



Go Team! Examples of Interdisciplinary Collaboration

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Interdisciplinary Graduate Training

The Listening and Spoken Language program at Utah State University offers course work and a variety of interdisciplinary experiences for graduate students enrolled in the Audiology, Deaf Education and Speech Language Pathology programs. Sound Beginnings serves as the main practicum site. Rotations include individual therapy, integrated classroom activities with small and large groups, audiology booth observations, parent-toddler group, in-home services and tele-intervention. All student placements are facilitated by LSL trained supervisors.

Overlapping Practicum Placements

Participation in multiple practicum placements during the same semester provides a broader scope of a child's strengths and needs across settings. Consistency of a graduate student's presence also helps build trust and familiarity with the children they serve individually. Each classroom holds a weekly collaboration meeting (usually via video conference) with the Teacher of the Deaf, SLP, and all students serving children in that classroom. Discussions cover upcoming classroom themes and vocabulary, behavior management strategies, individual treatment plan goals, and additional targets from skill hierarchies such as the CASLLS. Each member of the group can share successes, seek suggestions, share materials, and set expectations for generalization of skills.

Shared Planning/Tracking Tool

A useful tool for co-planning and progress monitoring has been a goals-at-a-glance form. The securely stored electronic document allows 24/7 access and simultaneous updates. It is easy to see which targets have been met and which ones require additional focus. Having the data in one location also simplifies writing individual progress reports at the end of each semester. Feedback has been positive. Graduate students report that they are motivated to implement such practices in future professional settings.



Weekly Video Chat



Child Name: XXXX XXXX Goals-at-a-Glance

Goal	Target	Accuracy
GOAL AREA: AUDITION	XXXX will demonstrate comprehension of complex directions containing 4 critical elements with 80% accuracy over 3 data collections. See respective goal for language concerns.	
Benchmarks:	2 critical elements (Achieved 12-01-2024)	
Date	Data/Observations	
1-16-2024	XXXX demonstrated comprehension of complex direction containing 3 critical elements (size, color, number) with 80% accuracy (4/5). XXXX was observed reminding herself of the directions by repeating them aloud. On the opportunity she missed, she correctly identified color and size, but was confused about the number.	
1-30-2024	XXXX demonstrated comprehension of complex directions containing 3 critical elements (color, size, number) with 100% accuracy (6/6) with minimal prompting from the clinician (initial instructions repeated once).	
2-02-2024	XXXX demonstrated comprehension of complex directions containing 3 critical elements (color, her/his), (ending with 100% accuracy (6/6)).	
2-13-2023	XXXX identified four critical elements (shape/color and shape/color) with 100% accuracy (6/6) with moderate clinician assistance (4/6) times the clinician had to repeat the directions for XXXX to remember what had been asked).	
GOAL AREA: RECEPTIVE	XXXX will demonstrate comprehension of age-appropriate language concepts in play-based activities with 80% accuracy over 3 data collections.	
Benchmarks:	• Sequencing (first, next, last) • Spatial (behind, next to, below) • Possession (his, her, possessive 's) • Comparison and opposites (in, out) • Multiple descriptions (color, size, texture) • Quantities (some, the most, all, just one, more, less, most)	
Date	Data/Observations	
1-16-2024	XXXX followed directions using first, next, and last with 100% accuracy (6/6) with moderate clinician support (e.g. repeating the directions).	
1-18-2024	XXXX followed directions using first, next, and last with 100% accuracy (6/6) in a play activity.	
1-23-2024	When given 7 opportunities, XXXX identified animals (biggest, smallest, fastest, etc.) with 80% accuracy (6/7) with minimal clinician support.	

Child Name: XXXX XXXX Goals-at-a-Glance

Goal	Target	Accuracy
GOAL AREA: EXPRESSIVE	XXXX will demonstrate expanded complexity and variety of sentence structure as measured by spontaneous language samples and discrete trials in structured activities with 80% accuracy over 3 data collections.	
Benchmarks:	Sentence patterns include: • Noun phrase + Verb + Adjective (He seems tired. The bear is hungry). Achieved. • Noun phrase + Verb + Noun Phrase (They are my friends). • Noun phrase + Verb + Location (The bear went to school). Achieved. Note: Noun and verb phrases will include use of pronouns (he/him, she/her), possessive and plural markers, and a variety of verb tenses.	
Date	Data/Observations	
1-18-2024	Using pictures, XXXX related the story 'The Ants' to her mother using various sentence patterns including, but not limited to, noun phrase + verb + adjective and noun phrase + verb + location. P also used pronouns (he/him, her) during her retelling.	
1-25-2024	In a 4 minute 24 second language sample taken while looking at a book, X used the following sentence patterns: Noun + Verb + Noun phrase (4) Noun + Verb + Location (2) Noun + Verb + Location (3) Connective (e.g. "and at the") Pronouns: I, you, it, he/him, they/them Verb forms: infinitives, present tense, present progressive -ing, irregular past tense (he, get), past tense -ed (poked, trapped)	
GOAL AREA: REVELATIONS	XXXX will produce age-appropriate fricatives (/s, /z, and /dʒ/) at the sentence level with 80% accuracy over 3 data collections.	
Benchmarks:	Syllable level (initial and final position) Word level (initial and final position) Sentence level (initial and final position)	
Date	Data/Observations	
1-16-2024	XXXX produced /s/ in the final position of single words with 33% accuracy (1/3). She was observed adding /s/ to the end of words in place of /t/ (perhaps use minimal pairs to see if she is hearing the difference).	
1-18-2024	XXXX independently produced initial /s/ at word level with 75% accuracy (15/20) during the song Baby Shark.	
1-23-2024	XXXX independently produced initial /s/ with 86% accuracy (16/21) at word level.	
1-30-2024	XXXX independently carried minimal pairs of /s/ and /z/ in the initial position with 100% accuracy (14/14).	

Goals-at-a-Glance Form

"I love being on a team who all ultimately have the same goals for the children we serve. My skills have grown so much. I have gained hands-on experience and a greater appreciation for Deaf Educators and Audiologists."
 Cassie Rogers, SLP grad



"Integrated placements for SLP and Deaf Education graduate students is beneficial for DHH children in my classroom. Weekly collaboration meetings, using goals-at-a-glance document have resulted in increased success for the children."
 Teena Young, M.Ed.



"This has been such a rewarding learning experience! Training as an SLP with a LSL emphasis has allowed me to play a role in a classroom and sound booth. I can see how valuable it is to build relationships with other professionals, leading to better outcomes for the kids."
 Lauren Treat, SLP grad



"Working with experienced LSL supervisors, as well as my fellow grad SLP and Audiology graduate students gives me the overall picture of how a program functions to benefit children. It has been an atmosphere of growth for everyone."
 Cindy Larsen, M.Ed. grad