



Project Write to Learn: An Interprofessional OT and SLP Program for Improving Writing in Children with Specific Learning Disabilities



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Program Description

Project Write to Learn (PWTL) is a 5 year project was funded by a personnel training grant from the Office of Special Education Programs (OSEP). The program is designed to facilitate interprofessional learning between occupational therapy and speech language pathology graduate students at Seton Hall University (SHU).

- includes five hands-on modules in which Program Scholars learn about each profession's roles in the evaluation, planning, and treatment of children with Specific Learning Disabilities (SLD).
- focuses on interprofessional cooperation, allowing for integration of skills and knowledge from different fields.
- provides opportunity for program scholars to implement an intervention plan with a student
- is currently in its third of five years

Purpose

The purpose of this presentation is to share experiences and learning from the first and second years of this program. Participants will be able to:

1. Explain the importance of interprofessional practice when targeting writing in children with dyslexia, dysgraphia, and other language-based learning disabilities.
2. Discuss potential strategies for incorporating interprofessional collaborations in current school based practice
3. Describe one strategy for improving writing in children receiving special education services under the IDEA qualifying category of specific learning disability

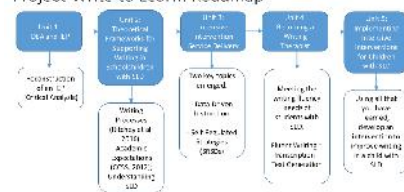
Acknowledgements:

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- Thanks to the Department of Occupational Therapy, Department of Speech Language Pathology, and the School of Health and Medical Sciences for their support of this project. A copy of this poster is available for download at: <http://blogs.shu.edu/projectwritetolearn/>
- Correspondence about this project should be directed to: anthony.koutsoftas@shu.edu

Program Design

The program includes five modules. The first four modules consisted of SLP and OT program scholars participating in didactic learning as well as coordinated clinical experiences. During the fifth module, students worked in interprofessional dyads, consisting of one student from each discipline, to design and implement an intervention plan that addressed the visual, motor, language, and cognitive needs of writing for one or more students with SLD.

Project Write to Learn: Roadmap



Unit 1: Individuals with Disabilities Education Act (IDEA) and the Individualized Education Plan (IEP) Scholars worked in SLP-OT dyads to identify key parts of an (IEP). Plans were deconstructed to identify different sections of the IEP including writing goals. Plans were then re-written to better reflect a more holistic view of student goals and outcomes that incorporate skills targeted by both disciplines.

Unit 2: Writing Process Framework and the Common Core State Standards Program Scholars developed an understanding of theoretical frameworks for writing, curricular expectation for writing. Additionally they learned about SLD including dyslexia, dysgraphia, language-based learning disability and other perceptual impairments. Program Scholars worked in their SLP/OT dyads to create a list profession specific language related to writing and aligned these skills with terms used in education. Scholars observed writing in a generally education classroom and observed a child with a diagnosis of SDL while writing..

Unit 3: Intensive Intervention Service

Delivery Outcome: Program scholars engaged in a multi-disciplinary discussion following completion of selected online training modules from the National Center for Intensive Interventions. The round-table discussion fostered deeper understanding of the commonalities across each discipline and intervention approaches used in each profession.

Unit 4: Becoming a Writing Therapist:

Program Scholars connected didactic coursework with evidence-based approaches to support writing skills. This provided experience and training with a framework to provide writing instruction to children on their caseload.

Unit 5: Implementing Intensive Intervention for Children with Writing Needs:

Program scholars worked in their SLP-OT dyads to develop and conduct a four-week intensive intervention for a student with SLD who has writing needs. To do so, program scholars implemented a pre- and post- assessment plan and a four part intervention plan. Interventions focused on motor, language, visual, and cognitive deficits and areas of instruction for the student(s) involved. Progress monitoring data allowed for interprofessional collaboration throughout the intervention.



Program Evaluation

Project Write to Learn promoted interprofessional relationships and collaboration that ultimately yielded positive results for the 8 program scholars who participated in the first year of the project.

IPE Outcome data: Year 1	Pre	Post
Readiness for interprofessional learning scale (RIPPLS, 2005)	4.26 (1.30)	4.94 (0.23)
Collaborative Practice Assessment Tool (CPAT; 2011)	6.22 (1.02)	6.29 (1.08)

Exit group interview

Objective was to explore the process related to the impact of IPE delivered via PWTL on IPP. Exit interview

- was conducted with a focus on how, when and what helped with interprofessional practice
- was conducted by a faculty member who was not involved in the PWTL project

Themes

1. Increased understanding the other profession in context
2. Keeping an open mind
3. More confident that they will make better referrals
4. Positive Interprofessional Practice (IPP) experience
5. Increased consultation when IPP was not possible

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- The authors have no other financial or nonfinancial relationships to disclose.