



SpOT Time: Collaborating and Programming Between Speech and OT Services

Presented by:

Katie Juare O.T.R./L, Molly Dickerson MA, CCC-SLP, and Meghan Karsky MS, CCC-SLP

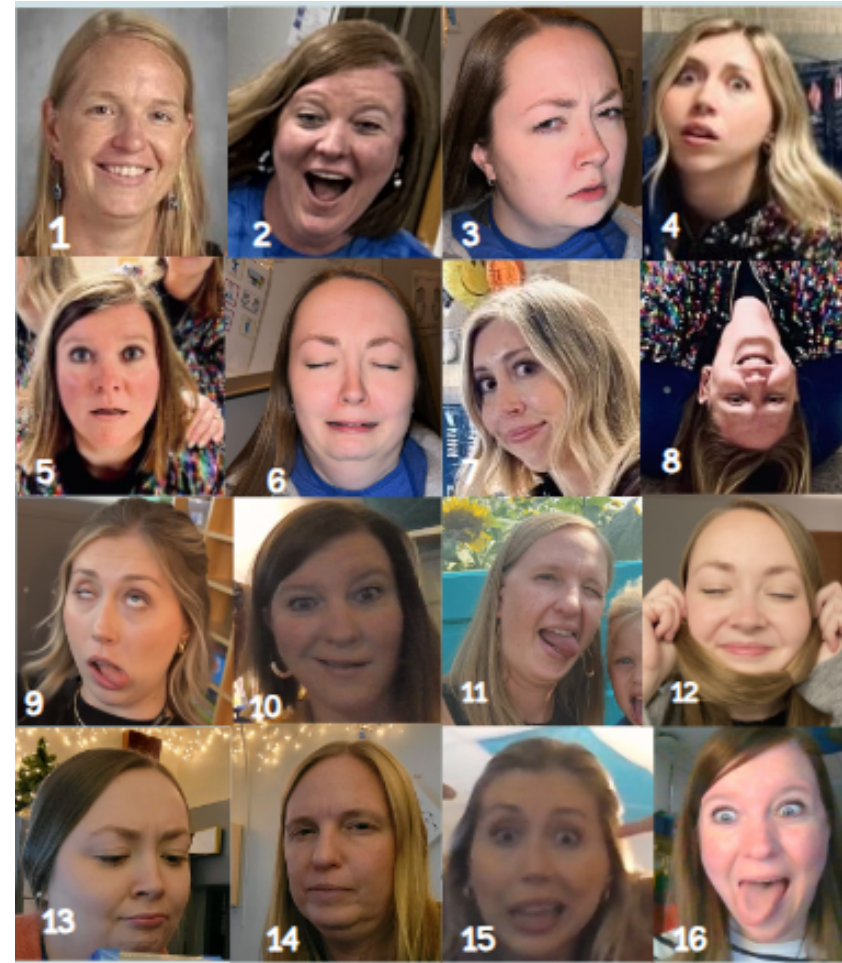
Who are we?

Meghan Karsky is a Speech and Language Pathologist who has worked in the public school setting for 3 years and in the outpatient setting for one year. Her bubbly personality and happy face make her enjoyable.

Molly Dickerson is a Speech and Language Pathologist who has worked in the public school setting for 12 years, in homecare for 2.5 years and in a skilled nursing facility for 2 years. She is motivated by pairing fun with intervention and is good at it.

Katie Juairé is an Occupational Therapist who has been working in the school setting for 12 years. Her realistic fun helps ground the team to be successful.

Who are YOU?



Learning Objectives:

- Learn how to collaborate across disciplines to ensure that overlapping challenges related to both sensorimotor skills and communication can be addressed in a coordinated manner.
- Understand the benefits of whole group vs. one-on-one service delivery models.
- Explore curriculum-based, individualized, and modified lessons for each student's unique learning needs.

Fun Tip #1

Always. Use. Glitter.

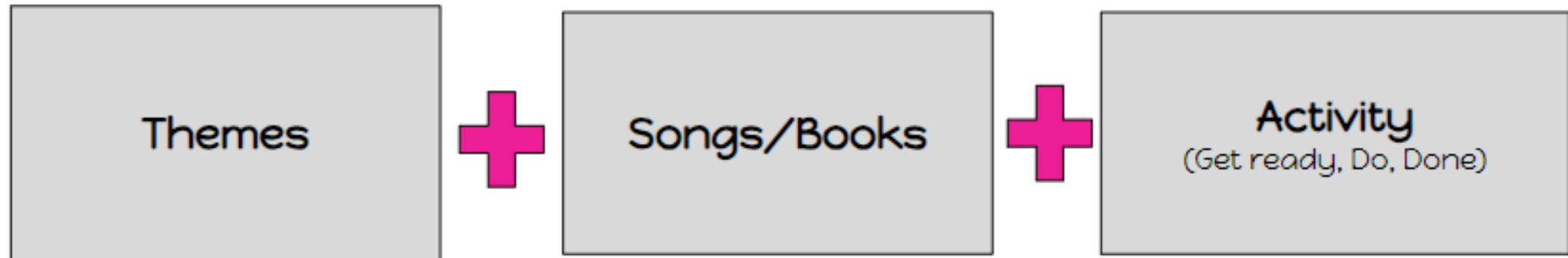
The janitors will love you.

And so will the children.



What is SpOT?

SpOT is a high language, high fine motor, 30-minute co-therapy whole group session where individualized support is provided to all students to target increasing a student's language and fine motor skills



+supplemental activities related to the theme (sensory boxes, matching activities, etc.)

Ws of SpOT

Who?

- Speech + Occupational Therapy
- Case Manager & paras
- Level 3 classrooms

When?

- 1x per week
- 30 minutes

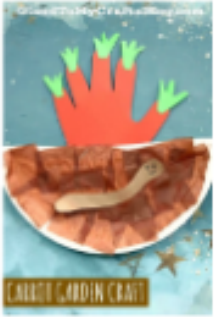


Why?

- Hands-on training approach for all team members
- Target more goals spontaneously
- Regulation before communication

Collaborating

April - Spring Fun

Week	Activity	Prep before	Need	OT
4/3-4/7 Speech prep	Vocab	<input type="checkbox"/> Vocab cards <input type="checkbox"/> iPads in room <input type="checkbox"/> Jamboard <input type="checkbox"/> Sign language video <input type="checkbox"/> Orange paper	Fillers: <ul style="list-style-type: none"> • Spring color by # • Spring I-spy • Boom cards • Brain break cube 	Bethany will work with XXX student
4/10-4/14 OTs prep	Plant grass seeds and carrot garden craft 	<input type="checkbox"/> Jamboard <input type="checkbox"/> Slide/video <input type="checkbox"/> Model	<input type="checkbox"/> Red solo cups <input type="checkbox"/> Grass seed and soil <input type="checkbox"/> Soil <input type="checkbox"/> Green, orange, pink, brown construction paper <input type="checkbox"/> Paper plates cut in half <input type="checkbox"/> Spray bottles	Katie will work with XXX student

SPOT 2023-2024


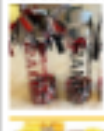
Selvik(Stride 1)	8	Meghan, Molly, Katie	Thurs. @10:35
Jeno (Stride 2)	7	Meghan, Bethany	Thurs @ 9:40-10
Jensen (Stride 3)	8	Molly, Bethany	Thurs. @1:10
Hanson(Stride 4)	7	Molly, Katie	Thurs. @ 8:55-9:25
Ulrich (Stride 5)	6	Meghan, Katie	Wed @ 12:10-12:30

Total: 36




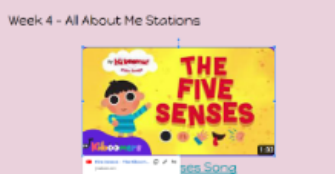
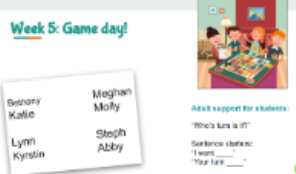
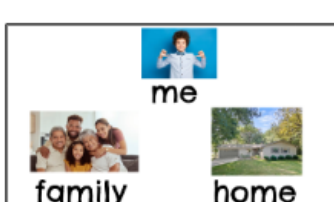








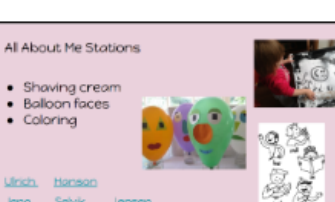
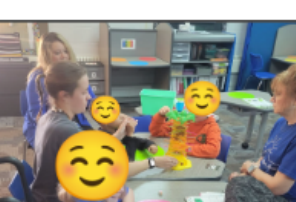










Speech preps weeks 1, 3 and 5

OT preps weeks 2 and 4

Theme: Sept. 11- Oct. 18 Theme: All About Me & My Five Senses

Week	Activity	Prep before	Needed	OT
9/11	Vocab	<input checked="" type="checkbox"/> Vocab sheets <input type="checkbox"/> ASL video	<input checked="" type="checkbox"/> Vocab-Sheets <input type="checkbox"/> Pads	
9/18	All About Me 	<input checked="" type="checkbox"/> Book (sent to eFoot)	<input type="checkbox"/> Info about students <ul style="list-style-type: none"> <input type="checkbox"/> Age <input type="checkbox"/> # in Family <input type="checkbox"/> Picture 	
9/25	Homecoming Parade Prep 		<input type="checkbox"/> Yarn <input type="checkbox"/> Plastic bottles <input type="checkbox"/> Beads <input type="checkbox"/> Ribbon	

Ideas to Increase Efficiency and Decrease Workload

Week 1: Vocab	Week 2: Craft	Week 3: Functional Skill	Week 4: Sensory	Week 5: Games												
<p>week 1- vocab</p>  <p>Vocab time! Type, trace on smartboard, or find words on talker!</p>	<p>Week 2</p>  <p>ALL ABOUT ME printable book</p>	<p>Week 3 - Homecoming week!</p> 	<p>Week 4 - All About Me Stations</p>  <p>THE FIVE SENSES</p>	<p>Week 5: Game day!</p>  <p>Adapt support for students: "Who's turn is it?" Sentence starters: "I want ____" "Your turn ____"</p>												
 <p>me</p> <p>family home</p>	<table border="1"> <tr> <th>Get Ready</th> <th>Do</th> <th>Done</th> </tr> <tr> <td></td> <td> <ol style="list-style-type: none"> Write your name on the front of your book or use stickers. Fill out the inside pages by drawing, writing, or using stickers. Share your book with your friend! </td> <td></td> </tr> </table>	Get Ready	Do	Done		<ol style="list-style-type: none"> Write your name on the front of your book or use stickers. Fill out the inside pages by drawing, writing, or using stickers. Share your book with your friend! 		<table border="1"> <tr> <th>Get Ready</th> <th>Do</th> <th>Done</th> </tr> <tr> <td></td> <td> <ol style="list-style-type: none"> Fill empty water bottle. Follow ingredients list. Fill water bottle with items from list. Write initials on top or bottom of bottle. Put cap on bottle. </td> <td></td> </tr> </table>	Get Ready	Do	Done		<ol style="list-style-type: none"> Fill empty water bottle. Follow ingredients list. Fill water bottle with items from list. Write initials on top or bottom of bottle. Put cap on bottle. 		<p>All About Me Stations</p> <ul style="list-style-type: none"> Shaving cream Balloon faces Coloring  <p>Lilach, Hanson Jana, Selvik, Jensen</p>	
Get Ready	Do	Done														
	<ol style="list-style-type: none"> Write your name on the front of your book or use stickers. Fill out the inside pages by drawing, writing, or using stickers. Share your book with your friend! 															
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<p>Slides 2023</p>		<table border="1"> <tr> <th>Get Ready</th> <th>Do</th> <th>Done</th> </tr> <tr> <td></td> <td> <ol style="list-style-type: none"> Wiggle scissors. Get a good piece of yarn & hold for holes. Cut the loops in and tie! </td> <td></td> </tr> </table>	Get Ready	Do	Done		<ol style="list-style-type: none"> Wiggle scissors. Get a good piece of yarn & hold for holes. Cut the loops in and tie! 									
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	<ol style="list-style-type: none"> Wiggle scissors. Get a good piece of yarn & hold for holes. Cut the loops in and tie! 															

Fun tip #2

Throw candy at
people. It makes
them confused, but
then happy.



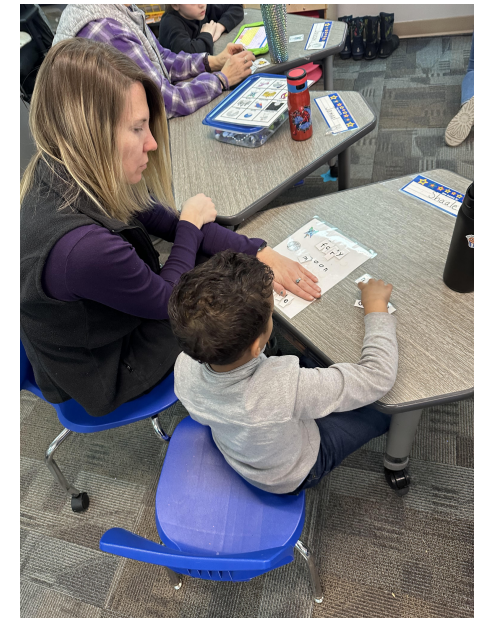
Let's dig deeper...

- Training
- SpOT Activites
- The frills of SpOT

Hands-on Training Tool

How do we teach all things speech and OT with new staff, new students, new needs, changing modifications, ALL. YEAR. LONG?

- Common language
- Modifications and adaptations
- AAC
- Sensory regulation
- Fine motor support



SpOT Activities - *Crafts?* Why do a craft?

Speech:

- Vocabulary
- Sequencing and following directions
- Temporal, sequential, and spatial directions
- + more!

Occupational therapy:

- Fine motor: cutting, pre-writing, coloring, writing name
- Hand-eye coordination
- Using adapted tools and assistive technology
- Tactile input – multi-sensory

Everyone:

- Executive functioning skills

SpOT Activities- *Games?* Why do a game?

Speech:

- Engagement and joint attention
- Turn-taking and following directions
- Memory, attention, problem solving, ability to adapt
- Adaptable (cause & effect vs. board game vs. card games)

Occupational therapy:

- In-hand manipulation, pincer grasp
- Hand strengthening
- Hand-eye coordination, bilateral coordination
- Tactile input

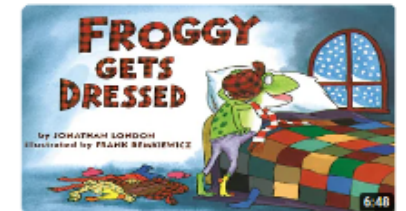


SpOT Activities- Videos? Why show a video?

- ❖ related to theme
- ❖ multimodal learning: combining visual, auditory and tactile elements
- ❖ motivating & positive associations: leads to more participation

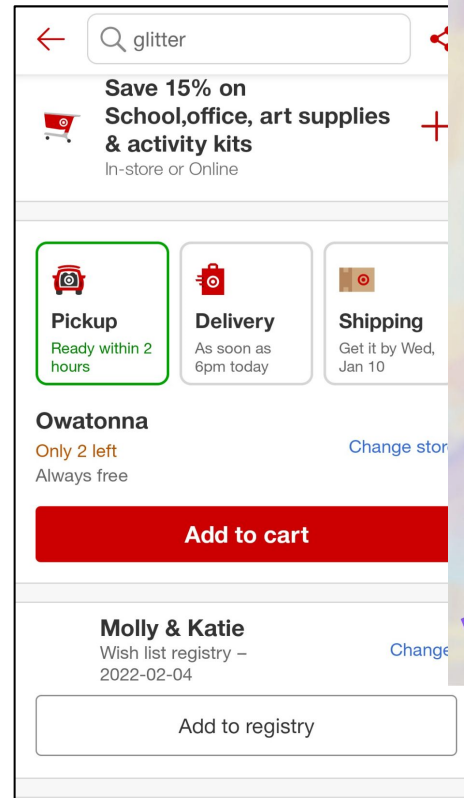
Speech:

- Labeling, contextualized vocabulary, frequent models
- Auditory processing
- Comprehension questions
- Occupational therapy:
- Movement & sensory input
- Calming, deep breathing



Fun tip #3

Need to move offices? Have a moving party. Registering is optional, but encouraged.

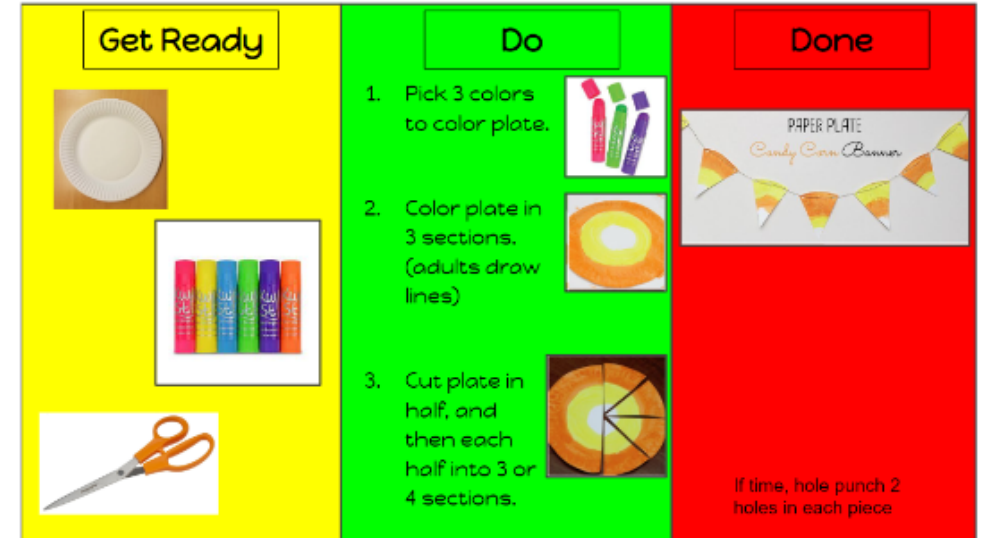


All the Frills



Get ready – Do – Done

- Organizing and planning
- Task initiation
- Impulse control
- Self-awareness
- Enhances attention and focus
- Structured and supported environment
 - Tailored to meet the specific needs of each individual student
- Takes away verbal cues
- Visual model



Whole group vs. 1:1

- Target multiple goals at the same time
- Modeling and peer learning
 - Students can learn from us and each other
- Working on generalization of skills from 1:1 sessions
- Engaging and motivating for students
- Interdisciplinary collaboration
- *we still do 1:1 sessions with our friends!



Modifying tasks




















Why?

- Diverse learning styles, needs, and abilities
- Accommodating different paces of learning
- Enhancing engagement and motivation
 - Too hard they aren't going to try
- Promotes inclusivity
- Fosters independence

AAC language lab[®]

Smart Charts
Charts for Fall

Language System: Words For Life - Level: LAMP Words for Life 84 Fall
Only vocabulary available for this level will be shown on the chart.

Target Vocabulary	Icons				
tree					
leaf					
jacket					
hat					
apple					
pumpkin					
turkey					

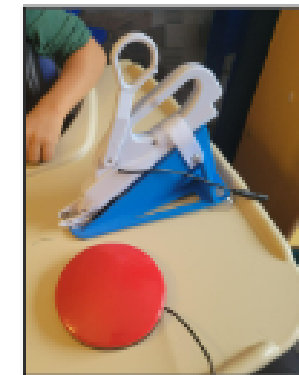
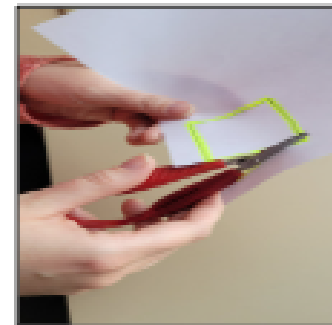
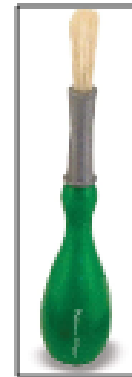
Examples of Modifying Tasks: Vocab

- Typing vocab words
- Matching letters to spell vocab words
- Tracing words on smartboard
- Typing with an external keyboard
- Finding words on talker
- Typing words in search bar on talker with stylus
- Finding words in sensory bin and matching them



Examples of Modifying Tasks: Crafts

- Visual models
- Visual boundary for writing name
- “X” for glue spots
- Pre-cut out shapes for some students
- Highlighted lines for cutting
- Bingo dabbers, paint sticks
- Name stamps
- Switch scissors
- Loop scissors
- Slant boards
- Pencil grips, modified utensils



Fun tip #4

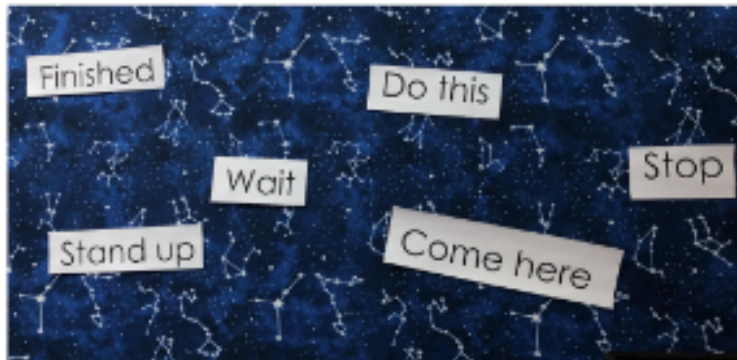
Take awkward pictures with your staff. Bonus points for taping them around the building.



Common Language

Why?

- Consistency between staff
- Less words
- Helps with processing
- Helps with regulation



Examples:

- Do this
- Walk with me
- Hands down
- First/then
- What are you working for?
- My turn/your turn
- Feet on floor
- All done

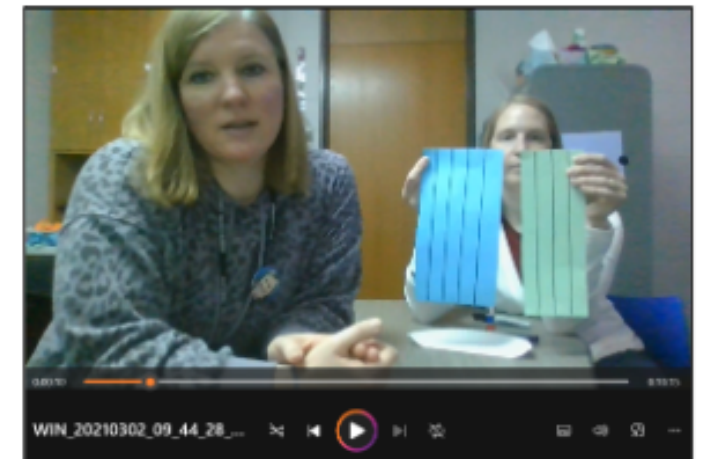
Reinforcers & Regulation

- Bubbles
- Play-Doh
- Fidgets
- Toys
- Food
- Stickers
- Videos
- Swing
- Trampoline
- Walk



Variations of SpOT

- Students receiving level 1 and 2 services and their case managers
- Virtual
- Groups of 3 - 13 students
- On a cart
- Brainstorm themes



Fun tip #5: make your co-workers compete for random things



Did you earn all of your pennies?



Questions?



Resources

- 360 Thinking™ Cognitive Connections, LLP | www.efpractice.com
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- [The Zones of Regulation | A Curriculum For Emotional Regulation](https://zonesofregulation.com)
(<https://zonesofregulation.com>)
- [STAR Program | STAR Autism Support](https://starautismsupport.com/curriculum/star-program)
(<https://starautismsupport.com/curriculum/star-program>)



Thank you!

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