EENY, MEENY, MINEY, MOE...WHICH SLP SERVICE DELIVERY OPTIONS DO YOU KNOW?

Kathy Haygood & Jana Hernandez, Northside ISD
Eeny, Meeny, Miney, Moe... Which SLP Service Delivery Options Do You Know?

Presented by:
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Northside ISD Lead Speech-Language Pathologist

OBJECTIVES:

• The learner will name three service delivery options for speech language therapy in the school setting
• The learner will state one pro and con for each service delivery option.
• The learner will match student with specific needs to a service delivery option.
“One of the greatest challenges of school-based practice is how to deliver speech-language services in a way that effects the most change in students within the confines of the daily schedule and logistics of the school environment”

Specialized Therapy (AKA Pull-out)

- Pros:
  - Direct teaching of a specific skill
  - Therapist driven
  - Data collection

- Cons:
  - Isolation
  - Lack of generalization
  - Reduced observation of educational environment

COLLABORATIVE (AKA Inclusion)

- Pros:
  - Collaborate with special or general education teacher
  - Variety of presentation with either whole group, small group, or co-teaching
  - SLP’s have a better understanding of educational need for communicative success
  - Student remains in classroom
  - Teachers educated regarding communication strategies

- Cons
  - Planning time
  - Scheduling
  - Clear understanding of roles
  - Lack of curriculum knowledge

Integrative (AKA Consultation)

- Pros:
  - Observation of student skills in the classroom
  - Scheduled time to work with student’s educational team
  - Time to model, facilitate, and support communication strategies in the classroom
  - Flexible to meet the needs of the student in the classroom

- Cons:
  - Scheduling time
  - Difficulty establishing partner relationships
  - Parent, teacher, and administrative understanding of outcomes of model
How Do We Compare to National Reports?

ASHA 2016: Trends in SLP Caseload Characteristics Report

Why Haven’t We Changed?

- Comfort
- Clinical Training
- Parent Expectations
- Easier to Work by Ourselves
- No Formal Training in Education
- Workload Issues
- Data Collection
Northside ISD’s Response
SLP Task Force Established During the 2014-2015 School Year:

1. Consisted of secondary SLP’s with the inclusion of elementary SLP’s during the 2015-2016 school year.

2. Timelines were established.

3. Educate SLP’s in groups through research and articles.

4. Activities to promote SLP understanding and acceptance of the change.

5. Trainings through conferences and webinars.

6. Defined the Northside ISD Continuum of Services.

Northside ISD Continuum of Speech Therapy Services:
The Continuum shall not be used. Services can never have to be the date based on student needs.

- Fluency
- Voice Therapy individual or group to the level of successful use of strategies in the speech room and in small group.
- SLP as a consultant to teacher in the implementation of accommodations/modifications. Student self advocacy established.

- Articulation Therapy individual or group through drill and practice to the structured conversation level at the student’s needs.
- SLP as a consultant to teacher in the implementation of accommodations/modifications. Student self advocacy established.

- The student no longer exhibits a communication disorder during the 2015-2016 school year.

- Integrative Language Therapy individual or group to the level of using and understanding linguistic concepts at the student’s needs.
- SLP as a consultant to teacher in the implementation of accommodations/modifications. Student self advocacy established.

- Student continues to demonstrate a communication disorder; however, intervention no longer results in measurable benefits.

- Social Language Therapy individual or group to the level of use of conventional/expected rules of social communication at the student’s needs.
- SLP as a consultant to teacher in the implementation of accommodations/modifications. Student self advocacy established.

- Dismissal/Discontinuation of Social Language

Northside ISD’s Response
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6. Defined the Northside ISD Continuum of Services.
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<thead>
<tr>
<th>Area of Need</th>
<th>Specialized</th>
<th>In Classroom Collaborative</th>
<th>Integrative</th>
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<tbody>
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<td>Articulation</td>
<td>Articulation Therapy individual or group to the structural conversation level at the student’s developmental level</td>
<td>Converational level during classroom interactions with cueding support from SLP, Teacher/Staff and the use of accommodations; modifications. Developing student’s self advocacy.</td>
<td>Converational level during classroom interactions with teacher support through the use of accommodations; modifications. SLP as a consultant to teacher in the implementation of accommodations; modifications. Student self advocacy established.</td>
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<td>Language</td>
<td>Language Therapy individual or group to the level of using and understanding linguistic concepts at the student’s developmental level in a structured activities</td>
<td>Use and understanding of linguistic concepts at the student’s developmental level during classroom interactions and activities with cueding and support from SLP, Teacher/Staff and the use of accommodations; modifications. Developing student’s self advocacy.</td>
<td>Use and understanding of linguistic concepts during classroom interactions and activities with teacher support through the use of accommodations; modifications. SLP as a consultant to teacher in the implementation of accommodations; modifications. Student self advocacy established.</td>
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<td>Social Language</td>
<td>Social Language Therapy individual or group to the level of use of conventional expected rules of social communication during classroom and school activities at the student’s developmental level during structured activities</td>
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<td>Fluency</td>
<td>Fluency Therapy individual or group to the level of successful use of strategies in the speech room and in small group interactions. Ready for generalization of skills.</td>
<td>Use of fluency strategies during classroom interactions and activities with existing and support from SLP, Teacher/Staff and the use of accommodations/modifications; Developing student’s self advocacy</td>
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<td>Voice</td>
<td>Voice Therapy individual or group to the level of successful use of strategies/techniques in the speech room and in small group interactions. Ready for generalization of skills.</td>
<td>Use of voice strategies/techniques during classroom interactions and activities with existing and support from SLP, Teacher/Staff and the use of accommodations/modifications; Developing student self advocacy</td>
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<td>Functional Communication</td>
<td>Speech and Language Therapy individual or group to the level of using oral or non oral communication at the student’s developmental level in structured activities</td>
<td>Use of verbal or non verbal communication at the student’s developmental level during classroom interactions and activities with existing and support from SLP, Teacher/Staff and the use of accommodations/modifications; Developing student self advocacy</td>
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### Dismissal/ Discontinuation of Services

- Student no longer needs special education or related services to participate in the general curriculum.
- Student continues to demonstrate a communication disorder, however intervention no longer results in measurable benefits.
- The student no longer exhibits a communication disorder.
- Communication disorder no longer adversely affects the academic achievement and/or functional performance or no longer requires specialized instruction from the SLP.  
(IDEA 2004)

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### Activity

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### Schedule of Services

When creating a schedule of services, we considered the following:

- Individual needs of the student
- Severity of disorder
- Number of IEP goals
- Number of sessions needed to meet these goals
- Examples could be adjusted to increase or decrease the number of sessions needed to meet student’s needs and IEP goals.
Schedule of Service Example

Six Week Grading Period:
Weeks 1, 3, & 5: 0 sessions per week
Weeks 2 & 4: One 30-minute collaborative (in classroom) session per week
Week 6: One 10-minute integrative session per week
(conference/model/observation)

Now to Start!

- Trainings with district SLP’s.
- Discussions during district and facilitator meetings.
- Defining the continuum during district meetings and 2015 summer institute presentation.
- Develop a plan during 2016 summer institute presentation and district speech meeting.
- Provide schedule samples, goal samples, and data collection sheets in Google SLP share drive.

Results So Far...

- Every SLP has begun the process.
- Service Delivery Continuum vocabulary is used in ARD documents.
- Beginning to share video clip examples.
- Conversations with administrators, parents, and advocates
Obstacles:

• SLP’s slow to make the change.
• SLP’s need clarification regarding continuum services.
• Working through the year to have a manageable schedule.
• Teachers:
  1. Feel teaching is being evaluated
  2. Decreased planning time.
  3. Difficult to maintain control of classroom
• Administration:
  1. Understanding terms and concepts.
  2. Knowing how to respond to teachers and parents.

Planning:

1. More video clips to demonstrate how it looks
2. Survey SLP’s and compare responses
3. Survey teachers and determine comfort level with services
4. Review student progress/success to determine dismissal
5. Determine if RtI referrals are more appropriate (decreased DNQ rates)
Special Thank You to Our Northside SLP’s:
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Michelle Kolar, MA, CCC-SLP
Lana Sandell, MS, CCC-SLP
Wendy Andrews, MS, CCC-SLP
Nancy Tatum, MS, CCC-SLP

Resources:


Resources: (cont.)

Www.cde.state.co.us. (n.d.). Retrieved November 18, 2016, from https://www.cde.state.co.us/early/integratingtherapyintotheclassroom