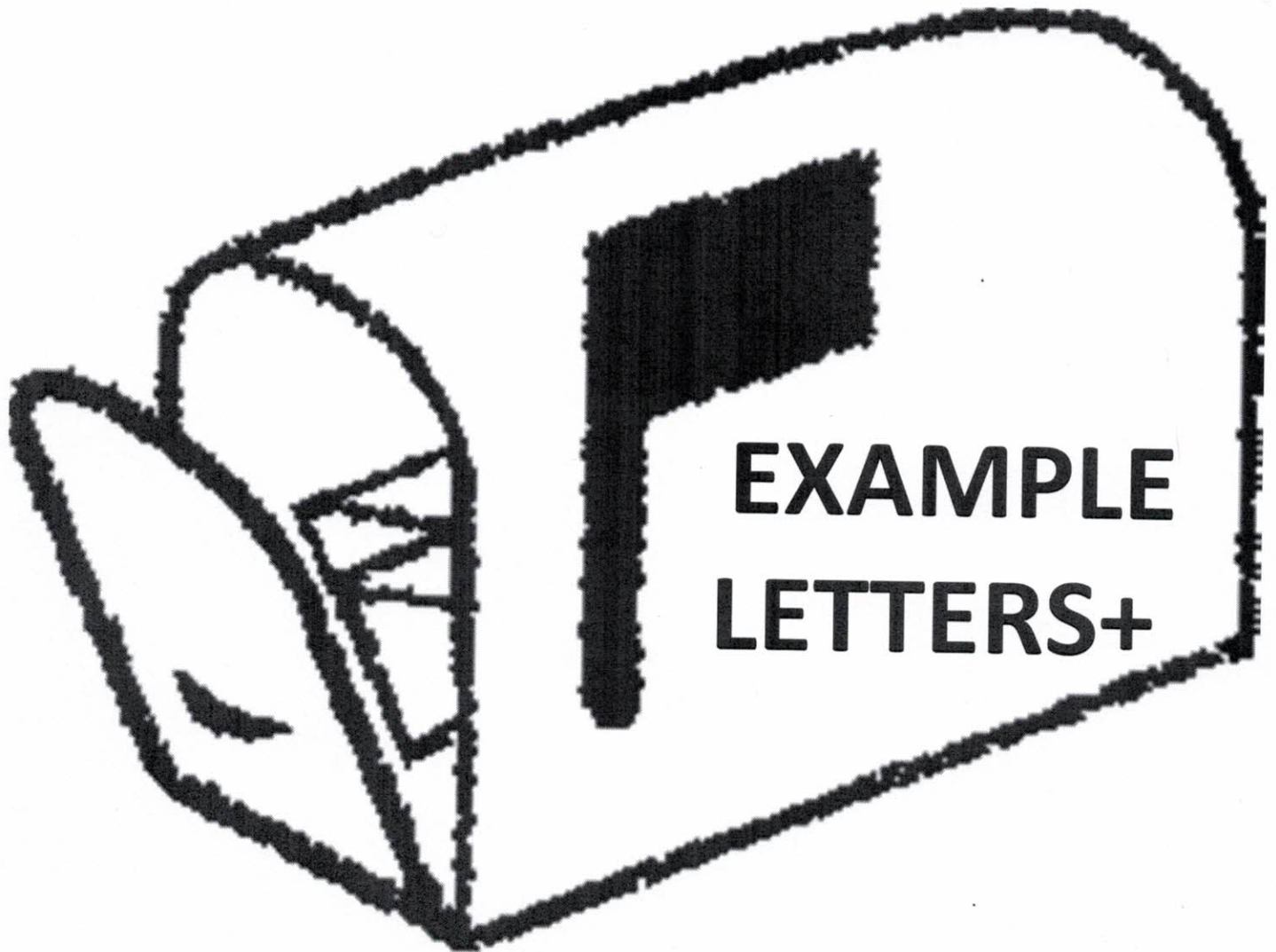


Speech-Language Service Delivery: Educational Model versus Medical Model



Presented by
Shelly Wier, MS, CCC-SLP
Michelle Donnell, MS, CCC-SLP
Wendy Roark, MS, CCC-SLP
Andrea Ingram, Special Education Supervisor
LEA Academy, September 11-12, 2019

August 21, 2019

To: Principals, Teachers, & Parents

Hello all and welcome to the 2019-20 school year. The last few years our speech and language pathologists implemented a researched-based service delivery model called 3:1. This model, which is supported by the American Speech-Language-Hearing Association, involves implementing direct therapy to students three weeks of the month (direct weeks) and on the fourth week (support week), the therapist will set aside time for:

- ▶ Observing students in the classroom setting
- ▶ Collaborating with teachers
- ▶ Attending to referrals, evaluations, and IEPs
- ▶ Making parent contacts
- ▶ Completing required paperwork

There are two reasons for this type of scheduling:

1. Research shows there needs to be a strategic connection between therapy and the classroom to effectively meet the educational needs of the students. Therefore, classroom support activities and time for therapists, teachers, and parents to meet is important.
2. To maintain an effective and predictable service schedule for all (#) students, travel between schools, and meet IEP agreements, it is important to refrain from adjusting and canceling sessions. Scheduling most support activities in one week/month keeps important direct therapy services uninterrupted for three weeks at a time.

The support weeks for the 2019-20 school year are as follows:

September 18	February 19
October 23	March 19
November 20	April 23
January 22	May 21

Please assist the speech and language pathologist by respecting the direct therapy weeks and scheduling IEP meetings during support weeks. If you have any questions regarding 3:1 scheduling or speech and language therapy, you can contact me at _____ or your child's therapist listed below.

Sincerely,

Supervisor of Special Education

Speech & Language Pathologist

Contact number

3:1 Service Delivery Model - Provisions

(for administrators and teachers)

Speech and Language Services will be provided using the 3:1 service delivery model... with three weeks of direct, consistent, and intensive services followed by one week of consultation/compliance services.

The **direct weeks** may include the following:

- Time may be spent in intensive, one-on-one drill or small group drill.
- Drills will incorporate classroom curriculum.
- Services may be provided in the classroom or in another educational setting such as the cafeteria, playground, or specials rooms.
- Social language may be targeted through social skills groups.
- Services may be provided during whole group classroom instruction or co-teaching with specific goals targeted.
- Services may include observation time to document progress.
- Services will not be provided when there is no school for holidays, snow, or convocations.
- Services may be provided by an SLPA under the direct supervision and planning of the Speech-Language Pathologist.

The **support week** may include the following:

- Collaboration with teachers, parents, and/or other SLPs, direct services,
- Classroom observations or co-teaching,
- Preparation of therapy materials or home practice,
- Early intervention or RtI services,
- Medicaid billing,
- Hearing screenings,
- Evaluations,
- Screenings,
- Report writing,
- Case conferences,
- Individual Education Plan (IEP) preparation, and
- Make-up therapy sessions, when needed.

Dear Parents,

Your child was referred by his/her classroom teacher for speech-language intervention. This intervention would focus on improving your child's skills in the area of speech-language and would take place during normal school hours. Participation in speech-language intervention does not mean that we suspect your child has a speech-language disability. Rather, it is an opportunity to address communication needs for your child.

With your permission, your child will take part in this intervention. I will be using the 5 Minute Kids™ Program in which your child will receive individual services for five minute sessions, two or three times each week. He/She will practice target speech sounds by repeating words, naming pictures, and reading sentences. The intent of this program is to minimize the amount of time that a child spends out of the classroom, and to improve the quality of time that the child spends working on individual speech sounds in intervention. I will send home a progress report or contact you about your child's progress throughout the year.

If at any time during the intervention period, it becomes apparent that your child may truly have a speech-language disability, your permission will be requested to do a full speech-language evaluation. Should you have any questions or concerns, please contact me at:

Sincerely,

If you give permission for your child's short-term participation in speech-language intervention, please sign the form below and return it to your child's school/teacher. Thanks.

Permission for Speech-Language Intervention School Year: _____

I/We give permission for my/our child, _____, to be seen by the school speech-language pathologist for speech-language intervention. I/We understand that my/our child has not been identified as a child with a speech-language disability at this time, and that students who are identified as having a disability and are serviced on an IEP (Individual Education Plan) must, by law, have their needs met first.

Parent Signature

Date

Sample Photo/Video Consent Letter

Dear Parents or Guardians:

As the speech-language pathologist working for your students at _____, I am committed to pursuing continuing education and making sure that I keep current on all new therapy strategies and techniques available. This year, I have once again been given the opportunity to provide these continuing education services for SLPs and other professionals across the United States through my seminar: Timesaving Strategies to Move SLP Interventions into Classrooms. I have also been afforded the opportunity to offer this seminar as an online class. As part of my seminar, I may use pictures and videos of therapy time as visual support for the strategies I discuss. Since your child is on my caseload, he/she may be part of the videos or photos used as illustration of the strategy. The following is consent for me to use your child's picture or videotaped image in my presentation. Only grade level information and first names will be disclosed during the presentation.

Also, I would once again like to provide you with the opportunity to receive videos of your child's speech time at school so that you can watch their progress and learn how to teach the skills at home. This consent will also allow me to email videoed speech sessions of individual sessions with your child ONLY to the email you have provided. As always, videos will only be taken on a school iPad. Please check a response below and sign and return this to your child's teacher.

I appreciate your support and consideration. Please call with any questions: _____.

Thank you,

_____, MS, CCC-SLP

I, (parent/ guardian name) _____

___ give

___ do not give

my permission for _____, MS, CCC-SLP, to take and use videos or pictures of my child (student name): _____ in her presentations throughout the United States and online as well as for progress monitoring and parent communication.

I would like to receive video of individualized therapy sessions to the email included below:

Preschool Speech Therapy!

Hello!

My name is _____ and I will be the speech-language therapist in Ms. _____'s room again this year. I love this age group and have several years of experience working in a developmental preschool setting. I will be in the preschool on Tuesdays for entire day and on Thursdays for a large group lesson. During these times, I will see your child individually, in small group, and/or in a large group circle time with a language development focus.

I will send home progress reports at report card time and I will try to send home a "What We Did Today" note or activities to go along with the classroom theme at least once a week so you know what to work on at home.

I will rarely work with your child outside of the classroom since I think it is so important that he/she sees the need to use language inside the room during all parts of the day. Also, this allows the teachers and paraprofessionals to watch so they can keep practicing language skills when I'm not there.

I am looking forward to another great year!

Please feel free to call me anytime:
(school, phone number, email)

Thanks!!

A Preschool Field Trip

Apple Orchard, Fire Station, Pumpkin Patch, Park, Zoo

Before the field trip:

- Look up pictures on an iPad of the location you are visiting and talk about them
- Read stories together where the topic of pictures match the location
- Use "Sock Puppet App" to role play what they might hear or see while there
- Sing songs about the destination

During the field trip:

- Go with them and help out
- Take pictures with the iPad along the way and take notes
- Narrate the trip for your group
- Model correct language and articulation without correction (for parent and teacher benefit)

After the field trip:

- Use the iPad pictures to make a collage using "PicStitch"
- Use pictures and notes to sequence the trip
- Ask questions about favorites and dislikes (kids need to learn to verbalize opinions rather than act out)

Dear Mom

My speech therapist, _____, is coming with us on our field trip. We are going to _____ on _____. It is going to be so much fun! I am supposed to work on saying these words and sentences before I go.

_____	_____
_____	_____
_____	_____

Also, help me get ready by looking up the location of our field trip at:

www._____

I can't wait!

Love,

Letter to Specials Teachers (Speech-Language Services)

[Date]

Dear Specials Teachers,

This year I will... (be incorporating/once again incorporate) ...speech-language therapy (time/services) into some of your students' specials time. I know you have limited time with your students and you know that my caseload is extensive. Hopefully, with this knowledge, we can work together to meet our goals. I will not pull students from specials classes; I believe your subjects are very important to the comprehensive development of students, and often essential to those with special needs. Instead, I would like to ask your permission (again this year) to work with students on social skills, language skills, and even articulation skills during specials time. At times this could be my observing whether the student is following your verbal directions, and if not, providing him/her with the supports needed to do so. It may involve my sitting (or running in gym) with your students and (facilitating/encouraging) them to participate and answer your questions. It also may involve my working on speech sound production at these times. If at any time, you feel like my presence is a distraction to you or the other students, please let me know and we will work it out. Please feel free to see me as another teacher in the room, if something is needed, and note that I may also work with other students as you or I see necessary. Please remember that I maintain a flexible schedule that follows the 3:1 model described in the pamphlet attached to this letter. Most of the time in your rooms will be used to make-up lost therapy time and/or will occur during the (3:1/support) week. Please call or email me with any questions or to share information about any themes or special events you have planned.

Thank you for helping provide the best possible services to our students,

[Signature]

Speech-Language Therapy during Specials

Specials: art, music library, gym, computer lab

- Usually used as “make-up” time
- Used during 3:1/Support week
- Great for working on social skills
- Great for observing students in less structured activities
- Great place to provide supports for kids on the autism spectrum (visual, verbal)
- Inclusion for life skills

Example SLP “Twists:”

In gym, ask to change “Duck Duck Goose” to “Rabbit Rabbit Rhino” for /r/ practice.

In music, prompt S/L students to sing words with their speech sounds slightly louder.

Integrated Goals Examples

Preschool

Within the next 36 school weeks, Ryan will be able to describe peer activities in the classroom when asked, using /y/, /s/ and /s/-blends correctly 80% of the time in sentences that contain correct pronouns, plurals, and possessives 90% of the time across 3/5 data collection days given minimal verbal reminders.

Within 36 school weeks, Zander will be able to participate in circle time activities by following familiar one-step directions and by verbally answering questions based on the classroom theme with 2-3 word phrases in imitation 90% of the time or spontaneously 50% of the time given moderate adult or peer prompts.

Within 36 school weeks, Robert will be able to follow a classroom direction from a teacher and respond or ask questions verbally when necessary, 80% of the time with no physical prompts and only one repetition.

Within 36 school weeks, Alexa will be able maintain a conversation with an adult or peer in the preschool setting across at least two turns through asking and answering simple questions or following two-step directions during structured play or group activities at least 4/5 class days.

Life Skills

Within 36 school weeks, Robbie will be able to correctly answer questions for safety and choice-making including "What's your name? What is your mom/dad's name? What's your phone number? Where does it hurt? What do you want? and Is this the one you want?" using low tech, portable communication cards that he carries with him throughout the school day paired with a verbal approximation 70% of the time when asked, given up to three repetitions of the questions.

Within 36 school weeks, he will be able to answer "yes/no" and simple "what" and "where" questions about activities from his day given picture and verbal cues with 80% accuracy.

Fluency

Within 36 school weeks, Mary will be able to correctly produce final /s/ and /s/-blends 85% of the time in sentences with only 2 episodes of disfluency per speech session or circle time given a visual pacing card in the classroom and during therapy.

Within 36 school weeks, Ian will be able to identify at least 3 triggers of disfluencies, name strategies that will decrease each of these disfluencies, and use at least one of these strategies in each speech session to help him better meet the academic and social demands of the classroom setting.

Apraxia

Within in 36 school weeks, Daniel will correctly produce CV, VCV, CVC, CVCV combinations in short phrases to make requests, answer questions, and ask for help in a classroom setting 80% of the time as noted by the classroom teacher or SLP during classroom observations.

Artic/Curricular

Within the next 36 school weeks, Riddick will be able to produce all words on his weekly spelling list containing /s/, /z/ and /s/-blends in all positions of words correctly 80% of the time in full sentences when given the written word and minimal verbal reminders.

In 36 weeks, provided cueing fading to independence, Trevin will correctly produce target sounds (r, er, ar, or) in sentences containing words from his weekly spelling lists or when reading aloud leveled text with 80% accuracy as seen on 4/5 data collection days to better meet the academic and social demands of the classroom.

Within 36 school weeks, Tanner will correctly answer questions about phonemic awareness skills starting with Letter Knowledge moving through Phonemic Awareness of Consonants and Vowels with 80% accuracy given visual cues as needed.

Artic/Consultation

Within the next 36 school weeks, Cayden will be able to maintain current levels of speech sound production at 85% accuracy in structured conversation and move to 90% accuracy in unstructured conversation as noted in monthly speech samples and input from classroom teacher when provided with consultative-only speech services.

Artic/Language combo (ELL student)

Within 36 school weeks, Ashton will be able to effectively communicate his thoughts, ideas, and needs to peers and adults in a classroom setting using 3-6 word grammatically correct sentences containing correct pronouns and verb tense as well as correctly articulated /s/, /z/, /sh/ and /s/-blends in all positions of words 80% of the time in structured conversation.

Social/Language goals – full integration into classroom

Within the next 36 school weeks, Trenton will be able to initiate and maintain a conversation with adults and peers across two turns during small group activities without interrupting his speaking partner and while demonstrating non-verbal active listening skills of eye contact and nodding his head given minimal verbal prompts.

In 36 weeks Jocelynn will be able to state the rules of answering questions from adults and peers (1. answer within 3 seconds, 2. look at the person you are talking to, 3. use a volume appropriate to the situation, and 4. ask for repetition if needed) when asked 90% of the time

Social/Language goals

Within 36 school weeks, Parker will be able to describe what it means to 'add a thought' when socially speaking to others with 90% accuracy and then be able to add a brief thought of his own in connection with others' comments 80% of the time in structured settings.

Within 36 school weeks, Gage will be able to be able to return greetings in a timely manner without prompting, answer one to two social questions, and ask at least one social question of his conversational partner 70%of the time with minimal adult cueing.

Language

Within 36 school weeks, Erica will be able to use correctly produced /r/ sound in initial position and in initial /r/-blends to define weekly classroom vocabulary words with 4-6 words sentences with 80% accuracy in order to better meet the academic demands of the classroom.

Within 36 school weeks, Nathan will be able to answer questions in the classroom about a leveled reading text using correct word order, verb tense, and pronouns given on minimal verbal cues 80% of the time.

In 36 school weeks, David will answer questions verbally or in writing about leveled text using correct pronoun, verb tense, and /th/ sound/spelling in 5-8 word sentences 90% of the time.

Social Language

“Join the Club!”

To: Teachers

Re: Sensory/Social Skills Room

We are excited to make this room available to students who need it starting on _____. Here are some details you would probably like to know.

- ✓ The room does not have name yet. We will let the students name it the first week so that they feel like it's their own space. We will let you know what they come up with.
- ✓ Students will come directly to the room after they get off the bus or arrive with car riders, and get their breakfast if needed. They will eat in the room.
- ✓ Students will sign a 'contract' of rules on the first day that must be followed to participate in the group.
- ✓ Students will be released to go to their classrooms no later than 8:30. Mrs. _____ is asking that you hold attendance until 8:35.
- ✓ We have a system in place to help ensure they go straight to the sensory room in the morning, but until we get into a routine, please just send them down if they come to your room first by mistake.
- ✓ If you have any concerns or questions at any time, please ask _____

Thanks!!

All your students working on social skills naturally in one room using other students as models!

No more pull-out or one-on-one social language therapy – more natural and effective!