

Improving Outcomes Through Innovative Interdisciplinary Preparation

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2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE





2023 OSEP Leadership and Project Directors' Conference



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(Authority: 20 U.S.C. 1221e-3 and 3474)

Presentation Objectives

Participants will....

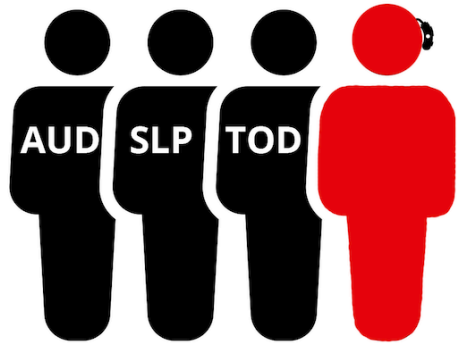
1. Learn about two personnel preparation projects providing innovative interprofessional training to students in the TOD, SLP, and AUD graduate programs at UNL.
2. Identify key elements of these projects that may be relevant to your own personal interdisciplinary work or grant writing.
3. Learn about the impact these projects are having on the outcomes of students who are deaf/hard of hearing (DHH).



Projects

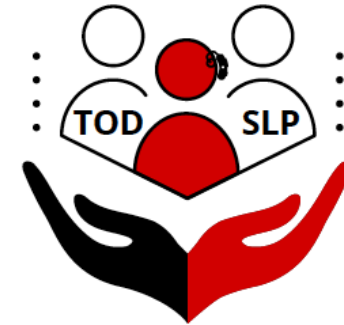
*Mid-Plains Professional Upgrade Partnership –
Interdisciplinary Preparation in Deaf
Education and Speech-Language Pathology
(MPUP-IP, H325K190109)*

University of Nebraska-Lincoln
Department of Special Education and
Communication Disorders



MPUP-SPADE
Interprofessional Collaboration

University of Nebraska-Lincoln
Department of Special Education and
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MPUP-IP
Interprofessional Collaboration

*Mid-Plains Professional Upgrade Partnership –
Interdisciplinary Preparation in Speech-
Language Pathology, Audiology, and Deaf
Education (MPUP-SPADE, H325K220098)*



Project Goals

- 1) Increase the ***quantity*** of fully credentialed practitioners to serve children who are DHH in the U.S.
- 2) Increase the ***quality*** of interdisciplinary training provided to practitioners serving children who are DHH

Project Objectives

1. Recruit at least 60 scholars (30 each project) obtaining master's/doctoral degrees in Deaf Education, Speech-Language Pathology, or Audiology.
2. Provide rigorous, interdisciplinary training consisting of shared coursework and assignments, and at least 25 hours of collaborative field experiences focused on students/clients who are DHH.
3. Support and mentor scholars throughout their programs to promote retention in the field.
4. Monitor and evaluate scholar progress during and after their programs, including the impact they are having on DHH students they are serving.



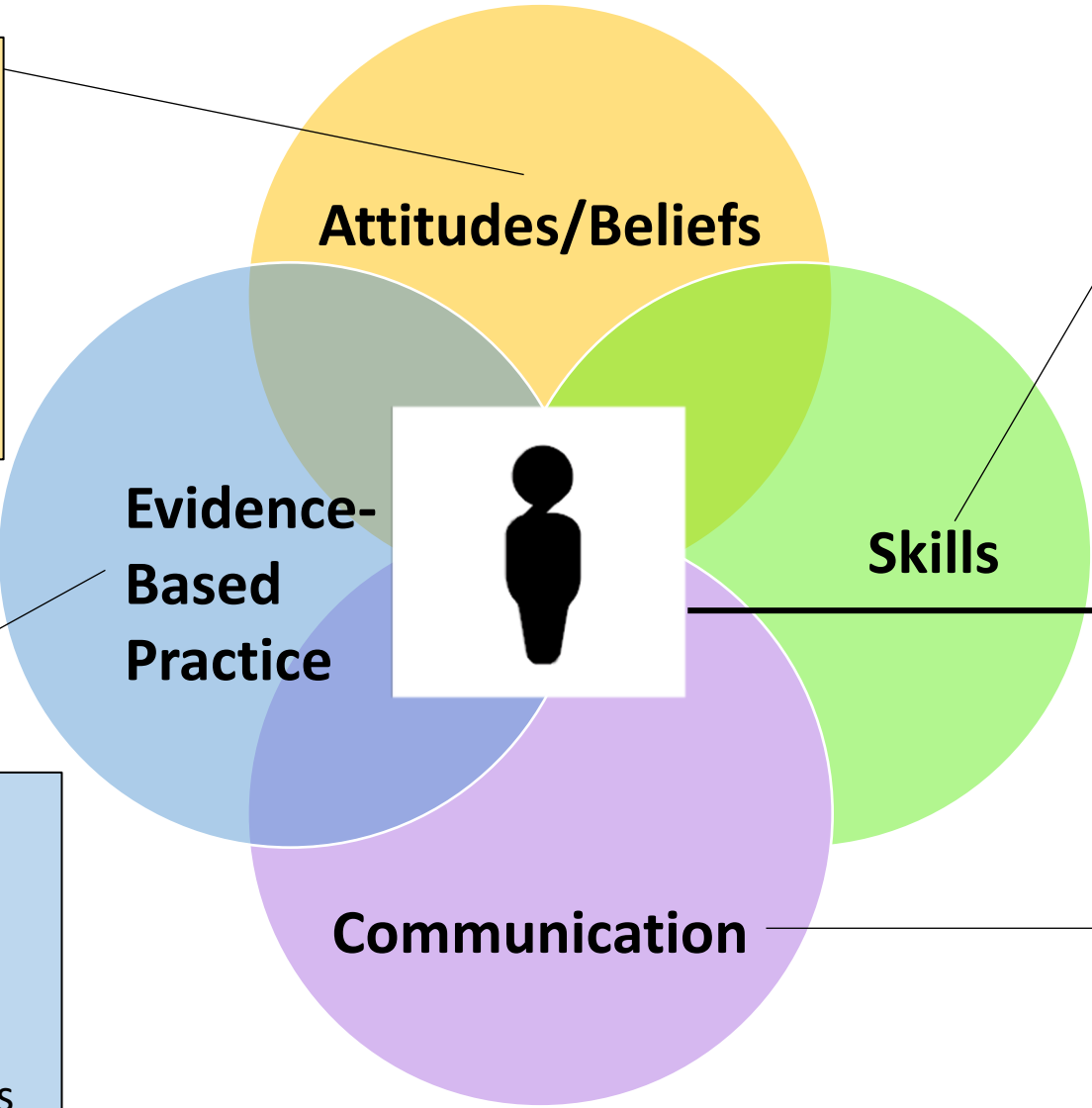
Why Interdisciplinary Training?

Research indicates that services are most effective if provided within the context of **team-based, interdisciplinary collaboration** among **qualified personnel** who share a **range of expertise** (Chutes & Nevins 2006; NASDSE, 2018)



MPUP-IP & MPUP-SPADE Program Philosophy

- Positive Attitudes/Beliefs:**
- All children can achieve
 - Families are integral to child success
 - Difference not deficit
 - Interdisciplinary/interprofessional power



- Exemplary Skills (in):**
- Assessment
 - Intervention
 - Counseling/student-family education
 - Collaborative decision making
 - Co-consultation
 - Leadership

- Evidence-Based Practice:**
- Provider expertise paired with internal evidence
 - Best available external evidence
 - Student/family preferences

- Communication**
- Between educational professionals
 - With families
 - With related services

MPUP-IP & SPADE Scholars

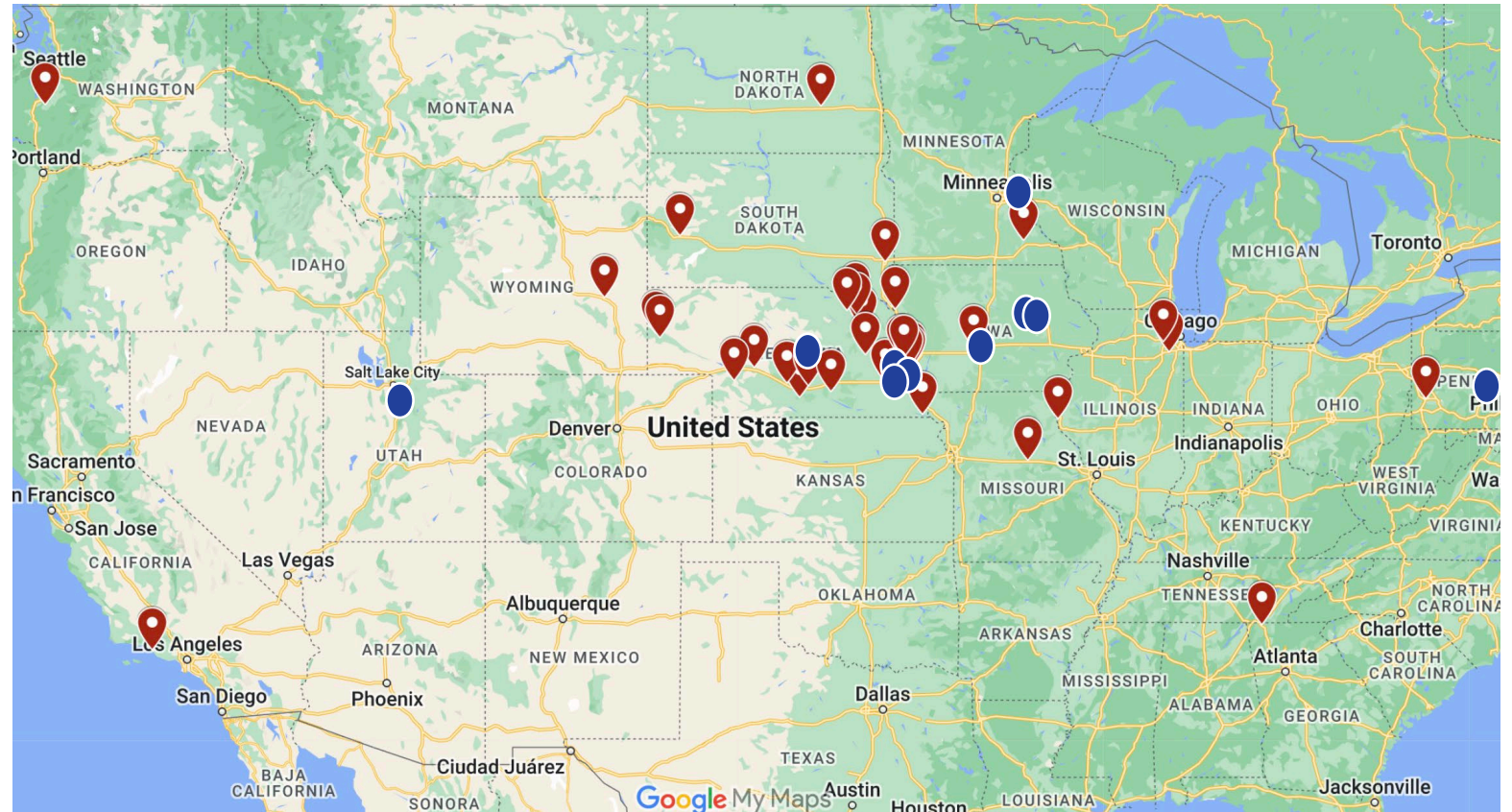
Project Numbers & Locations

MPUP-IP (red dots)

- Projected: 30 scholars (3 Cohorts, 10 in each)
- Actual: 37* Scholars
 - 18 TODs
 - 19 SLPs
- Graduated: 21 (Cohorts 1&2)

MPUP-SPADE

- Projected: 30 scholars (3 Cohorts, 10 in each)
- Actual: 10 Scholars (Cohort 1)
 - 4 TODs
 - 4 SLPs
 - 2 AUDs



*Recruited 39; 2 dropped out



MPUP-IP Program Components



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Shared Courses

MPUP-IP (6 courses)

- SLPA 850 Summer 1
- SPED 872 Fall 1
- SPED 896D* Spring 1 - Spring 2
- SLPA 875 Summer 2
- SPED 875 Summer 2
- SLPA 884 Spring 2

MPUP-SPADE (6 courses)

- SPED 872 Fall 1
- SLPA 901 Fall 1
- SPED 896D* Spring 1 – Fall 2
- SLPA 905 Summer 2
- SLPA 907 Fall 2
- SLPA 884 Spring 2

*Teaming Experiences (Field/Clinical)



- Online Discussions
- DHH Case Studies
- Peer Reviewed Assignments
- SMART Goal Development
- Article Reviews/Syntheses
- Professional Development Presentations
- Collaborative Lesson/Session Plans
- Tool/Curriculum Evaluation
- Systematic Review of a Topic (e.g., Dual-Sensory Impairment)
- Proposal for New Curriculum/Intervention



COLLABORATIVE ACTIVITIES & ASSIGNMENTS



Additional MPUP-IP Components

- Pre- and Post-Program Summer Seminars (in-person)
- Semester Cohort Meetings
- Professional Learning Community (Private Facebook Group)
- Coaching/Feedback on Teaming
- Professional Mentor
- Project Evaluation & Data Collection





Interprofessional Teaming Experiences



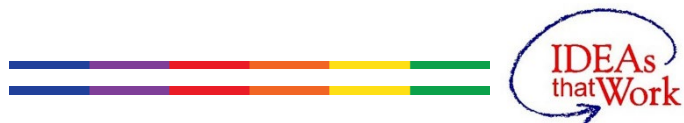
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Interprofessional Teaming Experiences (~25 hours)

- Begin first Spring semester; continue through second Fall semester (online)
- Occur during field (TOD) and clinical experiences (SLP & AUD) and student teaching (MPUP-IP only) with DHH students/clients*
- Assigned a different teaming partner(s) from different discipline for each session
- Teaming meetings held & recorded in Zoom
- Lesson plans & teaming forms submitted in Canvas
- Individual reflections submitted in Qualtrics
- Recordings and feedback provided through Go-React

*as available



6-Step Teaming Session Process

	Activity	Estimated Time	Proposed Schedule	Assignment
STEP 1	<p>Session Planning</p> <p>SLP/TOD/AUD individually</p>	20 minutes	At least 3 days prior to Pre-Session Teaming Meeting	Lead emails Session Plan* to partner prior to Step 2; Partner reviews plan and prepares notes/questions
STEP 2	<p>Pre-Session Teaming Meeting via Zoom</p> <p>SLP/TOD/AUD collaboratively</p>	25 minutes	At least 1 day prior to scheduled session	Lead & Partner complete Pre-Session Teaming form; Lead submits form and meeting recording in Canvas prior to Step 3
STEP 3	<p>Session Implementation & Recording</p> <p>SLP/TOD/AUD individually</p>	up to 30 minutes	Within 1 day of session	Lead uploads session video to GoReact by next day and emails partner when ready for review
STEP 4	<p>Session Observation & Feedback/Self-Analysis in Go React</p> <p>SLP/TOD/AUD individually</p>	30-45 minutes	Partner: within 1 day of email notice; Lead: within 2 days of email notice	Partner reviews video, completes feedback & rubric in GoReact; Lead reviews video & feedback and completes rubric prior to Step 5
STEP 5	<p>Post-Session Teaming Meeting via Zoom</p> <p>SLP/TOD/AUD collaboratively</p>	25 minutes	Within 4 days of implemented session	Lead & Partner complete Post-Session Teaming form; Lead submits form and meeting recording in Canvas prior to Step 6
STEP 6	<p>Individual Teaming Reflection</p> <p>SLP/TOD/AUD individually</p>	15 minutes	Within 5 days of implemented session	Lead & Partner complete individual reflection survey in Qualtrics.

*This will look different for the different disciplines.



Teaming Activity



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SKILLS AND BEHAVIORS REQUIRED FOR EFFECTIVE INTERPROFESSIONAL COLLABORATION/TEAMING

1. Planning and preparation
2. Establish clear goal(s) and timeframe for meetings
3. Clear, timely, and professional communication (written, verbal and nonverbal)
4. Identifying and agreeing on each other's roles
5. Negotiating roles (when needed)
6. Making expectations clear
7. Respect (in words and actions)
8. Open-mindedness (e.g., considering other approaches/viewpoints)
9. Emotional regulation (e.g., avoiding emotional responses)
10. Organization
11. Adaptability
12. Active listening
13. Asking questions that engage contribution from others
14. Facilitating discussion and eliciting viewpoints
15. Asking clarifying questions (when confused/uncertain)
16. Problem-solving and brainstorming
17. Engaging in tactful and productive debate
18. Conflict resolution
19. Owning your mistakes/failures
20. Self-awareness and reflection
21. Staying focused (Avoiding tangents/stories!)
22. Authenticity and vulnerability
23. Embracing feedback
24. Sharing of power/control/knowledge



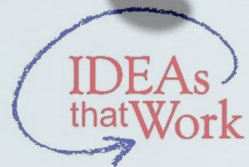
Think-Pair-Share Teaming Activity

Turn to an individual near you and work together to complete the following:

1. As a team, review the list of Skills & Behaviors Required for Effective Interprofessional Collaboration/ Teaming (I will put the list back up) and pick **one** teaming skill you could improve upon.
3. Identify & discuss some strategies (i.e., techniques, methods, steps) you could use to improve upon that skill. (Jot these down.)
4. Discuss how you would monitor whether you implemented your identified strategies and/or made improvement on that skill. (Jot these down.)
5. Share out with the group.



Share-out



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Project Evaluations and Data Collection

Project Evaluations

- Pre-, Post-, and 1-year Post-Program Scholar Surveys (CEC-TOD & SLP/AUD ASHA Standards, Interprofessional Education Collaborative (IPEC) Core Competencies & Sub-competencies, Readiness for Interprofessional Learning Survey (RIPLS) - Modified
- Course Evaluations
- Teaming Surveys (Modified McMaster-Ottawa–Modified; MPUP-SPADE only)
- GPA
- Student Teaching Evaluations
- PRAXIS Exams
- Exit Interviews
- Supervisor (CEC-TOD & SLP/AUD ASHA Standards) & Team Member Surveys (IPEC Competencies)
- DHH Access Survey



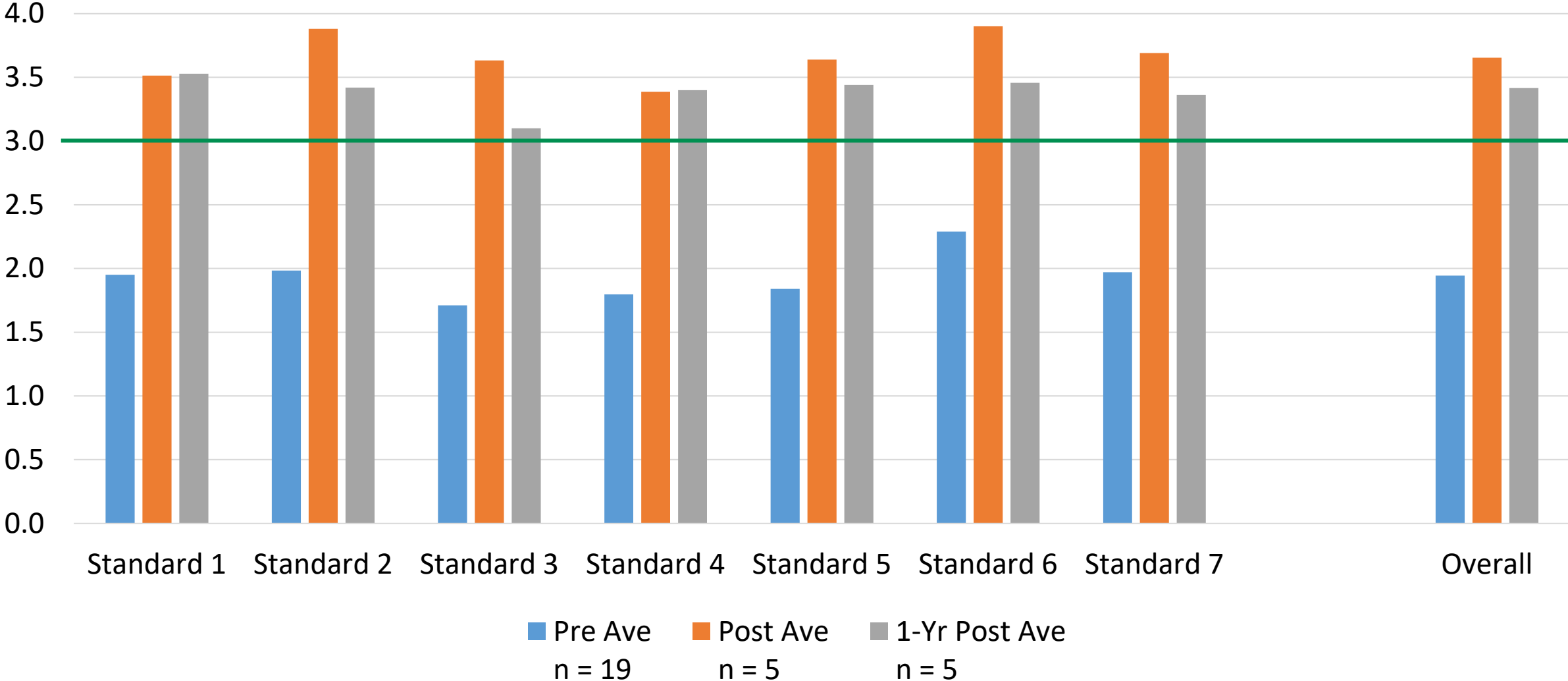
MPUP-IP Preliminary Data



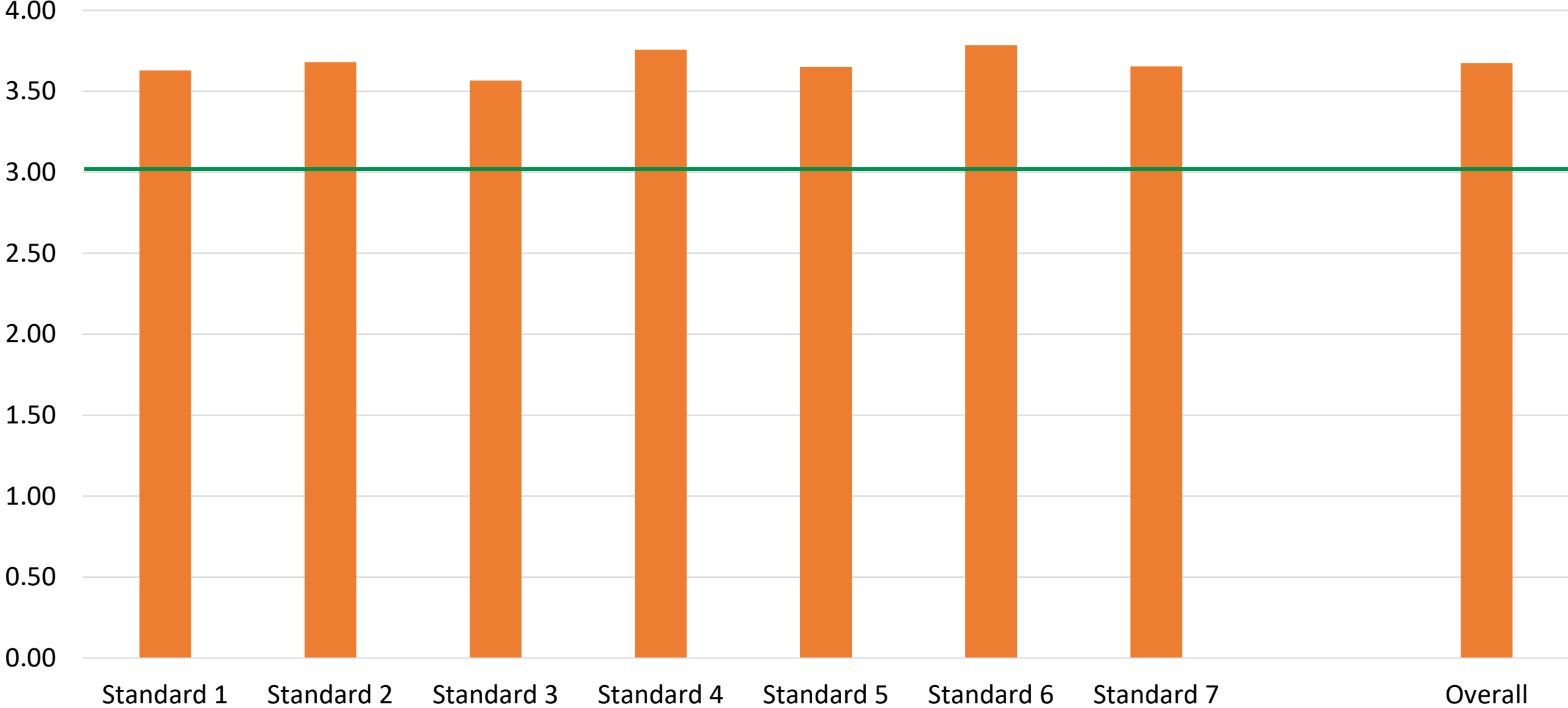
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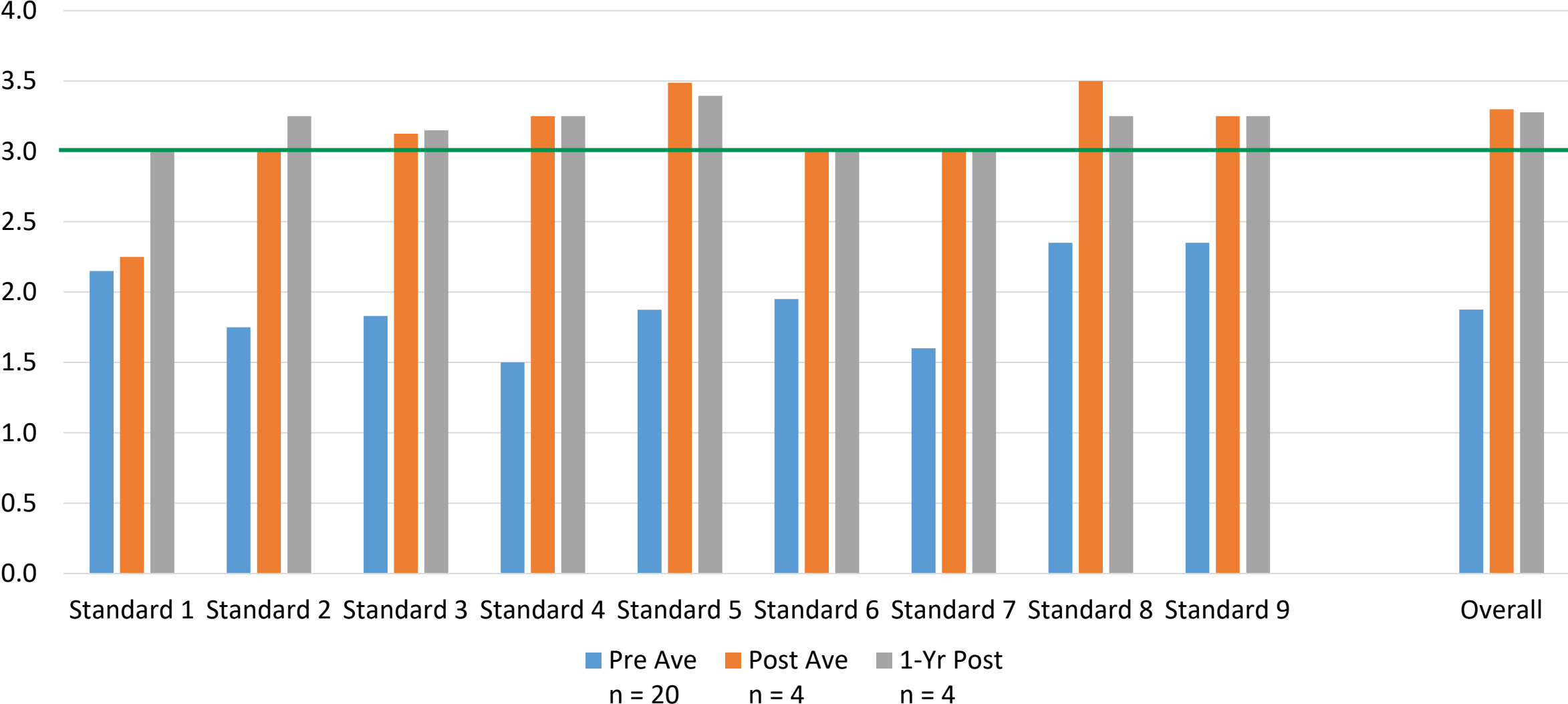
CEC-DHH Standards (TOD Scholars)



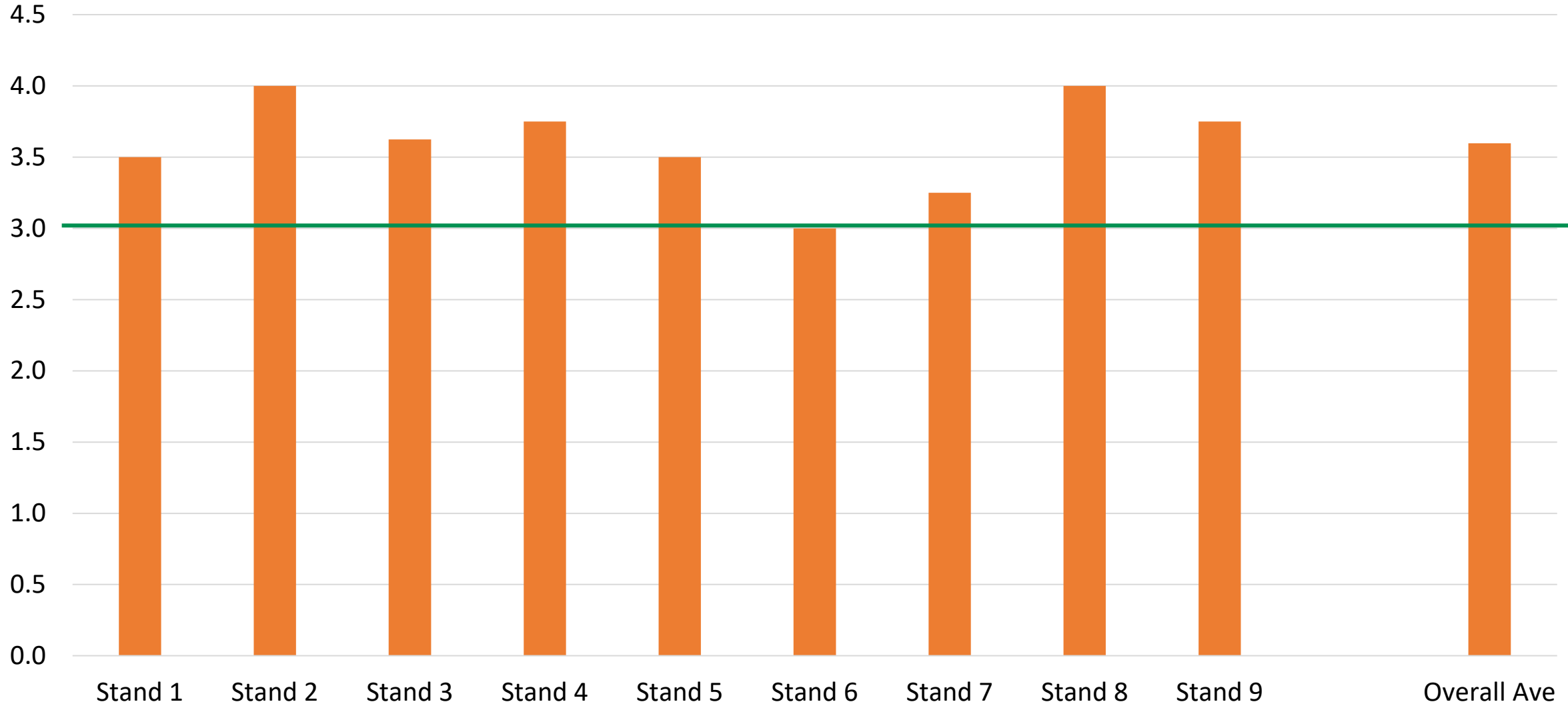
Supervisor Survey of TODs (CEC-DHH Standards)



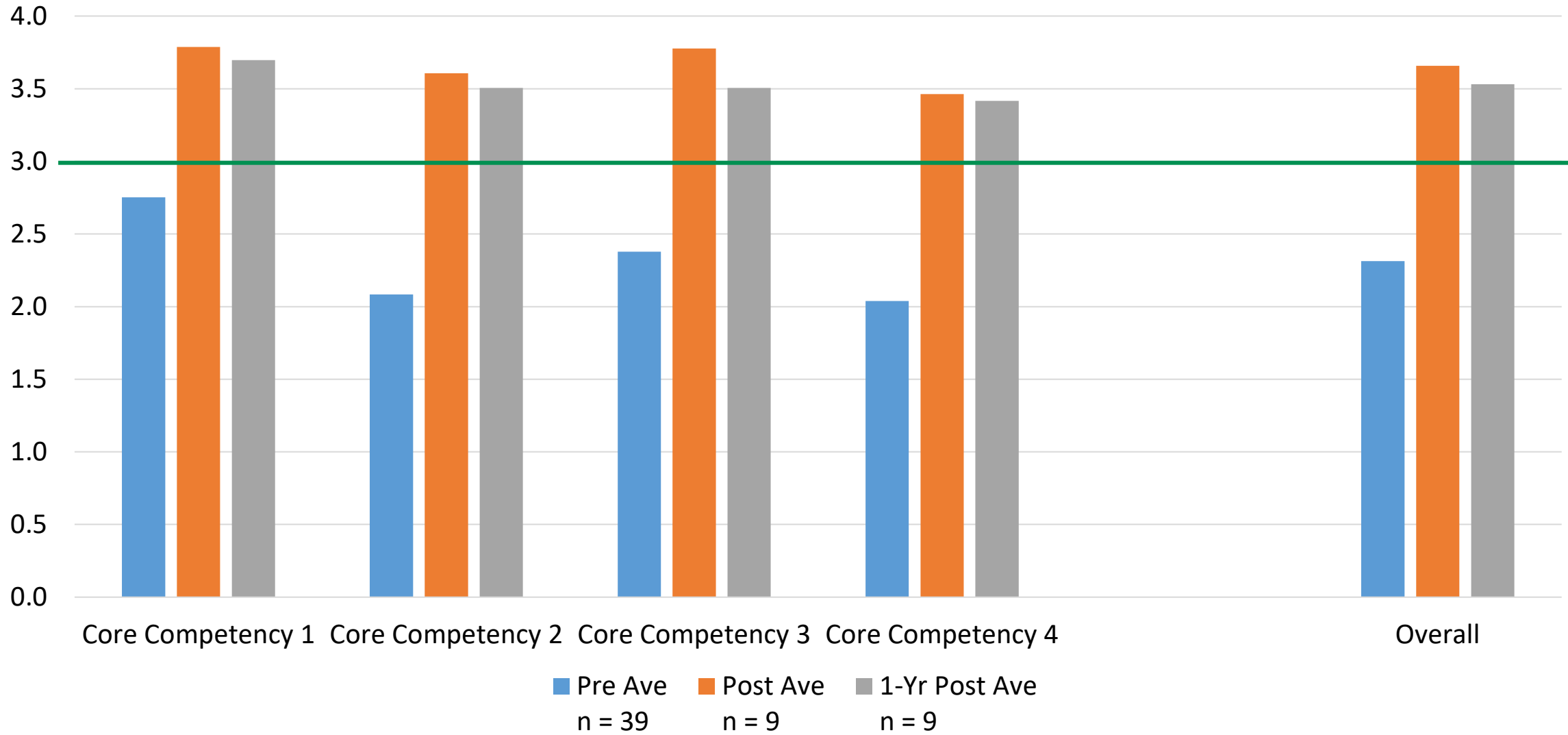
ASHA Standards (SLPs)



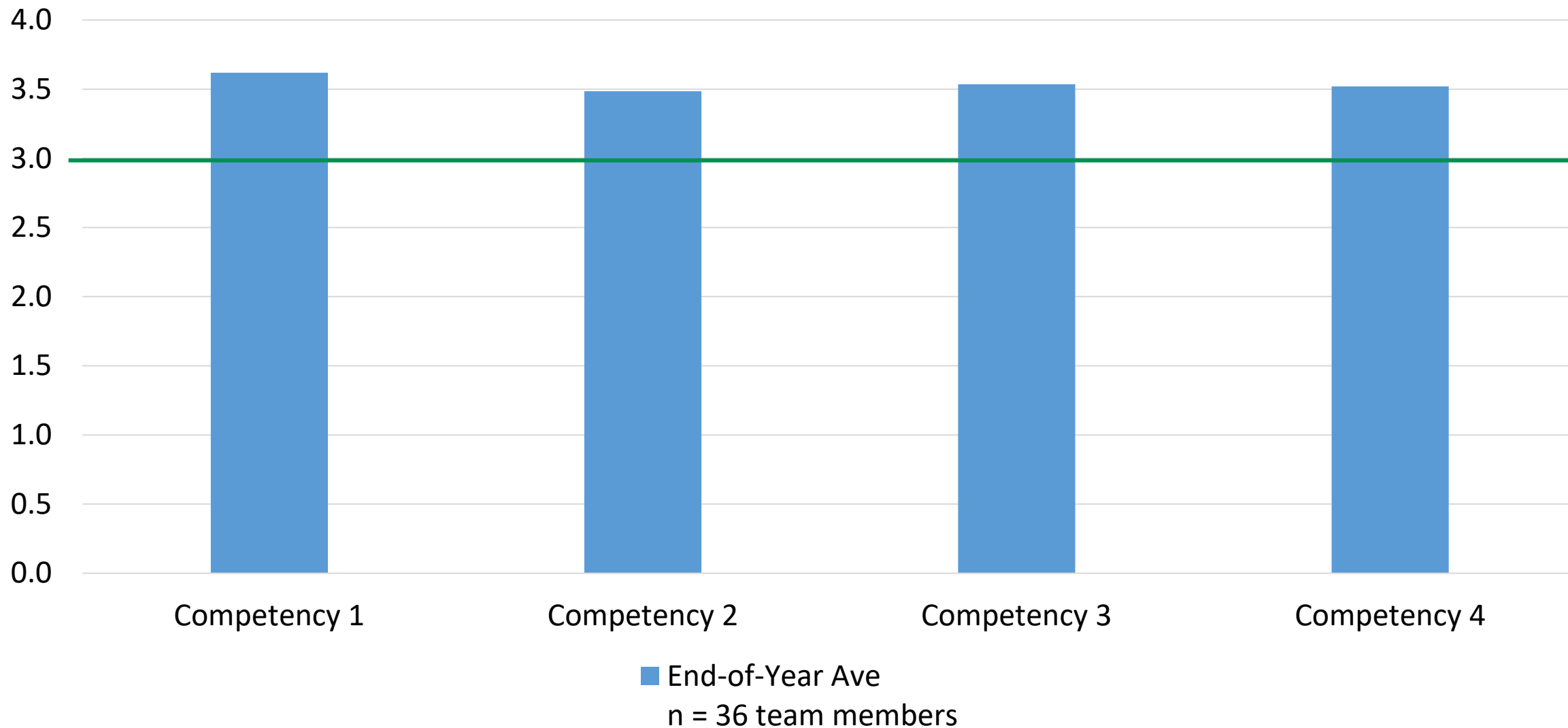
Supervisor Survey of SLPs (ASHA Competencies)



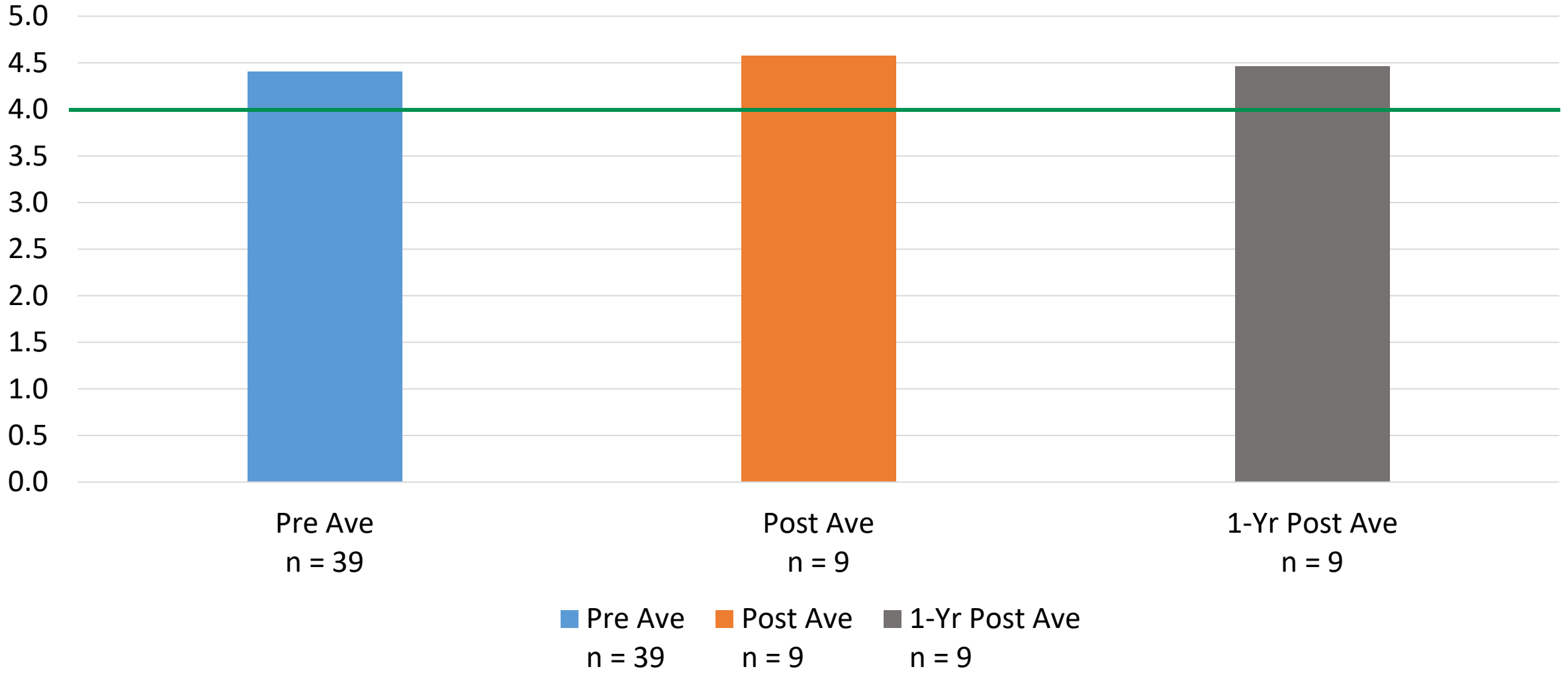
IPEC Competencies (TOD and SLP)



Team Member IPEC (TOD and SLP)



RIPLS (TOD and SLP)



Percentage of SMART of IEP/Treatment Goals/Objectives and Student Progress

Percentage of SMART Goals (Written by MPUP-IP scholars) (n = 16)	Percentage of students who made progress towards IEP goals/treatment objectives (n = 16)	Percentage of students who met their IEP goals/treatment objectives (n = 16)
81%	88%	63%



Quotes About Teaming from Exit Interviews with MPUP-IP Scholars (n=9)

"I really loved that I was able to get some better ideas on what to do with my student. We are all a team, working together to make sure our students are successful. It is so helpful to hear what things I can do better."

"I felt that my partner and I strengthened our collaborator relationship during this teaming process."

"I feel like I've developed a relationship where I could go to this TOD in the future for advice."

"It was very helpful for me to talk through ASL versus SEE with my partner."

"I learned more about experiences as an SLP and knowledge to start incorporating articulation practices in my lesson delivery."

Questions?

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