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## Dismissal Decisions And Student Motivation: When is dismissal the answer?

Marva Mount, MA, CCC-SLP

Moderated by:  
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## Dismissal Decisions And Student Motivation: When is dismissal the answer?

Marva Mount, MA, CCC-SLP

May 31, 2018

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## Disclosures:

- Marva Mount is receiving compensation for today's presentation.
- There are no other financial relationships to disclose.

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## Learning Outcomes

- Describe several ideas to motivate students to attend speech therapy.
- List factors to review when considering dismissal from speech services for an unmotivated student.
- Explain how to discuss dismissal with the student and parent, when dismissal is being considered due to motivational issues.

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## Today's Agenda

- 0-5 Introductions
- 5-20 How to Motivate the Unmotivated
- 20-35 What Factors Should the SLP Review When Looking at Dismissal From Services?
- 35-55 How Do We Successfully Discuss Dismissal with Families and Students When Therapy is Not Producing Positive Outcomes
- 55-60 Questions

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## How Do We Motivate?

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## Items to look at first

- Ownership
- Goal Setting
- Incentives
- Strengths – Know your students!

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## Ownership

- Give sense of control
- Harness student interests
- Give students responsibility
- Encourage self-reflection
- Offer varied experiences

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## Goal Setting

- Set goals high, yet at attainable levels
- Define objectives
- Let students help you develop goals and objectives
- Ask students what is important to THEM

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## Incentives

- Create a threat-free environment
- Offer rewards
- Give praise **when earned**
- Give distinct feedback and offer chances for improvement
- The “3 Ms”
  - Motivating
  - Meaningful
  - Memorable
- Make it FUN

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## Strengths

- Use positive competition
- Set up for success based on those strengths
- Manage their anxiety
- Track progress in a way that is understandable and visual

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## Questions to ask **YOURSELF**

- What is your relationship like with your students?
- How much choice do you actually give them?
- Do you rely too heavily on extrinsic motivation?
- Do your words contribute to a **growth** mindset?
- What are you doing to make your content relevant to the the lives of your students?

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**Success IS the Biggest  
Motivator!**

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If they are still unmotivated,  
then what?

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## Ethical Guidelines (ASHA 2016)

- ASHA Ethical Principle 1, Rules K, L, M
- Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
- Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.

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ASHA (1991) discusses accountability as requiring educators to be responsible for ensuring that appropriate educational programs are provided to meet the individual needs of students.

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Nelson (1998) states if a treatment program designed to meet an individual's needs is not effective, then the SLP needs to consider treatment modification and/or dismissal.

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**Key elements to review  
prior to considering  
dismissal**

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## CONTINUED Key Elements

- Duration of services
- Intensity of services
- Mode of service
- Review of evaluation data
- Focus of service
- Setting
- Individualization
- Pattern of service delivery
- Capacity of student for change (longitudinal view)
- Analysis and dynamics of the situation
- Continuity

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## CONTINUED

### Duration of services

- How long has student been in treatment?
- How long has student been in treatment for current goals/objectives?

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## Intensity of service

- How frequently do they attend therapy?
- Have alternative intensity levels been utilized?
- For how long?

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## Mode of Service

- Are the services of the SLP a duplication of services provided elsewhere? (self contained classroom, preschool program? Resource classroom?)
- Alternative modes of service tried? (group, individual, short sessions for more days, longer sessions for fewer days)
- Have alternative modes been tried for sufficient time period?

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## Evaluation Data?

- Does evaluation reflect accurate diagnosis?
- Are goals/objectives appropriate?

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## Focus of Service?

- Based on the educational performance of the student in their current placement, is there an educational need for services to be continued?
- Are treatment methods appropriate for for the diagnosis of the student?
- What has been the student's level of response to treatment methods?
- Within the scope of treatment, has student been able to advance to the next level of treatment protocol?
- Is treatment being provided at the appropriate level for the student?

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## Setting

- Have a variety of settings been utilized? (group, individual, integrated, collaborative, consultative)
- What does the student miss in the general education class while in speech?
- Have alternative times been tried? (early in day, late in day, after recess, before lunch, etc.)

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## Individualization

- Are curricular and/or instructional accommodations identified and implemented if needed?
- Is the therapy truly individualized based on student need and not on therapist need or school need?

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## Pattern of Service Delivery

- How has treatment been provided in the past?
- What has been the focus of treatment in the past?
- Have there been frequent gaps in service? (Student frequently absent? Lack of consistent service provider? Student moves frequently?)

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## Capacity of Student for Change (Longitudinal View)

- Has student been more responsive at times?
- Patterns of regression or progression?
- When has student been most responsive?
- Flat response level over time?
- How do others providing services/instruction regard child's progress?
- Does therapy provide motivational incentives?
- Does SLP maximize treatment when progress has been achieved?

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## Analysis of Dynamics

- Is the SLP basing dismissal of student on the student's personality traits?
- Is the SLP basing dismissal of student due to dislike of the student, parents, situation with the teacher?
- Have other situational dynamics influenced the recommendation of dismissal?

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## Continuity

- Are other service providers reinforcing what the SLP is doing in treatment? In isolation?

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## Preparing for Dismissal

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## Parent Conversations

- Always “begin with the end in mind”
- Have data!
- Teacher Input
- Administrative Support

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## Begin with the end in mind

- Lay ground work from the beginning for reduction in service delivery time
- This allows the parent to think “transition” rather than “cut off”
- Recognition that all students are different, and will progress at different rates of success
- Discuss the need for self monitoring and practice outside of the school day

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## Have data!

- Data driven conversations provide a foundation of fact, a complete picture
- Provide clarity
- Ensure that thought and consideration were put into the decision making process
- Data provides protection for the student as well as the professional

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## Teacher input

- Advantages of the general education or special education classroom setting
  - Peer modeling
  - Trusted setting
  - Skills more easily practiced
  - Generalization of skills across curriculum
  - Utilization of teacher data collection (grades, projects, etc.)

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## Teacher Input

- Duplication of services
  - Is the student receiving similar services within the least restrictive environment already?
  - Is there a way to make communication a part of goals in another area?
  - Frame goals in another setting so all see the value of the communication piece across the entire school day, which places emphasis/focus on communication within the primary disability category, allowing for more generalization/carryover of desired skills. EX:
    - “student will verbally express \_\_\_\_\_”, or
    - “student will clearly state the main idea of a passage\_\_\_\_\_”

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## Administrative Support

- Inform your administrator PRIOR to the meeting if you expect push back or concern
- Give your administrator all the data in an organized format
- Provide administrator with talking points (verbally discuss AND provide in easy to read/follow written format)
- Discuss any issues that you expect may arise during the meeting
- Encourage the administrator to communicate with the teacher(s) prior to the meeting (staffing prior to meeting is an excellent idea in these situations)

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## Handling Difficult Conversations

- Listen!!!!
- Remain neutral
- This is not about you!
- Remove any feelings that this is personal
- Be willing to compromise
- Regulate emotions
- Regulate body language
- Remain calm and respectful regardless
- Find common ground

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Thank you!  
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