Using a Workload Approach to Therapy in the Real World of a School-Based SLP

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Articulation

- Marker Madness - no more worksheets-giving speech homework without "more homework"
- Who needs a chair?
- Articulation Station App ($49.99)
- A rose by any other name

Never Copy Drill Lists Again!
Goals

- Within 36 school weeks, Johnny will be able to produce all words on his weekly spelling list that contain /s,z/ and /s/-blends in sentences when presented with the written word moving from a baseline of 30% accuracy to 75% accuracy given minimal adult prompts.

- Within 36 school weeks, Trevin will be able to produce target sounds (/ar,er,or/) in sentences when reading aloud from leveled text in the classroom moving from a baseline of 30% accuracy to 75% accuracy given minimal adult prompts.

Who Needs a Chair? Not our kids!

- Marker Madness - no more worksheets - giving speech homework without "more homework"

- Who needs a chair?

- Articulation Station App ($49.99)

- A rose by any other name-class lists

- A rose by any other name-class lists describing people

1 minute and 27 seconds
Preschool

Snack Time – Nothing new to us, but….

Even when I’m not there!

Lifeskills – Functionally Speaking

lunch bunch
Speaking of Social Skills

CHARACTER EDUCATION 2016-17
MONTHLY TRAITS

October                  RESPECT
November                 RESPONSIBILITY
December                 none due to break
January                  KINDNESS
February                 COURAGE
March                    PERSEVERANCE
April                    CITIZENSHIP
May                      SELF
CONTROL

Diving into Workload – ASHA Says...

• Working Across All Levels
• Serving a Range of Disorders
• Ensuring Educational Relevance
• Provide Unique Contributions to Curriculum
• Highlighting Language/Literacy
• Provide Culturally Competent Services
Intervention vs. Instruction

Our Critical Responsibilities.....

ASHA Says

All in ONE day????

- Prevention
- Assessment
- Intervention
- Program Design
- Data Collection and Analysis
- Compliance
- Collaboration
- Leadership
How is it possible?

Workload Approach

3:1

First Things First.....

- Workload Time Survey
- This will answer the "why"?

- Change your mindset not your skill set
- Maximize your time and the student's
- Require creativity with therapy format
- Require communication with parents
- Require communication with teachers
- Require communication with admin

Part of Older Students' Days too

R U? Checklist
For Group Work

- Actively listening to others?
- Taking someone else's perspective?
- Taking turns?
- Doing too much of the work?
- Doing enough work?
- Talking over people?
- Actively listening when waiting turns to talk?
Part of Older Students' Days too

- Video Bell Ringers
- RU Sheets
- Novel Notches – post-it glue

These 3 things.....

- Workload Survey
- Research Summaries – page 5 handout
  [http://www.asha.org/slp/schools/districtworkloadchart/](http://www.asha.org/slp/schools/districtworkloadchart/)
- Full Schedule – handout
  
  **Why bother?????**

Benefits of 3:1

- Time to co-teach
- Time to create
- Time to write IEPs
- Time to observe
- Time to go on field trips
- Time to breathe
Para-proof yourself......

Lesson planning help...

Provisions......

A Time listed is a minimum. Goals are written for classroom support so may be carried out by SLPA, lifeskills staff or any other school staff under direction of SLP. Speech and Language Services will be provided using the 3:1 service delivery model with 3 weeks of direct, consistent, and intensive services followed by one week of consultation/compliance services. The consultation/compliance week may include any of the following: collaboration with teachers, parents, and/or other slps, direct services, classroom observations or co-teaching, preparation of therapy materials or home practice, early intervention or RT services, Medicaid billing, hearing screenings, evaluations, screenings, report writing, case conferences, and Individual Education Plan (IEP) preparation. Services may be provided in the classroom or in another educational setting. Services may include observation time to document progress. Services will not be provided when there is no school for holidays, snow, or convocations. Services may be provided by an SLPA under the direct supervision of SLP.
One year later.....

Timesaving Strategies, Goals, and Apps

Hula Hoop Therapy

Actually use the idea...

**Hula hoop Tips:**
- in the hoop to whisper
- outside the hoop to wait in line
- stomach on hoop for conversation
- sit inside hoop for group time
- stranger inside hoop - not safe
- hand on hoop to walk beside me
- Fluency- don't ask me why it works....
- size of hoop = best friend (small), teacher (medium), stranger (large)

Integration, remember??

Goals

Within 36 school weeks, when interacting with peers or adults at school, Liam will face the speaker, walk side-by-side with partner, and maintain appropriate body positioning in a variety of school settings in 4/5 opportunities during monthly 20 minute observations given no more than one adult reminder.
WORKLOAD = Recess!!
and specials......

Data, Nope!    Negative Practice, Nope!

Goal

Within 36 school weeks, Zander will be able to make spontaneous requests and ask peers/adults for help on the playground using final sounds in 2-3 word phrases at least 4 times per day.
Everyday Apps

- apraxia
- Pairs
- Pro

Give Me 5!

- Curriculum
- Adapt IEPs
- Co-teaching partners
- Grouping students based on speech needs
  - Pods
  - Move-in reminder

Pods

- Does not happen overnight
Yes, I do keep data....

Question.....
When keeping data, are you testing or teaching?

28 seconds, go!
3 every 9

Testing vs. Teaching

- Testing vs. Teaching-  
- Teachers during large group instruction... +/- for each answer from students?  
- Spelling tests on Friday  
- Set times for data collection (progress monitoring)  
- Keep track of supports not output – should be close to 100% - no negative practice

Data Comparison – Supports vs. +/-

-needed verbal cue for correct tongue placement before each production for first 15.  
-needed candy cue for tongue placement for /f/ and /d/ first 15  
-first 30 correct production with verbal model only  

/-j/- initial position word imitation 30% accurate (15/50)  

-70% of the time productions were incorrect-negative practice  

-where start next time?