

65TH CONFERENCE ON EXCEPTIONAL CHILDREN



GRADUATION: The Measure of Tomorrow

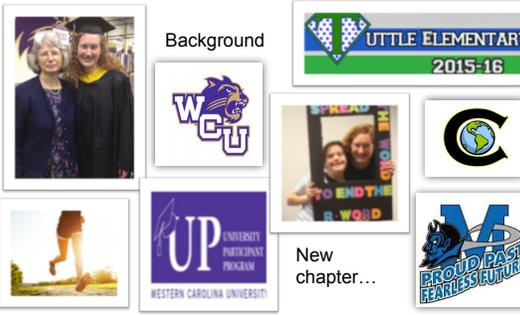
**Beyond the Speech Room:
Increasing Collaboration to
Support Generalization**

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

November 18-20, 2015

Welcome and Intro



Background

UTTLE ELEMENTARY
2015-16

New chapter...

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“Clinical success is defined in terms of helping clients reach measurable, functional outcomes so they can participate in community, family, work, and learning activities.”

Blosser, J. L. & Kratochki, A. (1997). PACs: A framework for determining appropriate service delivery options. *Language, Speech, and Hearing Services in Schools*, 28, 99-107.

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ASHA recommends that no single service delivery model should be used within a school setting (ASHA, 2000)

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Let's look at some data...

- Group intervention outside of the classroom was reported for **91%** of the students participating in speech and language intervention



Lack of variation?

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- Overall, SLPs reported that students with moderate and less severe disabilities took part in intervention in a group outside of the classroom regardless of their diagnosis
- The data from the same SLPs' caseloads indicated little variability across disabilities and severity level with respect to program intensity and service delivery model.

Brandel, J. & Loeb, D. F. (2011). Program intensity and service delivery models in the schools: SLP survey results. *Language, Speech, and Hearing Services in Schools*, 42, 481-490.

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Program Intensity

- Primary program intensity in elementary schools was 1 or 2 times a week for 20–30 min.
- The primary difference between disability severity and program intensity was that the students with the least severe disability were seen 1 time a week and the students with moderate and severe disabilities were seen 2 times a week.

Brandel, J. & Loeb, D. F. (2011). Program intensity and service delivery models in the schools: SLP survey results. *Language, Speech, and Hearing Services in Schools*, 42, 461-490.

Not much better in high school

- Regardless of severity, all high school students received intervention 1 time a week for 20–30 min.



Brandel, J. & Loeb, D. F. (2011). Program intensity and service delivery models in the schools: SLP survey results. *Language, Speech, and Hearing Services in Schools*, 42, 461-490.

Who was being seen in class?

- Students with
 - reading/writing disabilities 
 - pragmatic/social difficulties
 - Autism 
 - AAC devices 
- were seen more frequently in their classrooms for intervention compared to students with other disabilities

Brandel, J. & Loeb, D. F. (2011). Program intensity and service delivery models in the schools: SLP survey results. *Language, Speech, and Hearing Services in Schools*, 42, 461-490.

ASHA 2014 SLP Schools Survey

Pullout

Elementary: 19.8 hrs

Secondary: 16.2 hrs

Classroom-based

Elementary: 3.2 hrs

Secondary: 6.7 hrs

*Average number of hours spent per week on the service delivery model

American Speech-Language-Hearing Association. (2014). 2014 Schools survey. Survey summary report: Number and type of responses. SLPs. Available from www.asha.org



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Benefits of Collaborative Service Delivery/Inclusion

Collaborative service delivery maximizes the effectiveness of services provided for students with:

- developmental articulation/phonology and language impairments
- cultural and linguistic differences
- language learning impairments
- hearing impairments
- autism, intellectual disabilities, and other developmental disabilities



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Benefits of Collaborative Service Delivery/Inclusion

- Focused on **real** communicative strategies in **actual interactive contexts**
- There is some evidence that suggests that classroom-based direct services are at least as effective as pullout intervention for some intervention goals

Cirrin, F. M., Schooling, T. L., Nelson, N. W., Diehl, S. F., Flynn, P. F., Staskowski, M., ..., Adamczyk, D. F. (2010). Evidence-based systematic review: Effects of different service delivery models on communicative outcomes for elementary school-age children. *Language, Speech, and Hearing Services in Schools*, 41, 233-264.



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Inclusion: Is It Worth It?

- Inclusion has numerous strengths, including natural opportunities for peer interaction
- Available research suggests cautious optimism regarding its effectiveness in promoting communication abilities and skills in related developmental domains.
- ASHA believes that the shift toward inclusion will not be optimal when implemented in absolute terms.
- Rather, the unique and specific needs of each child and family must always be considered.

American Speech-Language-Hearing Association. (1996). *Inclusive practices for children and youths with communication disorders* [Position Statement]. Available from www.asha.org/policy.

It Can Be Confusing

Classroom-based model could mean...

- Working with classroom-based materials in therapy room
- SLP collaborating with teacher or co-teaching
- SLP working with a small group within the classroom
- SLP presenting a lesson to entire class

Blosser, J. L. & Kratochki, A. (1997). PACs: A framework for determining appropriate service delivery options. *Language, Speech, and Hearing Services in Schools*, 28, 99-107.

Is one better than the other?

- Some interpret the hierarchy of service delivery models as an implication that one service delivery option is better than another
- Others view the models as more applicable to particular settings (such as schools) than others.
- *This concept of unique and discreet options has in effect limited instead of expanded clinicians' thinking about how to develop appropriate treatment programs (p101)*

Blosser, J. L. & Kratochki, A. (1997). PACs: A framework for determining appropriate service delivery options. *Language, Speech, and Hearing Services in Schools*, 28, 99-107.

Clear as Mud?

Key word: **augment**, rather than replace pull out

The purpose is to maximize functional potential despite challenges and barriers

American Speech-Language-Hearing Association. (1991). A model for collaborative service delivery for students with learning disorders in the public schools [Relevant Paper]. Available from www.asha.org/policy

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“ I don't think outside of the box; I think of what I can do with the box. ”

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Yes, There are Challenges

Key September 21, 2015 at 2:22 PM

This was a great post to read especially because I am new to push-in this year. I have been looking online for specific posts that could help me with what I deal with everyday.

I am currently in a school district with 4 special day classes in one elementary school. This year, my director told me we were going to try the inclusion model for the SDC classes only because they didn't want them being pulled out of their classroom. Each classroom is filled with approximately 15 students and almost all of them are speech students. It has been difficult for me because having them in their classroom, behaviors are more out of control. When I had them in pull-out with their appropriate groups, it was easier to have control over the situation. Now, I feel like I am becoming a 30 minute babysitter because there are too many distractions in the classrooms and my sessions are very unproductive. Does anybody have any advice as to what to do in this type of situation. I have tried 3 or 4 different ways for groups and even a whole language group with the class but I am not seeing how it will work.

Any advice or comments would be greatly appreciated!

Reply

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Yes, There are Challenges



Annie Doyle says
October 7, 2014 at 9:31 pm

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Looks like a great read! I find it so much easier to push in to K-4. Once we hit 5-8 I've found the teachers are so pressed to accomplish their plans that I feel like a third wheel. I've been trying to approach push-in via an academic conversations approach and feel that will have a greater application in the upper grades.

Reply

Using Our "Box" Better Together

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