Cullowhee Conference

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What does that mean?
• Being EXCELLENT not PERFECT and staying abreast of current evidence-based practice and general best practice on everything that your workload encompasses.

STANDARD 1: School speech-language pathologists demonstrate leadership, advocacy, collaboration, and ethical practices. School Speech-Language Pathologists work cooperatively with school personnel to accomplish the goals and objectives of the local education agency.

STANDARD 2: School speech-language pathologists promote a respectful environment for a diverse population of students.
STANDARD 3: School speech language pathologists understand and facilitate the implementation of a comprehensive approach to speech language development.

STANDARD 4: School speech language pathologists promote learning for all students.

STANDARD 5: School speech language pathologists reflect on their practice.

Workload
History of Workload

Initiated from ASHA in the 1990s to replace caseload numbers (40) to more realistically capture the job of the individual SLP.

Are you currently using a workload model in your school? Local Education Agency or state?

Practicing at the top of your license

- Doing everything within the scope of your workload in an excellent (not perfect) way.
- SLPs in schools have a huge ever-changing scope.
- Updating through continuing education....

Roles and Responsibilities

- Working Across All Levels
- Serving a Range of Disorders
- Ensuring Educational Relevance
- Providing Unique Contributions to Curriculum
- Highlighting Language and Literacy
- Providing Culturally Competent Services

Two ASHA Documents to consider

- Roles and Responsibilities of School-Based Speech-Language Pathologists
  - [https://www.asha.org/policy/pd2010-00337/](https://www.asha.org/policy/pd2010-00337/)
  - [https://www.asha.org/slp/schools/implementation-guide/](https://www.asha.org/slp/schools/implementation-guide/)
Range of Responsibilities

- Prevention
- Assessment
- Intervention
- Program Design
- Data Collection and Analysis
- Compliance

Additional Areas

- Collaboration
  - School Professionals
  - Universities
  - Community partners
  - Families
  - Students

Additional Areas

- Leadership
- Advocacy
- Supervision and Mentorship
- Professional Development
- Parent Training

Implementation Guide......
Direct services to students
- Screening
- Assessment
- Intervention
- Implementing IEPs or IFSPs
- Counseling

Indirect Services that support students' educational programs
- Design, implement, maintain, program and staff training for augmented communication devices
- Engineer communication rich environments
- On behalf of services

Indirect services that support students in the least restrictive environment and general education curriculum
- Meeting and planning with teachers and paraprofessionals
- Aligning IEP/IFSP goals with the educational standards
- Determining appropriate instruction strategies/skilled interventions

Activities that support compliance with federal, state, and local mandates.....
- Paperwork!!!!
- Travel time
- Communities of practice
- Acquiring CEUs
- Car, bus, cafeteria....duty
North Carolina’s Tool

You can make your own copy at: https://docs.google.com/spreadsheets/d/1G3QfHfHhU2qM6mkazdk5UIEfNkvU7cFdW49RrRD8KpE/copy?ts=60218554&gid=118392330

Video Tutorial: https://youtu.be/hbY6fYwnwn4
Ideas to ease workload demands

• Dismiss students who no longer meet eligibility criteria or the definition of a related service
• Advocate for relief from bus, cafeteria duty
• Burst/blast service delivery
• Classroom based service delivery
• Provide interventions through MTSS/RtI to prevent students from coming to special education
• Talk to EC program Directors about reasonable workloads/caseload numbers
• Create equitable workloads across the LEA

Multicultural Issues in Schools

Justice, Equity, Diversity, Inclusion (JEDI) at UNC
https://www.med.unc.edu/ahs/about-us/diversity/jeditoolkit/
A resource

Some COVID Issues
- Access to connectivity
- Assessments, virtual or live
- Showing up for sessions
- Sessions for students who can't attend virtually
- Compensatory services/Extended School Year services
- TeleTalks

Top Due Process Complaints in the COVID era

Policy and Monitoring complaints
1. Development/Review/Revision of the IEP
2. Child Find
3. Prior Written Notice from the LEA (content of the notice)
4. Parent Participation
5. IEP Implementation
Top reasons for complaints to the NC Board of Examiners in SLP and Aud.

• #1. Long time number one is still Billing for Services not provided—Fraud
• #2. Many things have fallen under Professional Misconduct - this typically includes things such as improper relationships with patients or parents of patients, accidental derogatory remarks sent via cell phone to other professionals or patients/parents. (these accidental calls and texts have included racial remarks and personal patient information) Sharing private patient information without parent or patient approval through casual conversation
• #3. Working while under the influence of mind-altering substances. This has increased significantly in the past 2 years

Top reasons for complaints to the NC Board of Examiners in SLP and Aud

• #4. Not completing required documentation/paperwork
• #5. Practicing without a valid license. Forgetting to renew the license or not completing all required steps for renewal.
• #6. Allowing unregistered SLP-Assistants to serve licensee’s patients

Proposed Changes
• Hearing screening
• SLP Assistants
Pre-referral and Suspicion of a Disability

State Complaint

- If a parent or anyone requests to go on to evaluation you must begin the referral process. NO delay but interventions (dynamic assessment) could/should continue during the 90-day timeline.
- If at any time during interventions in the tiers someone suspects a disability the referral process must begin.

SLP role in interventions

- Tier 1, problem solve with the RtI team
- Tier 2, problem solve/plan interventions for teacher to carry out
- Tier 3, Deliver interventions??????
- **Suspicion of a disability**!!

Pragmatic Skills

- Search "free pragmatic skills checklist"
- Across settings
- Academic Achievement OR functional performance
- Can be the only area of eligibility just like syntax or phonology
- Social language groups
- "Communication evaluation" Assessment Instruments standard or non-standard determined by the IEP team
Recruitment and Retention Strategies

How to Recruit, Support, and Retain Speech Language Pathologists in Public Schools

- Offer stipends to Clinical Fellowship Supervisors
- Earmark continuing education provided by the district for just SLPs
- Provide appropriate workspace
- Create and use discipline specific performance appraisal tools
- Adopt a workload model approach to workload/caseload management
- Create a caseload cap
- Implement strong eligibility and exit criteria
- Support the use of a variety of service delivery models

Some additional ideas

- Pay for ASHA and Board of Examiners dues
- Have clerical assistants initiate paperwork
- School assignment privileges (parent gets to have children at their school)
- Additional supplements or sign on bonuses
- Materials money
- Monthly speech meetings
- Evaluate SLPs using the performance appraisal tool hopefully by knowledgeable evaluators
- Work climate and support
- Provide opportunity for professional growth
- Other ideas?
Management of Litigious Situations/ Acting as an Expert Witness

- Prep with the lawyer/ discuss the potential different positions
- Answer only the question asked don’t elaborate
- A yes / no answer is good
- Tell the complete and honest, truth no matter what
- Know the law/ Policies……
- It is not personal
- Beware of hypotheticals
- Listen carefully

References

- Expert Institute, Expert Witness Deposition: 28 Winning Strategies for Experts
- Speech-Language Pathologists as Expert Witnesses ASHA Press, Brenda Seal and Lissa Power-deFur

- Remain focused, calm and deliberate
- Stay consistent
- Stay neutral
- Don’t be rushed/ take your time
- Practice wit the attorney
- If you get rattled, take a deep breath, wait a minute to respond
- Don’t volunteer too much information
- Try to anticipate the line of questioning
- Don’t be intimidated
- Provide context when appropriate
- Keep documents organized and close at hand
- Be well rested