



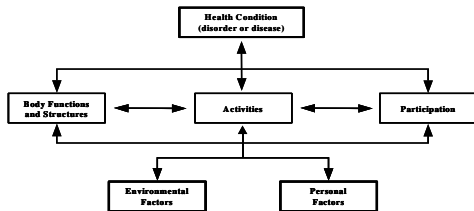
Innovations in Collaborative Service Delivery for School-Age Children with SLI

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RATIONALE

- Clinicians' goal is to identify and treat children whose language impairments significantly impede *everyday* functioning¹
- *The International Classification of Functioning, Disability, and Health (ICF)* is a conceptual framework that can meet this goal²



The graphic representation of the conceptual framework adopted in the ICF. Copyright 2001 by the World Health Organization. Reprinted with permission.

- *Multidimensionality* → ICF captures *full range* of functioning from the biological to the social
- *Universality* → ICF views disability as an *intrinsic feature* of the human condition
 - Ability and disability are not discrete categories but form a single *continuum* of human functioning
 - Individual variation in ability is considered the norm³

The ICF's view of human functioning presents new possibilities for school-based service delivery.⁴

UNIVERSAL DESIGN FOR LEARNING

- Innovative approach to curriculum and instruction design
 - embraces *universality*
 - extension of universal design movement in architecture
- Ensures curriculum made *fully accessible* to children *differing widely* in communicative, cognitive, behavioural, and physical abilities⁵
- Educational tools and materials designed from *outset* to be highly *flexible* and *adjustable*
- Promotes *inclusive* education and presents *alternatives* for how children achieve educational standards → not a "one-size-fits-all" approach



POTENTIAL BENEFITS

- Promoting functional, classroom-based services
- Scaffolding learning across all academic subjects
- Supporting teachers' goal of meeting the needs of all students in their classrooms *as well as* SLPs' goal to address needs of children on caseload and children at risk for academic failure
- Creating opportunities for collaboration with teachers and potentially maximizing professional resources



POTENTIAL CHALLENGES

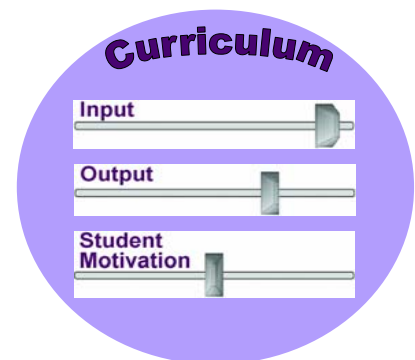
- Thinking about service provision in schools from a different perspective
- Obtaining administrative and funding support
- Allocating sufficient time for the collaborative process
- Investing in professional development and training

IMPLICATIONS FOR CLINICIANS

- Potential for increased participation on district and school curriculum committees
 - SLP involvement in curriculum development is supported by the literature⁶
 - Consistent with ASHA roles and responsibilities for school-based SLPs⁹
- Justified given the profession's knowledge of the language demands of curricular content and the processing demands of instructional methods

IMPLEMENTATION OF UNIVERSAL DESIGN FOR LEARNING

- Adjust curriculum to meet individual ability levels and preferences along dimensions of *Input*, *Output*, and *Student Motivation*⁶
 - ▣ Flexibility achieved via **technology**
- Alters cognitive demands of educational tasks and scaffolds planning, organizing, processing, and retention of information
 - Examples: digital books, word prediction software, text-to-speech software, graphic organizers
- Consistent with suggestions from clinical literature on implications of cognitive processing for assessment and treatment of SLI⁷



CONCLUSION

UDL is a novel service delivery approach that may promote collaboration and assist clinicians in providing services that are both functional and ecologically valid.

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