Improving Students' Oral Language Skills in the General Education Setting using Interprofessional Practice

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Disclosures

- I am an employee and member of ASHA

- PATTAN is paying my travel expenses, but I am receiving no other compensation for this presentation.

- I am a co-author of RTI in Action, Oral Language Activities for k-2 Classrooms and RTI In Action, Grades 3-5 Oral and Written Language Activities for the Common Core State Standards but receive no compensation for these publications.
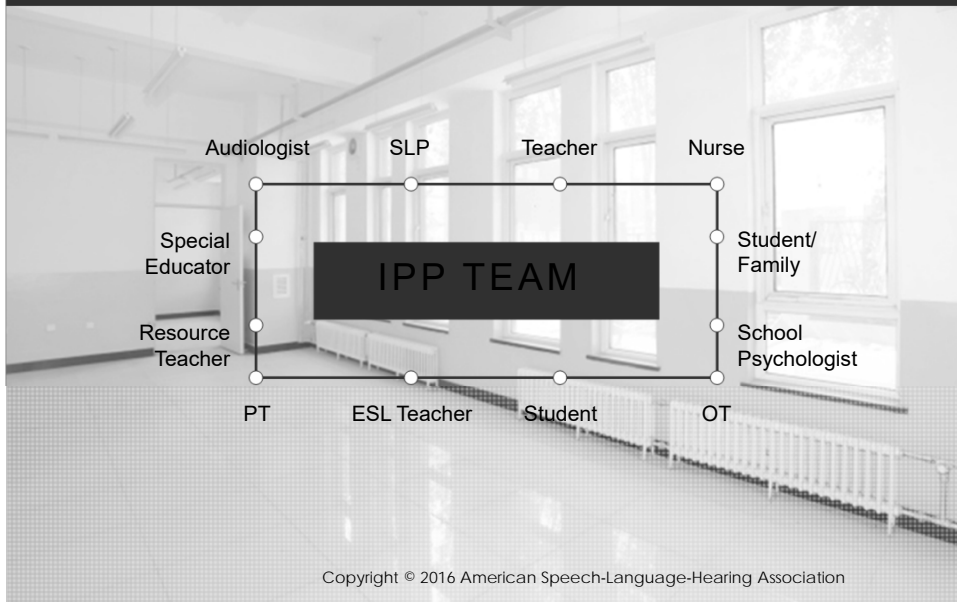
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Session Objectives

- Apply the principles of Interprofessional practice to improve student's oral language skills.

- Describe the differences between the 3 tiers of instruction in RTI, and develop activities for each level.

- Describe different classroom collaboration models and when each may be appropriate.

- Understand and apply various data collection and assessment strategies for intervention within the framework of RTI

- Create goals and activities to improve oral language skills within the general education classroom.

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What is Interprofessional Practice?

IPE is an activity that occurs when two or more professions learn **about, from, and with** each other to enable effective collaboration and improve outcomes for individuals and families whom we serve. Similarly, IPP occurs when multiple service providers from different professional backgrounds provide comprehensive healthcare or educational services by working with individuals and their families, caregivers, and communities- to deliver the highest quality of care across settings.

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WHY IPP IN A SCHOOL SETTING?

IPP TEAM

Audiologist · SLP · Teacher · Nurse · Special Educator · Student/Family · Resource Teacher · School Psychologist · PT · ESL Teacher · Student · OT

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How is IPP different from Multidisciplinary Practices?

- Shared responsibility and accountability

- Role clarification

- Non-hierarchical/ non territorial

- Transparency

- Continuous, seamless, dynamic communication

- Integrated evaluation, service provision and professional development

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Core Competencies for IPP
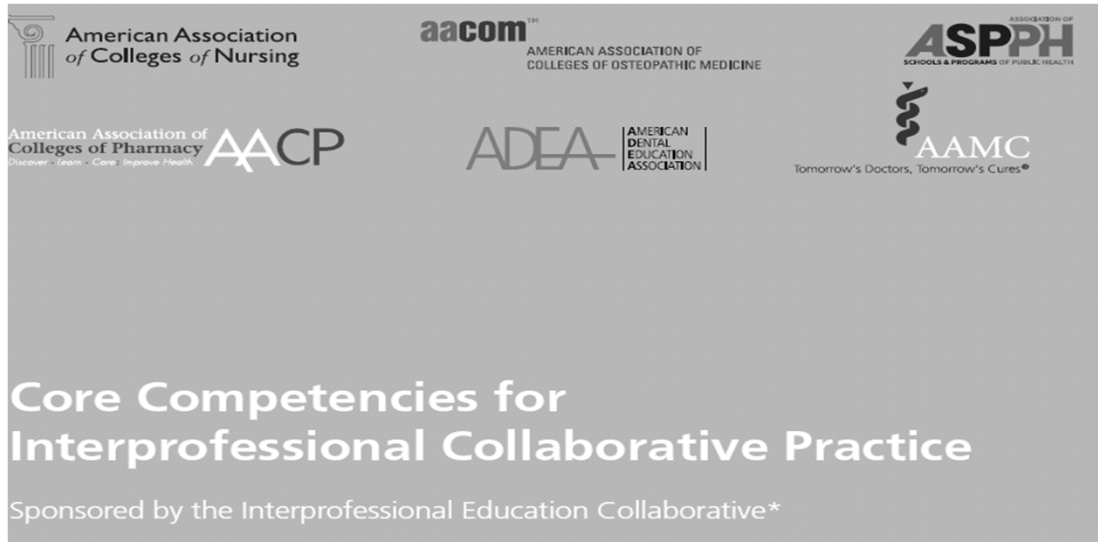
What Skills are Necessary for IPP?

- Four areas of competency :
  - Values and ethics
  - Roles and responsibilities
  - Interprofessional communication
  - Teams and teamwork

Core Competencies for Interprofessional Collaborative Practice , Interprofessional Education Collaborative

Examples of Values and Ethics Competencies

- Embrace the cultural diversity and individual differences that characterize students, populations, and the educational team.

- Respect the unique cultures, values, roles/responsibilities, and expertise of other professions.

- Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and educational services.

- Develop a trusting relationship with students, families, and other team members .

- Maintain competence in one's own profession appropriate to scope of practice.

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Examples of Roles and Responsibilities Competencies

- Communicate one's roles and responsibilities clearly to students families, and other professionals.

- Recognize one's limitations in skills, knowledge, and abilities.

- Engage diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.

- Explain the roles and responsibilities of other care providers and how the team works together to provide care.

- Use unique and complementary abilities of all members of the team to optimize patient/student care

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Examples of Interprofessional Competencies

- Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.

- Organize and communicate information with students, families, and educational team members in a form that is understandable, avoiding discipline-specific terminology when possible.

- Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.

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Examples of Teams and Teamwork Competencies

- Describe the process of team development and the roles and practices of effective teams

- Integrate the knowledge and experience of other professions— appropriate to the specific care situation—to inform care decisions, while respecting student, family and community values and priorities/ preferences for care.

- Share accountability with other professions, students, and communities for outcomes relevant to prevention and education.

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Let's Talk (5-10 minutes)

- Find a partner discuss the competencies that you feel are most challenging for educational teams.

- Be prepared to share highlights of your discussion

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WHAT CAN EACH OF US DO?

START BY ASKING QUESTIONS

?

What will help you address the needs to get there in your setting?

?

Investment, support, buy-in is crucial

?

Who do you influence… how do you get buy-in, who is in your community of practice?

?

Identify the necessary infrastructure and support systems to make it work

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WHAT CAN EACH OF US DO?

THE IMPORTANT THING IS TO DO SOMETHING

★

Identify a competency to develop or enhance

★

Read the other IPE Competencies

★

Share what you learned today with a colleague

★

Discuss this with your administrator

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What Can Each of Us Do?

- Evaluate your caseload to determine those students for whom IPP would be relevant and productive

- Organize the group of staff who interface with these students and begin the dialogue and share information about IPP

- Gather resources and supports necessary to learn about , with and from one another

- Assess, treat, analyze the outcomes within the context of IPP.

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IPP Resources

Interprofessional Education/Interprofessional Practice (IPE/IPP)

ASHA adapted the World Health Organization [PDF] definitions of *interprofessional education* (IPE) and *interprofessional practice* (IPP), also called *interprofessional collaborative practice*, to reflect audiologists' and speech-language pathologists' (SLPs') engagement in IPP in both health care and education settings. In ASHA's definition, IPE is an activity that occurs when two or more professions learn about, from, and with each other to enable effective collaboration and improve outcomes for individuals and families whom we serve. Similarly, IPP occurs when multiple service providers from different professional backgrounds provide comprehensive healthcare or educational services by working with individuals and their families, caregivers, and communities- to deliver the highest quality of care across settings.

Experiences with Interprofessional Collaborative Practice
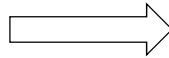
The Why, What, and How of Interprofessional Collaboration

In this free webinar (offered for 0.2 ASHA CEUs), you will learn the why, what, and how of interprofessional education and interprofessional collaborative practice. Find out if you have the skills to succeed on interprofessional teams in a health care or education environment.

ASHA's Envisioned Future: 2025

ASHA's Envisioned Future: 2025 identifies the significance of interprofessional education and collaborative practice models for audiologists and SLPs.
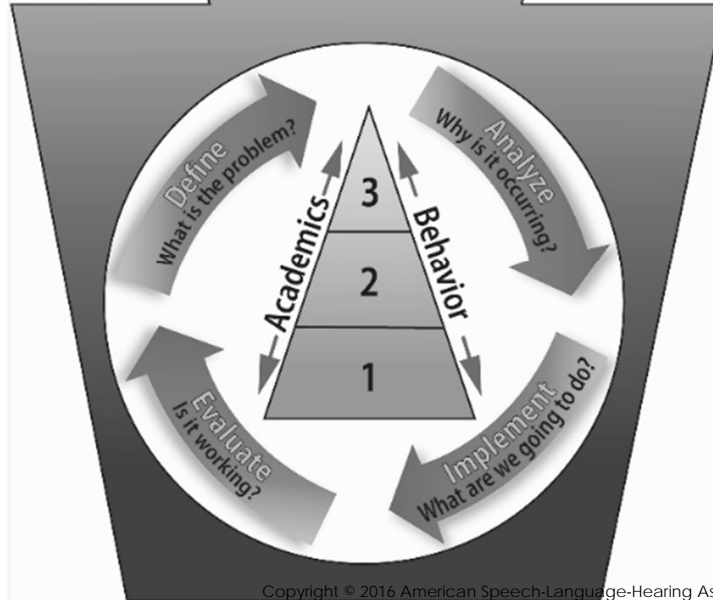
Additional Resources

- ASHA's IPE/IPP Activities and Collaborations
- IPE/IPP Overview (Webinar)
- IPE/IPP Events
- IPE/IPP Resources
- The Value of Collaborating brochure [PDF]
- IPE/IPP Quiz [PDF]

Multi-tiered Systems of Support (MTSS)/Response to intervention (RTI)

Pennsylvania Transitions from RTI to MTSS

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning

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Rationale

Research and practice has shown that MTSS can:

➢ Prevent learning problems from becoming disabling

➢ Promote progress without special education

➢ Provide a broader foundation of data for determining need for special education

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What Are The Components?

- <u>universal screening</u>,

- <u>high-quality</u> <u>evidence based </u>instruction

- interventions <u>matched </u>to student need

- frequent <u>measures of progress</u>

- use of child's response <u>data </u>to make educational decisions.

Core Principles of RtI
(NASDE, 2005)

- All students can learn with effective instruction utilizing scientifically research based instruction

- intervene early

- use a multi-tier model – intervention must be differentiated in nature and intensity

Core Principles

- We must use a problem-solving model based on data to make decisions within a multi-tier model
    - Is there a problem and what is it? (Identification)
    - Why is it happening? (Analysis)
    - What are we going to do about it? (Plan)
    - Did our intervention work? (Review and Revise)

Roles and Responsibilities of MTTS Team

- **Data Mentor:** Collects, organizes, displays, analyzes and interprets data; understands and uses all data; presents data in user-friendly ways; assists others with process of data-based decision-making and sets or rules on which it is based; helps apply rules to make systematic decisions; advocates for time and structures to support this process

Roles and Responsibilities of MTTS Team

- **Facilitator:** Understands and assists staff through organizational change process; designs specific procedures for ongoing communication structures and efforts; ensures responsivity to the needs of staff and core team as they move through change process; knowledgeable in team processes and advancement of team functioning; well organized; establisher of team meetings, involvement and shared leadership

Roles and Responsibilities of MTTS Team

- **Staff Liaison**: Ensures that all staff have a voice in decision-making; facilitates shared perspective; solicits input; key communicator with staff not represented on core building team; establishes communication structures to solicit ongoing feedback and input; communicates among and across grade levels and other staff

Roles and Responsibilities of MTTS Team

- **Instructional Leader**: Principal and other building level administrators; attends to change process; supports staff through communication, culture building, gathering input, and establishing order through routines and procedures. Delegates responsibility with the core building team and encourages and supports the development of leadership skills within the team

Roles and Responsibilities of MTTS Team

- **Content Specialist**: Provides training related to adoption of new curricular materials and adequately trains all implementers; Checks fidelity of use of curricular materials and strategies; applies knowledge and understanding of content to make decisions; excellent communicator of thoughts related to decision-making (e.g., "What does our assessment data tell us about students' instructional needs?" "What elements need to be included in an effective core instructional program?" "Which instructional strategies are most effective to address this area of concern?")

Knowledge and Skills for MTSS

- In-Depth Knowledge of Literacy Development and Instruction

- Data-Analysis and Instructional Matching Skills

- Differentiation of Instruction

- Collaboration

- Commitment to Life-Long Learning

- Communication Skills

- Facility with Technology

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4 Essential Questions that Integrate Curriculum, Instruction, & Assessment

- **What** is it we want all students to know and be able to do? (curriculum)

- **How** will we know when each student has mastered the essential learning? (assessment)

- **How** will we deepen the learning for students who have already mastered essential knowledge and skills? (instruction/intervention)

- **How** will we respond when a student experiences difficulty in learning? (instruction/intervention)

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Assessment

We must use assessment for three purposes:

(1) To identify those who are not making progress at expected rates

(2) To determine what students can and cannot do

(3) To determine if interventions are effective

Assessment is a dynamic process

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Assessment-Timing Matters

- When do you assess? It may make a difference
  - Our analyses led to three main findings: 1) The later in the day the time of the test is, the lower the performance on the test; 2) breaks cause a significant improvement in performance; 3) the effect of time of day and of breaks are not homogeneous – low-performing students are more affected by breaks (and also by the time of the day when the test is taken) than high-performing students.

- https://theconversation.com/is-your-child-taking-a-test-when-is-the-right-time-54697

- http://www.pnas.org/content/early/2016/02/09/1516947113.abstract

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Assessment and MTSS

- Data Analysis for the Instructional Decision Making: Team Process
  - tool provides guidance for school based teams who convene to analyze student performance data and make instruction decisions. The script is intended to provide structure and language to guide team decision making
  - Outlines Procedures, discussion prompts and record keeping suggestions.

ASSESSMENT	WHAT IS IT?	EXAMPLE
Formal	Standardized measures that score achievement and compare broad group performance	• State tests • Achievement tests • Words Their Way
Informal	Give specific information about how learners are performing based on the content in the classroom	• Student work samples • Conference notes • Conversations
Quantitative	Based in numerical measurements that are reliable and can be analyzed and compared statistically	• Psychometric tests • High-stakes tests • State tests
Qualitative	Relates to behaviors and patterns, this type of assessment concerns itself largely with the human as opposed to the number	• Observations • Interviews
Diagnostic	Given before instruction to identify strengths and weaknesses and plan instruction	• Pretests • High-frequency word lists • Reading inventories
Formative	Administered during learning as part of classroom procedures to help the teacher make "in-the-moment" instructional adjustments	• Surveys • Observation • Running records • Student work
Summative	Used primarily after instruction has occurred or at set intervals along the way to measure growth or understanding	• High-stakes tests • Standardized tests • Final exams

*Adapted from Chapter 2 of Assessment in Perspective (Landrigan and Mulligan 2013)

What's Different

Define "treatment" more globally- consultation, collaboration, team teaching, engaging parents, assistants, teachers in treatment process
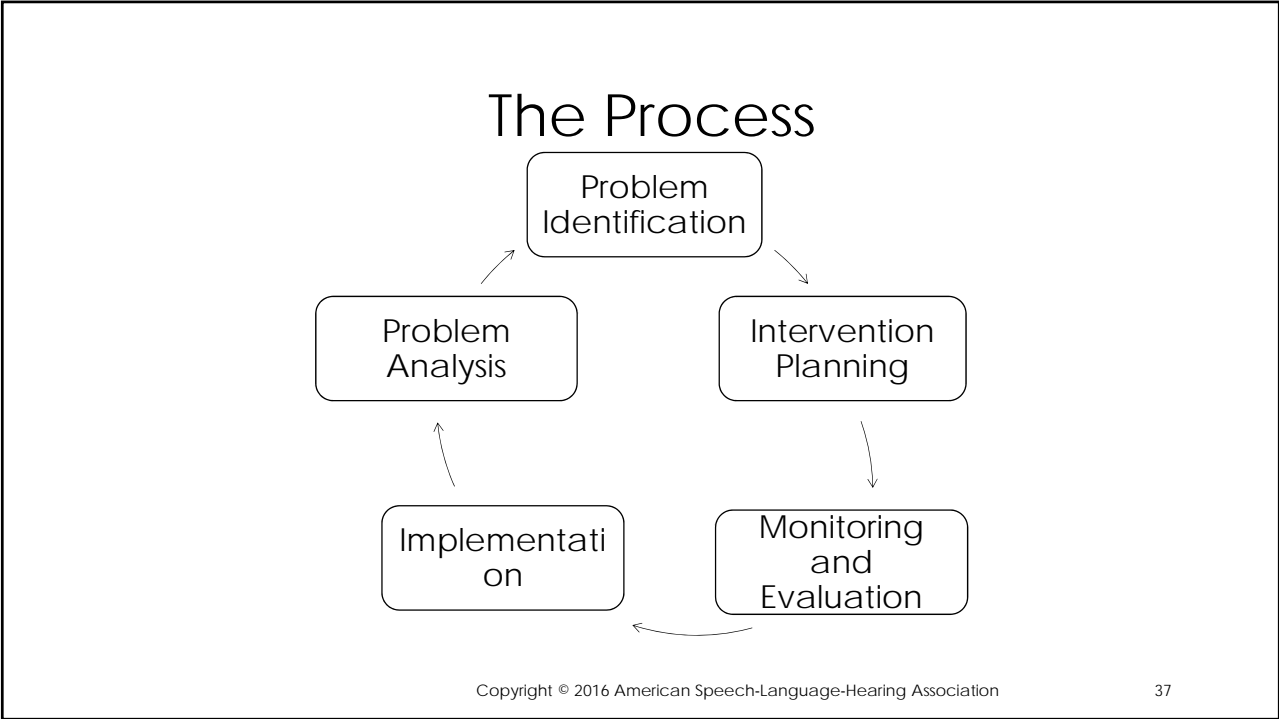
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What's Different?

Reallocation of time to offer prevention and *early intervening services** in a more naturalistic setting with decrease in number of students requiring "direct" treatment, SLPs will have time to address those needs

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The Process

Problem Identification

Problem Analysis

Intervention Planning

Implementation

Monitoring and Evaluation

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Sample CCSS Plan Form

Behavior of Concern:	
Intervention:	
Who's responsible:	
Date to be collected:	
Intervention start date:	
Intervention review Date:	

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Redefine *What You Do*

- Provide both direct and indirect services to students

- Support teachers and families through collaboration and consultation

- Provide training, materials and other resources

- Influence policy-making and decision-making

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Effective Teaching Principles (Secondary RTII Toolkit: Ellis, Worthington, Larkin)

- Engagement time

- Success rates

- Content coverage/opportunities to learn

- Grouping for instruction

- Scaffolding instruction

- Addressing forms of knowledge

- Activating and organizing knowledge

- Teaching strategically

- Making instruction explicit

- Teaching sameness in the curriculum

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The Tiers
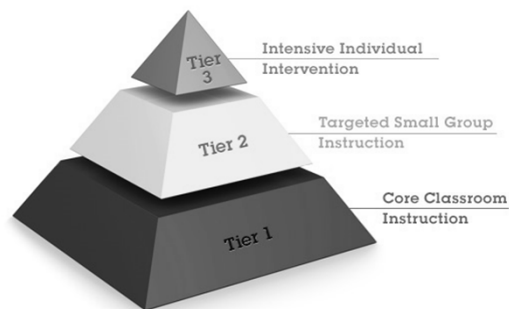
RTI (Response To Intervention)
3 Tiers of Support

Tier 1

Level I

• **Problem solving between educational team members, including parents -** Universal or Core instruction for all students, with flexible small group instruction– Meets the needs of 80% of learners

Tier 1

- **Primary instruction** in the general education classroom.

- High quality instruction

- Assessment at least 3 times a year

- Ongoing professional development

- Team agreement to implement identified interventions.

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SLP in Tier 1

- Conduct staff training on instructional models

- Observe student/teacher interactions

- Model instruction

- Provide materials

- Assist with screenings and progress monitoring

- Conduct classroom-based lessons

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SLP in Tier 1

- Analyze classroom communication expectations and recommend adaptations

- Suggest classroom accommodations

- Identify contributing factors for difficulties in oral and written language

- Train assistants and other staff to facilitate oral language development

Sample Tier 1 Activities

- RTI In Action examples
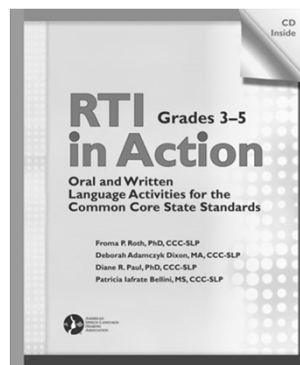
Critical Resources - Tier 1 Design

- Anita Archer (explicitinstruction.org)
- Center on Instruction (www.centeroninstruction.org)
- Danielson framework (www.danielsongroup.org)
- PA Keystone Exams
- Blueprints (SAS: http://www.pdesas.org)
- PA Standards
- SAS http://www.pdesas.org/Standard/Views;
- Unpacking the Anchors (http://www.pdesas.org/module/sas/standards/anchors/unpack)
- English Language Proficiency Standards http://www.pdesas.org/Standard/Views
- Alternate Achievement Standards (http://www.pdesas.org/Standard/Views;)
- Universal Design for Learning (http://www.udlcenter.org/)

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Tier 2- Problem Solving With Other Resources and Supports

Supplemental

Specialized Intervention

Targeted for Individual Student
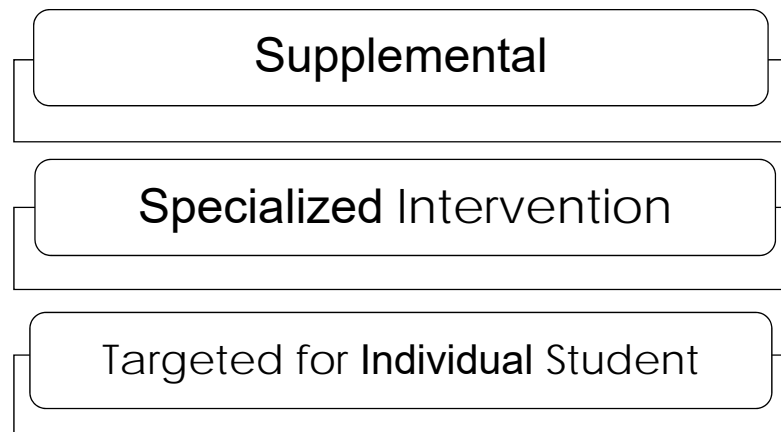
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Tier 2

- Teacher consults with other professionals and/or parent(s).
- Additional support needed by students struggling with learning provided by appropriate individuals
- Increased differentiation of instruction
- More frequent progress monitoring is expected.
- Supplementary approach

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SLP in Tier 2

- Continue supports from Tier 1, with increased collaboration with and coordination of support services
- Conduct more in-debth screening
- Conduct short-term instruction with students in increasingly intensive levels, including small groups and individual work

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SLP in Tier 2

- Analyze curricular materials and recommend changes to better facilitate learning

- Pre-teach or re-teach curricular concepts

- Analyze progress data and recommend increased or decreased levels of instructional support

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Sample Tier 2 Activities

- RTI In Action examples

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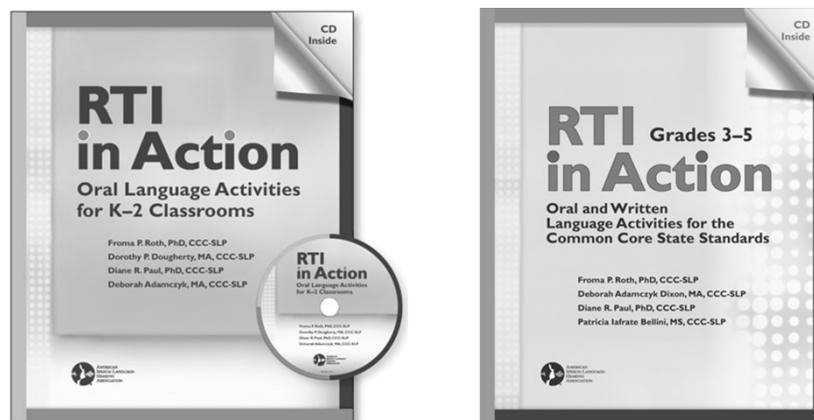
Tier 3

Intense	Sustained
Specifically Focused	Differentiated

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Tier 3

- Provide more intensive frequent individualized instruction
- Analyze and instruct on skills missing from the student's repertoire (prerequisites)
- Provide more frequent opportunities to practice the targeted skills
- Collect additional data when considering a student for special education
- Conduct more frequent progress monitoring

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SLP in Tier 3

- Provide interventions of increased intensity and /or frequency

- Conduct dynamic assessment

- Recommend instructional strategies and resources

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SLP in Tier 3

- Identify factors that suggest a need for a referral for a comprehensive multidisciplinary evaluation

- Provide materials for the functional level of the student.

- Suggest ways to provide more frequent opportunities for practice and immediate feedback

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Sample Tier 3 Activities

• RTI In Action examples
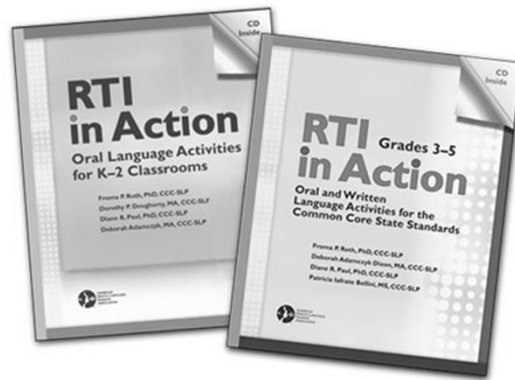
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Factors that May Contribute to the Student Learning Difficulties

Learner

Culture

Environment

Instruction

Curriculum
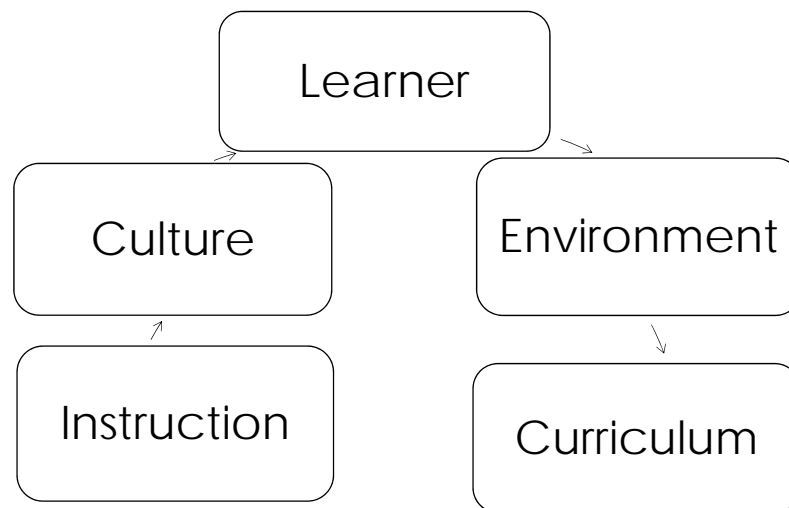
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Learner Considerations

- Prior knowledge
- Learning style
- Background and experiences
- Prerequisite vocabulary

- Support available at home
- Strengths
- Motivation
- Culture

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Learner Considerations

- Story grammar development
- Phonological awareness
- Listening comprehension
- English language learning
- Hearing
- Other communication issues

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Environmental Considerations

- Visual cues and distractions
- Noise and lighting
- Activity in the room
- Seating arrangement
- Teacher's movement

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Curriculum Considerations

- Vocabulary
- Language load of material
- Coverage time
- Previous access to the general curriculum

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Instructional Considerations

- Intensity of intervention
- Frequency of intervention
- Composition of student group
- Type and emphasis of intervention
- Nature of the intervention
- Reward and motivational strategies
- Evaluation methods

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Role of the SLP

- Suggest strategies to the classroom **teacher** or to the parent that will make the difference for the student.

- Provide short-term, focused, direct instruction, to help the **student**. This also provides valuable information to the educational **team**

- Provide **parents** with support strategies and material

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Role of SLP

- Explaining the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design

- Explaining the interconnection between spoken and written language

- Identifying and analyzing existing literature on scientifically based literacy assessment and intervention approaches

- Assisting in the selection of screening measures

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Role of SLP

- Identify systemic patterns of student need with respect to language skills

- Select scientifically based literacy intervention

- Conduct professional development on the language basis of literacy and learning

- Interpret school's progress in meeting the intervention needs of its students

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Classroom Modifications to Support MTSS

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Modifications to Support Student Comprehension

- Provide both verbal and written instruction for lessons and homework.

- Use gestures to gain a student's attention and clarify what you are saying.

- Face students while speaking, but do not stand in front of a bright window that may distract the student's view of your face.

- Seat students who need special help near where you teach and away from the noisiest part of the classroom.

- Offer "listening buddies"—other students who can help to clarify missed information.

- Provide graphic summary for directions

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Modifications for Physical Learning Environment

- Noise reduction accommodations (rugs, headphones,)

- Arranging room for specific students to have proximity to the teacher

- Develop routines fro rearranging the room for different activities

- Picture schedules posted in specific place in the room

- Classroom amplification system

- Teach and use five finger test for choosing the right level material

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Modifications for Students with Special Needs

- Provide appropriate auditory, visual and tactile environment

- Schedule more challenging academic tasks earlier in the day

- Individualize instruction, assessment and rewards

- Revise expectations as needed

- Provide appropriate accommodations and adaptations

- Integrate other professionals into the instructional plan

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ASHA Roles and Responsibilities of SLPs in Schools, 2010

"SLPs, like all educators, are accountable for student outcomes. Therefore, data-based decision making, including gathering and interpreting data with individual students, as well as overall program evaluation are essential responsibilities."

In ASHA's Scope of Practice in Speech-Language Pathology (2016), SLPs:

- _document assessment results, including discharge planning_

- _design, implement, and document delivery of service in accordance with best available practice appropriate to the practice setting_

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MTSS is an Opportunity to Demonstrate Value

- Team members (including parents) parents are able to see the value SLP services bring into their child's life during:
  - Assessment
  - Integrated Instruction
  - Team meetings
  - Resources provided to families and staff
  - Involvement in building/district activities

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Let's Talk (15 minutes)

- Gather in a small group and choose one skill that is commonly in need of specialized instruction.

- Write a Tier 1, 2 and 3 activity to facilitate skill development

Instructional Intervention

Scenarios

Foundations of Oral Language Facilitation

- Appropriate workload

- Administrative support and teacher acceptance

- Access to curricular materials

- Dynamic serviced delivery

- Strong collaboration skills and time to collaborate

- Knowledge of treatment and assessment of oral language and the state standards

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Workload

- Assigning SLPs in consideration of the actual workload is fundamental to successful collaboration and facilitating student outcomes.

- Although roles and responsibilities have expanded, ASHA surveys indicate that school based caseloads have remained relatively unchanged in the past decade.

- SLPS and other educational staff need to have dedicated time to plan and train together

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Administrative Support

- Developing schedules that provide for regular, ongoing collaboration for all team members

- Assigning students to classrooms to support integrated services

- Providing access to curricular materials, lesson plans etc.

- Facilitating trusting, supportive environment for all staff

- Developing joint professional development training

Teacher Support

- Willingness to engage with other staff

- Design assessment, instruction, data collection system with other professionals

- Inviting other professionals to work within the classroom setting

- Communicating with families about the importance of integrated services

- Sharing resources

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Dynamic Service Delivery

- Varying the location, frequency and length of sessions based on the student changing needs:
  - Progress
  - Changes in student's medical/social/emotional/educational status
  - Goals
  - Opportunities for reinforcement by other staff

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Rationale for Varying Service Delivery

- No one model is effective for all students all of the time

- Although little research exists, there are indications from research that classroom based models produce better results

- Integrating other staff in the therapy process extends treatment across settings

- Integrating services allows others to understand the role, skills and expertise of the SLP

Service Delivery Model	Description	Example
Preventive Service	Multi-tiered Systems of Support , Response to Intervention	- Training teachers and other staff members to facilitate communication - modeling strategies in the classroom - Screening and observations - Providing resources and short term intervention - Counseling and training families
3:1	Modified schedule to support all activities	SLP provides services on a typical schedule for 3 weeks, then on the 4th week addresses the indirect and other required support services
Cyclical schedule (Block scheduling)	Direct services are provided for a specified period of time followed by a similar time of indirect services (e.g., 9 weeks of direct intervention, followed by 9 weeks of indirect services).	SLP works with a set of students for direct services for 4 weeks, then provides indirect services for the next 4 weeks SLP provides services to school A for 9 weeks, then provides services to school B for 9 weeks
Receding Schedule	Initial service involves intense amounts of direct services, which is then reduced over time based on student progress	Student C receives 5 (15 minute) individual sessions per week for 6 weeks, then receives 3 half hour sessions in a small group for 4 weeks, then receives 2 classroom based session per week for 8 weeks.
Flex Schedule	The frequency, amount, and type of services vary based on student progress toward IEP goals or changing classroom demands.	Group A starts receiving 4 15 minute sessions per week for 4 weeks as pull out , then moves to receiving 2 15 minute sessions per week in the classroom
Varying location of services	Working with students individually or in groups in various settings	Job sites Classroom Playground or other social interaction settings Therapy room

Let's Talk (5-10 minutes)

- Discuss the criteria you use to select service delivery models (SDM) for your students.

- Describe a SDM that you have not yet used and discuss considerations in implementing it.

Essential Characteristics that Define Good Service Delivery

- Efficacy: Does the service make a difference to the consumer?

- Coordination: When multiple professional services are provided to the same individual, are all services coordinated and working toward the same end?

- Continuity: Is there an uninterrupted sequence of services, and is each phase staged and integrated?

- Participation: Are the individual's wishes, motivation and interests considered by incorporating the individual and family members in the decision-making process?

- Economy: Are time, energy, funding, and other resources used most efficiently to accomplish the goals?

Flower, 1984

Benefits of Classroom Based Tx

- Helps students to generalize communication skills and impact academic progress

- Allows SLPs to learn about the communication demands of the classroom

- Allows classroom teachers to learn more about the impact of the student's communication disorder on academic and social functioning

- Allows all professionals working with the student to reinforce all goals

- Other professionals have first hand view of what SLPS do.

- Increased flexibility in grouping to address individual needs

Benefits of Classroom Based Tx

- Schwab Learning Study
  - Decreases need for more intense services
  - Increased overall student achievement
  - Decreased referrals for behavior problems
  - Teacher's feeling less isolated

- Blackborby et al(2005) study – impact
  - Fewer absences
  - Perform closer to grade level than students in pull out
  - Higher achievement test scores

In What areas do teacher say they need additional support?

ENGLISH/LANGUAGE ARTS		
Building knowledge through content-rich nonfiction and informational texts	28.5	
Focusing student work on reading and writing grounded in evidence from text	29.2	
Helping students participate in a range of conversations and collaborations with diverse partners	30.2	
Providing texts of appropriate complexity for my whole class to read together	30.8	
Engaging students in talk with one another to express and build on one another's ideas	31.4	
Helping students use textual evidence to make inferences or support conclusions drawn from texts	31.9	
Helping students use a range of general academic and domain-specific words and phrases sufficient for college and career readiness	32.6	
Analyzing the structure of texts, including how sentences, paragraphs, and larger portions of text relate to each other and the whole	33.5	
Helping students strengthen their writing by planning, revising, editing, rewriting, or trying a new approach	39.4	
Helping students write arguments to support claims in analysis of substantive topics	39.3	
Engaging students in writing about complex topics in your subject area	41.0	

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Approximately how many minutes per week, on average, are built into your school's schedule for you to collaborate with other teachers on lesson planning and instruction (not including coaching or mentoring) this school year?

13.2 19.1%
11.8
28.2 27.8

☐ None
■ 30 minutes or less per week
■ 31-60 minutes per week
■ 61-90 minutes per week
■ More than 90 minutes

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Classroom Collaboration Models

National Center for Educational Restructuring and Inclusion. 1995

- **Complementary Teaching** –the SLP is an individual facilitator with the classroom teacher as the primary instructor. The classroom teacher presents the majority of the curriculum content while the SLP assists students with their work. The SLP floats around the room and intervenes when the children encounter difficulty. The focus may be on a related skill such as sequencing or paraphrasing the main idea of an assignment

Classroom Collaboration Models

Station Teaching –the SLP and the classroom teacher divide the instructional content into two parts with each professional teaching one group of students. Once the instruction is completed, the two groups switch adults so that each group receives instruction from the classroom teacher and the SLP

Classroom Collaboration Models

- **Parallel Teaching** –the classroom is divided in half and the SLP and the classroom teacher subsequently each instructs one half of the class on the same instructional material. The classroom teacher may use a standard format for instruction while the SLP may modify the lesson for the group so that the students will be able to master the material. The groups of students may change to accommodate individual strengths and weaknesses

- **Re- teaching**—one presents material while the other re-teaches previously taught material accommodating to the students individual needs and current functioning levels

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Classroom Collaboration Models

Supportive Teaching –a combination of pull-out services and direct teaching in the classroom setting. In this approach the SLP teaches information related to the curriculum while also addressing IEP goals. The SLP first pre-teaches the targeted skill in the therapy room in a pull-out session. The second session occurs in the classroom with the SLP teaching the skill to the entire class with the classroom teacher present. The third session may involve another pull-out session for clarification or test accommodation

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Classroom Collaboration Models

- **Team Teaching** – The classroom teacher and the SLP, occupational therapist, physical therapist, or other professionals teach a class or lesson together with each professional addressing his or her area of expertise. The classroom teacher may present the curriculum content while the SLP assists with a communication system. Similarly, the occupational therapist may work on handwriting while the physical therapist assists with positioning

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Classroom Collaboration Models

Consultation – The SLP works outside the classroom to analyze, adapt, modify, or create appropriate instructional materials. Regular, ongoing classroom observations and meetings with teachers take place so as to assist the teacher with planning and monitoring student progress

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Building Effective Collaboration Relationships

- STAGE 1.Establish a foundation for understanding each team member's role and responsibility.

- STAGE 2. Build the education team's understanding of the impact of disabilities (such as communication, motor, physical, behavioral impairments) on learning; especially in relation to accessing the Common Core State Standards, RTI, and classroom performance.

- STAGE 3. Jointly identify classroom communication demands and expectations, including communications, methods, and tools used during instruction & intervention. Discuss how each of these aspects helps or hinders the student's performance.

- STAGE 4. Explain the instruction and intervention goals and types of support needed in order to improve the student's performance in the classroom.

Building Effective Collaboration Relationships

- STAGE 5. Jointly determine modifications and accommodations to facilitate improved performance in the classroom & therapy.

- STAGE 6. Establish simple mechanisms for coaching and mentoring fellow team members to implement intervention and instruction strategies.

- STAGE 7. Share the responsibility for instruction and intervention. Be clear about each team member's role, responsibility, objectives, mode of delivery.

- STAGE 8. Encourage independence.

From Jean Blosser, EdD. President Creative Strategies for Special Education

Assessing Collaboration Success

- Team Collaboration Appraisal Form
- Planning and evaluation tool

Developed by Jean Blosser, CCC-SLP, EdD - Jblosser23@gmail.com - 410-783-7758

Planning with Teachers

- How will the curriculum be organized?

- How will we determine roles and responsibilities?

- How will instruction be individualized, not only for students with IEPs but for others too?

- How will the principles of UDL be used in this collaborative effort?

- What accommodations will be incorporated?

- What student engagement strategies will be applied?

- How will we monitor progress ? How will data be collected?

Planning with Teachers

- How will behavior be managed?

- What will each team member do before, during and after the lesson?

- How and when will evaluate our collaboration and improve our work together?

- How and when will we plan together?

- How will we determine additional training needs?

- How will we determine students' needs for additional support?

Maximize effectiveness by Collaborating

Problem: Fourth graders showing problems with reading fluency and comprehension

Co-teaching

- Teacher follows the reading curriculum
- Helps students decode words
- teaches new vocabulary
- Helps students figure out meaning from context
- asks factual and inferential comprehension questions
- activates background knowledge
- Elicits predictions about what will happen next

- SLP uses same story but addresses the language foundation
- Asks questions and then helps children figure out specifically where the language of the text states or implies this information
- Breaks complex sentences into constituent ideas and helps children understand the interrelated meanings
- Learn to identify and interpret complex language structures

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Data

- Drives the bus for decision making
- Creates additional opportunities to demonstrate value
- Provides information for instructional and placement and staffing decisions

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Guidelines for data collection within a school setting

- SLPs need to monitor intervention results and progress toward outcomes on an ongoing basis, revising or establishing new outcomes as appropriate to meet the changing needs of the child.

- This includes continuous monitoring of priorities and needs, strategies and approaches, and models and locations of service delivery.

from Roles and Responsibilities of SLPs in Early Intervention: Guidelines

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- 3 broad purposes of monitoring: (Worley 2004)

- (a) validate the conclusions from the initial evaluation/assessment

- (b) develop a record of progress over time

- (c) determine whether and how to modify or revise intervention plans.

Thus, the eval/assessment and intervention processes can be viewed as a continuous cycle of service delivery.

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Questions to be answered with progress monitoring:

- How is the child participating?

- What facilitators or barriers are present?

- How do others interact with the child?

- Are the interventions producing intended results

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Table 5. Types of Data Commonly Collected in Education Settings

Data Type	Description	Example
Cue Recording	This data notes visual, verbal or physical cues given prior to a student response.	Recording which student responses were preceded by a visual cue for sound placement.
Duration Recording	Data records the length of time a student is engaged in a specific, discrete behavior. Any recorded behavior should have a clear beginning and ending, so that stop and start times are consistent.	Recording the length of time a student demonstrates joint attention during a structured task.
Frequency Counts	Data is collected on the frequency of a skill or occurrence of a behavior.	Recording the number of times a student correctly produces a target sound or uses pronouns correctly when telling a story.
Language/ Narrative Samples	Written record of student's expressive output.	A list of all utterances a student says when telling a story based on a wordless picture book.

Speech-Language Pathology Services in Schools: Guidelines for Best Practice by the Virginia Department of Education, Office of Special Education and Student Services

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Table 5. Types of Data Commonly Collected in Education Settings

Data Type	Description	Example
Latency Recording	Data measures the amount of time between instruction or a prompt and the initiation of a student's behavior.	Recording the amount of time between the delivery of a carrier phrase and the student's response.
Pre-test/Post-test	This method involves testing a student on specific material before an intervention, and giving a test on the same material after a chosen intervention has been implemented.	Scoring a student's narrative of a wordless picture book before and after intervention.
Rating Scales	Rating scales can be used to quantify descriptions or observations of behavior.	The classroom teacher describes a student's overall use of a target sound on a 5-point rating scale.
Observations	Notes may detail descriptions of events or a student's performance in a class. This data can be combined with other data, such as frequency counts or duration recordings.	Observer provides a description of classroom events surrounding a communication breakdown.
Work Products	Collection includes any student-completed work that reflects targeted skills (e.g., tests, quizzes, writing samples).	Self-corrections made to a student essay following instruction on combining sentences.

Speech-Language Pathology Services in Schools: Guidelines for Best Practice by the Virginia Department of Education, Office of Special Education and Student Services

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Oral Language Matrix

THE MATRIX FOR ORAL LANGUAGE: SPEAKING AND LISTENING: INTERPERSONAL SPEAKING (GROUP DISCUSSION)

Methods of Data Collection

- **Collaborative**
- **Technology**
- **Audio**
- **Video**
- **Scripting**
- **Templates**

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Collaborate on the collection of data

- Brainstorm with SLPs to create communication rubrics to measure progress

- Engage in focused discussions with your team on child's progress

- Create a designated place in classroom where observational notes from all staff can be collected and sorted later

- Interview parents & caregivers via email or notes home

Collaborative data by instructional setting

*During <u>whole class lesson</u>, ask teacher to take data on particular skills/student.

*When <u>co-teaching</u> a lesson, share responsibility for data collection and discuss specifics during planning.

*When conducting a <u>learning center </u>activity, collaborate with teacher as to which students you'll each take data on.

*When leading a <u>routine activity </u>(snack, morning circle, game at recess), teacher could keep data.

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PERSPECTIVES
on School-Based Issues

SPECIAL
INTEREST
GROUP
16
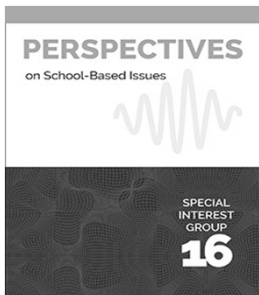
Technology To Support Data Collection and Management in the Public Schools by Jennifer Walz Garrett, March 2013

Technology is wonderful! If you store names or any identifying information on the device or within the app, prior to purchase or use, consult:

- district policy (handbook or web policy)

- supervisor or IT specialist

When using technology remember…

- **Family Educational Rights and Privacy Act -** *legislation provides clarification on parental access to student records, in addition to limiting the transfer of records through requiring consent for record transfers.*

Technology and the ASHA Code of Ethics, Principle I, Rules O and P (March 1, 2016)

- Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

- Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Garrett (2013) suggests apps* that are designed specifically for SLPs and other related services providers

- Super Duper Data Tracker

- Percentally (Expressive Solutions)

- Tally Counter (Pixel Research Labs)

- Numbers (Apple)

Apps lists*:

- Therapyapp411.com

- Speechtechie.com

- spedapps2.wikispaces.com

*ASHA does not endorse any of the technology or websites mentioned.

Recording Responses

- Use audio or video samples as documentation of improved articulation, vocal quality, expressive language skills

- Ask families to record samples during practice at home

- Use reasonable or free apps to make it engaging

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Scripting

- Ask your paraprofessional/aide or families to help collect language samples by scripting what the child says from an audio or video sample

- As you and other professionals are conducting observations of the child, write down examples of the student's language

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- Gather in a small group and discuss three data collection strategies you use and the advantages and disadvantages of each strategy .

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Oral Language

Vocabulary	Syntax	Morphology

Pragmatics	Phonology

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Oral Language in the Classroom

- Information Sharing
- Telling others how you feel
- Requesting
- Providing advice
- Persuading others
- Entertaining
- Recalling and reporting
- Summarizing
- Leading discussions
- Socializing

PA Standards –Examples

- Listen critically and respond appropriately
- Use appropriate volume, clarity and gestures
- Respond with grade level appropriate questions, ideas, information or opinions
- Include thoughts and feelings to describe experiences and events
- Identify and interpret differences in informal and formal language
- Demonstrate command of conventions of standard English when speaking based on grade level and content
- Paraphrase portions of text read aloud
- Engage effectively in a range of collaborative discussions on grade level topics, text and issues, building on others' ideas and expressing their own clearly

SLP's areas of expertise as foundation for curriculum-based content areas

writing

reading   math

content areas   spelling

Vocabulary — Syntax

Semantics   Phonology

Discourse   Morphology

Pragmatics   Meta-awareness

Norris, 2009
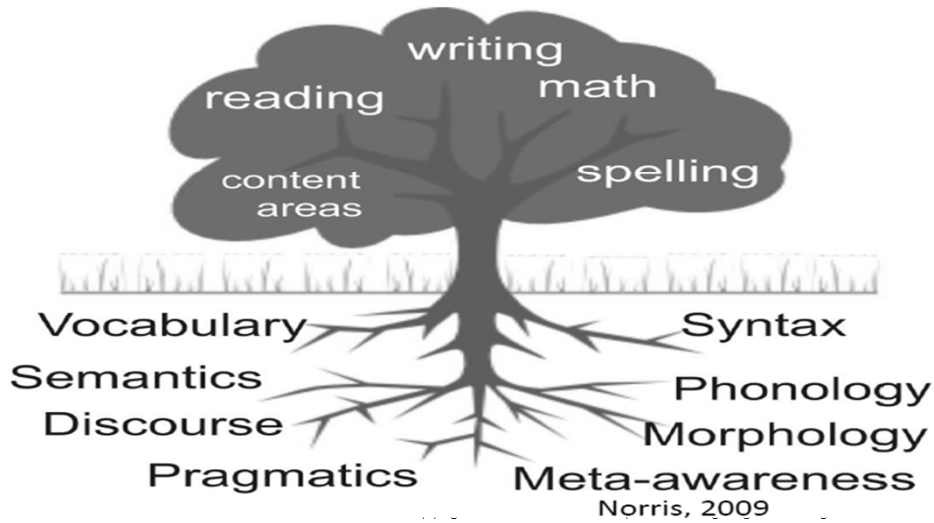
SLPs Deal with the Underlying Language

- **Nearly every standard is dependent upon underlying language skills, including**

Metacognitive abilities (explicit awareness of cognitive processes)

Related cognitive abilities (focus/attention, memory, information storage and retrieval, categorization, sequence, discrimination)

Linguistic abilities (morphology, syntax, semantics, phonology, pragmatics)

Metalinguistic abilities (explicit awareness of patterns of syntax, morphology etc.)

ASHA, 2001

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Evidence on the Importance of Oral Language

- Relatively mild oral language weaknesses were associated with severe reading comprehension difficulties" (Adlof, Perfetti & Catts, 2011).

- There is a developmental progression to the development of narrative story production and inference making (Westby, 1999, van Den Broek, 2005).

- Oral language is both a concurrent and longitudinal predictor of reading comprehension (Nation & Snowling, 2004)

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Evidence on the Importance of Oral Language

- Vocabulary contributes to the development of phonemic awareness (Metsala, 1998; Lonegan, 2004)

- Vocabulary contributes to more accurate decoding of words whose printed form is unfamiliar (Ehri, 2002)

- Vocabulary contributes to reading fluency because it reads to more accurate reading practice.

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Evidence on the Importance of Oral Language
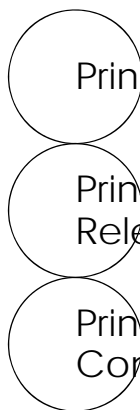
- Powerful or intensive instruction involves not just more instructional time and smaller instructional groups, but instruction that is more precisely targeted at the right level, provides clearer and more detailed explanations (i.e., explicit), corrective feedback, guided practice, and instructional sequences that are systematic (Foorman & Torgesen, 2001).

- Instruction in vocabulary involves providing students with opportunities to develop deep vocabulary knowledge through multiple exposures in varied contexts (Beck & McKeown, 2007; Francis et al., 2006

Six Principles to Guide SLPs

Blosser, J. , Roth, F. P. , Paul, D. R. , Ehren, B. J. , Nelson, N. W. & Sturm, J. M. (2012, August 28). Integrating the Core. The ASHA Leader.

Principle I: Focus on Student Outcomes

Principle II: Ensure Educational Relevance

Principle III: Establish Distinct, Complimentary Roles
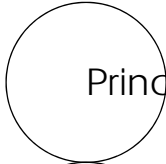
Principles cont'd...

Principle IV: Tools
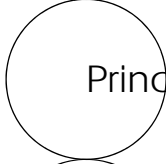
Principle V: Address the Continuum of Need
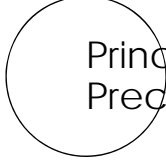
Principle VI: Focusing on Academics Does Not Preclude Functional Skill Instruction

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Flow chart
by Flynn and deFur 2012
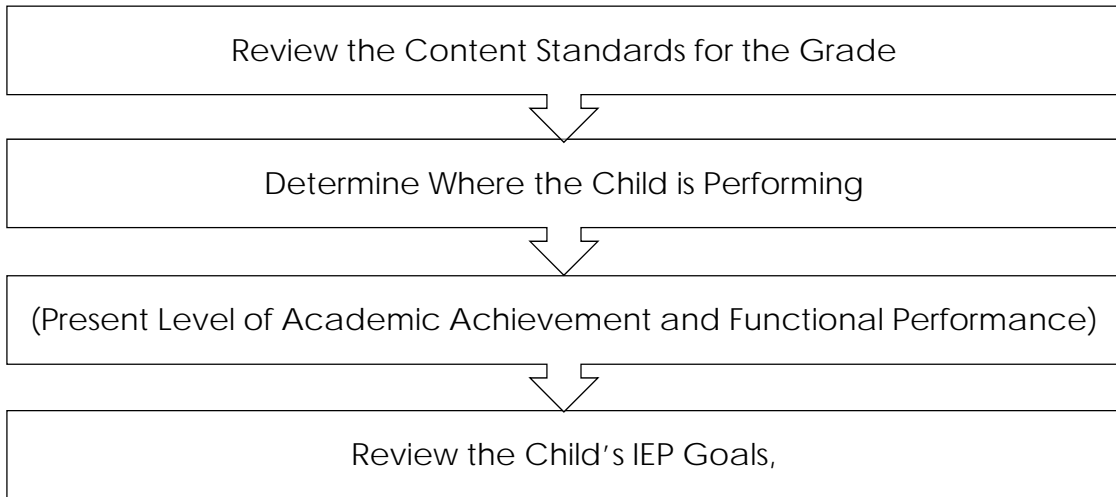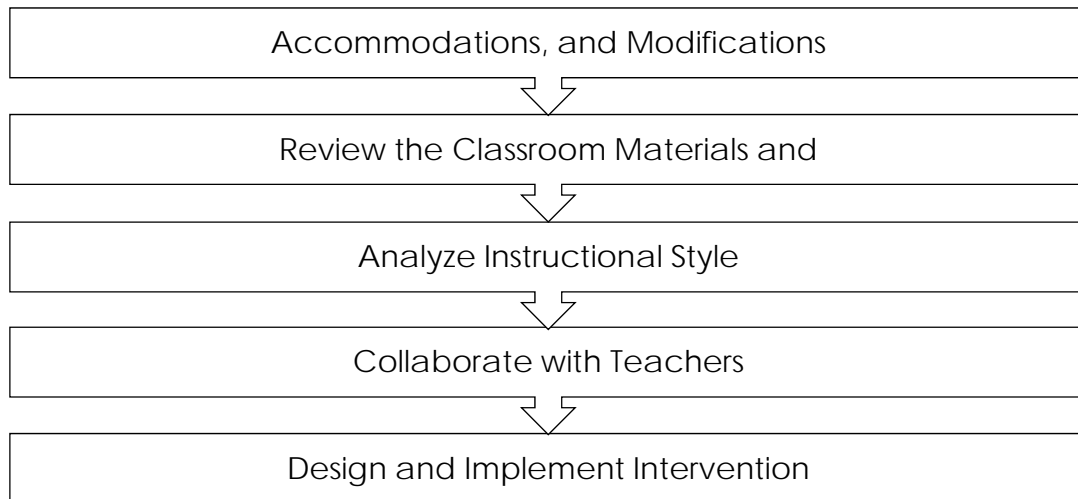
Review the Content Standards for the Grade

Determine Where the Child is Performing

(Present Level of Academic Achievement and Functional Performance)

Review the Child's IEP Goals,

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Flow chart cont'd…

Accommodations, and Modifications

Review the Classroom Materials and

Analyze Instructional Style

Collaborate with Teachers

Design and Implement Intervention

Developing Standards Based IEP Goals

Collect data to determine standards that the student is not currently mastering

- Standardized assessments
- Observations and student interviews
- Teacher, student and parent input
- Classroom work samples

• Select several standards that are impacted by the student's communication weakness/disorder

Developing Standards Based IEP Goals

Examine the underpinnings of the goal

Example: *Participate in a collaborative discussion with peers and adults in small and large groups.*

What are potential contributors to lack of mastery?

- Understanding the content being discussed

- Speech Intelligibility

- Auditory memory

- Summarizing and sequencing

- Turn taking

- Attention

Developing Standards Based IEP Goals

Write the present levels of educational performance in the context of the students strengths and weaknesses and their relationship to key standards

Example:

Lexi shows evidence of a desire to engage in classroom conversations with peers. However, she is limited in doing so due to weak vocabulary, difficulties in identifying the key topics being discussed and summarizing information.

Developing Standards Based IEP Goals

Determine specific goals based on analysis of the students deficits as compared to the standard

Example

When provided with an outline of the discussion topic, Lexi will engage in a five minute discussion with peers contributing a minimum of 5 appropriate comments or questions in 4 of 5 opportunities as evidence by observation by the teacher, SLP or classroom assistant.

IEP Goal –Increasing Levels of Support

- In response to oral information presented by the clinician, the student will answer basic comprehension questions correctly (e.g. "Who was the main character?", "What was the problem?", "Where did the story take place?", "How did they solve the problem?", "When did the story take place?") in 4 out of 5 trials.

- After information is presented orally along with picture cards, the clinician will ask basic comprehension questions (e.g. "Who was the main character?", "What was the problem?", "Where did the story take place?", "How did they solve the problem?", "When did the story take place?") and show picture cards that correspond with the answer and the student will correctly respond in 4 out of 5 trials.

- In response to oral information presented by the clinician and given 3 answer choices, the student will answer basic multiple-choice comprehension questions correctly (e.g. "Who was the main character?", "What was the problem?", "Where did the story take place?", "How did they solve the problem?", "When did the story take place?") in 4 out of 5 trials.

- When provided orally with basic comprehension questions (e.g. "Who was the main character?", "What was the problem?", "Where did the story take place?") and given 3 answer choices , a picture that corresponds to the correct answer, and at least a minute to answer each question, the student will answer the questions correctly in 2 out of 3 trials.

IEP Goal –Increasing Levels of Support

- By (date), following a class discussion on a particular topic, (name) will display understanding of that topic by orally identifying at least 3 key ideas and 2 personal views on that topic in 4 out of 5 trials

- By (date), <u>following a teacher model that highlights key ideas and opinions</u> after a particular discussion, (name) will display understanding of a given topic by orally identifying at least 3 key ideas and 2 personal views on that topic in 4 out of 5 trials.

- By (date), when provided with an <u>picture related to a topic</u> of his or her choice (e.g. history figure, scientific theory, novel from literature), (name) will display understanding of a given topic by orally identifying at least 2 key ideas and 1 personal view on that topic in 4 out of 5 trials.

- By (date), following a class discussion on a particular topic (e.g. history figure, scientific theory, novel from literature) and when given <u>written choices</u> of possible key ideas and opinions from both that topic and from a non-relevant topic,(name) will display understanding of the topic discussed by circling the correct answers containing the key ideas and opinions from that particular discussion

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Working with Lexi

- Provide Lexi with a video of students engaged in a small group discussion and a graphic organizer that will help her to write down the main idea and several supporting details of the discussion. Show the short video asking her just to watch. Show it a second time and ask her to use the graphic organizer to identify the main idea and several supporting details

- Review the completed graphic organizer and provide feedback.

- Repeat this activity until she can successfully complete the organizer independently.

- Ask Lexi to observe a small group discussion of her peers, using the graphic organizer to summarize the main ideas and supporting details discussed by peers.

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Working with Lexi

- Assist the teacher to pre-teach a small group of students the vocabulary and concepts to be discussed in an upcoming class discussion

- Provide Lexi with an outline of the topic to be discussed. Practice a conversation with Lexi, using the target vocabulary and concepts.

- Observe Lexi as she participates in the small group discussion, prompting her with possible comments/questions that she may add to the discussion.

- Debrief with Lexi about the success of her participation in the small group.

- Ask teacher to observe an provide feedback during another discussion activity.

Let's Talk (15 -20 minutes)

- Consider a student on your caseload who is experiencing difficulties mastering one of the standards on the next slide.

- Analyze the contributors to his/her difficulties.

- Develop a PLEP for this student relating the information to the standard.

- Write one or two IEP goals that will assist the student to master the standard

- Discuss some lessons that you and the teacher could develop to facilitate this student's learning

Select one of these PA Standards

- Recount stories and determine their central message, lesson, or moral.

- Describe how characters in a story respond to major events and challenges.

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- Speak audibly and express thoughts, feelings, and ideas clearly.

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Integrating the Standards in Pennsylvania

The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state-of-the-art portal.

Teacher's Rating Scale
Oral Language Skills Grades K-1

Student: _____ Teacher: _____ Grade: ____ Date: _____

- Please complete this form in ink. It will be included in student's final report.
- **Please compare the student's strengths and weaknesses to other students in your class.**
- This will help determine the role communication plays in educational/social development.

	Significant Difficulty	Moderate Difficulty	Mild Difficulty	Average to Above Average	Unable to Determine
1. Participates as a speaker and listener in conversations with both peers and adults.					
2. Answers questions about key details from information presented orally or through other media.					
3. Uses question words to seek help.					
4. Uses question words to get information.					
5. Describes familiar people, places, things, and events.					
6. Expresses thoughts, feelings, and ideas clearly.					
7. Has age appropriate sound/symbol awareness.					
8. Uses age appropriate frequently occurring nouns and verbs.					
9. Uses age appropriate frequently occurring prepositions (i.e. to/from, in/out, on/off, for, of, by, with).					
10. Uses age appropriate grammar by producing regular plural nouns.					
11. Uses age appropriate vocabulary and grammar when sorting items by category (with adult guidance).					
12. Follows directions of two or more steps that relate to familiar objects and/or experiences.					

Comments:

Hearing Association   139

Letter Recognition Flash Games for Kids by Literacy Center.net		Web-based Resource	Pre-Kindergarten, Kindergarten, 1st Grade
Clapping Syllables		Web-based Resource	Pre-Kindergarten, Kindergarten
What's My Sound?		Web-based Resource	Kindergarten
Y Can be a Vowel Movie by Starfall	⚠	Web-based Resource	Kindergarten
Magic Shell Trick by Starfall	⚠	Web-based Practice	Kindergarten
Magic Hat Trick by Starfall	⚠	Web-based Practice	Kindergarten
Magic Shell Trick by Starfall	⚠	Web-based Practice	Kindergarten
Choose and Complete: Interactive Books by Starfall	⚠	Web-based Practice	Kindergarten

Standard

- **Participate in collaborative conversations with peers and adults in small and larger groups**

Team Member Job Cards
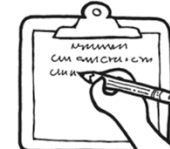
Timer

Motivator

Materials Specialist

Recorder

Captain Question

Vocabulary Instruction

National Reading Panel Findings

- Vocabulary should be taught both directly and indirectly.

- Repetition and multiple exposures to vocabulary items are important.

- Learning in rich contexts is valuable for vocabulary learning.

- Vocabulary learning should entail active engagement in learning tasks.

- Dependency on a single vocabulary instructional method will not result in optimal learning.

- 2000

Framework for explicit Vocabulary Instruction

- *Connect the vocabulary word to the context of the story.*

- Provide information about the meaning of the word using an explanation of the word in the story. Provide a clear, child-friendly definition or example.

- *Give opportunities to repeat and produce the word.*

- Say the word and ask children to repeat the word. Say the definition of the word and ask children to provide the word in response to the definition.

- *Make connections between the word and children's lives.*

- Give examples that provide information about the meaning of the word by relating to the child's everyday experiences. Use the same language as the definition.

- *Provide an intervention activity.*

- Give children an opportunity to complete an activity (pantomime, etc.) related to the word and its meaning.

- *Ask children to provide the definition of the word.*

- Provide children with the word and ask children to answer with the definition. Model the correct definition.

Teaching new words through direct instruction

- Provide description, explanation and/ or example

- Ask students to restate, explain or give new example

- Ask student to construct a picture, pictorgraph or symbol of the term

- Engage students in activities the help to add to their knowledge of the word – vocabulary notebooks

- Ask students to periodically discuss terms with one another

- Involve students in activities that enable them to play with the new terms

- From Robert Marzano (2009)

Word Knowledge

- Definitional knowledge of a single word can be

- **Level 1:** I don't know that word.
  Level 2: I have heard of that word, but I am not sure of what it means.
  Level 3: I know something about that word (usually in a particular context).
  Level 4: I can give you a definition—a decontextualized knowledge.

Other ways to learn new vocabulary

- Wide reading

- Rich conversations with adults and peers

- Encourage curiosity about new words and use new words often

- Connect words to patterns and networks of meaning

- Connect new concepts to real life experiences

- Use examples and non-examples of words

Sample Vocabulary Instruction

- Choose a classroom reading sample

- Identifying Words to Teach

  – Select **new** words. Choose words that are unfamiliar to children.

  – Select words that are likely to be **useful**. Useful in a particular story

  – Useful in other classroom contexts

  – Useful for academic goals

  – Select words that you can **teach well**. Can be defined with a simple definition.

  – Have child-friendly examples

  – Story context provides information about the word.

Let's Talk (5-10 minutes)

Tiers of Vocabulary

- Tier 1- basic word knowledge

- Tier 2- general academic words

- Tier 3- domain specific words

- Organize together and give an example of each level of vocabulary for a specific grade level.

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Role of SLP in Vocabulary Instruction

- Reviewing context and assisting in choosing words for direct instruction

- Assisting teachers to understand and identify idioms, multiple meaning words in texts

- Help to support word consciousness in students

- Assessing student's learning – vocabulary assessment rubrics

- Provide graphic organizers

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ASHA Resources

ASHA Action Center

- Available 8:30 a.m.–5:00 p.m. EST, Monday–Friday

- **Members:** 800-498-2071

- **Non-Member:** 800-638-8255

- **Fax:** 301-296-8580

- **TTY (Text Telephone Communication Device):** 301-296-5650

- **E-mail:** actioncenter@asha.org

- For questions specific to schools: schools@asha.org

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Information for Speech-Language Pathologists

- Calendar of Events
- News

Work Setting Resources

- Early Intervention
- Health Care
- NICU
- Private Practice
- Schools
- Telepractice

Publications

- *American Journal of Speech-Language Pathology*
- *Journal of Speech, Language, and Hearing Research*
- *Language, Speech, and Hearing Services in Schools*
- *Perspectives*

Connect to Your Colleagues

- Special Interest Groups
- ASHA Community
- Member Directory
- ASHA Social Networks

Speech-Language Pathology Certification Information

- How to Apply for SLP Certification
- 2014 Speech-Language Pathology

Practice Portal

ASHA's Practice Portal offers one-stop access to resources to guide evidence-based decision-making on clinical and professional issues.

Practice Management

- Clinical Topics & Disorders
- Professional Practice Issues
- Compendium of Evidence-Based Practice Guidelines and Systematic Reviews
- Billing & Reimbursement
- Multicultural Resources

ASHA Practice Policy

- Code of Ethics
- Scope of Practice in Speech-Language Pathology
- Speech-Language Pathology Assistant Scope of Practice
- Preferred Practice Patterns
- Browse all documents by topic

E-mail Newsletters

- Access SLP Healthcare
- Access Schools

Resources for School-Based SLPs

Topics related to school-based practice.

Clinical Topics and Disorders

Explore this comprehensive list of resources focused on speech language disorders including autism, language, dysphagia, selective mutism, and more.

Professional Practice Issues

Read about professional issues related to SLP practice including apps, ethics, SLPAs, and more.

Awards for School-Based SLPs

- Certificate of Recognition for Outstanding Contributions in Preschool – Grade 12 Education Settings
- ASHFoundation Rolland J. Van Hattum Award

Advocacy in the Schools

- School Advocacy Resources
- National Board for Professional Teaching Standards (NBPTS) and ASHA CCC Side by Side Comparison Chart [PDF]
- State Teacher Requirements for Speech-Language Pathology and Audiology
- Continuing Education Support From Your State or Local District
- Related Services: Common Supports for Students with Disabilities (IRIS Center)
- Collection on Specialized Instructional Support Personnel (SISP)
- National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities (Personnel Improvement Center)—Practice Briefs

Connect with Colleagues

- ASHA Connect 2016—A New Conference for SLPs in Schools, Private Practice and Health Care
- Special Interest Group 16-School Based Issues
- ASHA Community

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Resources for School-Based SLPs

- Adolescents
- Applications (Apps) for Speech-Language Pathology Practice
- Assessment and Evaluation of Speech-Language Disorders in Schools
- Caseload/Workload
- Classroom Acoustics
- Cognitive Referencing
- Common Core State Standards: A Resource for SLPs
- Culturally and Linguistically Diverse Students in Schools
- Documentation in Schools
- DSM-5
- Educational Audiology Resources
- Eligibility and Dismissal Criteria including "Adverse Affect on Educational Performance"
- Ethics and Schools Practice
- Evidence-Based Practice in the Schools
- Individualized Education Program Guidance (IEPs)
- Literacy (reading and writing)
- Medicaid Reimbursement in Schools including information about National Provider Identification Numbers (NPI)
- Performance Assessment of Contributions and Effectiveness (PACE)
- Qualified Providers in Schools and Early Intervention
- Questions to Ask When Evaluating Any Treatment Procedure, Product or Program
- Recruitment and Retention of Qualified SLPs in the Public Schools
- Responsiveness to Intervention (RTI)
- Roles and Responsibilities of Speech-Language Pathologists in Schools
- Salary Information including Salary Supplement
- Service Delivery
- Students with Hearing Impairment in the School Setting
- Supervision of Students
- Universal Design for Learning
- Working in the School Setting: A Guide to Begin or Reignite Your Career

Evidence Maps

| Evidence Maps | Future Evidence Maps |

Find a Map

A
Adult Dysphagia
Amyotrophic Lateral Sclerosis
Aphasia
Apraxia of Speech (Adults)
Autism Spectrum Disorders

B
Balance System Disorders

C
Cerebral Palsy
Childhood Apraxia of Speech
Cleft Lip and Palate

D
Dementia

F
Fluency (Children)

H
Head and Neck Cancer
Hearing Loss (Adults)
Hearing Loss (School-Age)

I
Intellectual Disability

L
Late Language Emergence

P
Parkinson's Disease
Pediatric Dysphagia
Permanent Childhood Hearing Loss

S
Social Communication Disorders
Speech Sound Disorders
Spoken Language Disorders

T
Tinnitus
Traumatic Brain Injury (Adults)
Traumatic Brain Injury (Children)

ASHA Professional Development Resources

- Webinars

- Telephone Seminars

- CEU for Special Interest Group Perspectives
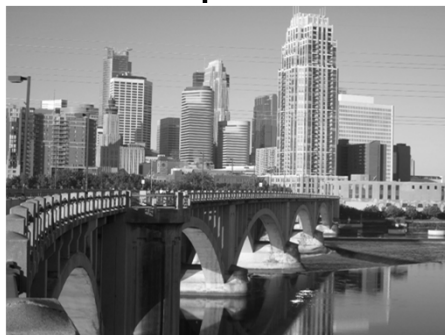
- Independent Study

- E-learning

- Web conferences

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ASHA connect 2016

July 8-10,2016

Minneapolis, MN

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ASHA Convention 2016

The ASHA Convention

Call for Papers!

2016 ASHA CONVENTION

November 17–19 * Philadelphia, PA

EVERYDAY LEADERSHIP. LEADERSHIP EVERY DAY.

The 2016 ASHA Convention will be held at the Pennsylvania Convention Center in **Philadelphia, Pennsylvania, November 17–19, 2016**. It is the premier annual professional education event for speech-language pathologists, audiologists, and speech, language, and hearing scientists. Bringing together more than 12,000 attendees, the Annual Convention provides unparalleled opportunities to hear the latest research and gain new skills and resources to advance your career. Read more.

Information For

- Attendees
- Exhibitors
- Presenters
- Students

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Publications

ASHAWire

ASHAWIRE

ASHAWire is the online home for ASHA journals, The ASHA Leader, the Perspectives series of publications, and The CREd Library.

You can use ASHAWire to search a fully interconnected network of articles, as well as access topic-specific collections.

ASHA Journals

American Journal of **AUDIOLOGY**

American Journal of **SPEECH-LANGUAGE PATHOLOGY**

JSLHR

Language, Speech, and Hearing Services in Schools

American Journal of Audiology

American Journal of Speech-Language Pathology

Journal of Speech, Language, and Hearing Research

Language, Speech, and Hearing Services in Schools

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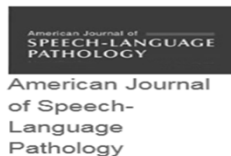
Reflection

- I used to think…

- But now I know

- As a result of this discussion, tomorrow I will….

AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Resources

- Instructional strategies online
    http://olc.spsd.sk.ca/de/pd/instr/index.html
- Glossary of instructional strategies
    http://www.beesburg.com/edtools/glossary.html
- What Works Clearing House
    http://ies.ed.gov/ncee/wwc/
- ASHA's evidence maps
    http://www.asha.org/Evidence-Maps/

Resources

- International Literacy Association: Readwritethink.org- interactive activities – vocabulary, idioms, summarizing etc. ; graphic organizers

- Reading Rockets-readingrockets.org – variety of teaching strategies, videos, research

- The Teaching Channel-teachingchannel.org – activities, videos, communities

- Glossary of Instructional Strategies- beesburg.com

- Promethean Planet- resources ,community engagement , videos

- http://www.edutopia.org/open-educational-resources-guide#graph2

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