

Successful Collaboration in the Schools: Relationships, Responsibilities & RTI

Lissa Power-deFur, Ph.D.,
CCC-SLP

LONGWOOD UNIVERSITY

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K (Know)	W (Want to Know)

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Agenda

- ✓ Need for collaboration
- ✓ Response to Intervention (RtI)
- ✓ Effects of collaboration for children with speech-language impairment
- ✓ Collaborative relationships
- ✓ Collaboration approaches
- ✓ Strategies for success

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To be successful in school, students must be able to achieve curriculum goals that are dependent upon effective communication.

Prelock and Miller, 1995

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Participant Objectives

- To identify the value of collaboration for meeting needs of children with communication disorders.
- To explain the rationale for Response to Intervention
- To identify the potential personnel, activities, and contexts for collaboration.
- To identify three strategies for successful collaboration in implementation of RtI.

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What are the educational impacts of communication disorders?

- Insufficient vocabulary to comprehend curriculum and learn new information
- Insufficient knowledge of morphology to analyze new vocabulary
- Insufficient communication and reading opportunities to learn new vocabulary
- Insufficient metalinguistic skills to integrate and apply content area knowledge
- Inadequate social skills to participate in group activities
- Lack of confidence in the classroom

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How can we give our students the opportunities to develop the skills necessary access and be successful the general curriculum?

Integrate our service delivery with the curriculum and create collaborative partners to address language in the classroom.

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Rationale

- Aptitude-achievement discrepancy model:
 - “wait-to-fail” approach
 - Inadequately distinguishes between disabilities and low achievement
 - Does not predict response to remediation
 - Does not guide instruction
- Need to address student learning over time, not at single point in time

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Response to Intervention (RtI)

Multi-tiered approach to identifying and providing services to students at risk for poor learning outcomes within general education.

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RtI goal

- Prevention of student failure through high quality, differentiated education for all students
- Early intervention for struggling students
- Ongoing progress monitoring
- Team-based problem-solving

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Essential components

- Evidenced-based intervention, tailored to student need
- Identification of students who are struggling
- Focus on student performance
- Interventions adjusted to student needs
- Data-informed decision-making
- Team-based problem-solving

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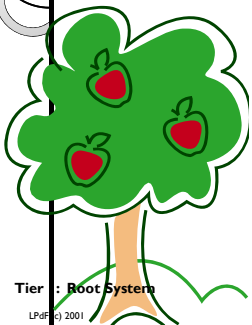
SLP role?

- Support students in mastering communication competencies associated with state core standards
 - Students with and without speech-language impairments

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Tier 1: Universal Instruction




- Instruction designed to optimize each student's learning
 - Aligned with standards
 - Research-based, varied approaches
- Screens students
- Monitors student progress

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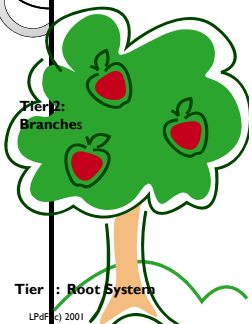
Through emphasis on high quality, differentiated instruction, Rtl projects:

- * 80% of at-risk students will meet educational achievement through Tier 1
- * 10% through Tier 2
- * 10 – 15% in Tier 3



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Tier 2: Targeted interventions



- Targets students
 - with known risk factors
 - lagging behind peers
- Evidence-based practices for specific needs
- Small groups in/out classroom
 - By teachers and/or specialists
- Frequent progress monitoring
- In addition to Tier 1

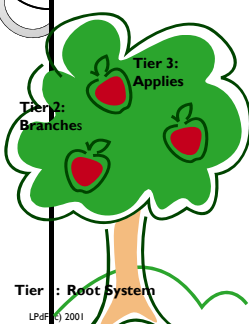
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Illustrative High Quality Instruction

- Universal Design for Learning
- Understanding by Design
- Differentiated Instruction
- “Marzano strategies”

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Tier 3: Specialized treatments



- For students who do not make progress in Tier 2
- Intensive, individualized intervention in areas of need
- Evidence-based and related to the curriculum-based
- Frequent progress monitoring
- May or may not be special education

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Universal Design for Learning framework

- Multiple means of representation
- Multiple means of expression
- Multiple means of engagement
- Oral
- Written
- Pictorial
- Tactile
- Technological
- Small Group
- Individual

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<p>Understanding by Design</p>	<p>Differentiated Instruction</p>
<ul style="list-style-type: none"> • Focus on what we teach and what assessment evidence we need to collect. • Primary goal is to delineate and guide application of sound principles of curriculum design. 	<ul style="list-style-type: none"> • Focus on whom we teach, where we teach, and how we teach • Primary goal is ensuring that teachers focus on processes and procedures that ensure effective learning for varied individuals

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- Model lessons targeting effective language and communication skills
- Provide suggestions for enhancing physical learning environment
- Suggest classroom accommodations
- Create practice materials for classroom/home
- Train paraprofessionals to support communication

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“MARZANO STRATEGIES”

Research-based instructional strategies to increase student academic achievement

- Identifying similarities and differences (45% gain)
- Summarizing and note-taking (34% gain)
- Reinforcing effort and providing recognition (29% gain)
- Homework and practice (28% gain)
- Nonlinguistic representation (27% gain)
- Cooperative learning (27% gain)
- Setting objectives and providing feedback (23% gain)
- Generating and testing hypothesis (23% gain)
- Questions, cues, and advance organizers (22% gain)

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Tier I: Classroom modifications

- Provide both verbal and written instruction
- Use gestures to gain attention and clarify
- Face students while speaking
- Do not stand in front of bright window
- Placement of at-risk students near teacher and away from noise sources
- Reduce classroom noise
- Rearrange classroom for different activities
- Post classroom schedule

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SLP Role: Tier I


- Provide information on speech-language development and language-literacy connection
- Collect and analyze language demands of curriculum and classroom
- Screen students
 - Vocabulary, phonological awareness, oral /written language skills

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Tier I: Instructional accommodations


- Target-specific instructional feedback
- Alternate response modes
 - Speaking, writing, drawing
- Adjust pace, length of teacher utterance
- Frequent checks for understanding
- Cloze questions/statements
- Examples and non-examples

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- Auditory cues
 - Associated word (e.g., fork and _____)
 - Beginning sound
 - Category
 - Context
 - Description
 - Function
 - Rhyming
- Memory aids
 - Acronyms
 - Acrostics
- Advance organizers
 - Attribute web
 - Venn diagram
 - Sequence map


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Tier 2 interventions

- Speech sound intervention
 - Single phoneme errors (e.g., not apraxia, phonological process errors)
- Language intervention
 - Pre-K class narrative-based language enrichment


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Visual Cues

- Color code key information
- Gesture
- Facial expression
- Icons
- Word banks
- Symbols/pictures at desk
- Bookmarks with instructional strategies
 - E.g., make connections, visualize, question, predict, self-correct
- Red/green cards to signal need for help
- Tokens for # of turns
- Visual checklists for sequencing, completing tasks


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SLP: Tier 3

- More frequent and intense intervention associated with spoken or written communication needs
- More intense assessments of students who struggle
- Collaborate with special education to maximize benefit


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SLP role: Tier 2

- Conduct more in-depth screening and analysis
- Serve on intervention teams that make decision on individual student needs
- Provide short-term instruction in classroom or pull-out
 - Pre-teach or re-teach linguistic concepts related to academics
 - Speech sound intervention
- Continued data collection for progress monitoring

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Reflection

- Will Rtl help to improve the performance of struggling learners?
- Will Rtl improve collaboration and dialogue among school personnel?
- What are the advantages and disadvantages of Rtl?
- What will the impact be on culturally-linguistically diverse students?

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For Rtl to be effective, professionals need to collaborate effectively




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What are the effects of collaboration for children with speech-language impairment?


Meta-analysis shows limited evidence-based research (Cirrin, et al, 2010)

- Inadequate experimental analysis




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Single-discipline perspectives cannot drive service delivery decisions
(Prelock, 2000).



- Providers **must** view students with disabilities in the context of a larger social system.



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Classroom based

- Throneburg, et al (2000)
 - 3 models:
 - collaborative classroom model;
 - SLP-run classroom;
 - traditional pull-out
 - Children in collaborative classroom exhibited greater gains in curricular vocabulary

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3 new ideas about Rtl

1. _____

2. _____

3. _____

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Language in the Classroom (LIC)

- Bland and Prelock (1996)
- Teams of SLPs, teachers, university students
 - Participated in 7 2-hour training sessions on teaming, language and literacy, collaboration
 - Comparison groups: elementary aged children with comparable CELF-R scores
 - 1 – 2 times/week for 30 – 45 minutes (traditional pull-out with academic focus)
 - Once a week for 30 – 45 minutes collaboratively in the classroom
- Results
 - Similar TTR, MLU, speaker turns for all
 - **Improved complete and intelligible utterances for LIC group**

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Collaborative teaching

- Hadley, Simmerman, Long and Luna (2000)
 - Collaborative model for teaching vocabulary and phonological awareness in classroom
 - Two classes with and two without SLP
 - SLP and teachers embedded vocabulary and PA in classroom
 - Additional 25 minutes of PA in collaborative classrooms
 - After 6 months, students with SLP demonstrated increased receptive and expressive vocabulary and increased beginning sound awareness and knowledge of letter sound correspondence

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ASHA Schools Survey, 2008


Service delivery model	Average hours/week
Pull-out	22
In general education classrooms	5
In Self-contained classrooms	4
Collaborative consultation	3
In resource room	1

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CONCLUSION


Evidence suggests classroom-based speech-language services are

- at least as effective as pull-out for vocabulary
- may facilitate generalization of new skills to other natural settings
- may facilitate use of more complex intelligible utterances




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CREATING COLLABORATIVE RELATIONSHIPS



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What types of classroom-based service delivery approaches are used by SLPs?




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Purpose of collaboration

Working together with general educators to improve students' communication and academic skills.

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- Effective collaboration within the classroom is facilitated by a commitment to the notion of equal educational opportunity for all students.
(Dohan & Schultz, 1998)



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Collaboration involves many ways of working together...

- Not all of them are very risky...
- Not all of them take a lot of "teaming" skill...
- Not all of them take a lot of time commitment...
- Each serves a different purpose in accomplishing goals



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Collaboration implies partnerships..... and sharing

- Share joint interest
- Share goals for students
- Share a common vocabulary
- Share power and decision-making
- Share successes
- Share risks
- Share responsibility




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Networking: The 1st step in collaborating ...

- Active solicitation and establishment of information, referral, or **relationships**
- Promotion of one's own skills, interests, and responsibilities

- ✓ **RISK LEVEL?**
⇒ low risk or investment
- ✓ **IMMEDIATE IMPACT ON STUDENTS?**
⇒ Relatively low impact but an important first step



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Recall a time recently when you tried collaboration...

- Who was involved? • _____
- What did you do? • _____
- How did you collaborate? • _____
- What worked best? • _____
- Why did it work? • _____
- What could have worked better? • _____
- What was needed for the working relationship to be successful? • _____

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Coordinating: another way of working together...

- **Scheduling** we agree to work with students at times that do not interfere with one another's primary goals (**efficiency**) and hopefully best meet the needs of the student (*effectiveness*).
- ✓ **RISK LEVEL?**
⇒ relatively low risk or time investment
- ✓ **IMMEDIATE IMPACT ON STUDENTS?**
⇒ Student impact varies depending on coordination effectiveness




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Cooperation:

Almost as good as it gets...

- Agree to **share resources** to achieve a common goal
 - coordinate and to communicate about a student's progress, etc.
 - give something to the effort --
 - time, expertise



✓ **RISK LEVEL?**
⇒ Relatively high risk and time investment

✓ **IMMEDIATE IMPACT ON STUDENTS?**
✓ Individual benefits often valuable.

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When might you use each of these to address a need?

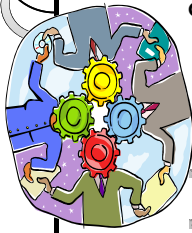
- Networking? ● _____
- Coordination? ● _____
- Cooperation? ● _____
- Collaboration? ● _____

Where is your comfort level?

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Collaboration ---

the Cadillac of Working Together



○ Partners have shared:

- vision
- power
- decision-making
- Accountability
- resources,


■ **RISK LEVEL?**
⇒ High risk and time investment

■ **IMMEDIATE IMPACT ON STUDENTS?**
✓ Trust and creativity leads to benefits for all students and families

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Team that collaborate have ...


- Clear purpose and goals
- Complementary skills in membership
- Shared leadership
- Collegiality
- Open exchange of ideas and information
- Variety of perspectives
- Creative problem-solving and decision-making



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Skills for Effective Collaboration

- Know your personal strengths and weaknesses
- Appreciate diverse ways of thinking and acting
- Listen attentively
- Speak clearly, without bias
- Commit to joint learning and growing
- Support others
- Find and celebrate successes
- Share gifts and ideas
- Keep an eye on the goal.



How do you rate?

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What type of teams do should we have in our schools?


Multidisciplinary
Interdisciplinary
Transdisciplinary

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- Multidisciplinary**
 - Information is exchanged
 - Services are independent and discrete
 - Little effort to arrive a group consensus regarding decisions
- Interdisciplinary**
 - Information is shared and integration
 - Members independently assess and intervene
 - Services are integrated and complement one another
 - Information is integrated
 - Decisions are made by team
- Transdisciplinary**
 - Information is shared and integrated
 - Holistic services - members work together in assessment and intervention
 - Members release/blend their roles
 - Training one another in their areas of expertise
 - Targets intervention across domains
 - Members have ownership to common goals
 - Regular meetings

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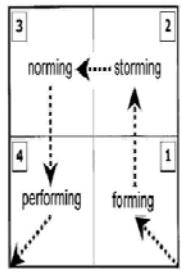
Trust Talk



- Think of a person who you trust
- Identify 3 trustworthy characteristics of that person
 - _____
 - _____
 - _____
- What are 2 things you can do to model trust?
 - _____
 - _____

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Teams develop over time...



- And according to Tuckman (1977), teams typically follow 4 stages...
 - 1. Forming**
 - Getting to Know You...
 - 2. Storming**
 - High winds predicted...
 - 3. Norming**
 - Charting a Course...
 - 4. Performing**
 - Lights, Camera, Action...


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Storming... a natural part of teamwork

- Accountability**
 - Do people do what they are supposed to do when they are supposed to do it and in the way that supports the intention of the team?
- Communication**
 - Do people communicate what they are supposed to communicate and in the way that supports the intention of the team?
- Decision-Making**
 - Do people know how and when decisions are made and by whom and how decisions are implemented?
- Conflict Resolution**
 - Do people know how to work with the conflict that is natural within human interpersonal interactions?

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Forming teams are building trust




- Trust does not naturally occur between humans
- Most common cause of team failure - inability to get along...i.e.. there is no trust or respect
- Trust builds with "response"-ability

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To minimize team Storming, Practice Collision prevention...

- What "bugs" you most when you work in teams?
- Write down at least 3 things that "bug" you most in working with teams:
 - _____
 - _____
 - _____
- What can you do to preventing these from sabotaging your teamwork?
 - _____
 - _____
 - _____



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NORMING
creating shared agreements to maximize effectiveness

Members are

- accountable to the team for our actions outside of our meetings.
- responsible for the success of each team meeting.
- aware of how one's behavior impacts the team functioning.

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Think about stage for your teams

Team:	Tuckman's stage:
• _____	• _____
• _____	• _____
• _____	• _____

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PERFORMING

Teams perform most effectively when the team has worked through the developmental stages

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COLLABORATION: Approaches from the Co-Teaching Literature

Unique blend of direct and indirect services with **joint** instruction by two or more **professionals** in a single physical space (from Friend and Cook, 2000)

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- Sometimes the team recycle through the stages when
- team members don't dedicate enough time or focus.
- new members join the team.

- Remember the team is **only** as effective as its least committed member.

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Co-Teaching Approaches
 (Friend and Cook, 2000)

- **One teach, One observe**
- **One teach, One Assist/drift**
- **Station Teaching**
- **Parallel Teaching**
- **Alternative Teaching**
- **Interactive Teaching or Teaming**

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One Teach, One Observe



- Second professional observes student(s)
- Joint decisions regarding behavior to analyze
- Be sure to exchange roles
- Good first start for "newbies"



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Parallel Teaching


- Students are divided into mixed-ability groups while each partner teaches a group the same material.
- Students can be strategically placed in the groups.

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One Teach, One Assist/Drift


- 2nd professional walks around to assist students
- Little joint planning
- May be distracting
- Students may become dependent learners
- 2nd professional may be seen as assistant



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Alternative Teaching


- Small groups receive different instruction
- Preteaching and reteaching
- Highly intensive instruction
- Risk of stigmatizing students in small groups
- Each teacher should work with small groups



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Station teaching



- Clear division of labor
- Professionals divide instructional content, planning and teaching
- Students move between stations per schedule
- Good with different teaching styles or teachers who don't know one another well
- May be noisy, movement may be distracting



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Team Teaching

- Alternate roles in teaching and leading discussion
- Partners model
 - Note-taking
 - Role-playing
 - Asking questions
- Requires most trust and commitment

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VARIATION IS KEY...

- No one model should be used all the time
 - Choose the model based on
 - Student needs
 - Partner skills
 - Instructional purpose

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Problem-Solving


- Describe the problem in behavioral terms
- Identify all possible contributing factors
- Generate possible solutions or actions
- Select the solution
- Develop a method to evaluate the effectiveness
- Implement and monitor the identified solution

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Which would work for you?

- One teach, One observe
- One teach, One Assist/drift
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Interactive Teaching or Teaming

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Brainstorming – Most effective way to create new solutions 

1. **Encourage any and all responses from all team members (usual, unusual, creative).**
2. Piggy-back or expand on others' ideas.
3. **List every idea.**
4. Do not judge, evaluate, comment, or criticize at this point (**no “put-downs”**).

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STRATEGIES FOR EFFECTIVE COLLABORATION

Problem-solving
Brain-storming
Listening

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Selecting a Solution

- Identify interventions which ones are not acceptable
 - time, money, ethics, etc...
- Of remaining interventions, predict what might happen if that intervention was implemented ...
- Prioritize and choose one to implement.



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Think about a problem with a student you recently discussed with a colleague

Brainstorm 3 different strategies you could use to address this situation.

1. _____
2. _____
3. _____

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HINTS FOR SUCCESS



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Listening: fundamental to effective collaboration


- Traps to avoid
 - Rehearsing your response
 - Daydreaming
 - Stumbling on hot words
 - Filtering
 - Focusing on extraneous details



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1. Understand curriculum and instructional strategies being used in the classroom

Take every opportunity to observe your students in the classroom



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Improving your listening skills

- Mentally rehearse main ideas, key information
- Categorize information
- Make notes about information
- Ask questions to focus the information you are gathering

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2. Use a Workload Approach (ASHA 2002)

- Focuses is on all responsibilities associated with providing appropriate services
- Enables RTI and collaboration to be an integral part of our work, rather than an “add on”
- Essential to have time to meet with teachers and plan

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3. Use flexible scheduling

- Use 2 or more types of schedules
 - Traditional (same every week)
 - Receding (intensive scheduled followed by decreased services)
 - Cyclical (services – no services – services)
 - Block schedule (longer sessions, less frequent)
- Yet ... be clear about your schedule!

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6. Participate in joint professional development

- Facilitates
 - parity among professionals
 - understanding of various initiatives, terminology
- Multiple short trainings more effective than one long training

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4. Recruit Partners

- Attend curriculum and grade-level meetings
- Be present: eat lunch with teachers, participate in social events
- Invite teachers to observe child in therapy
- Request a favor, offer assistance

Be sure to establish parity.

- ✓ Both names on board, schedule, notes to parents or administrators
- ✓ Comparable instructional space

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7. Plan, plan, and plan some more

- Schedule time for collaboration in the classroom
- Identify academic and communication objectives
- Agree upon classroom accommodations and instructional strategies
- Design data collection system
- Plan for behavior management
- Agree on roles for every session that match your individual gifts

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5. Understand teachers' instructional styles and routines

- Class schedule
- Homework and class work expectations
- Writing requirements
- Classroom noise tolerance
- Placement and use of materials
- Access to lockers, restroom, water fountains
- Student movement
- Student talk during instruction

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8. Enlist administrative and parental support

<h4>Administrators</h4> <ul style="list-style-type: none"> • Provide your monthly schedule • Send notes about success • Invite administrators to observe • Invite to parent meetings • Alert to pertinent professional development 	<h4>Parents</h4> <ul style="list-style-type: none"> • Review at IEP meetings • Discuss at parent-teacher conferences • Send information home • Invite to observe at appropriate times
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Checklist of Effective Collaboration

- We volunteered to collaborate together
- Collaboration planning time is on our schedules
- Classroom observation and data analysis is on our schedules
- We understand each other's work style
- We all offer ideas during planning, implementation and evaluation
- We focus on solutions rather than problems
- We use "we" language
- We don't mind being observed

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THANK YOU!

Lissa Power-deFur, Ph.D., CCC-SLP
 Longwood University, Farmville, Va
powerdefurea@longwood.edu
 434-395-2369

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3 strategies I'll try before Christmas break

1. _____
2. _____
3. _____

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START SMALL, BUT START


One Student
 One Teacher
 One Unit
 One Week



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