What is it?
1. ASHA Supported Model
2. Also known as 3:1 model, Workload approach

Why use it?
- Flexible Service Delivery Model
- Caseloads
- Increasing workload demands
- Low morale
- Missing therapy
- To change how our district views special education

Gathering Data
- Initial Workload Data Form
- Revised Workload Data Form

And the data shows...
We do a lot, but we already knew that and...
On average we did 39 hours of work in a 35 hour work week.
Whew!

We have the data...
Now what?
1. Gathered research on the model and resources from Shelly Wier
2. Compiled data
3. Wrote a proposal
4. Approval from our Director of Special Education
5. Our director sent the proposal to our superintendents for approval.
We submitted the proposal during the 2017-2018 school year.

The Pilot

Who:

- 9 SLPs representing the different grade levels
- Why they were chosen:
  - Caseloads
  - Admin support

The Pilot

Getting started:

- Held pilot SLP meeting
  - This took place in July before the upcoming school year.
  - Created a shared google drive to share documents.

The Pilot

Resources:

- Letters
  - Parent letter
  - Administrator letter
- Shelly Wier information / livebinder (code summer 2017)

Workload data after implementation...

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017 (Avg of 9 SLPs)</th>
<th>Fall 2018 (Avg of 6 Pilot SLPs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancelled Therapy</td>
<td>204 minutes</td>
<td>88 minutes</td>
</tr>
<tr>
<td>Work At Home/Past Contract</td>
<td>127 minutes</td>
<td>70 minutes</td>
</tr>
<tr>
<td>Number of Sessions Entered Into DSCTop</td>
<td>Pilot SLPs Sept-Dec 2017- traditional model (14 weeks of documentation) 4302</td>
<td>Pilot SLPs Sept-Dec 2018 - 3:1 model (10-11 weeks of documentation) 4760</td>
</tr>
</tbody>
</table>

Support Week in Elementary

Megan Fraser - Elmdale Elementary

You want me to do what??
Megan Fraser - Elmdale Elementary

- Observations
- Attended Common Planning Times
- Trauma Lunch Groups
- Push-in English Language Development with Self-Contained
- Whole Group Lessons

Megan Fraser - Elmdale Elementary Phonics

Megan Fraser - Elmdale Elementary

- Support Week 1 Schedule
- Support Week 2 Schedule
- Support Week 3 Schedule
- Support 4 Schedule
- Support 5 Regular Week
- Data Sheets
  - October
  - February
- Self-Contained Group Lessons
  - Jenna Rayburn’s Cooking with Core
  - Bilinguistics Life Skills Language Enrichment

Best part of doing the 3:1 Model?
Confirmation that what I’m doing is making a difference.

Questions? E-mail me! mfraser@sdale.org

Megan Fraser - Elmdale Elementary

Support Week in Elementary
Myranda Victoria-Hunt Elementary

- Whole Group Push-In
  - Kindergarten Weekly Lessons
    - Sound of the Week
    - Ways We Talk
  - Social Thinking Lessons
    - Perspective Taking

Myranda Victoria-Hunt Elementary

- Support Week Examples
- Make Up Therapy
  - Never able to do before!
  - Opportunity for fun things
    - Making caramel apples
    - Seasonal Crafts
    - Science Experiments
Myranda Victoria-Hunt Elementary
mvictoria@sdale.org

- This year:
  - Attending grade-level PLC’s as able
  - Incorporating monthly Social Thinking Themes
    - Able to plan around support week
  - Continuing the fun stuff!
    - Science Experiments
    - “Watching Books”
    - Google Forms with Video Clips

Hope Jones-Sonora Elementary

- Introduction (The 3:1 Model at Sonora Elementary)
  - Where Do I Begin?
- Social Thinking (Michelle Garcia Winner)
  - Whole Body Listening
  - Big/Little Problem
  - Expected/Unexpected Behaviors
  - Social Stories
  - Body In The Group
  - [Link](https://www.youtube.com/watch?v=fEAolASjcG8&t=38s)
  - Blurtling Out

Hope Jones-Sonora Elementary

- Common Language School Wide
- Teacher/Administrator Comments
- Resources

Support Week in Secondary
Ann Vines- Springdale High School

- Introduction
  - SHS Demographics: 2077 students
  - 942 students who are English Language Learners (ELLs); 27 different languages
  - 228 students receive special education services
  - 63 students receive speech-lang. services

Support Week in Secondary
Ann Vines- Springdale High School

- Inclusion, resource, 4 levels of SC, deaf students
- Secondary: A whole different ball game
  - Shifting perspective
- Support week schedule
  - Testing, testing, testing
  - Observations/Collaboration
  - Actual time for planning
  - Indirect students

Support Week in Secondary
cont.

- Putting out fires!!!!
- Time to reflect on practice=bold changes
- 2018-19 School year
  - Push-in lessons every week in 2 self-contained classes
  - Co-teaching every week in a different self-contained English and Deaf Ed. English
  - Attending bi-weekly self-contained PLC’s.
Professional Learning Communities

2018-2019 Pilot group book study

2019-2020 focus: Collaboration/Co-Teaching:
- PLC focus: Collaboration and Co-teaching
- Resources
  - observation document
  - handout on collaboration
- Google Classroom-our format for sharing what we are doing across the district.

THINGS WE LEARNED
- Keep testing/plan time in your direct weeks, you will need it
- Only go to the IEP meetings you absolutely need to go to
- Advantages/Challenges chart
- Try to push into science/social studies for older students to make inclusion easier.
- Don’t try to schedule ALL conferences in support week. You can always make up the sessions missed.
- Research and understand the model and its benefits
- Other service options: Cyclical, Flex, and Receding Scheduling
- Options for quarterly, semester, or even yearly minutes for more flexibility.

Does it work? We Say YES!!!

What we have seen:
- Improved quality of services
- More consistent therapy
- Increased consultation
- Better morale
- Integration of IEP goals in classroom
- Better management of workload responsibilities
- Support with Science of Reading in our schools

District Wide Implementation!

For the 2019-2020 school year, we moved to district wide implementation for all SLPs!

Building Buy-In:
- Met with pilot school administration
- Addressed apprehensions about model
- Shared information with faculty
  - PowerPoint presentation for staff
- Advocate your successes

Reflecting the Model in the IEP

- Documenting minutes
  - Monthly minutes
- PLAAFP
- LRE
- Notice of Action
- Paperwork Example
I love the 3:1 model. I was concerned at first about the time students would be served but it has actually enhanced all services and I LOVE it.

My favorite aspect of the model is actually support week. Not only can our SLP use that time to focus on reports but she can also work with RTI students, focus on building stronger relationships students outside of providing services, pulling lunch groups, attending PLC meetings, meet with teachers, observe students, and assess students.

The 3:1 model has been transformational for our teachers and students. It allows our therapist to reflect on her practice and what would be most beneficial to our students. Based on what she has seen inside classrooms, she has changed the way she delivers services for these kids.

Having the flexibility has allowed our therapist to try some things with the 2 non-verbal students who came to SHS with no devices. Overall it minimizes stress for our SLP so we are able to continue to retain amazing Speech Therapists and assists us in building a positive culture in the entire building.

With the incorporation of the one week for inclusion, our SLP’s expertise is maximized to support all students and lift the learning of our teachers. Because she is teaching the lesson in the classrooms with all students, teachers are able to transfer the learning beyond her time in their room.

Teachers are receiving greater support and more in-depth knowledge of language and how it relates their students on a developmental level.

Q & A

Access Resources Here:

Flexible Service Delivery

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