SLPs and Teachers: Working Together to increase Preschool Language Skills
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Learner Outcomes:
- Participants will be able to identify the role of the SLP in the preschool classroom
- Participants will be able to discuss collaboration between the SLP and the classroom teacher
- Participants will be able to describe three language interventions that could be integrated into the preschool classroom

The role of the slp in the classroom
How can a SLP be in the classroom and still provide therapy?

2 Key Principles:
- Maintain a therapeutic focus
- Share responsibility for student success

Implementation
- Focus on the problems and IEP goals of the children on your caseload
- Always ask “why am I doing this activity and how does it relate to goals and objectives of the IEP”
- Peers serve as great models
- Engage the teacher in the therapeutic process by enlisting the teacher’s help in reinforcing targets and assessing progress

The role of the slp in the classroom:
Where do you fit in with a classroom teacher?
Schedules
- Personalities
- Planning
- Observing
- Seize the moment!
Collaboration approaches

The Teacher’s perspective
The SLP’s perspective
Collaboration approaches
- One teach, one drift
- Team teaching
- One teach, one observe
- Station teaching
- Parallel teaching
- Supplemental teaching
- Remedial teaching

(Elksnin & Capilouto, 1994)

ASHA
Advocates that speech and language services are provided in a natural setting that facilitates communication, competence, and success.

Most important: remember that every child is an individual. Services must be delivered that are appropriate for the child and their needs.

(ASHA, 1999)

Our Day
- Arrival
- Write name/ Potty
- Circle time
- Sensory time
- Snack time
- Read books
- Center time

We follow the schedule!
We are writing our names!
Now we get some free time!
Next is circle time! Here we are singing “Rise and Shine”!
This is our handshake song!
Lupita is the calendar helper today!
Nicholas is the weather helper!
Mrs. Jones is reading a book!
Snack Time
Working with Mrs. Jennie!
Working with Mrs. Saylor!
Vocabulary
First grade vocabulary predicts 30% of reading comprehension in eleventh grade (Biemiller & Slonim, 2001)
Vocabulary acquisition occurs before children become literate
Students learn words based on their experiences not based on their grade level (Beck et al., 2002)
Preschool vocabulary-babies, toddlers, preschoolers need to hear 30,000 words a day
Classroom environment is an arena for vocabulary learning and language experiences

Sensory sensory sensory
So important to learning
Increased vocal productions
Activities:
Scarf dance
Waiting song
Obstacle courses
Swing
Therapeutic listening
Vests/lap buddies

John is pulling Pepito and Thomas in the wagon!
We love our food!

Snack
‘promote natural conversation and turn taking skills
Scripts
Vocabulary
Spatial concepts
Questions
Increase sentence length
Pictures for napkin, plates, cup
Beginning letter of name to take a turn
Sensory with food/textures/tactile

TGIF!
Cooking
Poster with Writing With Symbols
Script sentences/questions
- Show and share
- Script poster
- Question poster

- Show and share
- Thematic
- Bring something from home
- - bringing object that corresponds to a letter
- Teacher supplies

- Eight language stimulation techniques
- Focused contrast
- Modeling
- Event cast
- Open ended questions
- Expansion
- Recast
- Redirect/prompted initiation
- Scripted play  (Pence et al, 2008)
- These techniques can be used in the preschool classroom and taught to the teacher for their use

- Books
- Take pictures regarding an event
- Write story
- Have the kids dictate a sentence for the picture

- Language strategies
- Visuals
- Schedules
- Behavior cues
- Picture labels
- Scripts
  - show and share
  - cooking/snack lessons
- Literacy
- Circle time
- Sharing with other students and teachers in the building
Friends
Articulation goals
In the classroom
In the therapy room
Teacher comments

A Final Thought

“Speech-language pathologists should be expert in language and knowledgeable about curriculum content, and teachers should be expert in curriculum content and knowledgeable about language.” (Ehren, 2000)

Discussion/Questions

References


References


