An Evaluation of the Factors that Influence the Amount of Time and Place of Service Provision in the Schools

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Introduction

- The ASHA Schools Survey (2006, 2008) found 69% of intervention is provided outside of the classroom and most therapy was provided in a group setting.
- Relatively little research has been completed regarding how SLPs make decisions regarding the amount of time and place that services are provided. In addition, no data has been gathered in regards to the potential impact of the child's disability and grade level on service delivery in the public schools (Cirrin & Gillam, 2008; Warren, Fey & Yoder, 2007).

The current study evaluated

- the amount of time and place intervention is provided within the schools and
- the factors which impact decisions regarding the time and place for therapy.

Factors Influencing Decision-Making

School-based Intervention Decision-Making Model (SIDM)
Brandel, 2009

SIDM Model

Child Characteristics
- Strengths, needs, current abilities
- Peer modeling
- Impact on education
- Severity/nature of disorder
- Motivation and attitude
- Age and developmental level

SLP Characteristics
- Workload
  - –Caseload size
- Administrative support
- Team input

Workplace Characteristics
- Clinical Training
  - Type of experiences
  - Year of graduation
- Professional development
  - Type of activities
  - Years worked in schools
- Relationship with school personnel

Research Questions

1. What is the opinion of SLPs in regards to the SLP, workplace and child factors when making service delivery decisions?
2. What are the child factors associated with time and place of service delivery?
3. Which of the SLP and workplace factors are the best fit for the SIDM model?

Methods

Survey
- –Development
  - Focus Group
    - –4 SLPs with CCCs working in public schools
  - Pilot Study
    - –Administered online
    - –>50% response rate
- –Administered online
  - Utilized SurveyMonkey (www.surveymonkey.com)

Participants
- 1,898 SLPs completed the survey out of 8,246 (response rate of 23%)
- School Setting
  - –Suburban – 52.6%
  - –Rural – 23.8%
  - –Urban – 23.6%
- 81.1% full-time, 18.9% part-time
- Responses from all states

SLP Characteristics

Clinical Training

Answer Options	Response Frequency
Delivering one-on-one intervention outside the classroom	92.2%
Delivering group intervention outside the classroom	87.5%
Consultation with school personnel	62.9%
Delivering classroom-based intervention for preschoolers	42.2%
Delivering intervention in the elementary classroom in which you did not work directly with the classroom teacher	32.8%
Delivering classroom-based intervention with shared teaching in elementary classroom	24.2%
Delivering intervention in Middle and High School classroom independent of the classroom teacher	21.1%
Delivering intervention in Middle and High School classroom in which you shared planning and teaching	8.9%

Research Question 1:

What is the opinion of SLPs in regards to the SLP, workplace and child factors when making service delivery decisions?

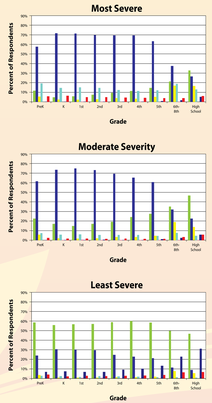
Factors Impacting TIME

Answer Options	Response Frequency
The nature and severity of the child's disorder	82.8%
The child's communication needs in relation to his/her general education curriculum	64.8%
The child's strengths, needs, and emerging abilities	37.5%
Caseload size	29.2%
The child's age and developmental level	28.7%
Team input	18.8%
Workload size	13.1%
The motivation and attitude of the child	9.4%
Clinical training	4.1%
Relationship with school personnel	3.9%
Administrative support	2.1%
The need for peer modeling	2.0%
Professional development	1.9%
Years worked	1.6%

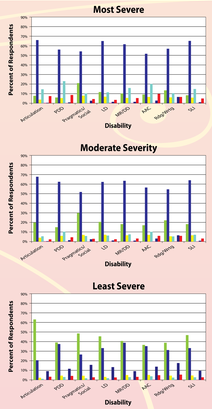
Factors Impacting PLACE

Answer Options	Response Frequency
The nature and severity of the child's disorder	68.8%
The child's communication needs in relation to his/her general education curriculum	62.1%
The child's strengths, needs, and emerging abilities	36.6%
Caseload size	26.4%
The child's age and developmental level	22.5%
Team input	18.8%
Workload size	18.6%
The motivation and attitude of the child	9.1%
Clinical training	8.9%
Relationship with school personnel	7.3%
Administrative support	6.6%
The need for peer modeling	6.1%
Professional development	4.3%
Years worked	2.4%

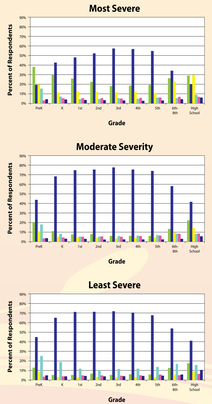
Time / Grade



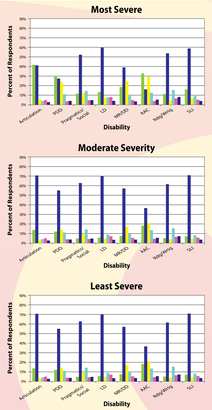
Time / Disability



Place / Grade



Place / Disability



Research Question 2:

What are the child factors associated with time and place of service delivery?

Time Summary

- Regardless of grade level or disability
  - –Children with a severe severity level and a moderate severity level were seen 2-3 times a week for 20-30 minutes.
  - –Children with the least severe severity level were seen 1 time a week for 20-30 minutes more often.

Summary for Place

- By Grade:
  - –Children with a moderate or least severe disability are typically seen in groups outside the classroom.
  - –Children with the most severe disability are seen in the following places depending on his/her grade level.
    - Preschool: 1-on-1 outside of the classroom
    - High School : Self-contained classroom
    - Kindergarten through Junior High: Groups outside of the classroom
  - –Summary for Place
- By Disability
  - –Children with the following severe disabilities are most likely to be seen in the following places.
    - Articulation, Autism/PDD, AAC: 1-on-1 outside of the classroom
    - Pragmatics, LD, MR/DD, Reading/Writing, SLI: Groups outside of the classroom
  - –Children with a moderate disability are most likely to be seen in the following setting.
    - Groups outside of the classroom regardless of disability
  - –Children with the least severe disability are most likely to be seen in the following setting.
    - Groups outside the classroom regardless of disability

Research Question 3:

- Which of the SLP and workplace factors are the best fit for the SIDM model?
- Independent Variables Included in Multinomial Logistic Regression Model
  - –Time
    - Adjusted Caseload
    - Year of Graduation
    - Years Worked in the School
  - –Place
    - Adjusted Caseload
    - Year of Graduation
    - Years Worked in the School
    - Clinical Training Experiences

Variables Impacting Time

- Adjusted Caseload
  - –Large caseloads resulted in smaller amounts of intervention time.
- Year of Graduation
  - –More recent graduates provided intervention for smaller amounts of time.
- Number of Years Worked in School
  - –SLPs with more experience in the schools provided intervention for smaller amounts of time.

Variables Impacting Place

- Year of Graduation
  - –The year that an SLP graduated with his/her master's degree significantly impacted the place that intervention was provided.
    - For instance, more recent graduates were more likely to provide intervention 1-on-1 outside of the classroom for a child with least severe PDD.
- Adjusted Caseload
  - –Large caseloads resulted in more group therapy.
- Clinical Training Experiences
  - –Type of clinical experience during graduate school impacted place of intervention.
    - Experience providing intervention in a shared teaching environment with a middle school teacher and 1-on-1 intervention outside of the classroom, significantly impacted the place that intervention was provided for some children with specific disabilities (e.g., PDD/autism).

Discussion

- SLPs reported CHILD characteristics as being most important when deciding time and place for therapy.
- Severity of disability impacted decision.
  - –Severe and moderate disabilities = 2-3 times a week for 20-30 minutes
  - –Least severe disability = 1 time a week for 20-30 minutes
- Why did the SLPs' opinion not match their practice?
  - –SLPs believe 2-3 times a week for 20-30 minutes in groups outside of the classroom is an appropriate service delivery model.
  - –The type of training experiences which an SLP has during graduate school impacts the types of decisions that he/she will make later.
  - –The goal of intervention within the schools is compensation and not remediation.
  - –SLPs make decisions about type of intervention, but time and place are based upon the team's input.

Future Research

- Evaluation of student progress within their current service delivery model.
- Evaluate current clinical training programs to ensure that students are being provided appropriate instruction and practice in varying service delivery models. (e.g., administrative support and team impact)
- Additional evaluation of the SIDM model (e.g., administrative support and team impact).
- Evaluation of current interventions for the varying grade levels and disabilities utilizing the service delivery models identified within this study (e.g., similar intensity as school SLPs and place to school SLPs).

Selected References

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