**Rising from the Pandemic: Lessons Learned in US Schools**

[State Education Agencies Communication Disabilities Council](http://www.seacdc.org/) (SEACDC) 2021 ASHA Convention

**Lesson #1: COVID Response in Education**

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| **Social Emotional Learning (SEL) and Self Care**   * CASEL Cares- [32 videos](https://www.youtube.com/playlist?list=PLM3PYurzmKsB5noV-XsMflymTvS3-Xu0m) about social emotional learning in schools for students and adults * [Kimochis for all](https://kimochis.thinkific.com/bundles/2020-kimochis-for-all)- free SEL materials * Kimochis- [free materials for use in therapy](https://www.kimochisway.com/free-resources/?_ga=2.223244507.1732993134.1632770080-1990811531.1622568448) * [Insights to Behavior](https://insightstobehavior.com/webinar-replay-directory/) - free webinars * [Compassion Resilience resources for educators](https://www.wishschools.org/resources/compassion-resilience.cfm)[Kaiser Permanente self care](https://healthy.kaiserpermanente.org/health-wellness/mental-health/tools-resources) | **Flexibility in Education**   * Practicing across state or national boundaries * ASHA document summarizes current licensure requirements: * [Serving Students in Other States and Countries Through Telepractice](https://www.asha.org/advocacy/serving-students-in-other-states-and-countries-through-telepractice/) * [State Telepractice Policy - Covid Tracker](https://www.asha.org/siteassets/uploadedfiles/state-telepractice-policy-covid-tracking.pdf) * Use of e-signatures for special education documents * Online meetings increased attendance and participation * Increased collaboration between families and school staff | |
| **Supports for Teleservice...and Beyond**   * Boom cards, online books, document cameras * Free PD: Teletalks with Tracy, SLP Toolkit * Student engagement [How to Measure and Increase Student Engagement](https://www.readinghorizons.com/blog/seven-ways-to-increase-student-engagement-in-the-classroom) * Parent/caregiver coaching | | **Medicaid Cost Recovery**  Many states have created at least temporary allowances for reimbursement for services provided through telepractice. |

**Lesson #2: Equity in Education**

*“Equity is achieved when all students receive the resources they need so they graduate prepared for success after high school”* (Center for Public Education)

Assessments

* Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child,
* Do not use a single measure or assessment as the sole criterion for determining whether child id a child with a disability
* Assessment and other evaluation tools are selected and administered as not to be discriminatory on a racial or cultural basis 34 CFR §300.304
* [Evaluation and Eligibility for Speech-Language Services in Schools](https://pubs.asha.org/doi/10.1044/persp1.SIG16.78)

Evidence-Based Practices

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| Gathering data:   * Language sampling * Dynamic Assessment * Narrative Assessments | Analyzing data:   * Look for patterns of strengths and weaknesses * Validate data (e.g. does the low semantic score match Total Number of Different Words calculated on a language sample) |

Cultural parameters for consideration with all children and families. (Tomoeda and Bayles (2002)

Targeting Appropriate Interventions Difference vs. Disorder

* Syntax and Grammar
* Morphology
* Semantics

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| Changes to Service Provision   * Flexible approach to scheduling and service delivery appears to   + improve overall student outcomes,   + create a better working environment,   + increase consultative time with teachers and parents, and   + enhance services to students (Cirrin, Schooling et al 2010). | Equity Resources   * [State Education Agencies Communication Disabilities Council - Resources](https://seacdc.org/resources.html) * [Evaluation and Eligibility for Speech Language Services in the Schools](https://pubs.asha.org/doi/10.1044/persp1.SIG16.78) * [Munoz, et al The Identification Conundrum (2014)](https://leader.pubs.asha.org/doi/10.1044/leader.FTR3.19112014.48) * [Language Sample Analysis w/Children who Speak Non-Mainstream Dialects of English](https://pubs.asha.org/doi/10.1044/lle17.1.16) * [The National School Boards Association](https://www.nsba.org/) |

**Lesson #3: Documenting Educational Impact**

IDEA Eligibility Criteria: Under 34 C.F.R. § 300.8, a child must meet a two-pronged test to be considered a child with a disability:

1. have one of the specified impairments (disabilities); AND
2. because of the impairment, need special education and related services.

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| Adverse educational impact is evident when a student’s disability negatively impacts his/her:   * Involvement and advancement in the general education program (academic impact); * Education and participation with other students (social/behavioral impact); * Participation in extracurricular/non-academic activities (vocational/functional impact). | **Documenting Adverse Educational Impact**   * IEP documentation ([34 CFR §300.347(a)(1)](https://www.govinfo.gov/content/pkg/CFR-2002-title34-vol2/pdf/CFR-2002-title34-vol2-subtitleB-chapIII.pdf)) * [Teacher Questionnaire: Nonacademic Adverse Effect of Speech Impairment](https://www.thespeechstop.com/doc/articulation/Teacher%20Questionnaire_Nonacademic%20Adverse%20Effect.pdf) * [Speech-Language Teacher Narratives](https://drive.google.com/drive/folders/1qAsmf0ru1ZqTSZ0AIYpENc-nplkEd9xk?usp=sharing) * [International Classification of Functioning, Disability and Health (ICF)](https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health) |

[F Words in Childhood Disability](https://www.canchild.ca/en/research-in-practice/f-words-in-childhood-disability) (Rosenbaum, J., et al, 2011; CanChild, N.D.)

* Function
* Family
* Fitness
* Fun
* Friends
* Future

**Lesson #4: Relevant Research for SLPs**

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| Similar Populations, Differing Service Levels: Exploring Factors That Drive Variability in the Provision of Speech-Language Services ([Sylvan, 2018](https://journals.sagepub.com/doi/abs/10.1177/0895904816673736?journalCode=epxa))   * Provision of services varies * Budget, legal and procedures * Evaluation practices differ | Speech-Language Pathologists’ Clinical Decision Making for Children With Specific Language Impairment ([Selin et al., 2019](https://pubs.asha.org/doi/10.1044/2018_LSHSS-18-0017))   * Service recommendations are based mostly on test scores * SLPs misread scores and recommended therapy over 53 % of WNL scores * More training needed | | | |
| Evaluating Children in U.S. Public Schools With Speech Sound Disorders Considering Federal and State Laws, Guidance, and Research ([Ireland et al., 2020](https://journals.lww.com/topicsinlanguagedisorders/Fulltext/2020/10000/Evaluating_Children_in_U_S__Public_Schools_With.5.aspx?WT.mc_id=HPxADx20100319xMP))   * [Free until December 2021](https://journals.lww.com/topicsinlanguagedisorders/Fulltext/2020/10000/Evaluating_Children_in_U_S__Public_Schools_With.5.aspx?WT.mc_id=HPxADx20100319xMP) * IDEA regulations and new SSD norms * Documentation of impairment, educational impact and need for specially designed instruction * Real life scenarios for eligibility | | | Speech-Language Pathologist Involvement in Multi-Tiered System of Supports Questionnaire: Advances in Interprofessional Practice ([McKenna et al, 2021](https://pubs.asha.org/doi/10.1044/2020_LSHSS-20-00084))   * SLPs do collaborate with teachers to help them address students’ needs * SLPs infrequently engage in MTSS and perceive MTSS as adding to workload. * Family engagement and collaborating with staff were infrequently reported | |
| Which Speech Sound Norms are Used in US Public Schools? A Retrospective Survey Analysis ([Farquharson & Stevenson, 2021](https://classlab.cci.fsu.edu/publications/))   * Less reliance on norms for eligibility decisions, due to variations in culture and dialect * Majority of SLPS can’t name the speech sound norms they use * Most common norms chosen was Iowa-Nebraska (~900 students), despite [Crowe McLeod US norms](https://pubs.asha.org/doi/10.1044/2020_AJSLP-19-00168) (~19,000 students) | | | | [Narrative Intervention: Principles to Practice](https://doi.org/10.1044/2020_LSHSS-20-00015) ([Spencer & Petersen, 2020](https://doi.org/10.1044/2020_LSHSS-20-00015))   * Use narrative intervention to teach story grammar, complex language, vocabulary, inferencing, and social pragmatics * Interventions using storytelling promote the comprehension and production of complex language |
| [Perceptions of Black Children's Narrative Language: A Mixed-Methods Study](https://doi.org/10.1044/2020_LSHSS-20-00014) ([Mills et al., 2021](https://doi.org/10.1044/2020_LSHSS-20-00014))   * Variation from MAE are less acceptable in more formal contexts * There is a “reluctance to talk about language variation as linked to Blackness” | | Gender Neutral Pronouns   * [Shotwell and Sheng (2019)](https://pubs.asha.org/doi/10.1044/2021_LSHSS-21-00021)    + Free diagrams in PPT and dynamic assessment tool   + Unethical to refuse * Pronouns 2nd most common grammar target. [Finestack and Satterlund (2018)](https://pubs.asha.org/doi/10.1044/2018_AJSLP-17-0168) 51% report targeting pronouns | | |

Subscribe to Stay Informed on Research

* [Talking EBP](http://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/index.shtml) ( free 2 page newsletter 2x year)
* [ASHA Table of Contents (TOC alerts](https://pubs.asha.org/))
* SEACDC Listserve (email pfflynn@uncg.edu to subscribe)
* [Informed SLP Blog](https://www.theinformedslp.com/)

**Lesson #5: Practicing at the Top of the License**

Practice at the Top of the License: *Each employee practices to the full extent of their education or training instead of spending time performing tasks that could be done by someone else- a helper*

Who Are the Helpers?

* Helpers:SLPAs /SLTs, SLPPs, Extenders (employed by district), Volunteers, & Facilitators
* [ASHA](https://www.asha.org/assistants-certification-program/slpa-faqs/) recognizes the need for specially trained helpers: SLPA’s

Workload Challenges

SLP was assigned duty 2 days a week - Duty is now covered by a HS student

SLP attending meetings at all 4 buildings - Principals at 3 other buildings keep SLP updated

SLP has transition and travel time - Para helps to prepare materials

Analysis reveals heavy articulation load. - SLP-A provides direct services to articulation students

Examples of Helper Work

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| Volunteer, Aide, | * Lunch, Dismissal and/or Bus Duties * Laminating materials, ordering protocols & scheduling parent meetings |
| Facilitator for therapy | * Setting up rooms and picking up/contacting students/parents * Cleaning up rooms between sessions |
| SLPA, SLT, SLPP | * Direct services as per SLP directives * Drill for speech sound production, voice, fluency and language therapy * Assisting SLP in documenting progress |

Workload Analysis Reveals

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| Work habits and patterns | Inconsistencies in evaluation and eligibility decision making   * Determining readiness for dismissal * Issues with assessment & intervention practices * Use of a clinical/medical model | Service delivery issues   * Same services for all students * Overuse of pull out services |

**State and National Resources:** Be aware of:

* State differences in requirements, credentialing & supervision of the SLPA.
* [ASHA Guidelines](https://www.asha.org/certification/2020-slpa-certification-standards/) for Speech-Language Pathology Assistant Scope of Practice

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| Considerations for Non-SLPA States   * What does TOP of the LICENSE look like? * SLP to practice at the “top of their license” * Who are helpers in these states? | Benefits to Top of the License Practice  Working at the top of your license:   * Reduces stress * Aligns workload * Allows more time for workload activities * Efficient management of caseload * Promotes better work - life balance! |