

Collaborative Service Delivery for SLPs

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HSD Demographics

- ❖ 22,000 Students in Hillsboro School District
- ❖ 2800 students eligible for Special Education
- ❖ 3383 students eligible as English Language Learners
- ❖ 530 students dual eligible for Special Education/English Language Learner services
- ❖ 32 Programs (Lifeskills, Social Communication, Social Learning)
- ❖ 50% students are eligible for Free and Reduced meal program
- ❖ 50% of Special Education eligible students have Special Education code of Learning Disability
- ❖ 106 Special Education Teachers/34 Speech Language Pathologists

That's me!

- My district or organization is exploring or implementing collaborative service delivery models.
- I have tried push in, co-teaching, or collaborative services.
- I am most familiar with the pull out model of service delivery for SLPs.
- I want to learn more about push in, co-teaching, or collaborative services.

Read/ Pair/ Share

Read “Making the Impossible Possible” (Dixon, 2013)

While you are reading, keep your talking chip on red. When you are done reading, turn it over to white.

When both you and your partner are on white, turn and talk:

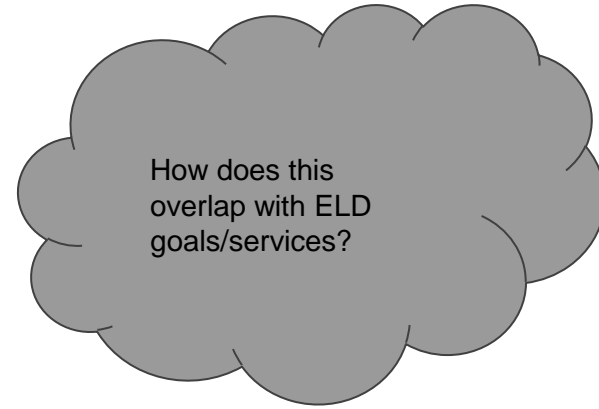
One thing I related to was _____

Something I found interesting was _____

I would like to know more about _____

Service Areas for SLPs

- Art i cul at i on
- Language
- Speech Fl uency
- Soci al Language



Why Provide Services in the Classroom?

- increased generalization
- teachers/other staff more aware of communication needs
- increased access to classroom content
- inclusive practices

Causton & Tracy-Bronson (2014)

Ideas for Co-Teaching as an SLP

If the teacher is doing this	You can be doing this
Lecturing	Providing visual notes simultaneously to allow students to see what they are listening to. Creating graphic organizers that allow students to remember key words and phrases. Providing sentence starters.
Giving directions	Writing the directions on the board so all students have a place to look for the visual cues. Providing to-do lists or individual agendas for students with reminders or cues for positioning.
Providing large-group instruction	Collecting data, problem solving, improving environmental factors (e.g., lighting), or making modifications for an upcoming lesson.

Continued...

Giving a test	Reading the test to students who prefer to have the test read to them. Before the test, making sure the student is well positioned, lighting is right, and test is modified to support the student's learning strengths.
Facilitating a small group	Also facilitating a small group
Teaching a new concept	Providing visuals or models to enhance the whole group's understanding. Crafting a multisensory approach to the content to increase the learning for all.
Reteaching or preteaching with a small group	Monitoring the large group as the students work independently. Thinking about body positioning and learning environment for all students.

ELD Strategies for the SLP

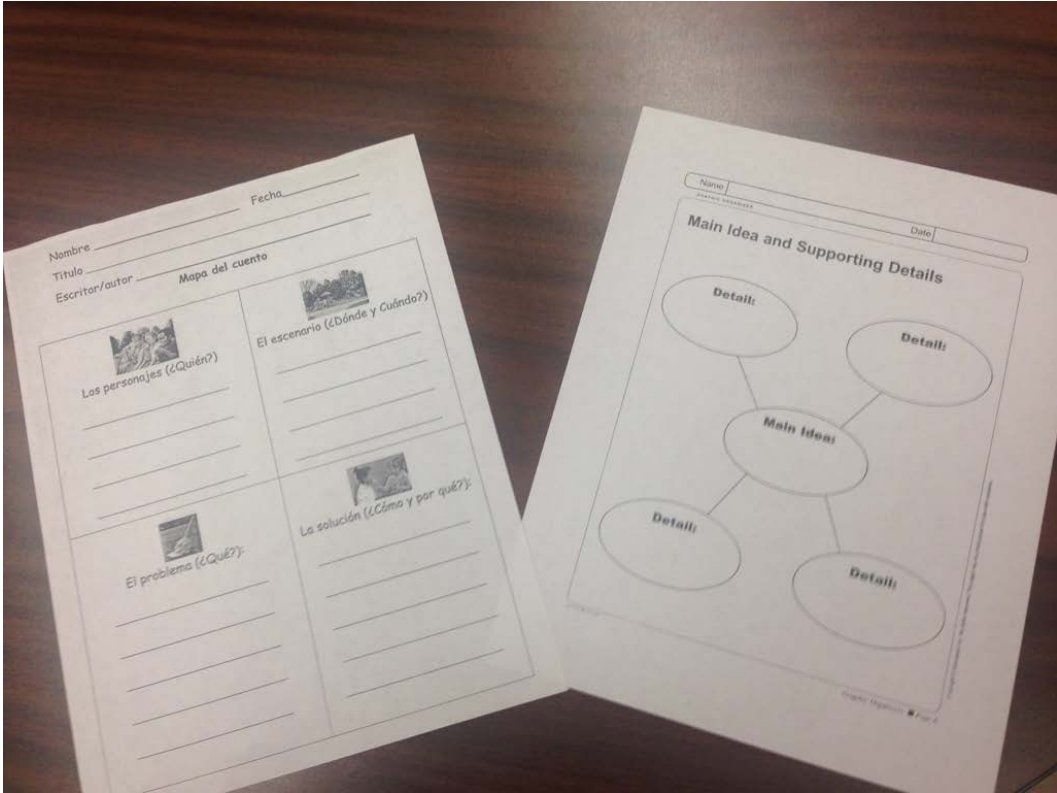
Draft Text

Wildlife of the Arctic Tundra

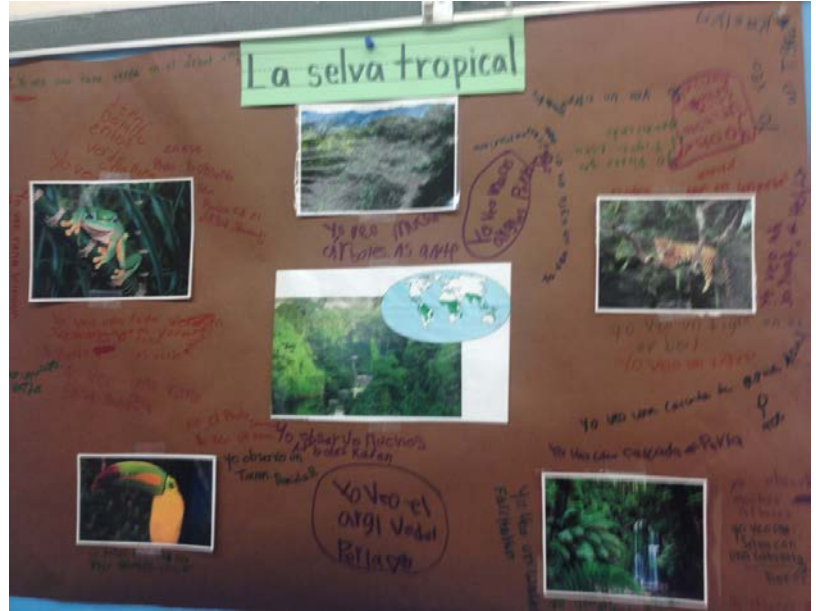
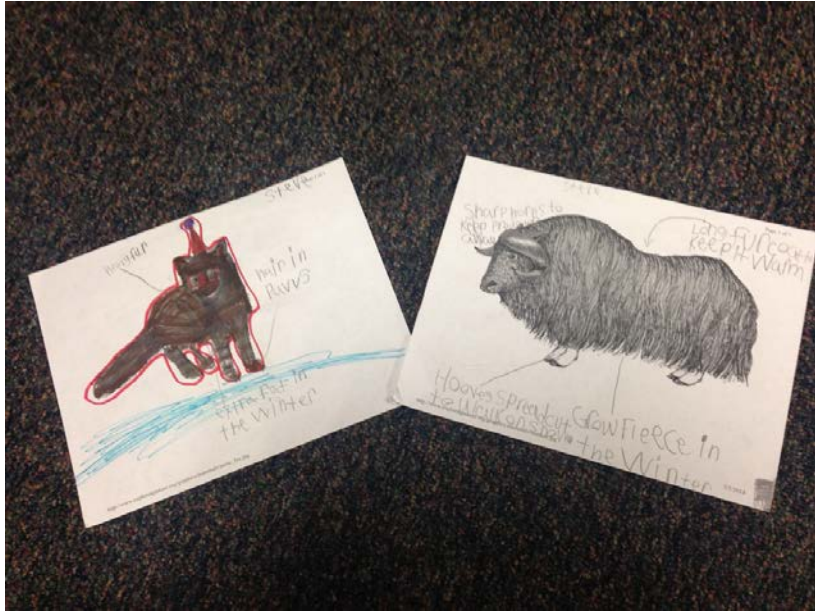


The arctic fox has heavy fur so that its body can hold in heat when it is cold in the tundra. In the summer, its fur is reddish brown. In the winter, its fur turns white and it develops an extra level of fat to keep warm. It also grows fur in the bottom of its paws. Arctic foxes give birth to as many as 25 cubs per year. Many of the cubs do not survive in the cold climate.

Graphic Organizers

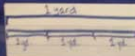


Pictorial Input Charts



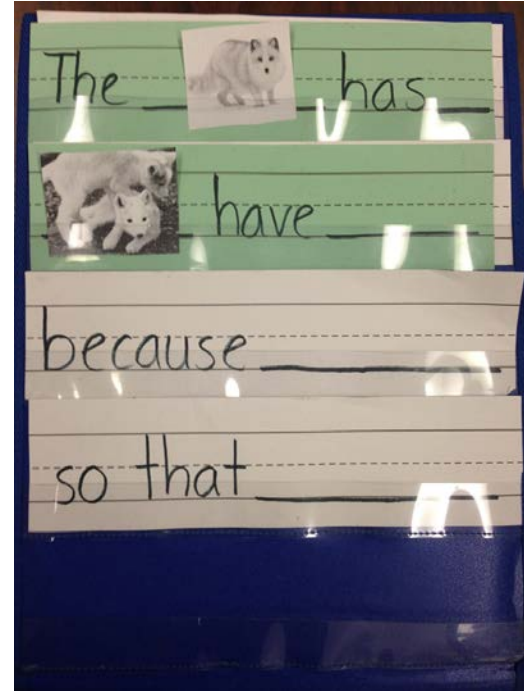
Cooperative Strip Paragraph

Fluffy the python is 24ft long or 8 Yards. We know that three feet is equivalent to one yard because we took a yard stick and a ruler, then put the ruler against the end of the yard stick, marked the spot where the ruler landed, and did that three times.



One way to find out how many total feet Fluffy the python is is to strip count by eights three times: $8 \times 3 = 24$. Another way is to add three 8 times, which is 24 feet. Fluffy measures $3 \text{ ft} \times 8 \text{ y} = 24$. How we got the answer is we had to times 3ft by 8 yards to get 24ft. If we times to get the answer, then we can check our work by dividing 24 feet and 3ft to get $24 \div 3 \text{ ft}$.

Sentence Frames




Oral Language Practice Routines




Sample Lessons

Sample Lesson- Animal Adaptations

- Standard: RI 3.3- Describe the relationship between a series of scientific ideas or concepts using language that pertains to cause/effect.
- Sample IEP objectives: grammar- conjunctions, subject/verb agreement, main idea/detail, sentence length
- Scaffolding Provided: picture dictionary, pictorial input chart, sentence frames with additional visuals
- Assessment: pre/post test, language samples

The  has

 have

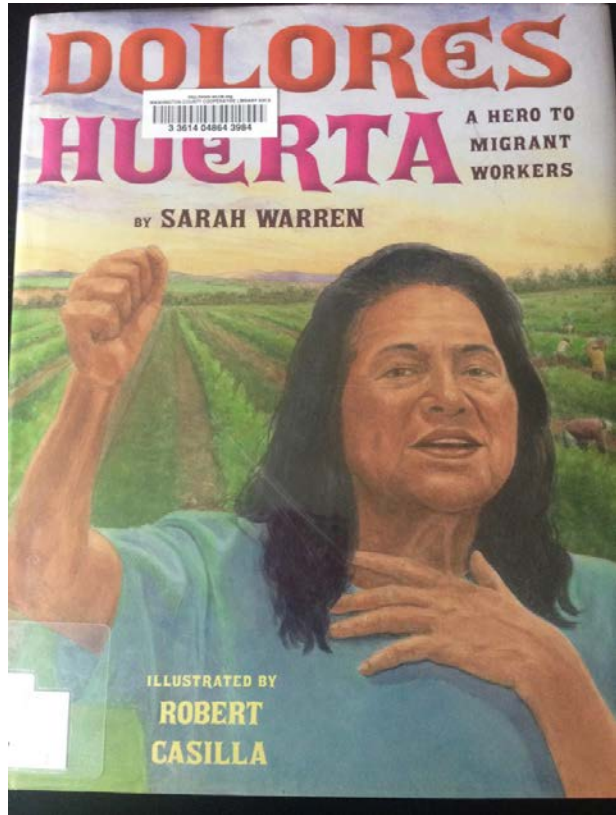
because _____

so that _____



Sample Lesson- Important Person Report

- Standard: W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Sample IEP goals: sequencing, literal comprehension, main idea/details, sentence length, grammar- past tense
- Scaffolding provided: draft text, guided group work, digital recorder for writing
- Assessment: language samples, past tense quiz, speeches



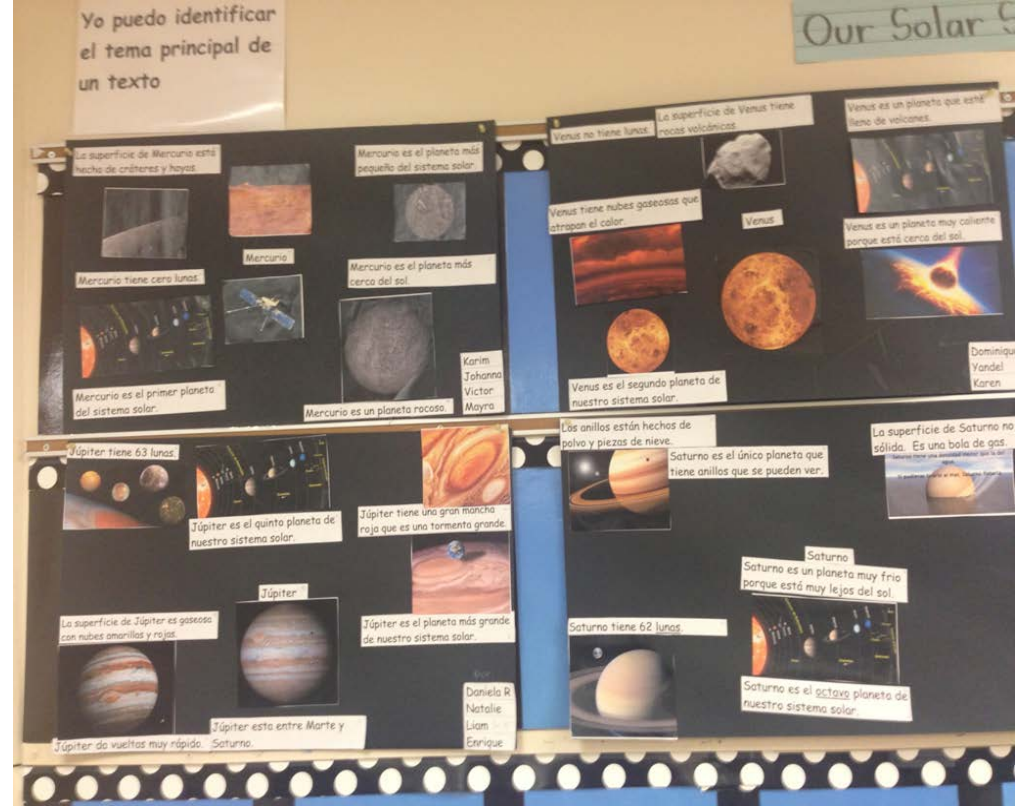
Name: Ms. Gonzalez Date: 12-16-13

1930	1936	1948
First, Dolores was born in New Mexico.	Second, Dolores' family moved to California.	Next Dolores got married and had kids.

Sample Lesson- Los Planetas

Standard: RI 2.6 Identify the main purpose of a text, including what the author is answering, explaining or describing

- Sample IEP objectives: sequencing, main idea/detail, sentence expansion
- Scaffolding Provided: oral language practice, visuals, Mini Shared
- Assessment: language samples, ongoing assessment of oral language practice



Implementation

Getting Started- A Task Analysis

1. Discuss plan with building administrator.
2. Start with one teacher you are comfortable with.
3. Schedule a time.
4. Observe for a while.
5. Identify areas of need.
6. Sell it.

Data Collection

- Pre/ post tests
- Language samples
- 1-2 students per day
- Focus is on instruction!

Expectations

SLPs will be instructional leaders in their schools.



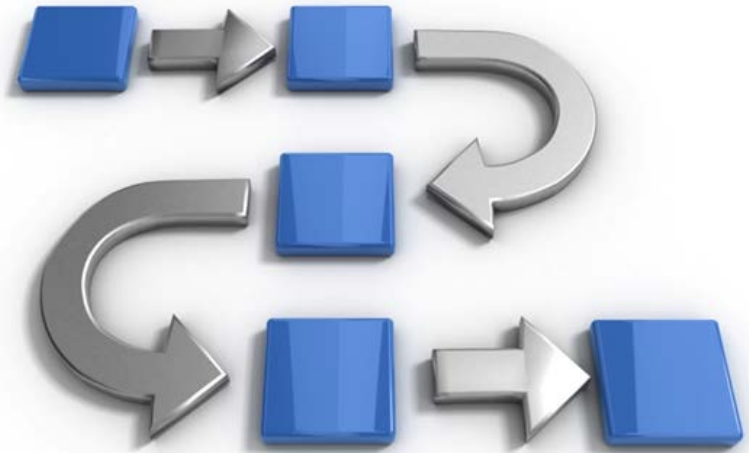
Professional Development



Creating an Instructional
Base

Systems

Are the systems supporting our
Teacher teams to do the work?



Conclusion

Exit Activity- Snowball

- Complete the following prompt on a half sheet of paper:

One new thing I would like to try is _____.

- Crumple your paper into a ball

- On the count of three, throw your snowball into the air

- Find a new snowball and read it

- Share with the group if you are inspired

References/ Resources

Beni nghof , A. <http://www.ideasforeducators.com/idea-blog>

Caust on, J. & Tr acy- Br onson, C. P. (2014). *The Speech- Language Pat hol ogi st 's Handbook for Incl usi ve School Pract i ces*. Bal ti mör e: Paul H. Brooks Publ i shi ng Company.

Di xon, D. (2013). SI Gnat ures: Push i n Servi ces: Maki ng the I mpossi bl e Possi bl e. *The ASHA Leader*, 18, 56-57.