School Service Delivery: Practical Tools for Assessing Your Results

INTRODUCTION

All areas of speech-language pathology practice require practitioners to demonstrate their value and contributions with specific, measurable outcomes. Preschool and K-12 school settings are no exception. Indeed, the call for results-driven educational practices, systematic methods of measuring educational outcomes, and accountability has never been greater. This webinar will present practical tools for determining outcomes in school speech-language programs so SLPs can advocate with administrators, modify intervention practices, and improve communication with educators and parents. The framework emphasizes three interrelated areas of service delivery: (1) student outcomes, (2) interprofessional collaboration outcomes, and (3) systemic outcomes. Participants will focus on their own programs while learning to apply several practical outcomes-measurement tools – including satisfaction surveys, feedback forms, performance improvement plans, team assessments, progress monitoring, and more – that can improve their services for the benefit of their students.

LEARNING OUTCOMES
You will be able to:
- explain the value and benefits of SLPs measuring outcomes in your service delivery program
- describe a framework for outcomes measurement
- use practical tools to measure outcomes

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PROGRAM HISTORY and IMPORTANT INFORMATION

Live webinar date: August 16, 2016
Peer reviewed: May 2, 2017
End date: May 2, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before May 2, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.2 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006