

Strategies for Supporting School-Based SLPs

In an effort to support the comprehensive needs of school-based SLPs, the following strategies were compiled by SLPs in Round Rock ISD, Cypress-Fairbanks ISD, Pflugerville ISD, Leander ISD, and Fort Worth ISD. These ideas should be implemented with consideration to individual district needs.

Support Clinical Fellows and SLPs New to District

- Assign mentors, trainers and/or leaders in district
- Provide training and information before the school year starts
- Hold meetings frequently throughout the first semester and less frequently second semester
- Support difficult processes (including IEP/ARDs) with examples and observation until SLPs are comfortable—SLP determines when support is no longer needed
- Encourage asking for help
- Provide process for asking questions

Support All SLPs

- See their humanity, see SLPs as individuals, remember details about home life
- Observe and give feedback in person (ex: once a month, 2x times a year)
- Encourage leadership and being active in the profession
- Encourage individual interest groups (AAC, early childhood, etc.)
- Give credit to SLPs for ideas
- Encourage professional risk-taking for new strategies/ideas
- Value and model self-care. Productivity does not define our worth as SLPs.
- Encourage people to put their family first and they will be more dedicated to school
- Encourage and model gratitude for one another
- Encourage asking questions and/or reaching out for support

Strategies for Reducing Workload

- Use workload model
- Consider separate evaluation team
- Delegate responsibility for scheduling ARDs to administrative staff or clerical staff
- Have a whole leadership team with smaller caseloads instead of one lead SLP
- Provide hourly paid SLPs for treatment/contract companies for evaluation assistance
- Provide a time and collective space to catch up on billing or paperwork
- Ask for help when needed
- Keep up-to-date enrollment forms/data to demonstrate hiring needs. Student-centered needs and data drives needs for additional staff
- Brainstorm new ideas regularly

Strategies for Meetings

- Have longer meetings less often
- Make sure meetings are necessary; use email when needed
- Provide time off for meetings or build them into schedule
- Have online meetings instead of face-to-face meetings
- Consider lunch meetings
- Optional focus group meetings on areas of interest
- Use regular team meetings as opportunities to obtain CEUs provided by staff with areas-of-expertise
- Limit content related to processes and increase time to discuss team needs (e.g., case studies, workload, research, share resources)

Providing resources or materials

- How materials are shared:
 - Online on shared drives
 - In-services with speakers
 - Sending people to a conference or CE course and then SLP shares out
 - Email
 - Team webinar
- Types of materials:
 - Assessment procedures
 - Guidance and procedures for therapy
 - IEP processes
 - Frequently-Asked-Questions sheet
 - Continuing Education content
- Consider hosting speakers or providing resources for ENCOURAGEMENT

General advice for Lead SLP

- Ask for anonymous feedback at the end of the year from new SLPs
- Develop strong listening skills
- Delegate responsibilities
- Create a team of lead SLPs or tiered system of mentorship and support
- Limit meeting times to what is necessary but provide more for new SLPs
- Frontload support at the beginning of the year to help new SLPs when they most need it
- Encourage people to ask for help and ask questions
- Know the value of people's humanity
- It's a "process problem" and not a "people problem"

Resources

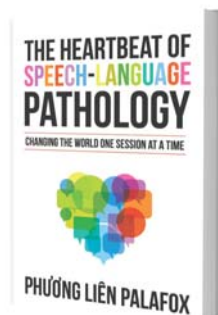
- *The Heartbeat of Speech-Language Pathology* book: <https://bilinguistics.com/catalog/products/heartbeat-of-speech-language-pathology/>
- Heartbeat of Speech-Language Pathology Advocacy Sticker: <https://bilinguistics.com/catalog/slp-art/heartbeat-of-speech-language-pathology-sticker-join-the-movement/>
- Fort Worth ISD Video: <https://youtu.be/iUDL3czeE5g>

Great resources to help you do your job effectively!

Click below:



Collaborating with Educational Diagnosticians in the Referral and Evaluation Process



The Heartbeat of Speech-Language Pathology



Collaborating with Teachers to Make Great Referrals



Breaking Into the Classroom: Service Delivery in the Schools



Working with Interpreters



Literacy-based Intervention Step-by-Step

SLP IMPACT

Free Access to All ASHA CEU Course

20% of all Bilinguistics Books

Direct Support for all Your Questions

www.SLPImpact.com

