

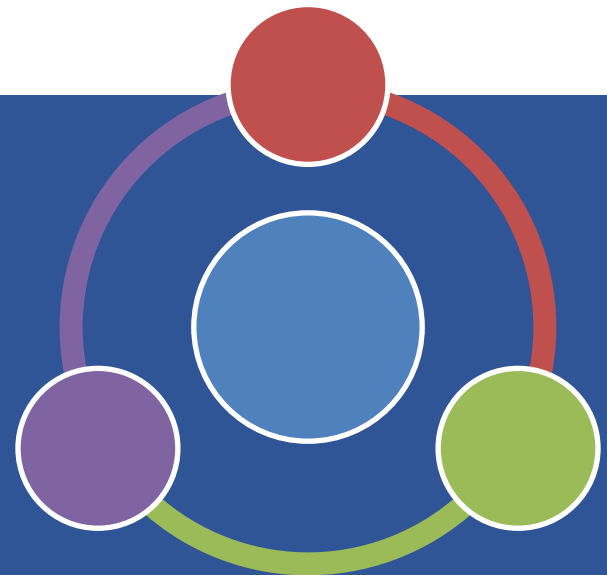


NTACT  
National Technical Assistance Center on Transition

# SLP Service Delivery Models for Students in Transition

by Perry Flynn M.Ed. CCC/SLP

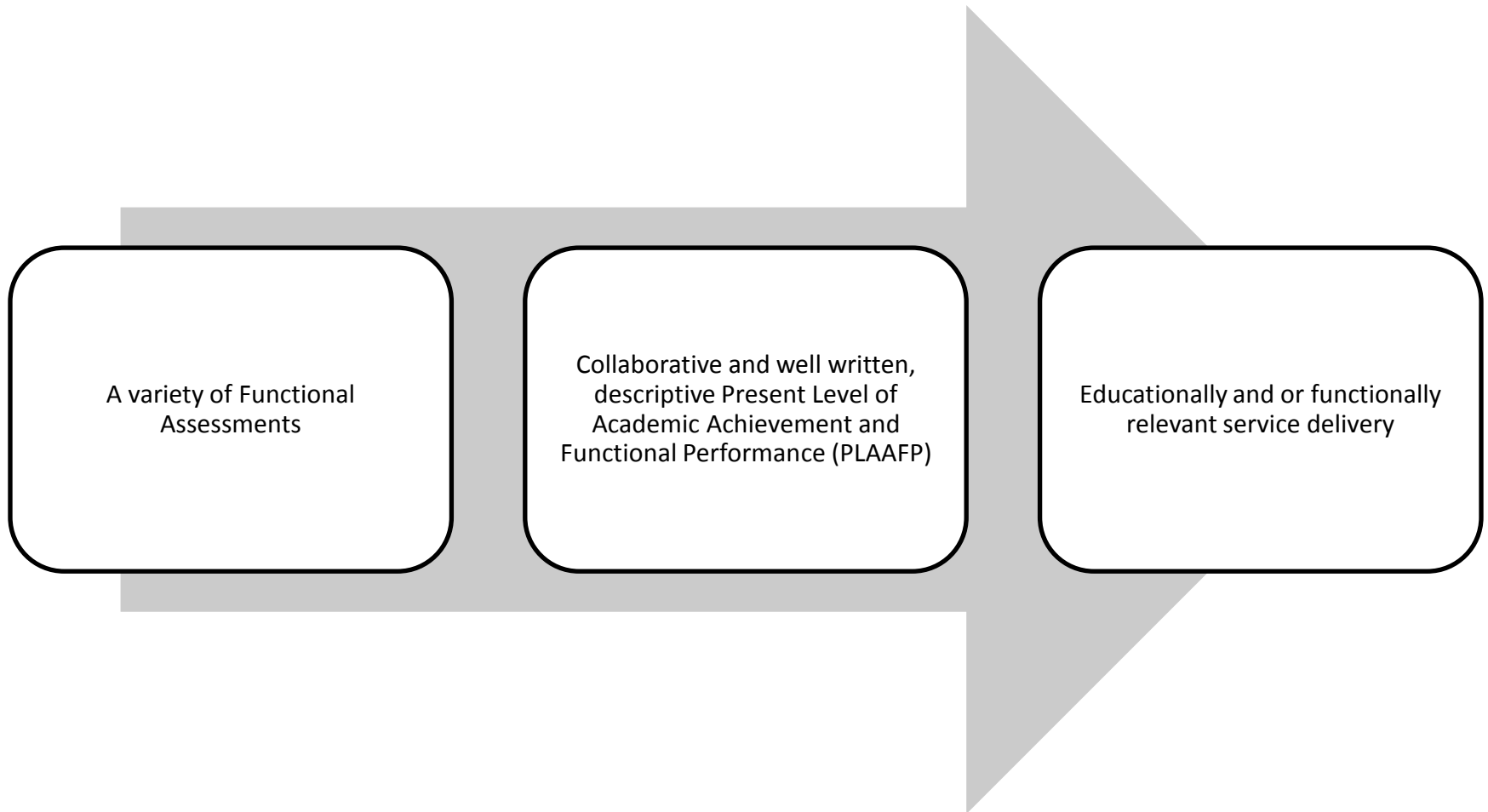
Member, ASHA Board of Directors, Consultant to the North Carolina Department of Public Instruction in the area of Speech Language Pathology and Associate Professor Department of Communication Sciences and Disorders, University of North Carolina Greensboro.



# Learning Objectives

- Identify the most relevant types of services to provide to students transitioning to post high school settings
- Consider a variety of service delivery models to serve transitioning students in the least restrictive environment
- Write goals collaboratively (when appropriate) that focus on improving academic and functional outcomes related to transition

# Overview of the process



# Academic Achievement & Functional Performance

- We serve students in the area of communication skills that have a negative impact on academic and functional skills. Academic skills may be found in the Common Core State Standards but functional skills are found everywhere.
  - Speaking
  - Listening
  - Reading
  - Writing

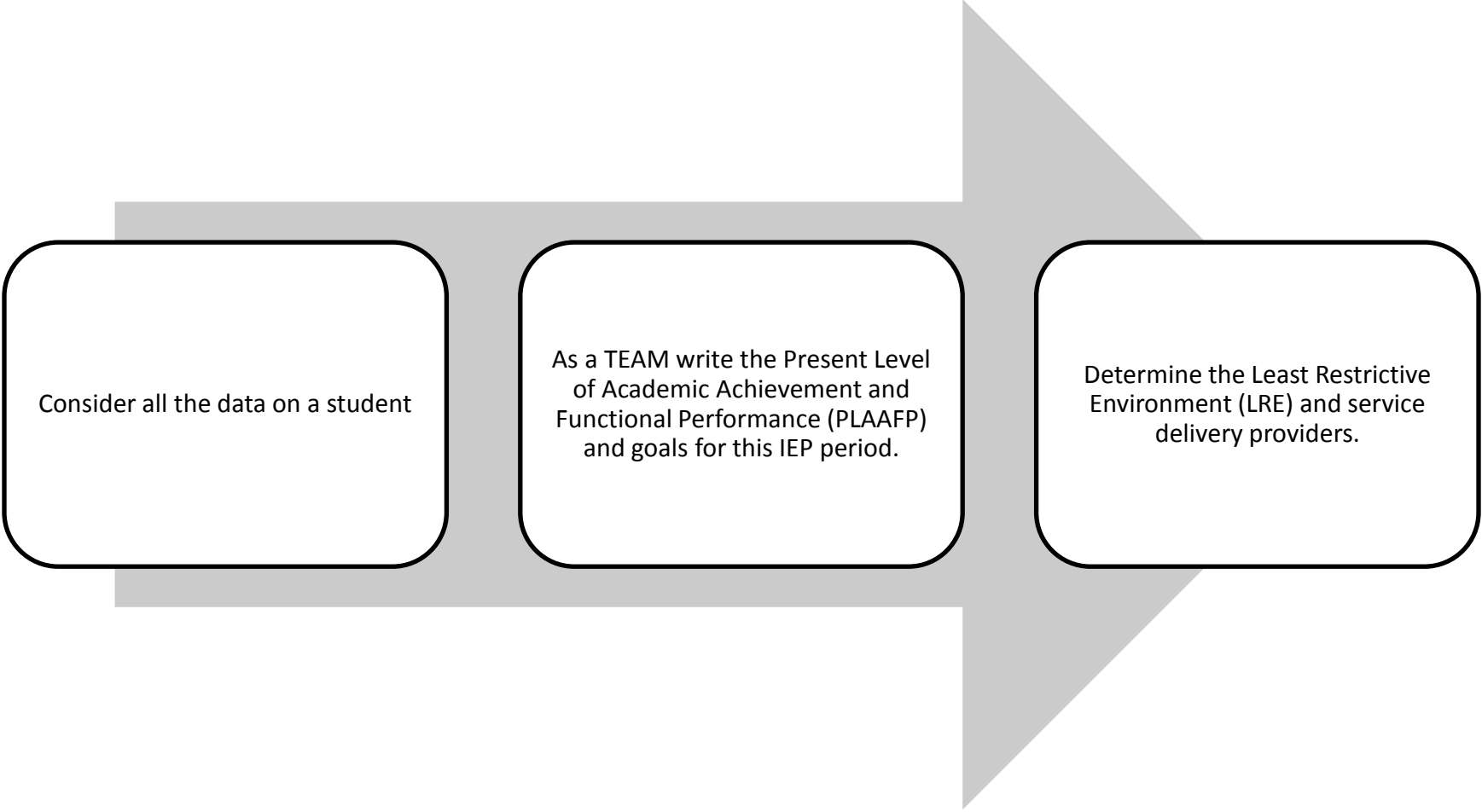
# Assessment

- Functional/ non-standard
- Inclusive of multiple settings, job coaches, supervisors, teachers, parents, students themselves

# Collaborative Partners

- Vocational Rehabilitation
- Job coaches
- Occupational Therapists
- Physical Therapists
- Supervisors
- Teachers (vocational, art, physical education...)
- Teacher assistants
- Child nutrition workers
- Parents

# The IDEAL IEP Process



Consider all the data on a student

As a TEAM write the Present Level of Academic Achievement and Functional Performance (PLAAFP) and goals for this IEP period.

Determine the Least Restrictive Environment (LRE) and service delivery providers.

# The IEP Process

- The IEP
  - Present Level of Academic Achievement and Functional Performance (PLAAFP)
  - Transition component
  - Academically relevant goals
  - Functionally relevant goals

Include students themselves!



# Academic goals: The Common Core State Standards

## Speaking and Listening Standards 6–12, Comprehension and Collaboration

- **1. Initiate and participate effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. **Work with peers to set rules for collegial discussions and decision-making** (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. **Propel conversations by posing and responding to questions** that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. **Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement**, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

# Academic Goals

- The student will initiate and maintain a dialogue of interest to the conversational partner for at least 5 turns with a variety of peers and adults at least two times daily for two weeks.

# Continuum of Services



# Environments for Service Delivery

- Therapy room
- Class room
- Cafeteria
- Parking lot/ public transportation
- Park
- Field trip
- Clubs
- Work/vocational setting
- Living situation

## Models of Service Delivery from Developing Educationally Relevant IEPs, ASHA IDEA Series

- Pull-Out
  - Direct services
  - Individual or small group
  - Wide range including “blast” (10 min every day)
  - Focused intervention on discreet skills/ drill and practice should be tied to curriculum
  - VERY restrictive last resort and hope to move to less restrictive quickly!

# Models of Service Delivery

- Classroom-Based
  - Individual, small group or whole group
  - Natural environment
  - Facilitates curriculum-based intervention while serving students where they learn curriculum and with curriculum materials
  - **REQUIRES** planning with teachers, different schedule, clustering..... and change of school culture

# Integrated Service Delivery Approaches by Marilyn Friend

- One Teach, One Observe: one observes while one teaches
- One Teach, One “Drift”: one assumes primary teaching responsibilities while other assists students with work
- Station Teaching: centers
- Parallel Teaching: each instructs half the group, same material
- Remedial Teaching: one presents material while one re-teaches
- Supplemental Teaching: one presents lesson in standard format one adapts lesson
- Team Teaching: shared lecturing

# Models of Service Delivery

- Self Contained Class/Course
  - Direct services as a “period or block” of the day
  - Speech room or classroom
  - Typically every day for one “period”
  - Intense intervention treated like a class/ course, sometimes graded.... Lord-Larson
  - Considered a restrictive placement
  - Should be tied to curriculum skills



# Models of Service Delivery

- Community Based
  - Direct or indirect services
  - Usually individual work on specific situational skills
  - Number and length of sessions depends on need to generalize skill to environment/ situation
  - Functional skills and carry over in natural environments
  - Very individual
  - Targeting improvement in functional communication

# Models of Service Delivery

- “Blast”
    - Direct
    - Short “bursts” frequently/ daily
    - Usually one on one
    - May be in hall, back of classroom.....
    - Helps keep skills in memory/mind of student on a frequent basis
- (5 min kids.....)

# Models of Service Delivery

- Indirect/ consultative/ collaborative/ on behalf of the student
  - Indirect
  - With teachers, assistants, parents, other students.....
  - Promotes LRE
  - Implies a great deal of collaboration
  - Enhancing the curriculum

# Realistic Expectations: Shift from academics to vocational

- Possible shift in curriculum from academic to functional
  - Shift in speech-language expectations from academic (Common Core State Standards) to functional/ social.

Veterinary medicine example

# A Functional goal

- The student will use one greeting and departing behavior appropriately when meeting unfamiliar individuals at the work setting.
- The student will ask for clarification of directions at the work setting when necessary as judged by the employer.

# Functional goals continued

- The student will use repair strategies including slowing rate, increasing volume, or using a picture symbol book when he is misunderstood by the listener on 9 of 10 occasions.

# Post-Secondary locations

- 4 year college
- 2 year community college
- Supported classrooms at institutes of higher education
- Work settings
- Sheltered work settings
- Home
- Volunteering

# Speech-Language expectations

- 4 year college
  - Executive functions
  - Social language (other centered topics and maintenance, pragmatics, social stories)
  - Problem solving (social stories, I-pad video social stories)
  - Self advocacy (disability services)

NC. State example



# Speech-Language expectations

- 2 year Community College
  - Vocational content vocabulary
  - Social/pragmatic skills
  - Sequencing/ direction following (Motor skills and auditory comprehension)
  - Problem solving
  - Self advocacy/self determination/ disability services

# Speech-Language expectations

- Supported classrooms at institutes of higher education
  - Analysis of environmental expectations academic/vocational
  - Self determination

Beyond Academics UNCG, Integrative Community Studies degree,  
<http://beyondacademics.uncg.edu/>

Social Language Class provided by Communication Sciences  
and Disorders Department.

Community Colleges

# Speech-Language expectations

- Work settings and sheltered work settings
  - Analyze job requirements and expectations
  - Support students and employers so that all parties feel successful.
  - Self advocacyJohn, Amanda examples

# Speech-Language expectations

- Home
  - Creating productive / enriching environment attending to all parties hope for success
  - Analyze environment and problem solve / trouble shoot with family
  - Self advocacy/ self determination

# Speech-Language expectations

- Volunteering
  - Analyze environment to have clarity on all parties' expectations
  - Self advocacy

Michael, grocery store, Jordan, radio station, Matt, bakery  
Arc Bark of Greensboro.....

# References:

- ASHA IDEA Series, 2007, *Developing Educationally Relevant IEPs*, ASHA Publications Rockville, MD.
- Common Core State Standards, [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- Friend, M., Cook, L. (2002) Collaboration skills for school professionals, *Journal of Educational and Psychological Consultation*. (4<sup>th</sup> ed.), White Plains. NY. Longman.

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