

Life Lessons from My Most Challenging Cases

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GSHA

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Disclosures

- Any materials presented will be credited to the creator, with no sales or promotion intended. I don't read tons of research, but when I do...
- No compensation is expected. I make enough, and, as a GSHA member, I appreciate the discount for convention by presenting every year.
- No vendor support, either financial or promotional, is intended. My husband is disappointed that I haven't invented something as a way of getting rich quick so he can retire.
- No self-promotion or recruitment is intended. I work for Henry County Schools. Enough Said?

Objectives

- Participants will develop SMART goals for personal growth in their own practice.
- Participants will document at least three "go-to" activities for positive therapy application to try across settings.
- Participants will outline strategies for promoting generalization of therapeutic practices.

Participants

- Where are you now?
- Where did you come from?
- Where do you want to be?

“That which does not kill us makes us stronger.”

- Agree
- Neutral
- Disagree

SMART GOALS

- Specific
- Measurable
- Achievable
- Results Based
- Time Bound

Questions to Guide You

- What are you reading now?
- Are you proficient in re-framing negative comments?
- Can you identify your go-to supporters?

Reading Materials

- Employability
- Professional growth
- Balance in various aspects of life
- Amusement
- Conversation and social contexts

Re-Framing your thinking

- “At Least” method
- “Blurting” is an aggravated way of saying “verbally impulsive”.
- Physical effects are regulation alerts
- Behaviors serve communication functions

- Reframe: defiant, obstinate, distracted, lying

Support

- Leadership
- Fellow SLP or AUD
- Friend
- Partner or family
- No one

Participants

- Where are you now?
- Where did you come from?
- Where do you want to be?

Toughest Case

- What is happening with that person?
- What is one definable strength for that one?
- What is one thing needing change to be more successful?

Life Lesson #1 Perspective

- Try to use the perspective from within the setting.
 - A. Clinic? Therapeutic
 - B. School? Educational
 - C. Home? Lifestyle

Toughest Case (reframed for LL#1)

- What is happening with that person in the current setting?
- What is one definable strength for that one according to the expectations in that setting?
- What is one thing needing change to be more successful in that setting?

Select an Activity for LL#1

- What is one activity in your arsenal that can address skills anyone in that client's environment can appreciate? Keep in mind who is watching for outcomes.
 - Phonological awareness
 - Literature
 - Writing tasks
 - Fluidity of sounds
 - Comprehension

Life Lesson #2 LRE

- Try to remember the least-restrictive-environment rule.
 - A. Where will the student need this skill?
 - B. Relevance matters in every case.
 - C. You are not the only coach.

Toughest Case (reframed for LL#2)

- What is happening with that person that can be broken down into smaller areas?
- Under what circumstances is that client most successful?
- What is one thing the authority in that setting can do to support that client?

Select an Activity for LL#2

- What is one thing you work on in a “error-free” environment that could translate into another place in the building?
 - Turn-taking
 - Conversation
 - Scripted language
 - Visual supports
 - Guided questioning
 - Signals or cues

Life Lesson #3 Expertise

- You are a great therapist.
 - A. You went to school for this.
 - B. Your observations are formal assessments.
 - C. People see you as different because you are supposed to be different.

Toughest Case (reframed for LL#3)

- What is happening with that person when you get involved?
- What is one definable strength for that one that you and others can notice consistently?
- What is one thing you can change for that person to be more successful?

Select and Activity for LL#3

- What do you KNOW your kids will do for you?
 - Choral responses
 - Gestures with repeated lines
 - Sequence rehearsed outlines
 - Movement
 - Flash cards
 - Order of activity

Life Lesson #4 Acceptance

- Don't sweat the small stuff.
 - A. Paperwork will always be there.
 - B. Work for the good of the child.
 - C. Seek balance in general terms.

Toughest Case (reframed for LL#4)

- What is the data suggesting is trending for that person?
- Can you push toward self-monitoring so that the student can begin to see his own strengths or use positive self-talk?
- How can everyone involved adapt and modify once small successes are noticed?

Select an Activity for LL#4

- What brings you the most joy? When you use that concept, how do the kids respond?
 - Songs
 - Costumes
 - Puppets
 - “Field trips” outside of your space
 - Talking to front secretaries

Review Objectives

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