



# COLLABORATION BETWEEN THE ELD TEACHER AND THE SPEECH LANGUAGE PATHOLOGIST



**ASHA CE**  
**APPROVED PROVIDER**

Pennsylvania  
Speech-Language-Hearing  
Association

Intermediate Level

.1 ASHA CEUs

**MICHELE JERVIS-SCHULTZ M.S.CCC/SLP**

## Learning Objectives:

- Participants will be able to describe effective strategies for collaborating with English Language Development (ELD) teachers during the pre-referral process for special education.
- Participants will learn to recognize key indicators that distinguish typical second-language acquisition challenges from potential learning or language disabilities in English Learners..
- Participants will apply WIDA ACCESS data, in collaboration with ELD teachers, to differentiate between typical second-language acquisition patterns and potential indicators of a language or learning disability



## Course Abstract

The speech language pathologist (SLP) will learn to collaborate with ELD (English language development) teachers to gather information in the pre referral process for special education. ELD teachers have an important role to play in identifying and addressing students' needs, even if they do not have a special education background. This workshop will walk the SLP through the pre-referral process and how to collaborate with the ELD teacher in recognizing red flags that may indicate a possible learning or language disability. A case study will be presented where the ELD teacher and SLP will use a flowchart to learn about the critical questions to ask when considering an English Language Learner student for a referral to special education. The flowchart will allow the ELD teacher to make the appropriate recommendations and report to the speech language pathologist and other members of the special education team. The ELD teacher in collaboration with the speech language pathologist will help answer the question: Are the academic and English learning challenges due to typical language development or are they related to a learning or language disability. The process of determining whether or not a student is making academic progress due to acculturation, SLIFE (Students with Limited or Interrupted Formal Education) or a possible language disorder will be explained. (Oetning, 2018)

## **Speaker Bio**

Michele Jervis-Schultz, is a Latina bilingual speech language pathologist who has dedicated her career to advocating for multilingual learners and equity in public education. She earned her Master's in Communication Science Disorders at Boston University and is currently pursuing a Masters in Teaching English as a Second Language. She currently works at the Bucks County Intermediate Unit providing bilingual assessments and diversity training and also serves as a ELD teacher and consultant to students in the IU classrooms. She has taught as an adjunct professor and clinical supervisor at Drexel, Temple and Widener in the Communication disorders department.

## **Speaker Disclosures**

Michele has no relevant relationships to disclose.