

**Lessons Learned From a Collaboration Intervention Study
Involving SLP and Third-Grade Teacher Pairs**

Lesson Learned	Practical Suggestions
1. SLPs make unique contributions.	Say “Language” in your title! Find like-minded school professionals who are open to collaborating around language/literacy. Participate in literacy-related committees and events in your settings.
2. Student outcomes are the whole point.	Determine what student outcomes you (collaborators) are measuring and how they will be measured. Leverage this collaboration and showcase student gains.
3. Collaborators need an operational definition of the type of collaboration needed for their purpose.	Get started where and how you can. Consider what level of intensity is needed for the purpose of the collaboration. Start small.
4. It won't be sustainable if it doesn't feel doable.	Talk about feelings, concerns, what feels doable for each of you. Set a revisit date on the collaboration. Try to stick with the collaboration before the revisit date.
5. Collaboration intervention was different for me as a researcher than as a clinician.	Be patient with yourself and your partner. Find the joy in working together to support students. Celebrate wins! Share your journey with other SLPs who may be interested, but aren't quite sure how to start or what to do.

Action Planning Considerations
A space to generate your own ideas

My Planning Ideas

My Support Needs

References

American Speech-Language-Hearing Association (ASHA) (2010). Roles and responsibilities of speech-language pathologists in schools [Professional Issues Statement]. Retrieved from www.asha.org/policy

Ehren, B. J. (2000). Maintaining a therapeutic focus and sharing responsibility for student success: Keys to in-classroom speech-language services. *Language, Speech, and Hearing Services in Schools*, 31(3), 219-229.

Friend, M. & Cook, L. (2012). *Interactions: Collaboration skills for school professionals* (7th Ed). Upper Saddle River, NJ: Prentice-Hall.

Hall, G. E., & Hord, S. M. (2015). *Implementing change: Patterns, principles, and potholes* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Mitchell- Lessons Learned Collaboration Study
Speech Therapy PD
Nov. 2025

Mattessich, P. W., Murray-Close, M., & Monsey, B. R. (2001). *Collaboration: What makes it work?* (2nd Ed) St. Paul, MN: Wilder Publishing Center.

Mitchell, M. P.*, Ehren, B. J., & Towson, J. A. (2020). Collaboration in schools: Let's define it. *Perspectives of the ASHA Special Interest Groups*, 5(3), 732-751.
https://doi.org/10.1044/2020_PERSP-19-00125

Mitchell, M. P.*, Ehren, B. J., & Towson, J. A. (2022). Vocabulary outcomes with third-graders in a teacher and speech-language pathologist collaboration. *Perspectives of the ASHA Special Interest Groups*, 7, 2067-2087. https://doi.org/10.1044/2022_PERSP-22-00008

Mitchell, M. P.*, Ehren, B. J., & Towson, J. (planned November 22, 2025). *Measuring the Indicators of SLPs and Third-Grade Teachers' Adoption of a Collaboration Protocol*. [Poster]. American Speech-Language-Hearing Association National Convention, Washington, DC.

Mitchell, M. P.* (2017). *Effects of collaboration between speech-language pathologists and third-grade teachers on student vocabulary outcomes* (Doctoral dissertation). Retrieved from UCF Dissertations and Theses. (ucfl.035330164)

Schrage, M. (1995). *No More Teams! Mastering the Dynamics of Creative Collaboration*. New York: Currency Doubleday.

Thank you for attending!
Mary P. Mitchell, PhD, CCC-SLP
mary.mitchell@pacificu.edu