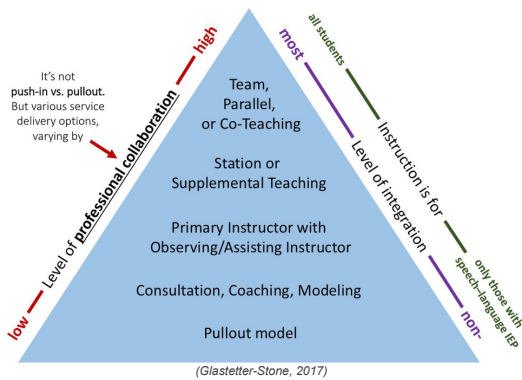


Collaborative Therapy in the School Setting: Exploring the Possibilities

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“A person can change his future by merely changing his attitude”
-Oprah Winfrey



ELA Standard	Collaborative IEP Skill
SL.3.1.b: following agreed upon rules for discussions	Student will make 3 or less off-topic comments during a 20 minute group activity
RL.3.1: ask and answer questions to demonstrate understanding of text	Student will answer WH questions after being read a level-appropriate text
SL.5.4.c: communicate about a topic or event in appropriate sequence	Student will identify what happens first in a 2-step event or within a story
L.3.3a: communicate ideas and information effectively by speaking or writing	Student will use a multimodal approach to request a break when feeling frustrated or upset

Tips & Tricks

- Build relationships with the teachers and teams around you
- Start small, then get bigger as you feel comfortable
- Be willing to meet in the middle
- Be kind to yourself and those you are collaborating with
- Focus on the positive
- Be creative!


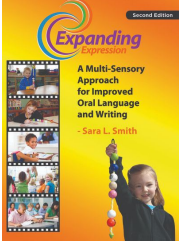
Student Benefits

- Builds up self-esteem
- Carryover of skills (Archibald, L.M. 2017, Cirrin et al., 2010; McGinty & Justice, 2006)
- Students don't miss classroom instruction
- Learning in the students least restrictive environment
- Increase in vocabulary skills (Throneburg, Calvert, Sturm, Paramboukas, & Paul, 2000)
- Quicker progress on IEP goals and objectives (Bland & Prelock, 1995)
- Higher testing results (Farber & Klein, 1999)

- “You’ve given me and the other adults in the room new perspectives/teaching strategies/ideas to try in order to foster the students communication...especially with the AAC devices, you see the things we don’t always see”
- “Students have made really good progress and met their goals since we are actively talking and solving problems together”
- “As a teacher I know the scope and sequence of how kids learn to read. However, I was never explicitly taught how to form sounds. I need to model that and they need to practice correctly. If they don’t produce/hear the sounds correctly they won’t correlate the correct grapheme with the phoneme. So we are able to pair our areas of expertise to serve the children”
- “You are able to service students without pulling them from class which benefits my instruction. They are able to practice in an academic setting and not just isolation”
- “Although I teach the standards of various topics such as synonyms/antonyms, parts of speech, asking and answering questions, you show me ways to tie these topics into everyday conversation for our students that I may not have thought of!”

TEACHER FEEDBACK

Expanding Expressions Toolkit (EET)

TPT: “ABA/OT/SLP Service Collaboration Log”

SERVICE COLLABORATION MEETING

DATE OF SERVICE COLLABORATION: SERVICE PROVIDERS IN ATTENDANCE:	MEETING OUTCOMES/CHANGES BEING MADE TO SERVICES:
SHARED GOALS FOR LEARNER: 1. _____ 2. _____ 3. _____ NOTES:	
STRATEGIES THAT HAVE BEEN EFFECTIVE WITH LEARNER: 1. _____ 2. _____ 3. _____ NOTES:	

TPT: SLP & Teachers Collaboration: Students’ Speech Road Maps

Student-Cues

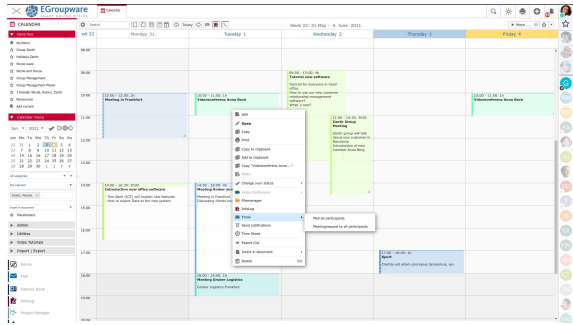
Goals

- Goal 1
- Goal 2
- Goal 3
- Goal 4

Visual Cues

Verbal Cues

Shared Calendars



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