

Starting out – Questions

What does it mean to be collaborative, functional, curriculum-based and inclusive?

1. Engagement with school community and other specialists. Working in isolation does not address these points, but we can apply our expertise knowledge and practice to these areas.
 - a. Collaborative discussion with school staff about curriculum demands and targeted intervention for speech, language, and communication needs within students daily routines.
 - b. Any SLP provided intervention emerges from these collaborative discussions and is evidence-based (i.e., frequency, duration).
 - c. Consider implementing speech and language goals within the student's established school community instead of, or as an extension of, SLP individualized intervention.

How can I make my caseload more manageable, evidence-based and effective?

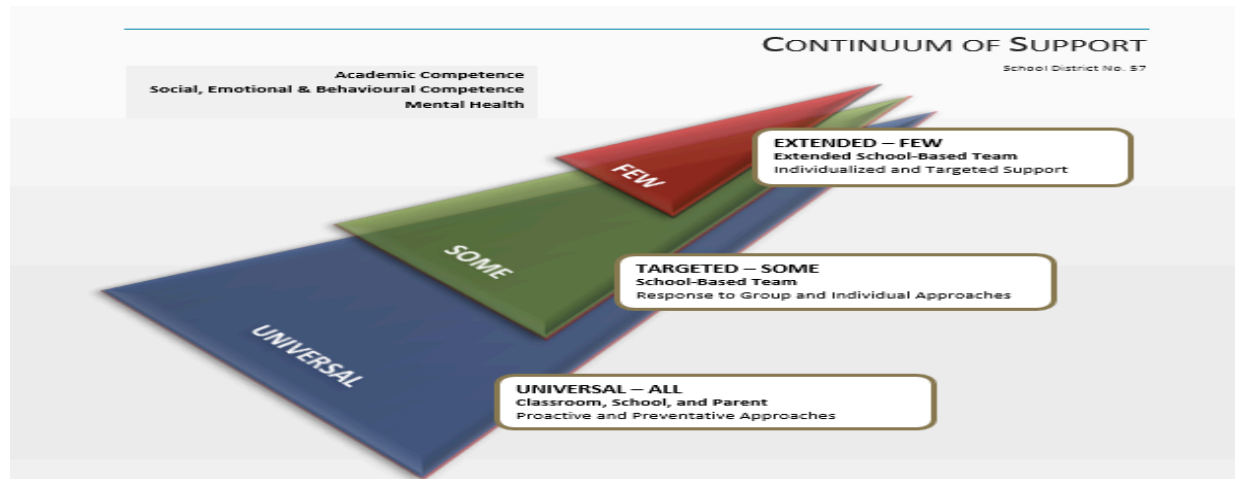
- a. Set Limits. The number of students is determined by how many you can provide evidence-based practice for, not necessarily the amount of students who could benefit from SLP services.
- b. Using the continuum of support, many of the interventions are dealt with at a class or school-based level. Students arise from the continuum of support who require intervention that only an SLP can provide.
- c. Evidence-based and effective intervention requires specificity to the speech, language and communication needs as well as intensity and duration of the intervention.

How can I take ownership of the referral process?

- a. Develop a collaborative referral process within the school system and the continuum of support.
- b. Other professionals are able to help to address speech, language and communication needs with collaborative support from SLPs.

How do I demonstrate credibility for my clinical decisions and service delivery?

- a. Use SAC, provincial, and evidence-based research and resources to support your decisions regarding caseload and service delivery.
- b. Work within your established department guidelines
- c. Build relationships with your colleagues and administrator



<https://www.truity.com/test/typefinder-temperament-test>

<http://www.humanmetrics.com/cgi-win/jtypes2.asp>

The school-based SLP team will present some answers to questions to encourage critical thinking about what does it mean to be collaborative, functional, curriculum-based and inclusive, about how a caseload can become more manageable, evidence-based and effective, about how to take ownership of the referral process, and about how to demonstrate credibility for clinical decisions and service delivery. The poster will demonstrate how we currently answer these questions practically within our student support services inclusion model. We will show our recent projects that continue to challenge and develop our services with the above questions in mind.

School-based SLPs struggle with large caseloads, lack of control over referral processes, professional isolation, pressure to not provide evidence-based interventions, and to be seen to be providing quantity over quality of service. The SLP team in the Prince George School District have spent many years working through these issues. The service now has a confidence about the decision-making processes allowing us to maintain a reasonable workload allowing the provision of effective and evidence-based interventions. The poster will present the current model and the ideas for moving forward.

The SLPs in School District 57 (Prince George), BC, having been working within a problem-solving model since it was introduced in the 1990's. Over time we have continued to develop our thinking and practice about how to use our resources effectively and efficiently. The recent drive for RTI and inclusion has further driven this development.

The school-based SLP team will present some questions to encourage critical thinking about what does it mean to be collaborative, functional, curriculum-based and inclusive, about how a caseload can become more manageable, evidence-based and effective, about how to take ownership of the referral process, and about how to demonstrate credibility for clinical decisions and service delivery. We will provide answers that indicate what we have learnt over the years. The poster will demonstrate how we currently answer these questions practically within our student support services inclusion model. We will show our recent projects that continue to challenge and develop our services with the above questions in mind.

We have more professional credibility as we work closely within the inclusion model developed by the student support services department and implemented consistently throughout the school district. The processes are protective of our clinical decisions as well as our workload. We have professional autonomy and flexibility within the district model and are able to implement evidence-based interventions. We are still a work in progress, and do not meet all the need, but we feel that we provide a quality service which is respected by our teacher and other school district colleagues.