

21st Century Speech Therapy

SCSHA 2010
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What are 21st Century Skills?

- **Accountability** – being responsible
- **Adaptability** – being flexible
- **Communication** – talking, writing and understanding
- **Curiosity** – thinking of new ideas, asking questions, being open to different thoughts and perspectives
- **Critical Thinking** – making good choices, thinking through our actions and responses

What are 21st Century Skills (cont'd) ?

- **Systems Thinking**- understanding how everything is connected
- **Interpersonal skills** – being able to talk to people and work as a team
- **Collaboration** – being able to do different jobs and handle different responsibilities, being respectful
- **Problem Solving** – studying the parts of a problem and coming up with answers
- **Self-Direction** – knowing your goal and monitoring what you need to reach it
- **Social responsibility** – treating others the way you want to be treated

Self-directed learners

- “Everyone has a active role in the teaching/learning process. However, when students learn to *take responsibility for their own learning, they have more control over their progress.*”
-David Langford
- “Research on learning has demonstrated that students understand best, remember ideas most effectively and think most incisively *when they feel personally responsible for getting meaning out of what they are learning instead of waiting for a teacher to shovel it into them.*”
-Jane Healy, “Endangered Minds”

**“Do not confine your children
to your own learning,
for they were born
in another time.”**

-Hebrew Proverb

What is Baldrige?

- A way to make learning better by ...
 - Getting organized for learning
 - Setting realistic goals
 - Keeping track of progress
 - Learning what to do when progress is not occurring
 - Making good decisions
 - Attaining skills that will help students succeed in the workplace

Baldrige (contd)

- “Customers” learn to...
 - Measure their OWN progress
 - Create attainable goals
 - Create a personal data notebook to keep track of their own progress
 - Focus on results
 - Use “Quality Tools” to solve problems
 - Focus on continuous improvement
 - Make decisions based on facts
 - Take charge of their own learning!

What does Baldrige have to do with speech therapy?

- What is your job as an SLP?
- Over the last few years, have you significantly reduced/eliminated speech therapy errors and dismissed students in a shorter period of time?
- Could you be more effective and efficient at reducing or eliminating speech errors?
- Is your job continuous improvement or do you find yourself managing within a system that needs improving?

Plan
Do
Study
Act

What might go in a speech data binder?

- 5 Why's
- Lotus Diagram
- Begin With The End In Mind
- Run Chart
- Word Lists
- How did I do today?
- Monthly Practice Menus
- Homework data tracking
- Force Field Analysis
- Plus Delta

Plan

- Define the “probletnuity” (problem + opportunity) and study the current situation
 - 5 Why's
 - Problem statement
 - Lotus Diagram

5 Why's of Speech-Language Therapy

1. Why do you come to speech therapy?

2. Why _____?

3. Why _____?

4. Why _____?

5. Why _____?


What does your mouth look like when you make this sound?	What should it sound like?	Syllables
Beginning of Words	Goal: articulation	Middle of Words
End of Words	Sentences	Conversation

What am I working on?	Label basic categories	Sort words into basic categories
Add additional categories (function, size, shape, color, parts, location)	Goal: (language- semantics) vocabulary	Use in sentences
What do you know you don't know?	Synonyms/Antonyms	Compare/Contrast

What are social skills and why do I need them?	Central Coherence	Manners
Writing Skills	Goal: pragmatics	The Zone
Small Talk	Humor	Planning

Do

- Select and develop a theory for improvement then do it and collect data.
 - Brainstorm
 - If-Then
 - Plus Delta

+ What's going well?	 What needs to improve?
? What questions do I have?	i ideas for improvement?

Study

- Study the results at various data points
 - Run Chart
 - Graphs

Progress Monitoring

- How will **they** know that **they** know?
- How will **you** know that you know?
- How will **others** know that they know?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Beginning of Year	1 st data point	2 nd data point	3 rd data point	4 th data point

Act

- Act on the data...
- What was learned?
- What needs to happen next?
 - Plus-Delta
 - Force Field Analysis

What's Holding Me Back?	What's Helping Me Improve?

Professional PDSA

- Plan- Define the "problemtunity" (problem + opportunity) and study the current situation
 - Multi-voting
 - Interrelationship Diagram
 - Define the Problem
 - Analyze the causes (Fishbone)
 - Brainstorm ideas to solve the problem
 - If-Then
- Do- Select and develop a theory for improvement then do it and collect data.
 - Parking Lot
 - Run Chart
- Study-
 - Study the results
- Act-
 - Standardize the improvements
 - What was learned?
 - What happens next?

"If you always do what you've always done then you'll always get what you've always gotten."

- David Langford