

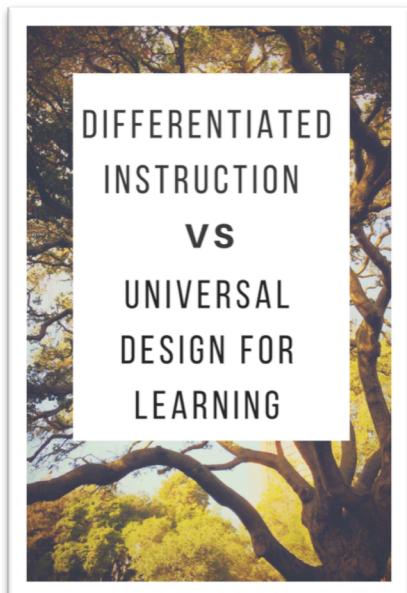


OSHA 2017

"IT'S NOT ABOUT THE CASELOAD": A BETTER WAY TO DELIVER SERVICES

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WALK ACROSS THE CIRCLE IF...



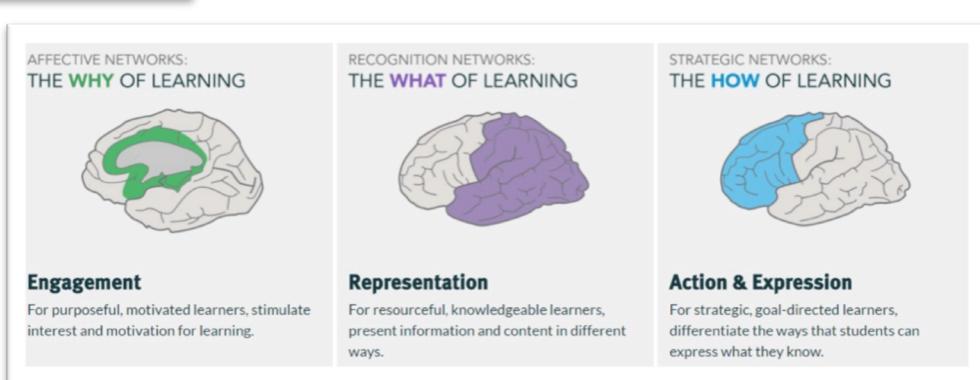
DIFFERENTIATED INSTRUCTION:

An education framework based on providing options to students



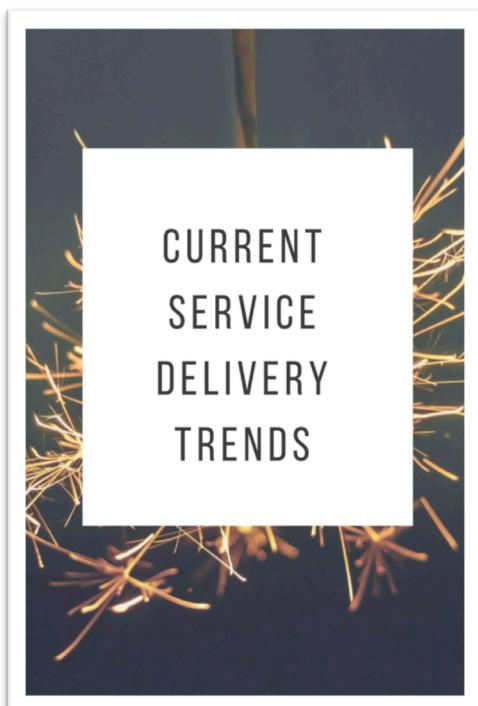
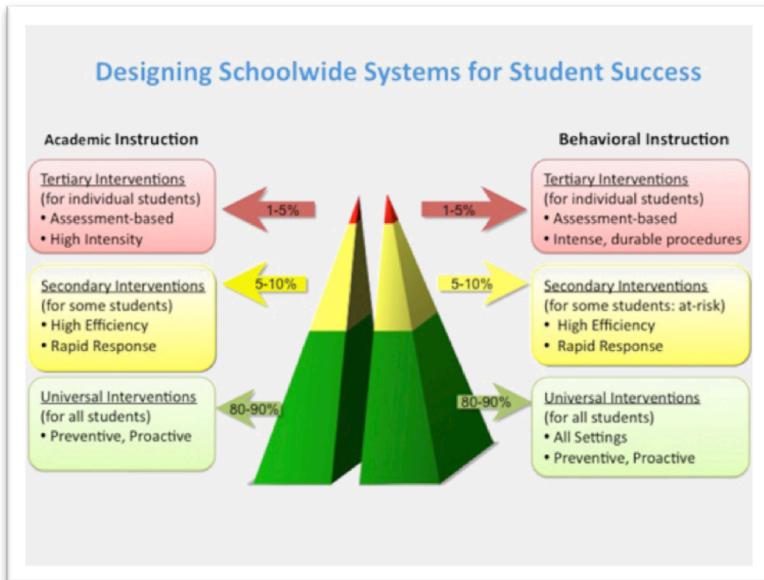
UNIVERSAL DESIGN FOR LEARNING:

An education framework routed in offering options to students to help them take control of their own education



I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
<p>1. Provide options for perception</p> <ul style="list-style-type: none"> Options that customize the display of information Options that provide alternatives for auditory information Options that provide alternatives for visual information 	<p>4. Provide options for physical action</p> <ul style="list-style-type: none"> Options in the mode of physical response Options in the means of navigation Options for accessing tools and assistive technologies 	<p>7. Provide options for recruiting interest</p> <ul style="list-style-type: none"> Options that increase individual choice and autonomy Options that enhance relevance, value, and authenticity Options that reduce threats and distractions
<p>2. Provide options for language and symbols</p> <ul style="list-style-type: none"> 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 	<p>5. Provide options for expressive skills and fluency</p> <ul style="list-style-type: none"> Options in the media for communication Options in the tools for composition and problem solving Options in the scaffolds for practice and performance 	<p>8. Provide options for sustaining effort and persistence</p> <ul style="list-style-type: none"> 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
<p>3. Provide options for comprehension</p> <ul style="list-style-type: none"> 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 	<p>6. Provide options for executive functions</p> <ul style="list-style-type: none"> 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 	<p>9. Provide options for self-regulation</p> <ul style="list-style-type: none"> Options that guide personal goal-setting and expectations Options that scaffold coping skills and strategies Options that develop self-assessment and reflection





- In a 2016 review of the changing practices of SLPs in school based settings, ASHA stated that: "Some of the biggest changes brought on by evolving practices are in the emphasis on curriculum and literacy acquisition and prevention activities with school-age students (such as in RTI* initiatives). These foci have expanded roles to students not traditionally on the caseload. All of these changes that span a broader range of roles and responsibilities must be addressed with a redefinition of workload by SLPs in schools."
- As recently as the 2014 ASHA survey: 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

DREAM HOUSE

CHALLENGES?

HOW DOES THIS PARALLEL THE CHALLENGES OF DELIVERING SPEECH AND LANGUAGE SERVICES...?

SPEDAGOGY

noun, plural spedagogies.

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.



- ▶ Establish a partnership to reflect broadening roles
- ▶ Optimize use of SLP services using a workload approach (quantity + quality)
- ▶ Ensure quality outcomes by using evidence based service delivery (preventative services)

WORKLOAD VERSUS CASELOAD EXPLAINED....

SERVICE SELECTIONS :

DESCRIPTIONS & TASK DURATION

Service Selections are an integral part of The Spedagogy Model. There are Service Selections specifically tailored to the work of a Speech and Language Pathologists in line with the RTI model for school based services. Each Service Selection includes a detailed description of what may be included for that selection. Time required to complete each service selection may vary between individual service providers; which has been taken into account through various aspects of the model.

When needed, additional Service Selections can be negotiated with the school SLP. The Spedagogy Model recommends that some of the school's allocated selections remain open should any unforeseen service requirements arise throughout the year.

EXAMPLE SERVICE SELECTIONS

IEP & IFSP Reviews

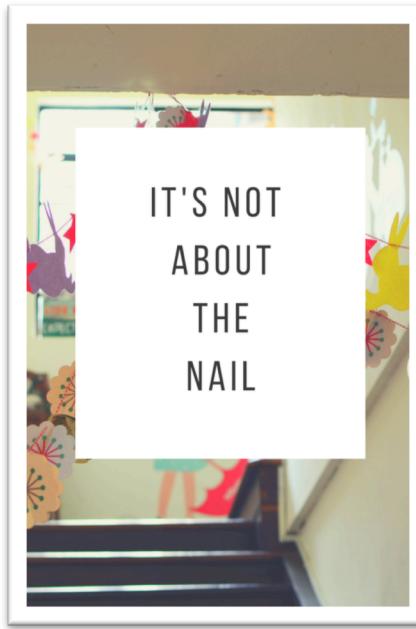
- **Does not** include any ongoing follow up therapy.
- Involves reviews for those students who are **case managed** by the SLP.
- Suitable for eligible students or students already on an IEP/IFSP.
- May involve some diagnostic testing in an area identified by the team.
- Includes resource provision, training and consultation with team members supporting the program.
- Involves participation in up to 3 IEP/IFSP meetings within a 12 month period.
- Involves monitoring of program effectiveness e.g. updating IEP/IFSP goals.

Whole Class Program - Tier 1

One Service selection: one whole class or large group program

Example: this service selection may be considered for a whole class in the early years where the focus is on early intervention in the areas of speech, oral language and/or early literacy skills. NB. The school is responsible for advising parents that students are participating in a whole class program.

- The SLP plans collaboratively with the class teacher to implement a program targeting specific areas identified in the class by the teacher or the school such as poor literacy, poor oral language or poor auditory comprehension
- Format may include small group activities (stations) or whole class.
- New programs prioritized in the fall will not be available until the spring reporting period
- If a pre-existing program is not available, the **selection Program development** must also be prioritized.



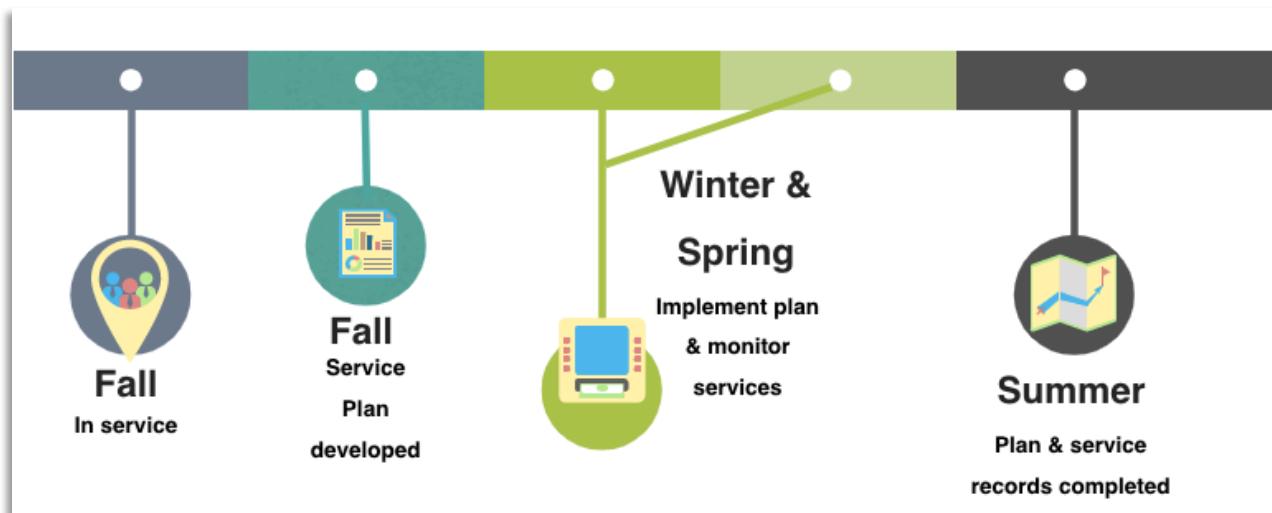
AND IT SHOULDN'T
BE ABOUT THE
CASELOAD EITHER...

SPEDAGOGY SERVICE DELIVERY FRAMEWORK

EXAMPLE IMPLEMENTATION TIMELINE

The framework operates on a collaborative platform where all members of the education team are trained prior to implementation. The need for additional training is assessed throughout implementation to best meet a provider's, campus' or district's needs...

AN EXAMPLE IMPLEMENTATION TIMELINE IS PICTURED BELOW:





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, Queensland

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 Duche, Principal, Parkrose High School

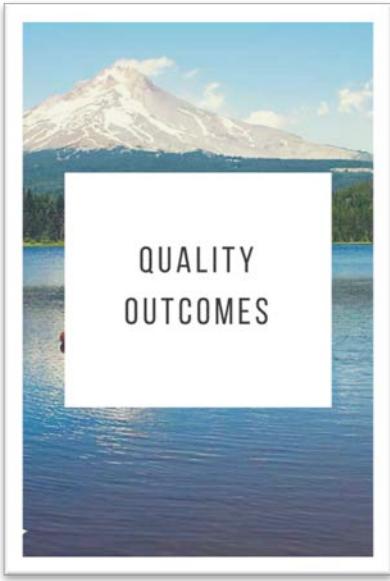
NOW OUR SLP'S SERVICE DELIVERY MODEL BRINGS EFFICIENCY TO DELIVERY OF SLP SERVICES. IT IS CLEAR TO ALL HOW MUCH TIME TYPICAL SLP TASKS TAKE AND IT PROVIDES A SYSTEMATIC STRUCTURE FOR SCHEDULING GROUPS; WHICH IS A DAUNTING TASK FOR SLPs. IN ADDITION, THE MODEL CREATES A FORMAT FOR ONGOING, FOCUSED COMMUNICATION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

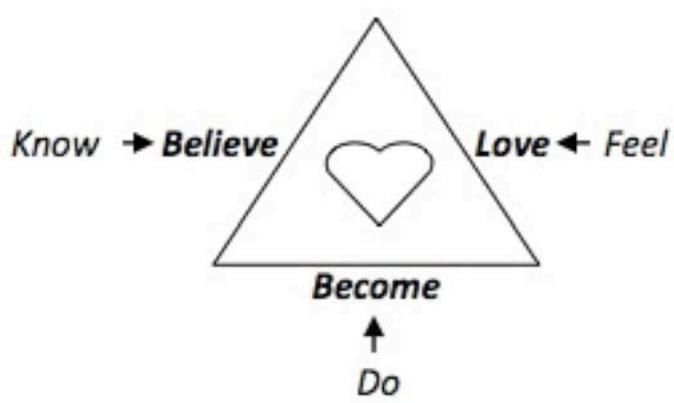
EXCELLENT MODEL!!!

Sam Maranto, Principal, Prescott Elementary School



QUANTITATIVE VERSUS
QUALITATIVE...

SYMBOLIC REPRESENTATION



FOR ADDITIONAL IDEAS OR
INFORMATION CHECK OUT
THE WEBSITE:



SPEDAGOGY.COM