Perry’s 10 Tips for Embedding SLP Services

1. Enlist the help of your Principal to cluster 3-6 language impaired students in a selected classroom.
2. Enlist the help of teachers to accept clustered language impaired students and the presence of the SLP in their classroom.
3. Before students arrive check classroom rosters to be sure clustering has been correctly done.
4. Set SLP schedule to include inclusion time, planning time with classroom teachers, pull out time, diagnostic time, and possibly open blocks to see students for pull out on specific additional skills.
5. Enlist the help of teachers to write educationally relevant IEPs that target functional goals that target speech-language functions that negatively impact curriculum standards or functional skills.
6. Plan with teachers to embed instruction/ remediation into the daily routine and standard course of study.
7. Co-teach with teachers actively in classrooms.
8. Collaborate with teachers so they can assist in carrying out remediation plans during the course of every school activity every day.
9. Provide teachers with documentation of IEP goals and examples of how to target these goals in daily routines/ instruction.
10. Do some public relations work to entice more teachers to agree to accept speech-language impaired students and SLPs in their classrooms.