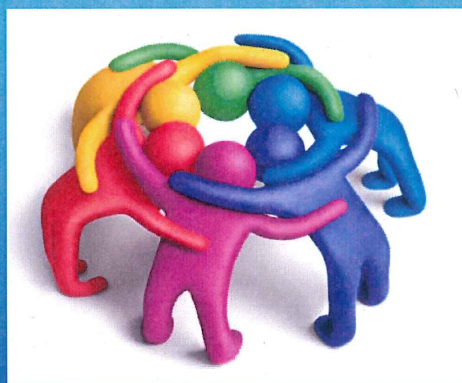


COLLABORATIVE TEAMING IN TRANSITIONING COMMUNICATION SERVICES

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JCPS Communication Disorders Program Specialist

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JCPS Speech/Language Liaison



- Phones to silent
- "Two Feet" rule
- Share in large group and engage in small groups
- Ask your questions and make your comments-we are all here to learn from each other

NORMS

▶ Purpose: To **empower students** to communicate in all school settings.

▶ *Charlotte Danielson Framework: Domains One and Two*

▶ *JCPS Vision 2015* Goal 4: All schools are staffed, resourced, and equipped to support student needs

▶ When do you communicate?

▶ How does that look?

▶ When do your students communicate?

▶ How does that look?

THINGS TO PONDER AS WE GO FORWARD

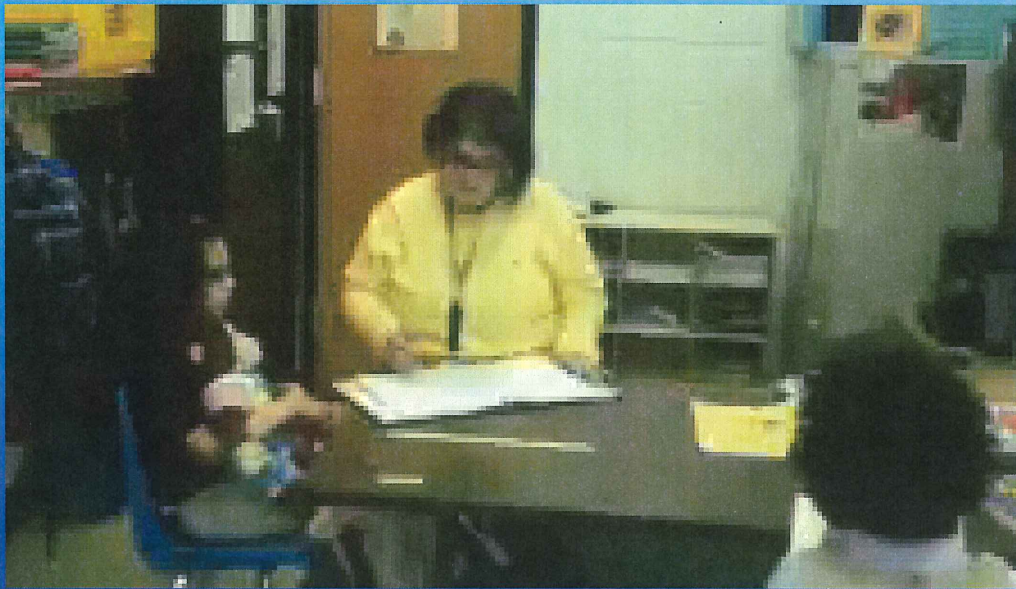
WHAT DOES A LOW INCIDENCE CLASSROOM LESSON LOOK LIKE?

WHAT DOES A SPEECH THERAPY SESSION LOOK LIKE?





EXAMPLES OF TRADITIONAL THERAPY SESSIONS



Let's Compare....

How are speech therapy and
classroom lessons the same?
How are they different?
Do they overlap?

SERVICE DELIVERY MODELS:

PULLOUT
CO TEACHING (COLLABORATION)
COMBINATION OF THE ABOVE
CONSULTATION (PROGRAM SUPPORTS &
MODIFICATIONS)

Collaboration Plan

Student:

Team members:

Student need	Action	Setting	Lead	Support	Check in dates	notes

Figure 9. Jackson, Ryan

STATE	LEARNING	INDICATOR	
AREA OF FOCUS	TO DO	BY WHOM	BY WHEN
Communication	Developing a communication intervention plan that is based on the student's current communication level and the goals of the intervention.	SP and SLP	10/20/15
Language	Using the communication intervention plan to develop and implement communication goals for the student.	SP and SLP	10/20/15
Functional Communication	Using the communication intervention plan to develop and implement functional communication goals for the student.	SP and SLP	10/20/15
Generalization	Using the communication intervention plan to develop and implement generalization goals for the student.	SP and SLP	10/20/15
Progress Monitoring	Using the communication intervention plan to develop and implement progress monitoring goals for the student.	SP and SLP	10/20/15

Note: Modified from Maryland Department of Special Education (2014a). Early Intervention Services (EIS) 17.

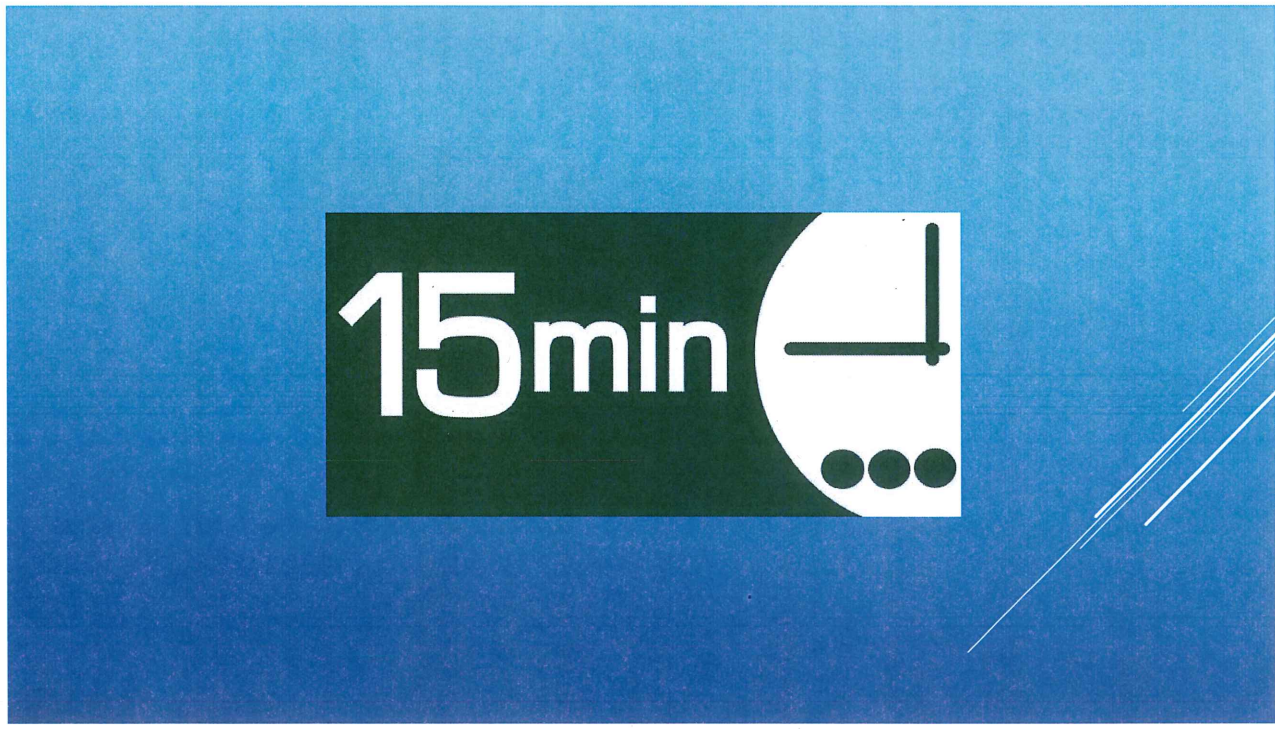
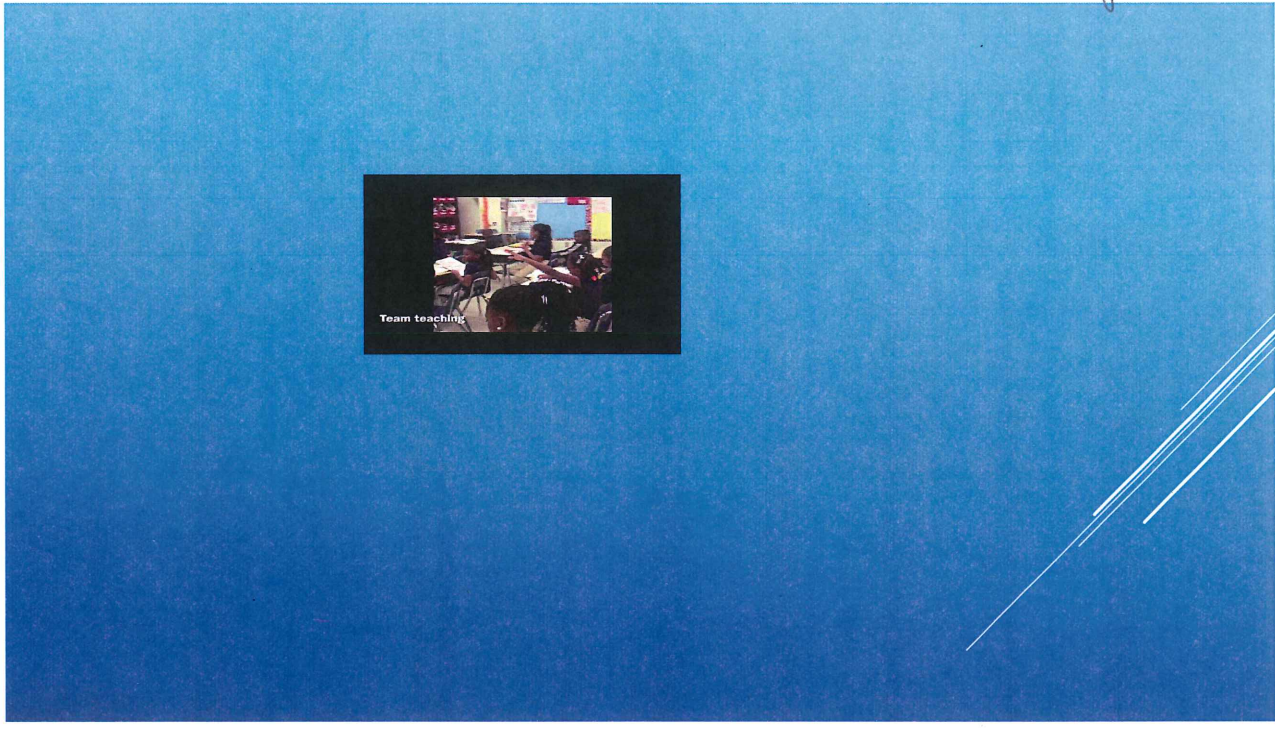
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Revised 7/28/2015 (Approved for publication by Ryan Jackson on 7/28/2015)

TAKE A LOOK AT YOUR OWN SCHEDULE

1. When can you work communicative opportunities into your regular routine?
 2. What modalities do your students use to communicate?
 3. Who would benefit from this?
- Take some time to consider your own routine

alice powerpoint
7/28/2015
Stacy beltz
Kinship chart

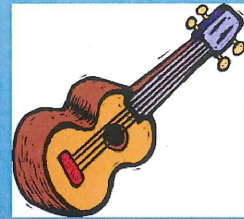


Goals

Who works on these types of things:

1. Answering mixed "wh" questions
2. Following directions
3. Vocabulary
4. Sentence structure and grammar
5. Social skills
6. Summarizing, inferring, comparing, contrasting
7. Labeling
8. Self advocacy

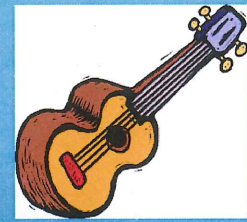
The speech/language services that your child received upon initial entry into ECE services should not look the same years later. The programming and goals should evolve based on the child's needs.



WHEN YOU 1ST BEGIN TO LEARN TO PLAY THE GUITAR, YOU HAVE SET LESSON TIMES AND DIRECT INSTRUCTION FROM YOUR TEACHER. THIS INCLUDES MODELING, HAND OVER HAND INSTRUCTION, ETC.



AS YOU IMPROVE, YOUR LESSONS ARE LESS FREQUENT AND IT BECOMES MORE IMPORTANT TO PRACTICE OUTSIDE OF WORKING WITH YOUR TEACHER.



AS YOUR SKILLS CONTINUE TO PROGRESS YOU SURROUND YOURSELF WITH OTHER MUSICIANS WHO ARE ABLE TO GIVE YOU FEEDBACK, SUGGESTIONS, AND SUPPORT. THIS PROVIDES MULTIPLE NATURAL OPPORTUNITIES FOR LEARNING OUTSIDE OF YOUR LESSONS.



IF YOU HAVE A SITUATION THAT NEEDS EXPERT ADVICE YOU RETURN TO YOUR TEACHER TO GET THE ASSISTANCE YOU NEED.

THE VAST MAJORITY OF STUDENTS WHO RECEIVE SPEECH AND LANGUAGE SERVICES IN THE SCHOOLS DO NOT HAVE THE OPPORTUNITY TO CONTINUE SERVICES WITH OTHER AGENCIES UPON GRADUATION.



How do you prepare for
your student's future?

Questions to ask:

HOW DO YOU PREPARE FOR YOUR
STUDENT'S FUTURE? QUESTIONS TO ASK:

1. How does my child communicate throughout the day? With whom does he or she communicate?

HOW DO YOU PREPARE FOR YOUR STUDENT'S FUTURE? QUESTIONS TO ASK:

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3. How is my child receiving services? Does this setting continue to be appropriate as his/her skills evolve?

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3. How is my child receiving services? Does this setting continue to be appropriate as his/her skills evolve?
4. If services are in the pull out setting, what provisions are made to collaborate so that communication skills are encouraged throughout the day?

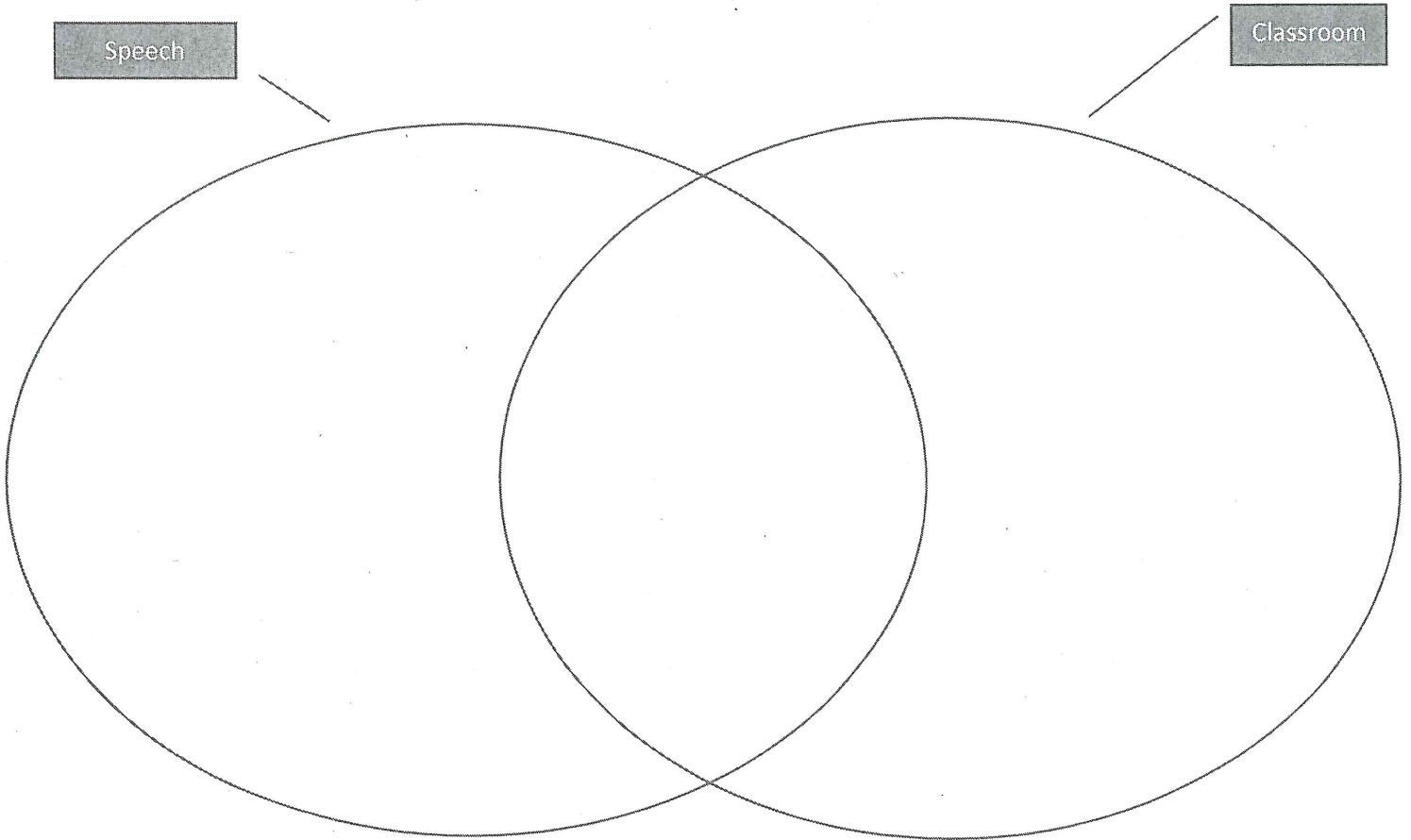
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4. If services are in the pull out setting, what provisions are made to collaborate so that communication skills are encouraged throughout the day?
5. What can we do as a team (teacher, parent, SLP, etc.) to support the student?

A blue rectangular graphic with white text and decorative lines. The text "Questions or comments?" is centered in the upper half of the rectangle. In the lower right corner of the rectangle, there are several thin, white, parallel diagonal lines extending from the bottom-left towards the top-right.

Questions or
comments?

COLLABORATIVE TEAMING IN TRANSITIONING COMMUNICATION SERVICES



	Classroom/Academics	CBI/Vocational	Personal Info	Rec/Leisure
Yes/No				
Responding Academics				
Responding Wants/Needs				
Asking Academics				
Asking Wants/Needs				
Greetings				
Help				

