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EDG532. Exceptional Child: OA

Instructions: Procedures, Reflect/Meditate, Read Chapter 9  
Complete Essay Questions for text, Submit to DropBox: Chapter 9 Questions

**1. Friend discusses the use and value of evidence-based practices for working with children with speech and language disorders. Give and explain the three examples she gives and then go to a professional website and find the fourth example.**

According to Friend (2018): “speech-language pathologists increasingly are partnering with general education teachers, special education teachers, bilingual educators, and others to ensure that all students receive the early communication assistance needed to develop crucial language and literacy skills”. (Friend, M., 2018, p. 279).

Speech-language services were traditionally delivered in a combination of options mainly : the pullout model, in-class services and through consultation.

Friend (2018) states that “trend over the past decade to provide more and more support for students with speech and language disorders in general education settings has positively affected those services.” (Friend, M, 2018, p. 277).

Some of the inclusive practices that Friend (2018) highlights in page 278:

Contexts of Intervention:

Emphasis is being placed in providing services in the general education setting because it provides authentic situations and helps students contextualize and communicate in functional social situations like the classroom, playground and lunchroom.

Focus on Language:

“Focuses on language components as they relate to functioning in whole discourse events, integrates language parts” (Friend, M., 2018, p. 278)

Communicative options and demands:

Communication skills that encourage and lead to participation in a variety of “whole” communicative events.

Marilyn Friend discusses three components in the value and effectiveness of evidence-based practice. In my opinion, this is why collaboration is so important.

**Data collection.** Collecting data from students in a systematic way can help speech language pathologists check the effectiveness of the strategies they are using. The collection of data can help in a number of ways. For example, it can help to prevent speech-language problems, it can help in early diagnosis of language problems. Data collection can also help identify the procedures used to diagnose language problems and ways in which the speech and language difficulties can be addressed.

**The data collected can be used to make decisions.**

Based on the data collected, the team can make decisions as to whether interventions that have been implemented have proven effective and can be continued. This can also help the team discard of other strategies that are not supported by research or that according to the data collected have not proven effective.

## **Importance of Collaboration**

Collaboration between the speech-language therapists and other professionals (general education teachers, special education teachers, parents) is key. According to Friend (2018), speech-language professionals need to be educated about evidence-based practices and their importance. Equally, the educational team needs to understand the central role of these practices, further develop these practices and why it's paramount that these practices are part of the speech and language professionals' work.

According to McGinty & Justice, (2006): "This movement in speech-language pathology is not occurring in a vacuum; rather, it reflects a more general paradigm shift in the medical, allied health, and educational disciplines in which professionals are asked to consult the scientific evidence in their everyday decision-making, to ensure that theory and craft are balanced with data and evidence." (McGinty, A. S., & Justice, L. M. (2006), p. 1).

According to The SLP Guide to Evidence-Based Practice: "Those who turn to evidence-based practices find that not only are their methods effective but they can confidently back them up to clients and their families. It's especially necessary to have facts to rely on when a treatment is little known or controversial. When you use evidence-based practice to take care of your patients, you're also taking care of yourself because you can always defend your choice of treatments." ("The SLP Guide to Evidence-Based Practice", 2020).

### **2. Friend notes that professional collaborations are key to supporting children with language disorders. Give one example of professional collaboration and how this might serve the student.**

Co-teaching is an example of professional collaboration. For example in a classroom where there is a speech-language pathologist and a general education teacher. Marilyn Friend (2018) gives a good example of co-teaching between a speech-language pathologist and a general education teacher. Friend explains that speech services could be delivered in the general education classroom in the following manner: The class is divided into three learning stations. In one station students work with the speech-language pathologist on key vocabulary, in another station, students work with the teacher on comprehension and in the third station, students work independently on a writing assignment (Friend, M, 2018, p. 277).

Another example of professional collaboration would be when the speech-language pathologist works as a consultant with the general education teacher and both work together to teach the same skills or teach skills that compliment one another. In this example, both professionals can also collect data and monitor student progress.

I like what Friend (2018) states: "general and special education teachers need to keep speech-language pathologists informed about critical curriculum topics being addressed and problems that they observe in students." (Friend, M., 2018, p. 279)

### **3. You are on the multidisciplinary team to determine if your student has a speech or language disorder. What questions must the team address before any placement decisions can be made?**

1. The team takes into consideration the student's age. Given the student's age, does the student have a significant delay in language or speech compared to the student's peers? Is this due to a delay or is it because the student's native language is different (for example

non-English speakers). Is the delay a true disorder or is it a language difference or delay due to other factors?

2. Does the student's speech or language impairment adversely affect the student's learning? According to IDEA, a student is eligible for special education services if the language or speech impairment affects their academic/ educational performance negatively.
3. Would special education intervention be of benefit to this particular student? According to Friend (2018), the student's age may be a factor to consider in certain speech disorders. In certain cases it may be ambivalent whether special education services can address specific speech disorders.

### **References:**

American Speech-Language-Hearing Association (ASHA). Retrieved from: <https://www.asha.org/Practice-Portal/Clinical-Topics/>

Friend, M. (2018), *Special Education: Contemporary Perspectives for School Professionals*, 5th Edition. US: Pearson.

McGinty, A. S., & Justice, L. M. (2006). Classroom-based versus pullout speech-language intervention: A review of the experimental evidence. *EBP Briefs*, 1(1), 1-25. Retrieved from: <https://images.pearsonclinical.com/images/assets/ebp/pdfs/1-1-apr-2006.pdf>

Speech Pathology Master's Programs (2020, August) "The SLP Guide to Evidence-Based Practice". Retrieved from: <https://speechpathologymastersprograms.com/evidence-based-practice/>