

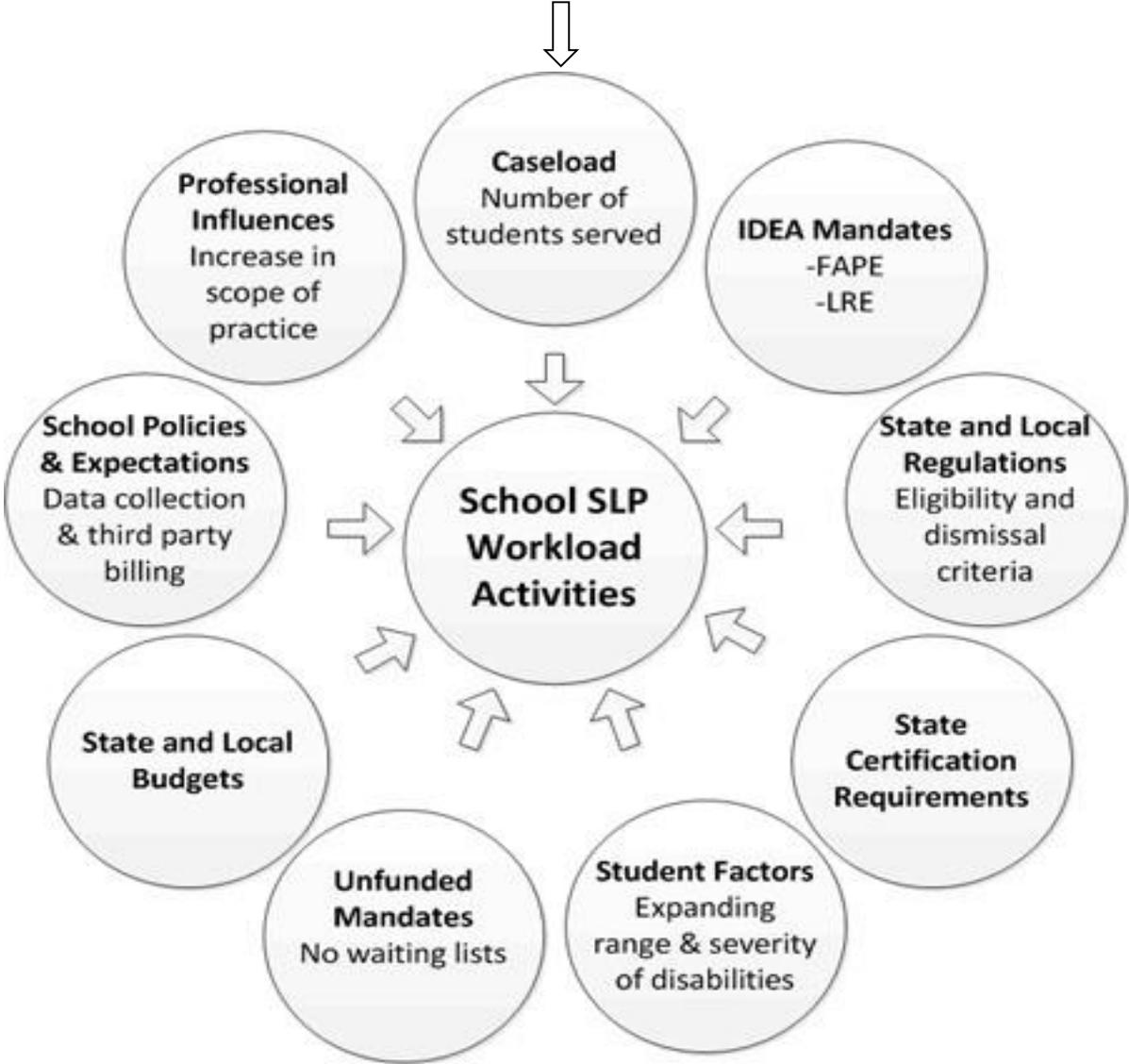
# Supporting a Workload Approach to Integrate Speech Therapy Interventions into Classrooms

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# Defining Workload vs. Caseload



\*Visual used with permission from American Speech Language and Hearing Association

Other Workload Duties Your SLP has....

## Workload Time Survey (Form B instructions)

1. Date: \_\_\_\_\_

2. Name: \_\_\_\_\_

3. School (Use separate survey form for each school):  
\_\_\_\_\_

4. FTE (Your assigned FTE at this school for S/L duties. Do not include reg ed funded time for providing language preps, other collaborative teaching duties):  
\_\_\_\_\_

5. Caseload (Current number of students with S/L IEPs that you serve):  
\_\_\_\_\_

6. Case management (Number of students on your caseload that you case manage):  
\_\_\_\_\_

### Instructions:

1. Use five consecutive days when you are at school and working with students. Do not use a sick day or staff development day for this survey. If you are ill or work part time, record into the next week so that you have 5 full days of data on the survey.

2. To the best of your ability, record the number of minutes each day that you perform the functions listed on the survey. If you do not perform a function, leave a blank space next to it. Total the time each day that you spend on all activities.

3. Note in the rightmost column your estimation of the time you would need (as opposed to the time you have available) to provide student services that meet the following criteria:

- Provide appropriate services to meet students' individual needs (as required by IDEA)
- Implement best practice in school speech-language pathology
- Ensure compliance with education agency mandates

4. For activities under the category of Compliance (including case management), highlight those activities that you do when students are not available for instruction (i.e., before students arrive and after students leave).

Available from: <http://www.asha.org/slp/schools/examples>

Week of:	Number of minutes performing action					
	Monday	Tuesday	Wednesday	Thursday	Friday	*Time you need
<b>Direct Services:</b> -Face to Face Services -in pull-out setting -in classroom or other setting  -Face to Face initial evaluations and reevaluations (administration and observation time)  -Other Face-to-Face interactions with students						
<b>Indirect Services</b> (to support student's special educational programs):  -Analyze environments -Analyze curriculum - Attend student team meetings -Design lesson plans - Design transition plans -Program aug comm. devices -Train teachers/paras/parents -Maintain aug comm. equipment -Interview teachers - Provide staff development						
<b>Indirect Services</b> (to support students in LRE/gen ed):  -Observe students in classrooms (all purposes except evals) -Pre-referral activities including teacher consultations and attendance at RTI meetings -Adapt gen ed curriculum and materials for your students -Connect standards to IEP (include becoming familiar with standards, materials, lessons, texts, projects for which your students are responsible) -Consult with teachers to match student learning style to teaching style						

Adapted from: Workload Time Survey (Form B) on <http://www.asha.org/slp/schools/examples>

Week of:	Number of minutes performing action					
	Monday	Tuesday	Wednesday	Thursday	Friday	*Time you need
<p><b>Compliance to support federal, state, and district mandates:</b>  <i>Highlight activities you often do before or after defined school day</i></p> <ul style="list-style-type: none"> <li>-Attend staff meetings</li> <li>-Attend eval/reeval mts</li> <li>-Attend IEP meetings -</li> <li>Attend student support meetings -Attend other compliance-related meetings</li> <li>-School duties (bus, hall, lunch,etc) -</li> <li>Complete daily services logs -Complete progress reports</li> <li>-Score and interpret tests</li> <li>-Write eval summary reports -Copying</li> <li>-Participate in professional development</li> <li>-Participate in school committees -Travel between buildings</li> <li>-Supervise paras</li> <li>-Write exit summary and notices for exiting students</li> </ul> <p><b>Case Management Activities:</b> -Send notices for eval/reeval/IEP meetings</p> <ul style="list-style-type: none"> <li>-Obtain parental permission</li> <li>-Communicate with other school team members</li> <li>-Write and compile notes and docs related to IEP mtgs</li> <li>-Keep due process file up to date and in compliance -Other case management tasks</li> </ul>						

Adapted from: Workload Time Survey (Form B) on <http://www.asha.org/slp/schools/examples>

Week of:	Number of minutes performing action					
	Monday	Tuesday	Wednesday	Thursday	Friday	*Time you need
<b>Other Activities:</b> -Schedule/use interpreters for English Language Learners - Train bilingual interpreters -District email, phone calls -Other: (please list)						
<b>Total time per day:</b>  -Student day = _____ minutes  - Teacher day = _____ minutes (exclude 30 minute duty-free lunch)						

Time you need: \_\_\_\_\_

Time you have: \_\_\_\_\_

Adapted from: Workload Time Survey (Form B) on <http://www.asha.org/slp/schools/examples>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:25	Social Skills/	Social Skills/	Social Skills/	Social Skills/	Social Skills/
7:45	Sensory Room	Sensory Room	Sensory Room	Sensory Room	Sensory Room
8:00			Lifeskills		Lifeskills
8:15		Christian Academy	Integrated/Individual		Integrated/Individual
8:30	1st Grade		Therapy	1st Grade	Therapy
8:45					
9:00					
9:15	K- Phonics Group-0KA		K- Phonics Group-0MP	K- Phonics Group-0CS	3rd Grade
9:30	K- Phonics Group-0AS	Preschool	K- Phonics Group-0LH	K- Phonics Group-0HM	Core Vocab
9:45	Kindergarten	a.m.	Kindergarten	Preschool a.m.	1st Grade
10:00		Integrated/Individual		Group	
10:15		Therapy			
10:30	4th	4th	4th	4th	4th
10:45	Core Vocab	ArticLab	ArticLab	ArticLab	ArticLab
11:00	Lunch	Lunch	Lunch	Lunch	Kindergarten
11:15					Group
11:30	1st Grade	Preschool	1st Grade	1st Grade	Lunch
11:45	ArticLab	p.m.	Classroom Lesson-1KC	ArticLab	
12:00	2nd Grade	Integrated/Individual	2nd Grade	Preschool p.m.	2nd Grade
12:15	ArticLab	Therapy	ArticLab	Group	ArticLab
12:30	3rd Grade Artic		3rd Grade Artic		3rd Grade Artic
12:45	Lifeskills		Lifeskills	Lifeskills	Lifeskills
1:00	Integrated/Individual		Integrated/Individual	Integrated/Individual	Integrated/Individual
1:15	5th Grade		5th Grade Social Skills	5th Grade	5th Grade
1:30	ArticLab		Group	ArticLab	ArticLab
1:45	4th Grade		Early Release	2nd Grade	2nd Grade
2:00	Classroom Lesson-4KB			Classroom Lesson-2SB	Core Vocab

2016-17 “3 Week” Schedule (notice no prep)

## *Creativity* and FLEXIBILITY in Scheduling:

1. Use whole or partial days to integrate into preschool, lifeskills (mild/moderate classrooms), or kindergarten
2. Use lunch, recess and specials time to their full potential
3. Use quick artic (5 Minute Kids) drill – schedule grade level time rather than individual students
4. Provide services in classrooms, hallways, back of library, empty rooms (saves time and makes you more visible, observable, and available)
5. Use social skills group, daily morning groups, lunch bunch to meet IEP minutes
6. Offer to co-teach or do whole group instruction
7. Make the provisions notes in the IEP one of the wordiest areas of the whole document!
8. Ask for most/all of your articulation students to be assigned to one classroom with language/artic and other students in another

# Provisions

Speech and Language Services will be provided using the 3:1 service delivery model with three 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 RtI services, Medicaid billing, hearing screenings, evaluations, screenings, report writing, case conferences, and Individual Education Plan (IEP) preparation. Time may be spent in intensive, one-on-one drill or small group drill. Drills will incorporate classroom curriculum. Services may be provided in the classroom or in another educational setting such as the cafeteria, playground, or specials rooms. Social language may be targeted through social skills groups. Services may be provided during whole group classroom instruction or co-teaching with specific goals targeted. 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 and planning of the Speech-Language Pathologist.

What would your SLP need to add?

Elearning, \_\_\_\_\_

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# Quick Artic

## Using *5 Minute Kids, LLC*

### A bit of research.....

Susan Sexton's research is impressive and shows that kids getting articulation therapy through a 5 minute service delivery (individual sessions multiple times per week based on severity) were being dismissed from speech therapy 8.4 months earlier than kids getting traditional articulation therapy (a small group setting 40-60 minutes a week). **ADDED BONUS-** kids miss less class time! See chart below from her research:

<b>Speech Program</b>	<b>Total # of months in therapy</b>	<b>Minutes per month based on average sessions</b>	<b>Total # of minutes in therapy</b>	<b>Equivalent # of hours in therapy</b>
<b>Traditional Therapy</b> <sup>1</sup>	18	210	3780	63
<b>5-Minute Program</b> <sup>2</sup>	9.6	45	432	7
<b>Differences between programs</b>	8.4 months	165 minutes	3348 minutes	56 hours

1. Based on average of seven 30-minute sessions per month (IEP written as four to eight 30-minute session monthly)
2. Based on average of nine 5-minute sessions per month (IEP written as five to nine 5-minute session monthly)

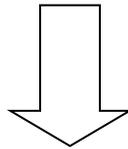
Read the entire research article at:

<http://www.5minutekids.com/ResearchArticle.pdf>

\*Visual used with permission from Sue Sexton, 5 Minute Kids, LLC

# Creative Grouping

The #1, Best Ever, Most *Genius* thing I did  
to help me become a better school-based  
SLP!!!!



**I asked administration to group speech students in their grade level classrooms based on their needs and the amount of time I needed to see them.**

## Benefits

- ✓ Quicker turn-around time between students if working in one classroom (5-minute drill)
- ✓ More familiar with teachers and classrooms if less to learn
- ✓ Stronger relationships with teachers and full classes
- ✓ Grouping is easier and using curriculum is easier from same classroom
- ✓ More time to co-teach
- ✓ Integrate longer when have fewer classrooms

## Goal Examples

### Preschool

Within the next 36 school weeks, Ryan will be able to describe peer activities in the classroom when asked, using /y/, /s/ and /s/-blends correctly 80% of the time in sentences that contain correct pronouns, plurals, and possessives 90% of the time across 3/5 data collection days given minimal verbal reminders.

Within 36 school weeks, Zander will be able to participate in circle time activities by following familiar one-step directions and by verbally answering questions based on the classroom theme with 2-3 word phrases in imitation 90% of the time or spontaneously 50% of the time given moderate adult or peer prompts.

Within 36 school weeks, Robert will be able to follow a classroom direction from a teacher and respond or ask questions verbally when necessary, 80% of the time with no physical prompts and only one repetition.

Within 36 school weeks, Alexa will be able maintain a conversation with an adult or peer in the preschool setting across at least two turns through asking and answering simple questions or following two-step directions during structured play or group activities at least 4/5 class days.

### Lifeskills

Within 36 school weeks, Robbie will be able to correctly answer questions for safety and choice-making including "What's your name?, What is your mom/dad's name?", "What's your phone number?", "Where does it hurt?" "What do you want?" and "Is this the one you want?" using low tech, portable communication cards that he carries with him throughout the school day paired with a verbal approximation 70% of the time when asked given up to three repetitions of the questions.

Within 36 school weeks, he will be able to answer "yes/no" and simple "what" and "where" questions about activities from his day given picture and verbal cues with 80% accuracy.

### Fluency

Within 36 school weeks, Mary will be able to correctly produce final /s/ and /s/-blends 85% of the time in sentences with only 2 episodes of disfluency per speech session or circle time given a visual pacing card in the classroom and during therapy.

Within 36 school weeks, Ian will be able to identify at least 3 triggers of disfluencies, name strategies that will decrease each of these disfluencies, and use at least one of these strategies in each speech session to help him better meet the academic and social demands of the classroom setting

# Goal Examples

## Apraxia

Within in 36 school weeks, Daniel will correctly produce CV, VCV, CVC, C1V1C2V2 combinations in short phrases to make requests, answer questions, and ask for help in a classroom setting 80% of the time as noted by the classroom teacher or SLP during classroom observations.

## Artic/Curricular

Within the next 36 school weeks, Riddick will be able to produce all words on his weekly spelling list containing /s/, /z/ and /s/-blends in all positions of words correctly 80% of the time in full sentences when given the written word and minimal verbal reminders.

In 36 weeks, provided cueing fading to independence, Trevin will correctly produce target sounds (r, er, ar, or) in sentences containing words from his weekly spelling lists or when reading aloud leveled text with 80% accuracy as seen on 4/5 data collection days to better meet the academic and social demands of the classroom.

Within 36 school weeks, Tanner will correctly answer questions about phonemic awareness skills starting with Letter Knowledge moving through Phonemic Awareness of Consonants and Vowels with 80% accuracy given visual cues as needed.

## Artic/Consultation

Within the next 36 school weeks, Cayden will be able to maintain current levels of speech sound production at 85% accuracy in structured conversation and move to 90% accuracy in unstructured conversation as noted in monthly speech samples and input from classroom teacher when provided with consultative-only speech services.

## Artic/Language combo (ELL student)

Within 36 school weeks, Ashton will be able to effectively communicate his thoughts, ideas, and needs to peers and adults in a classroom setting using 3-6 word grammatically correct sentences containing correct pronouns and verb tense as well as correctly articulated /s/, /z/, /sh/ and /s/-blends in all positions of words 80% of the time in structured conversation.

## Social/Language goals – full integration into classroom

Within the next 36 school weeks, Trenton will be able to initiate and maintain a conversation with adults and peers across two turns during small group activities without interrupting his speaking partner and while demonstrating non-verbal active listening skills of eye contact and nodding his head given minimal verbal prompts.

In 36 weeks Jocelynn will be able to state the rules of answering questions from adults and peers ( 1. answer within 3 seconds, 2. look at the person you are talking to, 3. use a volume appropriate to the situation, and 4. ask for repetition if needed) when asked 90% of the time

## Goal Examples

### Social/Language goals

Within 36 school weeks, Parker will be able to describe what it means to 'add a thought' when socially speaking to others with 90% accuracy and then be able to add a brief thought of his own in connection with others' comments 80% of the time in structured settings.

Within 36 school weeks, Gage will be able to be able to return greetings in a timely manner without prompting, answer one to two social questions, and ask at least one social question of his conversational partner 70% of the time with minimal adult cueing.

### Language

Within 36 school weeks, Erica will be able to use correctly produced /r/ sound in initial position and in initial /r/-blends to define weekly classroom vocabulary words with 4-6 words sentences with 80% accuracy in order to better meet the academic demands of the classroom.

Within 36 school weeks, Nathan will be able to answer questions in the classroom about a leveled reading text using correct word order, verb tense, and pronouns given on minimal verbal cues 80% of the time.

In 36 school weeks, David will answer questions verbally or in writing about leveled text using correct pronoun, verb tense, and /th/ sound/spelling in 5-8 word sentences 90% of the time.

# NOTES