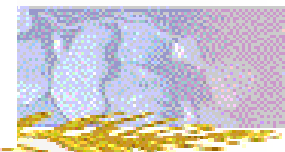


The Effects of Service Delivery on Teacher's Behavior

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Background

- As speech-language pathology has evolved over the years, professionals in the field have developed a variety of assessment and intervention models to provide service for children with speech-language deficits in the school setting (Miller, 1989).
- Traditional pull-out has been the service delivery model of choice for years in speech therapy.
- Recently, alternative service delivery models have been developed, including collaborative and consultative service delivery.

Past Research

- Hadley, Simmerman, Long, and Luna (2000) explored the effectiveness of a collaborative, classroom-based instruction in enhancing the development of vocabulary and phonological awareness skills for kindergarten and first-grade children. Results indicated that vocabulary and phonological awareness gains were greater for the students in the experimental classrooms than for the control classroom students.
- Farber and Klein (1999) assessed the effectiveness of collaborative instruction during the first years of formal education. Results indicated that the small collaborative treatment group scored significantly higher on the MAGIC's listening subtest, writing subtest, and the total test compared to the control group.
- Throneburg, Calvert, Sturm, Paramboukas, and Paul, (2000) evaluated the effectiveness between a collaborative approach to intervention, classroom-based intervention, and traditional pull-out intervention for children in kindergarten through third grade. Results suggested the collaborative model was more effective for teaching curricular vocabulary for children with speech-language deficits than a classroom-based model or a traditional pull-out model and SLPs can have an impact on the vocabulary growth of all students in a classroom, even those who do not qualify for services, when using a collaborative or classroom-based model.

- Calvert, Throneburg, Kocher, Davidson, and Paul (2003) examined one SLP's 1st and 2nd-grade caseload, comparing the impact of traditional pull-out services and collaborative classroom-based services on phoneme production skills of children with articulation deficits and language skills of children with language deficits. Results revealed children with language disorder's practice productions were similar in pull-out and the classroom, while there was a larger difference in the amount of child practice productions for the children with articulation disorders in pull-out as compared to the classroom intervention.

Purpose and Research Question

- The purpose of the present study was to follow-up on Calvert et al.'s investigation. Specifically, the current investigation will evaluate how teacher's behaviors regarding assisting with articulation goals are impacted by participation in traditional nonintegrated service delivery (with occasional informal meetings between the SLP and teacher), consultative service delivery (with regular planned meetings with the teacher and SLP), and collaborative service delivery (regular planned meetings between speech-language pathologist and teacher plus co-taught lessons in the classroom).
- Specifically, is there a significant difference in the amount of methods teachers incorporate during storybook reading and the preceding and following activities to target articulation in the classroom, following participation in a collaborative, consultative, or traditional nonintegrated service delivery?

Subjects

Teacher One	Teacher Two
• Bachelor's Degree	• Master's Degree
• 8 years teaching experience (kindergarten, 7 th grade and Title I)	• 26 years teaching experience (Kindergarten through 5 th grades)
• 6 children in classroom with speech-language impairments	• 5 children in classroom with speech-language impairments

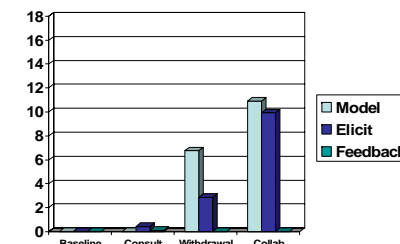
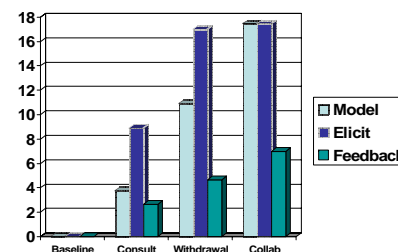
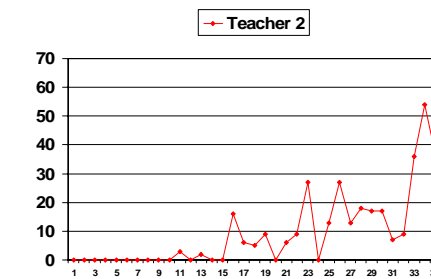
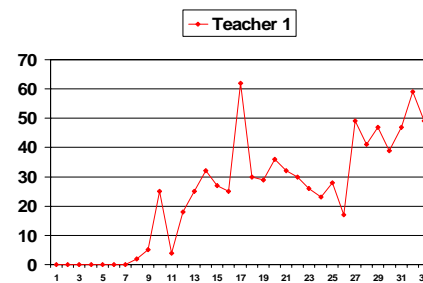
Both teachers had previous experience with SLP teaching language lessons in classroom, but did not participate in planning or teaching lessons or targeting speech-language goals.

Teacher One's Classroom	Speech Goals	Language Goals
Student 1	/k/, /g/, /f/, /v/ in all positions at word and sentence level, carryover phase	N/A
Student 2	/k/, /g/ in conversation, /l/, /r/ blends, /s/ and /z/ blends in initial and final positions at word level	Wh- Questions
Student 3	/s/ and /z/ in all positions at word and sentence level	N/A
Student 4	Fronting and cluster reduction	N/A
Student 5	Cluster reduction and palatal fronting	Wh- Questions, Labeling, and Categories
Student 6	/s/ in initial, medial, and final position at phrase, sentence, and conversational level	N/A
Teacher Two's Classroom	Speech Goals	Language Goals
Student 1	/k/, /g/, /f/, /v/, /l/, /w/, /s/, and /z/ clusters in isolation and at word level	To make requests in small group.
Student 2	/k/, /g/, /f/, and /v/ in initial position at word and phrase level; /s/ and /z/ clusters in initial and final position at word and phrase level	N/A
Student 3	/k/ and /g/ in all positions at word, phrase, and sentence level	N/A
Student 4	/sh/ and /ch/ in initial and final position at word and sentence level; /f/ and /v/ in all positions at word and sentence level	N/A
Student 5	/s/ and /z/ in all positions at conversational level	N/A

Measures

- 3 Measures of behaviors teachers used to target articulation goals:
 - Modeling: explicit instruction about or demonstration of an IEP target behavior by the teacher, not accompanied by an elicitation of the target response.
 - Elicitation: a prompt from the teacher for the child with an articulation disorder to produce their IEP target behavior.
 - Feedback: a response by the teacher regarding a child's production of IEP targeted behavior.

Results



Discussion

- Results agreed with Calvert et al. (2003), finding collaboration best for students' articulation learning although SLPs targeted articulation goals fewer times in the classroom treatment compared to traditional pull-out treatment.
- Hadley et al. (2000), Farber & Klein (1999), and Throneburg et al. (2000) reported positive trends for consultative and/or collaborative treatment between SLPs and teachers as did the current study.
- The collaborative service delivery model was proven to be most effective in encouraging teachers to address speech-language needs in the classroom.

References