



FINANCIAL DISCLAIMER

Relevant financial relationships:

I am receiving a speaker fee from PRC – Saltillo.

I have no Relevant Non-Financial Relationship to disclose.

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BIO

- Speech-Language Pathologist at an elementary school in the St. Louis, MO area
- Currently serve students grades K-6; have worked with birth-adult in past positions
- Graduate certification in Assistive Technology from Bowling Green State University
- Multiple years of experience working with students with complex communication needs
- Serve in district leadership positions as Data Leader and Internal Coach, supporting SLPs and teachers in developing research-based plans for intervention and expanding their co-teaching practices
- My SLP claim to fame is that I once gave my dog the PLS-5.

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OUTCOME

At the culmination of the session, you will be able to:

1. Describe the **6 approaches to co-teaching** and discuss the application of these approaches to speech/language therapy.
2. Discuss 2 **benefits and barriers** to using co-teaching methods for AAC therapy.
3. Describe the **prompting hierarchy** and its use in therapy for AAC users.
4. Give an example of how co-teaching principles can be applied when **training other professionals** and communication partners.

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ESSENTIAL QUESTIONS

How can co-teaching principles be applied to speech-language pathologists?

What steps will ensure that you are able to implement this type of therapy in your setting?

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AGENDA

- Welcome
- Principles of Co-Teaching
- Types of Co-Teaching
- Collaborating with Other Professionals
- Calibrating for Meaningful Therapy
- Implementing the Plan
- Wrap-Up and Questions

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STUDENT PROFILE

- Grades K-6
- Complex communication needs, ranging from minimally verbal to verbal but unintelligible
- Diagnoses include: Down syndrome, autism, Dravet syndrome, intellectual disability, and cerebral palsy
- Most students are in the special education setting for the majority of their day. One student participates in the general education setting for most of the day.
- Students use a variety of AAC systems, including core word boards, sign, LAMP WFL, TouchChat, and PRC Accent
- Co-teaching is done with speech and language groups that include 2-3 students, all of whom use some form of AAC.

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WHAT IS CO-TEACHING?

- Co-teaching pairs 2 teachers together in the classroom to better support students with a variety of needs.
 - Often applied to classrooms that have a mix of students receiving general education and special education services, in order to create a more inclusive learning environment

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WHAT IS CO-TEACHING?

- Ferguson, Desjarlais, & Meyer (2000) outlined several benefits to co-teaching:
 - + More **opportunities for interaction** between students and teachers
 - + Greater social development and **independence** for students with disabilities
 - + Teachers **vary instructional strategies** depending on student needs
 - + All students benefit from the **additional support and structure** (Universal Design for Learning)
 - + Teachers support one another in lesson planning, behavior management, and overall workload, leading to **more effective instruction**

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IEPS AND BILLING

- We divided students evenly to be on our caseload, even though we both provide therapy.
- The SLP in charge of each student attends IEP and SETT meetings, programs the AAC device, and bills Medicaid for that student.
- Minutes are written per week. We do not specify group vs. individual therapy.
- We do not regularly co-teach with the OT, unless we are doing a special activity or seeing students for an extended period of time. This is due to billing reasons.
- To get stakeholders on board, we invited them to observe us and have been transparent with our data and results.
- Every state and district is different, so please consult the appropriate authority in yours if you have questions!

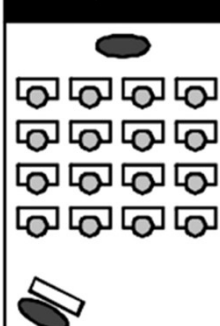
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TYPES OF CO-TEACHING

One Teach, One Observe

- One teacher instructs while the other teacher observes students, taking note of their responses and issues that might come up.
- The observing teacher can provide the instructing teacher with feedback on what worked well and what didn't.

One teach, one observe



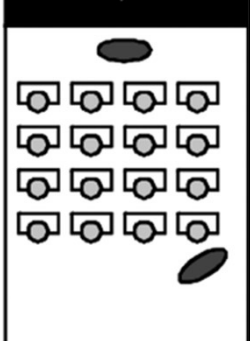
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TYPES OF CO-TEACHING

One Teach, One Assist

- While one teacher instructs the class, the other teacher drifts around the room, assisting individual students.

One teach, one assist



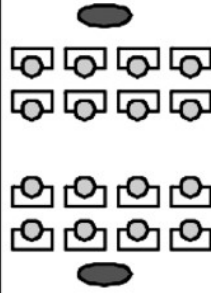
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TYPES OF CO-TEACHING

Parallel Teaching

- Students are divided into groups; each teacher takes a group and teaches the same content.
- Can allow students more opportunities to respond and more assistance if needed.

Parallel Teaching



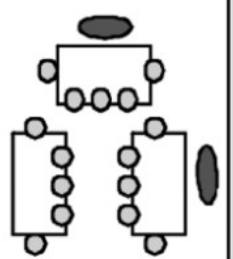
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TYPES OF CO-TEACHING

Station Teaching

- Students are divided into groups, but content is also divided. Each teacher teaches separate content, and then repeats the instruction when the groups are switched.
- If applicable, one station can include independent work.
- This model could be helpful in playing off of the strengths of each teacher.

Station Teaching



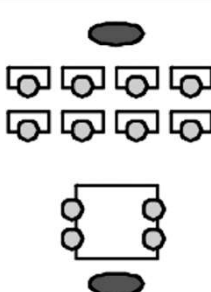
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TYPES OF CO-TEACHING

Alternative Teaching

- One teacher takes the majority of the class, while the other teacher focuses on a small group needing additional support.

Alternative Teaching



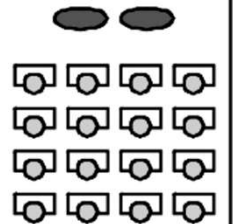
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TYPES OF CO-TEACHING

Team Teaching

- Considered the most complex approach, this type of co-teaching allows teachers to deliver the same instruction to students in a "tag team" approach.

Team Teaching



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WHY CO-TEACH?

- Regardless of your current situation, imagine your special education "dream team".
 - Who is on it?
 - What strengths and personality traits do the members have?
 - What role does each person play?
 - What are the benefits for the students?
- If you could co-teach with your "dream team", what co-teaching model would you implement with them? What role would each of you play?
- With your team, what would you be able to accomplish in speech/language therapy that is difficult to accomplish on your own?

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WHY I CO-TEACH

- I started AAC therapy in the school setting in 2015. Between 2 SLPs, we serviced 4 essential skills classrooms. I spent two years trying various therapy models: pushing in to special education classrooms, pulling students out into the speech room, large group, small group, individual sessions...
- While I was offered paraeducator support, the culture at my school was not focused on fostering independence in using AAC systems - despite everything I tried to change that.
- I started co-teaching with my SLP co-worker 2 years ago out of desperation. I continue co-teaching with a variety of educators because I love it.

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WHY | CO-TEACH

- Allows for meaningful, thorough data collection
- Decrease in missed sessions – if one SLP has a meeting or is sick, the other SLP can still provide therapy
- Allows for behavior management without interrupting instruction
- Allows for troubleshooting and problem-solving in the moment, whether for a device breakdown, therapy approach that's not working, or escalating behaviors
- When things go south, it's nice to have someone to laugh about it with
- **Students experience increased progress and greater independence in communicating!**

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PROCESS



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COLLABORATING

- My co-SLP and I identified some key problems that we had with AAC therapy:
 - Lack of support or inadequate support from others, despite training
 - Difficulty with behavior management
 - Groups were too large or included students who weren't a good "match" for each other
 - Data collection was difficult
- Our initial thought process:

Wouldn't it be great if we could be each others' paraprofessional?

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COLLABORATING

- After identifying the possibility of co-teaching AAC sessions, we realized the possibilities for collaboration were nearly endless:
 - Graduate student interns
 - Occupational therapists
 - Music therapists
 - Paraprofessionals
 - Special and general education teachers
 - ABA associates
 - Parents

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COLLABORATING REFLECTION

What would therapy look like with each co-teaching partner?

If you could choose your ideal co-teaching partner, what qualities would you look for?

Can you think of someone you could implement this with? What might you have to teach them?

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CALIBRATING

Problem	Solution
How will we make this work in our schedules?	<ul style="list-style-type: none"> • Pair "like" students, regardless of grade level • Prioritize scheduling AAC students first • Explain our rationale to reticent teachers

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CALIBRATING

Problem

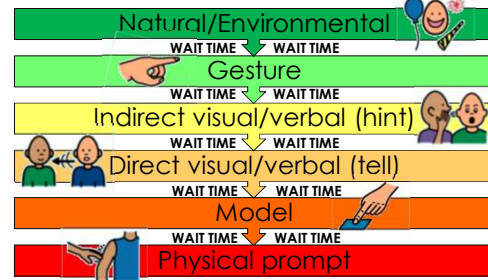
In the past, students were over-cued by well-meaning staff.

Solution

- Study the prompting hierarchy together and regularly discuss what each prompt looks/sounds like

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THE PROMPTING HIERARCHY



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PROMPTING



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CALIBRATING

Problem

Who will "lead" each session?

Solution

- Use para-educator principles when implementing a "one teach, one assist" model
- Schedule "leader" time for each SLP each day to share workload

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CALIBRATING

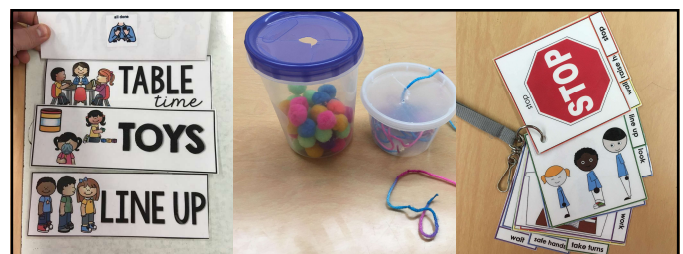
Problem

Behavior management is difficult.

Solution

- Use task boxes with fidgety students
- Implement different seating models
- "Para" SLP uses visual cue cards
- Switch roles as needed throughout the session

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BEHAVIOR MANAGEMENT

Consider using visual schedules, task boxes, and visual behavior cues to prevent and curb negative behaviors.

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CALIBRATING

Problem	Solution
How will we write meaningful goals?	<ul style="list-style-type: none"> Consult various AAC experts and resources (listed at the end of this presentation) Develop a goal bank and dedicated materials for functional communicators Write goals with a specific cueing level in mind

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GOAL WRITING

Operational Competence Skills needed to operate AAC device - Navigating pages, turning on/off, volume control	Linguistic Competence Receptive/expressive language skills, and the ability to use symbolic communication - Using verb tenses, plurals, etc. - Combining 2+ words
Social Competence Knowledge of the rules of social interactions - Initiating and maintaining conversations, repairing communication breakdowns, using language for various functions	Strategic Competence Knowledge of compensatory strategies that allow for effective communication - Repairing communication breakdowns, choosing the most effective communication method, using vocabulary efficiently

Communicative Competence

Adapted from Light (1989) and Kovach (2009)

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GOAL WRITING

Operational Competence

- By XX/XX/XXXX, Student will increase her functional communication skills by demonstrating operational competency with her AAC system in 80% of opportunities independently.
- Benchmarks: 1. Vocalizing or signing to request her communication system when it is out of reach, 2. Requesting help to turn system on and off, 3. Independently turn system on and off

Linguistic Competence

- By XX/XX/XXXX, Student will increase semantic skills by using a multi-modal communication system to answer what and where questions about classroom activities and instructional-level stories with 80% accuracy, given 2-4 visual choices and minimal cues.

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GOAL WRITING

Social Competence

- By XX/XX/XXXX, Student will increase his functional communication skills by using a multi-modal communication system to demonstrate the communicative function of rejecting/protecting in 80% of opportunities, given indirect cueing.

Strategic Competence

- By XX/XX/XXXX, when not understood, Student will independently use communication repair strategies (e.g., restate what he said, increase volume, decrease rate, use communication system/sign) in 4 out of 5 observed opportunities.

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CALIBRATING

Problem	Solution
Collecting meaningful data is difficult.	<ul style="list-style-type: none"> Assign a dedicated data collector Create data collection sheets specific to each group Include prompting hierarchy on data sheets

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DATA COLLECTION

J.				K.			Date: _____
Level of Cueing	Fx Comm. Goal Indirect	ID actions Feb-3	Notes / New words	Level of Cueing	Fx Comm. Goal Indirect	Notes / New words	
Model				Model			
Direct verbal / visual				Direct verbal / visual			
Indirect verbal / visual				Indirect verbal / visual			
Ind.				Ind.			

A.				
Level of Cueing	2-3 word phrases Goal: minimal	Who questions	What questions	Where questions
Model				
Direct verbal / visual				
Indirect verbal / visual				
Ind.				

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SHOUT-OUTS

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My students' families, who graciously agreed to allow their children to be featured in this presentation

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AAC RESOURCES

- Practical AAC: <https://practicalaac.org/>
- Wisconsin Assistive Technology Initiative (WATI): <http://www.wati.org/>
- AAC Creatively: <http://www.aacreatively.com/>
- Project Core: <http://www.project-core.com/>
- AAC Institute online courses: <https://aacinstitute.org/online-courses/>
- Autism Internet Modules (free course!): <https://autisminternetmodules.org/>
- Teaching Learners with Multiple Special Needs: <http://teachinglearnerswithmultiplespecialneeds.blogspot.com/>
- The Communication Matrix: <https://www.communicationmatrix.org/>
- PRC AAC Language Lab: <https://aaclanguagelab.com/>
- AAC for the SLP Facebook group: <https://www.facebook.com/groups/1539830846285663/>
- Talking with Tech podcast: <http://www.speechscience.org/talking-with-tech-episodes>

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CONTACT INFORMATION

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