



SERVICE DELIVERY MODELS OF SCHOOL BASED SPEECH LANGUAGE PATHOLOGISTS IN CONNECTICUT

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Outline

- Background
- Purpose
- Research Question
- Participants
- Procedure
- Results
- Discussion

Background

- Students have the right to education in the least restrictive environment (IDEA, 2004)
- Benefits of providing in class intervention for speech and language (Ritzman et al., 2006)
- Co-teaching models (Cook & Friend, 1995)
 - Supportive Teaching
 - Station Teaching
 - Parallel Teaching
 - Team Teaching
- Diagnoses can play a role in service delivery model (Capilouto, 2004)

Purpose

- Describe the different ways Connecticut SLPs provide services to children and adolescents in a school setting
- Barriers to implementing more effective/inclusive service delivery

Research Questions

1. How are speech and language services being provided in Connecticut schools?
2. For speech and language services provided in the classroom, what collaboration models are being used by the classroom teacher and the SLP?
3. What are the barriers to providing speech and language services in the classroom environment?

Participants

- Recruitment
 - 2,911 Connecticut Department of Public Health
 - 117 Directors of special education/pupil services/special services
- Inclusionary Criteria
 - 18 years of age
 - Licensed SLP providing speech and language services in an educational setting

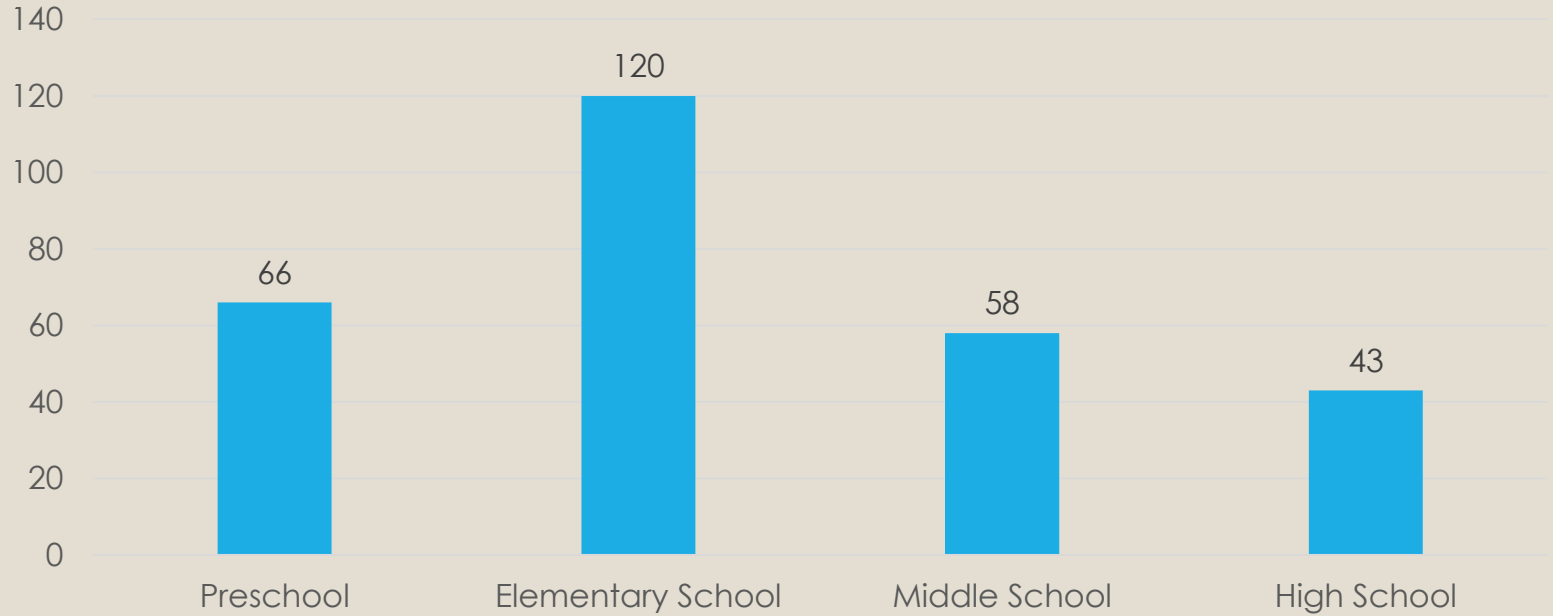
Procedures

- Online (*Survey Monkey*)
- 11 quantitative and qualitative questions
 - Setting of service delivery
 - Collaboration with professionals
 - Co-teaching model
 - Barriers
 - Diagnoses

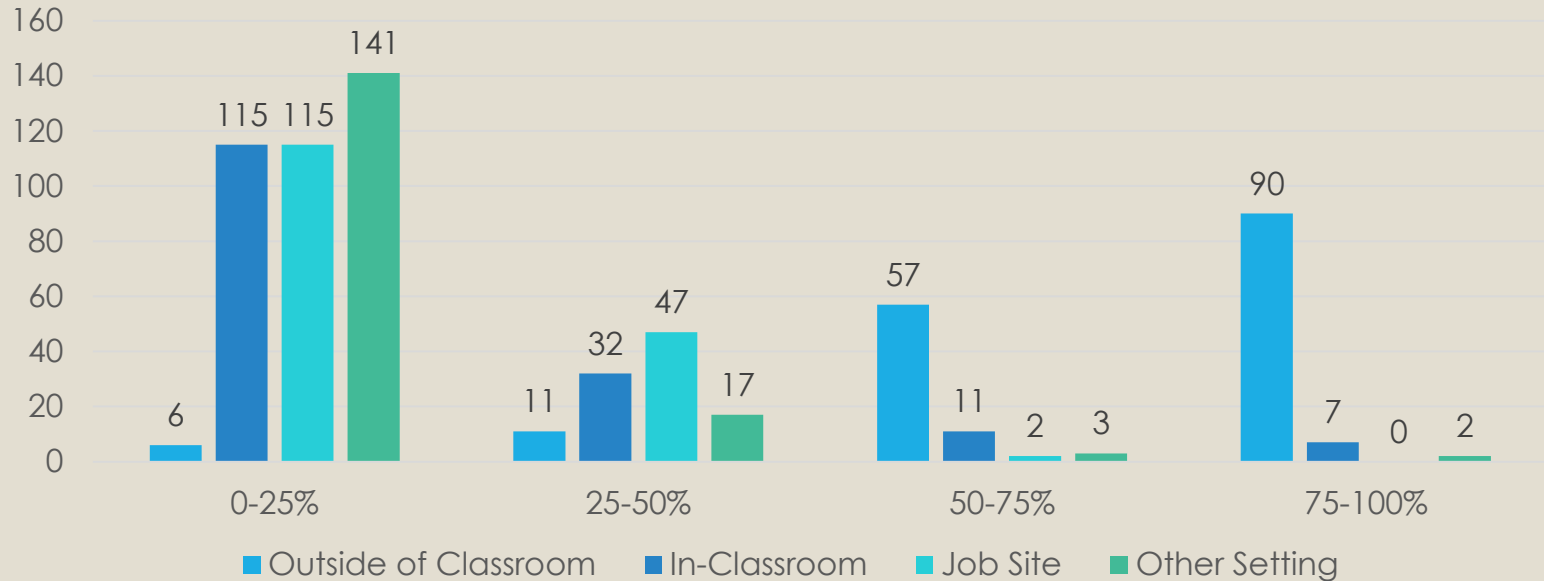


RESULTS

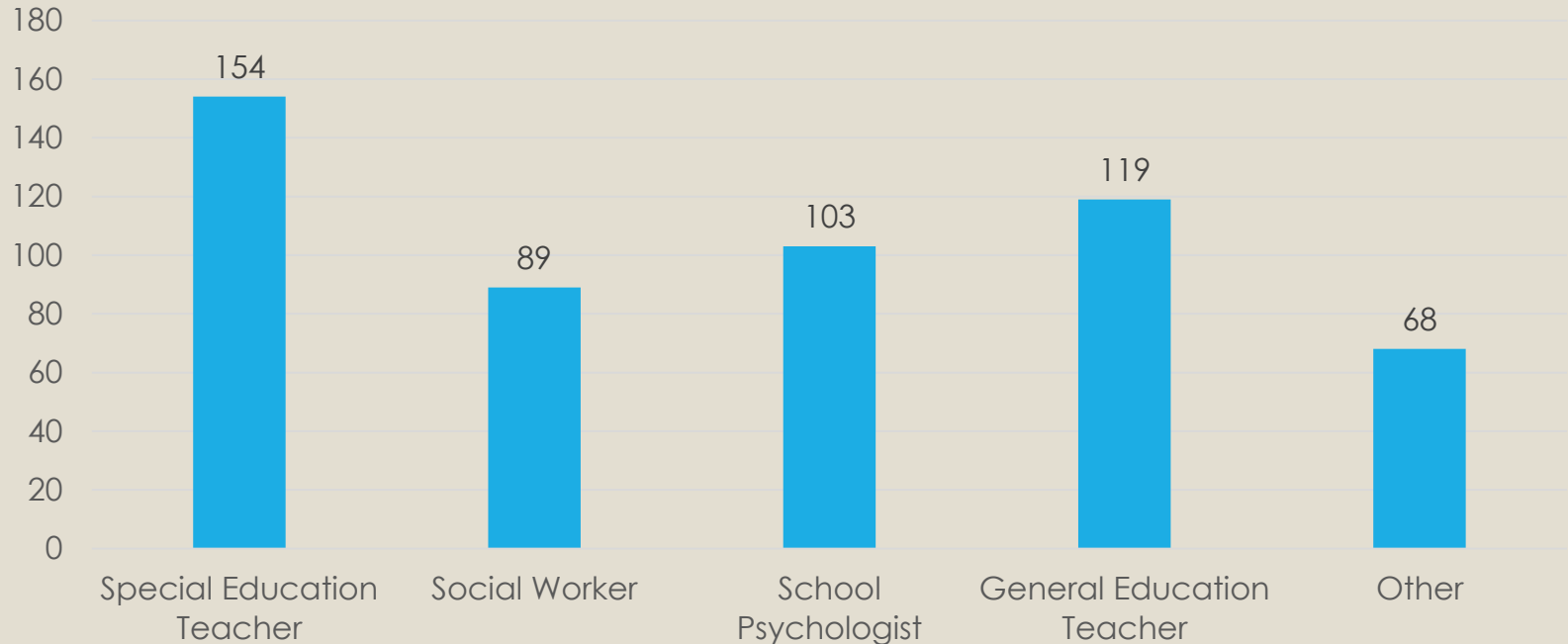
Demographics



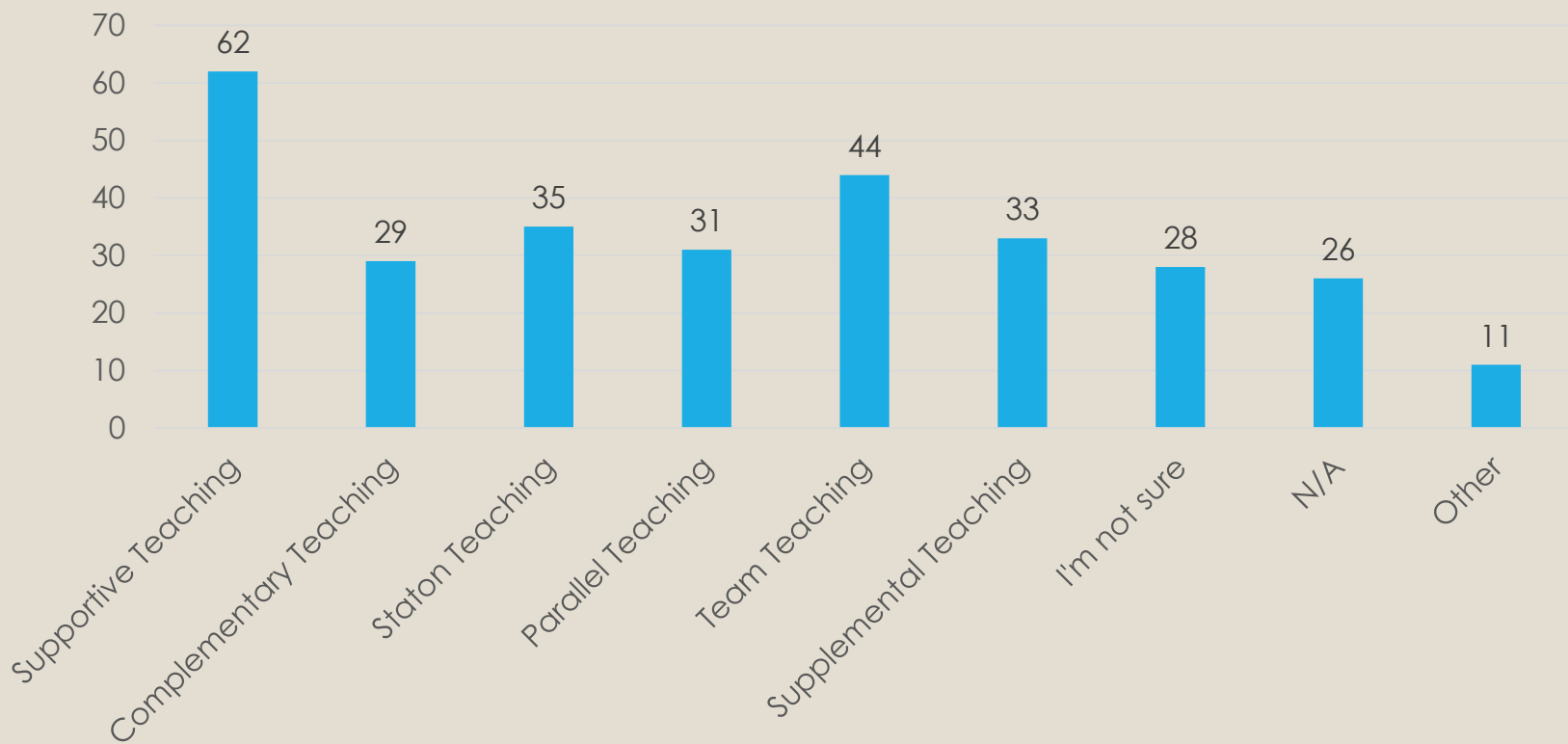
Setting of Service Delivery



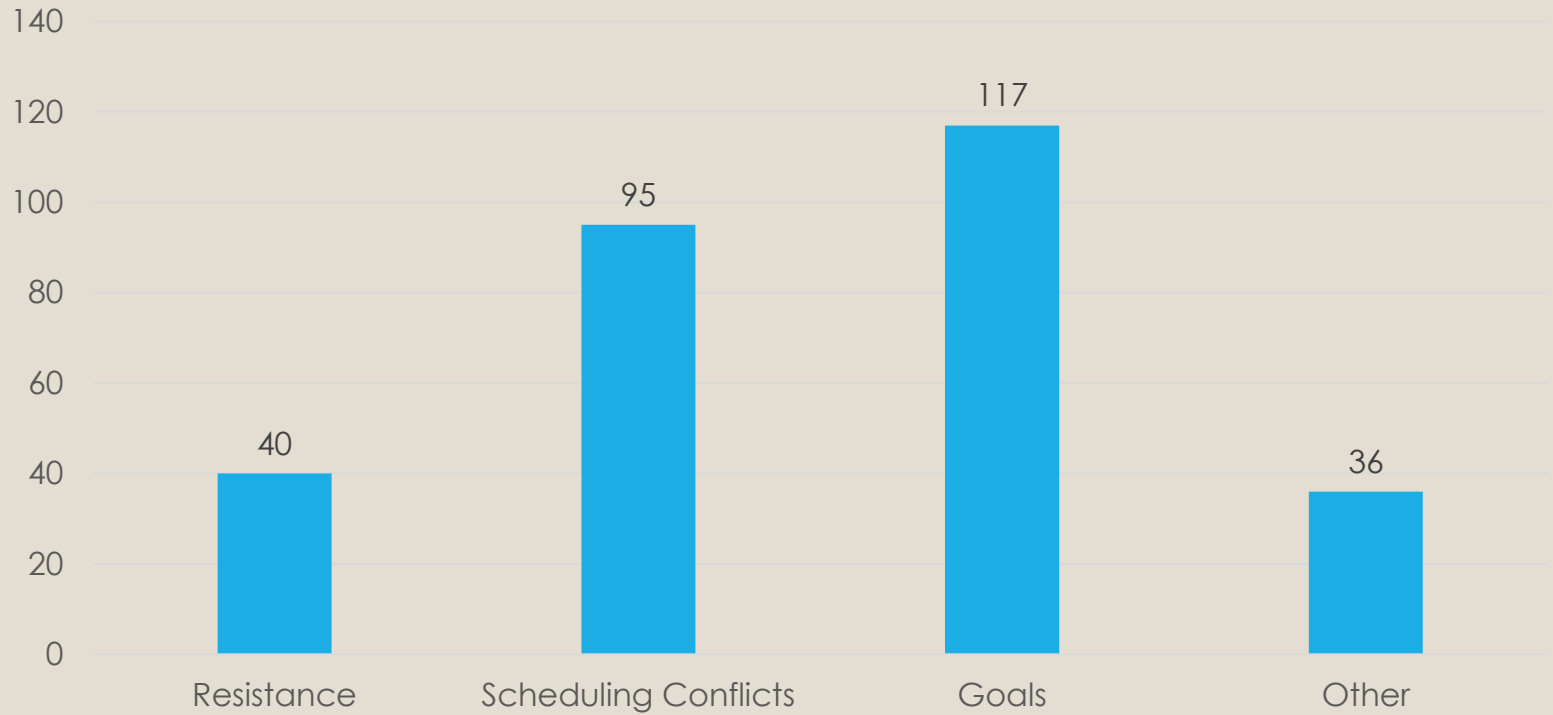
Collaboration with other Professionals



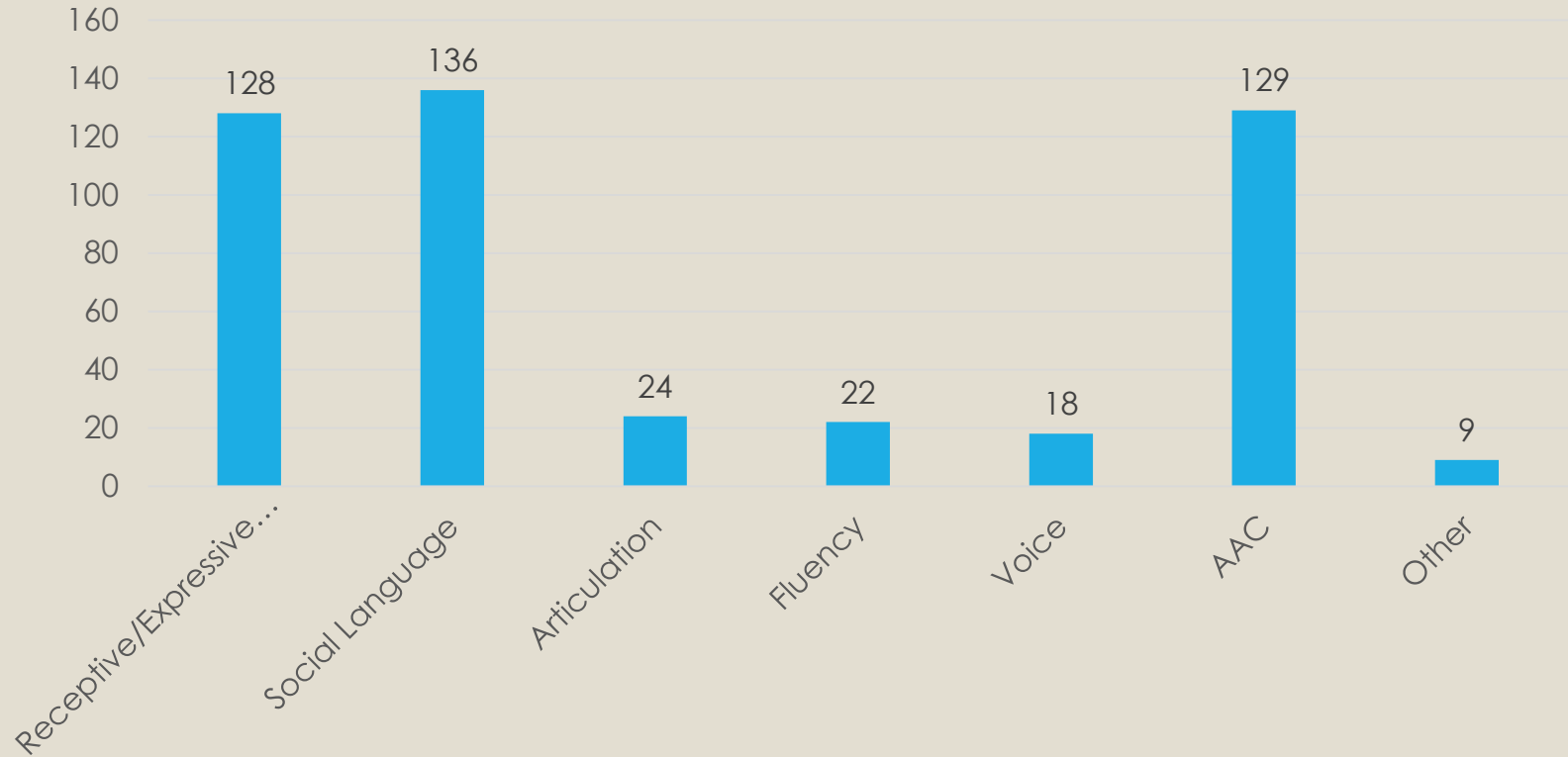
Co-Teaching Models



Barriers



Diagnoses



Discussion

- Disconnect between research and practice
- Education of speech language pathologists role within the school environment
- Education about collaboration models
- Growth in telepractice

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