Evidence-Based Practice for School-Based SLPs
Speech and Hearing Association of Alabama

Phuong Lien Palafox, M.S., CCC-SLP
phuong.palafox@bilinguistics.com
http://bilinguistics.com/speech-therapy-blog/

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Objectives

- List personal and professional needs within interdisciplinary teams
- Identify evidence-based strategies to maximize speech-language therapy
- Identify strategies to foster positive and productive colleague interactions
- Identify productive strategies to resolve adversarial situations
- Discuss elements of case studies

ASHA (http://www.asha.org/Members/ebp/): The goal of EBP is the integration of: (a) clinical expertise/expert opinion, (b) external scientific evidence, and (c) client/patient/caregiver perspectives to provide high-quality services reflecting the interests, values, needs, and choices of the individuals we serve. Conceptually, the trilateral principles forming the bases for EBP can be represented through a simple figure:
Job Requirements & Descriptions (per ASHA)

Critical Roles
1. Working Across All Levels
2. Serving a Range of Disorders
3. Ensuring Educational Relevance
4. Providing Unique Contributions to Curriculum
5. Highlighting Language/Literacy
6. Providing Culturally Competent Services

Collaboration
With Other School Professionals
With Universities
With the Community
With Families
With Students

ASHA Roles & Responsibilities
• Working Across All Levels
• Serving a Range of Disorders
• Ensuring Educational Relevance
• Providing Culturally Competent Services
• Providing Unique Contributions to Curriculum
• Highlighting Language/Literacy

Providing Unique Contributions to Curriculum
SLPs provide a distinct set of roles based on their focused expertise in language. They offer assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings.

Highlighting Language/Literacy
Current research supports the interrelationships across the language processes of listening, speaking, reading, and writing. SLPs contribute significantly to the literacy achievement of students with communication disorders, as well as other learners who are at risk for school failure, or those who struggle in school settings.

SLP Workload (ASHA 2016 Schools Survey)

<table>
<thead>
<tr>
<th>Biggest Challenges for SLPs</th>
<th>%</th>
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<tbody>
<tr>
<td>Amount of Paperwork</td>
<td>82.8%</td>
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<tr>
<td>Increased caseload/workload</td>
<td>69.6%</td>
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<tr>
<td>Limited time for collaborating</td>
<td>50.4%</td>
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<tr>
<td>Decreased opportunities for appropriate service delivery</td>
<td>41.6%</td>
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<tr>
<td>Limited understanding of my role by others</td>
<td>40.2%</td>
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Make Your Efforts Cumulative

Keep all materials in one place

Wiki Spaces, GoogleDrive

- Contact Information (Name, Campuses, Phone, Birthdays)
- Area(s) of Specialty
- Tools for Content Areas (Including Videos)
  - Literacy Tools for Specific Grade Levels
  - Articulation Tools
  - Vocabulary and Syntax
  - Social Skills
- Buddy List

Share Your Knowledge and Expertise

Choose Articulation Therapy Activities that Lead to Quick Dismissals

The following information was obtained from handouts for Out of the Broom Closet (Region 13 Education Service Center, Clapsaddle & Palafox, 2012)

Distributed practice over time is more effective than massed practice for retention (Willingham, 2002)

- Speedy Speech: 13 students (single sound disorders) received 5-7 minutes of service 3 times/week and a homework program (Kuhn, 2006)
  - 15% met their goal in 8 weeks
  - 54% met their goal in 16 weeks
  - 3 students required additional intervention

Action research in Michigan district (Sexton, 2006)

<table>
<thead>
<tr>
<th></th>
<th>Drill Burst</th>
<th>Traditional Therapy</th>
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<tbody>
<tr>
<td>Hours per Year</td>
<td>7</td>
<td>63</td>
</tr>
<tr>
<td>Discharge Rate</td>
<td>9.6 months</td>
<td>18 months</td>
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What does this look like:

- Drill, drill, drill
- 5-7 minutes of intensive practice on sounds daily
- Use a tally
- Use in combination with other types of service delivery
- Use Artic Blast Sheet
Connection to the Federal Law

Traditional Service Delivery

Pattern of Service Delivery

ASHA Schools Survey 2010

- 71% of service delivery reported to be “pull out” services
- 21% of service delivery reported to be “classroom or curriculum based”

Intensive Service Delivery

Ron Gillam and Diane Frome-Loeb (2010)
Who: 216 school age students in Texas and Kansas
Where: Texas and Kansas
What: Intense daily schedule (100 minutes per day, 5 days a week, 6 weeks, 50 hours total)
Iowa Study
Who: Students
Where: Iowa
What: Twice weekly for 20-minute sessions for two years, 48 hours total.
Outcome: Students in the Gillam Project demonstrated five times greater improvement in auditory processing, language and phonological awareness measures after treatment and up to 6 months post-treatment.
Jarrell Study
Jarrell ISD – Jarrell Elementary
Schedule: Intense daily schedule (30-45 minute sessions, 5 days/week, 9 weeks)
Session 1, nine-weeks, 8 students
Session 2, nine-weeks, 9 students
1. Story Retells contained more story grammar components
2. Improved Writing
3. Increased scores on district reading assessments
Pre-Intervention Story Retell: *Camping Trouble* – By Hanna
The dogs are gonna go camp.
Right in the middle of the way, there is a bear.
Then the bear woke up and then the dogs ran.
They ran up a tree.
Then they were hiding from the bear.
Then the bear was right in front of the tree.
Then they made a plan. They slid down and they kept on going.
They roasted marshmallows.

Post-Intervention Story Retell: *Camping Trouble* – By Hanna
Matt and Jerry were going to camp. It looks like it will be sunny.
Then they ran into a bear and his name is Grizzly on the way to go camping. They started to get scared. Then they made a plan.
The plan was to try to walk around and to get back on the trail. Then, Grizzly woke up.
Then Jerry runs up the tree and you can barely see his feet because he was so fast.
Then they hid in the tree and the bear started sniffing the ground.
Then the Grizzly lay down and go to sleep. “How are they going to get down,” said Grizzly.
The dogs sneak down the tree nice and quiet and the bear didn’t hear them.
They got to the camp and roasted marshmallows.

**Writing Sample**
Pre-Intervention

```
Some two dogs are going camping.
They saw a bear in the way of the bridge.
Then the dogs run up the tree.
And the big bear fell asleep beside the tree.
And they sneak down the tree quietly.
Then they became happy at camp.
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Post-Intervention

What makes ANY Intervention **More Intensive** (Moore, 2006):

- Many repetitions to trigger retention
- Conducted over short periods of time
- High level of engagement
- Provide homework
- Self-regulation
- Collaboration

**Skill: Supporting Knowledge in Language and Literacy**: http://eejecerc.usu.edu/news/skill.php

**3 to 1 Model**

- 3:1 Is a service delivery model for school-based SLPs. It is a combination approach that includes direct speech/language therapy services and collaboration with educational staff.

- Collaborative week involves, but is not limited to:
  - Observation of your students in the classroom
  - Identify areas of need for goal setting as manifested in the classroom
  - Provide feedback to teachers
  - To ensure alignment of curriculum as set out by IDEA
I started with the most open teacher in first grade. By the end of the school year, I was in all of the first grade rooms—including the ones without students in speech and language!"
b. Obtain from Grade Level Teachers
3. Align Goals & Objectives to Grade Level Curriculum
4. Find your “bright spot” teacher

Classroom Lesson Plan

1. Introduce Yourself: Explain that you work on the same skills as the teacher
2. Behavior Management
   a. What this “looks like” and “sounds like”
   b. Practice the behavior management skills
3. Schedule of Session
4. Brain-Based Strategies
5. Do Lesson
6. Refer back to classroom activities that align
7. Thank the teacher
8. Follow-Up

Bilingual and Inclusive and Literacy-Based Language Therapy (Region 13, 2013):


Inclusion in the Life Skills Classroom (Region 13, 2013):

http://www5.esc13.net/thescoop/speech/2013/05/21/inclusion-series-6-relax/

Core Vocabulary

Core Vocabulary words are high frequency, reusable, generic words. They comprise 80-90% of the words we use. It is important because it promotes generative language.

- Give Access
- Model, Model, Model
- Have Fun

Gail Van Tatenhove: http://www.vantatenhove.com/

Region 13 Core Vocabulary Resources: https://sites.google.com/a/esc13.net/corevocab13/
Literacy-Based Interventions

Why Use Storybook Interventions?

Great Therapy Materials Should:
- provide repetitive structure
- be able to be used with all ages and cultures
- address goals across semantics, syntax, comprehension, pragmatics, and discourse
- decrease preparation time
- be fun and interesting for students
- make homework programs more relevant for parents
- allow for programmatic collection of intervention data
- apply to academic needs

Storybooks
- provide structure for addressing goals
- can be used with all ages and cultures
- can be used to address goals across semantics, syntax, comprehension, pragmatics, and discourse.
- can decrease preparation time are fun and interesting for students
- make homework programs more relevant for parents

Book Research: In order to be successful academically, children need to be able to read books, learn from books
- Increase development in multiple areas (Doyle & Bramwell, 2006; DeBarryshe, 1993; Burner, 1978)
- Promote language development in children with typical development (Teale & Sulzby, 1986; Westby, 1985) and with language impairments (Gillam & Ukrainetz, 2006)
- Promote a greater desire to read (Mason & Blanton, 1971)
- Exposes student to printed materials and positive reading models (Teal, 1984)

Prelinguistic Pizazz
- Develop Pre-linguistic Skills
- Play
- Symbolic play predicts comprehension
- Gestures/Signs
- Bridge to producing language
- Joint Attention
- Gaze, pointing, showing, directing attention
- Vocalizations
- Diversity of sound types predicts expressive vocabulary and speech performance
- Comprehension
- Predicts grammatical complexity and vocabulary
Brain-Based Interventions

The brain’s purpose:
1. survival
2. emotional needs
3. cognitive learning

Before Session
Talk about Neurogenesis: “We are going to make your brains BIGGER!”
How are you doing today?
Review Goals with Clapping
   I work (clap, clap)
   I work (clap, clap)
   I work on telling stories!
Moving Body to Music
Brain Massage
Tap into Prior Knowledge

During Session
Story Grammar Rap
   Characters are the people in a story.
   Setting is when and where.
   Problem, hey what’s wrong?
   Solution, let’s solve it!
Flocabulary.com
Hi Ten/Low Ten
Think-Pair-Share: Give them the opportunity to TALK.
Act out Story
Incorporate Music into Session and Dance
Walk Around While Using Clickers for Articulation
Walk Around School (e.g., surveys, telling a story to others, asking questions)

After Session
Use chant, rhyme or rap to review day’s activities
Leave with a lasting message

   I’m smart (touch brain)
   I’ve got a good heart (touch heart)
   I worked hard today (flex one arm muscle)
   I had fun today (flex other arm muscle)
Autism Spectrum Disorders Resources
1. Parent Companion: http://www.parentcompanion.org/about
2. Autism Circuit: http://autismcircuit.net/
3. Autism Internet Modules: http://www.autisminternetmodules.org/

Strategies to Promote the Positive

Switch: Making Change When Change is Hard by Chip and Dan Heath

1. Direct the Rider: Rational, logical side
2. Motivate the Elephant: Emotional
3. Shape the Path

Bright Spot/Double Whammy (don’t dwell on what’s not working)
Influence the emotion, not just the thought
What looks like a people problem is often a situation problem.
What looks like laziness is often exhaustion
The gates of large goals are lined with small accomplishments.
“Any new quest, even one that is ultimately successful, is going to involve failure.”

Diffusion of Innovation

What is it? Diffusion research centers on the conditions which increase or decrease the likelihood that a new idea, product, or practice will be adopted by members of a given culture. Diffusion of innovation theory predicts that media provides information and influence opinion and judgment.

Innovation Adoption Curve The Innovation Adoption Curve is a model that classifies adopters into categories, based on the idea that certain individuals are more open to adopting new ideas than others.
Innovators  Brave people pulling the change. They are important communicators.

Early Adopters  Respectable people, opinion leaders, try out new ideas in a careful way

Early Majority  Thoughtful people, acceptable change quicker than the average

Late Majority  Skeptic people, will use new ideas or products when the majority is using it

Laggards  Traditional people caring for the “old ways”, are critical towards new ideas and will only accept it if the new idea has become mainstream or even tradition.

Trying to convince the mass of a new idea is useless.
Convince Innovators and Early Adopters first.

Internet Resources

Lead India:  http://www.youtube.com/watch?v=FAe_bZGqU1g
People are complex. Every moment is composed of brain-thoughts, heart-matters and temperament. As speech-language pathologists, we need keep this in mind as we work with our students, clients and families. And, most importantly, we need to give ourselves kindness and grace as we navigate the role of therapist, supporter, encourager, inspirer, light and advocate. We do good, meaningful work. And, at the end of the day, our work makes a valuable difference.

I AM AN SLP. I CHANGE THE WORLD.