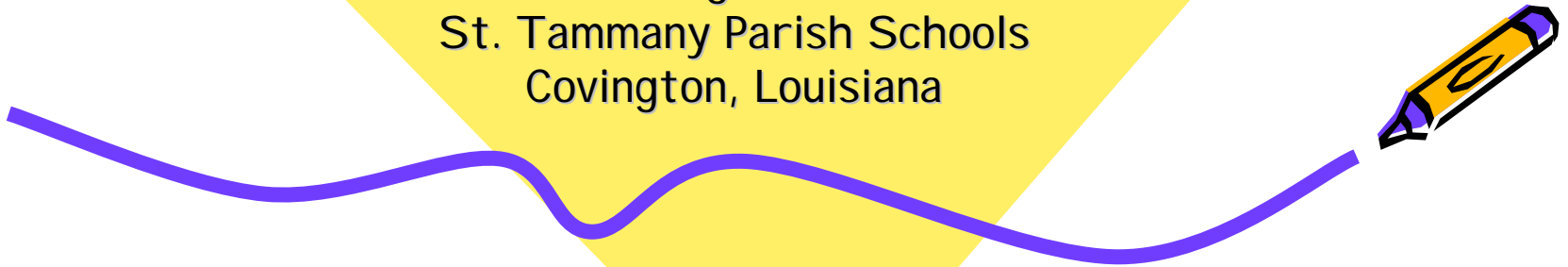


Envisioning the Future SLP in the Schools

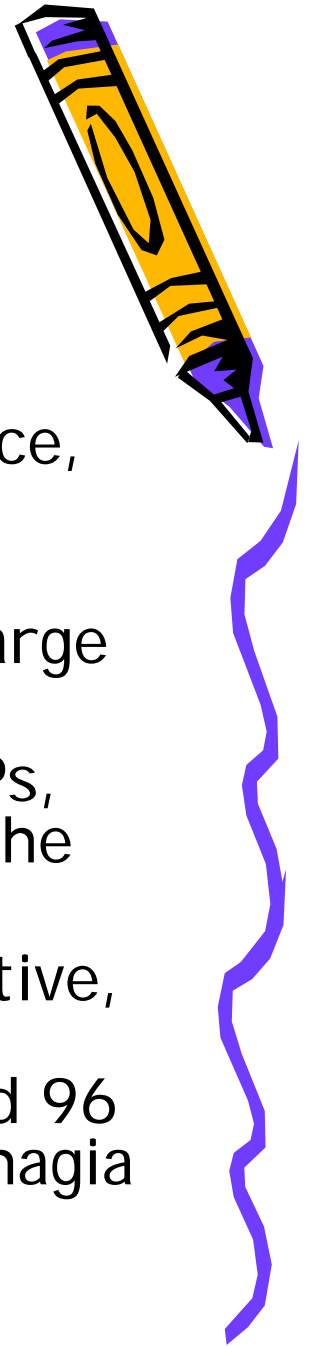
Emily M. Homer, CCC-SLP
Assistant Coordinator of Speech/Language/Hearing
Programs

St. Tammany Parish Schools
Covington, Louisiana



About me

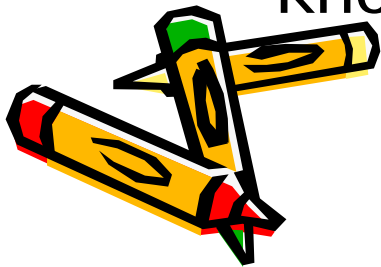
- In the field 32 years
- Graduated from the Univ. of Tenn in Knoxville
- Have worked in school systems, private practice, head injury facility, home health, outpatient, clinics, and taught an undergraduate course.
- Currently I am the asst. coord. of a relative large school district across the lake from N.O.
- My job consists of interviewing and hiring SLPs, supervising 100 SLPs, staff development for the speech department, among other things
- My district has a total 120 SLPs (3 administrative, 5 assistive technology specialists, 15 speech/ language diagnosticians, 1 autism specialist and 96 school based SLPs, 60 of which serve as dysphagia case managers!)



So...I was asked to envision what
would like the future school-based
SLP to look like throughout the
United States!

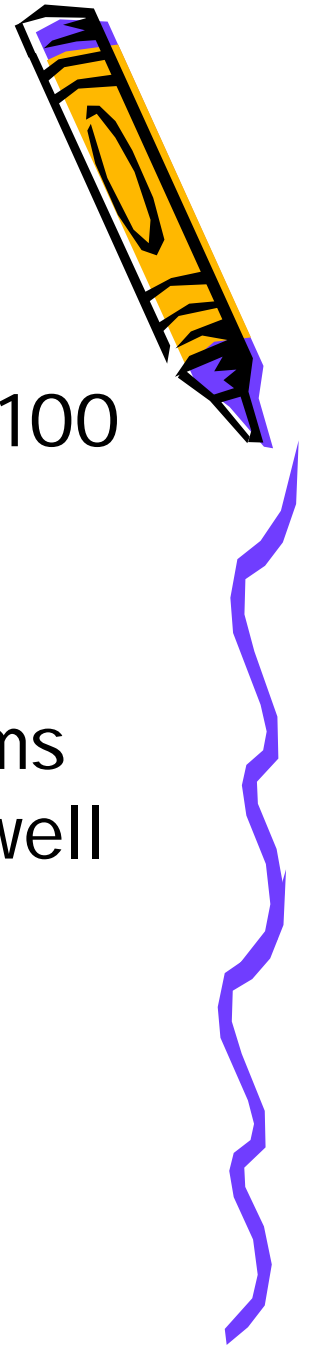
30+ years ago when I started my career in
the schools, I had a 100 plus caseload which
consisted of probably 75 /r/ and /s/
students!

Today, that has changed drastically, as you
know!



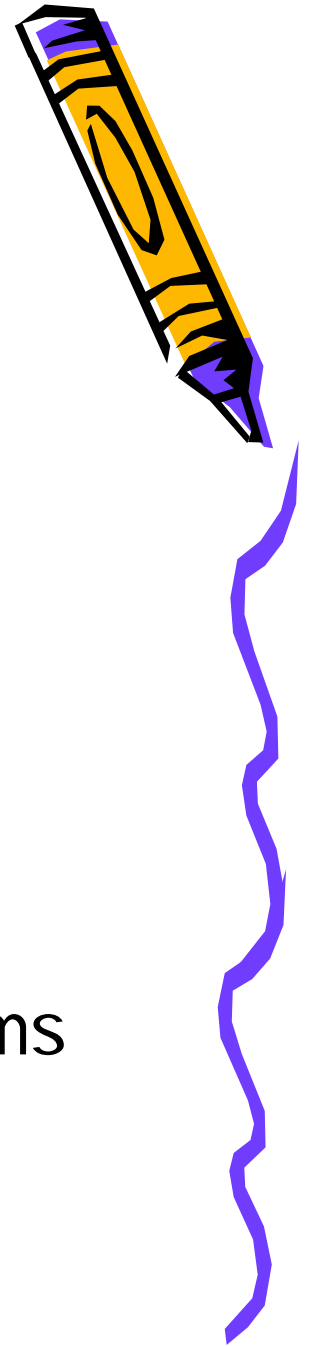
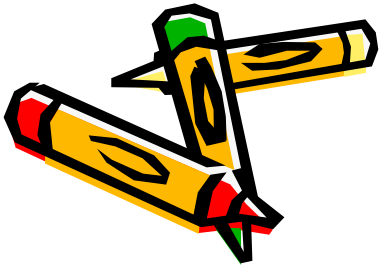
Today's SLP in the Schools

- Has a caseload that ranges from 30 to 100 per week, with an average caseload probably in the 40's or low 50's
- Has a varied caseload
- Serves on several multidisciplinary teams
- Works on prevention of disabilities as well as remediation
- Is a knowledgeable resource in his/her school



The Schools are Changing!

- Mandates from IDEA, No Child Left Behind, Act 504, and ADA are forcing change in how we run schools and how children are taught
- Everyone in the school district is now accountable for educating children
- Everyone who works with children is required to use research based programs or methods and take data



As a Result



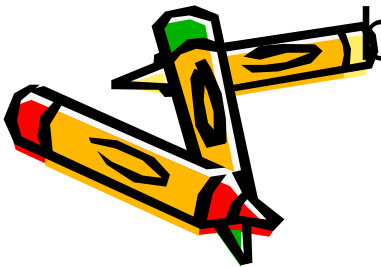
- TEACHERS ARE BETTER TRAINED!
- Example: In the past SLPs were the only professionals trained in higher order thinking skills, graphic organizers, phonological awareness, components of language (phoneme, morphology, semantics and syntax), etc.
- Now, Teachers are being trained in all of these areas and more because they now have to provide interventions to students who are struggling.



Our Role is Changing

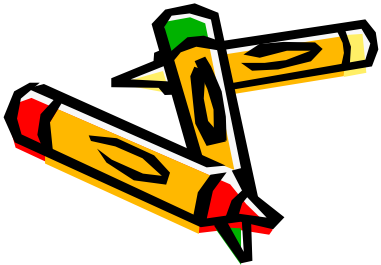
IT'S HAPPENING IN THE CLASSROOM
AND IT'S A GOOD THING

- What SLPs used to do for a few students a couple times a week, is now being done in regular education classes all day long.
- Teachers are using this wonderful knowledge all day to benefit children, but where do SLPs fit in?



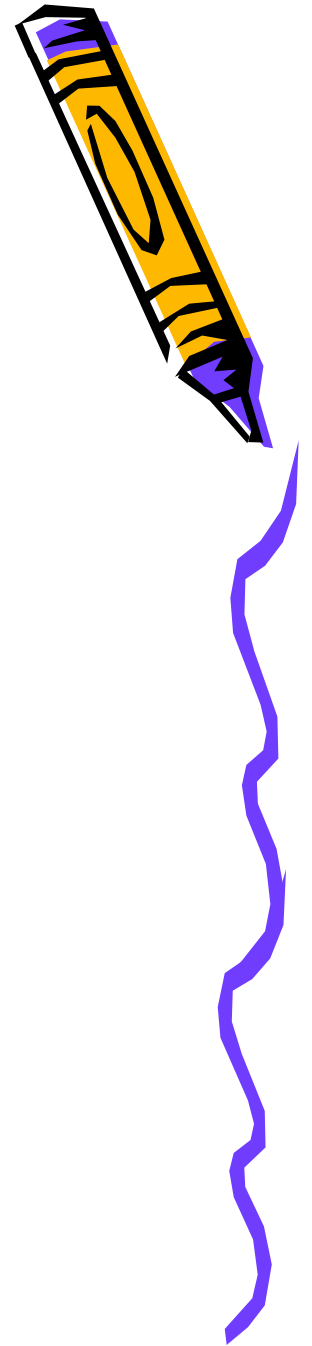
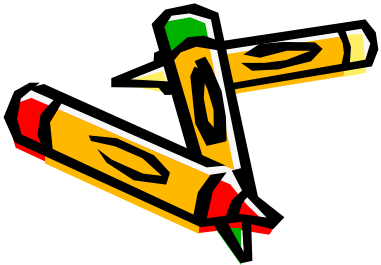
ASHA's responsibilities in relation to the schools

- Must maintain the high standards of the CCC's
- Continue to work for National Certification in the schools which results in compensation
- Continue its outstanding efforts to address school based issues



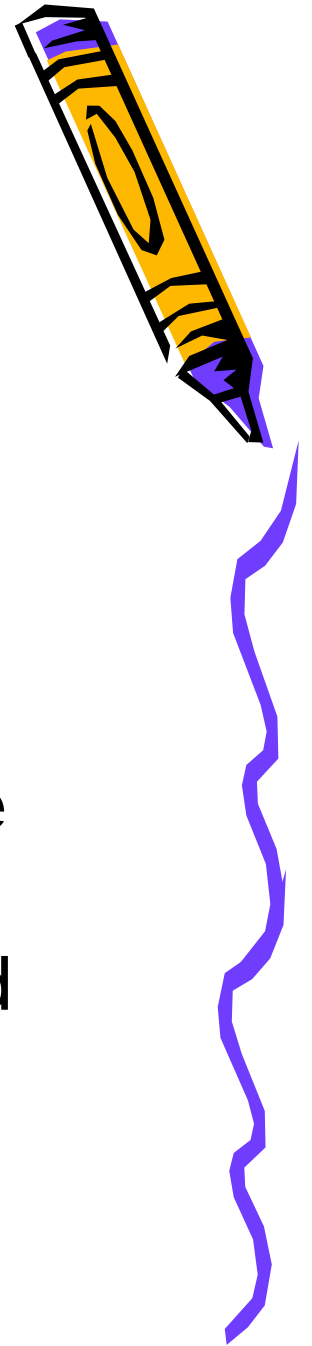
The Future SLP in the Schools

1. Professional
2. Articulate
3. Intellectual curiosity
4. Collaborator
5. Consultant
6. Involved in education
7. Technology savvy
8. Scientist



Professionalism

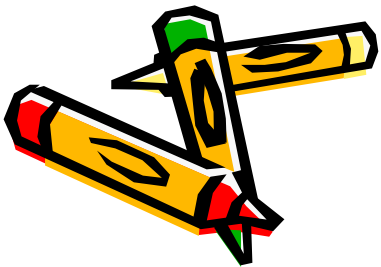
- Is supported by being well trained
- Confidence in knowledge and skills to function within their job setting
- Adheres to a Code of Ethics
- Sincere interest in the student and the student's family
- Respect for administration, policies and procedures



Articulate

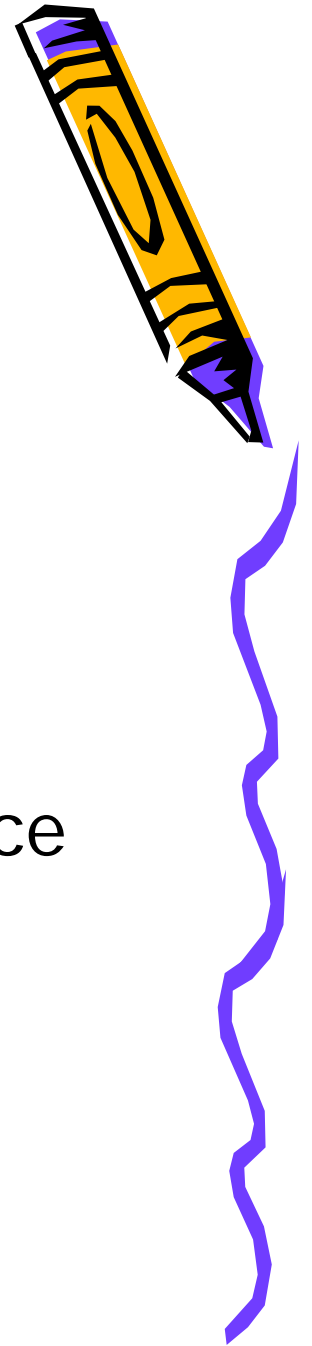
Able to communicate effectively:

- the role of the SLP in the schools.
- with parents/caregivers, teachers, psychologists, counselors, social workers, administrators, nurses, and physicians.
- By explaining therapeutic interventions and results to parents and teachers



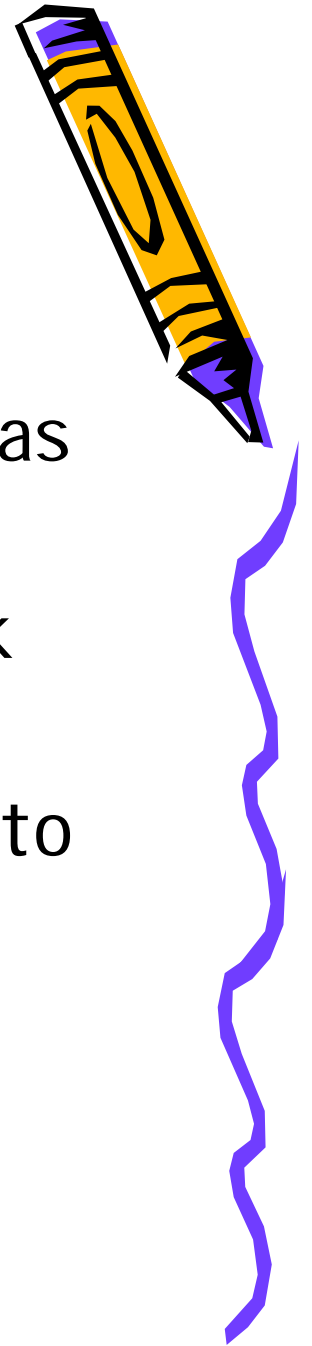
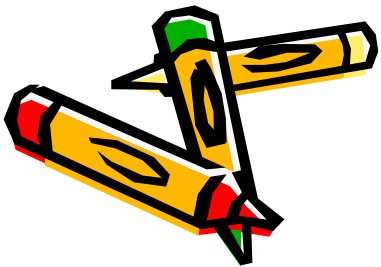
Intellectual curiosity

- Lifelong learner
- Understands how to find, evaluate and utilize research based techniques and programs
- Have an understanding of the importance of research as a basis for intervention.
- Will be problem solvers



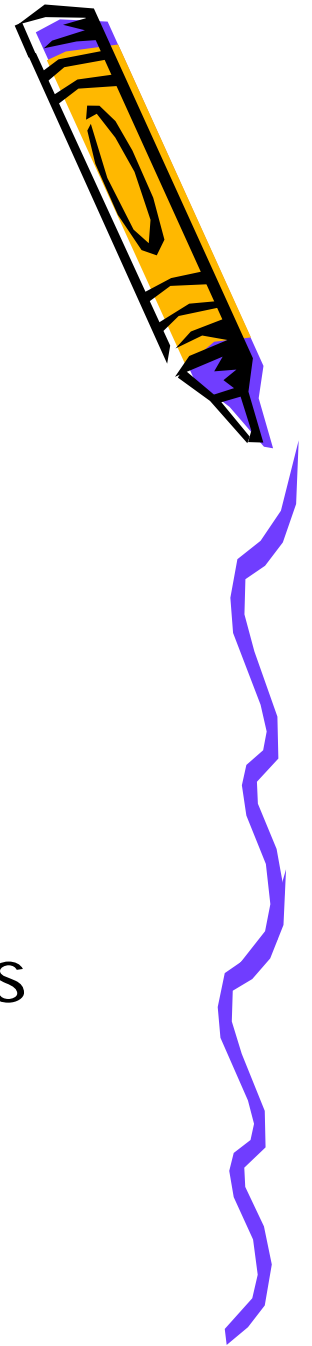
Collaborator

- Will be trained to function effectively as part of a team.
- Professional dialogue necessary to work with a variety of professionals
- Co treatment experience (knowing how to work with other professionals while maintaining your focus and goals)



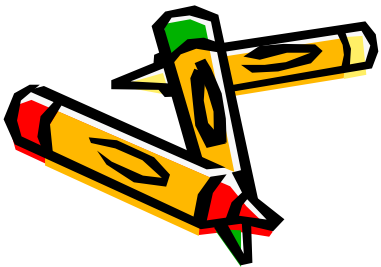
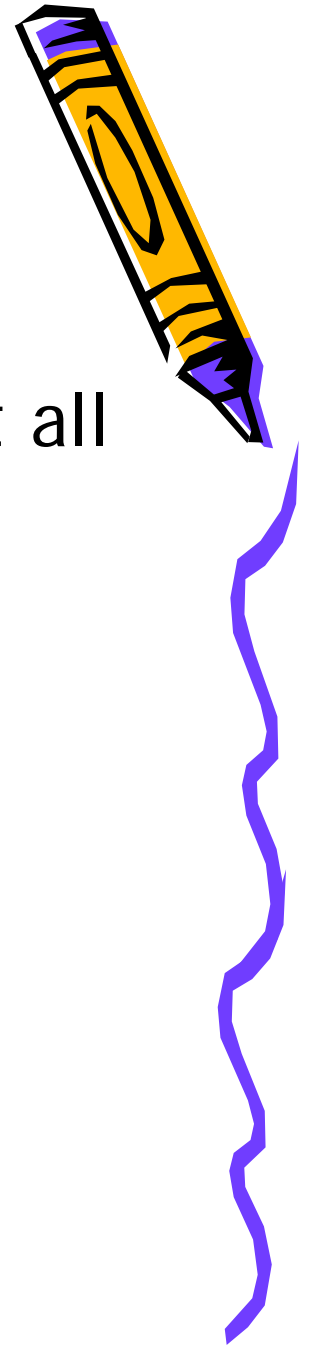
Actively involved the education process

- Language and reading
- Use research to remediate reading disorders while addressing language disorders
- Understands the cognitive and social aspects of communication which affect academic success
- Knows and applies the curriculum that is used in the district



Technology

- Will be able to use technology in almost all aspects of their job
 - writing IEPs
 - professional dialogue
 - presenting to faculties
 - research



Scientific background

- Continue to have a solid background in the sciences
- Knowledgeable in areas of anatomy and physiology, neurology, but also familiar with how to locate current scientific information



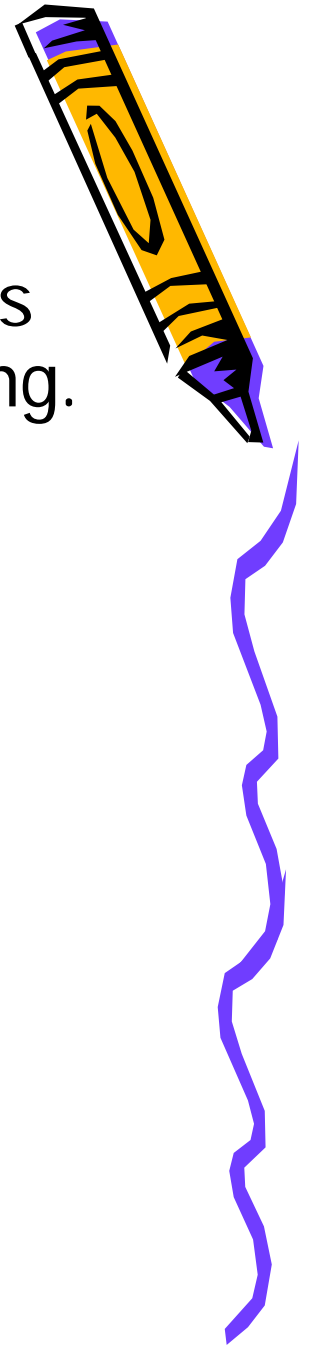
Continue to be a SPEECH Pathologist

Be extremely knowledgeable, confident and skilled when addressing the areas that **ONLY** SLPs are trained in: articulation, phonology, fluency, voice, apraxia, cleft palate, cochlear implant therapy, auditory processing deficits, dysphagia, and head injury.



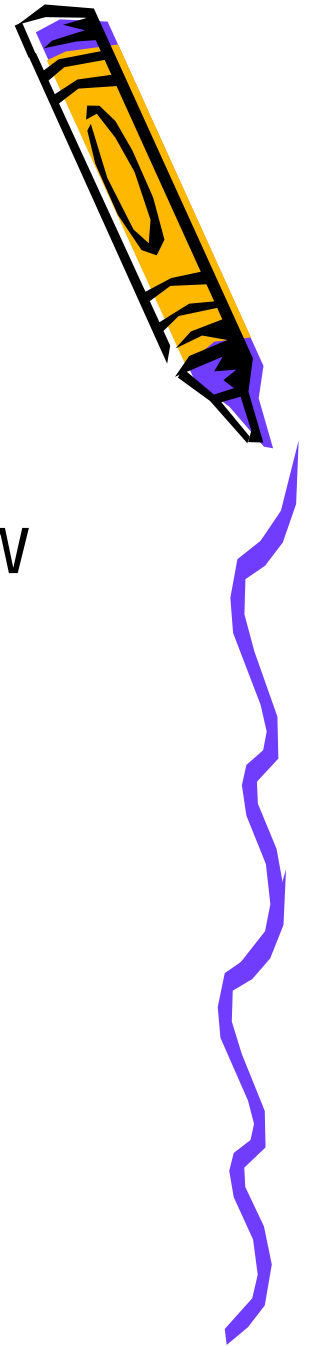
Consultant

- Work as a resource to teachers in areas where SLPs have more extensive training.
- Use skills in gathering and sharing information, instructing, modeling and demonstrating to support classroom instruction
- Work within classrooms with pre kindergarten, kindergarten, and first grade teachers to help prevent future reading disorders.



Confident and assertive

- Willing to use their knowledge and skills to establish and seek out new programs and services including:
 - dysphagia
 - cochlear implant training
 - auditory processing disorders



The Future SLP in the Schools

Other traits!

- Sense of humor
- Flexible
- Ability to work with a group of clients

