



# Evaluation of a Program to Increase Classroom-Based Speech & Language Intervention in an Elementary School

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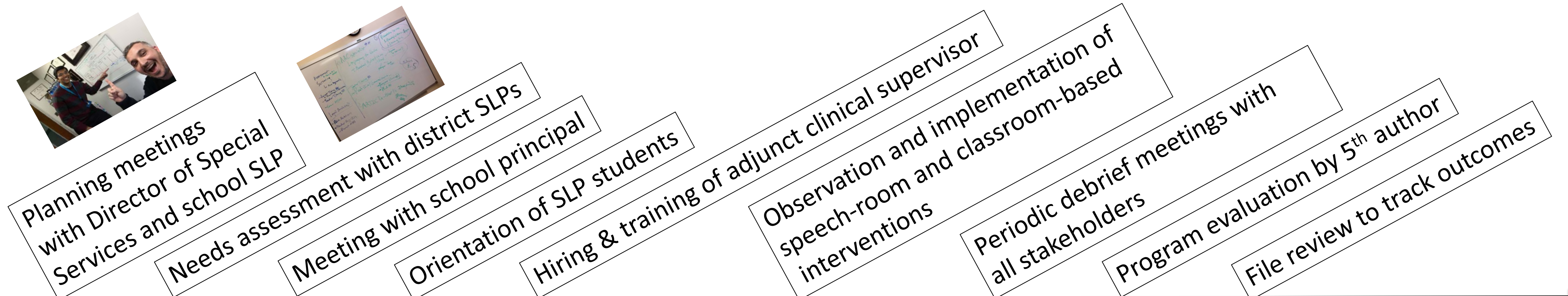


## Background

## Timeline over 18 months

## Program Evaluation

- Speech language pathologists (SLP) in school settings are challenged to support carryover of speech and language goals within the classroom as part of comprehensive interventions in school settings.
- According to ASHA (2010) responsibilities of SLPs in school settings include the provision of direct services to children on caseloads as well as indirect services including classroom consultation and carryover. Time and resource limitations are barriers for SLPs to provide classroom-based services.
- According to ASHA's (2016) survey of school providers, SLPs spend a majority of their time providing traditional pull out therapy 19 hours per week, and far less time providing classroom-based services, 5 hours per week.
- There is ample research supporting the efficacy of language-based therapeutic interventions provided within the classroom (e.g., Calvert et al. 2003; Farber & Klein, 1999; Gillam et al. 2014; Roberts et al. 1995; Smith-Lock et al. 2013; Swanson et al. 2005; Throneburg et al. 2000; Valdez & Montgomery, 1997; Wilcox et al. 1991).



- This program evaluation examined the first year pilot of a University-Community partnership to improve outcomes for school children receiving speech and language services, while providing an innovative clinical practicum for SLP graduate student clinicians.
- Teacher survey demonstrated that for the pilot year of this project, the presence of additional instructors (SLP students) was viewed positively.
- All stakeholders saw value in the program primarily for the students on the SLP caseload as well as other unforeseen impact within the classrooms where the project took place. Additionally, the partnership between the district and university was strengthened through this pilot allowing for expansion of the program in the district.
- Graduate SLP student clinicians had a unique opportunity to engage in classroom carryover in addition to traditional pull-out therapy. Also, they had opportunities to participate in a range of school activities.

## Outcome Data

	1 Strongly Disagree	2 Somewhat Disagree	3 Neither Agree or Disagree	4 Somewhat Agree	5 Strongly Agree	Mean (SD)
How many times per week, on average, was a SLP student clinician present in your classroom?	4	3	1	0	4	2.75 (1.76)
I was satisfied with the way the program was explained to me prior to start.	0	1	2	3	5	4.09 (1.04)
I found that the program SLP student clinicians did not disrupt my classroom.	0	0	0	1	10	4.91 (0.30)
I found that the program faculty did not disrupt my classroom.	0	0	3	0	8	4.45 (0.93)
I found the SLP student clinicians to be helpful with the students they were working.	0	0	0	3	8	4.73 (0.47)
I saw improvements in the speech and language ability of the students in my class that worked with SLP student clinicians.	0	0	4	2	5	4.09 (0.94)
I found the program did not interfere with the learning of students in my classroom who do NOT receive speech language services.	0	0	0	1	10	4.91 (0.30)
I was able to learn how to better support my students' speech and language needs as a result of the program.	0	1	6	0	4	3.64 (1.12)
I found the program to be beneficial to my students.	0	0	3	2	6	4.27 (0.90)
I would welcome the program and the SLP student clinicians into my classroom again.	0	0	0	1	10	4.91 (0.30)

Activity	Mean days or opportunities (SD = ; Range = )
Classroom observation	5.33 days (SD = 0.58; Range = 5 to 6)
Evaluation observation (CST, Preschool, Speech/Language)	2.33 opportunities (SD = 1.15; Range = 1 to 3)
Annual review meetings	2.0 opportunities (SD = 1; Range = 1 to 3)
Conduct assessments	0.67 opportunities (SD = 1.15; Range = 0 to 2)
Classroom-based intervention "push-in"	25.0 days (SD = 5.57; Range = 19 to 30)
Speech-room based intervention "pull-out"	18.33 days (SD = 5.77; Range = 15 to 25)
In-service presentations	2.0 opportunities (SD = 0; Range = 2)

## Program Objectives

- This presentation is a program evaluation for the first year of a project termed, The SHU Collaborative, whereby three graduate students in SLP completed a two-semester placement (spring, summer) working with one SLP who had a caseload of over 50 children. SLP students worked directly with the SLP and also provided carry-over of skills within the classroom under the supervision of an adjunct clinical faculty member from the university. The purposes of the program were:
  - 1) To augment speech-language therapy services being provided to students in one elementary school.
  - 2) To train graduate students in SLP to provide high quality speech and language intervention to children in school settings.
- An **overarching goal** of this project was to develop a community collaboration with a nearby high-needs school district while piquing SLP graduate students' interest in working in a high-needs urban school settings.

Gender	Girls = 12; Boys = 35
Grade Level	Preschool = 8; Kindergarten = 23; First = 2; Second = 10; Third = 2; Fourth = 6; Fifth = 1
Qualifying Category	Autism = 37; Communication Impaired = 1; Specific Learning Disability = 4; Other Health Impaired = 2; Preschool Disability = 8
Classroom Mandate	Self-Contained = 31; General Education with Services = 14; Preschool Self-Contained = 5; Inclusion Classroom = 2
Related Services	OT = 42; PT = 13
<b>Speech-Language Intervention; Average hours/10-weeks</b>	
Speech Room	19.42 (SD = 3.66)
Classroom Based	17.67 (SD = 8.73)

	Articulation	Phonology	Morphology	Syntax	Semantics	Pragmatics	Literacy	Cognition
Q2	NI	0	0	2	1	2	0	0
	I	0	1	8	3	7	0	1
	P	0	0	10	14	15	0	6
	Mn	0	0	11	3	5	0	7
	Ms	0	1	7	1	8	1	0
Q4	NI	0	0	1	0	3	6	1
	I	0	0	12	10	4	0	3
	P	0	0	16	7	11	0	12
	Mn	1	3	5	8	10	2	1
	Ms	0	1	4	1	1	1	2

Note. Q2 = Second Quarter; Q4 = Fourth Quarter; NI = Not Introduced; I = Introduced; P = Progressing; Mn = Maintaining; Ms = Mastered

## Future Directions

- Expand the program to another school in the district.
- Increase the amount of time spent by the adjunct clinical instructor on site at the schools.
- Shift from a staggered schedule to a caseload based model to ensure consistency with students and teachers at the school sites.
- Explore processes to track progress made by students in the district as a result of this project.
- Increase SLP graduate student opportunities to: conduct assessments; participate in an SLP, special education, or school faculty meeting; and, participate/observe Intervention & Referral Services (I&RS) activities.

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- ROW-Lab: <http://blogs.shu.edu/row-lab/>
- Correspondence about this project should be directed to [anthony.koutsoftas@shu.edu](mailto:anthony.koutsoftas@shu.edu) or [vikram.dayalu@shu.edu](mailto:vikram.dayalu@shu.edu)

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