

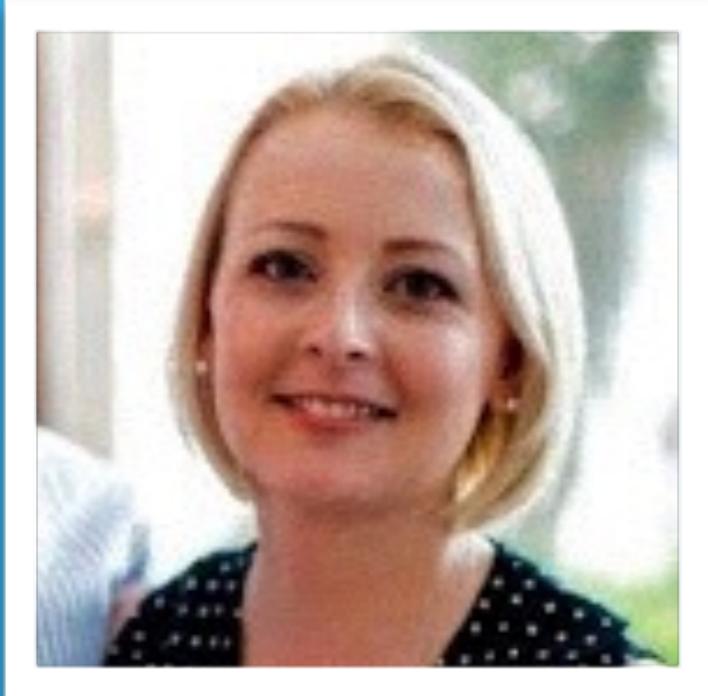
[ S ]

SPEDAGOGY

IT'S NOT ABOUT THE CASELOAD...

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A BETTER WAY TO DELIVER  
SLP SERVICES IN SCHOOLS

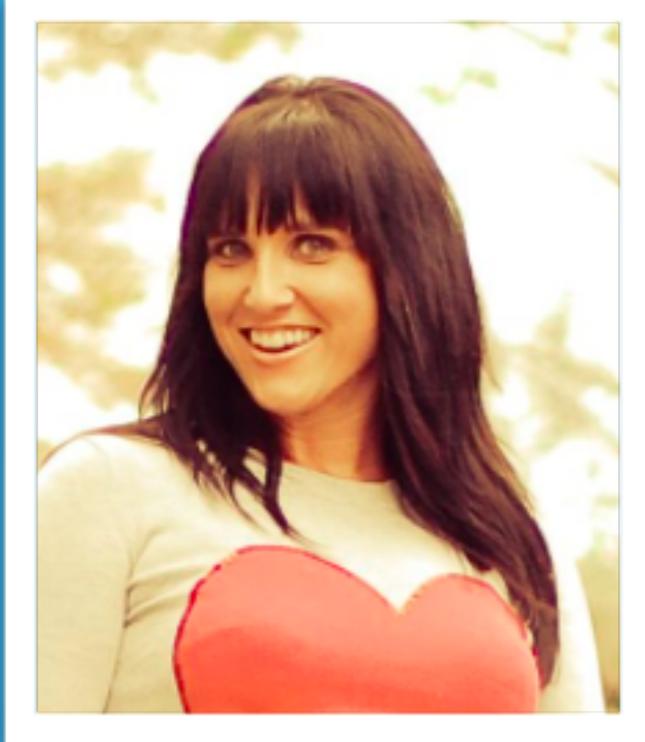


# JASMINE SHOJINAGA

MA CCC-SLP  
Clinical Practitioner  
Consultant  
Program Developer



JENNA GORDON  
MS, OTR/L  
Clinical Practitioner  
Researcher  
Program Development



# CATHERINE WILSON

Educational Specialist & Coach  
Educator  
Presenter/Consultant  
Program Development

SPEDAGOGY . COM

ACTIVITY

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# WALK ACROSS THE CIRCLE

IF.

- ▶ You have been selected as a **ROCK STAR IN YOUR FIELD**, and as a result, a peer-reviewed journal has invited you to write an article about your **SPEECH INTERVENTION** practices. You have a weekend to write an 18-20 page paper, with citations for an international audience.
- ▶ Think about your **IDEAL** learning environment. (furniture, temperature, how you're sitting, where you are, what you're listening to and what you need to cope, take breaks, etc..)

**NOW, WALK ACROSS THE CIRCLE IF...**

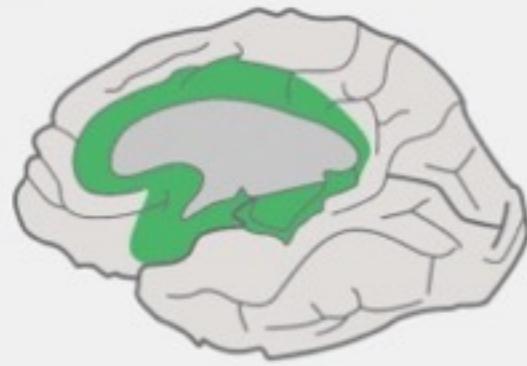


# UNIVERSAL DESIGN FOR LEARNING

# DIFFERENTIATED INSTRUCTION



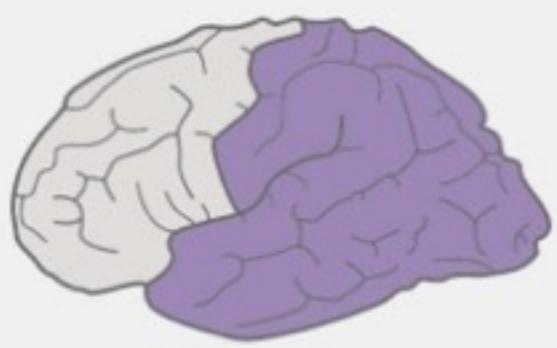
AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



## Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

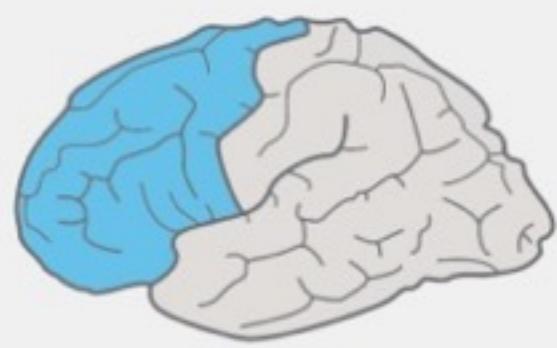
RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



## Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



## Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

## I. Provide Multiple Means of Representation

### 1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

### 2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

### 3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

## II. Provide Multiple Means of Action and Expression

### 4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

### 5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

### 6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

## III. Provide Multiple Means of Engagement

### 7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

### 8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

### 9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection



# THE DINNER PARTY ANALOGY

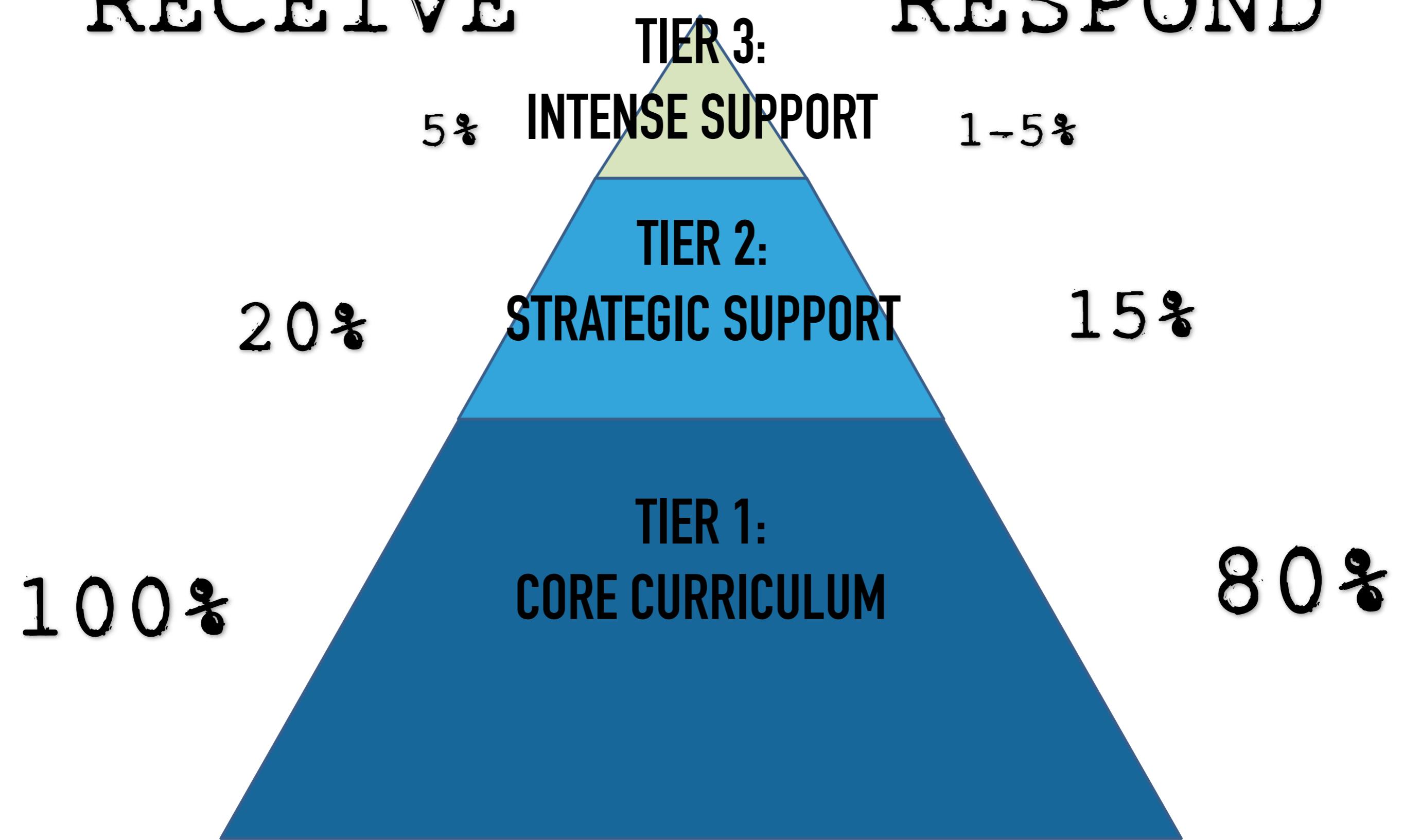
**NO WONDER YOU  
FEEL EXHAUSTED!**

---

# WHO'S DISABLED IN INCLUSIVE EDUCATION? THE STUDENTS OR THE SYSTEMS?

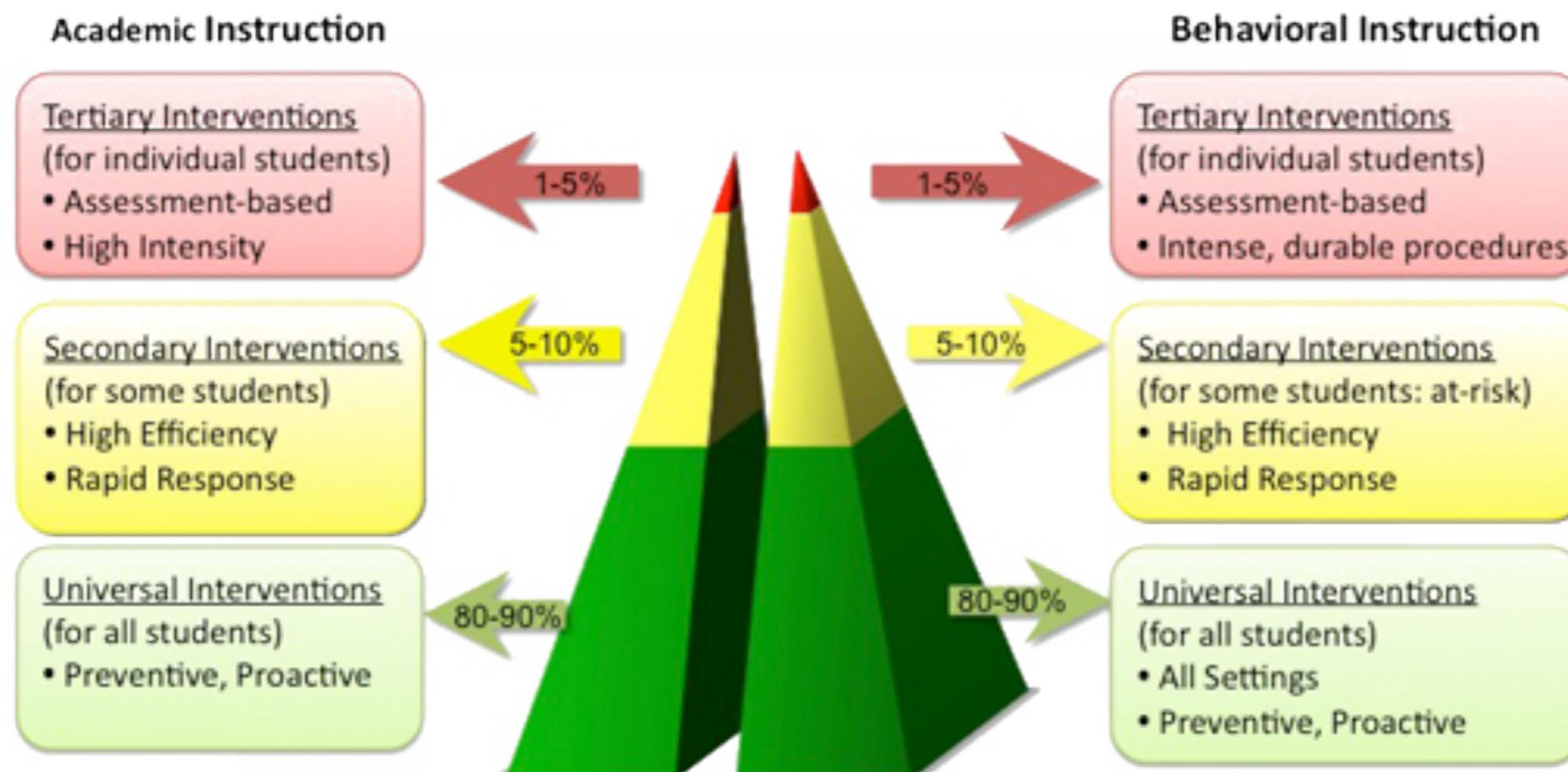
# RECEIVE

# RESPOND



# RECOGNITION AND RESPONSE FRAMEWORK: WHOLE SCHOOL APPROACH TO SUPPORTING STUDENT LEARNING

## Designing Schoolwide Systems for Student Success





# CURRENT TRENDS IN SERVICE DELIVERY

---

IT'S NOT ABOUT THE CASELOAD...

---

## ASHA 2014 SCHOOL SURVEY FINDINGS

- ▶ 4 out of 5 SLPs in schools used a caseload approach to describe their work
- ▶ Median caseload was 48
- ▶ Providing consultation was the most frequently identified RtI practice
- ▶ Drastic increase in caseloads in last 3 years... (Ex: Washington)





ACTIVITY

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# DREAM HOUSE

# CHALLENGES?

**WHAT IF THERE  
WAS A SOLUTION?**



# SPEDAGOGY

noun, plural pedagogies.

1. the function or work of a special education teacher; delivering specially designed instruction.
2. the art or science of teaching students with special needs; education; instructional methods.



- ▶ Optimize use of SLP services
- ▶ Establish a partnership
- ▶ Ensure quality outcomes



3  
**BASIC  
TENETS**

WORKLOAD VERSUS CASELOAD  
EXPLAINED...

---

# SERVICE SELECTIONS

## 1ST TENET:

# OPTIMIZING THE USE OF SLP SERVICES

SLP schedule - SLP Name (School School Name) 2017-2018

W/B	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEK
08/28	Holiday	Scheduling	Scheduling	Scheduling	Holiday	1
09/04	Holiday	Scheduling	Scheduling	Scheduling	Scheduling	2
09/11	School #1	School #2	School #1	School #1	School #2	3
09/18	School #1	School #2	School #1	School #1	School #2	4
09/25	School #1	School #2	School #1	School #1	School #2	5
10/02	School #1	School #2	School #1	School #1	School #2	6
10/09	School #1	School #2	School #1	School #1	School #2	7
10/16	School #1	School #2	School #1	School #1	School #2	8
10/23	School #1	School #2	School #1	School #1	School #2	9
10/30	School #1	School #2	School #1	School #1	School #2	10
11/06	School #1	School #2	School #1	School #1	Holiday	11
11/13	School #1	School #2	School #1	School #1	School #2	12
11/20	School #1	School #2	School #1	Holiday	Holiday	13
11/27	School #1	School #2	School #1	School #1	School #2	14
12/04	School #1	School #2	School #1	School #1	School #2	15
12/11	School #1	School #2	School #1	School #1	School #2	16
12/18	Holiday	Holiday	Holiday	Holiday	Holiday	17
12/25	Holiday	Holiday	Holiday	Holiday	Holiday	18
01/01	Holiday	School #2	School #1	School #1	School #2	19
01/08	School #1	School #2	School #1	School #1	School #2	20
01/15	Holiday	School #2	School #1	School #1	School #2	21
01/22	School #1	School #2	School #1	School #1	School #2	22
01/29	School #1	School #2	School #1	School #1	School #2	23
02/05	School #1	School #2	School #1	School #1	School #2	24
02/12	School #1	School #2	School #1	School #1	School #2	25
02/19	Holiday	School #2	School #1	School #1	School #2	26

# WORKLOAD MEASURES



## SERVICE SELECTIONS - DESCRIPTIONS AND TASK DURATION

The SLP **Service Selections** below provide support in line with the RTI model for school based services. Overleaf is a detailed description of what may be expected in each selection. Time required to complete each service selection may vary. Additional service selections can be negotiated with the school SLP. It is recommended that some of the school's allocated selections remain open should any unforeseen service requirements arise throughout the year. Each section represents 15 hours of SLP time.

Selection	Task Duration
Evaluation and intervention	One service selection: 1 student
Evaluation only and feedback	One service selection: 3 students
Intervention only (60 minutes per month)	One service selection: up to 4 students in a group or one on one support for one student for the school year
IEP & IFSP reviews	One service selection: 3 students
Consultation and support for IEPs & IFSPs	One service selection: 5 students
Complex case evaluation and differential diagnosis (e.g. CAS or CALD students)	One service selection: 1 student

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IT'S NOT  
ABOUT  
THE  
NAIL

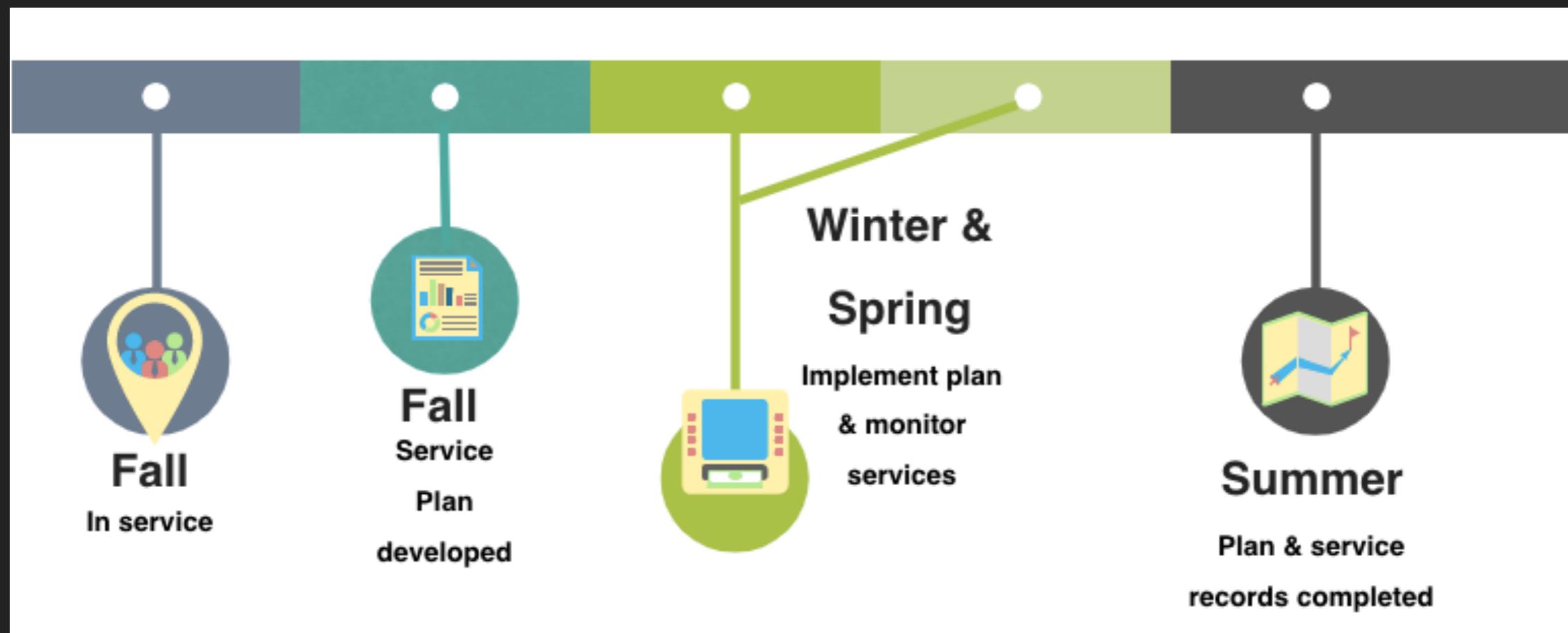
AND IT SHOULDN'T  
BE ABOUT THE  
CASELOAD EITHER...

---

SPEDAGOGY

---

**SERVICE DELIVERY  
FRAMEWORK**





# 2ND TENENT ESTABLISHING A PARTNERSHIP

# ANNUAL SERVICE PLAN

SLP School Year	Service Selections	1 WBH 2 MH 3 CS	4 MMP																											
1	9 IEP Support																													
2	10 IEP Support																													
3	11 IEP Support																													
4	12 IEP Support																													
5	13 IEP REVIEWS (SLP CM)																													
6	14 Intervention	1 JJ (12) 2 NDC 3 JLO 4. MP																												
7	15 Intervention	1 JJ (12) 2 NDC 3 JLO 4. MP																												
8	16 Intervention	1. DM 2. AP 3. WZ																												
<table border="1"> <tr> <td>38 Resource Support/ Move-ins &amp; Referrals</td> <td>Move-in paperwork/ Referrals 11.35</td> <td>Move-in paperwork/ Referrals</td> <td>Move-in paperwork/ Referrals</td> <td>Move-in paperwork/ Referrals</td> </tr> <tr> <td>39 Flexible</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>40 Flexible</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>41 Flexible</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>42 Flexible</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						38 Resource Support/ Move-ins & Referrals	Move-in paperwork/ Referrals 11.35	Move-in paperwork/ Referrals	Move-in paperwork/ Referrals	Move-in paperwork/ Referrals	39 Flexible					40 Flexible					41 Flexible					42 Flexible				
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<p>Signature: _____ Principal _____ Speech Language Pathologist _____</p> <p>West: 87 days (42 selections)</p>																														
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Signature: \_\_\_\_\_  
Principal

Speech Language Pathologist

West: 87 days (42 selections)

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# PARTNERSHIPS

- ▶ collaborative service design
- ▶ increased awareness of services
- ▶ individualizes services
- ▶ accountable
- ▶ transparent

**SO, WHY DOES THE  
SPEDAGOGY MODEL WORK  
SO WELL?**



**“IF I HAD EIGHT HOURS  
TO CHOP DOWN A  
TREE, I'D SPEND SIX  
HOURS SHARPENING  
MY AX.”**

**Abraham Lincoln**

# CASELOAD VS WORKLOAD PLANNING

- ▶ Planning is "front-loaded", saving overall planning time
- ▶ Quantitative (caseload #) + qualitative (tasks) = workload
- ▶ Opens doors to specialist RtI practices



RESPONSE TO  
PARTNERSHIPS

---

TESTIMONIES

**"THE SERVICE DELIVERY TOOL WORKED WELL TO  
NEGOTIATE THE BEST WAY TO PROVIDE THE SPECIFIC  
SUPPORT THAT IS NEEDED BY THE CURRENT  
STUDENTS IN THE ECDP"**

**Heidi Wray, Early Childhood Development Program Coordinator  
Springwood Central State School Brisbane, Qld**

AS AN ADMINISTRATOR I HAVE REALLY APPRECIATED THE SERVICE DELIVERY MODEL THAT OUR SLP HAS PROVIDED WITH THIS PROGRAM. I BELIEVE IT HAS IMPROVED COMMUNICATION BETWEEN THE SLP AND THE ADMINISTRATION, STAFF AND STUDENTS. IN ADDITION IT'S EFFECTIVE AND IT MAXIMIZES TIME. I HAVE BEEN SO IMPRESSED AND BELIEVE THAT ITS GREATEST IMPACT IS ON THE STUDENTS THAT OUR SLP SERVES.

Molly Ouche, Principal  
Parkrose High School

NOW OUR SLP'S SERVICE DELIVERY MODEL BRINGS EFFICIENCY TO DELIVERY OF SLP SERVICES. IT IS CLEAR TO ALL HOW MUCH TIME TYPICAL SLP TASKS TAKE AND IT PROVIDES A SYSTEMATIC STRUCTURE FOR SCHEDULING GROUPS; WHICH IS A DAUNTING TASK FOR SLPS. IN ADDITION, THE MODEL CREATES A FORMAT FOR ONGOING, FOCUSED COMMUNICATION WITH OTHERS AT THE SCHOOL.

Kathy Keim-Robinson, Director of Student Services  
Parkrose School District

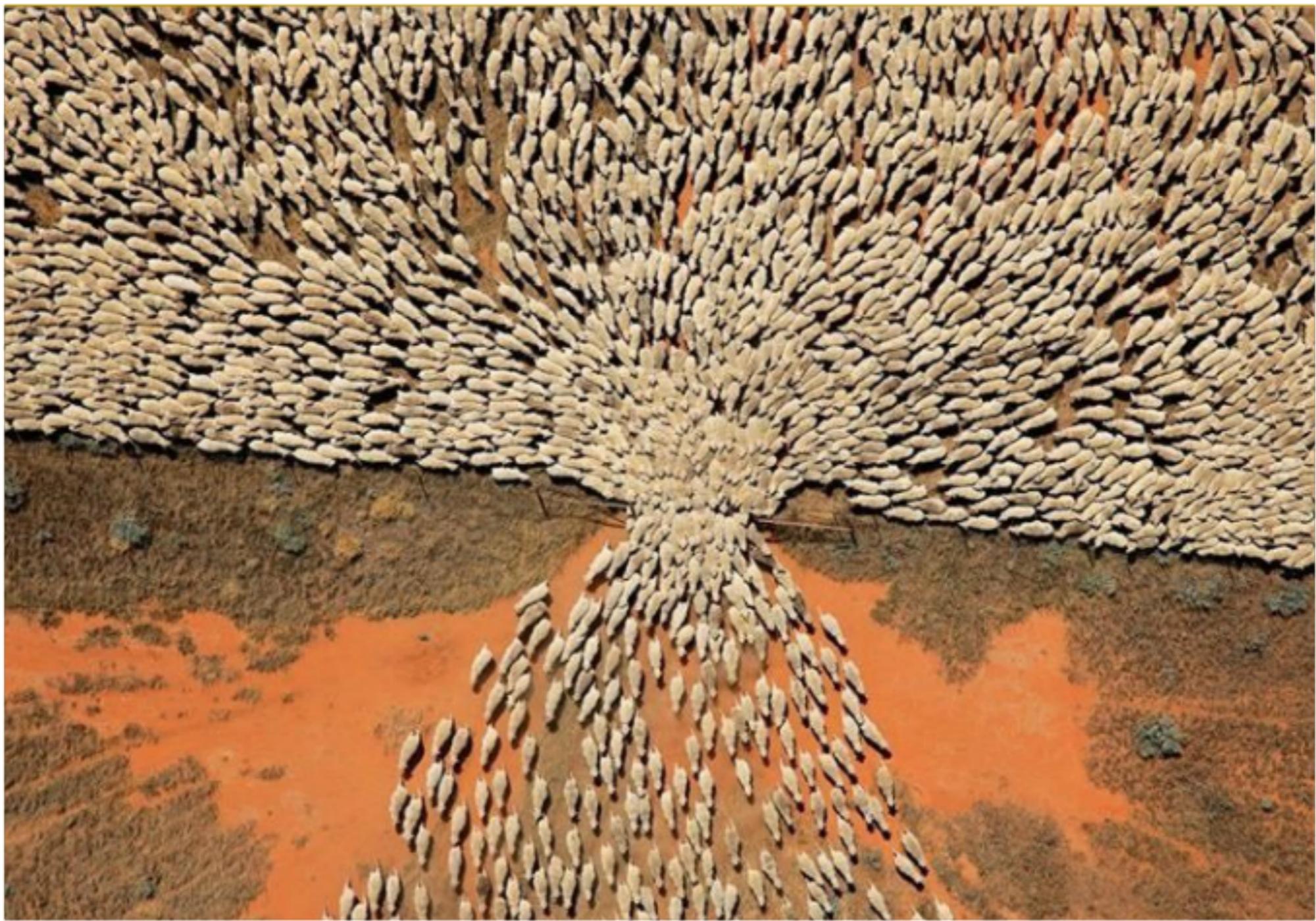
**WHEN OUR SLP IMPLEMENTED THIS SERVICE MODEL, OUR SCHOOL EXPONENTIALLY INCREASED OUR EFFICIENCY IN DELIVERING SERVICES TO STUDENTS. AS THE PRINCIPAL I AM MORE AWARE OF WHAT MY SLP IS WORKING ON WITH STUDENTS!**

**EXCELLENT MODEL!!!**

**Sam Maranto, Principal  
Prescott Elementary School**

IT'S NOT ABOUT THE CASELOAD...

---





3RD TENENT

---

QUALITY  
OUTCOMES

# QUALITY OUTCOMES

- ▶ Supporting long lasting meaningful change
- ▶ Ensuring our approach is supported evidence based practice by gathering and analyzing our own data

**HOW WELL DO WE ACCEPT  
CHANGE IN OUR DAILY PRACTICE?**

---

IT'S NOT ABOUT THE CASELOAD...

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## ENSURING QUALITY OUTCOMES

- ▶ How do we support change and development with our programs that is meaningful and engaging?
- ▶ How would you shape a “Dynamic Systems Model” in regards to research?



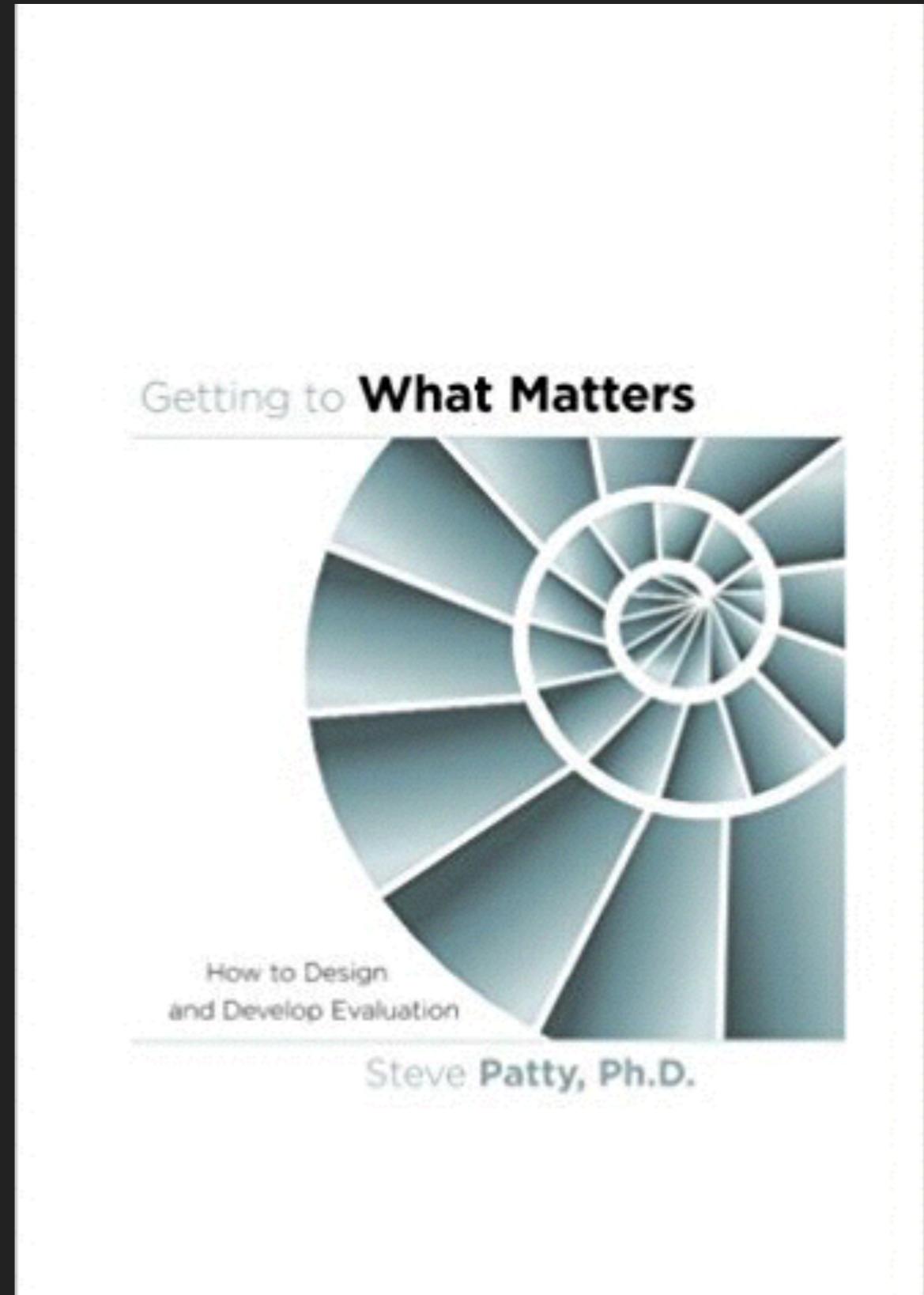
ACTIVITY

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**SYMBOLIC  
REPRESENTATION**

# GETTING TO WHAT MATTERS

- ▶ How to Design and Develop Evaluation
- ▶ Steve Patty, Ph.D.
- ▶ The Heart Triangle



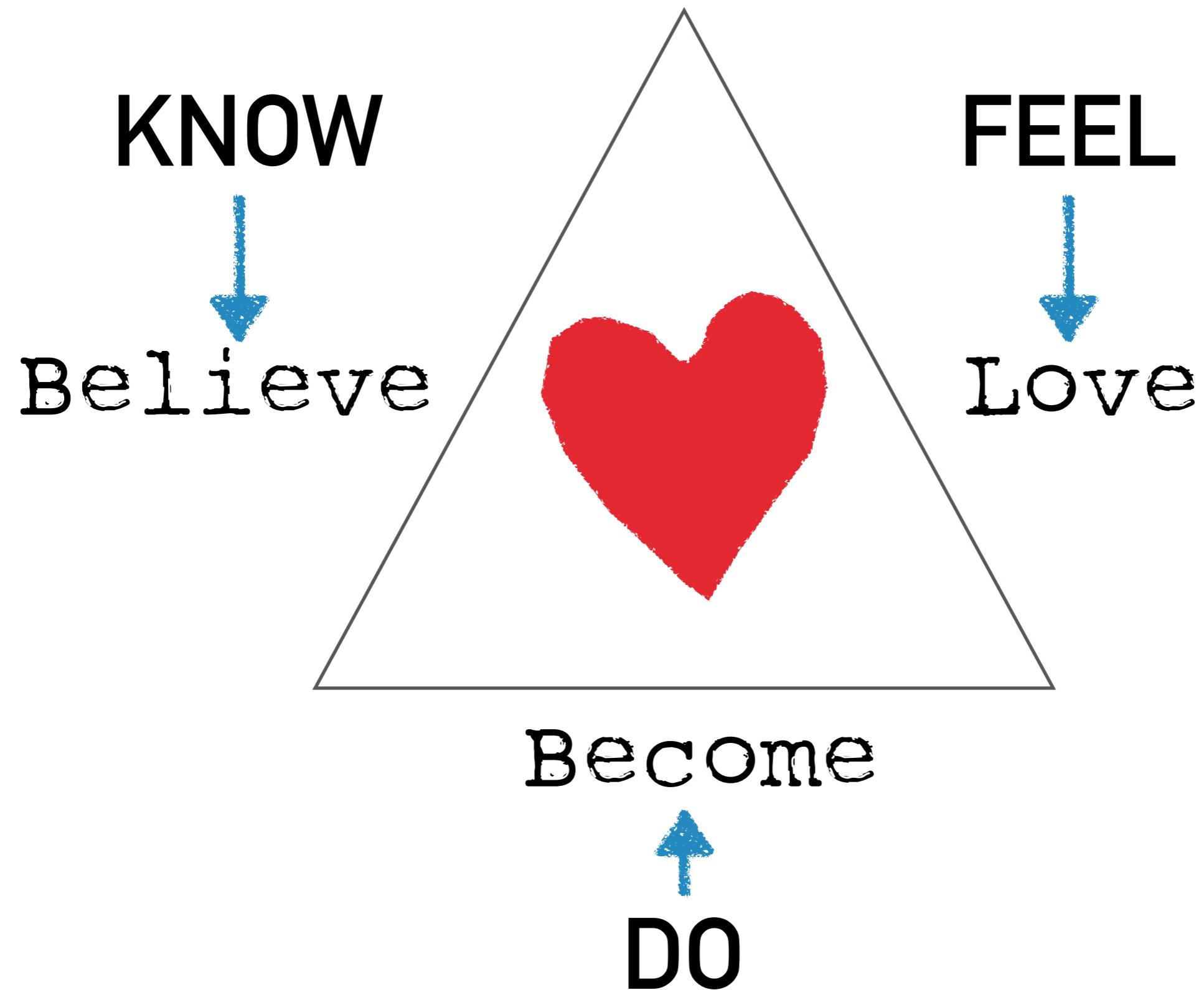


Figure 1 Heart Triangle. Developed by Dr. Steve Patty, Ph.D., in "Getting to What Matters: How to design and develop evaluation."



KNOW



Believe



DO



Become



FEEL



Love



# KNOW



What types of services can you access from SLP now?

# FEEL



Where does your SLP deliver services?

# DO

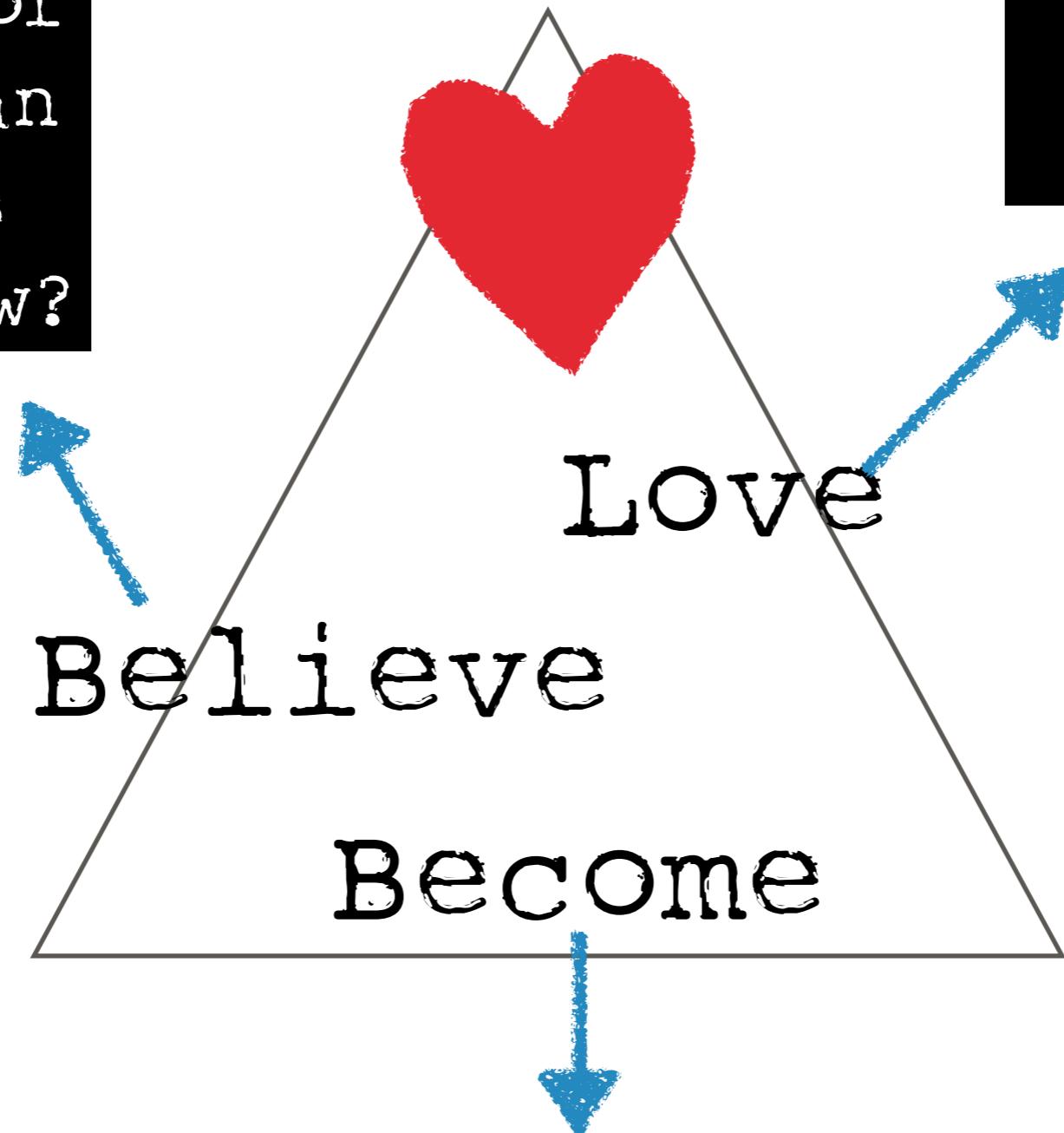


Do you feel supported by your speech and language pathologist?

Figure 1 Heart Triangle. Developed by Dr. Steve Patty, Ph.D., in "Getting to What Matters: How to design and develop evaluation."

What types of services can you access from SLP now?

Where does your SLP deliver services?



Do you feel supported by your speech and language pathologist?

Figure 1 Heart Triangle. Developed by Dr. Steve Patty, Ph.D., in "Getting to What Matters: How to design and develop evaluation."

# EVIDENCE BASED PRACTICE

- ▶ What does it take to implement “Evidence Based Practice”?
- ▶ Designing research methods to support further development of evidence based practice
- ▶ What can you do?

---

WE'D LOVE TO  
HEAR FROM YOU!  
[SPEDAGOGY.COM](http://SPEDAGOGY.COM)

THANK YOU FOR ATTENDING THIS SESSION!

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