



# **DREAM TEAM: COLLABORATION BETWEEN SLPS AND EARLY CHILDHOOD EDUCATORS**

0.1 ASHA CEU and 1 Act 48 PDH

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EMILY LARACY HAS NO RELEVANT RELATIONSHIPS TO DISCLOSE.

DORI ROBERTS HAS NO RELEVANT RELATIONSHIPS TO DISCLOSE.

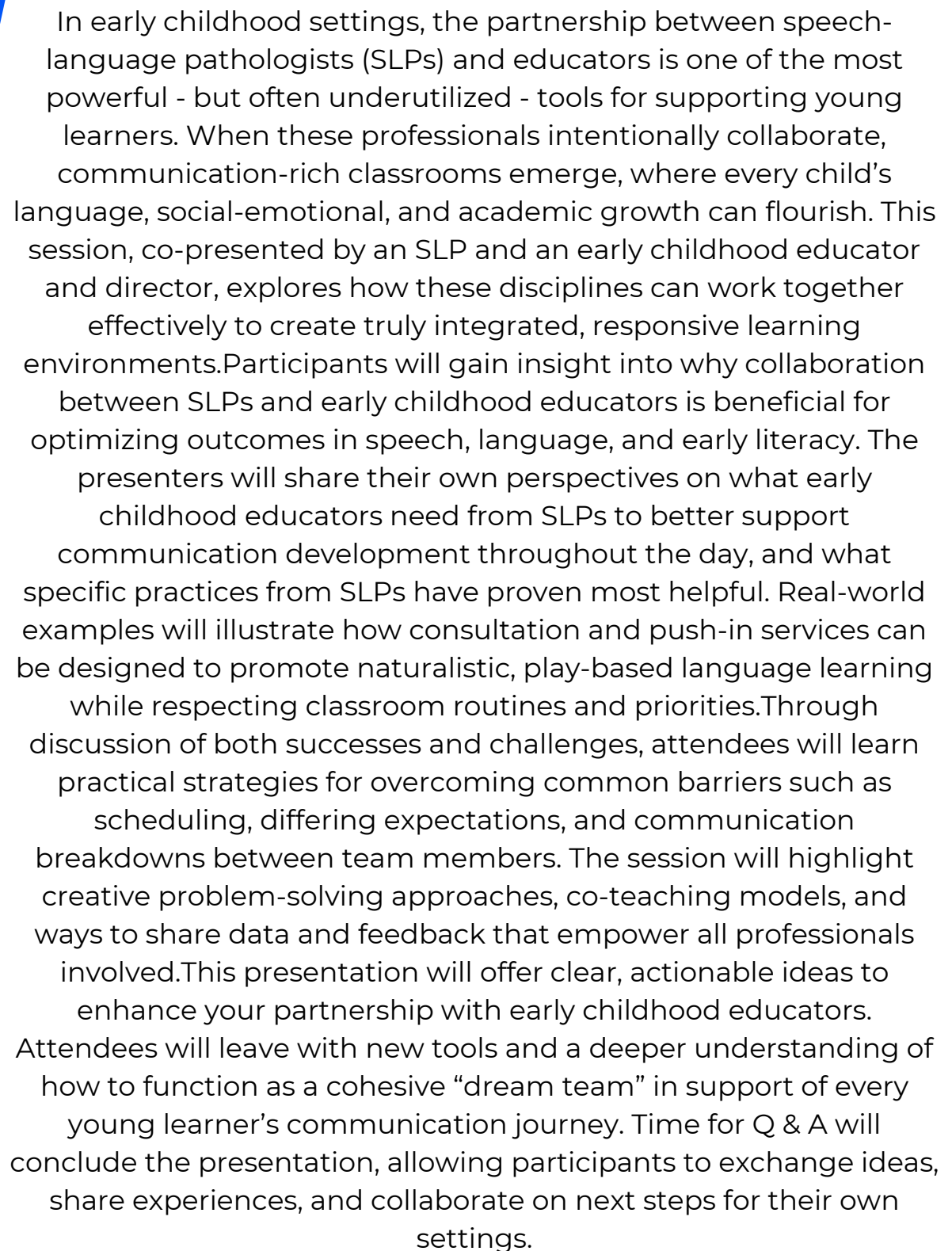
## **Learning Objectives:**

- Describe at least three benefits of collaboration between speech-language pathologists and early childhood educators
- Identify specific strategies and service delivery models (e.g., consultation, push-in, co-teaching) that enhance integration of speech and language goals within classroom routines
- Develop actionable approaches for overcoming common barriers to collaboration

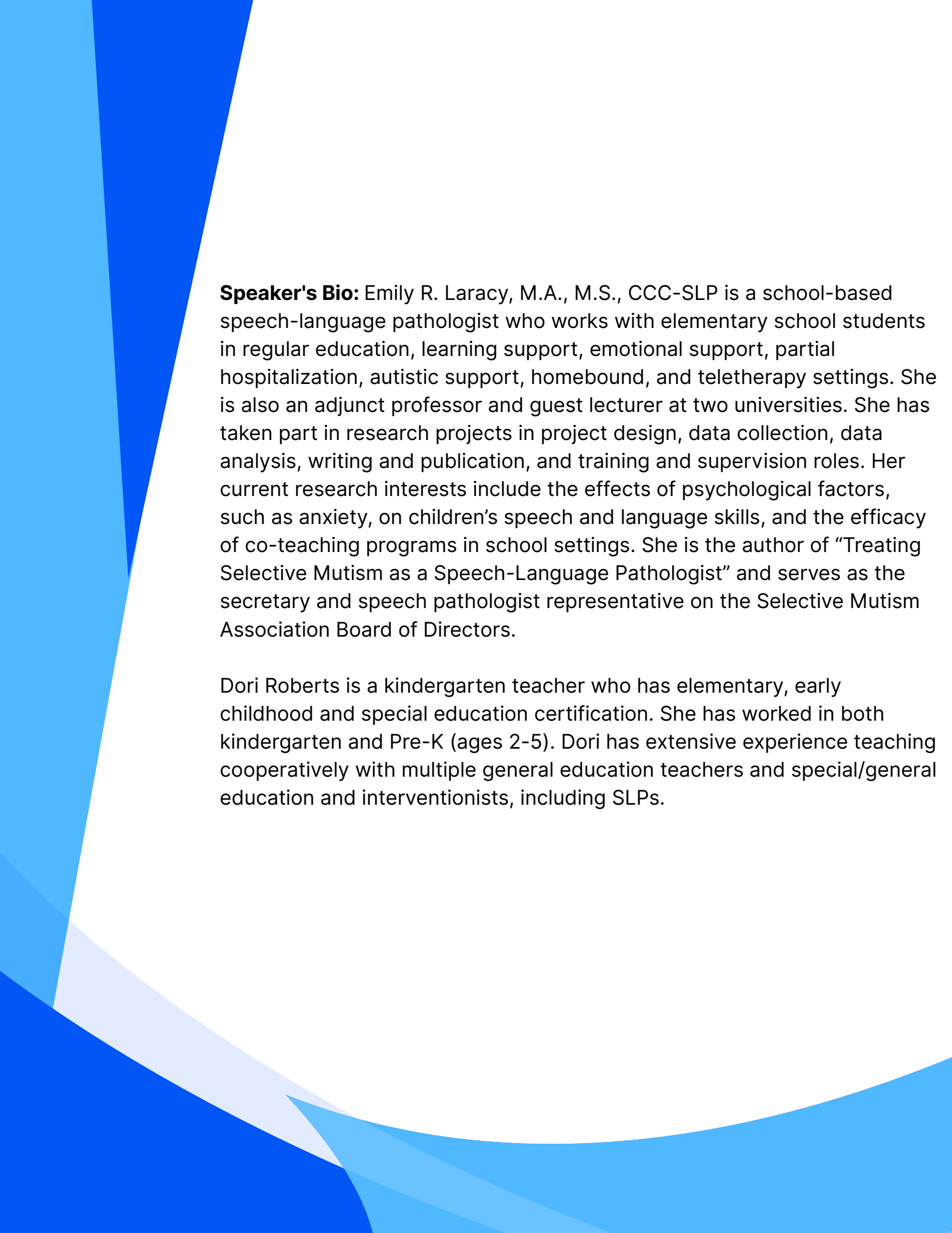


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In early childhood settings, the partnership between speech-language pathologists (SLPs) and educators is one of the most powerful - but often underutilized - tools for supporting young learners. When these professionals intentionally collaborate, communication-rich classrooms emerge, where every child's language, social-emotional, and academic growth can flourish. This session, co-presented by an SLP and an early childhood educator and director, explores how these disciplines can work together effectively to create truly integrated, responsive learning environments. Participants will gain insight into why collaboration between SLPs and early childhood educators is beneficial for optimizing outcomes in speech, language, and early literacy. The presenters will share their own perspectives on what early childhood educators need from SLPs to better support communication development throughout the day, and what specific practices from SLPs have proven most helpful. Real-world examples will illustrate how consultation and push-in services can be designed to promote naturalistic, play-based language learning while respecting classroom routines and priorities. Through discussion of both successes and challenges, attendees will learn practical strategies for overcoming common barriers such as scheduling, differing expectations, and communication breakdowns between team members. The session will highlight creative problem-solving approaches, co-teaching models, and ways to share data and feedback that empower all professionals involved. This presentation will offer clear, actionable ideas to enhance your partnership with early childhood educators. Attendees will leave with new tools and a deeper understanding of how to function as a cohesive "dream team" in support of every young learner's communication journey. Time for Q & A will conclude the presentation, allowing participants to exchange ideas, share experiences, and collaborate on next steps for their own settings.

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**Speaker's Bio:** Emily R. Laracy, M.A., M.S., CCC-SLP is a school-based speech-language pathologist who works with elementary school students in regular education, learning support, emotional support, partial hospitalization, autistic support, homebound, and teletherapy settings. She is also an adjunct professor and guest lecturer at two universities. She has taken part in research projects in project design, data collection, data analysis, writing and publication, and training and supervision roles. Her current research interests include the effects of psychological factors, such as anxiety, on children's speech and language skills, and the efficacy of co-teaching programs in school settings. She is the author of "Treating Selective Mutism as a Speech-Language Pathologist" and serves as the secretary and speech pathologist representative on the Selective Mutism Association Board of Directors.

Dori Roberts is a kindergarten teacher who has elementary, early childhood and special education certification. She has worked in both kindergarten and Pre-K (ages 2-5). Dori has extensive experience teaching cooperatively with multiple general education teachers and special/general education and interventionists, including SLPs.