

Collaboration and Modifications

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April 17, 2010

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What is collaboration?

- Collaboration is a style of interaction including; teaming, problem solving, or co-teaching

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Theory

Judy Montgomery, PhD

- Children need a high number of exposures to really know a word
- One of the ways to do this is choose vocabulary that can be used across different subject areas

Ron Gillam, PhD

- 50 hours of intervention in 6 weeks plus 12 more hours in school setting
- "Attention, Feedback, Rewards, Intensity" *ASHA Leader Jan 2010*
- Scenario: the average SLP provides 30 min. /week in a 40 week school year. Students only receive 20 hours of intervention.

Marilyn Friend, PhD

- Collaboration is crucial as educators move to differentiate instruction, meet standards of accountability for student achievement as measured through high-stakes testing, and design and implement local professional development strategies. *Interactions, 2007*

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Statistics: Incidence and Prevalence

The number of children with disabilities, ages 3-21, served in the public schools under the Individuals with Disabilities Education Act (IDEA) Part B in Fall 2003 was 6,068,802 (in the 50 states, D.C., and outlying areas).

- Communication Disorders and Hearing Loss in Children
 - Of these children, 1,460,583 (24.1%) received services for speech or language disorders. This estimate does not include children who have speech/language problems secondary to other conditions.

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Statistics: Incidence and Prevalence

□ Autism

- Of these children, 136,986 (2%) received services for autism-related disorders (19). Data by disability are not reported by the Department of Education for children between birth and age 3

□ Literacy

- Almost 3 million school children (ages 6 through 21) have some form of a learning disability and receive special education in school.
- Children with developmental speech/language impairments are at a higher risk for reading disability than typical peers with no history of speech/language impairment

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Service Delivery by Speech-Language Pathologists 2008

| | |
|------------------------------------|-----|
| Median Caseload Size in Illinois | 50 |
| Areas of Intervention | |
| Learning Disability | 63% |
| Autism | 84% |
| Pragmatics/Social communication | 75% |
| Articulation/phonological disorder | 94% |

* Source: ASHA 2008 Schools Survey – Caseload Characteristics Report

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Characteristics of Collaboration

- Voluntary
- Equality of rank
- Shared goals
- Shared responsibility
- Shared resources
- Shared accountability

M. Friend, L. Cook Interactions (2007)

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How to work together

- Team teaching
- Stations
- Parallel
- Observation
- Large & Small groupings
- Backing up

Adapted from M. Friend & L. Cook

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How to...

- How to set up a team

- Students/Results

Classroom Leadership article: No More Walls

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Elements of Collaboration – Agenda example

Time keeper _____ Facilitator _____
Summarizer/Note keeper _____ Caterer _____

1. Planning (5 min)

2. Time (5 min)

3. Evaluation (5 min)

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Benefits

Students

Students receive services throughout the school day in all the settings ... where the skills need to be implemented *N. Creaghead, PhD, CCC-SLP*

▣ Increase adult to student ratio

Teachers and Clinicians

▣ Increase moral support

▣ Combined teacher/clinician expertise leads to creative teaching solutions

Adapted from Donna Eastman (2002)

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Sample Task Analysis

1. **WHY?** Why will you collaborate? What do the students need? What are the priorities?

2. **WHO?** With whom will you work? (another gen ed teacher, special ed teacher, outside person (eg: artist), OT/SLP)

▣ What is your area of expertise? What is your colleague's area of expertise?

▣ What are the shared objectives? (eg: SLP goals, state standards, classroom curriculum, LD goals)

3. **WHEN AND WHERE?** When will you plan? Where will you plan? (make plans ahead of time to meet regularly throughout lessons/unit)

4. **WHAT?** What types of collaboration will you use? Will you do a unit or several lessons in a unit? What are the priorities? What will your activities be? What is your timeline? (you may not do all aspects of unit together)

5. **HOW?** How will you divide the work? Who will prepare materials? Who will write the lesson plan(s)? How will you evaluate students? (eg: test, rubric) Who will evaluate and/or collect data on students? How will you evaluate yourselves?

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When things don't go as planned

- Say what you mean in a productive way
- Keep it professional
- When you assume you make *%^ of you and me
- Put forth your best effort

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Modifications

Part 2 for April 17, 2010

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Schedule - helps teachers

- Start with the easiest activity
- Have planned definite same activities after specials
- Use a written/picture schedule
- Accept input from outside sources
- Snacks
- Speak slowly

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Reading – phonological awareness

- Rhyming
 - Identification first; generating last
- Words in sentences
 - Step it out; one syllable words first
- Onset & rime
- Syllabication

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Rubric for Phonological Assessment

EXAMPLE

| Name _____ | Date _____ | | | | Total _____ |
|--------------------------------------|------------|-------------------|----------------|-----------------|-------------|
| | 1 pt | 2pts | 3pts | 4pts | |
| Rhyme: | w/pic cue | w/choice | cues | independent | |
| Generate 2-5 words that rhyme | _____ | _____ | _____ | _____ | |
| Use the word "rhyme" | _____ | _____ | _____ | _____ | |
| Tell why it rhymes | _____ | _____ | _____ | _____ | |
| Segmenting Sentences: | model | pic cue | cues | independent | |
| Count # of words in sentence | _____ | _____ | _____ | _____ | |
| Use a phrase to tell | _____ | _____ | _____ | _____ | |
| "# of words in the sentence" | _____ | _____ | _____ | _____ | |
| Beginning/Ending sounds: | model | delayed speech | slow speech | no modification | |
| Initial sounds | _____ | _____ | _____ | _____ | |
| Final sounds | _____ | _____ | _____ | _____ | |
| Medial sounds | _____ | _____ | _____ | _____ | |
| Syllables: | model | delayed speech | slow speech | no modification | |
| Count # of syllables in word | _____ | _____ | _____ | _____ | |
| Use phrase to tell "# of syll in wd" | _____ | _____ | _____ | _____ | |

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Reading – phonological awareness

Programs:

- Road to the Code,
- Lindamood-Bell Phoneme Sequencing

Activities:

- Bailey's book house,
- www.quia.com/pages/havefun.html for "rhyme time picture match up"

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Narratives

- Age 3-4: events relate to each other and use of inference
- Age 4-5: sequence of events but no central character or theme
- Age 5-6: logical sequence of events with central character, but no clear ending

Speech and Language Development Chart, Pro-Ed, 2nd Edition

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Working with Narratives

- **Rewritten Version of Text** at reading level of students, with pictures and stick writing above important words; utilize technology to aid decoding
- **Retelling Activities** with pictures from the rewritten version
 - with temporal word cards
 - question cards
 - acting it out/dancing
 - drawing / clay
 - story grammar

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Working with Narratives 2

Graphic Organizers – use different ones depending on sequencing or description

- Who, where, when, what box
- Emotions graph
- Flow chart
- Venn diagram
- Web - Kidspiration

- **Homework** Picture writing – teacher added pictures aiding decoding
- Stick writing
- Same activity from class- use text pictures to retell, allow choice for homework
- - dictation to parents, audio recording...

Rubric for Narratives

EXAMPLE

Name _____ Date _____
Book or other _____

Sequencing events in order _____ (number of events/total possible)

| | 1pt model | 2pts many cues | 3pts few cues | 4pts independent |
|--------------------|--------------|-------------------|------------------|---------------------|
| Retelling | _____ | _____ | _____ | _____ |
| descriptive words | _____ | _____ | _____ | _____ |
| main events | _____ | _____ | _____ | _____ |
| complete sentences | _____ | _____ | _____ | _____ |
| transition words | _____ | _____ | _____ | _____ |

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Vocabulary

- Research:
 - Number of exposures to a word
 - Across the curriculum
- Hierarchy of asking questions
- Multi-sensory activities
 - Finger painting; clay; acting; drawing

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Writing

- Stick writing
- Super sentences
- Question cards
- Refer back to beginning/middle/end graph or story grammar visual in narratives
- LEA (language experience approach)
- Picture schedule

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Super Sentences

RULES FOR STUDENTS:

1. You can only have one conjunction in a sentence. This really helps to teach how to limit run on sentences. Use the cards to show that they have a run on sentence. (ex: white, yellow, red, pink conjunction, white, yellow, red, pink conjunction ...) Seeing all the cards laid out is a visual that helps students recognize run on sentences. Often just looking at the words on the page is too difficult.



2. Conjunctions and, but, so stay in the middle of the sentence, while adverbials can be moved. (See below in the adverbial section for more detail.)

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Picture schedule for writing



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Writing 2 - Editing

- **C**apitals - beginning of a sentence,
name of a person,
place name
- **H**andwriting
- **O**rganization - sentences
- **P**unctuation
- **S**pelling

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Projects & Games

PROJECT #2

This will be about a person. Choose a famous person or family member to research.

Research:

- You must have at least 2 sources (only 1 can be from the internet).
- Information must include:
 - Geography
 - History
 - 5 facts

Presenting information:

You can choose to write an essay or give a presentation.

If you write an essay, you must:

- Write 2 paragraphs
- Include a main idea sentence for each paragraph
- Use different sentence types (conjunctions, who/that/which phrases, signal words)

If you give a presentation, you must:

- Use a poster board or PowerPoint
- Use different sentence types (conjunctions, who/that/which phrases, signal words)
- Allow me to video tape you (a DVD will be sent home later)

Hands-On Activity: create one of the following:

1. photography, drawing or painting exhibit
2. diorama
3. acting

April 2010

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| 28 | 29 | 30 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 1 | 2 |
| 29 | | | | | | |

Projects and Games 2

- I Spy Bingo - use category/attribute/function
- Guess Who or Guess Where - use relative clauses
- Moods - act out; tone of voice; tell when you felt that emotion
- Others: Scattergories, Outburst, Taboo, Kids on Stage, Apples to Apples

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Pragmatics

- Choice & Consequence/Let's Choose
- Michelle Garcia Winner
- Hulu.com
- Social Skill Strategies
- American Girl books

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