**PROJECT OVERVIEW**

**Part 1:** Conducting a literature review to identify barriers to and positive outcomes of collaboration between Speech-Language Pathologists (SLP) and classroom teachers in the creation and implementation of standards-based IEP goals.

**Part 2:** Developing a resource guide to facilitate collaboration between SLPs and classroom teachers.

**Barriers to Collaboration:**
- Limited planning time for both teachers and SLPs
- Large SLP caseloads and teacher class sizes
- Lack of teacher knowledge about SLP role
- Lack of SLP knowledge about classroom curriculum and standards

**Positive Outcomes of Collaboration:**
- While research is limited, collaboration has found positive outcomes of collaboration between Speech-Language Pathologists (SLP) and classroom teachers in the creation and implementation of standards-based IEP goals.

**Highlights from Resource Guide:**
- Guide for monthly SLP-teacher meetings to discuss curriculum updates and student progress
- Overview of SLP role in the schools
- Forms for communicating about curriculum and vocabulary updates
- “IEP at a Glance” for teachers
- SLP classroom observation form
- “Red Flags” for various grades to guide teacher referrals

**Select References**

5. Gottfred, C. H. & Lybolt, J. Science through language: language through science; working with teachers to make every moment a language moment. SIG 16 Perspectives on School-Based Issues (14), 61-77.

**Next Steps:**

**Standards-Based IEP Goals**

The Resource Guide should be used to facilitate the creation and implementation of standards-based IEP goals. These goals should be supported by collaborative services from both the classroom teacher and the SLP:

**Sample IEP Goal:** By June 2, 2015, student will identify the main idea, characters, and setting in an orally-presented story, improving performance from 50% accuracy without cues to 80% accuracy without cues. (Common Core Standard RL.1.3)

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