Reconceptualizing Service Delivery

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PaTTAN Speech Series 2020
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Speaker Disclosure

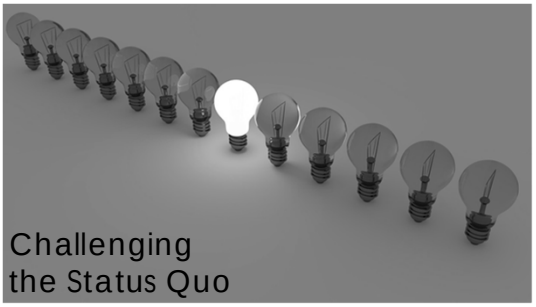
- Financial:
  - Associate professor at University of Northern Colorado
  - Financial compensation from ASHA for developing content for a course series some of which is presented here
  - Royalties from MedBridge
  - Honorarium for this presentation from PaTTAN
- Nonfinancial:
  - Member of ASHA School Issues Advisory Board
  - Member of Colorado Department of Education Speech-Language Advisory Committee

Advance Organizer

- The realities and challenges we face
- Break
- The Many Hats We Wear
- Lunch
- Collaboration and student-centered decision-making
- Break
- Advocacy Pitch

Workshop Format

Time to Listen
Time to Reflect
Time to Talk

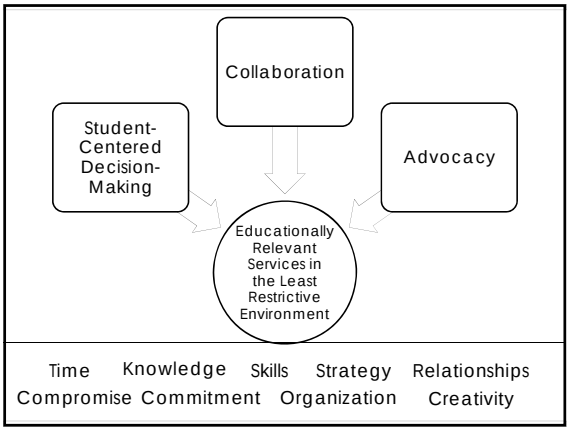


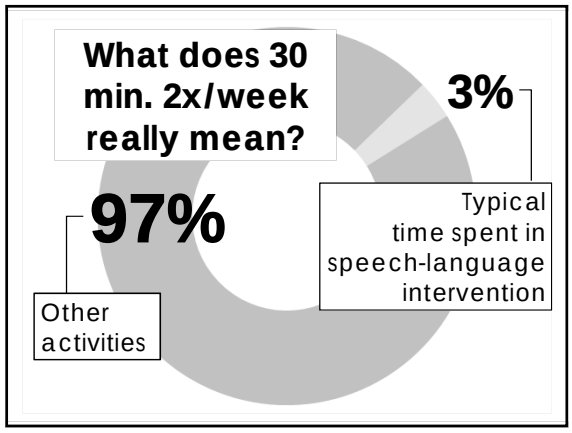
Challenging the Status Quo

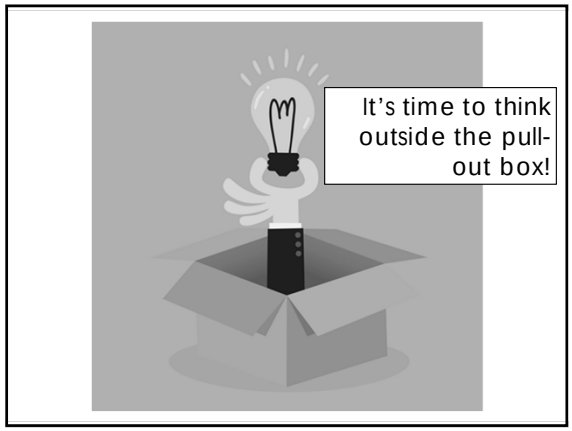
What are your greatest challenges as a school-based professional? (*Select all that apply.*)

(ASHA Schools Survey, 2018)

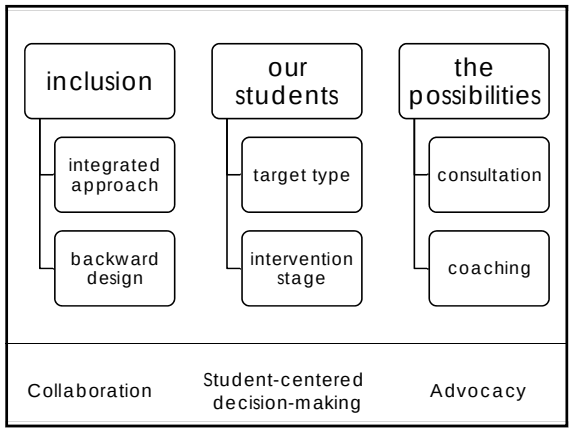
Large amount of paperwork, 79%	High workload/ caseload size, 71%	Limited time for collaboration, 54%
Budget constraints, 47%	Incorporating optimal service delivery models, 44%	Limited understanding of my role by others, 38%




What does 30 min. 2x/week really mean?
3%
Typical time spent in speech-language intervention
97%
Other activities


It's time to think outside the pull-out box!

Where do we go from here?
We need to better understand
inclusion
our students
the possibilities



Why Inclusion?

*"…**everyone has a right to belong**, to have friends, to have engaging curricula, and to have powerful instruction. Everyone has a right to be treated with dignity and with gentle, respectful support; **to be empowered to communicate and contribute**; and to experience that learning is intimately connected with feeling like part of the classroom. Every student deserves to receive support in a warm and welcoming place. The more this happens, the more the school has created the environment for substantial learning. It isn't, therefore, just about creating a sense of belonging for belonging's sake; **that sense of connection and welcome paves the way for self-affirming talk and friend-producing conversations, for academic and social growth."***

(Causton & Tracy-Bronson, 2014)

Services, Not Places

- Children learn best in classroom settings, along with their general education peers
  (Causton-Theoharis & Theoharis, 2008; Peterson & Hittie, 2002)
- Considerations of LRE should start with the general education classroom
  (Causton & Tracy-Bronson, 2014)
- SLPs use direct and indirect service delivery methods to meet the unique needs of students

Integrative Approach

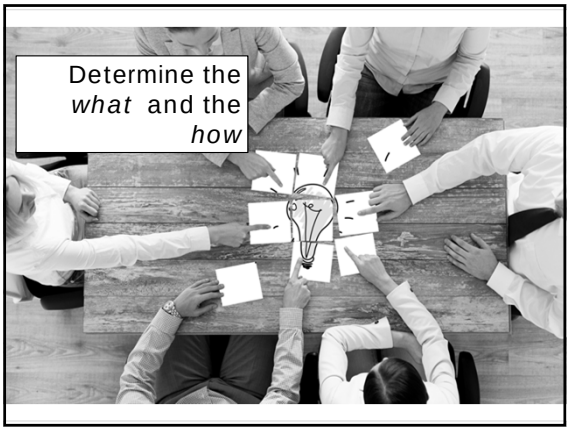
"When support staff and educators combine forces to provide an integrative approach to service delivery, the learner benefits from a holistic type of intervention that does not segment him or her into isolated strengths and weaknesses. It is recommended that all staff responsible for a learner's education work ***cooperatively to achieve common goals and objectives****. The integrative service delivery approach makes use of support staff primarily as* ***consultants*** *to the primary teachers, but also* ***incorporates the expertise*** *of these individuals into the functional and daily scheduled activities for the learners"*

(Demchak, n.d.)

Three Prongs of Eligibility

- Is there a disability?
  - Is the child eligible as speech or language impaired under IDEA and as determined by the state/LEA qualification standards?
- Is there an adverse impact on educational performance?
- Does the disability require specially-designed instruction or services for the student to make progress in the general education setting?

If yes…



What IDEA Says

- IDEA (2004)
  - FAPE
  - LRE
    - Being educated along with children who do not have disabilities "to the maximum extent appropriate" to meet the specific educational needs of the student
- Service delivery statement on IEP
  - How often?
  - How long?
  - Where?
  - When? (starting and ending dates)

What Research Says

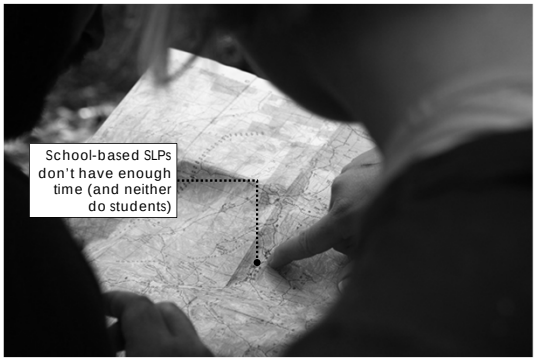
- Not a lot…
- Cirrin et al. (2010)
  - "The current evidence base does not justify any broad conclusions about which service delivery models are preferable for which elementary school-age children with which specific communication needs … Thus, for the time being, IEP teams must rely more on reason than research in making service delivery decisions for students" (p. 250)

Sophia School-based SLP who has been working at a school for 2 years

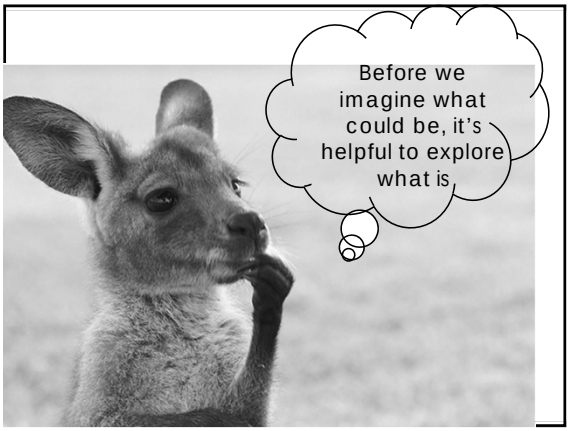
Loves the students she works with, but is feeling a little burned-out

- Large caseload (65 students)
- No time to collaborate with colleagues
  - Many teachers don't understand her role
- Can't figure out how to make inclusive services practical
- Bogged down with paperwork

Sophia's tired…
but she's also optimistic!



So, what really requires my expertise?



- To take stock of what is, take the time to review your workload closely.
- I challenge you to check out ASHA's new workload calculator and complete a workload analysis.
  - ASHA Workload Calculator Link

ASHA Workload Calculator

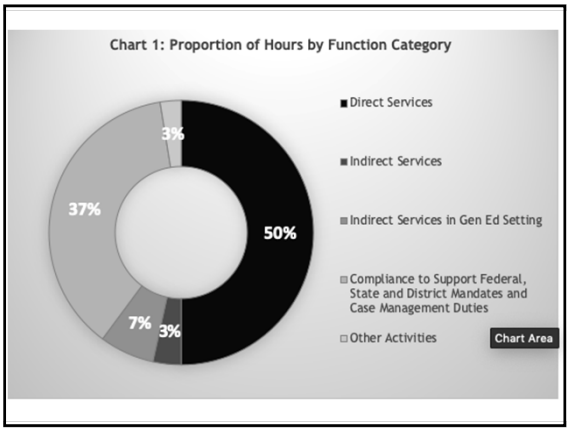
The purpose of the ASHA Workload Calculator is to allow school-based speech-language pathologists to identify the amount of time they spend on specific direct services, indirect services, compliance and other functions that contribute to overall workload.

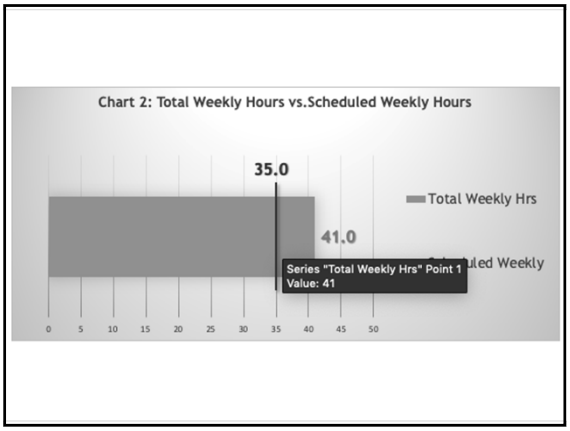
Instructions

*Enter the week, your total scheduled weekly hours, and the number of hours you spend performing each task for each day of the week. *(only enter numbers in the blue shaded cells)*

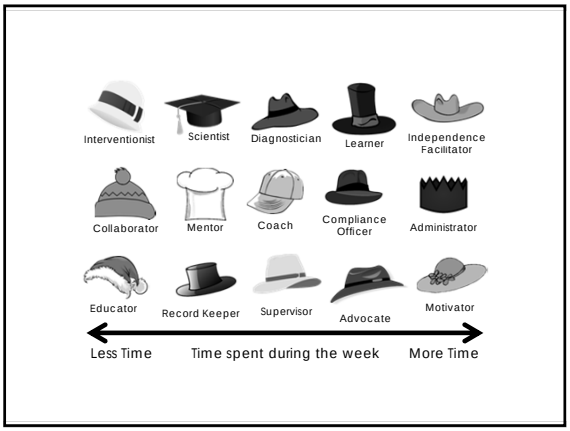
Week of:	Scheduled Weekly Hours
09/09/2019 - 09/13/2019	35.0

Function	Number of Hours Performing Function						
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total	Weekly %
Direct Services	**5.5**	**2.5**	**3.25**	**4.75**	**4.5**	**20.5**	50%
face-to-face pull-out services	4.5	2.5	2.75	4.75	2	16.5	40%
face-to-face in class or other setting services	1		0.5		0.5	2	5%
face-to-face initial evaluations and reevaluations (administer tests, observe student in class for evaluation purposes)	0	0	0	0	2	2	5%
Indirect Services	**0**	**0.25**	**0**	**0.25**	**0.91**	**1.41**	3%
analyze environment (AAC)						0	0%
analyze curriculum (Gen Ed)						0	0%
attend student team meetings		0.25		0.25		0.5	1%
design lesson plans					0.75	0.75	2%
design transition plans						0	0%
program AAC devices					0.16	0.16	0%
train teachers/paras/parents						0	0%
maintain AAC equipment						0	0%





"Our Many Hats"
Activity p. 2-3



MY HATS

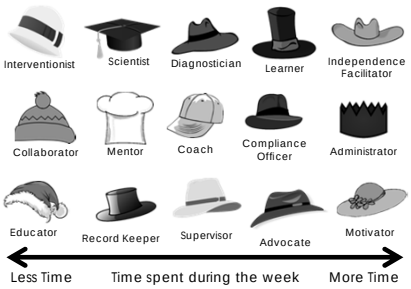
Spend 10 minutes to answer both questions below and share with someone close by

1. The three hats I wear most often are…

1

2. The three hats I would like to wear more often are…

10 min.



We have to wear different hats to increase dosage!

But…
something has to give

How can we use the time we do have more effectively and efficiently?

Coach

- Collective efficacy
- Parity
- Extenders
- Appreciative inquiry

Collective Efficacy

- The judgments of teachers in a school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students

  (Goddard, Hoy, & Woolfok Hoy, 2004, p. 4)

- Collective teacher efficacy is the greatest factor influencing student achievement

  (*d* = 1.57; Hattie, 2012)

Collective Efficacy Can Be Shaped!

- Four sources shaping collective efficacy (most powerful to least powerful):
  - Mastery experiences
  - Vicarious experiences
  - Social persuasion
  - Affective states

(Bandura, 1986; Goddard et al., 2004)

Focus on Mastery Experiences

- Celebrate success
  - Small wins count
    - Increase understanding of team members' work
    - Strengthen beliefs of competence
- Use "we" language instead of "I" language
  - Helps colleagues recognize the importance of the team
  - Encourage the team focus by using "student's goals" instead of "speech-language goals"

"Everyone, regardless of what position is held, has the ability to create change and possesses leadership qualities that can be cultivated!"

(Donohoo, 2017)

Spend 5 minutes to answer both questions below and share with someone close by

Owning Change Agent and Coach

- **What is one thing you could do To support this colleague?**
  - Educator networks
  - Collaborative educator inquiry
  - P
- **What would a stronger relationship look like?**

5 min.
Sleeger

(Gallimore, Ermeling, Saunders, & Goldenberg, 2009; Kurz & Knight, 2003; Mool
Daly, 2012; Rincon-Gallardo & Fullan, 2016; Tschannen-Moran & McMaster, 20

Coaching Extenders

- How do you empower students' stakeholders to become powerful extenders?
  - Recognize they are often the experts on the students they work with
  - Use principles of appreciative inquiry to focus on strengths
  - Help them see themselves as communication partners and independence facilitators instead of student helpers

Independence Facilitators

Stronger relationship

Engagement

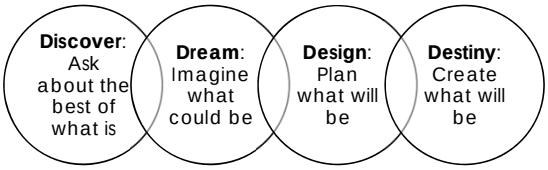
Engagement > Task completion

Appreciative Inquiry in a Nutshell

- Appreciate what is working
- Build on the successes
- Pose questions to foster the paraeducator's critical thinking

(Cooperrider & Whitney, 2001)

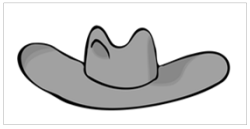
The 4 "D"s of Appreciative Inquiry



(Cooperrider & Whitney, 2001)

Independence Facilitator

- Begin with the end in mind
- Attribution theory
- Ownership of goals



Backward Design

(Wiggins & McTighe, 1998)

Generalization Considerations

- What is the target?
  - Knowledge, skills, strateg
- Where can it be ta
- Who are the co ation partners?
- What envi supports are neede
- Ar unting your supports?
- How can we hand over the role of prompter?

More on this to come!

Attribution Theory

	Internal	External
Constant (Stable)	Ability	Task Difficulty
Variable (Unstable)	Effort	Luck

(Weiner, 1974)

Student Ownership of Goals

- This starts at the IEP meeting
  - Speech goals vs. student goals
  - Student voice
- Spend the time building buy-in
- Focus on the meta

WHAT IF? **p. 3**

Spend 10 minutes to reflect on the questions below. Share with a peer when you're done.

How can I wear the independence facilitator hat more often?

How can I wear the coach hat more often?

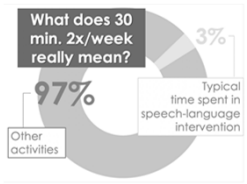
What is preventing me from wearing my preferred hats more often?

If you're having trouble with this, think about whether there is one student on your caseload that you can focus on, or one colleague who might be most willing to collaborate.

10 min.

We have to wear different hats to increase dosage!

and…



We have to *collaborate* to increase dosage!

What IDEA Says

- IDEA (2004)
  - FAPE
  - LRE

  } Collaboration is a necessity in order to make this happen!
- Collaboration
  - Theme of collaboration inherent, but the term is not used
  - "The intent of the law is that educators will, in fact, collaborate in the planning and delivery of services to students with disabilities … despite the underpinnings of collaboration within IDEA, much of the current professional practice in special education continues to be based on an existing paradigm of isolated direct service that often eschews collaboration" (Welch, 1998, p. 120)

Is this still true today?

*"Collaboration is a **mutually beneficial** and well-defined relationship entered into by two or more organizations to achieve **common goals**. The relationship includes a commitment to mutual relationships and goals; a jointly developed structure and **shared responsibility**; mutual authority and accountable for success; and sharing of resources and rewards"*

(Mattessich et al., 2001)

Holy Toledo!

A Collaboration Continuum?

(Mitchell, 2017)

Cooperation → Collaboration

Coordination

Voluntary participation, parity among participants, mutual goals, shared responsibility for participation and decision-making, shared resources, shared accountability for outcomes

(Friend & Cook, 2012)

Not everything can or should be a collaboration… SLPs are busy!

We have to work together to best support our students

Integrative Approach

"When support staff and educators combine forces to provide an integrative approach to service delivery, the learner benefits from a holistic type of intervention that does not segment him or her into isolated strengths and weaknesses. It is recommended that all staff responsible for a learner's education work ***cooperatively to achieve common goals and objectives****. The integrative service delivery approach makes use of support staff primarily as* ***consultants*** *to the primary teachers, but also* ***incorporates the expertise*** *of these individuals into the functional and daily scheduled activities for the learners"*

(Demchak, n.d.)

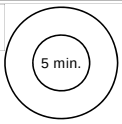
What Does It Take To Collaborate?

- Time for collaboration
- Knowledge of how to best use that time
- Skills in implementing those best practices

*"**Effective teamwork is not something that comes naturally** when people are given time to work together. If school and system leaders don't attend to this element of professional learning, their efforts to provide daily or weekly team time **will be wasted**, and stakeholders involved in supporting such time will **justifiably lose faith** in what we purport collaboration can achieve."*

(Crow, 2013)

Spend 5 minutes to reflect on the these. What barriers are most common for you? Share with a peer when you're done.



What Are Barriers To Effective Collaboration?

- Intrusion of technology
- Lack of focus
- Rudeness
- Conflicts
- Low engagement
- Low-interest topics
- Poor meeting management
- Off-task colleagues
- A few people dominate the conversation
- Colleagues may become emotional or defensive

(Garmston & Zimmerman, 2013)

*"Collaboration is not something that just happens. **Collaboration is worth striving for**. It is built out of the experience of humankind in our day-to-day push for **honest, authentic interactions** and a commitment to be responsible collaborators. When groups find this space, they experience dignity, power, and renewal."*

(Garmston & Zimmerman, 2013)

What Research Says

- **School-wide**
  - Collective efficacy (d = 1.57, Hattie, 2012)
    - *Remember this?!?!*
  - Internal coherence (Stosich, Forman, & Bocala, 2019)
    - Setting a vision
    - Creating a strategy
    - Using data on organizational strengths and weaknesses (e.g., Internal Coherence Assessment Protocol)
  - Stages of team development (Tuckman, 1965)

What Research Says

- **Self**
  - Understanding what you bring to a team (Actioned, 2019)
  - Coaching strategies that work (Campbell & van Nieuwerburgh, 2018; Cooperrider & Whitney, 2001)

Organization – Team – Self

Your Turn

Spend 10 minutes on the activity below.

10 min.

1. Get out the **SERP Internal Coherence Survey** handout **p. 4-10**
2. Spend **5 minutes** completing the survey questions and reflecting on the different areas outlined
3. Open the **Collaboration Reflection** handout **p. 11-12**
4. Spend **5 minutes** completing the Organization section of the handout
5. If you have time, share with someone close by

Tip:
If you don't feel you have had the opportunity to observe specific survey items, reflect on what that means. How could you create these opportunities for yourself?

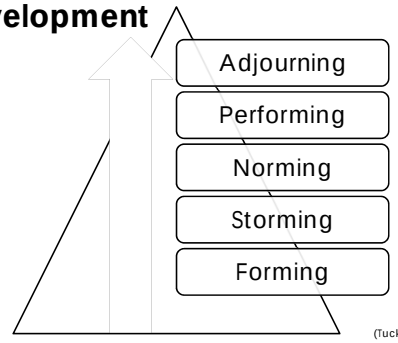
The Team

- Clearly, the organizational coherence of your school affects your ability to effectively work within a team
- But even if organizational coherence is strong, team interactions could be unproductive… why?

Cult of the individual ⇨ High-performing team

(Norse & Waagan, 2019)

Stages of Team Development



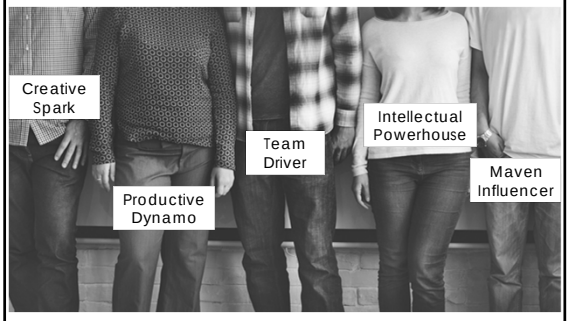
(Tuckman, 1965)

Forming	• Confusion, uncertainty, assessing situation, testing ground rules, feeling out others, getting acquainted, politeness
Storming	• Disagreement over priorities, struggle for leadership, tension, hostility, clique formation
Norming	• Consensus, leadership accepted, trust established, standards set, new stable roles, cooperation

(Cullen & Calitz, 2015; Norse & Waagan, 2019; Tuckman, 1965)

Performing	• Successful performance, flexible task roles, openness, helpfulness, interdependent, motivated, knowledgeable
Adjourning	• Relief and satisfaction, sense of sadness or loss

(Cullen & Calitz, 2015; Norse & Waagan, 2019; Tuckman, 1965)



(Actioned, 2019)

Your Turn

Spend 10 minutes on the activity below.

10 min.

1. Open the **Collaboration Reflection** handout (p. 11-15)
2. Spend **5 minutes** completing the Team section of the handout using Tuckman's stages of team development and reflecting on your own team
3. Go to the **Actioned Team Member Quiz** at www.actioned.com/team-member-quiz/
4. Spend **5 minutes** taking the quiz and reflect on your team member type by completing the Self section of the handout

Tip:
If you can't access the quiz, review the Actioned Team Member Types handout instead and consider which type of team member you are

Strategies To Make Collaboration Easier

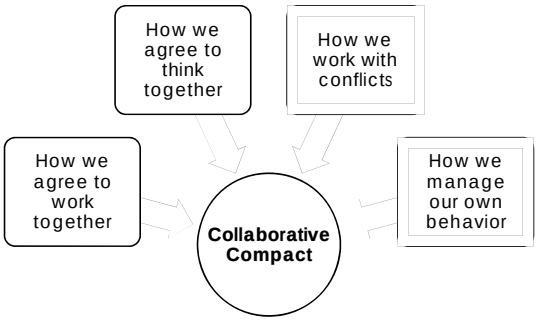
Two Collaboration Contexts

IEP Team Meetings

Collaborative Consultation

What Does It Take To Collaborate?

- Time for collaboration
  - Do you need to wear your advocate hat? (**stay tuned!**)
- Knowledge of how to best use that time
  - Team meetings and consultative coaching (can you wear the coach hat?)
- Skills in implementing those best practices
  - Tools and practice opportunities
    - Collaborative compact
    - Student Summary Sheet
    - Indirect Services Plan



(Garmston & Zimmerman, 2013)

How We Work With Conflicts

Know your relationship to conflict: When group members reflect on their reaction to conflict – going internal, joining the argument, or seeking creative tension – they begin to understand how their behavior can inadvertently contribute to or even escalate the conflict.

Summarize viewpoints: Groups tend to overwork a conflict. Ask a few of the more silent participants to summarize the viewpoints to allow the entire group to gain clarity and know what next steps to take.

State the conflict: Giving a hot button a name frames the conflict as a thing, allowing the group to be tough on ideas, not people.

Agree to disagree: When members know where they disagree, they can more coherently communicate about issues and often are surprised to eventually find common ground.

How We Manage Our Own Behavior

1. Express observations	"I notice that out of the group of 15, only three people are carrying the conversation."
2. Express thoughts	"I think this might be because some of us do not want to get into conflict."
3. Express feelings	"I am concerned that we are wasting time and will leave here with a false sense of agreement."
4. Express needs	"I suggest we stop the debate and summarize the various viewpoints, and then figure out what the group needs next."

(McKay, Davis, & Fanning, 1983)

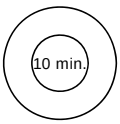
- **Care enough to stay focused:** If the agenda topic is not personally meaningful to you, offer to help the group with process facilitations
- **Personal commitments:** Successful collaboration inspires commitment; make your personal commitments to the team public so you are more likely to be accountable

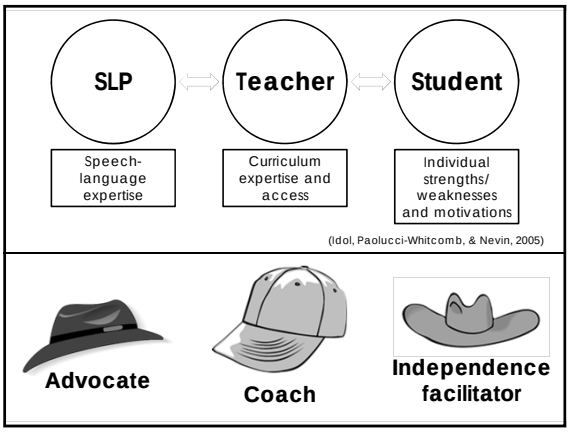
(Garmston & Zimmerman, 2013)

Your Turn

Spend 10 minutes on the activity below.

1. Open the **Collaborative Compact Worksheet** handout (p. 16-18)
2. Spend **5 minutes** reviewing the worksheet individually.
3. Spend **5 minutes** discussing the following with a peer:
   1. Are there any parts of the document that could be useful to you and your teams?
   2. What is one step you can take to implement something from this resource?





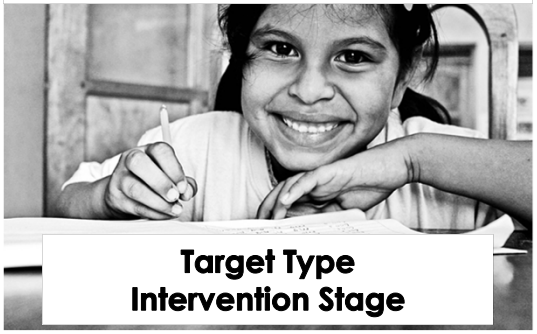
Key Coaching Skills

- Building trust
- Being present
- Listening actively
- Clarifying
- Empathizing
- Being succinct
- Asking the best questions
- Giving feedback

- Bring a curious, nonjudgmental approach
- Maintain confidentiality
- Demonstrate that you have the best interests of the person you are coaching at heart
- Do what you say you will do
- Be open and honest
- Be prepared to show vulnerability
- Clarify expectations
- Demonstrate your competence in the coaching process

(Campbell & Nieuwerburgh, 2018)

Add Flexibility to Your Service Delivery Approach



Target Type
Intervention Stage

Can Target Type and Intervention Stage Inform Service Delivery Decisions?

Target Type	Intervention Stage
• Knowledge • Skill • Strategy	• Establishment • Mastery • Generalization • Maintenance

maintenance

underpinnings!

Backward Design

(Ehren, 2000, 2006)

Knowledge: The information you have

Skills: Actions or procedures you are competent in using

Strategies: Approaches you use to apply knowledge and skills wisely in specific situations

Although knowledge and skills form the building blocks for strategies, teaching strategies is different from teaching knowledge and skills

(Ehren, 2009)

Potential Problematic Components

- Absent strategies that need to be acquired as conscious choices
- Conscious steps and strategies that need to be automatized to free up mental space
- Maladaptive or weak skills that need to be brought to conscious attention and modified

What about your students?

(Ukrainetz, 2015)

An Example

93

- CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.

focuses on task at hand

uses textual evidence to support ideas

holds information in working memory

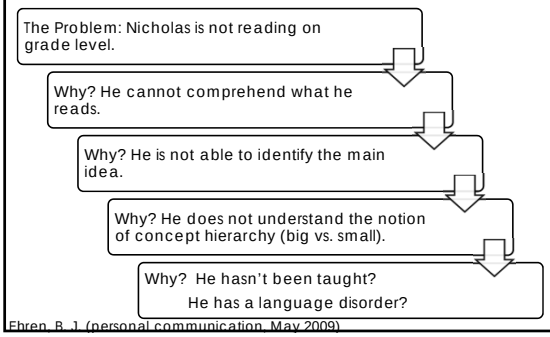
identifies the features of an idea

synthesizes smaller, related ideas into a gist statement

Understands the notion of big and small ideas

Diagnostic Hypothesis

94



Ehren, B. J. (personal communication, May 2009)

Dynamic Assessment Example

95

What I will say/do	What the student will say/do	What supports were needed to keep the student successful?
Introduce Nicholas to the idea of a concept hierarchy. Have him complete a simple categorization task.	Nicholas will use a hierarchical graphic organizer to sort words by "big" and "small" ideas.	Linguistic scaffolds: Structural scaffolds: Regulatory scaffolds:
Contextualize the concept with a passage. Focus on identifying big ideas.	Nicholas will read a passage aloud and stop to think aloud when he finds a big idea. He will work with the teacher/clinician to underline the big ideas.	Linguistic scaffolds: Structural scaffolds: Regulatory scaffolds:

Ehren, B. J. (personal communication, May 2009)

Another Example

- CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Working memory

attend to the task at hand

monitor and interpret others' nonverbal communication

Understand how much to say

paralinguistics

initiate appropriately

Topic maintenance

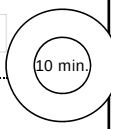
appropriately vary and interpret facial expressions

Unpacking those underpinnings further

- Appropriately vary and interpret facial expressions
  - Perceive slight changes in facial movements *online*
  - Interpret those facial movements based on "top half/bottom half" of face knowledge
  - Awareness of own facial movements
  - Ability to quickly "mirror" facial expressions
  - Understand and use facial expressions to provide feedback to a speaker

Your Turn

Spend 10 minutes on the activity below.



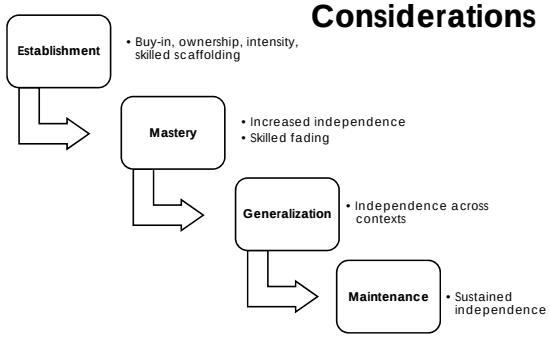
1. Open the **Underpinnings Worksheet** (p. 19)
2. Using one of your student's IEP goals or one of the example goals, spend **5 minutes** brainstorming the knowledge, skill, and strategy underpinnings.
3. Spend **5 minutes** perusing the pragmatic underpinnings resource and sharing and discussing with your peers.

Tip:
If you're having trouble coming up with underpinnings, think about each component of language individually (i.e., phonology, morphology, syntax, semantics, pragmatics).

Generalization & Maintenance Considerations

- What is the target?
  - Knowledge, skills, strategies
- Where can it be targeted?
- Who are the communication partners?
- What environmental supports are needed?
- How can we hand over the role of prompter?

Intervention Stage Considerations



Target Type Considerations

Knowledge	Skills	Strategy
• Why intervention? • Foundational concepts? • Automatically accessible? • Strategically accessible?	• Bring to meta level? • Automatize now or later?	• Is independence the goal? • Realistic accommodations? • Question handover? • Meta!

Service Delivery Brainstorming Tool

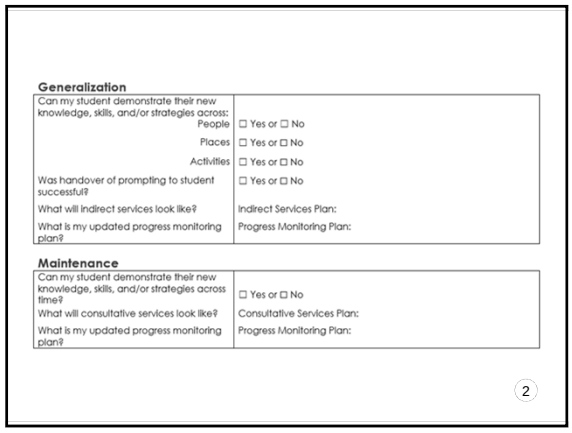
1

Establishment

Have you built buy-in?	☐ Yes or ☐ No (If no, start here first!)
Does your student own their goal?	☐ Yes or ☐ No (If no, work on this before proceeding.)
What knowledge, skills, and strategies are needed to meet this goal?	Knowledge: Skills: Strategies:
What supports are most successful?	Environmental: Facilitative: Structural:
What do extenders need to know?	Know:
What do extenders need to do?	Do:
What is my service delivery plan?	Plan:
What is my progress monitoring plan?	Plan:

Mastery

Have I decreased supports?	☐ Yes or ☐ No (If no, you're still in establishment.)
Can my student independently use their knowledge, skills, and/or strategies in context in which intervention took place?	☐ Yes or ☐ No (If no, you're still in establishment.)
What will collaborative services look like?	Collaborative Services Plan:
What is my updated progress monitoring plan?	Progress Monitoring Plan:



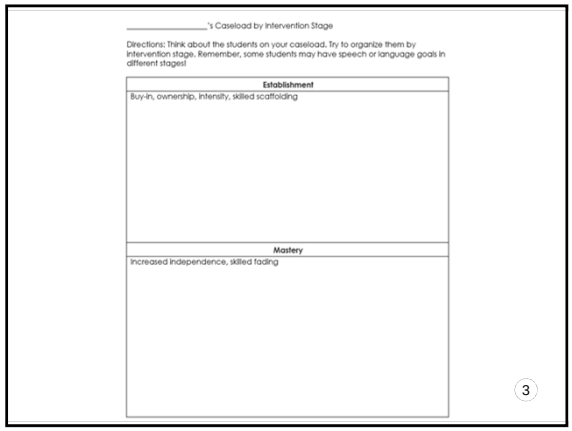
Generalization

Can my student demonstrate their new knowledge, skills, and/or strategies across:	
People	☐ Yes or ☐ No
Places	☐ Yes or ☐ No
Activities	☐ Yes or ☐ No
Was handover of prompting to student successful?	☐ Yes or ☐ No
What will indirect services look like?	Indirect Services Plan:
What is my updated progress monitoring plan?	Progress Monitoring Plan:

Maintenance

Can my student demonstrate their new knowledge, skills, and/or strategies across time?	☐ Yes or ☐ No
What will consultative services look like?	Consultative Services Plan:
What is my updated progress monitoring plan?	Progress Monitoring Plan:

2



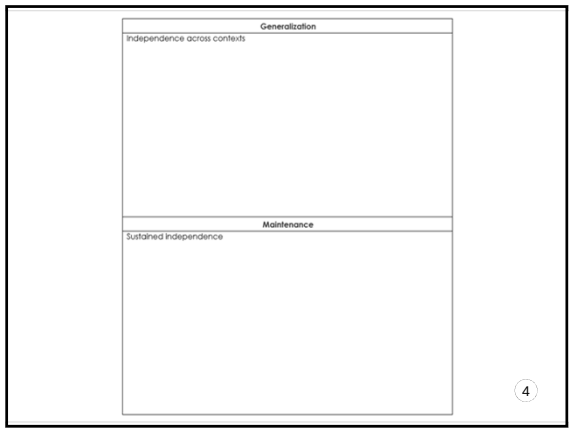
_____'s Caseload by Intervention Stage

Directions: Think about the students on your caseload. Try to organize them by intervention stage. Remember, some students may have speech or language goals in different stages!

Establishment
Buy-in, ownership, intensity, skilled scaffolding

Mastery
Increased independence, skilled fading

3



Generalization
Independence across contexts

Maintenance
Sustained independence

4

Student Summary Spreadsheet

Student	Grade	IEP Goal	Target Type	Target	Level
			Knowledge	synonyms	Maintenance
				identify big ideas vs.	
		James will accurately paraphrase the main	Skill	minor details	Mastery
		idea of a grade level nonfiction passage in	Skill	combine sentences	Establishment
		writing over three consecutive probes as		graphic organizer	
James H.	2	judged by the clinician/educator	Strategy	strategy	Establishment

A Case Example

Service Delivery Brainstorming Tool & Student Summary Spreadsheet

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:15	PK	Consultation	PK	Consultation	Consultation
8:15-8:30	AC, CD, LG, WW	Duty	AC, CD, LG, WW	Duty	Duty
8:30-8:45	Planning		Planning		
8:45-9	3rd Speech MC, BF, BH	3rd Speech MC, BF, BH	3rd Speech MC, BF, BH	3rd Speech MC, BF, BH	Artic PK NA & IS
9-9:15	RTI Services	RTI Services	RTI Services	RTI Services	
9:15-9:30					Mixed NA (PK Art), BL (K lang), IS (PK Art)
9:30-9:45	K-Lang MH, JR, CT, KC, JR	Support Services	K-Lang MH, JR, CT, KC	Support Services	
9:45-10		K-Speech NO, JR, RS		K-Speech NO, JR, RS	Mixed SH (1st prag.), BL (K Lang.), JR (K Prag.)
10-10:15	1st Speech MC & SV	1st Lang ZB, RC, SH, CT	1st Speech MC & SV	1st Lang ZB, RC, SH, CT	
10:15-10:30					
10:30-10:45	5th Lang JG, LG, KS	1st-Speech AD, OE, JP, SS	5th Lang JG, LG, KS	1st-Speech AD, OE, JP, SS	Planning
10:45-11					
11-11:15	Inclusion 2nd JR, CT, AW	4th Lang. IM, MW, LB, BQ, MC	Inclusion 2nd JR, CT, AW	4th Lang. IM, MW, LB, BQ, MC	2nd Lang AG & BJ
11:15-11:30					
11:30-11:45	Inclusion 2nd WR & JT	2nd Lang. KA, RB, ZC, ND	Planning	2nd Lang. KA, RB, ZC, ND	Inclusion 2nd WR & JT
11:45-12					
12-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:30					
12:30-12:35	Paperwork		Paperwork	Paperwork	AAC RR, RB, TS
12:35-12:50	K-Speech NO, JR, RS			K-Speech NO, JR, RS	
12:50-1	Break			Break	
1-1:15	1st Lang. OE, AE, CH, DH			1st Lang. OE, AE, CH, DH	
1:15-1:30					
1:30-1:45	3rd Lang. KC, JV, JK	IEP Meetings	2nd Speech AG, BJ	3rd Lang. KC, JV, JK	Assessment
1:45-2					
2-2:15	Artic. KC & SC (4th), JG (2nd), CG (5th)		Billing	Artic. KC & SC (4th), JG (2nd), CG (5th)	
2:15-2:30					
2:30-2:45	2nd Lang. WG, RK, DL		Professional Development	2nd Lang. WG, RK, DL	
2:45-3					
3-3:15	Billing	Billing		Billing	Billing
3-3:30					

Kayla

- 3rd grader, receiving services since KG
- Currently, IEP specifies SLI services 30 min/2x week
- Working in a small pull-out group with other 3rd graders
- Language goals include following multi-step directions and using complex syntax orally and in writing

Establishment Kayla will independently determine the meaning of a new word formed when a known affix is added to a known root with 80% accuracy over three consecutive sessions.

Have you built buy-in?	☒ Yes or ☐ No (if no, start here first!)
Does your student own their goal?	☐ Yes or ☒ No (if no, work on this before proceeding.)
What knowledge, skills, and strategies are needed to meet this goal?	**Knowledge:** Meanings of common third grade prefixes and suffixes. Morphological awareness knowledge. **Skills:** How to break down and build up morphologically complex words. Recognize when she comes to a word she doesn't know. **Strategies:** Independently use her affix notebook and/or dictionary resources to determine meaning of unknown words.
What supports are most successful?	**Environmental:** Meaningful visual supports **Facilitative:** Modeling, scaffolded support, verbal praise **Structural:** Graphic organizers, affix notebook
What do extenders need to know?	**Know:** When she is mastering this goal. The strategies she's learned with the SLP, the specific affixes she's working on.
What do extenders need to do?	**Do:** Provide cues to use her graphic organizer and/or affix notebook.
What is my service delivery plan?	**Plan:** Initially, start with small group pull-out (dosage 2x week/30). With IEP meeting, suggest a more flexible dosage statement to allow for increased indirect services.
What is my progress monitoring plan?	**Plan:** Once a week, do a quick affix check in pull-out. Once a week, teacher reports on how she's using her strategies. Parents report to the SLP on the carryover work they've done with the homework sent home.

Kayla

_____'s Caseload by Intervention Stage

Directions: Think about the students on your caseload. Try to organize them by intervention stage. Remember, some students may have speech or language goals in different stages!

Establishment
Buy-in, ownership, intensity, skilled scaffolding
Mastery
Increased independence, skilled fading

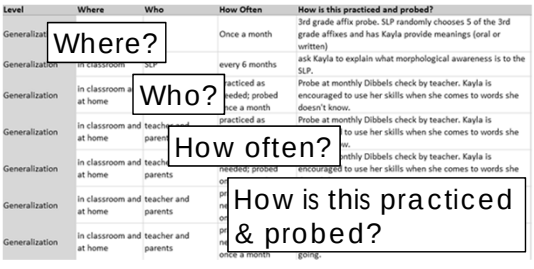
Student Summary Spreadsheet

Student	Grade	IEP Goal	Target Type	Target	Level
Kayla C	3	Kayla will independently determine the meaning of a new word formed when a known affix is added to a known root word with 80% accuracy over three consecutive sessions	Knowledge	3rd grade affixes	Mastery
			Knowledge	what is morphological awareness	Mastery
			Skill	break down morphologically complex words	Mastery
			Skill	build up morphologically complex words	Establishment
			Skill	recognize when she comes to a word she doesn't know	Establishment
			Strategy	independently use her affix notebook	Establishment
			Strategy	independently use a dictionary	Establishment

& Indirect Service Plan

Level	Where	Who	How Often	How is this practiced and probed?
Generalization	in classroom	SLP	Once a month	3rd grade affix probe. SLP randomly chooses 5 of the 3rd grade affixes and has Kayla provide meanings (oral or written)
Generalization	in classroom	SLP	every 6 months	ask Kayla to explain what morphological awareness is to the SLP.
Generalization	in classroom and at home	teacher and parents	practiced as needed; probed once a month	Probe at monthly Dibbels check by teacher. Kayla is encouraged to use her skills when she comes to words she doesn't know.
Generalization	in classroom and at home	teacher and parents	practiced as needed; probed once a month	Probe at monthly Dibbels check by teacher. Kayla is encouraged to use her skills when she comes to words she doesn't know.
Generalization	in classroom and at home	teacher and parents	practiced as needed; probed once a month	Probe at monthly Dibbels check by teacher. Kayla is encouraged to use her skills when she comes to words she doesn't know.
Generalization	in classroom and at home	teacher and parents	practiced as needed; probed once a month	Teacher and parents note when she does this on her own. Every 6 months, SLP checks in with Kayla on how things are going.
Generalization	in classroom and at home	teacher and parents	practiced as needed; probed once a month	Teacher and parents note when she does this on her own. Every 6 months, SLP checks in with Kayla on how things are going.

& Indirect Service Plan



Your Turn

Spend 10 minutes on the activity below.

10 min.

1. Open the **Service Delivery Brainstorming Tool Handout** (p. 22-25)
2. Consider one of your student's goals
3. **Spend 10 minutes** identifying that student's intervention stage (establishment, mastery, generalization, maintenance) and completing that portion of the brainstorming tool handout

Tip:
For now, just focus on one student. You'll have a chance to reflect on the tools and come up with an action plan to move forward.

Digging deep is tough!
but, SLPs aren't afraid of hard work!

Setting Variations

- Speech-Language Resource Room
- Integrated/In-Classroom Services
- Other Educational Settings

ASHA, 2019

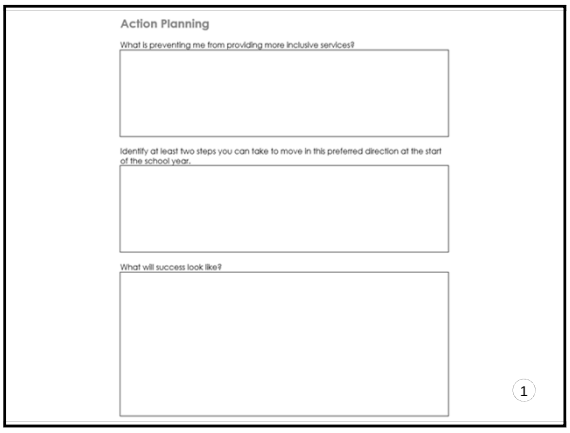
Supportive Teaching	Combination of pull-out and direct in-classroom treatment
Complementary Teaching	Classroom teacher is primary instructor; SLP assists students to complete classroom activities
Station Teaching	Instructional material divided into parts, with teacher and SLP taking groups of students; students rotate to each station
Parallel Teaching	Students divided; SLP takes students who need more support
Team Teaching	SLP and teacher teach content together
Supplemental Teaching	One person (typically teacher) presents lesson in standard format while the other (typically SLP) adapts the lesson

ASHA, 2019

Scheduling Variations

Traditional Weekly Schedule	Direct services the same time/day(s) every week
Receding Schedule	Begin with direct intense and frequent intervention then reduce direct and increase indirect
Cyclical Schedule	Direct service then no or indirect services for a period of time (e.g., 3:1 model)
Block Schedule	Longer but less frequent direct services reflecting a secondary school's master block schedule
Blast or Burst Schedule	Service provided in short, intense burst

ASHA, 2019



A Case Example

Action Planning

Sophia

Decides it's worth the time to use the brainstorming tool and student summary sheet to describe each of her students

She's very interested in moving toward more inclusive service delivery models and establishing a more flexible way to schedule her students

Action Planning

What is preventing me from providing more inclusive services?

IEP language

Time for collaboration with teachers

Identify at least two steps you can take to move in this preferred direction at the start of the school year.

With each IEP meeting, advocate for IEP language change to support a more flexible service delivery scheduling system: receding schedule specifically

Start collaborating with Kayla's 3rd grade teacher who is a friend and would be a great extender

Explore the station teaching model

What will success look like?

Increased flexibility in how I deliver services across the school year

Increased opportunity for collaboration with IEP teams and reflection

Students moving across intervention stages more efficiently

Your Turn

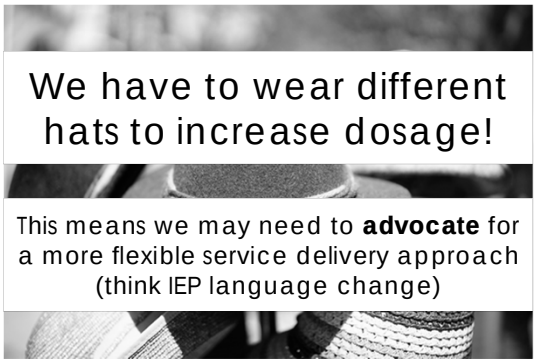
Spend 10 minutes on the activity below.

10 min.

1. Open the **Action Planning Handout** (p. 26)
2. Consider how you might move towards a more inclusive service delivery model with your students
3. **Spend 10 minutes** reflecting on and completing the three sections of the Action Planning page

Tip:
If this is overwhelming, answer the questions with only one student in mind. It's okay to start small!

Taking the first step isn't always easy but, small steps count!



We have to wear different hats to increase dosage!

This means we may need to **advocate** for a more flexible service delivery approach (think IEP language change)

Working at the "Top of the License"

"What are the activities and areas of practice that uniquely require the critical thinking, decision-making, planning, and clinical abilities of a skilled provider?" (ASHA, 2016)

But how?

- Advocacy
- Collaboration
- Student-Centered Decision-Making

Key Questions

- Decision-makers will expect data and facts
- Answer these key questions:
  - How will service delivery changes benefit students and their families?
  - How will changes provide more opportunities to collaborate with other school team members?
  - Will changes provide the SLP with better job satisfaction and allow for more efficient and effective services?
  - Will changes help the school recruit and retain qualified SLPs?

(ASHA, 2019)

Wearing Your Advocate Hat

- *Got Your Attention* by Sam Horn (2015)
  - Creating intrigue and persuading people
- Consider what your administrator values most
- Think about how your request (e.g., added collaboration time, change in service delivery) can support that value
- Pitch your idea using Horn's framework:

Did you know? ⇨ Imagine if ⇨ You don't have to imagine…

Creating an Advocacy Pitch

Advocacy Pitch Framework

What is your idea?

Who is the decision-maker(s)? _____

What do they value? _____

How can your idea support that value?

Did you know

Imagine if

You don't have to imagine

2

A Case Example

Advocacy Pitch

Action Planning

What is preventing me from providing more inclusive services?

IEP language

Time for collaboration with teachers

Identify at least two steps you can take to move in this preferred direction at the start of the school year.

With each IEP meeting, advocate for IEP language change to support a more flexible service delivery scheduling system: receding schedule specifically

Start collaborating with Kayla's 3rd grade teacher who is a friend and would be a great extender

Explore the station teaching model

What will success look like?

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Increased opportunity for collaboration with IEP teams and reflection

Students moving across intervention stages more efficiently

- How will service delivery changes benefit students and their families?
- How will changes provide more opportunities to collaborate with other school team members?
- Will changes provide the SLP with better job satisfaction and allow for more efficient and effective services?
- Will changes help the school recruit and retain qualified SLPs?

Advocacy Pitch Framework

What is your idea?

I need more time to collaborate with teachers, so I can provide more inclusive services.

Who is the decision-maker(s)? Principal

What do they value? Student outcomes and collegiality

How can your idea support that value?

By working with extenders and developing collective efficacy, student outcomes will improve and so will collegiality across colleagues.

Did you know

Did you know that over half of students with disabilities have a specific learning disability or a speech or language disorder?

Did you know language is the foundation of learning in school?

Imagine if

Imagine if there was a way to support the language learning of these students regardless of their labels?

You don't have to imagine

You don't have to imagine! With an increase in only 3% of collaboration time for special education teams, I could use my language expertise to coach my colleagues in how to increase their support of language learning for all students!

Your Turn

Spend 10 minutes on the activity below.

10 min.

1. Open the **Advocacy Pitch Framework** (p. 27)
2. What's your idea for change?
3. **Spend 10 minutes** completing the advocacy pitch framework page

Tip:
If you're having trouble, go back and review the key questions slide again.

You've got this!

Question?