

Developing an Inclusive Speech and Language Service Delivery Model

A 2006 survey of Connecticut's school speech-language pathologists (SLPs) indicated that 69.5% documented positive communication outcomes for students when speech and language services were delivered in general education classrooms. This evolution in practice from a traditional intervention model to a more inclusive one challenges SLPs to conceptualize and coordinate their services differently. It requires SLPs and teachers to engage in collaborative conversations regarding the interface between CT's K-12 curricular standards and the speech and language demands of classroom instruction, assignments, and assessments, focusing on the impact these may have on students requiring early intervening services and those with identified disabilities.

Through this professional development program, SLPs will explore alternative models of speech-language intervention, apply them for a full academic year, and determine their efficacy. Specifically, on the first training day, baseline data regarding participating SLPs' service delivery will be compiled and the *3:1 Model* will be examined. Developed in the Portland, Oregon schools, this approach includes direct speech-language intervention for three weeks followed by a "consultation week," during which a range of professional collaborative activities occur. Other tools and resources will also be presented and implementation planning will begin.

During the interim between Day One and Day Two, participants will be encouraged to implement more inclusive service delivery; they will be supported in these efforts by sharing ideas and challenges via SERC's Online Message Board. A half-day follow-up will clarify procedural issues (e.g., IEPs) and other concerns raised by participants. Additional data collection will be required of participating SLPs at the conclusion of the 2008-09 school year to assess service delivery changes and student impact following one year of implementation.

SLPs working with students in grades K-12 to improve communication skills related to academic progress and social interaction will:

- implement a personal plan to provide more inclusive speech-language intervention;
- apply new models of classroom-based speech and language service delivery, as deemed appropriate for individual student needs during annual review PPTs, to increase students' access to general education and time with non-disabled peers (TWNDP); and
- examine the impact of these changes on students and families through pre- and post-data collection.

As co-teaching is another alternative model of delivering speech and language services in general education, SLPs attending this training are encouraged, but not required, to attend SERC's *Into the Classroom: SLPs as Co-teachers* session. See page 76.

Please see the application form for this professional development on the next page. A team of three to four SLPs working in the same school district is required for participation. Additionally, written approval is required from both the district's Director of Special Education/Pupil Personnel and the building principal in whose school the nontraditional scheduling models suggested in the training will be implemented. A director or supervisor of special education or a coordinator of speech and language services is encouraged to attend this training; preference will be given to applications in which an administrator is a member of the team.

(Continued on next page.)

Date, Time, Location:

Friday, November 9, 2007
9:00 a.m. to 3:30 p.m.

and
Wednesday, March 26, 2008
9:00 a.m. to 12:30 p.m.
SERC, Middletown

Presenter:

Donna D. Merritt, Ph.D., CCC
Consultant
SERC

Audience: Grades K-12

Ten (10) teams of 3 to 4 members,
including speech-language pathologists
and an administrator

CEUs: 1.5

Includes:
Full Attendance
Post-Activity Application of Learning

Registration Fee:

\$35.00 per person
Payable to Rensselaer at Hartford
Payment is due prior to the session
upon confirmation of participation.

Questions/ Special Needs:

Contact: April Judd
Education Services Specialist
(860) 632-1485, ext. 282

Register By:

Thursday, October 25, 2007



www.ctserc.org



Integrated Student Support Services Initiative

Developing an Inclusive Speech and Language

Service Delivery Model *(continued)*

District Application Form



Please return application to SERC, ISSS Initiative, 25 Industrial Park Road, Middletown, CT 06457-1520. Teams will be selected on a first come, first served basis with regional consideration. Applicants will receive written confirmation regarding participation shortly after the registration closing date. The registration fee is payable upon notice of acceptance.

(08-23-008 - FN/ISSS/aj)

(Please print clearly.)

District/Region _____ Contact Person _____
(If also a team member, please also include information below.)

Work Phone () _____ Email _____

Release time for team is approved: Director of Special Education/Pupil Personnel signature required _____

In which region do you receive/provide services? ___ACES // ___CES // ___CREC // ___EASTCONN // ___ED CONNECTION // ___LEARN

SLP #1 _____ Home Phone () _____

School/Program _____ Grade Levels _____ Work Phone () _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____

Release time is approved: Building Administrator's signature is required _____

SLP #2 _____ Home Phone () _____

School/Program _____ Grade Levels _____ Work Phone () _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____

Release time is approved: Building Administrator's signature is required _____

SLP #3 _____ Home Phone () _____

School/Program _____ Grade Levels _____ Work Phone () _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____

Release time is approved: Building Administrator's signature is required _____

SLP #4 _____ Home Phone () _____

School/Program _____ Grade Levels _____ Work Phone () _____

Home Address _____ City _____ Zip Code _____

Email (Please Print.) _____

Release time is approved: Building Administrator's signature is required _____

Administrator _____ Home Phone () _____

Work Phone () _____ Home Address _____ City _____ Zip Code _____

Position/Role _____ Email (Please Print.) _____