Making A Difference -

Scope of Speech Therapy Services Impacting Student Success

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SLPs Roles and Responsibilities – Workload vs Caseload

Impacting Student Success

Service Delivery Models – Why Does It Matter?
We need to shift from “caseload” to “workload”

– total workload activities must be considered to set appropriate and reasonable caseloads
– a balance across workload activities will help SLPs, administrators, and decision-makers make service decisions on the basis of student needs
Advantages of workload perspective

- Focuses on individual needs of students
- Documents full range of roles and responsibilities carried out by SLPs
- Facilitates dialogue between SLPs and administrators regarding workloads
- Allows SLP to contribute to improved student performance (STAAR scores)
The SLP Workload

School SLP Workload Activities

- Professional influences
  - Increasing SLP roles and responsibilities
  - Increasing SLP scope of practice

- School policies and expectations
  (e.g., data collection, third-party billing)

- State and local budgets

- Unfunded mandates
  - Zero reject
  - No waiting lists

- IDEA Mandates
  - FAPE
  - LRE

- State and local regulations
  (e.g., eligibility and dismissal criteria)

- State certification requirements

- Student factors
  - Expanding range and severity of disabilities
SLPs Roles and Responsibilities – How Many Hats Do We Wear?
ASHA DOCUMENT

Direct services to students

- Counsel students
- Evaluate students for eligibility for special education
- Identify students with speech and language impairment
- Implement IEPs and IFSPs
- Provide direct intervention to students using a continuum of service delivery options
- Re-evaluate students
Indirect activities that support students in the least restrictive environment and general education curriculum

- Engage in dynamic assessment of students
- Connect standards for the learner to the IEP
- Consult with teachers to match students learning style and teaching style
- Design and engage in pre-referral intervention activities
- Design/recommend adaptations to curriculum and delivery of instruction
- Design/recommend modifications to the curriculum to benefit students with special needs
- Participate in activities designed to help prevent academic and literacy problems
  - Observe students in classrooms
- Screen students for suspected problems with communication, learning, and literacy.
Indirect services that support students’ educational programs

- Analyze and engineer environments to increase opportunity for communication
- Analyze demands of the curriculum and effects on students
- Attend student planning teams to solve specific problems
- Attend teacher/service provider meetings (planning, progress monitoring, modifications to program)
Indirect services that support students’ educational programs – cont’d. ASHA Document

Communicate and coordinate with outside agencies, Contribute to the development of IEPs, IFSPs, Coordinate with private, nonpublic school teachers and Staff, Design and implement transition evaluations and transition goals, Design and program high, medium, and low-tech augmentative Communication systems, Engage in special preparation to provide services to student (e.g. low incidence population, research basis for intervention, best practices)
Indirect services that support students’ educational programs

Interview Teachers, Make referrals to other professionals,
Monitor implementation of IEP modifications,
Observe students in classrooms,
Plan and prepare lessons
Plan for student transitions
Provide staff development to school staff,
parents, and others,
Program and maintain assistive technology/augmentative
Communication systems (AT/AC) and equipment,
Train teachers and staff for
AT/AC system use
Activities that support compliance with federal, state, and local Mandates

Attend staff/faculty meetings
Collect and report student performance
Data, Complete compliance Paperwork, Complete daily logs of student services, Complete parent contact logs, Document services to students and other activities, Participate in parent/teacher conferences, Participate in professional association activities, Participate in professional development
Activities that support compliance with federal, state, and local Mandates Cont’d.

Participate on school improvement teams, Participate on school or district committees, Serve multiple schools and sites, Supervise paraprofessionals, teacher aides, interns, and CFYs, Travel between buildings
Write funding reports for assistive technology and augmentative Communication,
Write periodic student progress reports
Write student evaluation reports
Impacting Student Success

- The FIE drives the student’s specially designed instruction (IEP Goals).
- Speech Services are individually designed to increase the students’ success in the general education setting.
- Standards based IEPs are critical to impact the student’s academic success.
- Schedule of Services is planned carefully with individual student needs driving the IEP but also the specifics of how the delivery of speech of service best fits the student’s needs.
- Examples of delivery models are vast and should look highly individualized for each student.
- Delivery of speech services will change over time as the student progresses - See examples -
First Things First

Are SLPs connecting IEPs to the TEKS?

This is fundamental to the accountability for the learning and achievement of students with disabilities.

Connecting IEPs to standards will improve outcomes for students with disabilities.
What are the steps to ensuring that IEPs are connected to the TEKS?

- Collecting the pertinent current informal and formal assessment data during the evaluation process
- Class data – grades, classroom performance data, attendance
- Review status of previous IEP goals
- Student, teacher, parents input
- Look at how disability impacts the student in the general education curriculum
- Use this data to summarize the Present Levels of Academic Achievement and Functional Performance
- This will determine or answer the question “what can the students do now”?
- This is the PLAAF which is a summary of baseline information about the students' academic and functional performance
- Giving a detailed description of how the student’s disability impacts his educational performance
Purpose Driven Goals + Closely Monitored Progress = Successful Outcomes for Students

- The ARDC will review the PLAAF
- The annual goals are derived from the PLAAF
- If weaknesses are numerous, prioritize which areas would make the most impact on the student’s classroom achievement
- The annual goals are developed using the PLAAF
- The goals must be measurable and observable
- Written clearly and specifically according to the PLAAF –
- goals must be realistic and achievable in a reasonable timeframe
- goals will be related to student’s grade level TEKS
- Be careful of “vague” globally written goals
Purpose Driven Goals + Closely Monitored Progress = Successful Outcomes for Students

Measuring Effectiveness of Speech Therapy –

- Student Objectives are monitored closely
- Student’s progress towards annual goals is monitored closely and reported at grading periods
- Progress is reported using the same measurement terms that goals were written in – i.e. Qualifiers vs quantity
- Student’s progress will determine effectiveness of services
Direct, Indirect, Combination of each.....what do we do?

Decisions of how the student will best be served is highly “individualized” based on student needs.
If you do what you’ve always done you’re going to get what you’ve always gotten!

Do your SLPs schedule services based on what they have always done?

Are they varying service delivery type based on data and needs of students?

Where should the services be given if student needs are accessing the curriculum?

Is caseload size influencing service delivery recommendations?

Does your district have a pattern of services?

Are there duplication of services?

Are speech services provided based on administrative convenience?
What “Should” Speech Services Look Like?

Speech services should be based on:
• Student needs
• Student data
• Students accessing the gen ed curriculum
• What works best for the student
• Student progress
Not -

- SLP caseload size
- Not SLP/campus schedule
- Not what days SLP serves that campus
- Not fitting the student in a group to make it a nice even 6 students
- Not because SLP is comfortable with what’s been done in the past
Direct Service Delivery Models

• Direct Services Defined:

  – Direct services for speech therapy refers to the direct provision of services between the speech-language pathologist and the student.
  – Direct services are billable for SHARS/Medicaid reimbursement

  – Examples: Pull out, Classroom based (team teaching, supportive teaching, etc), Drill bursts
Direct Service Delivery Models

• Pull out (SLP removes students from the classroom and takes them to another location)

• Drill bursts: typically this service delivery is for intensive articulation drill in frequent, short sessions—this is generally a pull out service delivery but it could also be a pull-aside in the classroom.
Direct Service Delivery Models

• Classroom Based (inclusion)
  – Team teaching (teacher & SLP teaching the same lesson to the class)
  – Parallel teaching (teacher & SLP teaching the same lesson to different groups in the class)
  – Pull aside (SLP pulls selected students to small group within the classroom)
  – Station teaching (SLP instructs specific skills at a station, students rotate through)
  – Supportive teaching (teacher instructs class, SLP supports specific students on skills)
Indirect Service Delivery Models

• Indirect service delivery models are speech therapy services that involve the speech-language pathologist supporting the student’s goals/objectives by working with other providers

• Indirect services are not billable for SHARS/Medicaid reimbursement

• **caution: TEA cautions against “monitor only”. Monitoring student progress in and of itself does not constitute a special education service.
Indirect Services Examples

• Examples of Indirect Speech Therapy Services:
  – Attending grade level Professional Learning Communities;
  – Programming Assistive Technology devices to allow access to general ed curriculum;
  – Classroom engineering to enhance language/communication;
  – Student specific teacher consultation;
  – Identifying language/literacy in the curriculum.
Combination of Service Delivery

• Many students may need a combination of direct and indirect services.
  – Example:
    • 30 minutes weekly-direct speech therapy in the self-contained sped classroom (billable time) &
    • 30 minutes monthly-indirect speech consultation to training teachers and staff on assistive technology device and programming (not billable time)
Documenting Services in ARD/IEP

• Direct speech therapy services are documented on the Schedule of Services portion of the ARD document
  – Face2face services with students
  – Billable for SHARS/Medicaid reimbursement
Documenting Services in ARD/IEP

• Indirect speech therapy services are documented in various possible places in the ARD document
  – Supplemental Aids/Services
  – Deliberations
  – Accommodations
  – Indirect services are provided to professionals and/or parents
  – Not billable for SHARS/Medicaid reimbursement
Examples of Schedule

• **Example 1:** 30 minutes 5X in 6 weeks (location: special ed)
  Each 6 weeks, the student will receive 1 (30 min) speech therapy session per week for 5 weeks and no direct speech therapy one week to allow for generalization of skills in the classroom.

• **Example 2:** 180 minutes per six week period (location: special ed)
  Each 6 weeks, the student will receive 1-45 minute speech therapy session weekly for 4 weeks and no direct speech therapy services for two weeks to determine generalization of skills.
More Examples of Schedules

• **Example 3:** 12-5 minute sessions in a 4-week period (articulation drill bursts) (location: general ed)

During a 4 week period, the student will receive 12 direct speech therapy sessions for 5 minutes per session to do intensive articulation drill.
Summary

• Frequency, location, duration must be
  – Clear
  – Based on individual student needs
  – Based on data
  – Not determined by administrative convenience (master schedules, availability of SLP, caseload size)

• Pay attention to possible
  – Pattern of services
  – Restricted continuum of service delivery models
  – Duplication of services
Questions

Thanks

Karyn & Jyutika
Sources

ASHA Role and Responsibilities of School-Based SLPS, 2010
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