

# Multidisciplinary Collaboration Series: IEP Team Collaboration

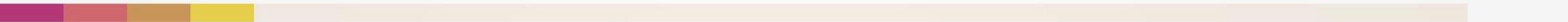


Special Learning, Inc.  
A Global Leader in Digital Autism Solutions

# Housekeeping

1. Post your questions in the Questions Box. If we have time, one of our moderators will select a few to present to our panelists.
2. If you experience technical issues during the webinar, contact GotoWebinar directly by calling (877) 582-7011.
3. There will be a 5-minute break near the half way point.
4. A recorded version of this webinar will be available for purchase approximately 7 to 10 days after the live event.
5. This webinar is eligible for BACB 2 Type II (Learning) CEUs.
6. Please complete the survey after the webinar to receive a Certificate of Completion.
7. Downloadable tools are available
8. If you have any post webinar questions or comments, please send an email to [kchung@special-learning.com](mailto:kchung@special-learning.com).

# Objectives



- Identify the members of an multidisciplinary IEP team
- Describe the roles of the members of an multidisciplinary educational team
- Describe the different types of collaboration models
- Learn basic Applied Behavior Analysis (ABA) strategies to shape desired behavior
- Identify common scenarios that arise in the attempts to engage in ethical collaborative practice and describe possible solutions to these challenges

# Future Titles in our Multidisciplinary Collaboration Series

## Minimum Viable Clinician (MVP)

*Goal: Creative more effective clinicians who know how to do more with less. Solution to shortage of Service Providers across disciplines*

Clinical Skills

Collaboration (external and inclusive across disciplines)

Ethics (practices and ethics standards)

Cultural Competency

Creating Leverage through Virtual Services (Internal to each discipline)

- [Multidisciplinary Collaboration Series- Module 2: SLP & ABA](#) (February 2019)-LIVE
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- [Multidisciplinary Collaboration Series- Module 5: OT & ABA](#) (June 2019)-LIVE

# Ann Beirne, M.A. BCBA



Ann Beirne, M.A. BCBA is a Board Certified Behavior Analyst with over two decades of experience working with individuals with autism spectrum disorder.

She has provided direct services to children and families in home environments, schools, and residential programs. Her work with this population has spanned the lifespan, including toddlers, young children, adolescents and adults with developmental disabilities.

Ms. Beirne is co-author of the textbook *Understanding Ethics in Behavior Analysis: Practical Applications* available from Routledge Publishing in 2019.

# Jennifer Rumfola, CCC-SLP, BCBA



Jennifer is a dually credentialed professional, licensed and certified as a Speech Language Pathologist and Behavior Analyst (BCBA). She possesses expertise and advanced skill in teaching language to children on the autism spectrum having worked in Early Intervention, Preschool and School environments. She has participated on IEP teams as an SLP and BCBA supporting behavioral, communication and academic goal areas. Over the past 10 years, she has successfully meshed both fields to support individuals with autism and their educational teams.

Jennifer conducts training for a variety of audiences including educators, related service providers, administrators, parents, para-professionals and undergraduate/graduate students across disciplines. Presentations are delivered as part of school based staff training, local and state conventions, as well as guest lectures for local universities. She also maintains her volunteer adjunct faculty position at the University of New York at Buffalo, where she was formerly a part time graduate clinical supervisor.

# Team Alignment

Members of the IEP Team include (mandatory members)

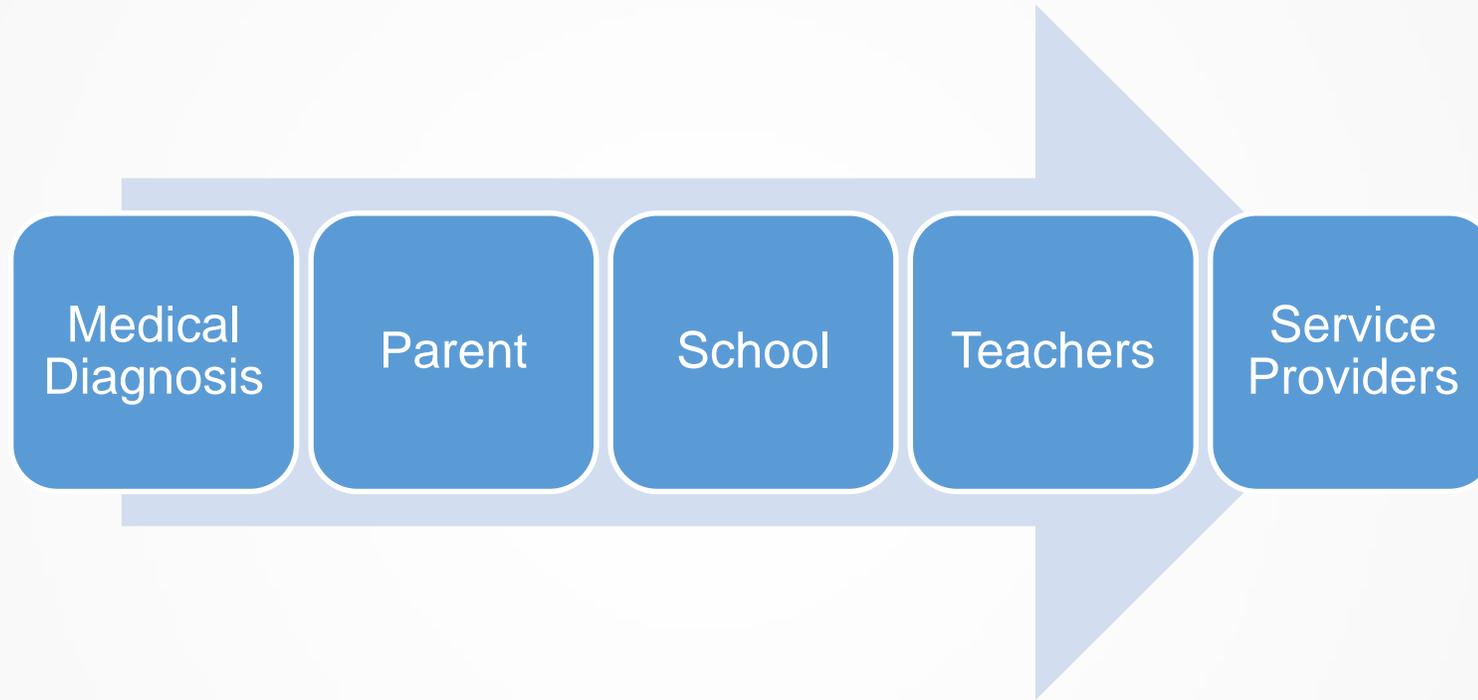
1. Case conference coordinator
2. General education teacher
3. Special education teacher
4. Parent
5. Professional to interpret and explain test results
6. Discipline specific professionals (SLP, OT, PT, BCBA, Psychologist, etc.)
7. Parents / Guardians
8. Students (after 14)

# What Governs Our Work

## Obligations of the professionals

- Every professional of each discipline is required to comply with their own practice guidelines and code of ethics
- Some ethics codes explicitly addresses collaboration
  - Teachers: [Council for Exceptional Children](#)
  - Speech Language Pathologists: [American Speech-Language-Hearing Association](#)
  - Occupational Therapists: [American Occupational Therapy Association](#)
  - Behavior Analysts: [Behavior Analyst Certification Board](#)
  - Physical therapist: [American Physical Therapy Association](#)
  - Psychologists: [American Psychological Association](#)
  - Social Workers: [National Association of Social Workers](#)
  - Nurse: [American Nurses Association](#)

# Typical IEP Development Process



# What Are The Roles Of The Team Members?

- General Educator/Special Educator
  - Address academic skills/modify instruction
  - Evaluate student progress
- Behavior Analyst
  - Support behavior change in the classroom
  - Develop behavior intervention plans, including skill acquisition
- Speech-language pathologists (SLPs)
  - Prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders
- Occupational Therapists
  - Allows individuals to fulfill their “occupations”, doing what they need and want to do (skills of daily living-ADLs), fine motor skills

# What Are The Roles Of The Team Members?

- Psychologists
  - Complete preliminary assessment and review of outside providers assessments
  - Diagnostics and refer for further specialized assessments
  - Social skill groups and therapy
- Social Workers / Counselors
  - Therapeutic approach
  - Encourages and includes family support
- Physical Therapists
  - Gross Motor skills that impede on the student being successful in the classroom
- Nurses
  - Medical needs and medication administration
- **PARENTS- ADVOCATE and SUPPORT THE CHILD**

# Models of Collaboration in Medical Settings

- Multidisciplinary
  - Teams consist of professionals working independently
- Interdisciplinary
  - Teams work toward a common goal, each professional works within their own area of expertise
- Transdisciplinary
  - Teams work together across disciplines to accomplish goals



# 5 Minute Break

# Models of Collaboration in School Settings

- Multidisciplinary
  - Educator works on literacy, PT works on practice in a stander
- Interdisciplinary
  - SLP works on requesting within 1:1 speech sessions
- Transdisciplinary
  - SLP OT and educators implement behavior plans, BCBA/RBT works on counting and requesting

# Understanding Primary Areas of Overlap

- Educators
  - primarily addresses academic skills
  - often involved in addressing non-academic skills (behavioral, social, fine motor)
- Behavior analysts
  - creation of behavior plans, use of behavioral technologies (strategies and techniques)
- Speech-Language Pathologists
  - language and communication skills
  - some academic skills
- Occupational therapists
  - fine motor/ functional skills
  - skills of daily living

*There are tremendous opportunities for overlap*

# Understanding Primary Areas of Overlap

- Psychologists
  - social skills
  - behavioral
- Social Workers
  - social skills
  - behavioral
- Physical Therapists
  - gross motor skills
- Nurses
  - Medical
- Speech Language Pathologist
  - Speech and Language skills

*There are tremendous opportunities for overlap*

# Obstacles to Collaboration

- Philosophical differences
  - Use of reinforcement
  - Evidence-based practice
- Failure to understand roles within the classroom
  - How other team members can contribute to teachers' success
  - Being a leader vs. Being a team member
    - Dangers of professional exceptionalism
- Different terminology
- Lack of Alignment: lack of true understanding of potential synergies from active, conscious collaboration (vis a vis student outcomes)
- Mandates emphasized by teacher evaluations and state standards
- TIME!!

# Solutions

- Build relationships (*pair with reinforcement*)
  - Acknowledge what is already going well
  - *Shaping*: acknowledge what is almost going well, may need adjustment
- Identify your scope of competence
  - No one knows everything
- Identify and respect the scope of competence of others
  - No one knows nothing
  - You don't know everything
  - A different skill set is not a lack of skill set
  - Look for opportunities to learn
- Choose one goal area and all work together to make contributions-then use this as the template for future targets

*Understand that we are all working toward the same goal*

# Seek to Understand; Seek to Learn

## What Can You From Each Other?

- *Educator*
  - *Academic expectations*
- *Psychologist*
  - *Liaison for service providers within and outside school*
- *SLP*
  - *Structure and development of language, assistive technology*
- *OT*
  - *Motor skill development/Adaptive devices*
- *BCBA*
  - *Technologies to promote learning*

# Solutions



*Understand that we are all working toward the same goal*

Improving student functioning within the educational setting and generalizing to the home/community

***What is needed in the classroom to help this student succeed?***

# IDEA

- In the 2004 authorization, it was noted that issues with implementation included:
  - Low expectations for student progress
  - A lack of emphasis on evidence-based teaching methods
  - IDEA establishes the high expectations that are considered to to maximize educational benefit

Recent case law: eliminates “de minimus standards”

- Meeting standards vs managing expectations
- All children need services, not only those who will be mainstreamed

# FAPE

- *Free Appropriate Public Education (FAPE)*

Recent case law establishes “appropriate” as being beyond a de minimis standard

Should be more than “some educational benefit”, must address student’s needs so that the student makes meaningful progress

# Section 504

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- Rehabilitation Act of 1973

Civil rights legislation protecting students from discrimination.  
Can provide for services or accommodations that are not addressed

# IDEA and the Compliance Code: *Evidence-based Practice*

IDEA reauthorization found that an increased emphasis on research-based instructions was necessary

IDEA 2004 ensures that children have access to research-based instruction and qualified teachers

# What is “Evidence-based”

Standards of National Professional Development Center

Practices must be demonstrated effective in at least:

- 2 randomized or quasi-experimental studies
- 5 single subject design studies
- a combination of evidence (3 single subject and 1 randomized or quasi experimental)

Other systematic analyses and meta analyses have also looked at evidence

# What Strategies Are “Evidence-based”

- Antecedent based interventions
- Cognitive behavioral interventions
- Discrete trial teaching
- Differential reinforcement
- Extinction
- Functional behavior assessment
- Functional communication training
- Prompting
- Reinforcement
- Picture exchange communication system
- Task analysis
- Video modeling
- Visual supports

# IDEA and the Compliance Code: *Evidence-Based Practice*

*Any of these could be implemented in classrooms and/or as part of related services*

# Conditions That Hinder

- These may be the school environment (e.g. staffing, physical space)
- They may also be other considerations (orthopedic impairments, hearing or vision impairments)

## *Environmental changes that may be 504 Accommodations*

- *Child is given “movement breaks”*
- *Child is given visual reminders*
- *Child is given specialized materials such as AAC*

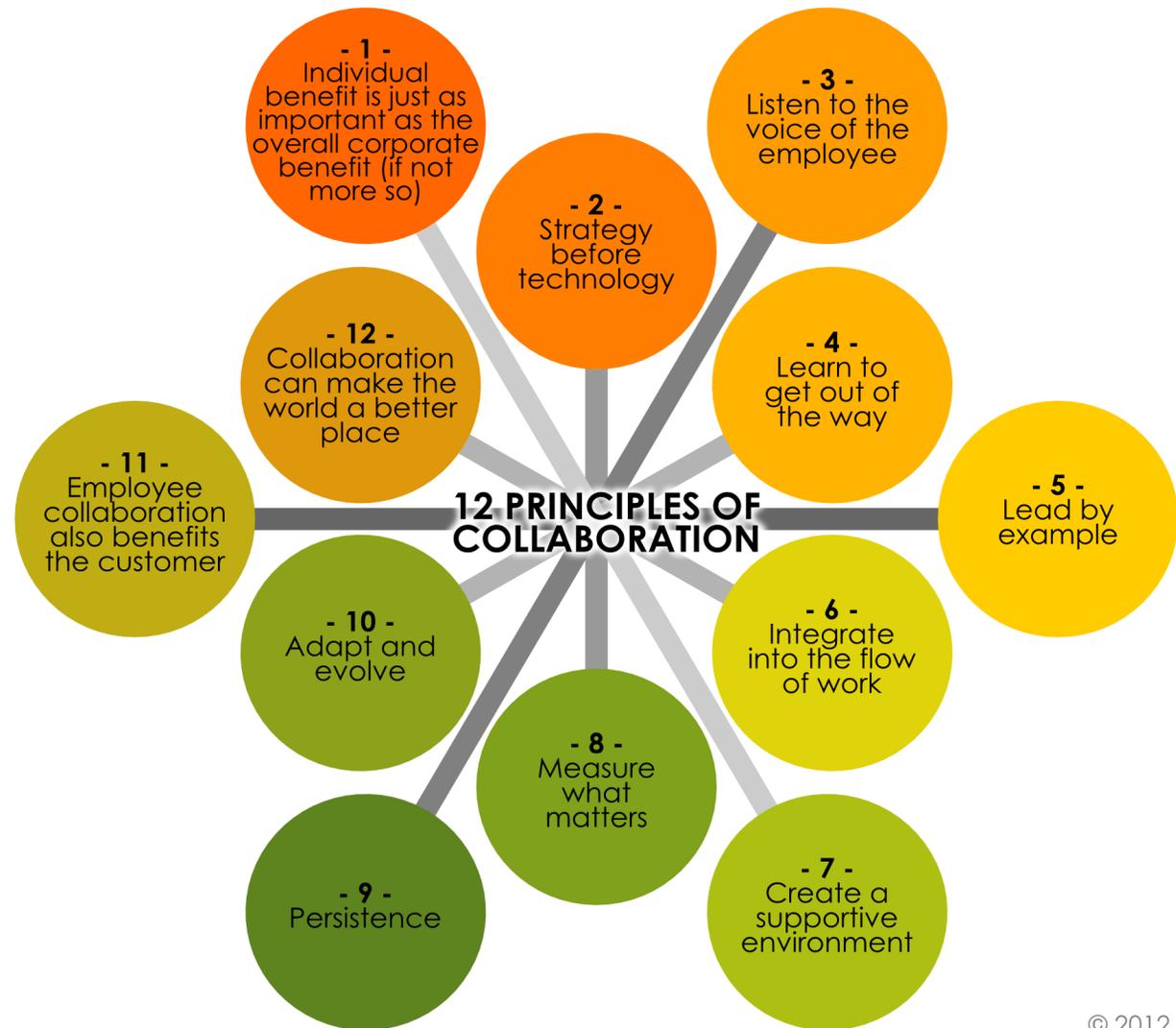
# Antecedent-based Strategies

- Modifying the environment
  - May include a 504 plan
- Providing choices
- Using visual supports
- Altering the Learning structure
  - Building behavioral momentum
  - Task modifications
  - Errorless teaching
  - Mixing and varying tasks
- Using motivating items
  - Noncontingent reinforcement
  - Differential reinforcement

# Solutions: Business Model of Collaboration

- *Listen!*
  - Engage in active listening (repeat what has just been said, ask for clarification)
- *Ask questions!*
  - Arrive at an operational definition (“What does that look like?”)

*Understand that we are all working toward the same goal*



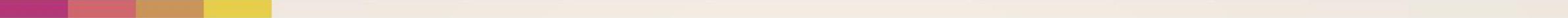
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# Downloadable Tools

- Ethics Codes
  - Teachers: [Council for Exceptional Children](#)
  - Speech Language Pathologists: [American Speech-Language-Hearing Association](#)
  - Occupational Therapists: [American Occupational Therapy Association](#)
  - Behavior Analysts: [Behavior Analyst Certification Board](#)
  - Physical therapist: [American Physical Therapy Association](#)
  - Psychologists: [American Psychological Association](#)
  - Social Workers: [National Association of Social Workers](#)
  - Nurse: [American Nurses Association](#)
- [IDEA Parent Guide](#)
- IEP Team Collaboration Slides

# References



- Behavior Analyst Certification Board (2014). Professional and Ethical Compliance Code.
- Woodruff, G., & McGonigel, M. J. (1988). Early Intervention Team Approaches: The Transdisciplinary Model.
- Wright, P. W., & Wright, P. D. (2007). Wrightslaw: Special education law. Hartfield, VA: Harbor House Law Press.



Thank you for attending Special Learning's  
**Multidisciplinary Collaboration Series: IEP Team Collaboration**

*Next in the Collaboration in Series:*  
**Multidisciplinary Collaboration Series- Module 2: SLP & ABA**

*Thank you to the wonderful Special Learning team members without whom our experience would be greatly diminished (or just plain disorganized!)*

- *Krystal Larsen, BCaBA, Director of Clinical Solutions (Moderator and Clinical Support)*
- *Lesley de Dios, Director of Operations (Moderator and Technical Support)*
- *Michelle Capulong (Client Support Manager)*
- *Pia Agsao (Client Support)*
- *Sasho Gachev (Creative Director)*