Preparing Students for the Future of Public Schools

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Disclosures

Melanie received an honorarium from CAPCSD for this presentation

Learner Objectives

- Identify knowledge and skills needed for current and future practice in the school setting.

- Examine current evidence-based delivery of services in the educational setting and implications for future practice.

- Design clinical and academic activities to prepare SLP students for school-based services.

Who We Are;
What We Do

What's In a Name?

Speech Teacher?

Speech Therapist?

Speech Clinician?

Speech-Language Specialist?
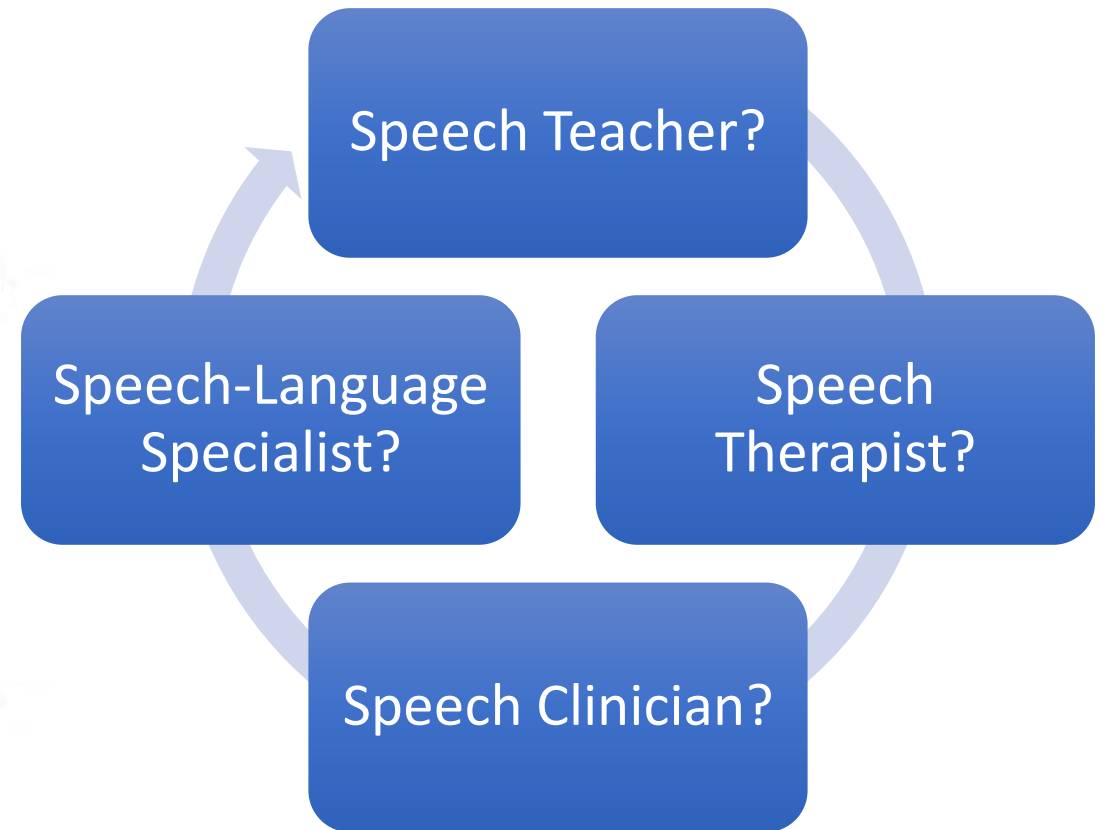
Speech-Language Pathologist!

Don't let others give you your title

Who We Are and What We Do

(Position Statement, ASHA, 2010)

School-Based SLPs

Have integral roles in education and are essential members of school faculties

School-Based SLPs

Help students meet the performance standards of a particular school district and state by assuming a range of responsibilities

School-Based SLPs

Work in partnership with others to meet students' needs

School-Based SLPs

Provide direction in defining their roles and responsibilities and in ensuring appropriate services to students

Our Caseloads

- Articulation
- Language
- Fluency
- Voice
- Swallowing
- Hearing Impaired
- Wide range of disorders and severity levels
- Wide age range

Work Across All Levels

Working Across All Levels

- SLPs provide appropriate speech-language services in pre-K, elementary, middle, junior high, and high schools with no school level underserved.

- "Once-a-month" service may not meet the individual needs of all students with IEPs and therefore does not constitute FAPE.

- SLPs understand the language needs of adolescents, recognize the role of language in academic success, and appreciate the negative effects that a language disorder can have on understanding academic language.

- SLPs need to advocate for appropriate services at high schools, including those involving preliminary Response to Intervention (RTI) tiers.

Serve a Range of Disorders

Serving a Range of Disorders

- As delineated in the ASHA Scope of Practice in Speech-Language Pathology and federal regulations, SLPs work with students who exhibit the full range of communication disorders, including those involving language, articulation (speech sound disorders), fluency, voice/resonance, and swallowing. Myriad etiologies may be involved.

- The SLP's comfort level should not be the factor that determines eligibility or recommendation for services. All decisions must be made based on the individual needs of the student.

Serving a Range of Disorders

- The SLP's caseload primarily includes students with a variety of language disorders and a smaller percentage of students who have moderate/severe articulation disorders, and fluency, voice, and swallowing problems that affect educational performance. The SLP implements a variety of service delivery models, including pullout, in-class, and consultation. Teachers understand the importance of language in curriculum and know when to refer students with potential language-literacy problems for further evaluation.

Serving a Range of Disorders

- You would expect most students on a caseload to be served for language disorders.

- Because students' needs vary, the services they receive should vary accordingly. A range of services that relate speech, language, and communication disorders to students' academic strengths and weaknesses are based on relevant data obtained in various contexts.

- The use of in-class services and consultation will enhance students' ability to transfer speech-language skills to real-world situations.
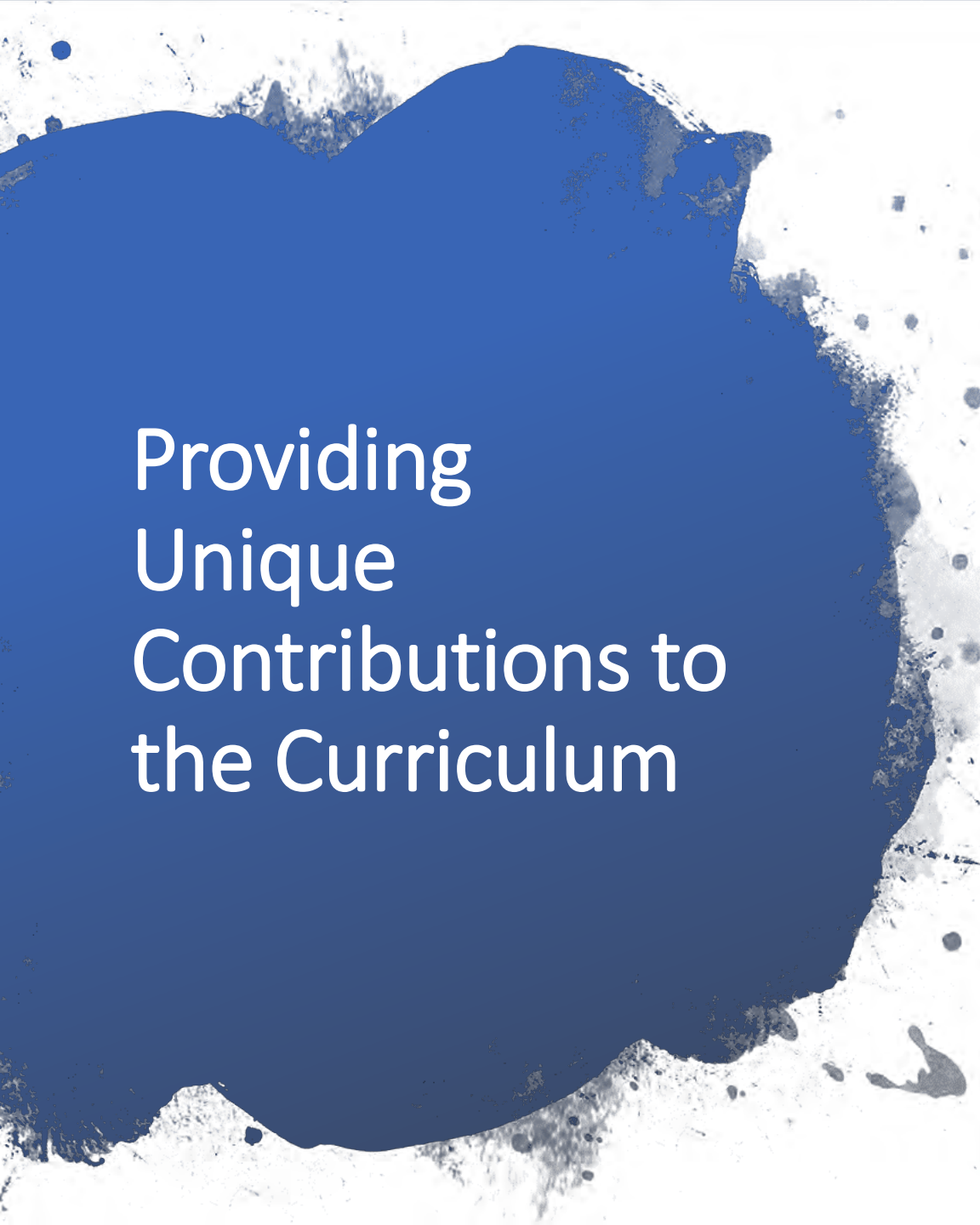
Ensure Educational Relevance

Educational Relevance

- The litmus test for roles assumed by SLPs in school settings is whether their work has an impact on the education of students. Therefore, SLPs address personal, social, academic, and vocational needs that have an impact on attainment of educational goals.

- In order for a problem to rise to the level of a disability addressed under federal law, the problem must have an adverse educational effect; therefore, educational relevance is a factor in provision of services.

- Integrating the student's curriculum into therapy activities heightens educational relevance.

Provide Unique Contributions to Curriculum

Providing Unique Contributions to the Curriculum

- SLPs fulfill a distinct set of roles based on their focused expertise in language. They offer assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure or struggle in school settings.

- Note: When the SLP provides in-class services, she and the teacher should plan collaboratively to meet the language needs of students while maximizing the training and skill set of each professional.

Highlighting Language/Literacy

- Current research supports the interrelationships across the language processes of listening, speaking, reading, and writing; SLPs are uniquely able to contribute significantly to the literacy achievement of students with communication disorders, as well as other struggling learners.

Highlighting Language/Literacy

- The Common Core State Standards are filled with language expectations rooted in vocabulary, morphology, and syntax, across all grade levels and content areas.

- The SLP has valuable expertise to lend to the project due to his background in language.

- The SLP's participation on an important district committee could highlight the profession's expertise in language and literacy and inform other educators about the roles of SLPs in the schools.

Highlighting Language/Literacy

- Teaching reading skills is clearly within the scope of practice of the SLP who works with students who struggle with language. However, if the student has not received basic instruction in reading, addressing the problem might be considered the responsibility of the classroom or reading teacher.

- Until a language assessment has been completed, the evaluation team cannot make the most accurate determination of the student's needs. The SLP can conduct a language evaluation without providing intervention services for the student.

- SLPs are one group of professionals designated in IDEA as being able to contribute to the diagnosis of specific learning disability (34 C.F.R. § 300.308 (b).

Provide Culturally Competent Services

Providing Culturally Competent Services

- There is an ever-increasing diversity in school populations. SLPs make important contributions to ensure that all students receive quality, culturally competent services. SLPs have the expertise to distinguish a language disorder from "something else." That "something else" might reflect cultural and linguistic differences, socioeconomic factors, lack of adequate prior instruction, and/or the challenges of acquiring the dialect of English used in the schools. This expertise leads to more accurate and appropriate identification of student needs. SLPs can also address the impact of language differences and second language acquisition on student learning and provide assistance to teachers in promoting educational growth.

Cultural Competence Self-Assessment

- https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Service-Delivery.pdf

Prevention

Prevention

- The SLP has valuable skills to offer to the team regarding language demands of the classroom and the language abilities of children and adolescents struggling in school.

- The SLP's analytic skills are frequently critical in analyzing the nature of difficulties in the classroom.

- SLPs have a wealth of information to bring to the RTI table on the language basis of literacy and learning. They know that language provides the foundation for all curriculum learning, a fact that underscores the need for SLPs to step forward and assist with the RTI process.

- SLPs have experience making instructional decisions based on student outcome data.

- The SLPs are well-prepared to identify areas of weakness, break them down into applicable smaller components, and help design interventions to address those weaknesses.

Prevention

- Prevention—SLPs are integrally involved in the efforts of schools to prevent academic failure, no matter what form those initiatives take (e.g., Response to Intervention or RTI).

Assessment

Assessment

- SLPs conduct assessments in collaboration with others that help to identify students with communication disorders as well as to inform instruction and intervention, consistent with EBP.

- SLPs are an integral part of the team and assist teachers to ensure the academic and/or educational success of students. IDEA states that a communication impairment must negatively impact on educational performance; therefore, it is essential that the SLP analyze the academic performance of students on the caseload to determine the appropriate way to address the adverse educational effect.

Assessment

- Observation by the SLP can show how language problems may be impacting the student's ability to comprehend academic language and expository text.

- SLPs need to be aware that students who converse adequately may have problems with more complex, academic language.

Intervention

Intervention

- SLPs provide intervention that is appropriate to the age and learning needs of individual students and is selected through an evidence-based decision-making process. Although service delivery models are typically more diverse in the school setting than in other settings, the therapy techniques used with students with disabilities are clinical in nature.

Intervention

- Increasingly, parents, administrators, other professionals, and advocates are asking SLPs to explain the rationale for decisions to select or reject certain treatment approaches.

- SLPs should not universally accept all "evidence." Instead, they should evaluate the quality of evidence pertinent to the case and engage in a decision-making process to select an intervention approach.

- It is important to take time to explain the decision-making process to the parents and team.

Program Design

It is essential that SLPs design school-wide speech-language services that employ a continuum of service delivery models in the least restrictive environment for students with disabilities and that they integrate services to other students as appropriate.

Data Collection and Analysis

Data Collection and Analysis

SLPs, like all educators, are accountable for student performance outcomes. Therefore, the SLP's essential responsibilities include supporting data-based decision making by gathering and interpreting data related to individual student performance as well as overall program success.

Compliance

In performing their duties, SLPs are responsible for meeting federal and state mandates and adhering to local policies as well. Activities may include IEP development, Medicaid billing, report writing, and treatment plan/therapy log development.

Compliance

We meet the tenets of the Individuals with Disabilities Education Act (IDEA; 2004) by delivering a free and appropriate public education program (FAPE) in the least restrictive environment (LRE) for students with communication disabilities in schools.

Part B of IDEA for preschool and school-age students (ages 3–21 years) require that children with disabilities be provided with a FAPE and be educated in the least restrictive environment. LRE means being educated with children who do not have disabilities "to the maximum extent appropriate" to meet the specific educational needs of the student.

COLLABORATION

Collaborate with Other School Professionals

SLPs provide services to support the instructional program at a school. SLPs' unique contributions complement and augment those made by other professionals who also have unique perspectives and skills. It is essential for SLPs to work collegially with general education teachers who have the primary responsibility for curriculum and instruction. SLPs also work closely with reading specialists, literacy coaches, special education teachers, occupational therapists, physical therapists, school psychologists, audiologists, guidance counselors, and social workers.

Collaborate with Universities

SLPs form important relationships with universities in which both the SLPs and the universities can benefit from shared knowledge and perspectives. Additionally, SLPs can serve as resources for university personnel and the university students whom they teach.

Collaborate with the Community

SLPs work with various individuals and agencies involved in teaching or providing services to children and youth, including, for example, physicians, private therapy practitioners, social service agencies, private schools, and vocational rehabilitation staff.

Collaborate with Families

For students of all ages, it is essential that SLPs engage families in planning, decision making, and program implementation.

Collaborate with Students

Student involvement in the therapeutic process is essential to promoting personal responsibility and ownership of communication improvement goals. SLPs actively engage students in goal planning, intervention implementation, monitoring of progress, and self-advocacy appropriate to age and ability level.

LEADERSHIP

- Advocacy
- Supervision and Mentorship
- Professional Development
- Parent Training
- Research

If You Don't Bend, You'll Break!

- Our roles and responsibilities, as well as our scope of practice, within the schools are continuously evolving. Speech-language pathologists are not only responsible for service delivery to a variety of populations but are faced with the challenges of including "advocacy and outreach, supervision, education, administration/leadership, and research" (American Speech-Language-Hearing Association, 2016).

Advocacy

To be productive and effective, SLPs must advocate for not only appropriate programs and services for children and adolescents, but also desirable working conditions, such as reasonable workloads, professional development opportunities, and other program supports.

Supervision and Mentorship

SLPs play a vital role in inducting new professionals. They are involved with supervising student SLPs and clinical fellows, as well as in mentoring new SLPs. They also may supervise paraprofessionals.

Professional Development

SLPs are valuable resources in designing and conducting professional development. Given their expertise in communication and language, SLPs have much to offer other educators, including administrators, teachers, other educational specialists and paraprofessionals, in the collaborative effort to enhance the performance of students in schools.

Parent Training

SLPs are in a position to provide training to parents of students of all ages with regard to communication development and disorders. Training may be especially helpful to families in creating a language and literacy-rich environment.

Research

Federal law requires the use of scientifically-based practices in the schools. It is important for SLPs to participate in research to support evidence-based assessment and intervention practices.

Evidence-Based Practice

ASHA's definition of **evidence-based practice** (EBP) includes three components—**external scientific evidence**, **clinical expertise**, and **client perspectives**. All three are considered when making decisions about services for students and are based on individual student needs.

EBP is consistent with IDEA and the Every Student Succeeds Act (ESSA; 2015), both of which require (a) the use of scientifically based practices, (b) the application of data-driven decisions, and (c) accountability for student outcomes.

Critical Reflection

Thinking

Thinking about the what, the how, the where, and the why of what we do

Deciding

Deciding if an approach is working, or not

Considering

Considering alternative approaches, methods, strategies

Planning

Planning next steps, based on data and supported by evidence

Ethical Standards of Practice

ASHA Code of Ethics

- ASHA's Code of Ethics contains the rules or standards agreed upon by our membership that govern our conduct and activities. A code of ethics is a shared statement of the values specific to a particular group. The importance of adherence to the Code by ASHA members lies in the preservation of the highest standards of integrity and ethical principles, and it is vital to the responsible discharge of obligations by members of our profession working in all settings.

States' Codes of Ethics

- Codes of ethics or professional conduct are principles designed to help professionals conduct business honestly and with integrity. They are generally aspirational in nature.

- If a state does not reference a specific code, know what constitutes grounds for discipline.

- Please be advised that statutes and regulations may change at any time, so check periodically for updates.

Documentation Lapses

"BILLING" FOR SERVICES NOT PROVIDED (INACCURACIES IN REPORTING TIME AT WORK)

REQUIRED DATA ON STUDENT PROGRESS NOT REPORTED

ERRORS IN MEDICAID BILLING

Employer Demands

ASHA Scope of Practice in SLP

Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

Ethics and Supervision of Assistants

- While ASHA endorses the use of trained and supervised support personnel, ASHA does not require the use of support personnel. SLPs should not be expected to use support personnel, particularly if they feel that quality of service may be compromised. ASHA expects SLPs to use support personnel in accordance with the ASHA Code of Ethics and may impose sanctions on SLPs if assistants are used inappropriately.

Supervision of Students

ASHA-certified individuals who supervise students should possess or seek training in supervisory practice and provide supervision only in practice areas for which they possess the appropriate knowledge and skills.

The supervisor must oversee the clinical activities and make or approve all clinical decisions to ensure that the welfare of the client is protected.

The supervisor should inform the client or the client's family about the supervisory relationship and the qualifications of the student supervisee

Vicarious Liability

- The supervisor of an assistant is ultimately responsible, both legally and ethically for the actions of the assistant.

- SLPs must inform consumers when services are provided by support personnel. SLPs may delegate certain tasks to support personnel, but the SLP retains the legal and ethical responsibility for all services provided or omitted.

Client Abandonment

Client Abandonment

- ASHA members must, at all times, maintain their focus on the welfare of the client, even when, as clinicians, they decide to end their relationships with employers or patients. Given the current shortage of CSD professionals, however, departures may leave clients without appropriate care. Adequate notice is necessary to prevent treatment disruptions, but even when given adequate notice, employers may be tempted to pressure or threaten departing clinicians to stay or give unreasonable amounts of notice. The Board of Ethics "Issues in Ethics" statement on client abandonment (ASHA, 2010b) offers specific guidance to remain ethical while in transition. Prior to departing, a professional must make effective efforts to provide for the patient's continuing care. The more seamless the transition for the patient, the better.

Reimbursement for Services

- Ethical issues typically related to intent, fraud, and misrepresentation.
- http://www.asha.org/Practice/ethics/Representation-of-Services/

Impaired Practitioners

An individual whose professional practice is adversely affected by addiction, substance abuse or health-related and/or mental health-related conditions.

Diminished Decision-Making Ability

- Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action

Dual Relationship

Conflict of Interest

- An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

Negligence

- Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

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Preparing SLP students for the Future of Public Schools

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CAPCSD Conference

April 13, 2019

Disclosures

- Financial: I am currently a paid employee of EBS. My registration for the CAPCSD Conference was paid for by CAPCSD.

- Nonfinancial: I have spent 30+ years in the public school setting as an SLP, supervisor, mentor, administrator, and private consultant.

Learning Objective

3. Design Clinical and academic activities to prepare SLP students for school-based services.

Important Areas of Focus for a School Based SLP

- Skill-based speech and language activities designed to improve academic performance

- Interprofessional practice (IPP) and collaboration skills

- Flexibility

Flipped Learning

A pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in subject matter

From the Flipped Learning Network (FLN)

Four Pillars of FLIP™ (Flipped Learning Network (FLN))

Flexible Environment – allows for a variety of learning modes; flexible expectations

Learning Culture – instruction is deliberately shifted to a learner-centered approach; explore topics in greater depth for enhanced, rich learning opportunities

Intentional Content – students develop conceptual understanding along with procedural fluency

Professional Educator – continually observing students, providing relevant feedback in the moment while assessing their work.

TRADITIONAL

Lecture
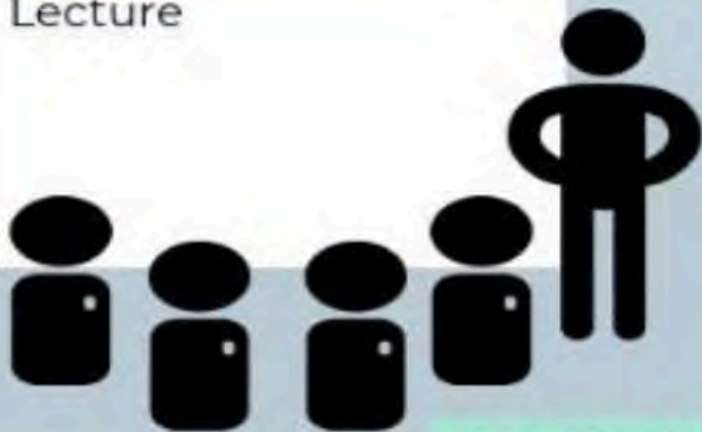
Homework Activities

FLIPPED

Lecture
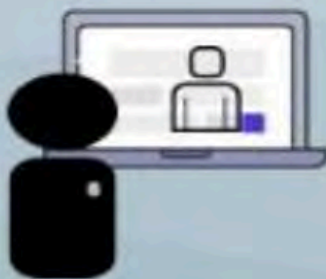
Classroom Activities
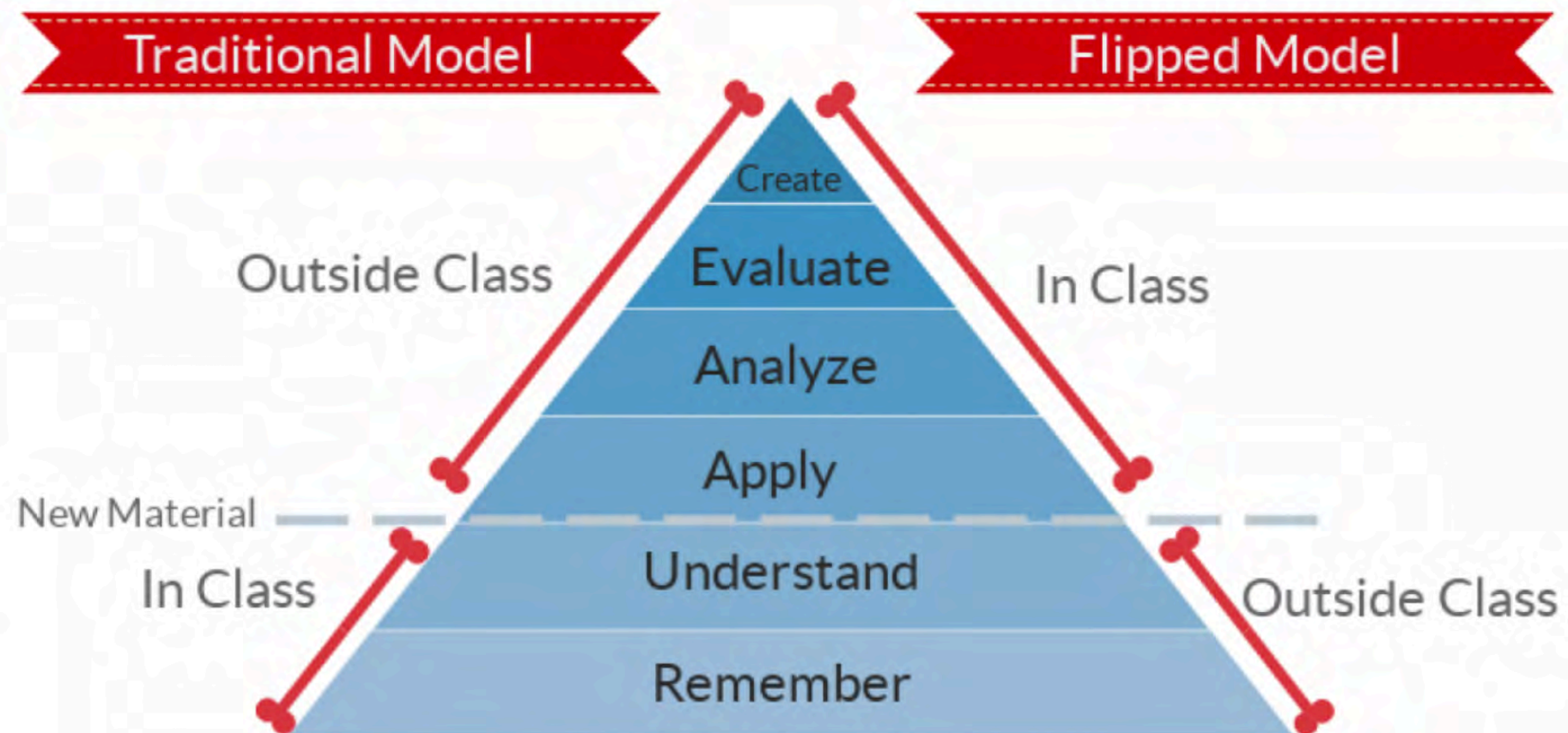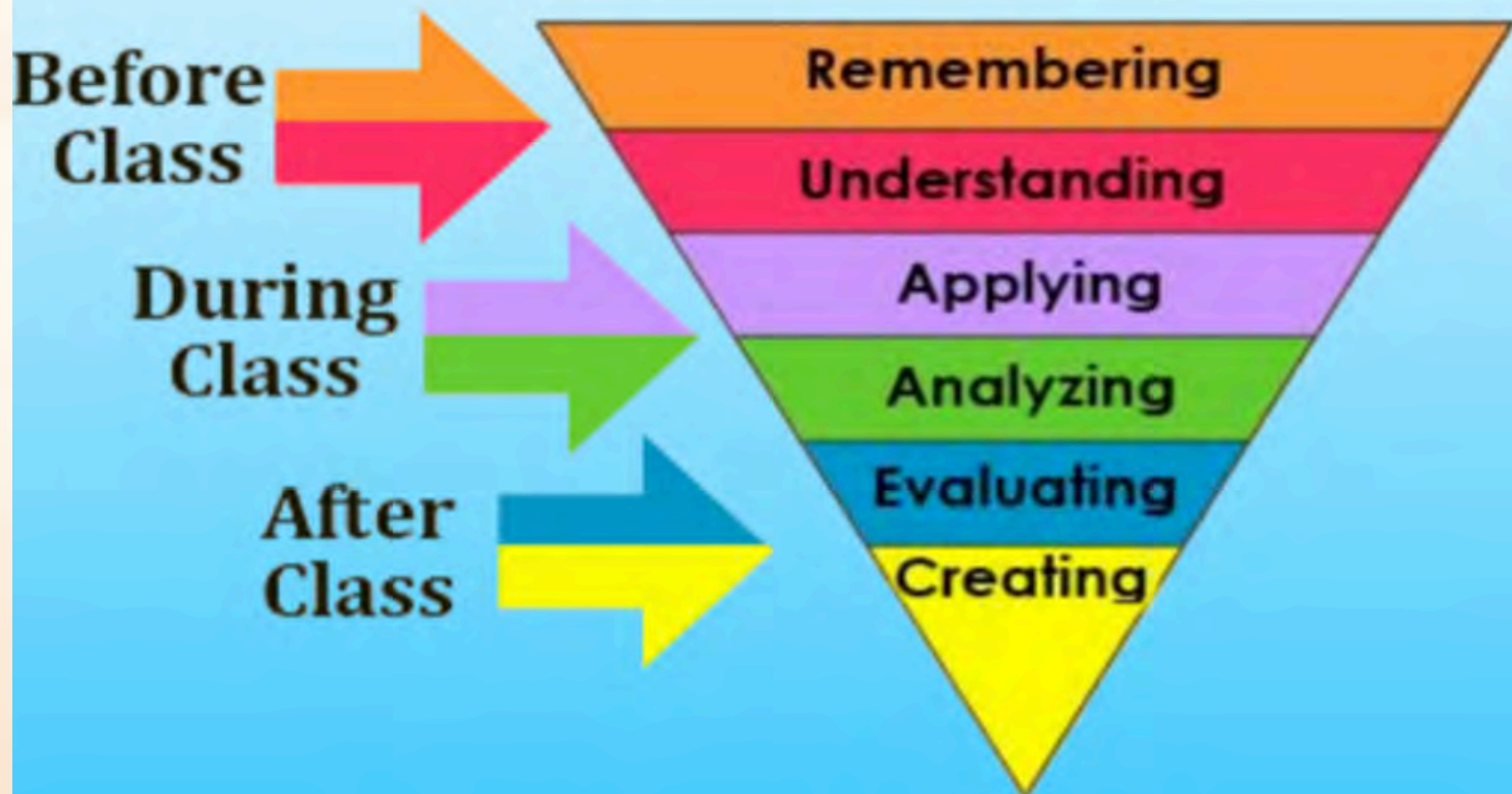
Teach.ufl.edu

Traditional Model

Teacher Instruction

Student assimilation of instruction

Student completes 'activity' to support assimilation

Homework to consolidate

Takes place in lesson time

Takes place outside of lesson

Flipped Classroom Model

Instruction delivered through homework

Student assimilation of instruction

Student completes 'activity' to support assimilation

Teacher support to consolidate

Takes place prior to the lesson

Takes place in lesson time
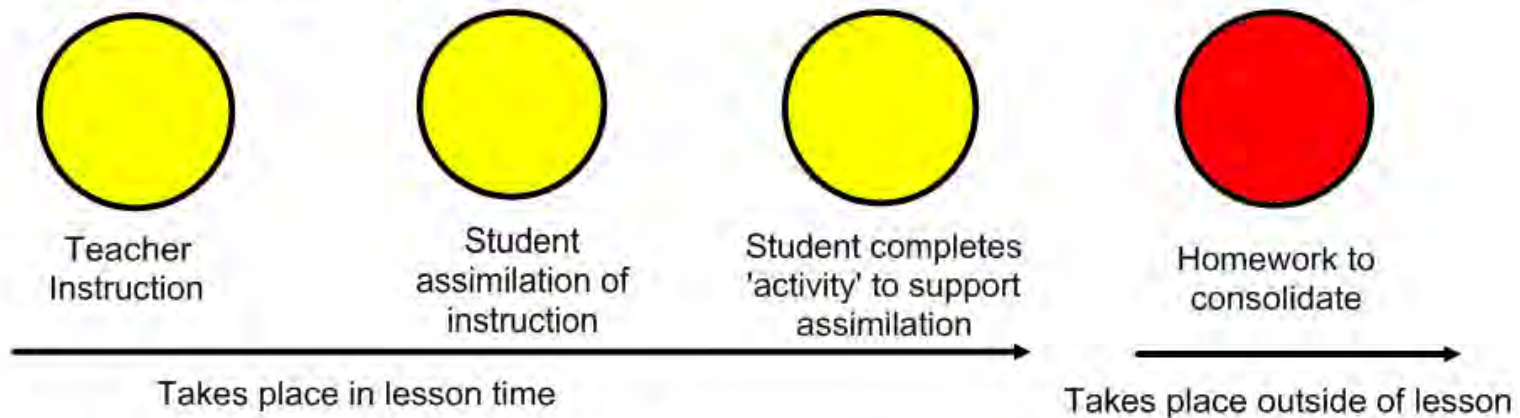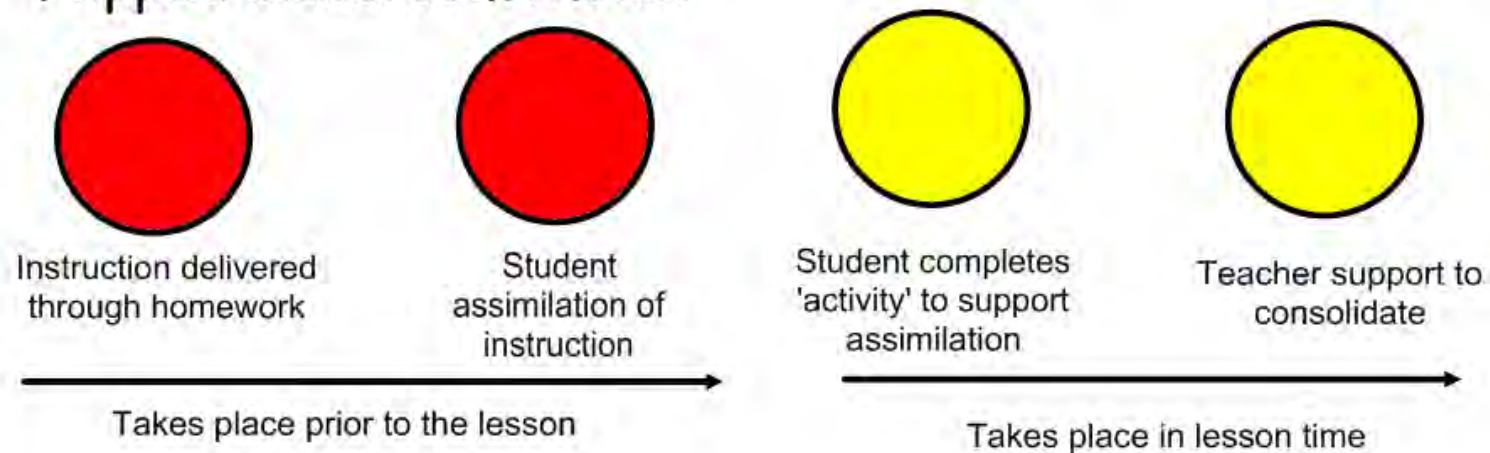
Advantages of Flipping

Promotes peer interaction and collaboration skills

Makes *learning* central, rather than *teaching*

Fosters independent learning

Encourages higher student engagement

Provides increased individualized attention

Educatorstechnology.com

Principles for Students

- Provides individual accountability

- Allows for higher cognitive levels of learning within the classroom setting

- Promotes critical thinking skills

- Demonstrates collaboration through group application

Flipped Learning Examples

Word Sort Activity Example (Dr. Shari Robertson)

- Complete classroom assignment (reading, podcast, etc.)

- Teams are given an envelope with words/phrases in them that have been cut up into strips (sped terms, CCSS, phonemic awareness, etc.)

- Teams sort them into categories (at least two items per category), and labels the categories as they interpret them

- Team takes a "selfie" of their categories to provide to the instructor, and shares the "selfie" in dropbox

- Team then removes the labels, and every team then switches to another team's sorted words/phrases

- Teams then must interpret another group's categories, figuring out how to label that team's categories

- Debrief – instructor then does a direct teach, sharing how she would have sorted and labeled them

- Teams then come up with a schema as a group, complete with rationale for their categories

Word Sort Example
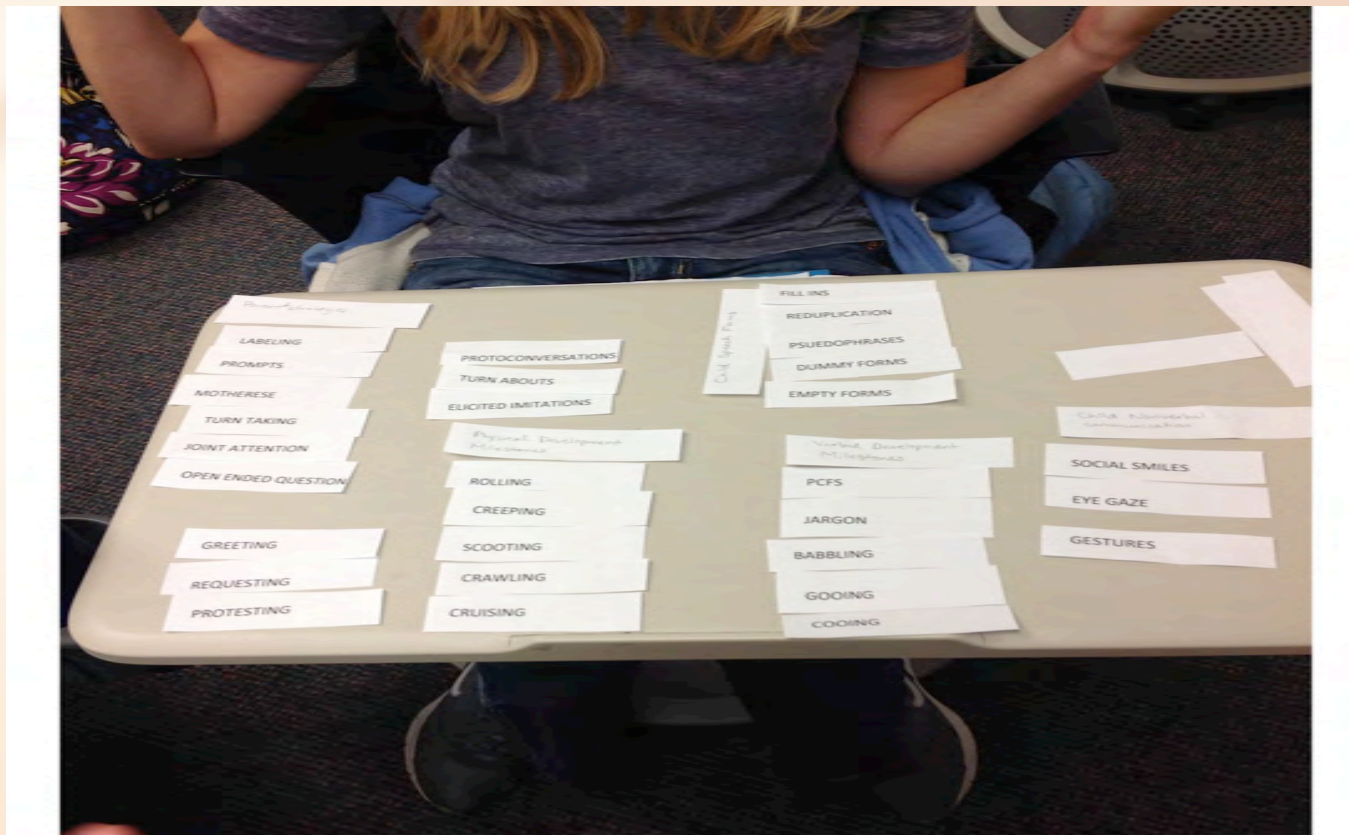
Special Education Law Exercise Example

- Students complete a class assigned reading activity regarding the 5 steps to the IEP process

- Teams draw one of the 5 steps for their team from a box

- Teams then create activities for class instruction regarding the step they chose (role play, vocabulary wall, need to know facts, etc.)

- Teacher then does a direct teach regarding the 5 steps in the IEP process and provides the most important aspects needed for each step as a school based SLP

- Teams then come together and create a "how to document" regarding the 5 steps of the IEP process for dissemination to the class

Why this style works well

- No pre-teaching of concepts or material by the instructor – independent learning exercise

- Team must know the material in order to complete the assigned tasks

- Teams cannot use text, or notes, or internet, or any other materials that were assigned for the "pre-work"

- Teams can ONLY use other team members

- Promotes collaboration

- Promotes decision making

- Promotes knowing your material in order to negotiate with team members for appropriate outcomes

- Promotes critical listening and critical thinking skills

Team Based Learning (TBL)

Primary course objective shifts from content transmission (lectures) to assisting students in using course content to solve significant problems

Team Based Learning

Individual Preparation → Team Discussion → Class Discussion

(McTighe and Wiggins)

Overview of the Sequence

- **Phase I –** Preparation: Student will complete specific preparatory materials for each module (readings, assignments, podcasts, etc.)

- **Phase II –** Readiness Assurance Test: At the first class meeting of each module, student will be given a Readiness Assurance Test (RAT). The RAT measures student comprehension and mastery of assignments, and helps deepen understanding of class material needed to begin problem solving. RAT is closed book and based on assigned preparatory materials. There is an iRAT (individual) and tRAT (team).

- **Phase III –** In class activities: Student and team use foundational knowledge, acquired in first two phases, to make decisions that will be reported publically and subject to cross-team discussion and critique

(McTighe and Wiggins)

Three Keys to TBL

1

Instructional activity sequences that promotes Individual and Team accountability

2

Assignments that link and reinforce the learning of course concepts – individual, team, whole class

3

Publicly report decisions and critical examine other positions and defend your own
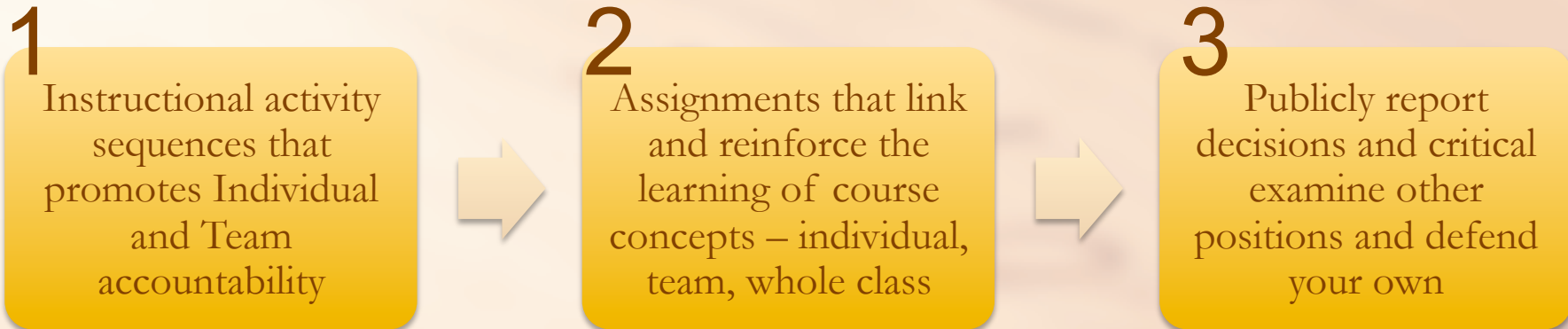
(McTighe and Wiggins)

Example of Team Based Learning Module

- Students take the RAT independently (iRAT) – test is made up of multiple choice questions derived from the class assignment (pre-teach not provided)

- Students take the RAT in teams (tRAT) – same test, however, the team takes the test as a group (white board, letters they hold up, etc.) and will be prepared to defend their responses

- Teams are assigned a word/phrase/concept from the assignment to demonstrate (example: special education regulations/laws, developmental milestones, referral process, eligibility standards in public schools, Common Core State Standards, etc.) as a team

- Teams select a random object that can be found within the classroom at the time (from a student backpack, handbag, etc.)

- Teams demonstrate the concept with their selected item

- Team to team feedback occurs (verbal and written)

Module # _____   **Name** _____

iRAT Answer Sheet

Question	a	b	c	d	e
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

REMINDER: Each question is worth a total of 4 points. You may split your points any way you wish but total must add up to 4 for question.

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Principles for Students

- Increase understanding of course concepts by using them to solve authentic, real-world problems

- Develop workplace learning skills

- Bulk of class time spent solving problems and making decisions

- Holds teams accountable for using content to make decisions and solve problems

- Report progress publically with cross-team discussion and critique

Team Based Learning Examples (Dr. Shari Robertson)

Using Literature in Therapy

- Team is provided with a selection of children's books to review

- Team chooses a book for their team

- Team will decide how the book can be used to target specific interventions (in the beginning, it works best to designate the activity for a specific area of focus, such as articulation, language, fluency, Common Core State Standards (CCSS), etc.)

- Teams will provide demonstrations to the class regarding how to utilize the book chosen to target specific skills

- Teams will provide demonstrations to class regarding how to expand activities based on the same book

- Teams will demonstrate how to take data during activities using the book on a variety of tasks outlined

Language Sample Analysis (LSA)

- Class discussion about why we use LSA, terminology, rules for counting morphemes, etc.

- Students are given a common transcript

- Students independently complete the analysis of the sample and summarize the results using a template provided (for uniformity).

- Students bring this work to class

- In teams, they will work through analysis and come to consensus on figures/decisions and create a team summary worksheet

- Teams will turn in single summary sheet for their team (all must agree on values, recommendations, etc.)

- Held accountable by the evaluation component of the TBL

Measure	Score	Mean	S.D.	Range of Normal
Mean Length of Utterance				
# Words				
#Different Words				

Brown's Stage

Grammatical Morphemes Present in Sample (list)	

Utterance Content	Present	Absent	Utterance Content	Present	Absent
Personal Pronouns			Yes/No Questions		
Negatives			Conjunctions		
Conjunctions			Modals		
Wh Questions					

Other Observations

Child should be referred for Intervention   YES   NO

Rationale for decision

IF INTERVENTION IN RECOMMENDED:

Provide 3 Initial Intervention goals and rationale for why these were selected

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Generating therapy activities through object selection (Dr. Shari Robertson)

- Teams select an object from a bag of objects provided (can have objects visible or in a grab bag type situation where objects are not known before selection)

- Teams work together to create 10 ways in which the selected object can be utilized to target specific language goals

- Teams demonstrate how to utilize object for targeted goals to the group

- Other teams observe and ask questions for clarification

Why this style works well

- Allows students to work through independently first

- Discuss intelligently with others

- Argue appropriate points professionally and with data to support

- Build consensus

- Defend own work/ideals appropriately

- Listen thoughtfully to others (develops critical listening skills)

- Works as a team

Critical Skills for the School Based SLP

Higher Order Thinking Skills

Evaluation
Make and defend judgments based on internal evidence or external criteria.

appraise argue assess attach choose compare conclude contrast defend describe discriminate estimate evaluate explain judge justify interpret relate predict rate select summarize support value

Synthesis
Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

Analysis
Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare contrast criticize diagram differentiate discriminate distinguish examine experiment identify illustrate infer model outline point out question relate select separate subdivide test

Application
Apply knowledge to actual situations.

apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

Comprehension
Demonstrate an understanding of the facts.

classify convert defend describe discuss distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate

Knowledge
Remember previously learned information.

arrange define describe duplicate identify label list match memorize name order outline recognize relate recall repeat reproduce select state

Prepping students for success

Using Flipped Classroom design and Team Based Learning principles, the educator facilitates more student interaction, from which they may practice and become more comfortable with Interprofessional Practice (IPP) required in the work setting

IPP occurs as members of a team collectively address the needs of the patient, considering all aspects of the outcome and collaborating on the desired effect of treatment across disciplines and roles. This focus shifts from who contributes what to the outcome to simultaneous consideration of the patient's outcomes by all members of the team designed to achieve a best-case scenario for the patient (American Speech-Language-Hearing Association [ASHA], 2016).

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Questions or Comments
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Evidence-Based Service Delivery in the Schools

Jennifer Taps Richard, M.A., CCC-SLP

San Diego Unified School District and SLPath

Objective 2: Examine current evidence-based delivery of services in the educational setting and implications for future practice

Disclosures

- **Relevant Financial Relationships:** Jennifer Taps Richard owns and directs SLPath. She is an author/speaker and receives compensation for her presentations, including the CAPCSD Conference.

- **Relevant Non-Financial Relationships:** No relevant non-financial relationship exists.

San Diego Unified School District (SDUSD)

- 8th largest district in USA
- ~225 SLPs and 15 SLPAs
- Serve ~7,500 students
  - Most: IEP services
  - RTI also provided
    - Preschool speech/language RTI
    - Speech Improvement Class

- ~40% of students classified English learners

Principles and Practices

- Pre-referral services → Assessment → Intervention

- SDUSD practices direct result of collaboration with researchers
  - San Diego State University
  - Florida State University
  - University of Louisiana at Lafayette

Principle: Pre-Referral Services

- Early intervening services appropriate for many first

- Devote time and resources to promote speech and language development, rather than automatically proceeding to assessment

- RTI infrastructure provided at district level

- Enables SLPs to offer short-term, systematic interventions in collaboration with general and special educators

IDEA, 2004

Practice: Pre-Referral Services

- Preschool RTI
  - Children at risk for speech or language disorders (no previous services)
  - Modules for SLPs to share at preschool sites
  - Documentation system
  - More time for coaching and modeling for parents and teachers
- Speech Improvement Class
  - Short-term intensive service for children with mild articulation disorders
  - Hybrid model: RTI or general education service following IEP

Mosburg-Michael & Taps, 2010; Montgomery, Dunaway, & Taps, 2005; Taps, 2009

Principle: Performance-Based Assessment

- Standardized tests alone insufficient to determine eligibility
  - Need evidence from authentic tasks and observations from multiple sources
  - Range of technologies: interviews, observations, behavioral sampling, and probes
- Two prongs of IDEA eligibility
  - Disorder/disability (due to intrinsic factors)
  - Significant educational impact
- Need resources and supports to ensure that services required
  - Skilled direct services which ONLY the SLP uniquely qualified to provide
  - Medical vs. educational model

Damico et al, 2003; IDEA, 2004; McNeilly, 2018

Practice: Performance-Based Assessment

- SALT analysis
  - Conversation
  - Narrative
  - Expository
- Assessment across languages
- In-depth assessment of speech sound disorders
- SCERTS
  - Observations across contexts
  - Parent and teacher questionnaires

Miller, Andriacchi, & Nockerts, 2015; McLeod & Goldstein, 2012; Elbert & Gierut, 1986; Wetherby et al, 2007

Principles: Service Delivery

- Intervention setting
- Group size
- Cumulative intensity
- Duration
- Personnel

ASHA, n.d.; IDEA, 2004; Ebbels, 2017; Lof, 2011

Practice: Settings

- SLP Room
  - Frontloading of text or lesson
  - Work in a quiet environment (e.g., speech sound production, peer interaction)
  - Fluency counseling
- Classroom
  - Shared reading, collaborative conversations, Story Talk
- Social events
  - Circle of Friends
  - SHINE (Stuttering Support Group)
- Home (parent support)

Kamhi, 2014; Bjork, 1978 et al; Joffe & Pring, 2008; Reardon Reeves & Yaruss, 2013

Practice: Classroom-Based Intervention

- Story Talk
  - Sharing personal narratives with "inside" details

- Collaborative Conversations
  - Narrative or expository
  - Focus on Common Core

- Speech Master
  - Oral presentation curriculum

Dunaway, 2006; Dunaway et al, 2016; McGinty & Justice, 2006; daLuz, n.d.

Principle: Group Size

- Individual
  - Children with CAS
  - Children who demonstrate significant behavioral needs
  - Establish foundation for certain skills (short-term)

- Group
  - No significant difference between outcomes of children who received individual vs. group intervention

Rvachew & Rafaat, 2014; Law, Garrett, & Nye, 2010; Maas et al, 2008; Hancock et al, 2008

Practice: Group Size

- Children with CAS
  - Require more intensive and individualized intervention
- Children who are nonstimulable for target sounds
  - Individual (short-term) to support foundation
- Children with phonological disorders
  - Group intervention (2-4)
  - Case studies of 32 children (ages 3;2 - 6;8)
  - Heterogeneous group (4 bilinguals and students with LI, fluency disorder)
  - Similar increases in PCC-R and PWP across all groups (compared by age, LI vs. no LI, etc.) as original complexity studies

Taps Richard, Barlow, & Combiths, 2017; Gierut, 2007; Baker & McLeod, 2014; Straus, Tetroe, & Graham, 2013

Principle: Cumulative Intensity

- Dose form

- Dose (# trials) x dose frequency x total intervention duration (e.g., 80 trials 2x week for 20 weeks = 3200 trials)

- Learning more efficient when same number of trials distributed over several sessions
  - Bottom line: **One-hour session ≠ 3 20-min. sessions**

Warren et al, 2007; Schmitt, Justice & Logan, 2017; Janiszewski et al, 2003; Baker & Williams, 2011; Allen, 2013

Practice: Cumulative Intensity

- Speech Improvement Class
  - 20-30 minute sessions 2-3 times/week
  - Home practice (5 minutes per day) – strong skill in new context
  - Trials per session – aiming for 100-150 thoughtful productions
  - Aiming for 4,000 strong productions over time (plus home practice)

- More frequent sessions recommended
  - Preschool sites often not on campus of SLP's primary site
 - Department recommends more frequent visits to spread practice throughout week

Principle: Duration

- "The goal of public school speech-language pathology services is to remediate or improve a student's communication disorder such that it does not interfere with or deter academic achievement and functional performance." ASHA, n.d.

Practice: Duration

- When students first eligible (and throughout process) → review eligibility criteria and purpose of services

- Goal for all children with SSDs
  - Greatest change in least amount of time
    - Phonological intervention: Teach complex targets to facilitate global gains
  - Speech Improvement Class
    - Goal: efficient change in 20 weeks or less

e.g., ASHA, n.d.; Gierut, 2007; Taps, 2009

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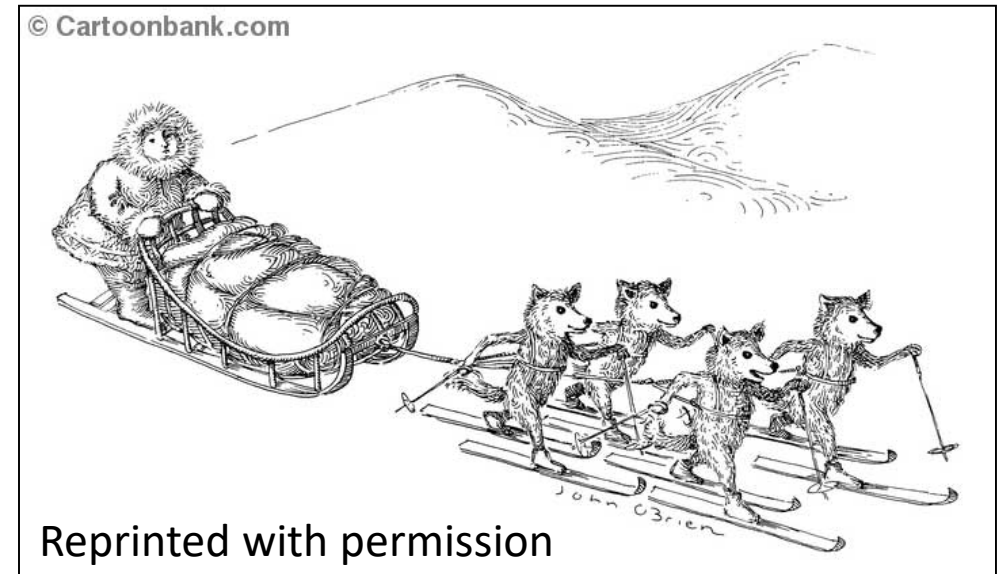
Principle: Personnel

- Role release

- Better outcomes when supports provided across contexts

- No significant difference in outcomes between interventions delivered by SLPs vs. **trained** parents

- Empower parents and teachers

e.g., Law, Garrett, & Nye, 2010

Family Members

Principal

S
L
P

General Education Teacher

Practice: Personnel

- Families!
  - Home practice
- Collaboration with general education teachers
  - Texts from classroom
  - Coach on open-ended questions and language expansions
- SLPAs provide services to support intensity (e.g., children with CAS)
- Special educators, school psychologists, OTs, PTs, APE
  - Co-teach lessons
  - Collaborative goals
- Special education assistants
  - Provide transactional supports across settings

Wetherby et al, 2007; Sickman & Creaghead, 2007; Sugden et al, 2018

Need: More Practice-Based Evidence

- SLPs ethically-bound to apply best practices
- Collaboration between school districts and researchers
  - Research
  - Externship placements
- Identify solutions within context of day-to-day realities of clinical practice

- Document evidence about intervention – service delivery, intensity, outcomes, modifications

Sugden et al, 2018; Ebbels, 2017; Lof, 2011