

WELCOME

A CLOSER LOOK

*Speech-Language Service Delivery:
An Educational Model*

GETTING STARTED

SPRINGDALE PILOT



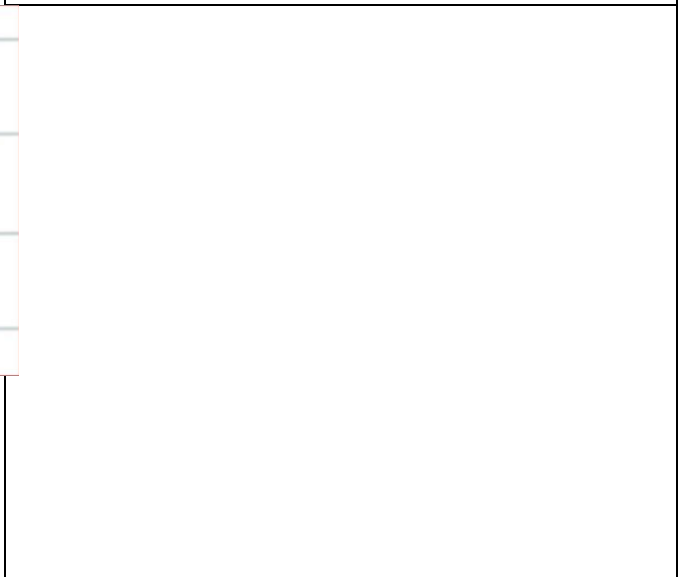
WELCOME!

Michelle Donnell
Wendy Roark
Andrea Ingram
SLPs, Springdale Schools Pilot

Shelly Wier
Consultant for School-Based SLP Services

(Not So)
FUN FACTS

And MORE



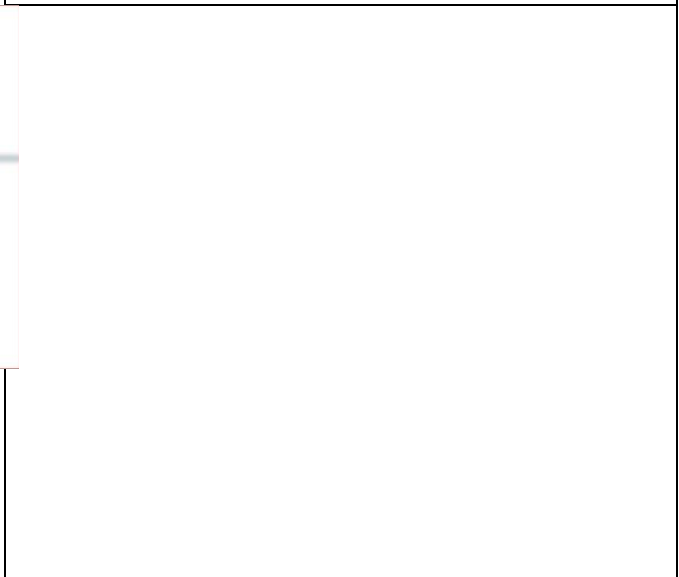
(Not So)
FUN FACTS

AR (5-21) SLI = 25% SLD = 32% 57%

AR (3-5) SLI = 37% NC = 61% 98%

AR (3-21) SLI = 62%

Based on 2015-17 AR SPED Profiles Data



And MORE...

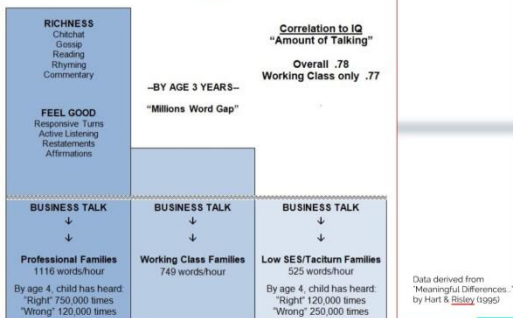
This doesn't include students with speech-language difficulties associated with...

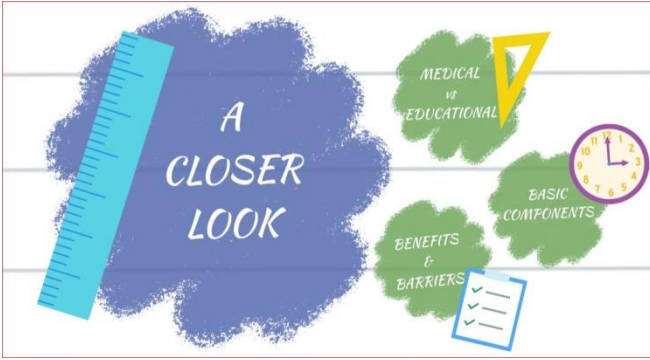
- Autism Spectrum Disorders
- Intellectual Disabilities
- Hearing Impairments

Curriculum Casualties

Or the numerous "at-risk" students who have a speech-language delay or difference that causes frustration and interferes with learning!

Meaningful Differences in the Everyday Experiences of Young American Children (Hart & Risley)





| | | |
|--|----------|---|
| TRADITIONAL MEDICAL MODEL | 1 | <p><i>How does it start?</i> Referral originates with a doctor who approves services.</p> |
| | 2 | <p><i>Who decides the scope of services?</i> Insurance coverage, doctor's orders, and transportation may be determining factors.</p> |
| | 3 | <p><i>What is the focus of services?</i> Therapy addresses medical conditions and impairments dictated by insurance requirements.</p> |
| | 4 | <p><i>How is therapy delivered?</i> Usually direct one-on-one treatment by appointment in the clinic, hospital, or home.</p> |
| | 5 | <p><i>Who pays?</i> Fee-for-service payment by family, insurance, or government assistance.</p> |

| | | |
|---|----------|---|
| FLEXIBLE EDUCATIONAL MODEL | 1 | <p><i>How does it start?</i> Written request to a multi-disciplinary team who consider educational needs and access.</p> |
| | 2 | <p><i>Who decides the scope of services?</i> <u>IEP</u> team decides how much, how often, and type of therapy needed. Doctor doesn't drive decisions.</p> |
| | 3 | <p><i>What is the focus of services?</i> Therapy addresses access, participation, independence, and skills relevant to learning.</p> |
| | 4 | <p><i>How is therapy delivered?</i> Inclusive small groups anywhere on campus, w/ staff training, collaboration and consultation.</p> |
| | 5 | <p><i>Who pays?</i> <u>FAPE</u> - No cost to student or family.</p> |

BASIC COMPONENTS INCLUDE...

USE OF A WORKLOAD APPROACH

USE OF A COMBINATION OF SERVICE OPTIONS

USE OF EVIDENCE-BASED PRACTICES

USE OF A MULTI-TIERED SYSTEM OF SUPPORTS

BARRIERS and CHALLENGES

- 53% High Caseloads
- 32% Amount of Compliance & Reimbursement Paperwork
- 29% Limited Administrative Support
- 14% Limited Collaboration & Planning Time
- 12% Limited Understanding of SLP Role by Others

Wier, SLP Survey, October 2016

BARRIERS and CHALLENGES

- 82% SLP Time Spent Serving SPED Students
- 85% SLPs Using a Caseload Approach
- 4% SLPs Using a Workload Approach
- 65% SLPs Serving 31-45 IEP Students, with...
- 50% Serving the Max at 41-45 IEP Students
- 53% SLPs Required to Make-up Missed Sessions
- 33% SLPs Only Make-up Sessions Missed by SLP
- 76% SLI Students Exhibit Moderate (45%) or Severe (31%) Disorders

Wier, SLP Survey, October 2016

Exploration



Purpose: To establish broad commitment and support for the use of an educational model that builds district capacity to integrate and embed SLP services into functional classroom routines and academic activities.

Installation




Purpose: To create district infrastructure that supports and sustains successful use of a flexible educational model of speech-language service delivery.

Initial Implementation



Purpose: To establish effective problem-solving and to utilize student data to plan, implement, and monitor the effectiveness of service delivery.

Elaboration



Purpose: To provide evidence-based professional development, ongoing coaching, and make adjustments based on experience and data from initial implementation and to expand to other practice areas.

Empty rectangular box for notes or comments.

LESSONS LEARNED... So Far!

| Successes | Challenges |
|--|--|
| <input checked="" type="checkbox"/> Going into classrooms | <input checked="" type="checkbox"/> Scheduling |
| <input checked="" type="checkbox"/> Uninterrupted therapy | <input checked="" type="checkbox"/> Scheduling |
| <input checked="" type="checkbox"/> Building relationships | <input checked="" type="checkbox"/> Scheduling |
| <input checked="" type="checkbox"/> Time to think & plan | <input checked="" type="checkbox"/> Paperwork |

Empty rectangular box for notes or comments.

Thank you for your attention!

You may contact any one of us for further information at the following email addresses:

Shelly Wier - shelly.wier@arkansas.gov

Michelle Donnell - mdonnell@sdale.org

Wendy Roark - wroark@sdale.org

Andrea Ingram - aingram@sdale.org

Empty rectangular box for notes or comments.