



WORKLOAD MANAGEMENT STRATEGIES
Implementing Service Delivery Models in Schools

A Virtual Town Hall

ZOOM PANEL DISCUSSION
Wednesday 8/28/2024 • 7:00-8:30 PM ET

ASHA Resources for Service Delivery in Schools

Service Delivery Scheduling and Models

- [School-Based Service Delivery in Speech-Language Pathology \(asha.org\)](#)
- [A Model for Collaborative Service Delivery for Students With Language-Learning Disorders in the Public Schools \(asha.org\)](#)
- [How To: Writing Collaborative Goals for IEPs \(asha.org\)](#)
- [Thinking Through Varied Service Delivery Models \(asha.org\)](#)
- [Efficacy of Group Versus Individual Therapy for Advancing Receptive and Expressive Language Development for Children Aged 6-12 Years Within Community Settings: A Critically Appraised Topic \(asha.org\)](#)
- [The 3:1 Model—One of Many Workload Solutions to Improve Students’ Success: A workload balance model allows school-based professionals the opportunity to provide both direct and indirect services.: The ASHA Leader Archive: Vol 24, No 5](#)
- [What Works in Collaboration? Identifying Key Ingredients to Improve Service Delivery in Schools | Language, Speech, and Hearing Services in Schools \(asha.org\)](#)
- [Speech-Language Pathology Services in the Schools: A Follow-Up 9 Years Later | Language, Speech, and Hearing Services in Schools \(asha.org\)](#)
- [Service Delivery Schedule Effects on Speech Sound Production Outcomes | Language, Speech, and Hearing Services in Schools \(asha.org\)](#)
- [Go Team Go! Interprofessional Practice for Pediatric Feeding in the Schools | Language, Speech, and Hearing Services in Schools \(asha.org\)](#)
- [A Comparison of Intervention Intensity and Service Delivery Models With School-Age Children With Speech Sound Disorders in a School Setting | Language, Speech, and Hearing Services in Schools \(asha.org\)](#)

Culturally Responsive Service Delivery

- [Multilingual Service Delivery in Audiology and Speech-Language Pathology \(asha.org\)](#)
- [Dysphagia Service Delivery in the Educational Setting: Pediatric Feeding Disorder and the Culturally Responsive Clinician | Language, Speech, and Hearing Services in Schools \(asha.org\)](#)
- [Advancing Workplace Diversity Through the Culturally Responsive Teamwork Framework | American Journal of Speech-Language Pathology \(asha.org\)](#)

- [Working with Culturally and Linguistically Diverse Students \(asha.org\)](#)
- [Working with Bilingual Clients with Phonological Disorders \(asha.org\)](#)
- [That's Unheard Of: Learn About Cultural Competency \(thatsunheardof.org\)](#)

Telepractice Service Delivery

- [Telepractice \(asha.org\)](#)
- [ASHA Telepractice Documentation Data Checklist for School-Based SLPs](#)
- [ASHA Telepractice Checklist for School-Based Professionals](#)
- [Treatment Intensity of Speech Intervention via Telepractice for Children With Speech Sound Disorders: A Systematic Review \(asha.org\)](#)
- [Feasibility of Assessing Expressive and Receptive Vocabulary via Telepractice for Early Elementary-Age Children With Language Impairment | Language, Speech, and Hearing Services in Schools \(asha.org\)](#)
- [Reliability and Feasibility of Administering a Child Language Assessment via Telehealth | American Journal of Speech-Language Pathology \(asha.org\)](#)
- [Speech-Language Pathologist Perspectives of the Implementation of Telepractice-Delivered Stuttering Treatment for School-Age Children | Language, Speech, and Hearing Services in Schools \(asha.org\)](#)
- [Getting Started in School Based Practice - Perspectives \(asha.org\)](#)
- [Take the Tele-Plunge at Your School: An Ohio group shares five key steps to setting up remote speech-language treatment in schools.: The ASHA Leader Archive: Vol 17, No 12](#)
- [Training Parents of Children With ASD Via Telehealth to Implement Communication Interventions: A Narrative Review \(asha.org\)](#)