How do we promote inclusion therapy?

Zoo

Science

Cooking

Pep rallies

Break out groups

Peer coaching

Special Olympics

Dating 101

LET'S JUMP IN!





Flexibility when we are on the go?

- Consult with your team
- Be a model
- Ask
- Creative thinking
- Hey partner!
- Functionality

OUTCOMES

- RELATIONSHIPS & FUNCTIONALITY
- With our students
- With our colleagues
- With our parents
- With our administration
- See the big picture



Round Table: Do you have ideas? What challenges will you face? What are you excited about? Share these with your group!

Group Discussion: What are some things that have helped you treat in an inclusion setting?

- American Speech-Language-Hearing Association. (2010). Roles and responsibilities of speech language pathologists in schools. [Professional Issues Statement]. Available from www.asha.org/policy/.
- Blosser, J. L., & Kratcoski, A. (1997). PACsA Framework for Determining Appropriate Service Delivery Options. *Language, Speech, and Hearing Services in the Schools, 28*(2), 99–107.
- Brandel, J., & Frome Loeb, D. (2011). Program Intensity and Service Delivery Models in the Schools: SLP Survey Results. *Language, Speech, and Hearing Services in the Schools, 42*(4), 461–490.
- Cirrin, F. M., Schooling, T. L., Nelson, N. W., Diehl, S. F., Flynn, P. F., Staskowski, M., . . . Adamczyk, D. F. (2010). Evidence-Based Systematic Review: Effects of Different Service Delivery Models on Communication Outcomes for Elementary School-Age Children. *Language, Speech, and Hearing Services in the Schools, 41*(3), 233–264.
- Chow, J. C., Cunningham, J. E., & Wallace, E. S. (2020). Interaction- centered model for language and behavioral development. In T. Farmer, B. Farmer, K. Sutherland, & M. Conroy (Eds.), *Handbook of research on emotional & behavioral disabilities: Interdisciplinary developmental perspectives on children and youth.*Routledge. https://doi.org/10.4324/9780429453106-6

- Cross, A. F., Traub, E. K., Hutter-Pishgahi, L., & Shelton, G. (2004). Elements of successful inclusion for children with significant disabilities. *Topics in Early Childhood Special Education*, 24(3), 169-183.
- Gosselin, K. S. & Sundeen, T. H. (2019). Supporting literacy instruction for students with extensive support needs in rural settings through collaboration: So much better when we work together! *Rural Special Education Quarterly*, 38(1), 53-64. https://doi.org/10.1177/8756870518795672
- Green, L., Chance, P., & Stockholm, M. (2019). Implementation and perceptions of classroom-based service delivery: a survey of public-school clinicians. *Language, Speech, and Hearing Services in Schools,* 1-17.
- IDEA. (2004). Individuals with Disabilities Act. Retrieved from sites.ed.gov/idea/about-idea/
- Justice, L. M., Logan, J., Jiang, H., & Schmitt, M. B. (2017). Algorithm-Driven Dosage Decisions (AD3): Optimizing Treatment for Children With Language Impairment. *American Journal of Speech-Language Pathology*, 26(1), 57–68.

- Ludwig, D. A., & Kerins, M. R. (2019). Interprofessional education: Application of interprofessional education collaborative core competencies to school settings. *Perspectives of the ASHA Special Interest Groups SIG 2, 4,* 269-274. doi: 10.1044/2018_PERS-SIG2-2018-0009
- Meaux, A. B., & Norris, J. A. (2018). Curriculum-based language interventions: What, who, why, where, and how. *Language, Speech, and Hearing Services in Schools, 49*, 165–175.
- Mullen, R., & Schooling, T. (2010). The National Outcomes Measurement System for Pediatric Speech-Language Pathology. *Language, Speech, and Hearing Services in the Schools, 41(1), 44–60.*
- Pershey, M. G., & Rapking, C. I. (2003). A survey of collaborative speech-language service delivery under large caseload conditions in an urban school district in the United States. *Journal of Speech-Language Pathology & Audiology, 27(4)*, 211-220.

- Pfeiffer, D. L., Pavelko, S. L., Hahs-Vaugn, D. L., & Dudding, C. C. (2019). A national survey of speech-language pathologists' engagement in interprofessional collaborative practice in schools: Identifying predictive factors and barriers to implementation. *Language, Speech, and Hearing Services in Schools, 50*, 639-655. doi: 10.1044/2019_LSHSS-18-0100
- Solone, C. J., Thornton, B. E., Chiappe, J. C., Perez, C., Rearick, M. K., & Falvey, M. A. (2021). Creating Collaborative Schools in the United States: A Review of Best Practices. *International Electronic Journal of Elementary Education*, 12(3), 283-292.
- Throneburg, R. N., Calvert, L. K., Sturm, J. J., Paramboukas, A. A., & Paul, P. J. (2000). A Comparison of Service Delivery Models: Effects on Curricular Vocabulary Skills in the School Setting. *American Journal of Speech–Language Pathology*, 9(1), 10–20.