

# Managing Your Speech- Language Pathology Services Caseload for Sanity and Success!

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# Definition of Success

- Think-Pair-Share

*How and in what way can speech-language therapy services be determined successful?*

# Measure of Success

- “Success is when a student is able to learn what others are learning.”

Susan Brannen, AuD

# Target Goals for Service Delivery

- Maximum effective change: Increased student learning
- Maximum fit with school schedules and school environment

# Least Restrictive Environment (LRE)

- Place
- Inclusion with typical peers (classroom, lunchroom, playground, gym, and field trips)

# Continuum of Services

- Classroom to Speech Room
- Speech Room to Classroom

# Self-Reflection Activity

- Makeup of my current caseload?
- Service delivery models currently used in my caseload?

# Literature on Service Delivery

- Classroom-based services at least as effective, if not more effective than pull-out services (Cirron, et al., 2010)
- Meta-analysis (review of literature)

# Service Delivery Models

- *"Service delivery is a dynamic concept and should change as the needs of the students change. No one service delivery model should be used exclusively during treatment." (ASHA, 1999)*

# Service Delivery Models

## 5 broad Categories

### ■ Pull-out

*Restrictive: Needs documentation on IEP regarding need for removal from class*

### ■ Classroom-based

*Services in class or other natural school environment*

# Classroom-Based Services

- *1 teach, 1 observe*
- *1 teach, 1 drift*
- *Station teaching (each teach at separate center)*
- *Parallel teaching-each teaches  $\frac{1}{2}$  the class with same material*
- *Remedial teaching-1 presents material, other re-teaches previously taught material*
- *Supplemental teaching-1 presents material in standard manner, 1 adapts the lesson*
- *Team teaching-both share lecturing*

# Service Delivery Models, cont.

- Self-Contained

*SLP is classroom teacher (curriculum & SLP services)*

*Preschool speech classes (ex. TALK)*

# Service Delivery Models, cont.

- Community Based

*SLP provides services in home or community setting (direct or indirect)*

*Ex. Students transitioning into post high school employment.*

# Service Delivery Models, cont.

- Indirect Services

*Monitor, Consultation, Collaborative Consultation, Curriculum Support, Contextual Support, Instructional Support, Assistive Technology/Augmentative Communication Support*

# Ideas

- “Blast” treatment-short bursts of daily treatment
- “Clustering”-grouping 4 or 5 students who receive services in a single classroom or space
- 3:1 model (Annett, 2004)

# Consultation/Collaborative

- May be combined with direct services and documented on the IEP
- Consultative/collaborative services support teachers in carrying out speech-language goals-can be used at any point on the service curriculum.

# IEP Documentation Examples

- 7 one-hour classroom-based sessions and 7 ½ hour individuals session in speech room per 9 week period.
- 2x 30 minutes or 1x 60 minutes for classroom.
- Medicaid is billed for only what is on IEP.

# Collaboration and Capital

- Before we can make a difference we must learn to work together...
- How???

# Capital

- Bonding Capital: needs are the same; like understanding (Boat theory)
- Social Capital: developing relationships in building program success; hardest capital to build

# Social Capital and Social Networks

- Refers to connections within and between social networks.
- Social networks are social structures made up of individuals or organizations which are tied by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, or relationships of beliefs, knowledge or prestige.

# Social Capital

## ■ Professionalism

- To teachers
- To support staff
- To parents
- To district-wide SLP program or department
- To community

# Building Professionalism

- Think-Pair-Share

*What activities do SLPs engage in that negate or build professionalism increasing social capital?*

*What activities do I engage in that negate or build professionalism increasing in social capital in my schools?*

# References

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