

## Indirect Services Week : 3:1 Model

Cincinnati Public Schools  
Cincinnati, Ohio  
Candace Rapping, CCC-SLP  
Lead SLP 2004-07

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## Pilot Model Results

- The Pilot Model showed that several areas of collaboration and consultation increased. They were:
- Teacher and staff consultation
- Parent consultation
- Pre-referral meetings
- Interventions in the classroom

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## Indirect Services Week

- The Indirect Services Week was approved after the success of the Pilot Model in 2005-06
- The Indirect Services Week was extended to the entire SLP staff to support their workload and caseload in 2006-07
- After the 3:1 Model was used in the Pilot, it was renamed the Indirect Services Week

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### SLP Indirect Services Week

- The SLP Indirect Services Week began in October 2006
- The Director and Assistant Director of Student Services presented information to the Principals
- The SLP used parent letters and staff Powerpoints to inform the schools about the Indirect Services Week
- The SLP Powerpoint was also downloaded and put in the staff mailboxes as a form of communication
- The SLP consulted with staff who had questions weekly or as needed

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### SLP Indirect Services Week

- The SLP Indirect Services Week was scheduled for the first week of each month
- The SLP was required to turn in a schedule electronically to both the building administrator and Department of Student Services administrators
- The SLP was required to turn in both a preplanning and actual schedule

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### Indirect Services Week

- The SLP staff participated in online professional development regarding the roles of speech pathologists and consultation
- The SLP staff also participated in staff meeting discussions centering around collaboration
- The SLP staff was surveyed at the end of the Indirect Services Week to determine the successes of the model as well as the remaining challenges

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### Indirect Services Week

- ❑ Collaboration and consultation are both areas that speech pathologists were supported with through professional development and consultation with the Lead SLP during 2006-07
- ❑ Collaboration and consultation were found to be areas needed for continuing professional development in 2007-08

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### Indirect Services Week

- ❑ The OT/PT Staff members were also presented with information about the Indirect Services Week
- ❑ The Indirect Services Week will be continued with support in 2007-08
- ❑ The Indirect Services Week was proven to be a way to support both NCLB and IDEIA during the pilot and the first year of implementation

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### Indirect Services Handouts

- ❑ Several handouts include the pilot and Indirect Services letters/presentations
- ❑ Included are the letter to the Department of Student Services; principal memo; parent letter; indirect service calendar; indirect service schedule example; and resource list
- ❑ We will look at the SLP Powerpoint presentation, the SLP Survey results and How to Advocate for the 3:1 Model

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## Speech Service Delivery Model Implementation Plan

2006-07  
Cincinnati Public Schools

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## Community Awareness

- Community Statement via Public Relations
- Parent Letter
- Teacher Letter
- Principal Memo
- Power Point Presentation by School SLP
- Power Point Posting on School Website

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## Professional Development

- SLP Staff Professional Development on Collaboration and Consultation
- Teacher and Principal Professional Development
- Web/Print Based Resources for SLPs
- Web/Print Based Resources for Teachers
- Mentoring for School SLPs

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## Accountability

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- Monthly Indirect Week Service Schedule
  - Report of Total Hours Per Category of Service
  - Quarterly Consultation with Director and Assistant Director of Student Services
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## Summary

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- SLPs will be surveyed at the conclusion of 2006-07
  - Speech Services Delivery Model will be presented to other related staff during the year
  - Data will be shared with the staff and DSS at the end of the year
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## CPS Speech Services Delivery Model

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2006-07 School Year

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## Research Base

- ❑ American Speech-Language-Hearing Association (ASHA) has embraced the notion of workload vs. caseload for SLP assignments
- ❑ 3:1 Model for Service Delivery was provided as a strategy to address the need for SLPs to provide more services beyond direct services
- ❑ Since 2002-03, this model has been in place in many school districts (Portland Public Schools, Cleveland, OH Public Schools). All showed positive student outcome and stakeholder satisfaction

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## 2005-06 Pilot

- ❑ Department of Student Services piloted a change in service delivery designed to improve speech-language services
- ❑ The Pilot revealed similar outcomes as other programs throughout the country
- ❑ Overall, amount of services to students increased, more supports were provided within the classroom, and there was more time for both Tier 1 and Tier 2 interventions

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## Benefits of Speech Services Delivery Model

- ❑ The SLP can focus on direct services for 3 weeks of month
- ❑ The SLP can use the final week for indirect services, i.e., collaboration, consultation, classroom observations, MFE and IEP meetings and Medicaid reimbursement billing
- ❑ Pilot SLPs found the indirect week to be highly beneficial to students' needs being met

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## Benefits to Students

- ❑ SLPs will be able to support universal interventions, intervene with targeted interventions, and support students on individual interventions that may lead to direct and indirect services of speech therapy
- ❑ Students will be able to participate in speech-language supports within the general classroom using the curriculum and materials used by other students
- ❑ Other benefits include increase of time spent in classroom observations; adaptation of general education curriculum; and programming/maintaining augmentative communication devices

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## Expected Positive Outcomes

- ❑ SLPs will be able to implement activities in support of the No Child Left Behind (NCLB)
- ❑ SLPs will be able to implement activities in support of Individuals with Disabilities Education Act 2004 (IDEIA)
- ❑ Research based practices include implementation of the Pyramid of Interventions in schools
- ❑ Practices also include improved collaboration and consultation with teachers and other staff who serve students with diverse learning needs in the least restrictive environment

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## Documentation

- ❑ SLPs will be required to document the number of hours spent in specific categories during the indirect week
- ❑ All CPS students will be served in the public schools
- ❑ All SLPs are involved

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## Questions

- If there are any questions or concerns, please contact me
- If there are any additional questions, please contact Vickie Crook, Assistant Director of Student Services (3-0288) or Candace Rapping, Lead SLP (3-6752).

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## SLP Staff 2007 End of Year Data

- \*SLP Indirect Services Survey
- \*Dismissal Rate
- \*Number of Interventions

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## SLP Indirect Services Survey

- SLP SURVEY RESULTS**
- The 2007 "Indirect Services Week Survey" was distributed in April of this year to public school SLPs.
- The intended purpose of the survey was to gather data regarding SLP satisfaction levels with the indirect service week, collaboration with parents/teachers, technology use, and areas needing improvement. Of 51 speech-language pathologists presently participating in the Indirect Services Week, 29 speech-language pathologists returned their surveys (57%). No speech-language pathologists serving in preschool diagnostic or therapy positions participated in the model this year, nor did speech-language pathologists serving in non public schools.
- Public school SLPs reported the following positives regarding Indirect Services Week:
  - Conference with teachers 25
  - Compliance paperwork 23
  - Implement interventions 11
  - IEP/Transition meetings without disruption to therapy 9
  - MFE/Screenings completed 9
  - Classroom Observations 6
  - Parent Consultation 5
  - Consult with other professionals 4
- Other additional advantages were making up therapy; individual or intensive therapy sessions; planning/preparing materials; classroom therapy; programming AAC devices; and increased staff morale.

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## SLP Indirect Services Survey

- SLP Collaboration
- SLPs provided the following feedback regarding what supports were provided with teachers and parents.
- Sharing resources/materials with teachers, ie, websites, developmental charts, checklists, accommodation suggestions, social skills, PECS 27
- Sharing resources/materials with parents, ie, Earobics, phonological programs, homework packets, meal/snack picture boards, communication books 11
- Sharing strategies for intervention, ie, Classroom Resource Handbook, Stuttering Foundation 6
- Providing handouts regarding specific needs and/or what to look for in communication 4
- Collaborate regarding student progress and goals 4
- Collaborate in team meetings regarding AAC device use 4

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## SLP Indirect Services Survey

- Technology
- In order to document what technology the SLP currently uses in therapy as well as during Indirect Services Week, SLPs were asked to list types of technology they use.
- Public School SLPs listed the following types of technology and their comments:
  - Boardmaker 8
  - Laptop/Computer 5
  - Email about Indirect Week to teachers/parents 4
  - AAC Devices, low and high tech 4
  - CoWriter, Writing with Symbols, Kidspiration4DVDs, CDs for lessons 2
- Student Progress Documentation
- In order to document how students' progress is reported, SLPs were asked to list types of documentation currently used. The following types were indicated by the SLPs:
  - Lesson plans, progress notes, and student folders/binders 23
  - Quarterly progress reports 9
  - Anecdotal notes to parents/teachers/SLPs 6
  - Other types of documentation used were verbal reports and announcements; HPC website; benchmark tests; ASHA documentation; and grades.

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## SLP Indirect Services Survey

- Indirect Services Week
- In order to document trends in SLP satisfaction levels with the Indirect Services Week, SLPs were asked to indicate their recommendations for Indirect Services Week for 2007-08. The following comments were indicated by the SLPs:
  - Continue the Indirect Services Week 9
  - Avoid scheduling during testing, professional development or holidays 6
  - Change to beginning week of the month 5
  - Eliminate planning form if possible 2
  - Continue during testing week 2
  - Provide intervention and class strategies, and how to consult with classroom teachers 2
  - Other recommendations were continue focus groups and have OT/PT staff meetings on same week if OT/PTs adopt Indirect Services Week in 2007-08 to encourage resource sharing

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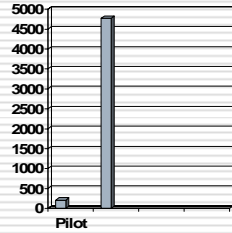
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## Indirect Service Hours

- Indirect Services Hours:
- 2006-07: 4773
- 2005-06: 211



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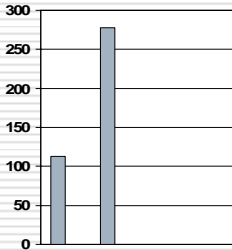
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## Interventions and Dismissal

- Number of SLPs reporting: 42
- Number of Dismissals: 113
- Number of Interventions: 278



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## Indirect Services Summary

### Recommendations:

1. Continue SLP Indirect Week
2. Hold SLP Staff Meeting on Indirect Week
3. Avoid Professional Development days, Holidays and Testing on Indirect Week, if possible
4. Have full Indirect Services Week, if possible

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## HOW TO ADVOCATE FOR THE 3:1MODEL

Develop a District-Wide Language in the Classroom Program

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## Gather Administrative Support

- Initiate interactions with building principal, followed by supervisors, superintendent, director of pupil personnel, etc.
- Communicate what you are doing through memos, invitations to inservices, and to observe
- Work with other SLPs in the district (or county) to establish a network of collaborative ideas and to obtain administrative support

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## Recruit Teachers

- Attend staff meetings and grade level meetings to familiarize yourself with curriculum and teacher needs
- Share mutually relevant literature and invite observations
- Begin small with a few teachers you know you can work with

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### Develop inservices at the Building Level

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- Invite all administrative staff
  - Present a clear rationale for the model and specify how the children in the building or district will benefit
  - Utilize satisfied teachers, involved SLPs and supportive administrators as speakers
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### CPS Pilot Project

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- A Pilot Project was done to demonstrate how the 3:1 Model was beneficial to students' success in the classroom
  - A similar pilot could be done in your district and/or building to demonstrate to administrators that the model supports both children with and without disabilities.
  - Contact Candace Rapping at [omnie01@yahoo.com](mailto:omnie01@yahoo.com) for more information
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### CPS SLP Pilot Project March 2006 Data

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Candace Rapping, Lead SLP  
Speech/Language Department

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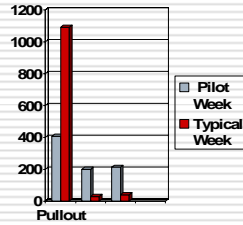
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Direct Services- all minutes reported as average for involved SLPs

- 1. Pullout
- 2. Classroom
- 3. Initial Evaluations/Re-Evaluations




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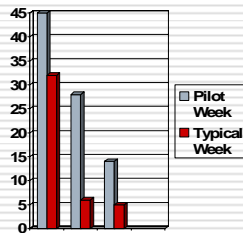
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### Supporting Regular Education

- 1. Designing Lesson Plans
- 2. Student Team Meetings
- 3. Student related preparation




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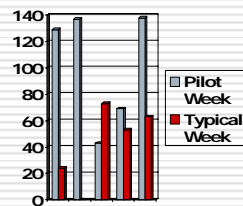
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### Supporting LRE

- 1. Classroom Observation
- 2. Pre-referral activities
- 3. Curriculum Adaptation
- 4. Teacher Consultation




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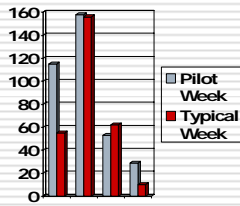
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## Compliance Activities

1. Attending Student Support Meetings
2. Evaluation Reports
3. Progress Reports and other compliance paperwork
4. Professional Development




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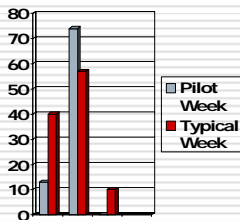
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## Case Management

- Compile notes/docs related to IEP Meetings
- District email, phone calls, Pilot Project paperwork
- Copying, other related clerical




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## Region 2 Comments

- 3 SLPs worked on Records Day in March
- 2 SLPs worked at home
- Make-up therapy was done during the Pilot week by 3 SLPs
- More time to observe in the classroom during the Pilot Week

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March Summary  
Pilot Project 2005

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- Greatest increases seen in:
  - Teacher and parent consultation
  - School team participation and communication
  - Classroom observation
  - Pre-referral activities
  - Special student-related preparation
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