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, 2994)
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
Setting of Service Delivery

- Outside of Classroom
- In-Classroom
- Job Site
- Other Setting

Bar chart showing the distribution of service delivery settings across different percentage ranges.
Collaboration with other Professionals

- Special Education Teacher: 154
- Social Worker: 89
- School Psychologist: 103
- General Education Teacher: 119
- Other: 68
Co-Teaching Models

Supportive Teaching: 62
Complementary Teaching: 29
Station Teaching: 35
Parallel Teaching: 31
Team Teaching: 44
Supplemental Teaching: 33
I'm not sure: 28
N/A: 26
Other: 11
Diagnoses

- Receptive/Expressive...
- Social Language: 136
- Articulation: 24
- Fluency: 22
- Voice: 18
- AAC: 129
- Other: 9
Discussion

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