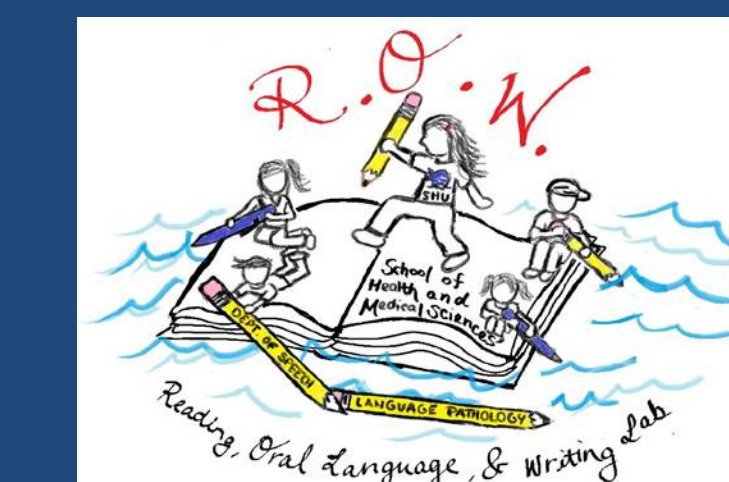




# Classroom-based Collaborative Language Interventions: Tools & Resources for SLPs working in classroom settings



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## Overview

Educational curricula rely on students' deep understanding, reasoning, and problem-solving abilities in order to gain academic knowledge; skills that require strong language skills at multiple levels (word, sentence, discourse). The pressure for a student to learn the skills and knowledge needed to function in today's world has increased vastly. The demands for children with DLD are becoming increasingly challenging, in order for them to overcome the challenges there is a growing need for differentiated instruction in the classroom. With the nationwide implementation of the Common Core State Standards (CCSS; 2012), there is an emphasis on language and communication skills across listening, speaking, reading, and writing modalities. With this greater emphasis on language skills across the curriculum comes a greater emphasis on high quality classroom-based language instruction. More importantly, with a greater emphasis on language in the classroom there is a need to provide classroom support for children with developmental language disorders (DLD) in school settings.

## Purpose

- The purpose of this paper is to introduce the concept of collaborative classroom-based intervention (CCBI) as a rebranded approach to what is commonly referred to as "push-in" therapy.
- Speech language pathologists (SLP) play an important role in supporting access to the curriculum for students with DLD, and also for supporting high quality classroom instruction centered around language for all students. In other words, SLPs can play a critical role in providing Tier 1 language instruction in classroom settings.
- When SLPs work in classroom settings, not only can they support children with DLD on their caseloads but also students and teachers who may be struggling with language associated with the CCSS (2012).



## C.C.B.I.

"In 2015-16, the number of students ages 3-21 receiving special education services was about 6.7 million, or 13 percent of all public school students. Among students receiving special education services, 34 percent had specific learning disabilities and 20 percent had communication impairments representing the largest proportion of children receiving special education services" (2017, U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act database).

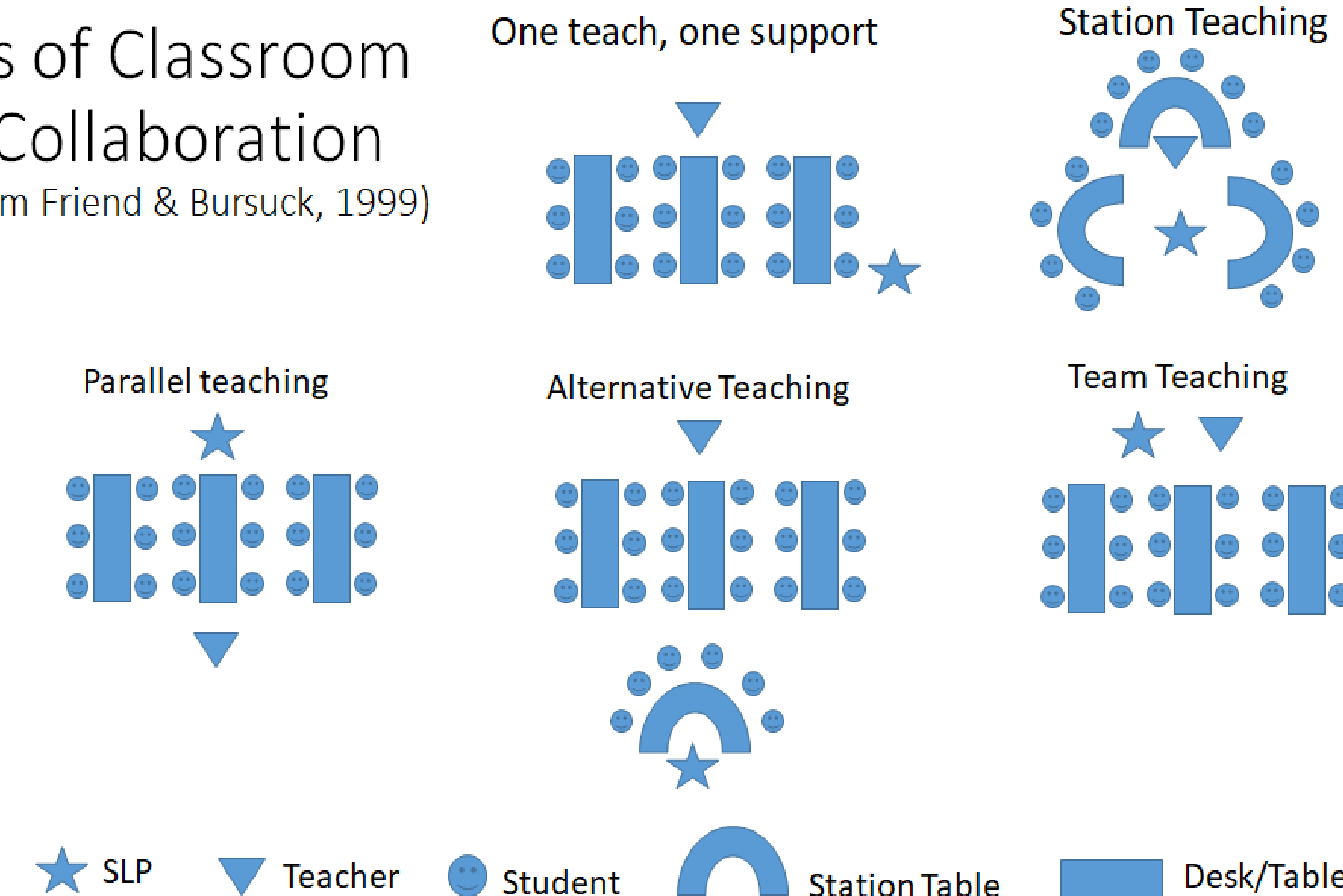
## Collaborative Classroom Based Intervention (CCBI)

- CCBI is when an SLP targets speech and language goals for students on their caseload in the classroom setting, while collaborating with other educational personnel including classroom teachers, teacher assistants, and other related service providers. Classroom-based speech and language interventions are well supported by researcher (e.g., Archibald, 2017; Pershey & Rapping, 2003; Wright & Kersner, 2004).
- The term "push-in" carries a negative connotation and undermines the importance of the collaborative component of providing classroom based services. Therefore the term is no longer appropriate for collaborating and supporting classroom language goals, and we suggest use of the term CCBI.

## Seven Recommendations for CCBI

- Professionals who collaborate together must have a dedicated time and space to do so, allowing for all stakeholders to engage in agreed activities while they remain within their scope of practice (Baxter, 2009).
- There must be 'give and take' and a two-way flow of communication. Each profession should be seen as an equal partner and combining skills and knowledge to achieve the optimal results (Fleming et al. 1997).
- Clarification of roles and expectations need to be set prior CCBI in order to develop clear objectives and to support clear communication and collaboration.
- Create a proactive and positive environment for all stakeholders who collaborate within the classroom setting, these include: general and special education teachers, classroom aides, paraprofessionals, SLPs, other related service providers, and when appropriate the student and family.
- Maintain weekly check-in meetings that allow for clear and effective communication among professionals. These meetings can be quick (15 minutes or less) once a strong rapport is established and a plan of action is put into place.
- Create formative evaluation includes analyzing learning materials, teacher effectiveness, collaboration effectiveness, and child outcomes using CBMs. Summative assessments should be used by all collaborators to inform practice and can include: questionnaires, surveys, interviews, observation, and testing (Guyot, 1978).
- SLPs play a critical role in educating school professionals about the importance of language and the role they play in supporting this within the classroom environment. SLPs should ask for professional development time to talk about the scope of practice and the role they play in supporting students in education settings.

## Models of Classroom Based Collaboration (adapted from Friend & Bursuck, 1999)



## Benefits of CCBI

- Increases the number of functions accomplished with language
- Enhance and expand language and literacy competencies
- Increases social and physical interactions for spontaneous and effective use of language
- SLP can support high quality tier 1 language instruction
- When SLPs work with classroom teachers it is easier to implement and support both RTI and Differentiated Instruction

(Hadley, 2000, McCormick, 2003)