

Flexible Service Delivery Models for SLPs: Beginner Session

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Do you ever think....

- Pullout Only Speech Language Services are not meeting the needs of my students.
- Why I am always providing 30 minutes a week of pullout therapy
- I don't feel all my students need 4 weeks of direct services a month.
- I want to give myself credit for all the free services I provide that the student needs.
- My students never seem to graduate out of services.
- My students never seem to generalize or maintain skills.
- Why can the OTs and PTs do this and not me?

What it is about and not about

- Not about the schedule
- Not about managing a max caseload of 80
- Not about giving students less therapy time or putting them in larger groups
- Is about strategy instruction and skill development
- Is about getting credit for the "freebies"
- Is about better services

What it is about and not about

- Not about putting ourselves out of work
- Not about having the teachers do our work for us
- Not about squeezing a more work into our day
- Is about a better use of our time
- Is about aligning with the law and EBP
- Is about using a menu of service delivery options to do more for our students

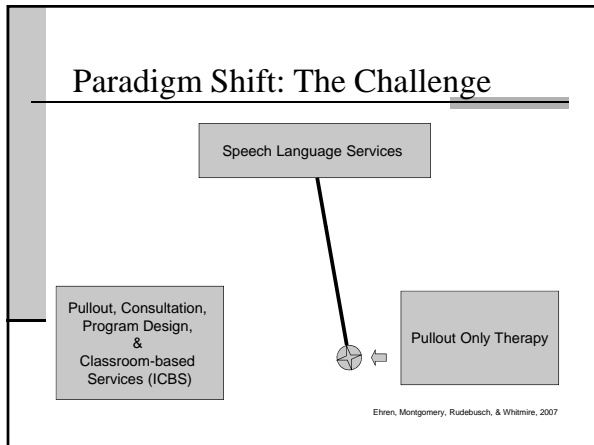
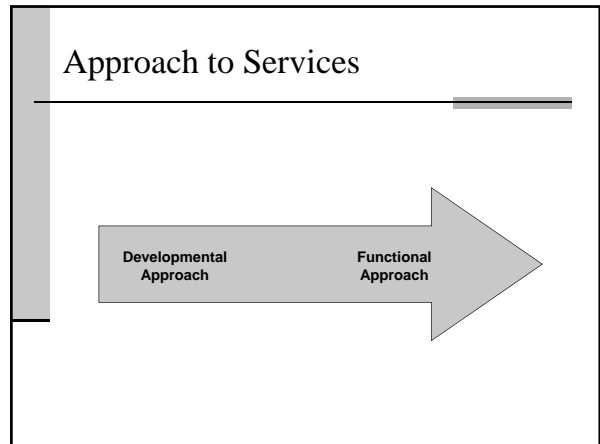
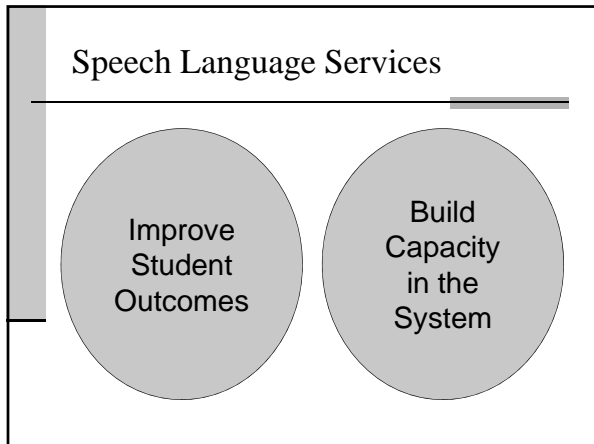
Where are we going?

- Integrated speech language services
- Benefits of indirect and classroom-based services (often over direct services)
- Shift to classroom-based services
- Use of flexible schedules
 - 3:1 Service Delivery Models
 - Part of the day/week devoted to indirect
 - Block scheduling, etc.

Bedrock Beliefs for SLPs

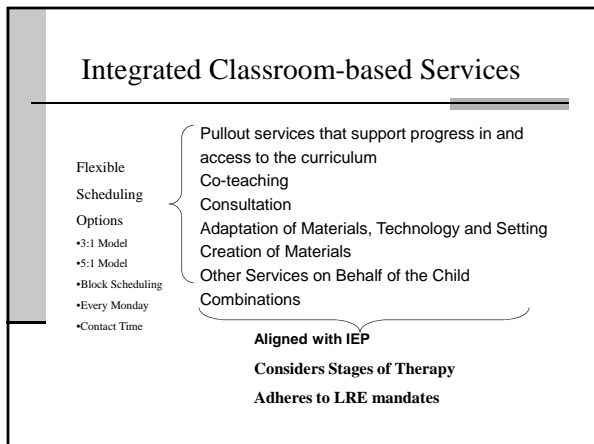
1. Create shared materials and strategies that go across content areas
2. Pay attention to context first
 - Goals should have/serve more than one context
3. Ensure authenticity (e.g., infuse strategies/skills into existing activities vs. in SLP language lesson)
4. Employ multiple intervention agents
5. Collaborate
6. Create flexible partnerships (avoid one role)
7. Provide early interventions
8. Provide indirect services

Secord, 2006



What is *Service Delivery*?

“...Is a dynamic concept and should change as the needs of the students change. No one service delivery model should be used exclusively during treatment.” (ASHA, 1999)



- ### Legal Issues Related to ICBS
- Reauthorization of IDEIA 2004
 - Alignment with NCLB
 - Ohio Operating Standards
 - District Initiatives
 - Strategic Planning / CIP
 - Board Policy
 - Focus on Evidence-based Practices (EBP)

Ohio Operating Standards

Definitions

- Special Education
 - **Includes instruction in the classroom**, home, hospitals, and institutions
- Specially-designed Instruction
 - Adapting the content, methodology or delivery of instruction
 - Addresses unique needs of the child
 - **Ensure access to the general curriculum** so that the child can meet the educational standards

Ohio Operating Standards

Definitions (cont.)

- Supplementary Aids and Services
 - Aids, services, and other supports that **are provided in regular education classes or other education-related settings**
 - **Enables the child to be educated with non-disabled children** to the maximum extent appropriate
 - Not linked to enabling the child to benefit from special education
 - **Allows participation in educational activities, extracurriculars, and nonacademic activities**

Ohio Operating Standards

Definitions (cont.)

- Related Service
 - Developmental, corrective, and other supportive services
 - Required to assist a child to benefit from special education
- Speech Language Services
 - For habilitation or prevention of communication impairments
 - **Counseling and guidance of parents, children and teachers regarding speech language impairments**

Ohio Operating Standards

Roles

- Preschool and School-age Provider
 - Shall participate in the district's strategic planning process
 - Work plans shall align with district and school goals to include how special education services achieve district performance indicators and other state/federal requirements
 - May provide **indirect** or **direct services** in one or any combination of instructional groupings, including large-group, small-group, individual instruction and/or **parent training** and **consultation** (3301-51-09 C)

Ohio Operating Standards

Role (cont.)

- **Support** regular education teachers in serving and/or **consulting** about children with and without disabilities so that the regular education personnel, in partnership with the special education service providers, can implement the child's IEP in the LRE (3301-51-09 D)

Ohio Operating Standards

Role (cont.)

- Assist in **organizing and facilitating** supplemental supports provided within the regular classroom
- Design **parent involvement activities**
- Ensure access to the general curriculum so that the child can meet the educational standards adopted by State BOE (3301-51-09 D)

Key Research Findings

- ICBS has been recognized by ASHA since 1993
- Collaborative Consultation has been found to be evidence-based
- Classroom-based Interventions have been shown to have positive results
- Pullout services have been found to hinder generalization



Research Base: Vocabulary

- Throneburg et al. (2000) investigated three different service delivery models in an elementary school.
- Students (K-3) who qualified for speech and language services were provided curricular vocabulary instruction using
 - Collaborative co-teaching with the teacher and SLP with some minimal pullout sessions
 - Classroom-based services with either the SLP or teacher with some minimal pullout sessions
 - Traditional pullout model in a small group therapy room with the SLP.

Research Base: Vocabulary

- Throneburg et al. (2000) (cont.)
- For students who qualified for speech and language services,
 - Collaborative co-teaching model was found to be most effective
 - Teaching curriculum relevant vocabulary words.
- The results were considered “congruent with the theoretical advantages of the collaborative model reported in the literature and support the use of integrated service delivery models for intervention in the school setting” (Throneburg et al., 2000, p. 10).

Research Base: Vocabulary

- Wilcox et al. (1991) compared the vocabulary learning in young preschoolers using a pullout model versus classroom-based group instruction.
- Their data showed that the students with less mature cognitive abilities benefited more from classroom-based services
- They also demonstrated an increased carryover of target words at home than those students served in the pullout model.

Research Base: Generalization

- One of the primary goals of speech language services has always been
 - To ensure the effective carryover and generalization of newly learned communication skills
 - Across educational, extracurricular and nonacademic environments
 - So that the student can become an effective communicator.
- Students with disabilities do not always carryover or generalize newly learned skills
 - When services are provided in an environment different from where the skills would normally be used

Anderson & Nelson, 1988; Leonard, 1981; Rogers-Warren & Warren, 1984

Research Base: Generalization

- Services in a therapy room cannot effectively replicate the interactions and activities commonly found in the classroom,
 - Adversely affects the carryover and generalization of newly learned skills.
- Services become “decontextualized,”
 - Results in a struggle for the students to make connections between what goes on in the therapy room and what needs to occur throughout the rest of the school day

Miller, 1989

Research Base: Intensity

- Long standing misperception by parents and school staff that classroom-based speech language services are less effective and intensive than pullout therapy
 - Cooper, 1991; Roberts et al., 1995
- Teachers did not have positive perceptions about the adequacy of classroom-based and consultative services.
 - Sanger et al., 1995
- "Educational professionals continue to express uncertainty about sufficiency of speech-language pathologists time with students with communication difficulties"
 - Sanger et al., 1995, p. 82

Research Base: Intensity

- No significant differences were found in the number of student initiations and responses when classroom-based and pullout services were compared
- No difference in the number of communicative turns taken, type of turns or use of language functions.
- Opportunity to be an active and responsive partner did not appear to differ
- Students were 1-5 years of age
 - Roberts et al., 1995
- Dismissed misperceptions

Research Base: Observational Learning

- Extent to which the members of a group learn material that is presented to other members of the group
 - Occurs as a function of watching them receive reinforcement for their performance
- Was found to be a beneficial method to teach word definitions to mildly mentally retarded students who were engaged in small group reading instruction in a heterogeneous group
 - Students aged 9-12 years old

Shelton, et al., 1991, 123

Research Base: Autism

- Pivotal Response Training
 - Koegel, O'Dell, & Koegel, 1987; Pierce & Schreibman, 1997; Stahmer, 1995
 - Uses principles of ABA but
 - Excludes negative interactions
 - Reduces dependence on artificial prompts
 - Employs a family centered approach
 - Targets skills in the natural environment
 - Concentrates heavily on communication

Simpson, 2005

Research Base: Autism

- Pivotal Response
 - Goals
 - Teach the child to be responsive to the many learning opportunities and social interactions that occur in the natural environment
 - Decrease the need for constant supervision
 - Decrease the number of services that remove the child from the natural environment
 - Provide social and educational skills to function independently in the regular education classroom

Simpson, 2005

Research Base: Summary

- Pullout therapy is not the only effective option available to SLPs.
- The literature provides a host of examples of ICBS that have been implemented successfully in schools across the nation
- Use this research to justify why ICBS are preferred over pullout therapy only programs

Using the Stages of Therapy to Better Align with Research

- As students move through speech language services across time, the service delivery model should be reevaluated and modified to address the unique and changing needs of the student.
- Maintenance, independence and generalization are addressed from the beginning
- The “one size fits all” approach to service delivery is not appropriate (ASHA, 1999)
- More on this later...

Barriers

- Unfortunately, SLPs have been historically restricted in the selection of appropriate service delivery models due to:
 - Misperceptions
 - Administrative barriers
 - Poor training
 - Financial constraints, etc.
 - Parents, parent advocates, lawyers!
- These restrictions have impacted the amount of available options SLPs have in the creation and implementation of effective service delivery models for students with speech and language impairments

Integrated Classroom-based Services

- Despite the barriers
 - Aligns with legal mandates and philosophy of inclusion
 - Found effective via a growing body of research
 - Found to be a practical when the right kind of flexible scheduling model is used
 - Is not perceived negatively by school administrators

The Goal

- School-based SLPs need to be provided the skills, structure and support to design and implement a continuum of services to effectively serve the students on their caseload
- ICBS ensure individualized, systematic and intensive services in a least restrictive setting
- ICBS are achieved via flexible schedules
- But...focus on the services not the schedule!

Review of Service Delivery Models

- Pullout Services that Support the General Education Curriculum and Setting
- Consultation
 - Collaborative Consultation
 - Expert Consultation
- Co-teaching
- Home Programming
- Parent Training
- Combinations of the above

Consultation

- Indirect Service
- Two types
 - Collaborative
 - Expert
- Time commitment varies based on:
 - Amount of time to problem-solve
 - Amount of time to change the environment
 - Physical Setting
 - Administration
 - Scheduling Concerns, etc.
 - Amount of time to develop the program

Collaborative Consultation

- “An interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems”
- Both must be actively engaged in the problem-solving process
 - Consultant is not there to deliver a list of pre-determined recommendations
 - Avoid going into the situation “knowing the answer”
 - Be prepared to “explore the possibilities”

Idol, Paolucci-Whitcomb & Nevin, 1987; Hoskins, 1990

Collaborative Consultation

- Each person takes the lead at different points in the process
- Incorporates active listening
 - To determine the needs of the student
 - To establish partnerships
 - To work collaboratively to resolve problems
- Long-term process
- Cannot be mandated by administration
- Parties must voluntarily engage in this process

Idol, Paolucci-Whitcomb & Nevin, 1987; Hoskins, 1990

Expert Consultation

- “Information is transferred from a specialist or expert to a passive recipient”
 - Consultant provides information to the educator (see handout)
 - Prescribes or makes recommendations
- Acts as a short-term consultant
- Assumes the expert knows more while the recipient knows less
- Resistance is often incurred

Hoskins, 1990

Co-Teaching

- Direct Service
- Requires a long-term relationship
- Two or more adults instructing in the same place
 - Regular Education Setting
 - Special Education Setting
 - Specials
- Cooperate to conduct a lesson through collaborative consultation

The Impetus
behind
“The Shift”

Advantages
&
Disadvantages

Traditional Pullout

- May have greater control over the context
- May be able to reduce auditory/visual distractions
- May be able to structure activities in ways that provide the learner or learners with more opportunities to take turns and produce specific intervention targets
 - Apraxia
 - Stuttering, etc.

www.asha.org/NJC/faqs-idea.htm#41

Disadvantages- Pullout

- Lack of generalization of skills to daily communication situations
- Reduced naturalness of pull-out settings
- Fragmentation of learner's schedule as a result of removing learner or learners from classroom and ongoing curricular activities
- Not aligned with policy changes that have increased the extent to which learners with disabilities are served in general education settings

www.asha.org/NJC/faqs-idea.htm#41

Co-teaching

- Increased generalization of skills
- More likely to result in greater productive use of target skills in learner's home setting
- Greater potential for observational and incidental learning
- Efficient use of time
- Not removed from the classroom
- Opportunities for increased teacher-learner-peer interactions

www.asha.org/NJC/faqs-idea.htm#41

Co-teaching

- Greater diversity of routine activities as intervention contexts
- Increased diversity of conversational partners including peers
- Communication goals integrated with the classroom curriculum
- Facilitates collaboration with teachers
- Offers potential for the prevention of communication problems by helping teachers identify communication needs in a natural setting
- Allows child to experience natural reinforcement

www.asha.org/NJC/faqs-idea.htm#41

Disadvantages- Co-teaching

- Time
 - Scheduling
 - Planning
- Limited administrative support
- Misperceptions by SLPs and teachers do not always facilitate classroom-based models
- Lack of training for SLPs and teachers

Collaborative Consultation

- Effective at teaching certain language skills
- Time commitment was shown to be feasible within the public school setting
- Time efficient method to provide classroom-based language intervention
- Reach more children without being directly in the classroom
- Children learn in a meaningful context

Disadvantages- Collaborative Consultation

- May take 3-5 years before meaningful change occurs across
 - School
 - District
- Not going to see immediate results in many cases
- Requires long-term planning

Let's clarify!

- "The goal of introducing alternative models of service delivery [is] not to eliminate pullout services; rather, the goal [is] restriction of the use of pullout services to appropriate cases and the provision of alternative approaches when they best serve students' needs" (Sanger et al., 1995, p. 80).

Implementing Integrate Classroom-based Services

3:1 Service Delivery
Model:
*The last time you will
utter these words!*

3:1 Service Delivery Model

- It is just an example of a flexible service delivery model
- Piloted during the 2001-2002 school year in the Portland Public Schools in Oregon under the leadership of Sharon Soliday
- As a result of the ASHA Leader article, it is currently being used in one form or another throughout the United States
- OSSPEAC has contributed to it being used throughout Ohio
 - Districts throughout the state are doing variation of it

Flexible Scheduling: Goals

- Provide better services
- Develop a consistent means to consult
- Deliver individualized and systematized interventions across settings
- Provide serves in a naturalistic environment
- Ensure generalization of skills
- Guarantee maintenance of skills
- Ensure a system of faded prompts and supports to foster independence

Flexible Scheduling: Goals

- Provide multiple encounters and guided practice
- Determine and monitor progress in the general education curriculum
- Share expertise, training, and experience
- Ensure fidelity of services from team members throughout time
- Align with EBP
- Align with requirements from federal laws

Flexible Scheduling: Goals

- Allow time for other mandatory workload duties
 - Conduct compliance paperwork
 - Evaluate new students
 - Participate on IAT
 - Attend IEP meetings, etc.
- Ensure time allocated for make-up therapy
- Solve the dilemma regarding those missed therapy sessions due to holidays falling on Mondays

Flexible Scheduling

- Consists of 3 weeks of direct services followed by 1 week of indirect services for students who need this
 - Direct intervention (3 weeks)
 - Pullout
 - Classroom-based
 - Indirect intervention (1 week)
 - Services done "On Behalf of the Child"
 - **Must be Pursuant to the IEP**
- Most SLPs don't do a pure 3:1 Model anymore
- Allows for many variations (e.g., all direct, all indirect, 50% direct/indirect, etc.)
- Don't forget, it is an IEP team issue how much indirect or ICBS a child gets

Flexible Schedule

Example of 4th Week Schedule

"On Behalf of the Child"

- Consult **Pursuant to IEP**
- Demonstrate/Model
 - Specially-designed Instructional Strategies
 - Accommodations / Modifications
 - Assistive Technology
- Conduct Assessments
 - Observations with Recommendations
 - Progress Monitoring of IEP objective
- Program Devices

"On Behalf of the Child"

- Design or Modify
 - Materials for the Classroom or Home
 - The Physical Setting
 - Class work
 - Homework
 - Tests and / or Quizzes
- Speak at Building-level In-services
- Present at Grade-level Meetings
- Problem-solve at IEP Meetings

“On Behalf of the Child”

- Collaborate at SLP/Teacher Meetings
- Participate at Parent / Teacher Conferences
- Conduct Home School Correspondences
- Go on Home Visits
- Train Instructional Assistant or Attendant
- Attend Applicable In-services / Trainings

Tips for “4th Week”

- Determine what you are going to call it
 - Carryover Week (My Choice)
 - Indirect Services Week
 - Consultative Week
- Avoid calling Weeks 1-3 the “Work Week”
 - Sets a bad tone
 - Implies you are not working that 4th week
- Take ongoing opportunities to reinforce the fact that you are conducting services “On Behalf of the Child” pursuant to his/her IEP

Possible Exceptions to Flexible Scheduling

- CFY/PEYs
- First Year at a New Building
- Due Process Cases (or Potential)
- Students requiring Intensive Services
 - Apraxics
 - Hearing Impaired with Cochlear Implants
 - Severely Phonologically Impaired
- Parent Refusal
- Remember, it is an IEP team issue

General Tips & Points to Consider

- Don't call it the 3:1 model
- Don't focus on the schedule
- Stay cohesive as a department
- Think before you send home parent letters and mass emails
- It might be better to spread the message to the staff and parents one IEP meeting at a time
 - Although be upfront with administration from the start

General Tips & Points to Consider

- Do not think of 3:1 in terms of calendar months
- Think in terms of 36 school year weeks
- You may have to stagger your 4th week so it occurs during weeks with holidays
- Some SLPs forgo the 4th Week in December and March/April (Spring Break)
- Schedule Kindergarten and Hearing Screenings during 4th week

General Tips & Points to Consider

- Plan the “4th Week” for the first and last weeks of the school year
- Amend IEPs now for next school year
- Think about “Mass Consult”
- Announce “Indirect Week” on the P.A. for students' and teachers' benefit
- Come up with a form to document your efforts during that 4th week
- Transparency and Demystification

Documentation & Accountability

- You must document the date and time (i.e., same as you would for direct services)
- You must indicate the activity or service conducted "On Behalf of the Child" pursuant to the IEP
- You must indicate the person with whom you consulted
- Consider using some sort of documentation sheet
- Ensures accountability, fidelity of services, and protection against claims of impropriety

Specific 4th Week Activities

- Demonstration Lessons
- Staff Training
- Grade-level meetings
- Observations
- SLP / Teacher Correspondences
- SLP / Parent Activities

Demonstration Lessons

- Collaborates with teacher regarding specific evidence-base classroom strategies
- Models the use of the strategy in the class
 - Rehearsal with Visualization
 - LINCS
 - Multiple Opportunities with Elaboration
 - Graphic Organizers, etc.
- Provides extension materials and activities for the teacher to use
- Monitors implementation of strategy

Autism In-service Series

- Scheduled after school in-services with staff members and offered contact hours
- Taught specific strategies
 - Social Stories
 - Boardmaker
 - Writing with Symbols
 - Modifying Books
 - Disability Awareness
 - Behavioral Management

Grade-level Meetings

- Solicits emails from teachers with questions
- Comes prepared to answer questions
- Asks for 10 minutes
- Keeps a strategies focus that aligns with curriculum and IEP objectives
- Picks evidence-based strategies that will apply to all students on your caseload
 - Multiple Opportunities with Elaboration
 - LINCS
 - Rehearsal with Visualization, etc.

Observations

- Some SLPs try to observe each student during the 4th week (can also be considered a direct service)
 - Fidelity checks
 - Progress monitoring
 - Learning curricula
- Helps with visibility
- Combats the perception that "you didn't see the kids this week"
- Emails teachers with intentions and asks when is NOT a good time to come
- Observes specials, lunch, recess, and other SLP programs

SLP / Teacher Correspondence

- Schedules lunch planning sessions
- Solicits brief progress updates via email to each teacher
 - Will help pinpoint if there are any changes in status
 - Helps with visibility
 - They do not need to be detailed
 - You may get lucky and stumble across a consult opportunity
- Puts information in teachers' mailboxes

SLP / Parent Activities

- Schedules a time when the parent comes in to observe a session
- Develops and monitors a Home Program
- Solicits brief progress updates via email to willing parents
 - Will help pinpoint if there are any changes in status
 - Helps with visibility
 - They do not need to be detailed
 - You may get lucky and stumble across a consult opportunity
- Sends informational literature home

Consult with Specialist on Strategies

- Art and Gym Teacher
 - Following Directions
- Librarian
 - Comprehension
 - Story Maps
 - Pictography
 - Vocabulary
 - LINC S
 - Shared Story Book Reading

Evidence-based & Promising Practices

- LINC S
- PECs
- LiPS
- Social Stories
- Semantic Feature Analysis
- Graphic Organizers
- Shared story book
- Focused stimulation
- Naturalistic approaches
- Peer mediated social skills training
- Multiple opportunities with elaboration
- Story map
- Rehearsal with visualization
- Hanen
- Prompt
- Lidcombe Program
- Pictography

Clarifying 4th Week Activities

Indirect Services done "On Behalf of the Child"

- Services that support the educational program
- Activities that support the children in the LRE and general education curriculum

Workload Activities not Associated with Caseload

- Attendance at meetings (e.g., staff, IAT, SLP, etc.)
- School duties (e.g., bus, lunch, hallway, etc.)
- Writing reports and IEPs
- Professional development
- Screenings and testing
- Due process activities, etc.

Prior to Implementation

- How are we going to approach the administration?
- Which SLPs are going to do it?
- Who needs more training? Should we do a professional learning community on Evidence Based Practices?
- How will we introduce this to the teaching staff?
 - Newsletter
 - Staff meeting presentation
 - Discussion at each IEP meeting

Prior to Implementation

- Which grade levels or buildings should I do?
- Which students would likely benefit?
 - We will talk about the Stages of Therapy later
- Which students aren't appropriate?
- Which teachers or grade levels would be best?
- What data will I need to make my case at the IEP meeting?
- How are we going to sustain it once we get it started?

Implementation

1. Broach the Idea
2. Establish Mutual Concerns
3. Develop a Partnership
4. Plan Together
5. Implement Plan



Hoskins, 1990; Moore-Brown, 1991; Ehren, 2000

1. Broach the Idea

1. SLP broaches the idea with a teacher who has a student in need of indirect or ICBS services
2. Discusses the idea with the administration
 - Building level
 - District level



2. Establishing Mutual Concerns

1. See the world from the teacher's viewpoint
 - Observation
 - Review of data
 - Active listening
2. Accept the teacher's viewpoint as valid
3. Build trust through the active listening process
4. View children's needs in the context of larger school and community setting

Hoskins, 1990

3. Develop a Partnership

1. Begin with your best friend at work
2. Convey to the teacher that you are there to assist in achieving a common goal (i.e., generalization of skills to the classroom)
3. Leave the ultimate approval of the plan with the teacher
4. Avoid the appearance that you are giving the teacher more to do
5. Convey to the teacher that you are there to "lighten the load."

Hoskins, 1990

3. Develop a Partnership (cont.)

6. Include the administration in this partnership
7. Also seek out "the opinion leaders" to support this model
8. Define specific responsibilities or roles for each person
 - Avoid Role Confusion
 - SLP or Teacher
 - SLP or Tutor
 - SLP or Instructional Assistant
 - SLP or Administrator

Ferguson, 1991

Role Definition

Direct Service Provider

- Services provided by a specialist while in direct contact with a child
- May be provided in a one-to-one context, where the specialist is working with only one learner at a time or in a group context where the specialist is working directly with more than one learner at a time

www.asha.org/NJC/faqs-idea.htm#40

Direct Service

- Works face-to-face with child
 - One-on-one
 - Small group
 - Large group
- Supports the curriculum via language underpinnings (prerequisite skills)
 - Deals with the remediation or compensation of deficit skills that have not yet developed or have been lost
 - Provides a sequence of activities that are based on individual need
- Works across educational settings

Ehren, 2000

Model

- Demonstrates a particular recommendation
 - Parents
 - Teachers
 - Instructional Assistants
- EBP strategies
- Reinforcement
- Behavior Management
- Alternative Service Deliveries
- Works directly with students across educational settings

Ehren, 1999

Indirect Service Provider

- Whenever a specialist works with a teacher or parent or other individual who will be responsible for directly working on communication
- Sometimes a specialist will consult with a child's teacher or other individuals who frequently interact with an individual with communication impairments about strategies that will improve communication

www.asha.org/NJC/faqs-idea.htm#40

Consultant

- Indirect Service Provider
- Serves as a resource person to others
- Provides services "on behalf" of the child
- May or may not assist directly
- Acts in a facilitator role
- Helps with planning and implementing modifications
 - Curricular
 - Instructional
 - Evaluative

Ehren, 1999

Consultant

- Uses knowledge and/or expertise to make recommendations to other professionals
 - SLPs' knowledge about language underpinnings
 - Oral language is primary mode of instruction
- Goal is to enhance curriculum, instruction and assessment
- May provide general assistance
- May advise on a target student not on caseload

Ehren, 1999

Planning Team Member

- Expert Model
- Works with other professionals and family members to design:
 - FAPE
 - Specially-designed instruction
- Works with IAT members to design research-based interventions
 - In the context of the General Education Setting
 - In order to make progress in General Curriculum
 - For Response-to-Intervention (RTI) programs

Ehren, 1999

Plan Together



4. Plan Together

1. Discuss ASDMs with the principal first
 - Present a Rationale
 - Provide the Guiding Principles
2. Anticipate the principal's questions and concerns
 - Address them before the principal has to
 - Provide concrete answers
3. Assess parent and teacher interest and support
4. Plant seeds with the teachers
 - Provide articles and materials to read
 - Talk about current trends at faculty meetings
 - Meet with grade-level chairs
 - Recruit a volunteer
5. Write up the plan and include a parent education component

Ehren, 2000

4. Planning with a Teacher Volunteer

1. Schedule a mutually convenient time with a willing teacher
2. Discuss what is feasible
3. Use brainstorming sessions
4. Write it down
 - Remember, the final decision rests with the teacher

Hoskins, 1990

Tips for Planning Together

- Plan in advance instead of going into the classroom and "going with the flow"
 - Less likely to be put in the position of being an aide
 - Ensures activities are relevant to the IEP and the curriculum
- Plan face-to-face meeting at least quarterly
 - Determine the sequence of events and basic content

Ehren, 2000

Limited Planning Time

- Determine relevant classroom activities in different ways when face-to-face time is limited
 - Use classroom observations to make-up for limited planning time with teacher
 - Take note of bulletin boards and work samples
 - Use a written journal that remains in the classroom
 - Correspond about important events and content that is upcoming
 - Note student achievement and difficulties
 - Rotate SLP lunch period to overlap with teachers

Ehren, 2000

Planning Together: Different Approaches

“Ease In” Approach

- Good to use if SLP has not tried this before or is not totally comfortable yet
- Identify a willing teacher with a few students from your caseload
- Ask for a space in the room to conduct therapy
- Schedule regular therapy times
- Gradually start making a few comments about the problems or progress of the students

Ehren, 2000

“Ease In” Approach

- Answer any question the teacher has
- As the relationship develops, suggest more collaborative activities
- Hopefully, the teacher may take the initiative and suggest something

Ehren, 2000

“Jump Start” Approach

- Good for SLP with a little bit of experience conducting classroom-based activities
- Identify one or two willing teachers
- Allow half of the therapy time to be conducted in the classroom
- Discuss with teachers about typical activities and class requirements

Ehren, 2000

“Jump Start” Approach

- Identify ideal times in the teacher's schedule to infuse classroom-based therapy
- Conduct curriculum-relevant therapy activities in the classroom
- Co-plan extension activities for the teacher to do with the students

Ehren, 2000

“Go for It” Approach

- Good for SLPs with some classroom-based experience
- Also good for schools that already offer some form of inclusion services
- Sit down with administration and faculty to discuss caseload and organization of efforts
 - Clustering certain students in a class at a grade-level
 - Reducing amount of pullout
 - Changing IEPs
- Identify settings and “golden opportunities” in the classrooms

Ehren, 2000

Implementing the Plan

5. Implement Plan

- Focus on the problems of the children on the caseload
- Avoid engaging in general speech-language development activities if time is an issue
 - Routinely conducting phonemic awareness activities or listening lessons in classrooms for the entire kindergarten population
 - Instead, help the teacher develop lesson plans to target language development and ensure best practices

Ehren, 2000

5. Implement Plan

- Conduct activities that directly relate to the IEP goals by asking:
 - “Why am I doing this?”
 - “How is this activity related to the student's goals?”
- Identify and make sure that the students are aware of what their specific targets are for the lesson
 - Give each student an index card with the specific lesson targets on it

Ehren, 2000

5. Implement Plan

- Engage peers in the implementation
 - Serve as models
 - Act as coaches to assist with skill practice
- Vary activities and modeling to strike balance
- Provide informative and corrective feedback on an ongoing basis to the students
- Ensure that sufficient responses and multiple opportunities are given to promote mastery and generalization

Ehren, 2000

Flexible Service Delivery Models for SLPs: Advanced Session

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What is *Service Delivery*?

“...Is a dynamic concept and should change as the needs of the students change. No one service delivery model should be used exclusively during treatment.” (ASHA, 1999)

Stages of Therapy

- Developed by Barbara and Tom Ehren (2005)
 - Integrated a wealth of research in the field
 - Put into practice at www.kucrl.org
 - Based on a Strategic Instruction Model (SIMS)
- Presented through an ASHA teleconference
 - *Therapy Services in the Classroom: Creating Student Success*
- Based on Six Learning Principles
 - Imbedded into Five Stages of Therapy



Six Learning Principles

- Learning that is meaningful to the learner will be acquired more readily and retained longer.
- Therefore
 - Find meaningful contexts
 - Find meaningful communication partners
 - Create/find meaningful activities and materials

Ehren & Ehren, 2005

Six Learning Principles

- Learning can be influenced by the frequency with which the stimuli are encountered and the same or similar responses made
- Therefore:
 - Create more opportunities to encounter the stimuli
 - Academic
 - Extracurricular
 - Nonacademic
 - Create more opportunities to respond and encounter the information

Ehren & Ehren, 2005

Six Learning Principles

- Practice in varied contexts, in general, can both increase retention of learning and extend its range of usefulness
- Therefore
 - Create more practice opportunities in varied settings and communication partners
 - There will be more practice opportunities available in a classroom than there can be in pullout

Ehren & Ehren, 2005

Six Learning Principles

- ✧ Transfer is facilitated when the learning situation resembles the application situation, or when the learning is practiced in “realistic” contexts
- ✧ Therefore
 - Create a “realistic” context in the therapy room
 - Conduct therapy in the real context

Ehren & Ehren, 2005

Six Learning Principles

- Observation of the actions of others can lead to the acquisition of new learning or the facilitation or inhibition of prior learning
- Therefore
 - Cue students to observe the actions and behaviors others
 - Immerse the student in a communicatively rich (engineered) environment
 - Create opportunities that will demonstrate how the target skill/strategy can be used by others

Ehren & Ehren, 2005

Six Learning Principles

- Group discussion and decision can facilitate attitude change
 - Attitude change is important for student so he/she can move to dismissal and self-sufficiency (stuttering, voice and speech sound production especially)
- Therefore
 - Create group problem solving and cooperative activities
 - Create opportunities for students to discuss their fears, barriers, attitudes, strengths and weaknesses
 - Create opportunities to "Think Aloud" about skill/strategy use

Ehren & Ehren, 2005

Six Stages of Therapy

- Stages are based on Principles of Learning
- Stages support conditions to promote complete learning
- Stages can provide a rationale for specific types of service delivery
- Stages may vary in length and stages are often revisited
- Stages shift the focus of support from the SLP to others (to include the student)
- Stage provide benchmarks for progress

Ehren & Ehren, 2005

Scaffolding

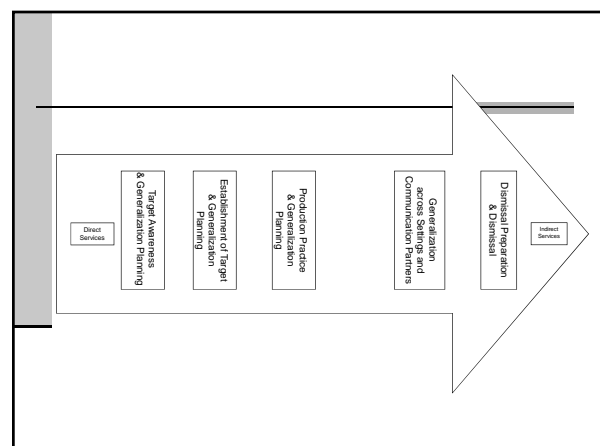
- Therapeutic Technique and Orientation
 - Important piece to the stages
 - But possible to provide too much support
- Our challenge is to remove the scaffolding
- In building construction, the job is not finished until the scaffolding is removed
- Need to remove the scaffolding for students because they won't have a SLP with them daily

Ehren & Ehren, 2005

Five Stages of Therapy

1. Awareness of a target
2. Establishment of a target
3. Target proficiency
4. Generalization
5. Dismissal preparation

Ehren & Ehren, 2005



First Stage of Therapy

- Awareness of Target
 - Introduce the therapy concepts and content
 - The language or vocabulary of therapy
 - Identify social and classroom difficulties as well as educational relevancy
 - Explain goals in a way that is understandable to the student
 - Provide teacher and parent education

Ehren & Ehren, 2005

First Stage of Therapy

- Awareness of Target
 - Create a therapeutic classroom climate that supports communication
 - Don't start with "Say the /k/ sound"
 - Start thinking about generalization already
 - Provide a rationale to the student about why he/she should acquire the target skills
 - Increase intelligibility
 - Improve reading comprehension

Ehren & Ehren, 2005

Second Stage of Therapy

- Establishment of a Target
 - Use therapy techniques to elicit and establish target responses
 - Provide direct instruction to shape responses
 - Adjust attainment levels
 - Maybe goals were too high
 - Maybe student is making more progress than expected and the goals need to be adjusted

Ehren & Ehren, 2005

Second Stage of Therapy

- ✦ Establishment of a Target
 - Teach skill specifications
 - Give feedback to the student on how to achieve the target skills
 - Tongue placement cues
 - Rules of grammar are demystified
 - Compensatory strategy
 - Tools and resources
 - Asking for clarification or repetition
 - Try to achieve stimulability for speech sound production

Ehren & Ehren, 2005

Second Stage of Therapy

- ✦ Establishment of a Target (cont.)
 - Address generalization
 - How will this skill be transferred into the general education setting?
 - What supports and services need to be in place?
 - What training needs to be provided to support the student?
 - How does the curricula need to be adapted?

Ehren & Ehren, 2005

Third Stage of Therapy

- Target Proficiency
 - Typically known as PRACTICE
 - To include practice in the classroom
 - Provide graded practice by varying activities and demands
 - To include the classroom
 - Structured generalization activities begin here
 - Monitor attainment levels
 - Inside and outside the therapy room
 - Set up skill demonstration in varied settings with various individuals
 - Show what they are able to do across educational environments

Ehren & Ehren, 2005

Fourth Stage of Therapy

- Generalization
 - Very important stage that is woven into all the other stages
 - Realistic settings
 - Not the therapy room anymore
 - Direct instruction for review and self-evaluation
 - Review goal levels and adjust accordingly
 - Parent and teacher monitoring and feedback

Ehren & Ehren, 2005

Fourth Stage of Therapy

- Generalization
 - Always begin with the end in mind (First Stage)
 - Know where you want to end
 - Effective communicator in all settings
 - Doing well in the classroom, playground, workshop
 - Doing well in therapy is not the end
 - SLP must be more sophisticated in approaching the issue of generalization

Ehren & Ehren, 2005

Fourth Stage of Therapy

- ※ 4 Elements of Generalization
 - Antecedent (First Stage)
 - Set up conditions up front to let students know that they are going to be expected to perform inside and outside the therapy room
 - Good therapy extends beyond the room
 - Concurrent Generalization (All Stages)
 - Generalization is promoted throughout the stages of therapy

Ehren & Ehren, 2005

Fourth Stage of Therapy

- ※ Generalization (cont.)
 - Subsequent
 - Directly teach how to apply the skill or strategy to various contexts, situations and settings
 - 4 Phases in a progressive organization
 - Orientation
 - Activation
 - Adaptation
 - Maintenance

Ehren & Ehren, 2005

Fourth Stage of Therapy

- ※ Subsequent Generalization
 - 4 Phases
 - Phase I: Orientation
 - Make the student aware of the necessity of applying the skill/strategy
 - Should have been doing this all along
 - Remind the student to “Take the Show on the Road”
 - Make the student aware of the situations where the skill/strategy can be used

Ehren & Ehren, 2005

Fourth Stage of Therapy

- Subsequent Generalization
 - Phase II: Activation
 - Give them assignments to practice skill/strategy
 - Give them a journal to write when and where they used the strategy
 - “I used my LINCOS card in ___ class”
 - “I rehearsed and visualized a direction during ___”
 - “I used turtle speech with my friend ___”
 - Have teacher sign the journal entry
 - Prepare cue cards and prompts (scaffolds)

Ehren & Ehren, 2005

Fourth Stage of Therapy

※ Subsequent Generalization

- Phase III: Adaptation
 - Discuss ways to adjust the skill/strategy to meet more specific need
 - Adapt at strategy that the student already knew to a new situation
- Phase IV: Maintenance
 - Create a maintenance plan with goals, dates and assignments
 - Done with student, teachers and/or parents
 - One assignment every other week for eight weeks
 - One assignment a month for three months

Ehren & Ehren, 2005

Fourth Stage of Therapy

■ Independent Generalization

- When the student has effectively and consistently generalized a skill/strategy
 - May occur in conjunction with environmental supports for those lower functioning students
- Student uses self-instruction to master generalization
 - Self-monitoring
 - Self-correction
 - Self-advocating
- Move toward dismissal preparation

Ehren & Ehren, 2005

Fifth Stage of Therapy

■ Dismissal Preparation

- Students demonstrate self-advocacy strategies
- Student becomes his/her own therapist
 - Become the life long learner
 - Stuttering and Voice
- Supports are in place in the environment for lower functioning students
- Team and student develop long-range goals
 - For student and caregivers
- Consultation is the only service needed, if at all

Ehren & Ehren, 2005

Stages of Therapy

- Promotes complete learning of skills
- Allows for flexibility since stages vary in length depending on the student
- Holds scaffolding as an important piece to therapy
- Avoids providing too much support since SLPs want to remove scaffolding as a goal of therapy
- Promotes independence and awareness of target
- Provides for more practice and opportunities to generalize newly learned skills

Ehren & Ehren, 2005

Stages of Therapy

- ※ As students move through speech language services across time, the service delivery model should be reevaluated and modified to address the unique and changing needs of the student.
- ※ Maintenance, independence and generalization are addressed from the beginning
- ※ The “one size fits all” approach to service delivery is not appropriate (ASHA, 1999)

8 Stages of Strategy Instruction

1. Pretest and Make Commitments to Learn the Strategy
 - ※ Verbally state (or in writing)
 - ※ Use progress chart
2. Describe the Strategy (Think Aloud Strategy)
 - ※ What it is and what it does
3. Model the Strategy
 - ※ I do, we do, you do
 - ※ Teacher demonstration and student enlistments
 - ※ Prompts, checks for understanding, corrections and expansions, engineer success, etc.

SIMS Model, 2007

8 Stages of Strategy Instruction

4. Verbal Elaboration
 - ⌘ Can you tell me what you do 1, 2, 3
 - ⌘ Can you tell me how you would do it
 - ⌘ Do they have it in their memory before we go on?
5. Controlled Practice and Feedback
 - ⌘ Guided Practice with teacher leadership
 - ⌘ Independent Practice with teacher
 - ⌘ Monitor and provide feedback
 - ⌘ Give them things they already know
 - ⌘ Can they do the strategy right now?
6. Advance Practice and Feedback with Content Materials from General Education
7. Posttest & Commit to Generalization
8. Generalization

SIMS Model, 2007

Quick Review of Strategies

- Following Directions
 - Rehearsal with Visualization
 - Scaffolding (Gross Motor, 3-D Objects, Paper-Pencil Tasks)
- Phonemic Awareness
 - LiPS
 - Scaffolding (Easiest to Most Difficult)
 - Manipulatives
 - Pair with Graphemes

Quick Review of Strategies

- Social Skills (Promising Practices)
 - Peer Buddy
 - Social Stories
 - Circle of Friends (a little controversial)
 - Classroom-based direct instruction
 - Role-modeling/observational learning
- Grammar
 - Focused Stimulation
 - Grammar Cycling

Quick Review of Strategies

- Vocabulary
 - Shared story book reading
 - Multiple opportunities with elaboration
 - LINC S
 - Structural analyses
 - Context clues (plus another strategy)
 - Dictionary skills (plus another strategy)
 - Use of synonyms and antonyms
 - Compare/contrast

Quick Review of Strategies

- Story Comprehension
 - Pictography
 - Story maps
 - Think aloud
 - Look back strategy
 - Expository text strategies
 - Narrative text strategies

Creating the Year's Schedule

- Pick Indirect Weeks as a department way ahead of the time
 - Start the first week of school and start counting off by 4's (skip over the weeks that we are on vacation)
 - Consider picking the weeks with holidays
 - Give your teachers the indirect week schedule (especially the MD teachers)
- Determine which students are receiving indirect services (based on the IEPs)
- Think about Model, Model, Co-teach, Observe if you are doing classroom lessons already

Brainstorming the Year's Activities

- 1st 4 Week Period- Meet with teachers and instructional assistants to review accommodations, goals, learning needs, etc. Retrain a strategy from last year.
- 2nd 4 Week Period- Observe in classroom or some educational setting and understand the curriculum, demands, and routines as well as the students' unique strengths/weaknesses
- 3rd 4 Week Period- Consult with teachers about a strategy
- 4th 4 Week Period- Model a strategy in general education classroom or setting (including specials)

Creating the Year's Schedule

- 5th 4 Week Period- Model a strategy in a special education classroom or setting
- 6th 4 Week Period- Create adapted materials for the special/regular education
- 7th 4 Week Period- Observe the implementation of the adapted materials in classroom or some educational setting
- 8th 4 Week Period- Model a strategy in general education classroom or setting
- 9th 4 Week Period- Create a summer program

The Monthly Schedule

- First three weeks are scheduled as normal (to include planning time)
- Fourth Week Schedule
 - Put the direct students on first
 - Schedule observations
 - Schedule consultations
 - Schedule curricular adaptations
- Let's look at an example of a 4th Week School

Indirect Activities

If you want to build more time into your month, THINK MASS CONSULTATION!

Examples of Indirect Activities

- Building-level social story training and consultation
- Training librarian on EBP related to vocabulary and story comprehension (e.g., LINC, pictography, story maps, semantic webs)
- Training aides on PECs
- Programming AAC devices
- Creating shoebox/file folder activities
- Modifying the physical space (TEACCH)

Examples of Indirect Activities

- Creating repetitive grammar books and maintaining grammar activities with prek/kindergarten lunch aides
- Project MORE
- Training staff on LiPS
- Training PE teacher to instruct and bombard basic concepts
- Using teacher contact time to problem solve on students
-

Examples of Indirect Activities

- Classroom-based modeling of strategies (e.g., model, model, co-teach, and observe)
- Creating home programs
- Training staff on accommodations (e.g., FM, hearing aid checks, visual schedules)
- Training parents on shared story book reading
- Creating and running an afterschool social skill group with nondisabled peers

Examples of Indirect Activities

- Meeting with consultants and following-up on their recommendations
 - Audiologist, OT, PT, vision specialist
- Consulting with lunch monitors, cashiers, and playground aides regarding strategies
- Jointly developing language activities in the preschool classroom
- Creating more practice opportunities (e.g., lunch helper, attendance taker, giving PA announcements, office runner)

Examples of Indirect Activities

- Creating listening or writing centers
- Teaming during reading instruction
 - Model phonemic awareness strategies, teaching story grammar, demonstrate vocabulary instruction
- Create and monitor friendship club with counselor during lunch
- Creating adapted books for MD teacher
- Creating adapted noisy stories

Group Activity

Get into groups and share some successful and unsuccessful examples of indirect activities

Selling Flexible Schedules

- Focus on your students
- Discuss your data
- Discuss disadvantages of current service delivery
- Focus on benefits of ICBS
- Focus attention away from your schedule
- Highlight the alignment with legal mandates and research-base

Advocating for ICBS & Flexible Scheduling

- Alert administration, teachers, and parents to the disadvantages of pullout only services
 - Hinders generalization and maintenance
 - Fragments learning and learner's schedule
 - Holds students and teachers accountable for missed instruction and assignments
 - Fails to replicate a "real world context"
 - Limits observational learning
 - Remains largely disconnected from the curricula
 - Lacks diverse communication partners
 - Does not align with legal mandates and EBP, in many instances

Advocating for ICBS & Flexible Scheduling

- Focus attention on the benefits of ICBS as illustrated in the research
 - Allows for intensive instruction
 - Fosters observational learning
 - Provides for generalization and maintenance
 - Incorporates diverse contexts and communicative partners
 - Allows skills/strategies to be embedded into the general education curricula
 - Helps with statewide achievement testing results
 - Fosters self-advocacy, self-monitoring, self-correction, and self-sufficiency
 - Aligns with legal mandates, policy changes (i.e., inclusion mainstreaming), reform efforts and EBP
 - Indirectly benefits at-risk students

Advocating for ICBS & Flexible Scheduling

- Focus attention away from the 3:1 Model and heavily toward a more systematic, comprehensive, individualized, and intensive method to provide better speech language services
 - 3:1 IS JUST A SCHEDULE!
 - "I want to do what is right for kids!"

Advocating for ICBS & Flexible Scheduling

- Focus the administrator's attention on ICBS's viability and alignment with legal mandates and EBP
 - ICBS will provide better services to students
 - ICBS will not mean more staff or cost more money
 - ICBS will allow for more billable services for CAFS
 - ICBS will allow for the completion of compliance activities
 - ICBS will reduce missed services
 - ICBS will allow us to participate in IAT and RTI

Advocating for ICBS & Flexible Scheduling

- Focus attention away from the 3:1 Model and heavily toward a more systematic, comprehensive, individualized, and intensive method to provide better speech language services
 - 3:1 IS JUST A SCHEDULE!
 - "I want to do what is right for kids!"

Group Discussion

Get into groups and discuss some advocacy techniques that have worked or not worked.

ICBS and The IEP

Present Levels of Academic and Functional Performance

- Document issues related to the following:
 - Generalization
 - Carryover
 - Maintenance
 - Self-advocacy
 - Independence
 - Prompt dependency
 - Skills across settings and communication partners
 - Weaknesses during classroom activities
 - Effective classroom strategies

IEPs

- Curriculum-based goals and objectives
 - Condition could be in the classroom
 - Given a classroom lesson,
 - When engaged in a cooperative group activity,
 - During a social interaction with a nondisabled peer,
 - Behavior
 - Generalization, independence, self-advocacy, or underpinning skill

Services Section

- Type of service: Direct speech language services targeting social skills and listening
 - Indirect speech language services may be listed under specially designed instruction, related services, support for school personnel, or assistive technology services depending on the type of service
- Amount of time-120 min
- Frequency: per month
- Effective dates could be staggered until implementation

Clarification: Services Section

- IEP Services Section
 - "Combining consultation and direct instruction under one frequency leaves the actual delivery of services vague and open to multiple interpretations."
 - "It is appropriate to provide both consultation and direct instruction."
 - "When that occurs, the IEP team attaches a separate frequency to each services" (i.e., one for direct and one for indirect)
 - IEP Inter-rater Agreement Tool from the ODE

LRE

- Just remember to address how much the student will be pulled away from nondisabled peers!
- "Child will participate full time in regular education with the exception of pullout speech language service (30 min/month). Pullout services are warranted in order to provide intensive instruction."

The IEP

- Consider putting language on the IEP that refers to "*generalization, carryover, maintenance, self-advocacy, independence, faded prompts, across settings, given a classroom activity, use strategies to, etc.*"

Data Collection

- Document
 - Time
 - Date
 - Person
 - Activity
 - Outcomes
- Create a format that works for you or adapt your current one

Resistance to Change

Dealing with Resistance

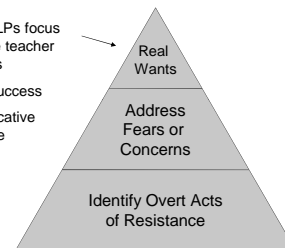
1. Determine why the resistance is happening
2. Acknowledge that the way things have been done were considered valid at one time
 - Illustrate the strengths and weaknesses
 - Old way
 - Proposed new way
3. Demonstrate how the change in service delivery will improve or enhance the current goals
4. Develop and enact coordinated plans that will make teaching and learning easier
5. Take your time!

Hoskins, 1990

Working with a Resistant Teacher

Effective SLPs focus on what the teacher really wants

- Student success
- Communicative competence



Hoskins, 1990

Dealing with Conflict

- This was going great for me (my principal was behind me, I'd already implemented it on IEPs)...was being the key word. I have had two sets of parents who say that if everything I want to do for the student during that final week is so wonderful then why don't I add it on to the time they have already. I pleaded my case and explained that I am not taking service away, I'm just altering what it looks like to make it better quality. In the end, after half an hour of discussion over it, the team vetoed me and I am now serving the kids with the direct time they already had and indirect time on top of that. When I saw where this was going, I even tried to just write the direct time as it always has been and assure them that I am already doing those other things, it's just not explicitly stated so we didn't have to include it in the IEP because it won't change that I won't do as much of it as I can squeeze in, but again I was vetoed.

Dealing with Conflict

1. "You already have planning time built into your schedule. Why do you need more?"
2. "But they need as much pullout as they can get! If indirect is so beneficial, then why don't you do both every week: pullout and indirect!"
3. "You can't do indirect during the 4th Week, I use that scheduled speech time as my planning time! You need to pick up the students every week."
4. "I don't even know what you do during that 4th Week. I never see anything."

Resolution Activity

- Get into a group
- Count off 1, 2, 3 and 4 by groups
- Discuss how you approach your assigned scenario
 - How could you address this statement?
 - How could you avoid this from happening in the first place?
 - Refer back to the advocacy section for help

Create Norms

- All adapted materials made during Week 4 will be given to the teacher.
- All adapted materials will be designed through consultation to be infused into ongoing classroom lessons and/or the home program.
- All collaborative activities will be designed through collaboration.
- All 4th Week minutes and activities will be documented on the agreed upon form and shared with teachers by Friday of the 4th Week.
- All consultative activities will be designed to enhance classroom instruction pursuant to IEP goals and objectives.
- All 4th Week activities will be designed with input from the teacher.
- The 4th Week schedule and activities will be agreed upon by the end of Week 2.
- All indirect services should be agreed upon at the IEP team meeting.
- Collaborative consultation is sacred and will be placed as a priority on the SLP and teacher's schedule.

Transparency

- Demystify what you are doing
- Be transparent

Barriers

1. Administrative support
2. Lack of administrative understanding
3. Teacher Resistance
4. Time
5. Scheduling conflicts
6. Writing IEPs to reflect consultation
7. Documenting progress in consultative services
8. Teacher not staying in room for SLP lesson

Marvin, 1990

Barriers

9. Teacher not generalizing ideas into all subject matters
10. Conflicts over roles
11. Parental view of consultation as a less adequate service
12. Teacher expectation that students be removed from the class
13. Choosing consultative objectives
14. SLP not feeling comfortable with new teacher interactions
15. Not know what consultation is supposed to look like

Marvin, 1990

Methods to Overcome Barriers

- Alert the administration in advance of your interest in changing service deliveries
 - Principal
 - Pupil Services Director
- Stress how the approach will increase your productivity and visibility
- Highlight how the ICBS will allow the children to access the general curriculum
- Alert the administration when there may be phone calls from concerned parents

Methods to Overcome Barriers

- Communicate the “essence of the program” in a one page letter
 - Parents
 - Administration
 - Teachers and Staff
- Communicate the progress of your activities often to each stakeholder
- Post your schedule on your door or in a highly visible location

Methods to Overcome Barriers

- Write a short article in the school newspaper to announce your changes titled *Supporting the General Education Curriculum*
- Conduct a short presentation at a BOE meeting or during a “Parents Night” titled *Teaching Study Skills*
- Discuss your intended change in service delivery toward the middle of the school year or later once the specifics have been decided

Methods to Overcome Barriers

- Conduct a pilot study at one school and collect data
- Present results to the administration and staff following the pilot study
 - Amount of work conducted after school hours
 - Amount of consultation completed
 - Number of missed therapy sessions
 - Evaluation turn-around times
 - Morale statements
 - Parental and teacher input, etc.
- Enlist support from the ESC or fellow SLPs to expand the program across the district

Questions



7 DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

TYPE OF SERVICE	GOAL(S) ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICES
SPECIALLY DESIGNED INSTRUCTION:			
Direct speech language services to improve requesting and initiating conversations	1 and 2	SLP	Pullout therapy room
BEGIN: 9/12/2010	END: 2/22/2011	AMOUNT OF TIME: 120 minutes	FREQUENCY: per 4 wk period
Direct speech language services to improve requesting and initiating conversations	1 and 2	SLP	Pullout therapy room
BEGIN: 2/23/2011	END: 9/11/2011	AMOUNT OF TIME: 90 minutes	FREQUENCY: per 4 wk period
Indirect speech language services (consult with teaching staff) to improve requesting and initiating conversations	1 and 2	SLP	Classroom
BEGIN: 2/23/2011	END: 9/11/2011	AMOUNT OF TIME: 30 minutes	FREQUENCY: per 4 wk period
RELATED SERVICES:			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
ASSISTIVE TECHNOLOGY:			
Programming high tech AAC device	1 and 2	SLP	Pullout therapy room
BEGIN: 2/23/2011	END: 9/11/2011	AMOUNT OF TIME: 1 hour	FREQUENCY: per semester
ACCOMMODATIONS:			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
MODIFICATIONS:			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:
SUPPORT FOR SCHOOL PERSONNEL:			
Training for teachers on use of FM system		SLP	
BEGIN:	END:	AMOUNT OF TIME: 30 minutes	FREQUENCY: yearly
SERVICE(S) TO SUPPORT MEDICAL NEEDS:			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:

KEY:  OPTIONAL ENTRY  NOT REQUIRED

8 TRANSPORTATION AS A RELATED SERVICE

<<Enter Your School District Name>>

Speech Language Services

Data Sheet

Building Name Building Name Building Name Building Name

Date/ Time	Student Name(s)	Activity <input type="checkbox"/> Direct <input type="checkbox"/> Indirect
		<input type="checkbox"/> Adapted Environment <input type="checkbox"/> Home/School Correspondence <input type="checkbox"/> Wrote Social Story <input type="checkbox"/> Programmed Device <input type="checkbox"/> Created Home Program <input type="checkbox"/> Diagnostics/Eval <input type="checkbox"/> Created Visual Supports <input type="checkbox"/> Modeled Strategy / Accommodation <input type="checkbox"/> Problem Solving Mtg <input type="checkbox"/> Observed in _____ <input type="checkbox"/> Adapted _____ <input type="checkbox"/> Consulted with _____ <input type="checkbox"/> Trained _____ <input type="checkbox"/> Other _____

Data/Comments:

Date/ Time	Student Name(s)	Activity <input type="checkbox"/> Direct <input type="checkbox"/> Indirect
		<input type="checkbox"/> Adapted Environment <input type="checkbox"/> Home/School Correspondence <input type="checkbox"/> Wrote Social Story <input type="checkbox"/> Programmed Device <input type="checkbox"/> Created Home Program <input type="checkbox"/> Diagnostics/Eval <input type="checkbox"/> Created Visual Supports <input type="checkbox"/> Modeled Strategy / Accommodation <input type="checkbox"/> Problem Solving Mtg <input type="checkbox"/> Observed in _____ <input type="checkbox"/> Adapted _____ <input type="checkbox"/> Consulted with _____ <input type="checkbox"/> Trained _____ <input type="checkbox"/> Other _____

Data/Comments:

