Title
Intensive Speech and Language Services: How to Effectively Serve Students

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Jarrell Elementary School:
Innovative Service Delivery

TCASE Interactive
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Traditional Service Delivery – Is it Working?

1. How are we currently providing intervention services?

U.S. Office of Special Education Programs (OSEP) Visit to Texas 2002
- Reported “Patterns of Service Delivery” for Related Services and SLP Services

ASHA Schools Survey 2010
- 71% of service delivery reported to be “pull out” services
- 21% of service delivery reported to be “classroom or curriculum based”

2. What are the outcomes of our intervention?

Functional Outcomes: Definition in Education – the result of Intervention

When you provide services for a student with a COMMUNICATION DISORDER, how do you determine that the intervention has made a meaningful difference in that student’s life?

Essential Questions for Functional Outcomes (Moore and Montgomery, 2008)

<table>
<thead>
<tr>
<th>Question</th>
<th>What data do we need to answer this question?</th>
<th>COULD we answer this question with what we currently know?</th>
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</thead>
<tbody>
<tr>
<td>How many sessions does it take to show meaningful change?</td>
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<td>Can you prove that the services you provide make a difference for the student?</td>
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3. What are the costs of our intervention?

I see twice-a-week-for-30-minutes pullout therapy models as very expensive. We have not shown efficacy or efficiency in moving students through their course of treatment using the traditional pullout model (Moore, 2010)

*Is this the most cost-effective way to provide this service?*

**Intensive Service Delivery**

Gillam and Frome-Loeb, 2010

**Students:** 216 school age students in Texas and Kansas

1. On an intense daily schedule (100 minutes/day, 5 days/week, 6 weeks = total of 50 hours followed by some intervention in school settings – 12 hours on average)
2. Promoted active attention
3. Provided immediate feedback
4. Rewarded effort and success.

Children in the Iowa study received intervention in public school settings **twice each week for 20-minute sessions** for two years (an approximate total of 48 hours).

**Results:** Improved **significantly** on auditory processing, language, and phonological awareness measures immediately after treatment. Continued to improve for 6 months. Improvement was **FIVE** times greater that the Iowa Study made over 2 years.

**Region XIII ESC, 3 Districts, 2011**

**Quantitative Data:**
- What was most beneficial to your students – 100% “Narrative Intervention”, 75% “Daily Contact with Therapist”
- 100% of clinicians rated progress by students as “Good”
- 100% of clinicians integrated therapy strategies into intervention
- 100% of clinicians rated their administrator’s response as “liked a lot”

**Qualitative data:**
- The parents commented that they had noticed an increase in expressive language at home during the summer pilot period of 4 weeks.
- Students with the weakest language skills made the greatest progress.
- The program gave me a framework for introducing and then continuing on with a higher level of narrative. Some students were able to tell me how they used the structure when writing for their STARR practice writing test.
Jarrell ISD – Jarrell Elementary

Schedule: Intense daily schedule (30-45 minute sessions, 5 days/week, 6 weeks)
Session 1, nine-weeks, 8 students
Session 2, nine-weeks, 9 students

### Session 1
#### Test of Narrative Language

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<td>Post-Test</td>
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<td>73</td>
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### Session 2
#### Test of Narrative Language

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<td>82</td>
<td>100</td>
<td>82</td>
<td>88</td>
<td>76</td>
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1. Story Retells contained more story grammar components
2. Improved Writing
3. Increased scores on district reading assessments

**Story Retell Sample**

Pre-Intervention: CAMPING TROUBLE – By Hanna

The dogs are gonna go camp.
Right in the middle of the way, there is a bear.
Then the bear woke up and then the dogs ran.
They ran up a tree.
Then they were hiding from the bear.
Then the bear was right in front of the tree.
Then they made a plan. They slid down and they kept on going.
They roasted marshmallows.

Post-Intervention: CAMPING TROUBLE – By Hanna

Matt and Jerry were going to camp. It looks like it will be sunny.
Then they ran into a bear and his name is Grizzly on the way to go camping. They started to get scared.
Then they made a plan.
The plan was to try to walk around and to get back on the trail. Then, Grizzly woke up.
Then Jerry runs up the tree and you can barely see his feet because he was so fast.
Then they hid in the tree and the bear started sniffing the ground.
Then the Grizzly lay down and go to sleep. “How are they going to get down,” said Grizzly.
The dogs sneak down the tree nice and quiet and the bear didn’t hear them.
They got to the camp and roasted marshmallows.

**ASHA Roles & Responsibilities**

Highlighting Language/Literacy - With current research supporting the interrelationships across the language processes of listening, speaking, reading, and writing, the ability of SLPs to contribute significantly to the literacy achievement of students with communication disorders, as well as other struggling learners is emphasized.
Writing Sample

Pre-Intervention

Some two dogs are going camping.
They saw a bear in the way of the bridge.
Then the dogs ran up the tree.
And the big bear fell asleep beside the tree.
And they snuck down the tree quietly.
Then they became happy at camp.

Post-Intervention

Once there was a gorilla.
His dream was to be in a horse race, but nobody would let him.
What he would do is not clear.
But once there was a commotion that there was going to be a race.
So he went to the city and he was going to sign up but a guard came up and said how animals, but the guards
boss got surprise he never seen a gorilla that want to be in a race so the
boss let him into the race.
When another guy came up the gorilla he was
starting to bully him, on the next day he had to practice for the race.
That some guy came up and start laughing at him. Then the monkey was home crying, but he said
in warm so you have to have.
What makes ANY Intervention **More Intensive** (Moore, 2006):

- Many repetitions to trigger retention
- Conducted over short periods of time
- High level of engagement
- Provide homework
- Self-regulation
- Collaboration

**Connection to Federal Law**

School based SLPs work within the context of public education, including IDEA 2004. IDEA 2004 says that our job is to provide students with a free and appropriate public education.

IDEA 2004 requires that the IEP needs to provide access to the general curriculum, so our SLP IEP needs to be relevant to the students access to instruction. How does what we do provide that student with access to his daily instruction? To the TEKS? To the district curriculum or CSCOPE?

IDEA 2004 also requires that special education services need to be provided in the Least Restrictive Environment with the maximum access to the general education instruction and peers as possible, and the general education classroom must be the first place that is considered. Is the pull out therapy room the least restrictive environment?

**Questions?**

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References


