

2024 ASHA Schools Virtual Town Hall Series

School Safety: A Town Hall for Educational Audiologists and SLPs

October 16, 2024, 7:00-8:30 pm ET

If you are able, please join from a computer to save PDF files and links from the presentation.

Live captioning via automated speech recognition is enabled for this meeting.

Participants may use the Zoom meeting controls at the bottom of the screen to customize settings.





ASHA's Code of Conduct for Meetings

Participants agree to:



Be respectful



Listen actively



Be collaborative



Respect diversity,
including
communication
differences



Handle
disagreement
constructively



Act fairly, honestly,
and in good faith
with other
participants



Refrain from all forms of
bullying, discrimination, and
harassment - these actions
are prohibited.





Virtual Town Hall Agenda

- Panelist Introductions
- School Safety Presentation and Resources
- Registrants Q&A
- Attendee Q&A
- Evaluation Form
- PDH Certificate (Web and PDF)
- Upcoming Events and Surveys
- Closing



Lauren Arner, MA, CCC-SLP

Associate Director, ASHA School Services in Speech-Language Pathology

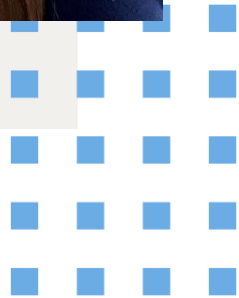


Financial Disclosures

- Salaried employee of ASHA

Non-Financial Disclosures

- ASHA member
- Ex officio to ASHA Special Interest Group 16, School-Based Issues
- Member of ISTE, CEC, CASE, RADLD Ambassador





Rachel Archambault, MA, CCC-SLP

SLP Program Specialist for Broward County Public Schools

Owner of PTSD SLP LLC



Financial Disclosures

- Owner of PTSD SLP LLC
- Salaried Employee Broward County Public Schools

Non-Financial Disclosures

- ASHA Member
- ASHA SIG 20 Member
- FLASHA Member





Nicole Brentlinger, EdS, MS, CCC-SLP

Director of Student Services - Assistive Technology

Special School District of St. Louis County (SSD) in Missouri

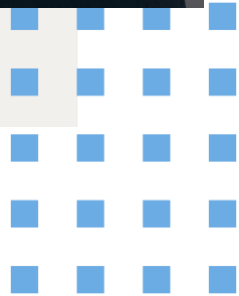


Financial Disclosures

- Salaried employee of SSD

Non-Financial Disclosures

- None





Kym Meyer, PhD, CCC-A

Educational Audiologist, Assistant Professor in the
Speech-Language-Hearing Sciences Department at Worcester State
University

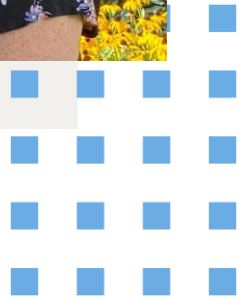


Financial Disclosures

- Employed by Worcester State University

Non-Financial Disclosures

- Educational Audiology Association State Representative for Massachusetts





Molly Riggs, MS CCC-SLP, ATP

SLP and ATP at Carroll County Public Schools

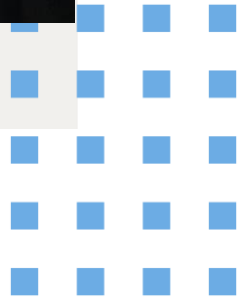


Financial Disclosures

- Employee of Carroll County Public Schools

Non-Financial Disclosures

- None





Amy Schlessman PT, DPT, DHSc

Assistant Professor, Tufts University



Financial Disclosures

- None

Non-Financial Disclosures

- Chair of a publication on emergency preparedness for APTA Pediatrics



Learner Outcomes

01

Discuss three ways to support students who use AAC and students who are Deaf and Hard of Hearing (DHH) with emergency planning.

02

Identify three safety plan-related action steps for your school and students.

03

Explain three ways to collaborate with other school staff to support school safety and trauma-informed care





School Safety Domains



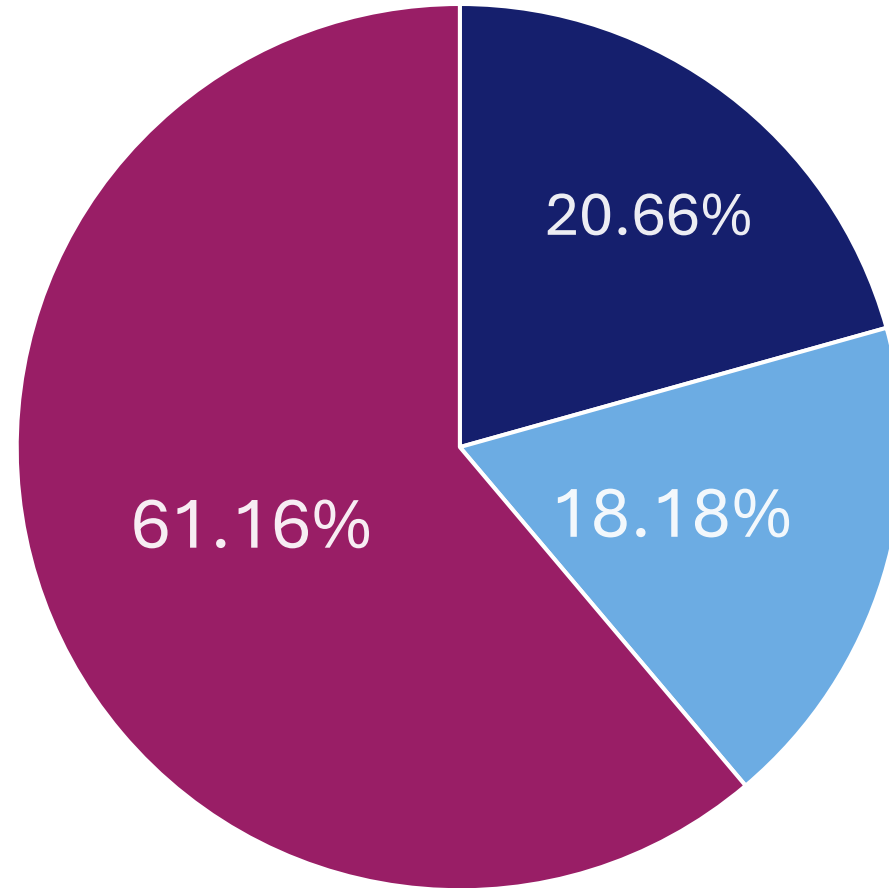


Safety Drills and Emergency Planning

- ✓ Make safety information **easily accessible**
- ✓ Provide safety information and procedures in **visual** form—either written or with pictures.
- ✓ Be familiar with **alarms and expectations and teach your students.**
- ✓ **Train students and staff on the meanings of an alarm system,** expected procedures, and actions associated with a safety plan
- ✓ Communicate with students and families **in their languages** during all phases of safety planning
- ✓ **Integrate safety plans into students' individualized education programs (IEPs) and 504 plans.**



In your district, do you have emergency plans in place for students with communication and hearing differences?



■ Yes ■ No ■ I'm not sure.



Special Populations

AAC Systems for Emergency Preparedness:

- Provide accessible backup AAC systems (low-tech boards, speech-generating devices).
- Train students to use AAC during safety drills.
- Ensure designated staff are proficient with AAC systems.

Supporting Part-Time AAC Users:

- Include communication supports for students with intermittent AAC needs.
- Expand AAC access to all students during emergencies.



Cultural Considerations

- Student may respond and share their experiences differently based on their **cultural and linguistic background**.
 - Collaborate with school district leadership for school staff members cultural responsiveness training to
 - (a) address policies and procedures that impact students and families and
 - (b) provide culturally responsive care
- ([Guarino & Chagnon, 2018](#))





Special Populations

Universal Design for Learning (UDL):

- Implement UDL principles for inclusive communication in safety plans.

Deaf and Hard of Hearing Students:

- Use visual alarms (e.g., strobe lights) for emergency alerts.
 - Provide accessible instructions for students with hearing loss.
-
- **Staff Training and Review:**
 - Train staff on AAC and communication supports for emergencies.
 - Review and update safety accommodations annually.



Trauma-Informed Care

- A **trauma-informed model of care** ensures the emotional and physical safety of those receiving services and the wellness of those providing such services.
- Educational audiologists and SLPs may receive trauma-informed care training to understand the **psychological and emotional impact** of trauma.
- This knowledge helps them (a) approach students and staff with sensitivity and empathy and (b) work together as a school team to support students.

[Trauma-Informed Care \(asha.org\)](https://asha.org), [Safety in Schools \(asha.org\)](https://asha.org)



Registrant Question Topics

AAC users

Safety Drills

Deaf and Hard
of Hearing
students

How to train
students and
staff

Trauma
informed care
information

Planning for
learners with
complex
medical needs

Documentation



Protocol for Attendee Q&A

- Please use the “Q&A” option at the bottom of your Zoom screen to enter your question.
- We will monitor your questions and comments as they come into the “Q&A” section.
- Questions from the “Q&A” will be selected and read aloud by the moderator.
- We will cover as many as time allows.



2024 Virtual Town Hall Series: Topics in School Based Practice

Final Event in 2024 : “Ensuring Equity: Unpacking Disproportionality in Speech-Language Services” December 11, 2024
Registration Link in the Chat!

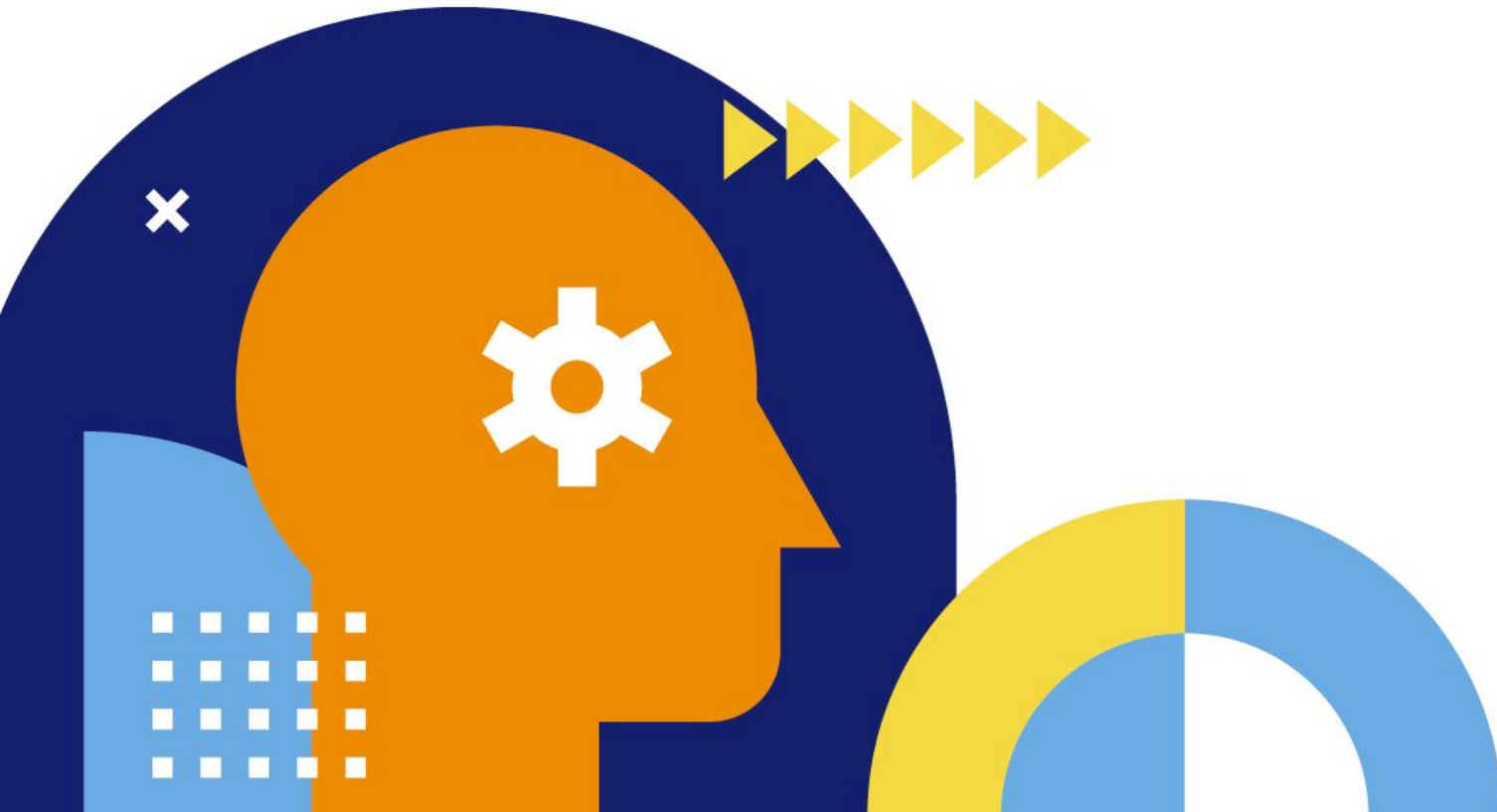
Previous Events’ Resources and Recordings:

Compensation Conversation-What SLPs Need to Know About Negotiating Salaries

The Road Ahead-Postsecondary Transition Planning for Adolescents

Workload Management Strategies-Implementing Service Delivery Models in Schools

Visit www.asha.org/events/town-hall/





ASHA's School Services Team

Provides professional consultation and information on school speech-language pathology practice issues to school-based members



(Left to Right) Tiffany White MEd, CCC-SLP, Senior Director, Lauren Arner MA, CCC-SLP, Associate Director, Lisa Rai Mabry-Price MS, CCC-SLP Associate Director, Stacey Glasgow MA, CCC-SLP, Associate Director, Aruna Hari Prasad MA, CCC-SLP, Associate Director

Contact us: schools@asha.org



Thank you for joining us!

Questions?

Email us at schools@asha.org

Recording and resources
www.asha.org/events/town-hall

