Preparing Graduate Students to Carry Out their Roles and Responsibilities

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Introduction of Presenters and Disclosures
Presenters

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  - Tennessee State University, TN
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  - Chapman University, CA
Disclosure

I have no relevant financial or nonfinancial relationships in the products or services described, reviewed, evaluated or compared in this presentation.
Introduction and Agenda

- Background of our project and presentation
- Clinical Service Delivery and ASHA Policy Documents
- Putting the ASHA (2010) Roles and Responsibilities of Speech-Language Pathologists in the Schools into Action!
Who is in the Audience Today?

- School-based Practitioners?
- Faculty?
- Clinical Supervisors?
  - Off-site?
  - On-site?
- Administrators?
- CSD Students?
  - Doctoral?
  - Graduate?
  - Undergraduate?
ASHA Practice Policy Documents

- Examples
  - ASHA Code of Ethics
  - Position Statements
    - Roles and Responsibilities of Speech-Language Pathologists with Respect to Reading and Writing in Children and Adolescents (2001)
    - Roles and Responsibilities of Speech-Language Pathologists in Schools (2010)

- How do you use practice policy documents?
Background

• Special Interest Division (now Group) 16 School-Based Issues
  • 2007 Strategic Plan
    • University Outreach Committee
      • Increase membership of academic and clinical faculty and students in SID/SIG 16
      • To learn from SID/SIG 16 affiliates what they feel is critical to preparing student clinicians for school-based work.
  • 2012
    • New members & Different strategies
    • End Result-Professional Resource Document
Historical Background

A History of Speech-Language Pathology
- Dr. Judith Duchan
  - [http://www.acsu.buffalo.edu/~duchan/index.html](http://www.acsu.buffalo.edu/~duchan/index.html)
- A Theory to Practice Gap
  - 1940s
- Research to Practice Gap

Research to Practice Gap continues
- Efficacy Studies versus Effectiveness Studies (Baker & McLeod, 2011)

Document to Practice Gap?
Ultimate Question

- How can we capitalize academically and clinically on the wealth of information in ASHA Practice Policy Documents?
  - How can we “practice” the policies in the documents?
  - How can we use the documents to prepare our graduate student clinicians for school-based work?
Clinical Service Delivery & ASHA Policy Documents

Kelly Farquharson Schussler
Transition of Service Delivery

- SLPs transitioning from pull-out to push-in/ inclusive services
  - Relationship with the classroom teacher has been reported to be the biggest barrier (Beck & Dennis, 1997)
  - Graduate students are navigating the processes of new service delivery models
    - Interaction with students
    - Interaction with teachers
Models of Inclusive Teaching

• Team teaching
  • SLP & classroom teacher play equal roles
  • SLPs and teachers agree this is the most effective method
    • BUT it is not the most frequently used method

• SLP serves as “assistant”
  • Does not allow SLP to engage and focus specialized training in language and literacy
  • (Beck & Dennis, 1997)
Gap in Knowledge

- SLPs and Teachers both reported having no professional development training on how to successfully implement team-teaching approaches (Beck & Dennis, 1997)

- Start at the beginning
  - SLP graduate students
Gaps in Education

School Based Course Work
- Programs Requiring School Based Course Work

Students Work Settings
- Schools
- Other

Means, 2009
How to put policy into action?

- R & R (2010) – “provides the basis for speech-language services in schools to promote efficient and effective outcomes for students”.

ASHA Role & Responsibilities Document

- Revised in 2010 to replace the 2000 version
- Three distinct areas of change:
  - Educational reform
  - Legal mandates
  - Evolving professional practices
Bringing the policy to life

- Developed artifacts that relate to each competency in the R & R document.

Intended Audiences

- University faculty
- University clinical supervisors
- Externship clinical supervisors

- Graduate students
  - Reflection tool
Critical Roles

- SLPs have integral roles in education and are essential members of school facilities
Range of Responsibilities

- SLPs help students meet the performance standards of a particular school district and state.
Collaboration

- SLPs work in partnership with others to meet students’ needs
Leadership

- Leadership in Defining Roles and Responsibilities and Ensuring Appropriate Service Delivery
Examples
### Critical Roles: SLPs have integral roles in education; Working across all levels

<table>
<thead>
<tr>
<th>Competency</th>
<th>Artifact</th>
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</thead>
<tbody>
<tr>
<td>Understand state curriculum pre-k through 12th grade</td>
<td>Create therapy plans addressing curricular concepts and incorporate S/L concepts to demonstrate an understating of the link between therapy and curriculum</td>
</tr>
<tr>
<td>Understand state academic standards pre-k through 12th grade</td>
<td>Create therapy plans addressing specific standard and incorporate a S/L concept in order to demonstrate an understating of the link between therapy and the standards</td>
</tr>
<tr>
<td>Understand specialized curriculum and/or make necessary curricular adaptations for student success</td>
<td>Create a lesson plan for a specialized curriculum</td>
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<td>Adapt a lesson based on grade level curriculum</td>
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</table>
Critical Roles: SLPs have integral roles in education; Serving a range of disorders

Competency

- Understand specialized curricula and integration of services

Artifact

- Using a regular education curriculum lesson, integrate specific language concepts
- Create an in-service packet for regular education teams to help classroom teachers incorporate therapy-based skills in the classroom
- Create multidisciplinary team goals with OT and PT goals that can be targeted within each treatment session
**Critical Roles: SLPs have integral roles in education; Ensuring educational relevance**

**Competency**
- Understand the impact speech and language impairments have on personal, social/emotional, academic, and vocational needs
- Understand the impact of feeding and swallowing impairments have personal, social/emotional, academic, and vocational needs

**Artifact**
- Develop communication goals relative to succeeding in a work environment
- Develop strategies and goals to foster vocational skills over the course of a student’s school day
- Create an in-service for teachers, personal assistants, and other staff for feeding and swallowing services
- Develop an eating safety brochure or handout for teachers and caregivers of children with feeding and/or swallowing disorders to ensure full participation in the curriculum, cafeteria lunch time, and various classroom snacks
## Critical Roles: SLPs have integral roles in education; Providing unique contributions

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<tr>
<td>Understanding curriculum development and committee functions</td>
<td>Observe a school curriculum development committee, or discuss the SLPs role in curriculum development with school administration</td>
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<td>Highlight to teachers the role that language skills play in the child’s ability to acquire information from the curriculum</td>
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### Critical Roles: SLPs have integral roles in education; Highlighting language/literacy

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<tr>
<td>• Literacy development coursework in graduate curriculum</td>
<td>• Courses dedicated to literacy development in cross disciplines</td>
</tr>
<tr>
<td>• Advocate for SLPs active role in literacy assessment and intervention</td>
<td>• Develop in-service presentations for teachers and administration highlighting the connection between language and reading and effects across curriculum</td>
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<td></td>
<td>• Create literacy based lessons to be implemented in small groups in kindergarten as a preventative model</td>
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Critical Roles: SLPs have integral roles in education; Providing culturally competent services

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<tr>
<td>Understanding the methodological differences in diagnosing a disability in a child with a language difference</td>
<td>Develop a varied assessment battery examining language skills in a multitude of settings with key personnel</td>
</tr>
<tr>
<td>Integrating EBP into assessment and treatment methods</td>
<td>Develop culturally sensitive treatment goals that are grounded in current empirical research</td>
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</table>
Range of Responsibilities: SLPs help students meet performance standards; Preventing academic failure

Competency
- Understand the need and implementation of EBP
- Understand federal and state level initiative such as IST and RtI

Artifact
- Add EBP to a therapy plan
- Create IST and RtI plans using EBP
- Role play team meetings using case study materials to create full team IST and RtI plans using EBP
Range of Responsibilities: SLPs help students meet performance standards; Collaborative assessment

**Competency**

- Understand and use standardized and authentic assessment tools and techniques
- Understand and use dynamic and authentic assessment techniques for assessing ELL students
- Understand the need to consult with reading specialists, OTs, PTs, respiratory therapists, etc. in order to provide dynamic, comprehensive cross-discipline assessments

**Artifact**

- Create Curriculum Based Assessments (CBA) and Portfolio assessments for case studies
- Create dynamic and authentic assessment procedures including specific considerations for ELL students such as cultural differences and language dominance
- Require students to observe school professionals and create cross-discipline assessment plans
Range of Responsibilities: SLPs help students meet performance standards; Intervention

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<tr>
<td>Understand various service delivery models</td>
<td>Create EBP treatment plans, addressing curricular and non-curricular learning outcomes, using various service delivery models (pull-out, collaboration, consultation, integration)</td>
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Range of Responsibilities: SLPs help students meet performance standards; Program design

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<tr>
<td>Understand the role of the SLP as a facilitator of services</td>
<td>Examine the role of the SLP in RtI, IST, Child Study, etc</td>
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<td>Create classroom-based instruction lesson plans (addressing specific skills) and demonstrate as a formal course presentation</td>
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<td></td>
<td>Discuss the role of the SLP in curriculum (ie: language arts) and program development (ie: Title I programs)</td>
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Range of Responsibilities: SLPs help students meet performance standards; Data collection and Analysis

**Competency**
- Understand and use data collection methods to track progress
- Use progress results to alter program plans in order to promote success

**Artifact**
- Teach various data collection methods and have students use these methods while collecting data from intervention video recordings
- Create case study data, measurable outcomes over time, for analysis and require students make intervention program changes based on results
Range of Responsibilities: SLPs help students meet performance standards; Compliance with mandates

### Competency
- Formatively assess students in federal and state educational law
- The ability to write legally defensible Evaluation Reports and IEPs
- Understand and use progress monitoring
- Understand third party billing/insurance practices according to state regulations

### Artifact
- Objective and expository assessments
- Provide students with case study assessment results/history and have students create an Evaluation Report
- After providing feedback from above assignment, have student create an IEP for the case using state guidelines
- Create a progress monitoring plan on a case study
- Walk students through the state part B billing process using case study materials
Collaboration: SLPs work in partnership with others to meet students’ needs: Other Schools

**Competency**
- Design appropriate assessment/service delivery plans as a contributing member of a collaborative group processing/decision-making team to demonstrate an understanding of the roles of all professionals and paraprofessionals

**Artifact**
- Assessment plan/Individual Educational Program developed in a role play context demonstrating collaborative planning and conflict resolution techniques with other school professionals and paraprofessionals to meet student needs
Collaboration: SLPs work in partnership with others to meet students’ needs: with Universities

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<td>Create a PICO question and evaluate the available studies to demonstrate use of research-based practice skills</td>
<td>PICO question, example research study and assessment of the study using school-based model</td>
</tr>
<tr>
<td>Propose a practice-based (action) research study to address a critical unmet need identified in current school-based practice</td>
<td>IRB proposal for an action-based research study to be conducted in partnership with university collaborators</td>
</tr>
<tr>
<td>Mentor and supervise university pre-service professionals as part of an affiliate agreement between school district and university</td>
<td>Create an affiliate agreement between a district and a university and propose a student assessment instrument specifically targeted to school-based competencies</td>
</tr>
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Collaboration: SLPs work in partnership with others to meet students’ needs: within communities

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<td>• Develop an emergent literacy program for use in a local Head Start or child development center serving at-risk pre-school children to be presented in collaboration with community partners and other school professionals</td>
<td>• Collaborative Prevention/Early Intervention Literacy Program and electronic or print newsletter column /school to home notes/school hotline script in question-answer format</td>
</tr>
</tbody>
</table>
Collaboration: SLPs work in partnership with others to meet students’ needs: with families

**Competency**
- Plan a parent in-service (PTO) program appropriate for families representing diverse cultural and linguistic backgrounds focused on the role of the family in language and literacy development in order to demonstrate an understanding of collaboration with diverse families and active engagement strategies

**Artifact**
- Create an In-service program demonstrating cultural sensitivity and active engagement of families in literacy
Collaboration: SLPs work in partnership with others to meet students’ needs: with students

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<td>• Construct a student contract plan addressing adolescent student motivation/active engagement in therapy services to support instructional programs demonstrating an understanding of collaboration with students and role of the SLP in supporting instructional programs</td>
<td>• Have students create sample contract plans</td>
</tr>
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Leadership in defining Roles and Responsibilities; Advocacy for the profession

Competency

- Recognize workplace issues and identify possible solutions to issues
- Identify local, state, and national funding opportunities for serving children with special needs, and/or families with limited resources

Artifact

- Create a teacher in-service to inform school faculty of the role of the SLP in school-based services
- Create a proposal for administrators to explain the workload approach
- Create proposal for requesting time and monetary support to attend conferences
- Develop a resource book of websites, addresses, and contact names for funding opportunities
Leadership in defining Roles and Responsibilities; Supervision and Mentorship

**Competency**
- Students: Describe the supervisor-supervisee process
- Students: Demonstrate knowledge of acting professionally during clinical work
- Students: Reflect on professional performance throughout training
- Supervisors and Faculty: Recognize the role of each team member in the training of graduate students

**Artifact**
- Grades of B or higher on tests, exams, and reflection papers
- Satisfactory performance on practicum grades and evaluations
- Self-reflection tools such as the Professional Performance Review Process
- Supervisors and Faculty: Hold workshops on campus to include field placement supervisors and faculty on student supervision.
- Provide a forum for all members to voice their concerns of training students.
Leadership in defining Roles and Responsibilities; Professional Development

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<td>• Utilize new and innovative resources to inform and educate others as well as enhance programs</td>
<td>• Demonstrate ability to locate and use professional development list-serves, wikis, blogs, and resources</td>
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<td></td>
<td>• Contribute to electronic professional development opportunities by posting questions, responding to questions, and offering comments</td>
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<td>• Join special interest divisions, student groups (NSSLHA) and actively participate</td>
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Leadership in defining Roles and Responsibilities; Parent Training

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<td>Recognize and assess parent needs in communities and schools</td>
<td>Create parent workshops on topics of interest to community, such as language facilitation, literacy facilitation, support for behavior issues</td>
</tr>
</tbody>
</table>
Leadership in defining Roles and Responsibilities; Research

**Competency**

- Participate in research to generate and support use of EBP in assessment and intervention

**Artifact**

- Observe supervisor in data collection during sessions and collect data during therapy sessions
- Conduct language sample analysis on both macro and microstructures
- Use data collection tools such as SALT
- Prepare data that reflect baseline, control variables, performance, and generalization probes
- Construct a PICO question to make an evidence-based clinical decision
- Use resources to make a clinical decisions that reflect the 3 parts of the EB triangle
- Complete information literacy exercises with university librarians
References


