

3:1 Model: From Research to Implementation

**October 3, 2008
Oakland School District
Waterford, MI**

**Lisa M. Herrera, MA, CCC-SLP
Judith A. Burrows, MA, CCC-SLP
Calhoun Intermediate School District
Marshall, MI**

Appendix A

Workload Activity Clusters

Direct services to students

- Counsel students
- Evaluate students for eligibility for special education
- Identify students with speech and language impairment
- Implement IEPs and IFSPs
- Provide direct intervention to students using a continuum of service-delivery options
- Re-evaluate students

Indirect activities that support students in the least restrictive environment and general education curriculum

- Engage in dynamic assessment of students
- Connect standards for the learner to the IEP
- Consult with teachers to match students learning style and teaching style
- Design and engage in pre-referral intervention activities
- Design/recommend adaptations to curriculum and delivery of instruction
- Design/recommend modifications to the curriculum to benefit students with special needs
- Participate in activities designed to help prevent academic and literacy problems
- Observe students in classrooms
- Screen students for suspected problems with communication, learning, and literacy

Indirect services that support students' educational programs

- Analyze and engineer environments to increase opportunities for communication
- Analyze demands of the curriculum and effects on students
- Attend student planning teams to solve specific problems
- Attend teacher/service provider meetings (planning, progress monitoring, modifications to program)
- Communicate and coordinate with outside agencies
- Contribute to the development of IEPs, IFSPs
- Coordinate with private, nonpublic school teachers and staff
- Design service plans
- Design and implement transition evaluations and transition goals
- Design and program high-, medium-, and low-tech augmentative communication systems
- Engage in special preparation to provide services to students (e.g., low incidence populations, research basis for intervention, best practices)
- Interview teachers
- Make referrals to other professionals
- Monitor implementation of IEP modifications
- Observe students in classrooms
- Plan and prepare lessons
- Plan for student transitions
- Provide staff development to school staff, parents, and others
- Program and maintain assistive technology/augmentative communication systems (AT/AC) and equipment
- Train teachers and staff for AT/AC system use

Activities that support compliance with federal, state, and local mandates

- Attend staff/faculty meetings
- Carry out assigned school duties (e.g. hall, lunch, bus, extracurricular)
- Collect and report student performance data
- Complete compliance paperwork
- Complete daily logs of student services
- Complete parent contact logs
- Document services to students and other activities
- Document third-party billing activities
- Participate in parent/teacher conferences
- Participate in professional association activities
- Participate in professional development
- Participate on school improvement teams
- Participate on school or district committees
- Serve multiple schools and sites
- Supervise paraprofessionals, teacher aides, interns, CFYs
- Travel between buildings
- Write funding reports for assistive technology and augmentative communication
- Write periodic student progress reports
- Write student evaluation reports

Source: American Speech-Language-Hearing Association. (2002). A workload analysis approach for establishing case-load standards in the schools. Guidelines. ASHA Desk Reference (vol. 3). Rockville, MD: Author.

Initial Research

- Annett, M. (2004, March 2). Service delivery success: SLPs in Oregon schools tackle workload, enhance recruitment. The ASHA Leader, pp. 1, 12-13.
- According to Soliday, results of the 2001-2002 pilot project included:
 - significant reductions in speech-language pathology work being completed at home at the district's expense
 - significant increase in billings for third-party Medicaid reimbursement, generating
 - money for the district
 - fewer student service cancellations, improving compliance
 - increase in consultation to teachers and parents, improving quality
 - better morale among SLPs

improved ability of SLPs to integrate speech and language goals with classroom curriculum, as mandated by IDEA

Formed a Committee

- Small committee
- Not a lot of interest right away
- Worried about change
- Discussion with Administration

Site Visits

- St. Joseph County ISD
- Pros and Cons discussed

3:1 Model

<u>Pros</u>	<u>Cons</u>
<ul style="list-style-type: none">• Provides for direct and indirect needs of the students.• Helps to manage all therapist duties and responsibilities.• Increased revenue from Medicaid Billing.	<ul style="list-style-type: none">• Difficult for teachers and students to follow• Pre-school SLPs found model didn't fit the way they did their schedule (but weren't willing to look at adjusting model)

Students to benefit:

All Students

What CISD found:

- **Above items in the Pro column.**
- **Teachers and students had no problems following schedule once they knew model**
- **Pre-school staff followed alternate method of 3:1 model**
- **More consistent services to students**
- **Increased time for collaboration with teachers and parents**

Next Steps?

Considerations

Participation

Documentation

Awareness and Dispersal Methods

- Letters
- Word of Mouth

Implementation

Collection of Data/Support

Indirect Time Activity Information

- **Three Buildings: Elementary K-4, Middle School 5-8, and High School 9-12**
- **Caseload = 59 Students**
- **RTI Students (not on IEPs) = 1 Kindergarten class of 25**
- **One CI program in the Middle School (5th and 6th) 7 IEP students, and 14 total student in classroom**
- **Two severe ASD students in the 2nd grade mainstreamed**
- **Communication Class in CI room once a month**
- **Two severe ASD students requiring bi-weekly therapy for 30 minute sessions**
- **Three students received no therapy for the first weeks of January due to SLP for an anxiety attack, SLP participation in 3 days of file review for CIMS (Continuous Improvement Monitoring System), SLP attendance at a professional conference and all three students missed a session due to illness**

To: School Administrators and Staff

From:

Date: August 24, 2005

Re: 3:1 Model for Service Delivery for the School Year of 2005-2006

The CISD Speech-Language Pathologists are piloting a research based service delivery model this year. This model will enhance services to students, increase consultation time with teachers and parents, and create a better working environment. It is called a "3:1 model" for service delivery and has been used successfully in St. Joseph County along with various districts throughout the United States. This model is supported by the American Speech-LanguageHearing Association.

Research indicates that this model provides:

More consistent services to students

Increased time for collaboration with teachers and parents

Three weeks out of the month are designated for direct intervention with students and one week is used for indirect services.

Indirect services may include but are not limited to:

Conducting and attending CISD and local district meetings

Performing evaluations and consultations

Observing in classrooms

Developing therapy materials relevant to the curriculum

Completing required special education documentation

Listed below are the weeks scheduled for indirect service. Please be advised that during the indirect week, Thursdays are reserved for Speech Departmental meetings and therapists will need to attend those meetings. We are excited to pilot this program and anticipate working closely with you to ensure the best service for your students. If you have any questions, please contact your building therapist or the CISD Special Education Supervisor for your district.

Schedule of Indirect Service 2005-2006

September 26-30

February 27-March 3

October 24-28

March 27-31

November 28-December 2

April 24-28

December 19-21

May 30-June 2

January 30-February 3

- Kindergarten teacher requesting consultation on articulation ideas modeled by SLP for 3 IEP students in her class
- Kindergarten class screening for basic concepts as part of RTI-like pilot (15 students left to screen)
- English teacher at the Middle School has 2 students with 10-60 minutes of consult for writing strategies on IEP
- High School Resource teacher requesting consult regarding ideas for revising the writing program in Reading Mastery Class
- Two language re-evaluations due at the high school by February 14th
- One initial speech-language evaluation for a 3rd grade student due by Feb 11th requiring a classroom observation
- LD student IEP scheduled for Jan. 28th at 3:00 p.m. at the Middle School
- LD student IEP scheduled for Jan. 30th at 1:15 p.m. at the Elementary school (initial MET and diagnostic report not written)
- Set up and send out invitations for 4 speech-only IEPs due on 2-7-08, 2-12-08, 2-14-08, and 2-23-08
- One child study scheduled for Jan. 31st at 9 am at the Elementary school
- One staffing on IEP LD student at the Middle school on Jan. 28th at 2:00 p.m.
- SPED staff meeting at High School on Tuesday, Jan. 29th at 7:00 a.m.
- SLP meeting on Thursday, Jan. 31st from 12:30 to 3:30 at the ISD (15 miles away)
- Twenty students needing med bill logging for Dec. and Jan.
- RTI Committee meeting on Wednesday, Jan.30th at 3:00 p.m. at the ISD (15 miles away)
- Develop materials for ASD and CI students: Add pictures to communication board, Write a social script story, Plan for Communication Class lesson

To: School Administrators and Staff

From:

Date: August 24, 2005

Re: 3:1 Model for Service Delivery for the School Year of 2005-2006

The CISD Speech-Language Pathologists are piloting a research based service delivery model this year. This model will enhance services to students, increase consultation time with teachers and parents, and create a better working environment. It is called a "3:1 model" for service delivery and has been used successfully in St. Joseph County along with various districts throughout the United States. This model is supported by the American Speech-LanguageHearing Association.

Research indicates that this model provides:

More consistent services to students

Increased time for collaboration with teachers and parents

Three weeks out of the month are designated for direct intervention with students and one week is used for indirect services.

Indirect services may include but are not limited to:

Conducting and attending CISD and local district meetings

Performing evaluations and consultations

Observing in classrooms

Developing therapy materials relevant to the curriculum

Completing required special education documentation

Listed below are the weeks scheduled for indirect service. Please be advised that during the indirect week, Thursdays are reserved for Speech Departmental meetings and therapists will need to attend those meetings. We are excited to pilot this program and anticipate working closely with you to ensure the best service for your students. If you have any questions, please contact your building therapist or the CISD Special Education Supervisor for your district.

Schedule of Indirect Service 2005-2006

September 26-30

February 27-March 3

October 24-28

March 27-31

November 28-December 2

April 24-28

December 19-21

May 30-June 2

January 30-February 3

To: Classroom Teacher
From: Speech Therapist
Date:

Re: 3:1 Model for Service Delivery

The speech and occupational therapists are piloting a different service delivery model for this year, which will enhance services to students, increase consultation time with teacher and parents, and create a better working environment. It is called a "3:1 Model" for service delivery.

Three weeks out of the month are designated for direct intervention with students and one week is used for direct/indirect services. These services include:

- Direct Intervention**
- Conducting and attending meetings**
- Performing evaluations and consultations**
- Visiting classrooms**
- Developing materias**
- Completing special education procedures**

This model is supported by the American Speech-Language & Hearing Association. Research indicates that this model provides

- More consistent services to students**
- Increased time for collaboration between teachers and**

parents

Below are the scheduled weeks for the direct/indirect week of service delivery each month. Please be advised that Thursdays are typically reserved for Speech Department meetings and therapists will generally be at the CISD on this day. We are excited to pilot this program and anticipate working closely with you to ensure the best service for your students. If you have any questions please contact your building therapist or principal.

Schedule of Indirect Speech Service 2005-2006

September 26-30	February 27-March 3
October 24-28	March 27-31
November 28-December 2	April 24-28
January 30-February 3	May 30-June 2

Sample schedule for a 3:1 Indirect week

Monday:

9-9:30 Language group 3 & 4th Resource Room
9:30-10:00 Observe class (2 students)
10:00 Phone calls to 2 parents
10:30-11:00 Meeting with Mrs. Hu (re: 6 students)
11:00-11:30 Observe Mrs. W's class (2 students)
12:15-12:45 Evaluation
12:45-2:00 Report Writing (2 reports)
2:00-2:30 Observe Mrs. Q's class (4 students)
2:45 Observe Mrs. T's class (3 students)

Tuesday:

7:45-9:30 Saw students
10:00-10:30 Meeting with Mrs. Ha (2 students)
10:30-10:40 Meeting with Mr. D (2 students)
10:45 Email supervisor, caseload
11:30-12:30 Report
12:30-12:45 Meeting with Mrs. B
1:00-1:15 Paperwork
1:15-1:45 Observe Mrs. Hu (6 students)
2:05-2:30 Observe 1st and 2nd Resource Room
2:30 Meeting with Mr. B (2 students)
3:00-3:06 Meeting with Mrs. T

Wednesday:

7:50-8:20 Saw kids
8:50-9:15 Observe Mrs. B (2 students)
9:30-9:55 Observe Mrs. K (4 students)
10:00-10:20 Individual Therapy
10:20-10:50 IEP
11:00 Individual therapy
Called 3 parents
Paperwork
1:30-1:50 Paperwork for initial evaluation
2:00 Filled out autism scale with Psychologist
2:30-3:20 School Diagnostics Team meeting

Thursday:

7:45-9:00 Therapy
9:00-9:15 Meeting with Mrs. Q (4 students)
9:30-10:00 Evaluation
10:00-11:30 Scoring Test, writing a report, corresponding with School Psychologist
12:30-12:45 Observe Mrs. Ha (2 students)
12:50-1:30 2 Screenings
1:30-1:45 Set up 2 IEPs
1:45-2:00 Log this schedule
2:00-2:30 Drive to meeting
2:30 Team Diagnostic meeting in other district

Friday:

8:00-9:30 Prepare Paperwork for IEP, edit reports, prepare papers to send home to parent
9:30-10:00 Consult with School Psychologist
10:00-11:00 Travel to Middle school, therapy, travel back
11:00 Call parent to confirm IEP
11:00-11:30 Medicaid Billing
12:15-12:40 Observe show and tell in Mr. T's room (2 students)
12:40-2:00 Organize office, make therapy materials
2:00-3:00 Individual therapy (2 -30 minute sessions)
3:00 Get ready for next week

Resources

- American Speech-Language-Hearing Association (2002). A workload analysis approach for establishing caseload standards in the schools. Guidelines. *ASHA Desk Reference* (vol.3). Rockville,MD: Author.
- Annett, M. (2004, March 2). Service delivery success: SLPs in Oregon schools tackle workload, enhance recruitment. *The ASHA Leader*, pp. 1, 12-13.