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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
ASHA Self-Study 21602 SIG 16
INTRODUCTION

This course focuses on issues related to collaborative and cooperative service delivery models. It includes such models as push-in, scaffolding, and team teaching as well as methods to select appropriate service models for students on Individualized Education Programs (IEP) and off (RTI).

LEARNING OUTCOMES
After completing this program, you will be able to:

• identify steps to begin the process of integrating an inclusive service delivery model into practice
• describe a variety of collaborative service delivery models that have been proven to deliver positive outcomes in the educational environment
• describe how to use the UDL framework as a bridge for collaboration between SLPs and classroom teachers
• identify components of the C.A.R.E framework
• define the role of the SLP on the behavior management team
• describe the SLPs role as it relates to RTI model

PROGRAM HISTORY

Original start date: March 1, 2014
Available through: January 12, 2017

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before January 12, 2017.

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 .25 ASHA CEUs (Intermediate level, Professional area).
LETTERS TO THE EDITOR

A Letter to the Editor from Anna Johnson

A Letter to the Editor from David Smith

EDITORIALS

Commentary: The Future of School-Based Speech-Language Pathology

Editorial: Improving Access to Speech-Language Services

ARTICLES

Speech-Language Pathologists and Inclusive Service Delivery: What Are the First Steps?
by Lyndsey Pollack Zurawski

Financial:
Lyndsey Zurawski is a speech-language pathologist and diagnostician at the School District of Palm Beach County.

Nonfinancial:
Lyndsey Pollack Zurawski has no nonfinancial relationships to disclose.

Facilitating Cohesive Service Delivery Through Collaboration
by Marva Mount

Financial:
Marva Mount has no financial relationships to disclose.

Nonfinancial:
Marva Mount has worked within the public school setting for many years; the article may reflect some personal bias toward systems/strategies that she has used and are known to work well. Marva Mount does not recommend or suggest the purchase of any products or programs.

Collaborative Planning Using Universal Design for Learning
by Patti Kelly Ralabate, Rachel Currie-Rubin, Alyssa Boucher, Jennifer Bartecchi

Financial:
Patti Ralabate is director of implementation for CAST, Inc., Wakefield, Massachusetts; Rachel Currie-Rubin is a researcher at Carroll School in Lincoln, Massachusetts; Alyssa Boucher is an associate research scientist for CAST, Inc. and Jennifer Bartecchi is a recent graduate of Harvard’s Mind, Brain and Education Program and a member of CAST’s UDL Cadre.

Nonfinancial:
Ralabate and Currie-Rubin have previously published on the topic of UDL. Boucher and Bartecchi have no nonfinancial interests to disclose.

Autism in the Schools: IEP Best Practices at Work
by Kerry J. Davis

Financial:
Kerry Davis has been a practicing speech-language pathologist for 19 years. She has worked in the Newton Public School district for 12 years as a city-wide AAC specialist, and owns a small private practice.

Nonfinancial:
Kerry Davis has conducted research and published articles related to professional development and collaborative practices in education. She is the author of a monthly blog on ASHA’sphere.
Creating Successful Team Collaboration: Behavior Management in the Schools
by Tatyana Elleseff

Financial:
Tatyana Elleseff MA CCC-SLP is a speech therapist I at Rutgers University. She is the founder/executive director of Smart Speech Therapy LLC.

Nonfinancial:
Tatyana Elleseff has previously published and presented in the subject area. Some of these presentations are referenced in this article.

Effects of School-Wide Intervention on Literacy Learning: The SLPs Support
by Donna Thomas and Dee M. Lance

Financial:
Donna Thomas is an assistant professor in the Department of Health and Human Sciences at Southeastern Louisiana University. Dee M. Lance is an associate professor in the Department of Communication Sciences and Disorders at the University of Central Arkansas.

Nonfinancial:
Donna Thomas and Dee M. Lance have previously published in the area of literacy.