



# San Diego Unified School District's Speech Improvement Class Summary of ASHA Presentation 11/22/08 (Session 2388)



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## Facts about SIC

**Initiated in 2004-05 school year**

**Children with mild articulation errors** – could be any number of sounds in error (including clusters)

**Do not meet IEP criteria** (In California, must meet **all three** criteria – 1. significant impact on intelligibility AND 2. attracts adverse attention AND 3. adverse educational impact)

## Ideal Candidates for SIC

- Around age seven - leaves 1.5 years before the speech normalization boundary of 8;5 (Shriberg et al, 1994) (Atypical pattern exceptions – lateral patterns and cluster reduction after 5;6 (Smit, 1993a; 1993b))
- Mild articulation errors
- Three IEP criteria not met (documented by teacher questionnaire)
- Nonstimulable for target sounds (monitor/watch stimulable K/1<sup>st</sup>)
- Motivated and willing to practice at home

## RtI Tiers of Intervention

**Tier I** – Teacher/family education through PPT & conv. recasts

**Tier II** – Speech Improvement Class (approx. 17-20 hours)

**Tier III** – Extended time in SIC

## Innovation 1 – Shift to General Education

**2004 Survey** – 821 students on IEPs; 14 full-time SLPs

**Critical Reform Features** (Staskowski & Rivera, 2005) –

- well-organized set of procedures (streamlined forms/flow maps)
- buy-in from community/administration
- prioritizing time for SLPs (allocate up to 5 SIC students/full-time SLP)



## Innovation 2 – Articulation Resource Center

- Coordinator - two-day assignment
- Works from central location
- Educates, models, coaches, consults about articulation/phonological treatment
- Provides ongoing professional development - Best Practices workshop and /r/ treatment workshop each year and Phonology Conference every other year



## Innovation 3 – Evidence-Based Intervention

**Complexity Approach** (Gierut, 2007)

- Phonemic (What to Teach)
- Language Laws
- Clusters (Gierut & Champion, 2001)
- High-Frequency/Low-Density Words (Morrissette & Gierut, 2002)

**Motor Learning Approach** (Skelton, 2004)

- Phonetic (How to Teach It)
- Three phases of motor learning
  1. pre-practice/placement, 2. practice, 3. generalization
- Delayed feedback and self-monitoring (Strand & Kent, 2005)
- Randomization
- Lots of meaningful practice (like real communication)
- Monitor progress through *SI Sound Inventories* and conv. Samples



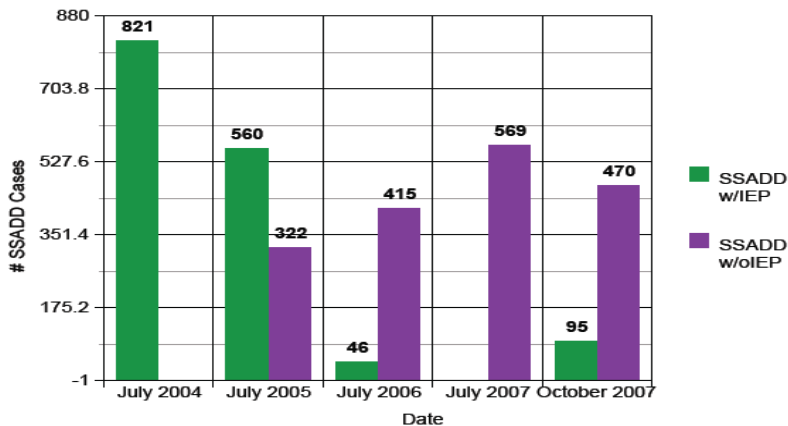
## Innovation 4 – Required Home Practice

**Initial letter home** – one homework assignment not completed – courtesy call home to explain policy again and talk about moving to next child on wait list (enough to motivate most families)

**For children with limited home support** - SLP can arrange something creative for extra practice in another environment (peer buddy in class, practice in library during recess, etc.) (Hazel, 1990)



SSADD Cases Over Time (Mild Articulation)



SD City Schools SLP Caseload Data



# Terrebonne Parish Schools- Early Intervening Services (EIS) for Speech

## Summary of ASHA Presentation 11/22/08 (Session 2388)



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### EIS Pilot Program

- 2004-05 school year
- Children with mild articulation errors – 1-2 sound errors
- Baseline probes of errors sounds completed
- 2 week intervention completed by SLP prior to referral
  - Four 30 minute small group sessions
- Support Services provided by SLP up to 9 months
  - Small group
  - 30 minutes, twice weekly
  - Periodic sound probes completed

### Innovation 1 – Shift to General Education

- General Education
  - Consultation
  - Interventions for At Risk Students
- Special Education
  - IEP Students



### Pilot Program Results

- Baseline Sound Probes:
  - 26% achieved criterion
- 2 week intervention:
  - 42% achieved criterion
- Support Services:
  - 92% achieved criterion

### Innovation 2 – EIS Services for Speech

- Prior to referral for IDEA
- Component of screening process
- Provided by SLP
- Use of Intervention Data to drive referral decisions



### Innovation 3 – Incorporating Principles of RTI for Speech

- Tiered approach
  - Tier 1- Regular Ed only
  - Tier 2- At Risk-Provided by SLP
  - Tier 3- IEP
- Progress Monitoring
  - Projected Progress
  - Generalization Probes
  - Planned and Periodic
  - Analysis of Data with Program Modification
  - Data Based Decision Making



### Current EIS Program Overview

- Referral
- Parent Permission
- Screening –
  - Observation, interview, history,
  - screening tests, baseline probes
- EIS- Intervention with progress monitoring
- Referral for IDEA Evaluation if indicated by data
  - Based on projected treatment duration
  - Data indicating treatment duration will exceed 6 months indicates referral
- Dismissal From EIS
  - Communication concerns resolved
  - IEP

### Innovation 4 – Workload

- Workload Analysis
  - IEP Therapy Time
  - EIS Time
  - Other Assigned Duties
- Excel
- Workload Scheduling



# Terrebonne Parish Schools- Early Intervening Services (EIS) for Speech Summary of ASHA Presentation 11/22/08 (Session 2388)

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## Speedy Speech Pilot Program

- 2005-06 school year
- 13 At Risk Students without IEPs
- Regular Ed Students
- Short Individual Sessions
- 5-7 minutes a day, 3-4 days a week
- 8 week intervention program
- Provided services at small table place in each hallway

## Pilot Program Results

### Year 1

- 15% achieved goals in 8 weeks
- 54% achieved goals in 16 weeks
- 31% did not achieve goals in 16 week program
  - 1 self-corrected over the summer
  - 3 other students continued intervention program the next school year.

### Year 2

- 19% achieved goals in 8 weeks
- 69% achieved goals in 16 weeks
- 12% did not achieve goals in 16 week program

## Speedy Speech Advantages

- Reduction in amount of classroom instruction student is missing
- Articulation drill more appealing due to shorter duration
- Increase in target repetitions
- 7 students seen in 40-50 minutes
- Easier data collection
- Reduced time spent picking up and returning students to class
- Reduction in scheduling constraints

## Innovation 1 – Shift to General Education

- General Education
  - At Risk Students are considered and treatment provided as regular education students
- Special Education
  - IEP Students



## Innovation 2 – Provided Services Prior to Referral for Evaluation

- Prior to referral for IDEA
- Provided by SLP
- Prevent need for referral for special education



## Innovation 3 – Speedy Speech Service Model

- Individual
- Service Intensity
  - Significantly shorter than traditional 30 minutes
- Frequency
  - More frequent than traditional twice weekly
- Duration
  - Pre-determined duration of 8 week
  - Extensions allowed
  - Establishes expectations for short term treatment duration



## Innovation 4 – Service Location

- Services provided in hallway
- Location close to classroom reduces travel time within school
  - pick up and return students
- Actual time of therapy/intervention varies each day

