Classroom Success: Our Part in the Process

kindergarten through 12th grade

Collaborating and Consulting with Others

• Who will you be collaborating with??
• Support individuals with whom children interact
  • Learn the importance of communication
  • Recognize communication delays and disorders
  • Facilitate speech-language development
  • Provide modifications

Collaborative-Consultative Service Model

• Clinician
• Family members
• Other professionals

• Child is the central focus
• (Idol, 1986) “a interactive process that enables teams of people with diverse expertise to generate creative solutions to mutually defined problems. The outcome is enhanced and altered from the original solutions that any team member would produce independently”

The Collaborative-Consultative Model

• What will you be doing??
• Determine the severity of the communication impairment
• Assess the impact on academics
• Determine needs for various educational and social situations
• Observe communication abilities under specific circumstances
• Develop strategies for stabilizing the new skills learned in therapy
• Monitor a student’s progress after dismissal from a direct service program
To be successful in this role the SLP must:

- Have a solid theoretical foundation in communication development and disorders
- Be able to identify strengths and needs
- Be able to develop prescriptive techniques for problems related to phonology, syntax, semantics, and pragmatics
- Must understand the school curriculum and learning process
- Should be able to relate these to oral and written language

Program Essentials

- Cooperation
- Communication
- Joint planning and programming
- Combine talents, expertise and schedules

Considerations as a collaborator and consultant to the classroom teacher

- The strengths and needs of the student with the communication handicap
- The academic and social demands
- The student’s interactions
- The teacher’s interest in and capability for collaborating

Ways that collaboration can work in the classroom:

1. One teaching and one observing
2. One teaching while the other drifts
3. Stations
4. Parallel teaching
5. Remedial teaching
6. Supplemental teaching
7. Team teaching
10 Steps for Classroom Lessons

1. Careful planning
2. Classroom discipline
3. Teacher involvement
4. A good lesson plan
5. Effective follow-up activities
6. Keeping good records of IEP targeted student performance
7. Provide back up activities for the teacher
8. Involve the classroom teacher
9. Be on time
10. Ask the teacher to critique your presentation

Possible disadvantages:

1. Increased planning time
2. Increased paperwork
3. Difficulty in scheduling
4. IEP goals that are difficult to incorporate
5. Possible lack of individualization
6. Lower expectations for “typical” students
7. Behavior management
8. Different teaching philosophies/uncooperative teacher
9. “Invasion” of territory
10. Parents may prefer pull-out sessions

What Teachers Need from You: Possible In-service Topics

• Your program itself, including preventative, diagnostic, and remediation, policies and procedures for case identification, selection, enrollment, and dismissal
• Normal speech, language, and hearing development
• Various communication impairments including characteristics, range of severity, possible causes and related factors; and strategies for the classroom
• The importance of hearing for learning and information related to hearing, hearing loss, role of the teacher, hearing aids and assistive listening devices
• The relationship of speech, language, and hearing to the educational/learning process
• Therapy techniques and intervention strategies that can be successfully implemented in the classroom
• Assistive technology and augmentative communication used to facilitate language for children with severe impairments
Talk to a partner and....

• Choose a grade level (K-12)
• Choose your audience (teachers, aides, parents etc.)
• Think of 2 possible in-service topics

Strategies for Modifying Communication Styles to Accommodate the Needs of Children

• Giving Instructions and Directions
  • Reduce length of instructions
  • Reduce complexity of instructions
  • Reduce rate of delivery
  • Repeat instructions more than once
  • Alter mode of instruction delivery
  • Give prompts and assistance
  • Vary voice and intonation patterns to emphasize key words

• Explaining New Concepts and Vocabulary
  • Give definitions for terms
  • Show visual representations of concepts and vocabulary
  • Present only a limited number of new concepts at a given time
  • Ask questions to verify comprehension

• Reading to the Student
  • Reduce rate
  • Reduce complexity
  • Reduce length
  • Determine comprehension through questioning
  • Redirect student’s attention to important details and facts
• Practicing memory skills
  • Encourage the student to categorize information and make associations
  • Provide opportunities for rehearsing information
  • Encourage the student to visualize information

• Practice higher level thinking and communicating
  • Provide opportunities for problem solving
  • Provide opportunities for decision making
  • Provide opportunity for making judgments
  • Ask questions to elicit solutions, judgment, decisions

• Announcing and Clarifying the topic of discussion and attending to students
  • Introduce the topic to be discussed
  • Restate the topic frequently throughout the conversation
  • Reinforce queries and comments
  • Inform the student if the message is not understandable
  • Request repetition of utterances not understood

• Relaying important information to students
  • Avoid sarcasm, idiomatic expressions, puns, humor
  • Reduce rate, complexity, length of utterance
  • Incorporate visual cues and imagery for clarification
  • Introduce alternative and/or augmentative communication systems if necessary
  • Reduce distractions
  • Present information in clusters and groups
  • Select materials appropriate for skills, age and interest level