

Inclusive Practices for School-Based Speech, OT, and PT Services

A Two-Part Webinar

Part One: Friday, Oct. 20, 2017 9:00am – 12:00pm
Envision and Define Inclusive Related Service Practices

Part Two: Friday, Nov. 17, 2017 9:00am – 12:00pm
Strategies for Introducing Inclusive Related Service Practices

Please take time to complete the entrance ticket for this webinar at
<https://goo.gl/forms/trPGsXssZtcdQuA3>

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Inclusive Practices for School-Based Speech, OT, and PT Services

The Context of Our Services

The Houston Independent School District

- 7th Largest School District in the Nation
- 4th Largest City in the Nation
- Most Diverse City in the Nation – >100 Languages in District
- 75% Economically Disadvantaged
- 287 Schools - 215,000 Students – 16,000 SWD
- 301 Square Miles
- 65,000 Laptops Deployed Across 38 High Schools

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Inclusive Practices for School-Based Speech, OT, and PT Services

Envision and Define Inclusive Related Service Practices

At the completion of today's webinar, participants will be able to:

- Envision inclusive service delivery models
- Identify the legal foundation underpinning inclusive related service practices
- Discuss the educational benefits of inclusive practices as best practices for attaining better outcomes for children

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Envision and Define Inclusive Related Service Practices

What are Inclusive Services?


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The Evidence Is?



10 Myths



Support for Everyone



CBvsPO

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Legal and Educational Benefits of Inclusive Practices

<https://sites.ed.gov/idea/>

Individuals with Disabilities Education Act

The Individuals with Disabilities Act of 2004 includes two fundamental requirements for students with disabilities:

- 1) The child will receive a Free and Appropriate Public Education (FAPE); and
- 2) The child is educated in the Least Restrictive Environment (LRE)

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Legal and Educational Benefits of Inclusive Practices

<https://sites.ed.gov/idea/>

Individuals with Disabilities Education Act

IDEA defines LRE as
 "to the **maximum extent appropriate**, children with disabilities, including children in public and private institutions or other care facilities, **are educated with children who are not disabled**, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (Sec. 612 (a)[5].

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Begin with:
Can the service be provided in the classroom?
if no, WHY?

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Educational Benefit

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Universal Impact

- MODEL TECHNIQUES
- TEACHER EMBEDS NEW SKILLS
- BENEFITS ALL STUDENTS
- MAXIMIZES EFFECTIVENESS OF SERVICES

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Value of SLPs Working in Classrooms

(from ASHA Webinar: *Language Therapy Services in the Classroom*, Thursday, September 17, 2015)

- Real-life context
- Variety of communication opportunities
- Variety of communication partners
- Setting demands information
- First hand knowledge of student CR performance
- Opportunity to model
- Curriculum in action

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Value of SLPs Working in Classrooms

(from ASHA Webinar: *Language Therapy Services in the Classroom*, Thursday, September 17, 2015)

- Opportunity for peer models
- Opportunity for generalization
- Recruitment of teachers as partners
- SLP identity as a faculty member
- Elimination of travel time
- No disruption in student's routine

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Drawbacks of Pull-Out Model

(from ASHA Webinar: *Language Therapy Services in the Classroom*, Thursday, September 17, 2015)

- Missed class work
- Scheduling nightmare
- Minimal therapy time
- Lack of accountability for students

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Intervention Approaches

- Joint text/curriculum review modification
- Modified time sharing in treatment contexts
- Positive and empowering learning environments
- Naturalistic intervention strategies
- Scaffolding strategies
- Peer tutoring

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Intervention Approaches

- One teach, one observe
- One teach, one drift
- Station teaching
- Parallel teaching
- Supplemental teaching
- Team teaching

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Break/Questions/Comments

Video examples when we return

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Strategies for Introducing Inclusive Related Service Practices

At the completion of today's webinar, participants will be able to:

- Explore changes processes encountered by practitioners when transitioning to integrated practices
- Develop collaborative IEP goal writing practices
- Identify strategies for introducing inclusive practices to stakeholders

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Exit Ticket

Thank you... We look forward to our next time together.

Please take time to complete the exit ticket for this webinar at <https://goo.gl/forms/5vg3HFowpN7BGt4j1>

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