10 Critical Steps for Reframing and Improving Your School Services

Saturday, December 10, 2011
8:30 a.m. – 3:00 p.m.

West Chester University of Pennsylvania
Graduate Business Center
1160 McDermott Drive, West Chester, PA, 19380

Who Should Attend?

Participants should have some professional knowledge of the range and scope of school based services and the SLP's role. This program is also appropriate for graduate students who are currently enrolled in a speech-language pathology program.

Program Summary

The roles and responsibilities of the SLP working in the educational setting have changed greatly over the last several decades. The roles will continue to evolve as our understanding of the needs of children with communication disabilities expands, as the impact of communication impairments on learning performance is more clearly defined, and as methods for delivering services improve. School-based SLPs still function as specialists. However, we can no longer implement our programs in isolation from the rest of the education system. SLP services must be an integral part of the total educational program for children with disabilities. We must focus our efforts on *"Matching the Right Student to the Right Interventions, the Right Services, and the Right Providers".*

This practical course brings a fresh approach to school-based speech-language service delivery. Ten critical steps are defined and discussed. Participants look at each step from the perspective of their own role, organization, population, services, and goals. Participants take away tools, strategies, and an action plan for reframing and improving their own programs.

Learner Outcomes

After completing this session, participants will be able to:

1. Define characteristics of an effective, school-based, speech-language service delivery program.

2. Discuss new SLP roles and responsibilities with school administrators, educators, families, and students.

3. Establish a variety of communication strategies and venues for educating others about the SLP program.

4. Create meaningful relationships with teachers and collaborate to plan and deliver effective services

5. Administer 5 tools for evaluating student's classroom performance, determining impact of teacher's instructional communication and recommending key modification strategies.

6. Engage family members in planning and intervention.

7. Use technology in treatment and documentation.

8. Implement processes for tracking and reporting outcomes.

Biography

Jean Blosser, Ed.D., CCC-SLP
VP Therapy Programs and Quality, Progressus Therapy

Dr. Jean Blosser is a leading national expert in the area of school-based service delivery. Throughout her career, Jean has demonstrated her commitment to school-based service delivery through her various roles as a school-based SLP, professor and university administrator, author and researcher, program developer, and mentor. She has been named a Fellow of The American Speech-Language-Hearing Association, The Ohio Speech and Hearing Association, and The American Council on Education. Jean is currently Vice President for Therapy Programs and Quality at Progressus Therapy. In her role, Jean provides the vision and leadership for Progressus Therapy's program development and quality initiatives -- all of which are related to fostering change in service delivery practices, striving for functional outcomes, and nurturing and guiding professionals to lead the way to make a difference in students' lives. She is the author of *School Programs in Speech-Language Pathology: Organization and Service Delivery, New Release; November 2011; Plural Publishing.*

Jennifer Means, SLP.D., CCC-SLP
Department of Communicative Disorders, West Chester University

Dr. Jennifer Walsh Means is an Associate Professor and Director of Clinical Services in the Department of Communicative Disorders at West Chester University of Pennsylvania. Prior to completing her doctoral studies at Nova Southeastern University, she was a public school SLP for 17 years. Her areas of expertise and research include educational law, clinical supervision, reading and writing disabilities, and fluency disorders.

Conference Schedule

8:30	Registration: Meet and Greet
9:00	Introduction and Overview of Program
9:15	Define Success
9:45	New SLP Roles and Responsibilities
10:15	Matching the Right Student with the Right Intervention, the Right Services, and the Right Providers
11:00	Understanding Your Organization's Culture and Climate

11:30	Communicate to Educate
Noon	Lunch
12.30	Collaborate with Your Education Team
1:15	Engage Parents
1:45	Use Technology
2:15	Achieve Success! Report Outcomes
2:45	Q and A

Progressus Therapy

Fees/Refunds/Cancellation Policy

This course is offered for 0.6 ASHA CEUs (Intermediate level, Professional area. Should this program be cancelled, you will be notified by email, phone, or mail. There is no variable credit offered for this course. Participants must remain for the entire workshop in order to be eligible for full CE credit. Please turn in your ASHA form prior to your departure on the day of the event. Should you have questions about this workshop, please contact Jennifer Means [JMeans@wcupa.edu].
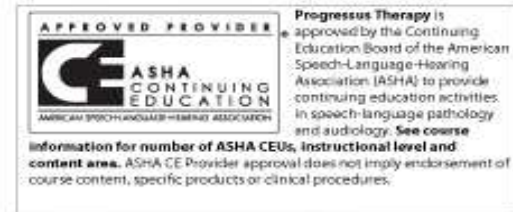
ACT48 Hours

PSHA is an approved provider by the Pennsylvania Department of Education to sponsor Continuing Education programs as required by ACT 48. This program is offered for 6 clock hours. Individuals attending the program must arrive on time and stay the duration of the program in order to receive Act 48 Professional Education hours.

Special Needs

Accommodations for individuals with disabilities are available upon request by calling the Office of Conference Services at 610-436-6931. Participants should make their needs known as soon as possible, but not less than one week in advance, to allow time to make the necessary arrangements.

ASHA CEUs

APPROVED PROVIDER

CE ASHA CONTINUING EDUCATION
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

Progressus Therapy is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.6 ASHA CEUs (Intermediate level, Related area).

REGISTRATION FORM

Name _____

Organization _____

Address _____

_____

City _____

State _____ Zip Code _____

Work Telephone (____) _____

Home Telephone (____) _____

E-mail _____

Convenient Ways to Register:
• Register online at:
  http://wcupa.edu/conference.services/conferences.asp
• Make check payable to West Chester University
• Register by fax with a credit card to 610-738-0466

☐ Check here if Requesting .6 CEU's

ASHA #_____

☐ Check Here if Requesting ACT48 Credits

Professional ID Number (PIN) _____
School District _____

Check one:
☐ **Professional Registration:** $75/includes lunch
☐ **WCU Graduate Students:** Complementary
☐ **Students from Other Universities $15/Lunch**

Your University _____

_____

Charge my: ☐ VISA ☐ M/C ☐ AMEX

_____ _____/_____
Account # Exp. Date

Signature _____

This workshop will be very interactive.
Participants are invited to bring case examples and questions for discussion.