Strengthening the Breadth and Depth of Your Collaboration With School Professionals

INTRODUCTION

SLPs who work in preschool and K-12 school settings engage in interprofessional collaboration since they regularly partner with other professionals – teachers, assistants, school psychologists, occupational therapists, and others – to deliver services to students. In some cases, SLPs may find that these collaboration efforts could be enhanced. This webinar will present a fresh approach to planning and offering integrated, classroom-based services. The approach allows school clinicians to transform their programs by strengthening their relationships with fellow school professionals and improving the breadth, depth, and quality of collaboration that is already happening.

The course will describe a unique, six-stage collaboration process that fosters a common frame of reference and meaningful relationships with education colleagues. Each stage incorporates a goal, ready-to-implement strategies, and interactive tools and resources SLPs can employ to encourage buy-in and engagement. Throughout the webinar, participants will be guided to think about the process from the perspective of their own role, organization, school culture, school partners, student population, services, and goals. Participants will create an action plan for reframing their own programs.

LEARNING OUTCOMES

You will be able to:
- engage teammates in interprofessional education and practice
- explain the value and benefits of expanding service delivery to include classroom-based, inclusive, and integrated formats
- launch an individualized action plan to employ the six-stage collaboration process throughout the school year

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PROGRAM HISTORY and IMPORTANT INFORMATION

Live webinar date: October 6, 2016  
Peer reviewed: June 2, 2017  
End date: June 2, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before June 2, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.2 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006