

**Changing Perspectives in Service Delivery:
Workload Strategies for the Speech-Language
Pathologist**

**October 3, 2008
Oakland School District
Waterford, MI**

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Marshall, MI**

- **Pragmatic Group/Technology**

- **Pull-Out (Individual/Group)**

- **Pull-In**

- **Classroom-Based Therapy**
 - **Communication Class – CI Students**
 - **Calendars**
 - **Advocacy Class**
 - **Weekly Vocabulary**
 - **Role play**
 - **Practice learning strategies**
 - **IEP Script**
 - **LD Study Skills Class**
 - **Centered on vocabulary**
 - **Word for the Week**
 - **Idioms**
 - **Multiple Meaning Words**
 - **Descriptive Words**

- **Consultation**

- **RTI**

Conclusion

- With a change of perspective and the use of technology you might rediscover the fun side of therapy.
- Example activity for articulation students ready for carryover
<http://www.amusicalbox.com>

- If you have more questions, or would like more information on Alternative Service Delivery or Workload Strategies and Implementation, please feel free to contact us at:
- Judy Burrows: burrowsj@calhounisd.org
- Lisa Herrera: herreral@calhounisd.org

Resources

Alphasmart – www.alphasmart.com

American Speech-Language-Hearing Association (2002). A workload analysis approach for establishing caseload standards in the schools. Guidelines. *ASHA Desk Reference* (vol.3). Rockville,MD: Author.

Attainment Company – www.attainment.com (timers, keychain recorders)

Binda Dyslexia Center
Office location:
Miller College
450 North Avenue
Battle Creek, MI 49017
CONTACT: Judy VanZanten
(269)966-4093

Franklin Spellers – www.franklin.com (spellers, voice spellers, reader pen)

Hisam, D., & Seth, L. (2000). Vocabulary GROWth: User-friendly games & activities for language instruction grades 1-8. Etc. Publications. Easton Printing Co. Parkersburg, WV.

Lazzari, A. M. (1997). HELP for middle school. LinguiSystems, Inc. East, Moline, IL.

Linguistystems – www.linguistystems.com (Nickel Takes On.... Series software)

Martin, B. L. & Momeier, G. C. (1983). Let's articulate: reproducible drill sheets for therapy and carryover. Communication Skill Builders. Tuscon, AZ.

Mattes, L. (1986). Handbook of consonant speech drills. Academic Communication Associates. Oceanside, CA.

Michigan Speech-Language Guidelines

Montgomery, J. K. (2007). The bridge of vocabulary: evidence-based activities for academic success. Pearson Assessments. NCS Pearson, Inc. Minneapolis, MN

News-2-You – www.news2you.com

Russell, P., & Saunier, A. (2001). 100% writing lite. LinguiSystems, Inc. East Moline, IL.

Speech Bin – www.speechbin.com (Personal pager, Timecue)

START Program- www.gvsu.edu/autismcenter

Wasowicz, J., Apel, K., Masterson, J. J., & Whitney, A. (2004). *SPELL-Links to reading & writing*. Evanston, IL: Learning By Design.
www.learningbydesign.com



REQUEST FOR SPEECH THERAPIST OBSERVATION

Neway Center
585 Fremont Avenue
Newaygo, MI 49337
231-652-1638

Date: _____

STUDENT: _____
 TEACHER: _____
 SESSION: _____
 PARENTS: _____
 CURRENT S) _____

BIRTHDATE: _____
 SCHOOL: _____
 DAYS ATTENDING: _____
 PARENT PERMISSION: _____
 MISSION: _____

AGE: _____ GRADE: _____

AM PM

M T W Th F (Please check)
 Telephone Contact In Person Letter

AREA(S) OF CONCERN
(Please check all that apply)

- Articulation: omissions, substitutions, or distortions of sound persisting beyond the age which maturation alone might be expected to correct the deviation.
 - Voice: inappropriate pitch, loudness, or voice quality.
 - Fluency: an abnormal rate of speaking, speech interruptions, and repetitions of sounds, words, phrases, or sentences that interferes with effective communication.
 - Language: the ability to understand/use language effectively and that includes 1 or more of the following: phonology, morphology, syntax, semantics, pragmatics.
- ADDITIONAL COMMENTS**
(Please give a description of the child's speech or provide examples of spelling errors or concerns (e.g. fine difficulty following simple verbal directions, can not produce /s/, /t/, /k/, /g/, etc. uses incorrect pronouns, uses incomplete sentences)

Date Received by SLP: _____

SPEECH/LANGUAGE INFORMAL CONTACT

Date of Screen: 9-15-07

This child's speech and language skills are age and grade appropriate. A speech and language evaluation is not recommended at this time.

This child will be re-screened on: _____ Show refer him again in winter

ADDITIONAL COMMENTS & RECOMMENDATIONS

Errors are age appropriate. If you continue to have concerns of the child's reading, refer back to you for a re-evaluation.

Please contact me if you have any questions (834-7382 x174 or 652-3876).

Thank you,



Speech-Language Pathologist
 Speech-Language Pathologist

September 29, 2006

Dear Parents:

This letter contains a brief outline of a new initiative that is being piloted in your child's classroom this school year. Our speech pathologist, _____, will be working with your child's entire classroom this school year. The work will begin with a screening assessment to determine language concept and articulation strengths and weaknesses. This information will be used to help both teachers work together to plan supports for each child's needs throughout the school year. Assessments will be on-going throughout the year to track progress of all the children. The speech pathologist will be working in your child's classroom most weeks helping the teacher work with the children on their language development as well as help with any children who need to work on sound production as they learn letter names and concepts of print. It is our belief that this structure will support all children in their learning throughout this school year.

If you have any questions or concerns you may call _____ at _____. We are all very excited about this work and believe that it is an initiative that can benefit all the children.

Sincerely,

Principal
Speech Pathologist
Classroom Teachers