



Speech Language Pathologist (SLP) Distance Learning Plan

In collaboration with the Educational Services Team, the Pomona Unified SELPA is dedicated to supporting speech language pathologists and families as we move into this 21st Century learning experience together. As we explore what the schedule and experience will be for the speech language pathologists, we are mindful of the fact that we have varying skill levels, varying family needs and student needs. The schedules below show an implementation plan of PUSD's speech language pathologist Distance Learning Model. The schedule is meant to be a recommendation. It is understood that each provider's schedule will be based on various needs.

During the week of April 6th - April 10th, speech language pathologists will focus on the following:

- Contacting parents to check in and discuss possible service provision (individual or group sessions)
- Reviewing caseloads to determine a tentative schedule of services
- Collaborating with classroom teachers and other case managers regarding schedules
- Collaborating with small groups of speech language pathologists regarding distance learning options and service models
- Connecting with supervisor regarding any challenges or needs specific to their caseload

Effective the week of April 13th, speech and language staff will be providing services to students in three ways:

- Direct speech and language services using Zoom or Google Hangout/Meet. If there are technology barriers, staff will document challenges and may provide direct support via telephone.
 - Each SLP will develop a schedule of services to students based on student needs
 - General guidelines:
 - Group therapy: Group is to be considered as an option as long as group is indicated in the IEP and with parent consent. Consider behavioral, cognitive and independence level of student participation. Group no more than 3 students at a time. Document parent approval using electronic resources (e.g. email).
 - Individual therapy: Individual is to be provided if documented in the IEP or if the parent does not consent to group therapy.
 - For students who only have group therapy in the IEP, and the parent does not consent to group therapy via distance learning, the number of individual sessions offered will be fewer than the number group sessions offered
 - Activities developed by AAC team and can be accessed via the shared Google Drive
 - These activities would best be shared with parent in addition to student.

- Indirect services using personalized learning tools will be provided to all students/parents on a weekly basis. SLP will provide the tools after teaching the student (and parent as appropriate).
 - These are personalized learning programs that students can access independently (after receiving direct support from the SLP).
 - The resource would be at the student's level. Students can be reasonably expected to progress through the material with minimal adult support.
 - The SLP would monitor progress via video conference or via telephone.
- Indirect services to support individual student learning plans:
 - Contact to student via email, Google Voice to check in on wellness and progress on learning tools
 - Provide "office hours" for parents or students to check in
 - Contact to parent to check in, get feedback on student progress, provide support for learning tools
 - Collaborate with small groups of SLPs, teachers, administrators and other service providers regarding distance learning, student needs and progress
- Estimated time spent in each area:
 - Approximately 15 - 20 hours per week will be dedicated to direct services (group or individual therapy). Time of day will generally fall between regular school hours (8:00 AM - 3:00 PM) and will depend on family input as well as what is set by other staff.
 - Approximately 5 hours per week will be dedicated to providing personalized learning tools
 - Providing online activities specific to student goals, student practice of previously learned skills for generalization
 - Approximately 5 hours per week will be for planning and collaborating with staff
- Contact and documentation methods
 - SLP should be contacting parents and students using a variety of methods:
 - Individual phone calls to parent regarding the proposed plan. Staff can use Google Voice in order to maintain privacy (Google Voice is available as part of the Pomona Google Suite)
 - Get parent confirmation of desire for group or individual sessions (if group, there will be the capacity for more sessions, individual will be fewer)
 - Use Zoom Conferencing or Google Hangouts/Meeting to provide face to face services
 - If student does not have technology, services will need to be provided via phone. This should only apply to preschool.
 - SLP can augment any of the experiences by using Google Classroom or other LMS (learning management system) available.
 - Students should be provided with "personalized learning practice" of skills related to their goal areas
 - All services (including service attempts to provide services) will be documented via service tracking on SEIS
 - SOAP notes for each session provided will be documented using the typical method of note taking
 - Each SLP will complete a "Distance Services Learning Chart" for each student on his/her caseload
 - The Distance Services Learning Chart will document the frequency, duration and type of speech and language supports that were offered to each student based on their current IEP and individual needs