INCLUSION SPEECH THERAPY; CAN IT MEET THE NEED OF OUR STUDENTS?

KATIE ADAMS, CCC-SLP
A little background.....

- Speech-Language Pathologist
- Working for 8 years in the public schools; Currently in RRISD; previous Gallaudet
- Work with secondary students with low incidence disabilities
- Travel to 2 schools (middle and high schools) with 4 different LID units
Why an inclusion speech therapy model?

I began to trial this model after thinking about the following:

- Effectiveness of pull out speech therapy
- Generalization of speech and language skills for my LID students
- Power of functional communication
- Length and duration of the therapy
- Collaboration between staff and student
- **Were my students able to USE the skills I was teaching them to communicate with others in pull out therapy?**
- My answer was....No...I NEEDED CHANGE!
I NEEDED TO CHANGE!

In order for change, I needed to create a system where the students could:

- Generalize their skills
- Have a focus towards transition after middle school and high school in order to promote functional communication skills for job sites, community outings and group homes.
- Collaboration and shared ideas between myself and the FAC teachers/paraprofessionals as they were the key to my students’ success.
So I did some research about how I could make this happen. Here’s what I found: Research about pull out vs. inclusive speech therapy models:

- [http://lshss.asha.org/cgi/content/abstract/41/3/233](http://lshss.asha.org/cgi/content/abstract/41/3/233)
- [http://www.asha.org/slp/schools/prof-consult/service/](http://www.asha.org/slp/schools/prof-consult/service/)
- [http://ajsip.asha.org/cgi/content/abstract/4/2/87](http://ajsip.asha.org/cgi/content/abstract/4/2/87)

What’s the main idea from the research? Service delivery model depends on the individual needs of the student, but direct and indirect services seem to be the best way to generalize speech skills.
So, Here’s what I came up with!
Speech Therapy in the FAC Room!

- Let's watch a video!
- http://www5.esc13.net/thescoop/speech/
So, what does this inclusion speech model look like?

- 1 hour once a week taught by the SLP
- Around 15 students or less in the Functional Academic Classroom (LID Classroom)
- Paraprofessionals in the Room
- Students are grouped at each table by language ability in order for easier differentiated instruction
- Lesson is broken into 6 sections that target different aspects of communication to meet individual language needs
- The lesson is the same for one month for CONSISTENCY and MASTERY
- Paraprofessionals teach a section of the lesson the last month as they have watched the lesson for three weeks
So, what does this inclusion speech model look like?

- The lesson has 6 items on the schedule (10 minutes for each)
- SLP has created 10 different items regarding language (ex. How are you? Listen Up, Relax, etc) that rotate in order to not reinvent the wheel. This allows to keep the consistency and still allow for the student to feel that the lesson is new and fun
- Students are given a Speech Packet with Visuals of the Lesson that is sent home at the end of the month for generalization at home
- Emphasis on GENERALIZING FUNCTIONAL communication skills in order to better prepare our students for work and assisted living environments as well as EDUCATION to the staff on brain based strategies that increase language development
- Small group, one on one and large group instruction
- Students who have direct speech services and students who do not have speech services
How long does it take to plan this? What do I need?

- 2 hours at the Beginning on the month (Less each time as it gets easier)
- No prep after that as the lesson is the same for one month
- Collaboration/Data collection all During that Time
- Materials: Board maker, reinforcers, computer, video camera (if accessible), camera, music, paper to make copies

OK- SO LETS START TALKING ABOUT HOW TO SET THIS UP!
Schedule

- Visual Picture Schedule in the Same Format Every Week
- 6 Language Sections Numbered 1 through 6
- Allows for Students to know Expectations of the Class
- Promotes Consistency as the students knows the objectives in each section
- Helps with organization for the SLP
- Decreases Behaviors due to decreased anxiety and stress
- Helps paraprofessionals know about the lesson
- Example given to you
Example Schedule

FAC Winter Speech

1. How are you?
2. Question Time
3. Choice Time
4. Emotions
5. Listen Up
6. Relax

Katie Adams, CCC-SLP
Documentation Sheets

- SLP created simple easy data collection forms
- Paraprofessionals take Data with the students at their table during the lesson
- Very Simple/ Short (making one circle)
- Trained During the Lesson
- Examples given to you

- OK- Lets start with the breakdown of each lesson!
## Example Documentation Sheets

### 1. Having a Four Turn Conversation

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<th>Notes</th>
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### 2. YES/NO Questions

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### 3. Choice Time

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</tr>
</tbody>
</table>
Lesson #1: How Are You?

- Lets watch a video!
- http://www5.esc13.net/thescoop/speech/
Lesson # 1: How are you?

**Objective:** Increased independence when having a simple and appropriate conversation with a peer or adult

**Brain Based Strategies Used:**
- Video Modeling- Video Shown to Class Modeling Conversations
- Familiar Faces- Students and Familiar Teachers/Peers Used in the Videos to Increase Interest and Engagement
- Visual Outline- Picture/Word Outline Used Detailing the steps of a conversation to help organize the students thoughts and allow them to check to see if they completed all the steps
- Real Time Practice- Students practice with their paraprofessionals and peers
- Movement- Students volunteer and come to the front of the class to act out their conversation
- Positive Reinforcement- Students who volunteer get videoed and are "featured in the next lesson; Clapping/Praise with participation in Lesson"
- VODs: Use of Augmented Communication for individuals with increased communication needs
- Peer Modeling: Students will higher language skills model correct behavior and language used in the task
- Model, Practice, Independence- The student receives one on one, practices it in a small group and then tries the task independently

**Prep:**
- Boardmaker Conversation Outline is Saved and a New Question is Typed in and implemented each month; 10 minutes
Lesson #2: Question Time

- Lets watch a video!
- http://www4.esc13.net/speechlang/blog-slp/
Lesson #2: Question Time

Objective: Increased independence when answering simple who, what and where questions

Brain Based Strategies Used:
- Power Point Used- Organized way to present the material
- Familiar Faces- Students and familiar teachers/peers used in the pictures to increase interest and engagement
- Visuals- Real pictures used in Power Point as well as Power Point pictures given to students in the speech packet
- Sign Language- Visual cues of Sign Language shown to students to emphasize the difference between who, what and where questions
- Positive Reinforcement- Students who volunteer receive clapping/praise with participation in Lesson
- Peer Modeling: Students will higher language skills model correct behavior and language used in the task

Prep: Power Point is saved and 1 to 2 new pictures are added each month: 10 minutes
Lesson #3: Choice Time

- Let's watch a video!
Lesson #3: Choice Time

- **What’s the Goal?** The purpose of Choice Time is to request items in an appropriate and effective way.

- **Are visuals used?** Picture Visuals are used to facilitate choice-making. Students choose from different item sets depending on their language ability.

- **Do they get a chance to practice?** Students practice with their paraprofessionals and peers. What a great way to build capacity as a speech-language pathologist. Also, research states that peer interaction facilitates more language and social skills.

- **How do you keep students engaged?** Highly motivating items are used.

- **Is this functional?** Yes! We make choices everyday. Where do you want to eat? Do you like the Aggies or the Longhorns? Gryffindor or Hufflepuff? Giving someone the opportunity to make a personal choice is empowering.

- **Are they sitting the entire time?** They MOVE! Students volunteer and come to the front of the class to make their choices and receive their reinforcement. The smile on Willy’s face when he played with Mr. Smith was priceless.

- **Do you use reinforcement?** Yes! Positive reinforcement is used! Students who volunteer get videoed and are “featured” in the next lesson. Clapping and praise is also used.

- **Do you differentiate communication systems?** Absolutely! Voice Output Devices and Picture Exchange Systems are used for individuals with increased communication needs.

- **How do you help to facilitate communication?** Sign language is used to give students a visual cue. Keep in mind that we fade cues quickly to give students the opportunity to independently initiate communication.

- **Did you think of getting peers involved?** Absolutely! We use peer modeling. Students will higher language skills model correct behavior and language used in the task.

- **Are they going to generalize the skill?** We thought of that. We use Model, Practice and Independence. The student receives a model of the task, practices it in a small group and then tries the task independently.

- **How long is the prep time, really?!** The same items are used each week (visual supports printed and laminated); therefore, preparation time is not needed!
Lesson #4: Emotions

- Let's watch a video:
Lesson #4: Emotions

- **What’s the Goal?** The purpose of Feelings is to recognize, interpret, and model facial expressions to increase social skills.

  Are visuals used? Real pictures of students, teachers and staff members are used. This is not only motivating, but it also makes this activity more functional, engaging and applicable. Pictures of high-public figures is also extremely motivating for students.

- **Do they get a chance to practice?** Students practice facial expressions with their paraprofessionals and peers. Peer interaction is essential for learning communication and social skills’ generalization. Katie creates a built-in opportunity to have peer interaction in this lesson.

- **Why Does Katie Use Sign Language?** Sign Language is shown to students as a visual cue to express emotions.

- **Is this functional?** Absolutely! Understanding personal feelings, how feelings are conveyed and personal accountability for social scenarios is vital for navigating social interchanges.

- **How long is the prep time, really?!** The PowerPoint is saved, and 1 to 2 new pictures are added each month. This takes a total of 10 minutes.
Lesson #5: Listen Up

- Let's watch a video:
Lesson #5: Listen Up

- **What’s the Goal?** The purpose of Listen Up is to increase independence when following one, two and three step simple directions.

- **Are visuals used?** Visuals are used to cue students about the directives being given.

- **Do they get a chance to practice?** Students have a chance to come up to the board to practice their skills. Students at the tables are given the opportunity to check peer’s work.

- **Is technology involved?** Katie uses the Smart Board. This provides a large, clear visual for students.

- **Is this functional?** We are continually bombarded with directives throughout the day. Having the capability to follow directions gives a student independence. With this lesson, you are teaching your students how to be functional, interactive, responsive members of society.

- **How long is the prep time, really?!** Katie creates a one page PowerPoint to use with lesson. This takes 10 minutes.
Lesson #6: Relax

- Lets watch a video:
- http://www5.esc13.net/thescoop/speech/
Lesson #6: Relax

- **What’s the Goal?** The purpose of Relax is to allow opportunity for students to reflect on the previous five lessons. This is also an opportunity to gather data obtained by the educational assistants. Brief dialogue for planning purposes can also take place during this time. Remember, using a few seconds here-and-there to communicate with educational team members is useful. In a school setting, on occasion, it is more effective and efficient to have short conversations to plan than to set aside a lengthier meeting.

- **Do students relax in the same manner?** Students have a chance relax and absorb the information in a manner that is most conducive to their learning style. Some students may put their head down. Other students may sit and close their eyes. This is also an opportunity for students to have autonomy over how they want to take a break.

- **Is this functional?** Research states that we need to have rest periods when learning. This mental break results in better retention of information.

- Our mental load increases when at school. It is important to understand that for students (and teachers) to continually be effective, we need to give opportunity for rest. Katie is giving this purposeful opportunity to her students. She is also teaching students to self-advocate when they need a break. In other words, students can self-determine when a break is needed based on personal fatigue and overload, make the request and carry out the necessary energy recoupment strategies.
Results of the Therapy

- Teachers and paraprofessionals reported improved understanding of speech and language strategies.
- Teachers and paraprofessionals reported that the students had improved their independence when having conversations and requesting what they wanted.
- Teachers and paraprofessionals noted improved understanding of the each student’s level of language expression and comprehension.
- Teachers and paraprofessionals felt that they were able to implement the strategies used in the lesson throughout the day.
- Teachers and paraprofessionals reported that they felt specific students also needed pull out speech therapy.
Should I try this in my classroom?

- Collaboration - The teachers and paraprofessionals are the KEY!
- Generalization
- Effective Use of Time
- Assess the needs of your students
- Teamwork
- Functional communication
- Motivation
- Modeling
- You have the materials - Go for it!
Lets hear from one of the paraprofessionals!
Thank you!

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