DYNAMIC TOOLS TO FOSTER INTERPROFESSIONAL PRACTICE WITH CHILDREN: EI ~ Pre-K ~ K 12

INVITED PRESENTATION SPONSORED BY
ASHA Interprofessional Education and Practice Topic Committee

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Jean is passionate about creating systems that ensure school SLPs and educators can provide outcomes-based, educationally relevant services.

To Jean, *interprofessional collaboration is essential!*

As President of *Creative Strategies for Special Education* she consults and provides workshops for schools, universities, and professional associations.

Jean has published numerous resources for SLPs, educators, administrators, and parents including: *School Programs in Speech-Language Pathology*: *Organization and Service Delivery* (Plural Publishing) and her fun daily activity calendar series: *Let's Talk About It! Let's Listen Today! Let's Get Organized!*

DISCLOSURES

Financial Disclosures

- Presenter of CE seminars sponsored by ASHA, schools and other organizations. I am receiving compensation for this event from ASHA's Interprofessional Education & Practice Topic Committee.

- Consultant and researcher with Creative Strategies for Special Education and receive salary and consulting fees.

- Author of educational resources (books and therapy materials) published by Plural Publishing or self published. I receive royalties.

Nonfinancial Disclosure

- None to disclose.

LEARNING OUTCOMES

1. Discuss the positive outcomes of interprofessional education and practice (IPE/IPP).

2. Appraise your teams' collaboration on 6 team process areas.

3. Define 6 key stages of effective collaboration and strategies for implementing each stage.

4. Use dynamic tools to strengthen interprofessional communication and collaboration.

AGENDA

Introductions

IPE and IPP

Benefits and Outcomes

Forming Partnerships with Our Colleagues

Appraising Your Team's Collaboration

Structured Framework and Tools for IPE / IPP Collaboration

Summary / Q & A

FORMAT

Focus on your own program while learning about IPE / IPP and several dynamic user-friendly tools and processes.

Questions, comments, recommendations welcome

Develop an IPE / IPP Collaborative Action Plan for *your* program

WHAT ARE YOUR OBJECTIVES?

2 topics you'd like to be sure we discuss today

      1.

      2.

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INTERPROFESSIONAL EDUCATION & PRACTICE IPE / IPP

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ASHA's STRATEGIC PATHWAY TO EXCELLENCE

STRATEGIC OBJECTIVES DESIGNED TO DRAMMATICALLY CHANGE:

- ✓ The way we practice
- ✓ How we are paid for our services
- ✓ The way others perceive and value the services we provide
- ✓ The science underlying service delivery
- ✓ What our membership looks like
- ✓ Our partners for addressing communication and related disorders here and around the world

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COMMON UNDERSTANDING OF OTHER PROFESSIONS

Common vision and core set of values for how two or more professionals collaborate in order to:

- Learn together

- Coalesce their expertise

- Solve clinical issues

- Provide comprehensive treatment

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EVERYONE TALKING ABOUT IPE & IPP

Universities

Health Care Settings

Educational Settings

Professional Organizations

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INTERPROFESSIONAL PROFESSIONALISM COLLABORATIVE

- 11 health professions represented
- Interprofessional Professionalism Assessment (IPA)
- Tool Kit of educational resources in development
- These two resources foster the evaluation and development of interprofessional professionalism behaviors in education and practice settings

Website: http://www.interprofessionalprofessionalism.org/index.html

WHAT IS IPP?

"Consistent demonstration of core values evidenced by professionals working together, aspiring to and wisely applying principles of, **altruism and caring, excellence, ethics, respect, communication, accountability** to achieve optimal health and wellness in individuals and communities."*

This definition is based in part on the work of *Stern DT. *Measuring Medical Professionalism*. Oxford University Press. New York, NY;2006:19.

ASHA STRATEGIC OBJECTIVE #2

Advance Interprofessional Education and Interprofessional Collaborative Practice (IPE/IPP)

Initiative Themes

1. Educate stakeholders about IPE/IPP and its value

2. Foster connections with other organizations

3. Promote IPE/IPP as an area of research

4. Incorporate IPE/IPP competencies in standards for certification, accreditation, licensure; code of ethics, and scope of practice

ASHA RESOURCES ON IPE / IPP

- ASHA's IPE/IPP Activities and Collaborations
- IPE/IPP eBook [PDF]
- IPE/IPP Overview (Webinar)
- IPE/IPP Events
- IPE/IPP Resources
- IPEC Core Competencies [PDF]
- The Value of Collaborating brochure [PDF]
- IPE/IPP Quiz [PDF]

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3 PRINCIPLES OF IPE / IPP

Principle #1
Not a replacement for rigorous education specific to each health care or education profession.

Principle #2
Represents one solution—not all solutions.

Principle #3
Experiential and team-based learning are the hallmarks of IPE/IPP

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WHAT'S IN A NAME?
WHAT'S THE DIFFERENCE?

Multidisciplinary

Transdisciplinary

Cross Training

Interdisciplinary

Care Coordination

IPE
LEARN ABOUT, FROM, AND WITH OTHER PROFESSIONALS

Share some experiences when you learned about, from, and with other professionals. What were the benefits?
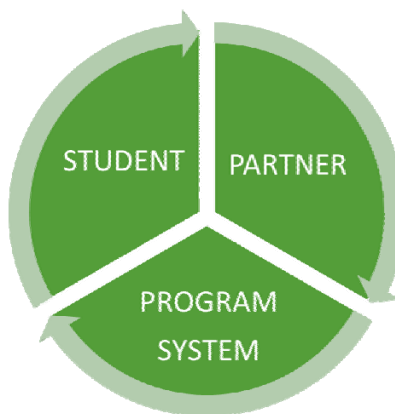
COLLABORATION IS ESSENTIAL!!

Partnering with our education partners is a great way to have fun at work while expanding our own horizons AND ensuring students' achieve their highest potential!

Blosser and Kaiser

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COLLABORATION AND OUTCOMES A UNIQUE 3 PRONGED FRAMEWORK

STUDENT   PARTNER

PROGRAM SYSTEM

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STUDENT OUTCOMES

Improved functional communication in low and high demand communication situations

Improved educational performance including academic performance and participation in school activities as a result of improved communication

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COLLABORATIVE PARTNERSHIP OUTCOMES

Improved relationships with education partners and families

Increased understanding by education partners and families of impairments and the impact on academic and social performance

Increased team coordination and competency to provide assistance and support by implementing recommended accommodations and modifications that will result in improved interactions

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PROGRAM & SYSTEM OUTCOMES

Changes and improvements within the speech-language program and/or the education organization and system that result in greater efficiency, effectiveness, and services for students with communication disabilities

Improved school climate and culture to promote positive attitudes and conditions that support students

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SERVICE DELIVERY OUTCOME
A COLLABORATIVE INTERVENTION MODEL

Creating effective interprofessional collaborative partnerships represents a philosophical approach to service delivery that ensures the provider (SLP), family members, educators, and other professionals work as a team to develop plans and strategies for helping kids.

Join forces to learn about each others' capabilities, roles, responsibilities, contributions.

Education - Prevention - Treatment - Support

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6 STAGE FORMULA FOR EFFECTIVE IPP
PRE-K – 12 SCHOOLS

STAGE	INTERPROFESSIONAL EDUCATION AND PRACTICE
1	Establish a foundation. Talk about roles and responsibilities.
2	Build team understanding of impact of disabilities on learning.
3	Jointly identify classroom communication demands and expectations, including the teachers' instructional methods.
4	Explain intervention/instruction goals & support needed.
5	Identify modifications and accommodations to facilitate classroom performance.
6	Mentor to gain consistent application and independence.

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ARE YOU FEELING OVERWHELMED?

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PREPARE TO INFLUENCE

FACILITATE DISCUSSIONS
REINFORCE TEAM DECISIONS

USE TIME WISELY
5 DYNAMIC TOOLS TO
FOSTER COLLABORATION!

1. Appraise Team Collaboration
2. Teacher Chat
3. Class Observation
4. Recommended Strategies
5. Communicate to Educate

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#1
APPRAISE YOUR TEAM'S COLLABORATION

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QUALITY OF TEAM COLLABORATION

★	**Reflect Upon 2 of Your Most Memorable Collaborative Experiences**

Most **Effective**
Outcome
Critical Components
Lessons Learned

Most **Challenging**
Outcome
Critical Components
Lessons Learned

COLLABORATING WITH YOUR EDUCATION COLLEAGUES

★

Share some challenges or barriers you have experienced in your attempts to collaborate with other professionals.

CHALLENGES:
WHAT WE HEAR FROM SLPs

Lack of engagement

Confusion about priorities

Overlapping roles

Resistance to incorporating specific recommendations

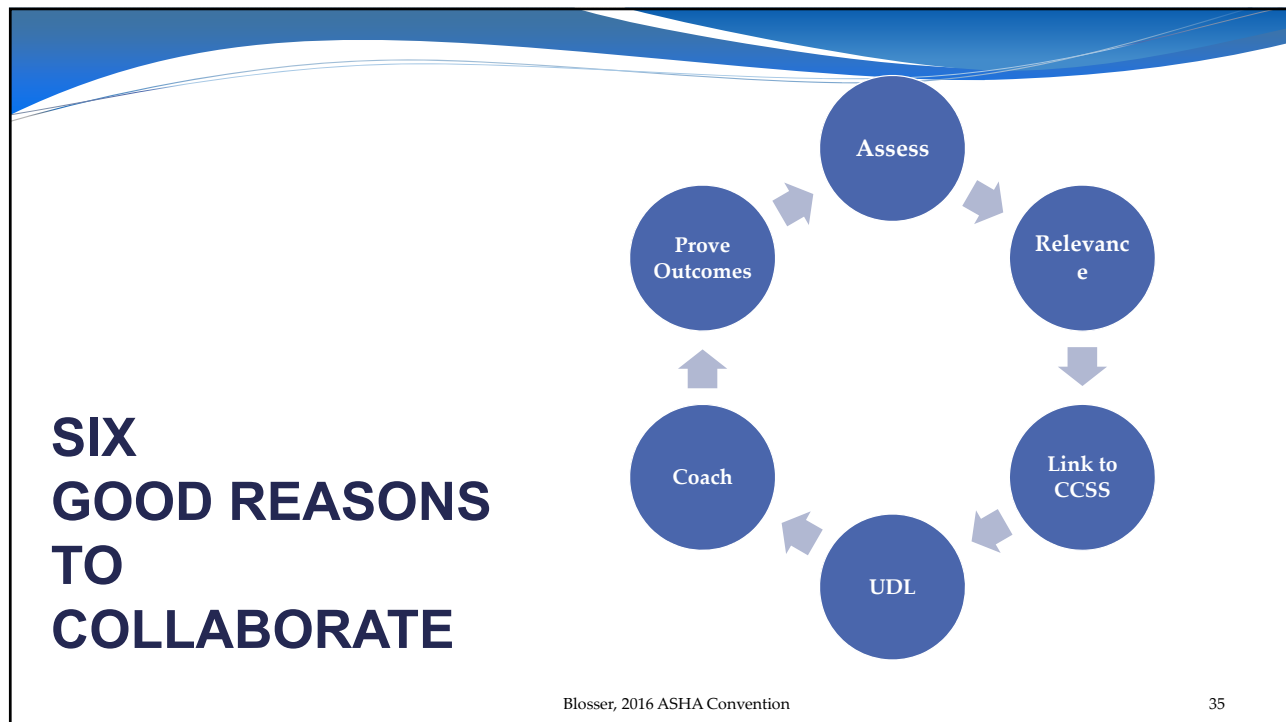Limited pre-service or professional training

Lack of time

Funding restrictions

CHALLENGES:
WHAT OUR EDUCATION PARTNERS SAY

Not my expertise

Too many kids in my classroom

Too much to do

My priority is teaching

Literacy and learning objectives come before anything else

What about all of the other kids in my classroom

SIX GOOD REASONS TO COLLABORATE

- Assess
- Relevance
- Link to CCSS
- UDL
- Coach
- Prove Outcomes

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REFLECTIONS:
YOUR TEAMING EXPERIENCES

Are you satisfied with your teams' collaboration?

Do some teams seem to work better than others?

Do team members work together or in silos?

Does each team member make meaningful contributions?

Have you tried to make improvements?

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LIST 2 OF YOUR CURRENT COLLABORATION PARTNERS

RATE THE QUALITY
1 = Above average
2 = Average
3 = Below average

1. _____

2. _____

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HOW'S IT GOING?

✓Evaluating collaborative teams is challenging
✓Different dynamics are operating when compared to evaluating individuals or programs
✓Team evaluations must include honest input from each team member about collaboration
✓Implement simple efforts to engage team members in the evaluation process

FOSTER COLLABORATION:

LEARN ABOUT – FROM –WITH YOUR EDUCATION PARTNERS!

APPRAISE YOUR TEAM'S COLLABORATION

Team members independently indicate level of agreement in 6 areas critical to successful interprofessional collaboration.

1. Team membership
2. Student/client/patient goals
3. Information and data
4. Team process
5. Team communication
6. Results

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APPRAISING TEAM COLLABORATION
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Appraisal and Feedback Process

SLPs, OTs, PTs, educators, health care professionals, administrators, and family members form collaborative teams to treat, teach, guide, and support students/clients/patients who experience disabilities or learning challenges. The *Appraising Team Collaboration* process offers each team member the opportunity to objectively provide feedback about his or her impression of how the team's collaboration is going. Open feedback can shape more effective and efficient inter-professional collaboration.

All team members are asked to independently indicate their level of agreement with brief statements in six areas critical to successful collaboration: (1) team membership, (2) student/client/patient goals, (3) information and data, (4) team process, (5) team communication, and (6) results. Responses on the forms are tallied and comments summarized. Team members then jointly discuss the feedback. Teams are encouraged to discuss impressions and recommendations and celebrate strengths as well as identify specific steps the team can take to improve. It is suggested that the team complete the appraisal and feedback process every 4-6 months after the team has been initiated.

TEAM COLLABORATION APPRAISAL FORM

TEAM	
Date	
School / Facility	
Student/Client/Patient	
Team Members' Names and Roles	

STATEMENTS	Disagree	Undecided	Agree
TEAM MEMBERSHIP			
Team members have the necessary qualifications and expertise.			
The team is action oriented.			
Goals for collaboration team members are explicitly stated in the written treatment plan.			
STUDENT/CLIENT/PATIENT GOALS			
The team has established concrete, measurable goals for improving performance.			
All team members are working toward achieving common goals.			
All team members are engaged, devoting the effort necessary to achieve goals.			

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STATEMENTS	Disagree	Undecided	Agree
INFORMATION AND DATA			
The team has access to relevant information to support problem solving, decision making, and recommendations.			
The team has access to and discusses needed information about the challenges in home, school, work, and community environments.			
The team uses and analyzes data to make decisions.			
The team has established methods for monitoring student/client/patient performance and providing feedback.			
TEAM PROCESS			
Adequate time is allocated for planning and meeting.			
The team has established ground rules and expectations for how members will work together.			
The team orients new team members.			
Team meetings are productive.			
The team uses a mix of formats for meeting so everyone can be included (face-to-face, e-mail, phone, written, and video and audio conferencing).			
TEAM COMMUNICATION			
The team engages in purposeful dialogue.			
The team has leaders who provides a clear direction.			
Team members promote contributions from all members.			
Divergent opinions are expressed and listened to.			
The team considers cultural differences when interacting with one another and when working with the student/client/patient and family.			
The team builds consensus when making decisions.			
Team members work to build positive relationships.			
The team celebrates its successes toward achieving its goals.			
GETTING RESULTS			
Team members provide resources and recommendations to facilitate and support student/client/patient success.			
Team members can discuss the pros and cons of treatment and/or service delivery options.			
Team members ensure that each member understands how to implement procedures and models for instruction and treatment.			
Team members follow through with recommendations.			
Team members review and refine plans to achieve continuous improvement.			
COMMENTS AND RECOMMENDATIONS FOR IMPROVING THE EFFECTIVENESS OR EFFICIENCY OF COLLABORATION.			

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APPRAISAL PROCESS

✓ Complete at least twice during the school year

✓ Respond in the context of your team's activities (IEP meetings, open houses, events, tip sheets, in-service sessions, phone & e-mail contact, newsletters etc.)

✓ Each team member reports level of satisfaction with the collaboration process and outcomes

APPRAISAL PROCESS

✓Openly discuss findings and impressions

✓Use the data to develop recommendations and action plans to improve team efficiency and effectiveness

✓Make note of questions and requests as well as use of the resources provided

APPRAISE YOUR TEAM'S MEMBERSHIP & GOALS

#1

TEAM MEMBERSHIP

Necessary qualification and expertise

Action oriented

Goals for team members explicitly stated

#2

STUDENT (CLIENT/PATIENT) GOALS

Concrete, measurable goals for improving performance

Working toward achieving common goals

Members engaged, devoting effort

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APPRAISE YOUR TEAM'S DATA & PROCESS

#3

INFORMATION AND DATA

Access to relevant info for decision-making

Info about challenges in home, school, work, community

Uses and analyzes data

Methods for monitoring performance

#4

TEAM PROCESS

Adequate time

Ground rules and expectations

Orient new members

Productive

Mixed formats for meeting

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APPRAISE YOUR TEAM'S COMMUNICATION & RESULTS

#5

TEAM COMMUNICATION

Purposeful dialogue

Leadership

Contributions from all

Divergent opinions welcome

Cultural differences

Build consensus

Positive relationships

Celebrate successes

#6

GETTING RESULTS

Members provide resources

Discuss pros / cons

Ensure understanding

Follow through with recommendations

Continuous quality improvement

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CASE STUDY IN EARLY INTERVENTION

EI TEAM'S APPRAISAL

CASE STUDY IN K-12

CONFIRM COMMITTMENT

Professionals agree to provide patient/client – centered services in a collaborative manner.

❑   Learn about, from, and with other professionals

❑   Foster communication, trust, collaboration, team synergy

❑   Plan, implement, sustain continuity of care

LET'S GIVE IT A TRY!

1. Think about one of your current teams.
2. Reflect on your impressions, perceptions, experiences.
3. Complete the appraisal form.
4. Discuss your results with people you are sitting with.
5. Summarize your observations.

#2
TEACHER CHATS

Based on teacher's knowledge of students and his or her teaching experience, what does the teacher recommend?

#2
TEACHER CHATS

ENGAGE IN MEANINGFUL CONVERSATIONS

1. Develop a profile of the student's interactive communication skills and performance within the classroom setting.
2. Highlight strengths as well as problem areas.
3. Use specific questions to guide the discussion
4. Review and analyze the information gathered.
5. Use info to formulate recommendations and strategies for service and coaching teachers.

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TEACHER CHAT

A FEW TALKING POINTS CAN GET TO THE HEART OF IT

1. Describe Asa's communication during learning activities.
2. How is she at following directions (spoken or written).
3. Tell me about her ability to tell stories, relate events, or convey information.
4. Do you feel she recognizes and uses appropriate vocabulary considering her age and learning situation?
5. Can Asa keep up with the pace of classwork?

TEACHER CHAT

- Describe student's performance
- List 3 successes the student has experienced in your class
- Describe 3 problems experienced
- Tell about his ability to tell stories, relate events, convey info
- Describe how student converses

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TEACHER CHAT

- Explain how student responds to humor, sarcasm etc.
- Does student understand new vocab?
- Are student's voice and intonation matched to situation?
- Can student locate facts & details?
- Can student comprehend written materials?

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TEACHER CHAT

- Characterize student's written work.
- Does student respond in time permitted?
- What motivates student to change or improve?
- Identify behaviors that might be helping student do well.

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TEACHER CHAT

- Identify behaviors that might be interfering with success.
- Based on knowledge of children and experience in teaching, what steps to you think are necessary to help?
- What are 3 strategies you have tried to help? How did they work?

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TOP 5
RECOMMENDATIONS FOR TEACHERS

1. Model good speech and language during all interactions

2. Reduce the complexity, length, and/or rate of instructions

3. Repeat instructions to and check to see if student understands

4. Provide prompts, assistance, visual and auditory cues

5. Reinforce good communication attempts

IPE
ELIMINATE THE MYSTERY

Describe functional communication

Define impact on learning

Establish consistent criteria for eligibility and service completion

Match students to evidence-based intervention and service delivery options

Manage workload, caseload, scheduling

And more

SERVICE DECISIONS AT-A-GLANCE

Service Delivery	Encompasses factors such as treatment format, providers, dosage, timing, and setting.
Dosage	Amount, frequency, intensity, duration of treatment.
Format	Structure of the treatment session (e.g., group and/or individual).
Provider	Person/s providing the treatment (e.g., SLP, teacher, caregiver, SLPA, OTA, PTA, Psych).
Timing	Timing of intervention relative to the diagnosis.
Setting	Location of treatment (e.g., classroom, home, community, school environment, workplace).

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#3
JOINT CLASSROOM OBSERVATIONS
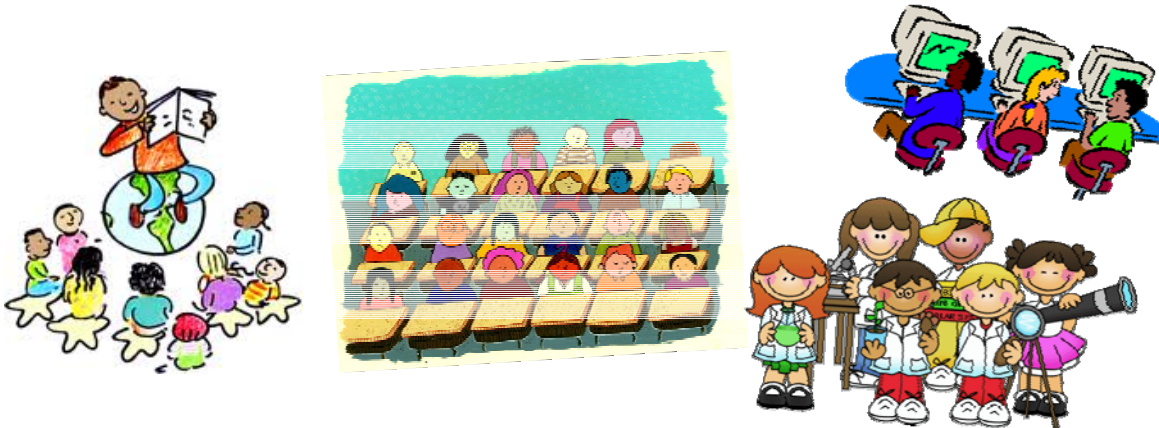
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CLASSROOM OBSERVATION
FROM A DIFFERENT PERSPECTIVE

Use the Classroom Observation Guide to identify variables that help or hinder student's communication performance.

1. Visit to observe classroom lessons, activities, interactions.
2. Focus on the teacher's manner and style when instructing
3. Note observations in major categories.
4. Discuss when and why learning challenges may have   occurred.

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TEACHERS & STUDENTS AT WORK

CLASSROOM OBSERVATION GUIDE

Student: _____   Date: _____
School: _____   Grade / Placement: _____
Teacher: _____   Speech-Language Pathologist: _____

INSTRUCTIONS: Use this guide when observing a student during a classroom learning activity.
1. Consider your observations in relation to the student's functional communication skills.
2. Focus on identifying the demands and expectations of the learning activity and classroom situation.
3. Mark all statements that illustrate the learning activities, instruction, and classroom environment.
4. Ask yourself – "What modifications in the instructional activity could lead to improved performance?"

BRIEFLY LIST THE SUBJECTS OR LEARNING ACTIVITIES OBSERVED

_____
_____
_____

TEACHER'S INSTRUCTIONAL COMMUNICATION
☐ Provided verbal instructions or explanations
☐ Provided written instructions or explanations
☐ Supported instruction with examples or objects
☐ Explained concepts to increase students' understanding
☐ Organized the presentation of instructions
☐ Used appropriate length and vocabulary level
☐ Signaled transition from activity to activity

STUDENT'S WORK SPACE DURING INSTRUCTION
☐ Front of classroom
☐ Side of classroom
☐ Back of classroom
☐ Meeting with a small group of students
☐ Roaming throughout the classroom

INSTRUCTIONAL MATERIALS USED DURING THE LEARNING ACTIVITY
☐ Chalkboard / white board
☐ Text book
☐ Workbook / worksheets
☐ Computers
☐ Power point
☐ Audio recordings
☐ Other

PACE OF INSTRUCTION
☐ Slow
☐ Average
☐ Fast

METHOD FOR ASSESSING LEARNING
☐ Verbal responses / explanations

STUDENT'S OPTIONS FOR RESPONSE
☐ Raise hand and speak
☐ Submit responses via technology
☐ Written reports or explanations
☐ Engagement in group activities
☐ Presentation
☐ Follow-up assignment

AMOUNT OF TIME ALLOCATED FOR COMPLETION OF THE LEARNING ACTIVITY
☐ Less than 15 minutes
☐ 15 – 30 minutes
☐ 30-45 minutes
☐ 45 – 60 minutes

☐ Not enough   ☐ Ample   ☐ Too long

CLASSROOM ENVIRONMENT
☐ Friendly

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SCHOOL DEMANDS & EXPECTATIONS

Presentation of info	Testing practices
Explanation of assignments	Participation requirements
Seating arrangement	Transitions
Learning environment	Organizational skills
Distractions	Study skills
Textbooks, Use of technology	Verbal organization skills
Student response	Requests for assistance

IPP IN THE CLASSROOM
SUCCESS IS IN THE DETAILS

- ❑ **Intervention / instruction strategies to be shared**
- ❑ **Curricular / academic subjects**
- ❑ **Time of day**
- ❑ **Number of days, weeks, or months**
- ❑ **Probes to determine progress (Curriculum, Speaking, Reading, Writing)**
  - **Methods for administering probes (Observe, Test, Interview)**
  - **Schedule for administering probes**
- ❑ **Team's preparation to implement strategies (Model, Demonstrate, Guides)**
- ❑ **Team progress review**
- ❑ **General observations of performance and recommended modifications**

#4 INSTRUCTION & INTERVENTION STRATEGIES FOR IPP

GIVING DIRECTIONS	EXPLAINING CONCEPTS & VOCABULARY
Reduce length of instructions	Define terms
Reduce complexity	Show visual representations of concepts & vocabulary
Reduce rate of delivery	Present only a few concepts at a time
Repeat instructions	
Give prompts and assistance	Ask questions to verify comprehension
Cue the student, "first", "second", "next	

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INSTRUCTION & INTERVENTION STRATEGIES FOR IPP

READING TO THE STUDENT	TEACHING MEMORY SKILLS
Reduce rate	Encourage the student to categorize info and make associations
Reduce complexity	
Reduce length	
Determine comprehension through questioning	Provide opportunities for rehearsing info
Redirect student's attention to important details and facts	Encourage the student to visualize info

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INSTRUCTION & INTERVENTION STRATEGIES FOR IPP

TEACHING HIGHER-LEVEL THINKING AND COMMUNICATING	UNDERSTANDING THE STUDENT
Provide opportunities for problem solving, decision making, and making judgements	Let the student know if you can't understand him
Elicit questions from the student	Request repetition of utterances you don't understand
Ask probing questions to determine comprehension	Provide feedback and guidance to increase the student's understanding you didn't understand
	Use sentence completion strategies

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COMMUNICATE TO EDUCATE

- Build relationships
- Participate in school activities
- Provide meaningful messages
- Use a wide range of venues
- Share tips, strategies, techniques

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COMMUNICATION AND COLLABORATION VENUES

Students
- Classroom visits
- Interactions around schools
- Visual displays inside/outside tx room

Students' Families
- Discussion groups
- Training programs
- Written communication
- Conferences
- Observation days

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COMMUNICATION AND COLLABORATION VENUES

Administrators
- Reports
- In-service programs
- Meetings
- Conferences
- Written communication (budget requests, annual reports, summaries of relevant professional literature, service statistics, thank you notes, state association newsletters, reports describing conferences and continuing education events

Educators
- Meetings, conferences
- School committees and team meetings
- Written communication (notes, letters, reports, newsletters, summarizing relevant articles)
- Social communication and dedicated websites
- In-service meetings, faculty meetings
- Invitational events
- Audio and video presentations
- Discussion groups
- Informal interactions (lunch, school events, after school activities)

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COMMUNICATION AND COLLABORATION VENUES

Local Professionals

- Advice requests
- Professionals meetings and conferences
- Networking through professional organizations
- Written communication (newsletters, letters, reports)
- Social communication and websites

Community

- Participation in community events
- Volunteering
- Speaking and/or membership in community organizations
- Contributing stories to newspapers, letters to the editor
- Meetings, conferences
- School committees
- Informal activities

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COMMUNICATION PLAN

MONTH	MESSAGE	VENUE
MARCH		
APRIL		
MAY		
JUNE		

YOUR ACTION PLAN

TASK	
Identify 1 team	Your current perception of effectiveness – above average, average, below average
Appraisal Process	Complete the Appraisal Process with at least 1 teammate Discuss the results
Teacher Chat	Engage in a Teacher Chat with 2 teammate Review the comments together
Classroom Observation	Complete a classroom evaluation together Discuss demands and expectations
Focus on 1 academic area and 2 intervention strategies	Complete the 6 stages of the Collaboration process

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ASHA RESOURCES

PACE

Practice Portal

Resources for School-Based SLPs

IPE/IPP

EBP

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