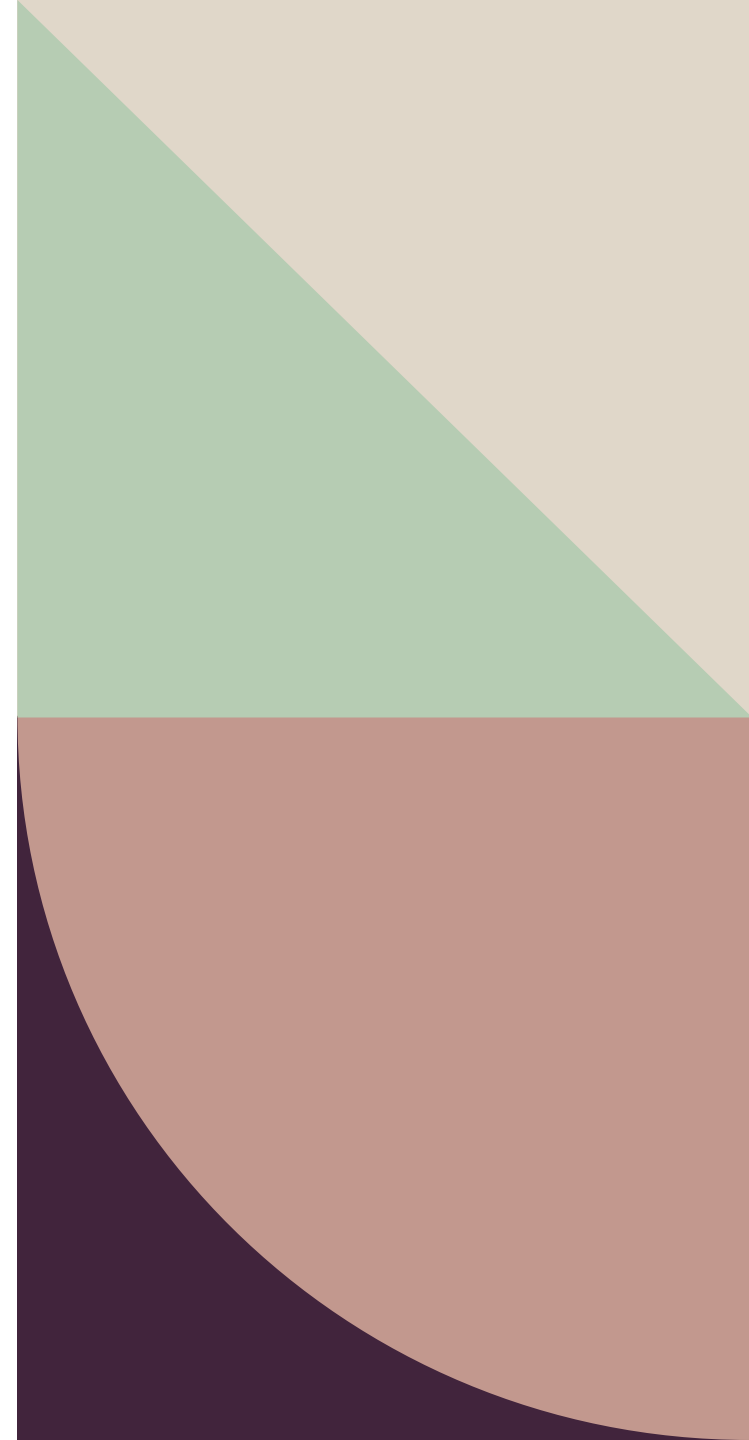
Why do we need to collaborate?

Language skills	Language delays	Association between language and behavior	Gaps in preservice and pre professional training
High quality language learning environments in the classroom	In class therapy	Generalization	Least Restrictive Environment

SLPs & Educators

Deliver instruction and services together support students with SLI (Archibald, 2017)

Educators and SLPs bring different but complementary skills

By combining these skills educators and SLPs can increase their students success (Archibald, 2017)

SLPs can model for educators:

Support oral language development for all students (Heisler & Thousand, 2021)

Generalization (McGinty & Justice, 2006)

Discussion: Barriers

- What barriers to you feel impede you from establishing and maintaining effective collaborative partnerships?

Barriers

Lack of time	Limited communication	Professional/ status hierarchies
Lack of equality	Existence of professional boundaries	Lack of interdisciplinary culture
Lack of formal support systems	Differences in training and service framework	Setting/Location
Curriculum	Social	Different understanding of language development

(Dessent, 1996; Ehren, 2000; Hartas, 2004;
Ritzman, Sanger, & Coufal, 2010; Archibald, 2017)

Establishing Collaborative Partnerships

Begin with YOU

What are potential ways we can self reflect?

"The success of a collaborative relationship between a teacher and SLP remains dependent upon their ability and willingness to self-reflect. With teachers and SLPs who are willing to begin this process of self-reflection, there is a greater likelihood that their students will achieve higher levels of success." (Wallace et al., 2020)

Table 1 **Characteristics and Barriers of Collaboration**

Characteristic	Definition	Barriers
Cooperation	Individuals working together on a joint task	• Lack of time, limited communication • Professional hierarchies, lack of equality, existence of professional or social boundaries • Lack of interdisciplinary culture, lack of formal supports, differences in training and knowledge • Restrictions of setting/location, curriculum
Coordination	Individuals adjusting their perspectives, opinions, work habits	• Limited communication • Professional or social hierarchies, lack of equality, lack of interdisciplinary culture
Cross-fertilization	Individuals exchanging knowledge and skills	• Professional hierarchies, lack of equality, • Differences in training and service framework, curriculum, and understanding of language development
Integration	Individuals removing boundaries between the themselves	• Lack of time • Existence of professional boundaries, lack of interdisciplinary culture, lack of formal support systems

Note. This table references Watts and colleagues' (1994) description of collaboration.

Four steps

Cooperation

- Voluntary partnership between equals

- Joint task

- Investment from each partner

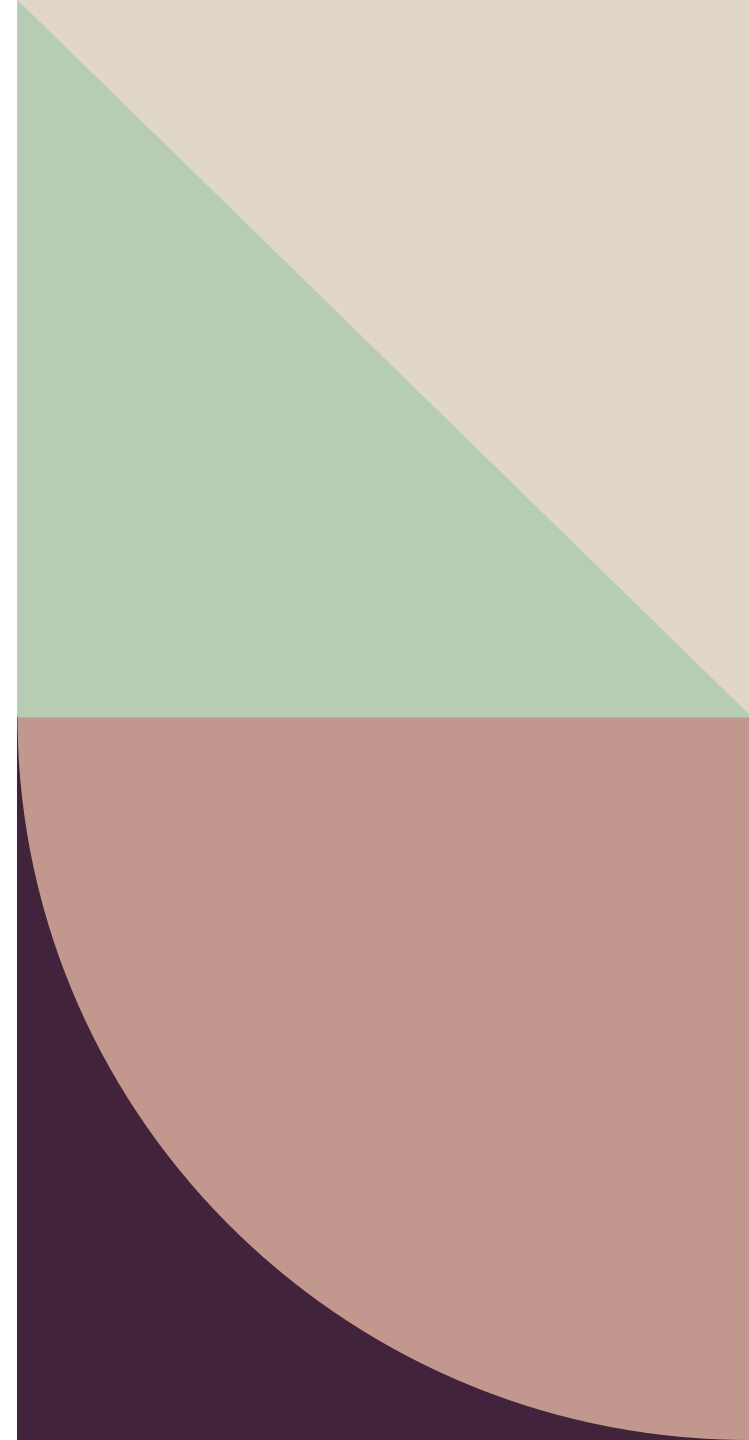What are potential barriers?

Barriers and tips

Barriers:

Time and distance

Tips:

Online tools: An "evolution of tradition"

Coordination

- Benefits of diverse skill set but may come with complications

- Begin on the same page

- Common ground

- Understanding and respecting each others roles and responsibilities

- Adjustment

Barriers and tips

Barriers:

Medical vs. education terminology

Professional hierarchy

Inequality

Tips:

Share expertise and knowledge

Adjust perspective and work habits

Respect

Cross-Fertilization

- Share expertise, skills and knowledge

- Openness and willingness

Barriers and tips

Barriers:

Differences in training

Differences in terminology

Tips:

Continuing education

Initial conversations about roles and responsibilities

Integration

Removal of boundaries

Barriers and tips

Barriers:

Lack of time

No formal supports

Professional boundaries

Tips:

Meetings

Continuing education

In class therapy

Practical and Low-effort Strategies to Improve and Maintain Collaborative Partnerships

Discussion: In class therapy

Let's talk about the benefits of in class therapy?

In-class Therapy

- Collaborative services

- Increases therapeutic benefits

- Improves communication

- Higher likelihood of generalization

- Least restrictive environment (Zimmerman et al., 2022)

- Language rich learning environment
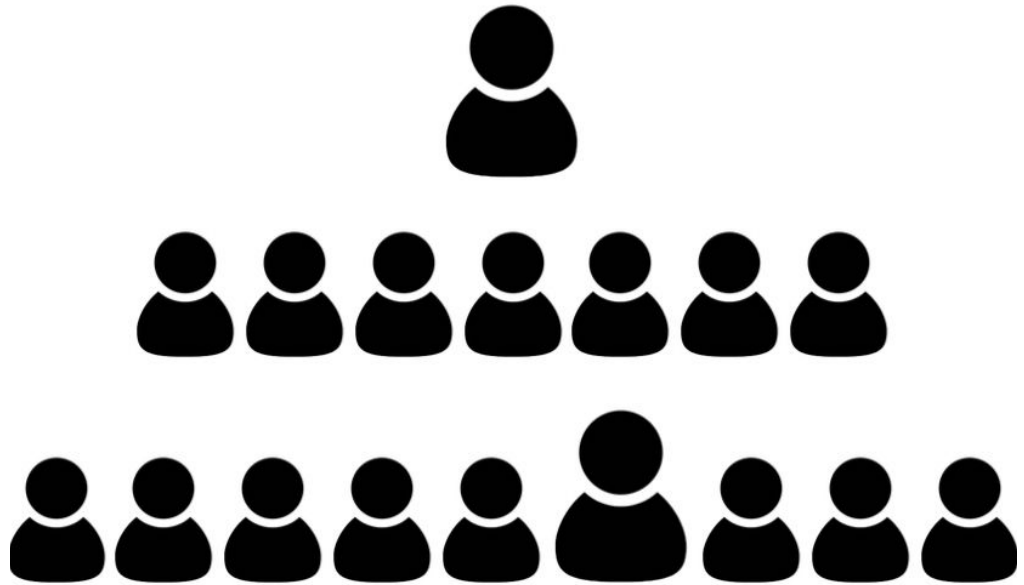
- Modeling

(Archibald, 2017)

Co teaching models
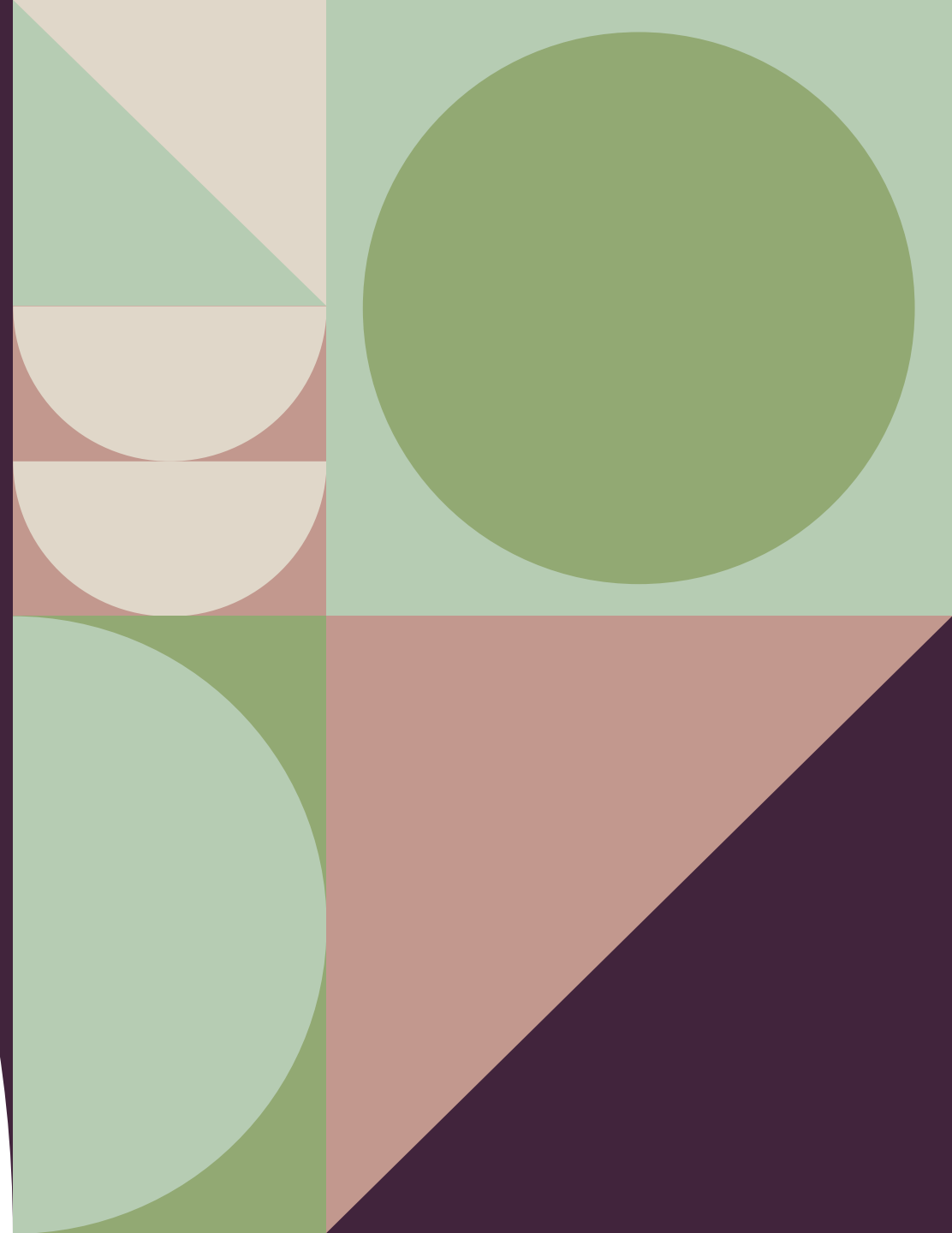
# Supportive co-teaching

One professional maintains the leadership role

Other professional monitors the class and provides targeted support

What would this look like during therapeutic services?

Parallel teaching

- Students are split into groups

- One professional takes one group and the other takes the remaining group

- SLP works with students who need more support

- What would be the benefit of this?
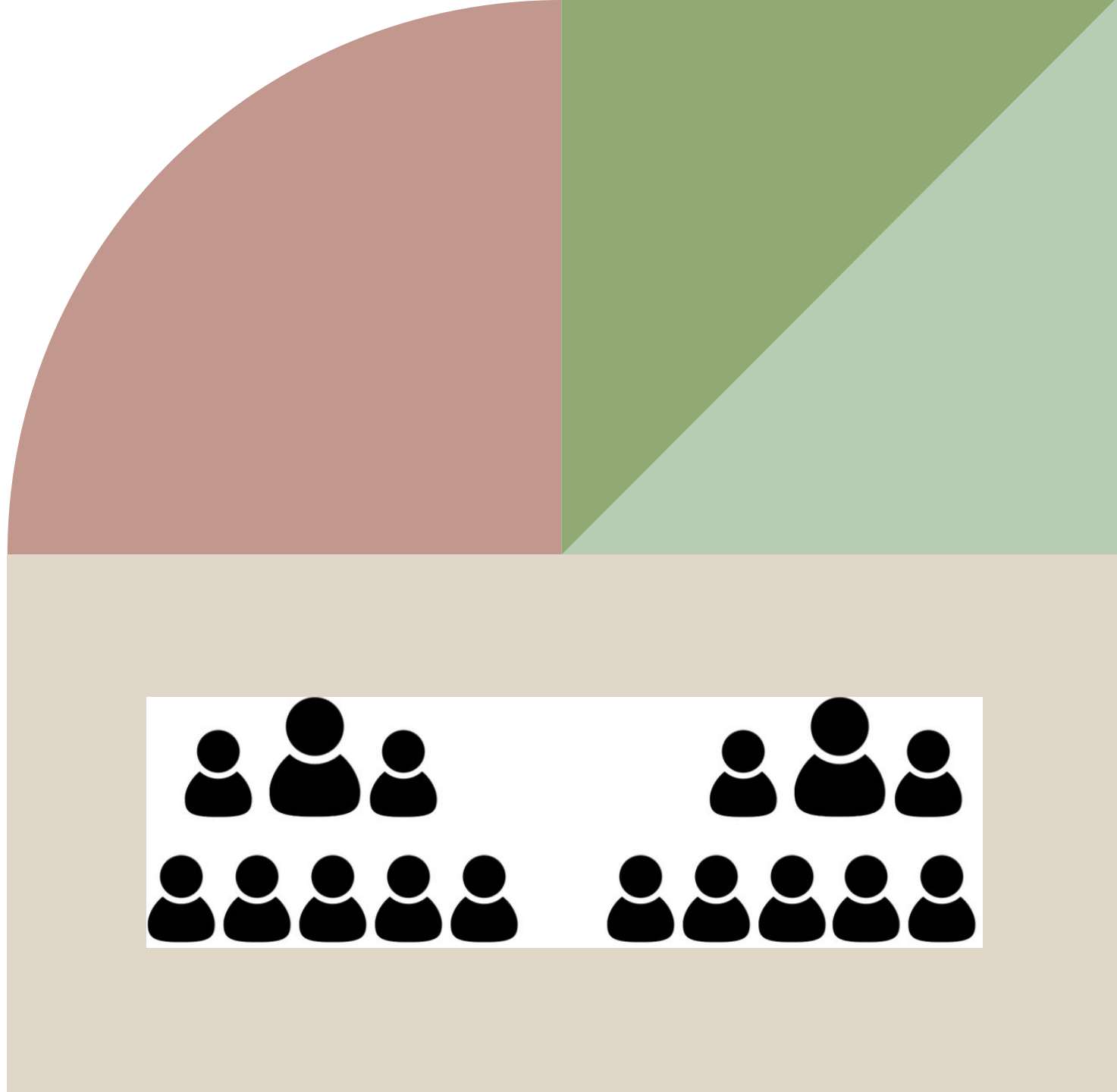
Complementary co-teaching

- One professional enhances the instruction provided by the other professional
- SLP may compliment an educator
- What are the benefits?
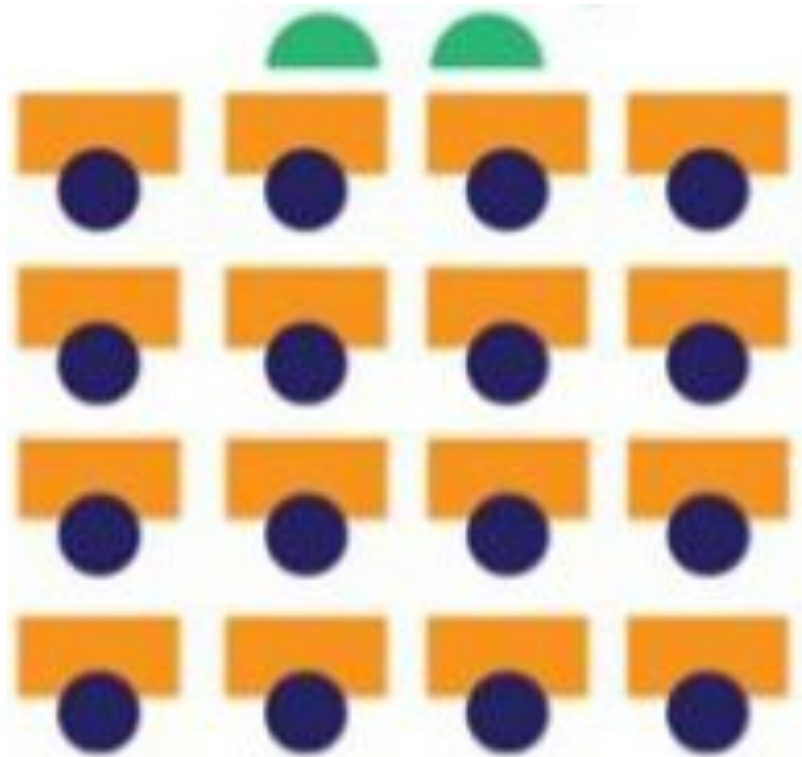
Team teaching

- SLP and teacher share instructional responsibilities
- Both educators teach the whole group together, perhaps in short mini-lessons
- What are the benefits?

Planning and implementation

- Requires shared planning time
- SLP and teacher must coordinate well
- Focus on educators' strengths: What can *you* contribute?

Station teaching

- SLP and teacher deliver separate content at separate stations
- Students rotate between stations
- What are the benefits?

Planning and implementation

- Doesn't require extensive planning
- Allows both educators to maintain their own teaching style
- May be good for SLP and teacher who are new to collaboration
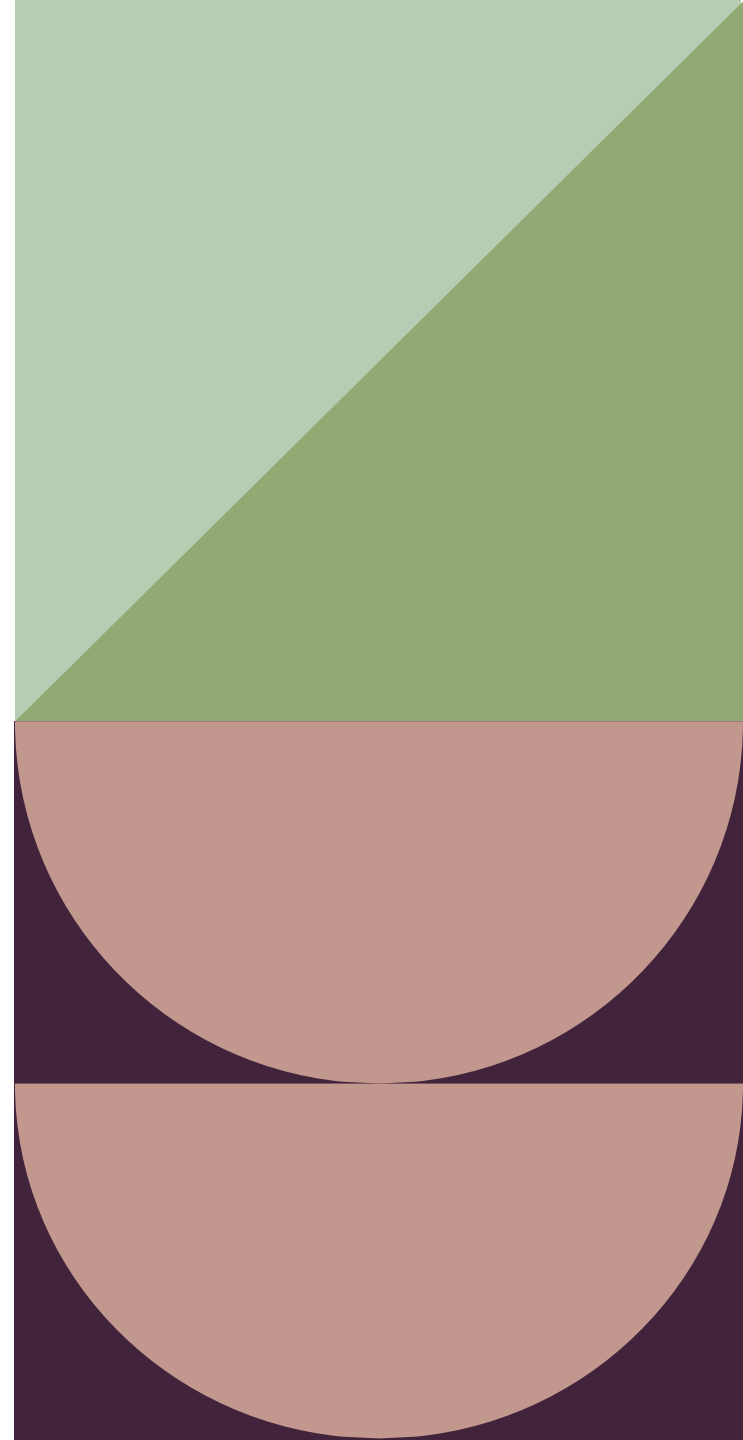
Wrap-up

Questions

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   (Includes slides and articles)

Disclosure

Erin Stehle Wallace receives compensation from Longwood University

Reed Senter receives compensation from DeSales University

We did not receive other financial support for the material in this presentation