

# Inclusive Service Delivery in Early Childhood: Speech & Language, OT and PT

April 20, 2022

Andrea Bertone, MS, CCC-SLP DPI  
Education Consultant

Jenny Bibler, DPI EC Education  
Consultant

Carlynn Higbie, OTR, DPI Education  
Consultant



WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Today's Learning Objectives

Participants will...

1. Learn why inclusive services are important for students.
2. Identify what inclusive services are in EC settings.
3. Identify how IEP teams can make these shifts for students.



# High Leverage Practices (HLPs) in Special Education

Today's presentation covers the following HLPs

1. Collaborate with professionals to increase student success.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
7. Establish a consistent, organized, and respectful learning environment.
13. Adapt curriculum tasks and materials for specific learning goals.



# Inclusion

## **Belief, Awareness, and Value System**

- Civil Right
- High Expectations
- Equity
- Attitudes and Beliefs

## **Definition of Inclusion-NAEYC (2009)**

- Access
- Participation
- Supports

## **Division of Early Childhood (DEC)**

- Access
- Participation
- Progress

## **Recommended Practices (2014)**

- Inclusion and the Individuals with Disabilities Education Act (IDEA)



# Inclusive Practices vs Inclusion

- If Inclusion is the WHAT...
- Inclusive Practices is the HOW and is a process...
- Identifying, understanding and breaking down barriers
- Implementing PRACTICES (instructional strategies and methods)
- Division of Early Childhood (DEC) Recommended Practices (RP)
- Bridge the gap between the research and the practice (the what and the how)
- Evidence of better outcomes for children with disabilities, their families, and the practitioners who serve them
- Domains of DEC RP:
  - Assessment • Environment • Family • Instruction • Interaction • Leadership
  - Teaming • Transition

# What are Inclusive Practices?

- Natural opportunities for peer interaction
- Unique to needs of each child
- Includes:
  - direct
  - classroom-based
  - community-based
  - consultative

[www.asha.org/policy/PS1996-00223/](http://www.asha.org/policy/PS1996-00223/)



# Ten Really Good Reasons Why Therapies Should be Integrated (McWilliam & Scott 2001)

1. So that children learn the skills they need in the places they will use them.
2. So that children have increased practice opportunities
3. So that children's social relationships are fostered.
4. So that a child does not miss out on any classroom activities.
5. So that teachers can see what therapists do to help kids and expand their skills.




# Ten Really Good Reasons Why Therapies Should be Integrated (McWilliam & Scott 2001)

6. So that therapists can see whether or not the strategies they develop are feasible.
7. So that teachers and therapists focus on skills that will be immediately useful for a child.
8. So that therapists can work with teachers to address problems as they arise.
9. So that assessment can be done across a variety of routines.
10. ***Because it's the right thing to do!***






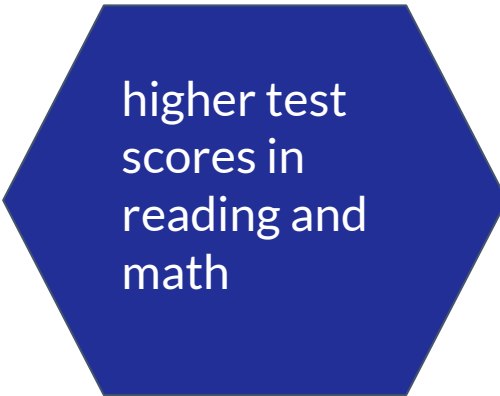
# OSEP POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS



greater cognitive  
and communication  
development



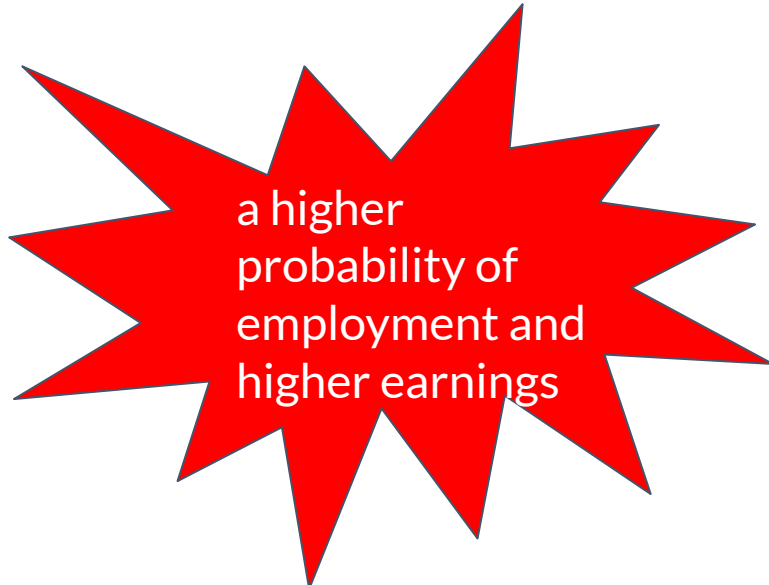
increased  
opportunity to  
practice newly  
acquired skills



higher test  
scores in  
reading and  
math



absent fewer days  
from school



a higher  
probability of  
employment and  
higher earnings

# An Evidence-Based Practice Supported at the Federal and State Level

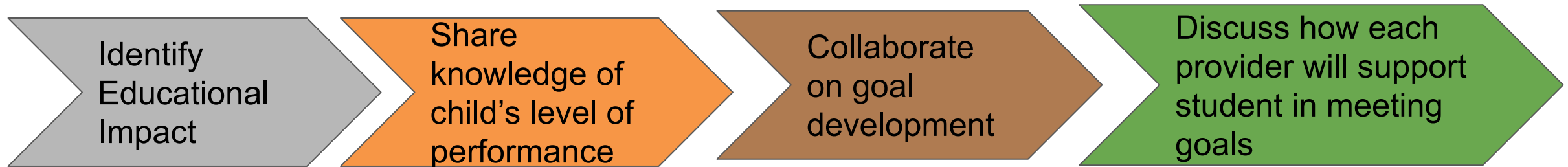
## DOE & OSEP POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS September 14, 2015

- Individuals With Disabilities Education Act (IDEA; Pub. L. 105–17) placed greater emphasis on delivering related services to children with disabilities within the context of the student's curriculum and general education environment (
- Consistent with CCR IEP *Core Belief #5: Shared Responsibility*



# AOTA, APTA, ASHA Joint Statement on Interprofessional Collaborative Goals in School-Based Practice

“Collaboration is a process in which team members share their unique knowledge, expertise, and skills to identify and address the needs of students (Division for Early Childhood, 2016; Hanft et al., 2019).”



[Joint Statement on Interprofessional Collaborative Goals in School-Based Practice](#) © 2022 by the American Occupational Therapy Association, American Physical Therapy Association, American Speech-Language-Hearing Association.



# Integrating Therapy into the Classroom

It's important to build opportunities to practice into daily routines in order for the child to make sufficient progress.

“Three important things to do when using an integrated service delivery model:

1. Use routines-based assessment to identify functional skills.
2. Incorporate consultation into therapy (service) time.
3. Provide therapy (service) in the classroom”



# Integrating Occupational Therapy Services in a Kindergarten Curriculum: A Look at the Outcomes

“... found statistically significant improvements in fine motor and emergent literacy outcomes in children with and without disabilities after 7 months of participation in an emergent literacy kindergarten curriculum with fully integrated occupational therapy services.”

*Bazyk 2009*



# Evidence-Based

## Child Focused vs Context Focused Assessment & Interventions

### Child Focused

- Therapeutic interventions provided by the therapist directly

### Context Focused

- Changes in tasks or environment to promote functional performance
- Modifying environment, task materials or tools and adaptive equipment
- Adaptive equipment

Law MC, et.al. 2011



# Roles of Team Members Supporting Students with Disabilities in Inclusive Classrooms

Every team member contributes to the education of students with disabilities in inclusive schools and classrooms.

“This requires clarifying and agreeing on the roles of all team members, understanding their interrelationships, and ensuring that they are consistent with IDEA (e.g., free appropriate public education, least restrictive environment) and exemplary practice described in the professional literature.”

Giangreco, Suter, and Graf 2018



# Special Educator Roles in Inclusive Schools

- Providing supports that have been determined by a student's educational team to be educationally relevant (for IEP goals and access to general education curriculum) and educationally necessary (required to receive an appropriate education)
- Providing supports that allow for student access or participation in places and ways that are contextually compatible within the classroom schedule, activities,
- Consulting with team members to transfer information and skills
- Working directly with students to apply skills associated with their field to address students' educational or support needs
- Working with team members to determine when supports should be continued, modified, faded, or discontinued

Giangreco 2018





# ASHA Scope of Practice 2016

“SLPs share responsibility with other professionals for creating a **collaborative** culture. Collaboration requires joint communication and shared decision making among all members of the team, including the individual and family, to accomplish improved service delivery and **functional outcomes** for the individuals served.”

<https://www.asha.org/policy/SP2016-00343/#Domains>



# Inclusive Services are Collaborative (Zimmerman et al. 2022)

- delivering services in classroom
- collaborative planning
- co-teaching

“Across all models, students receive services integrated in ongoing instruction, rather than pull out services, to prevent missing time in instruction to receive therapy” (Heisler & Thousand, 2021)



# Integrated Services and LRE

Out-of-context services and supports should not be the first option for intervention.



<https://content.presentermedia.com>

Two part test for inclusion:

- Can education in the general environment, with supplementary services and aids, be achieved satisfactorily?
- When special education is necessary, has the student been included to the maximum extent possible?



# High Leverage Opportunities

Circle time  
Small group station work  
Literacy activities  
Art Class  
Toileting Routines  
Support During Play time  
Arrival and Departure Routines  
Outdoor Play



# A Teacher's Perspective

The classroom environment should provide children with opportunities to accomplish specific skills in the absence of therapists

I see the therapists as an important addition to our classroom.

The teachers in my class-room meet with therapists regularly as a team to discuss targeted skills and to develop strategies to implement in the classroom.

In our classroom, one might see a therapist modeling specific strategies, gathering materials to implement a new play scenario



*McWilliam & Scott*





# Integrating Occupational Therapy



Regular classroom routines consistently support the occupations of play and self-care.

By assisting the child initially in their classroom routines, I become aware of the process and environment in which they are really trying to perform

I need to hear their perspectives, comments and questions, offer ideas and strategies, and collaborate about how to implement the strategies we decide to try.

*McWilliam & Scott*



# Integrating Physical Therapy

During team planning the teacher and I can discuss adding materials or activities to optimize the opportunities to embed interventions.

Once I know the classroom schedule, I can plan to be available on the playground to work with a child on gross motor play skills or choose instead to join a child in the classroom.



I can make physical adaptations to the classroom or playground equipment for a child with limited motor control, so that he or she can participate successfully in the same routines as his or her classmates.

*McWilliam & Scott*



# Integrating Speech Therapy

I need to know the routines of the day does the child need the most communication skills to participate.

In order to really learn and change, children need intervention around the clock in a variety of daily routines, in a variety of settings, with a variety of people.



I love nothing better than joining a young child in play to engage in interaction.

I need to brainstorm with the teacher about other strategies that might work for other contexts and about the adaptations that might be needed.

*McWilliam & Scott*





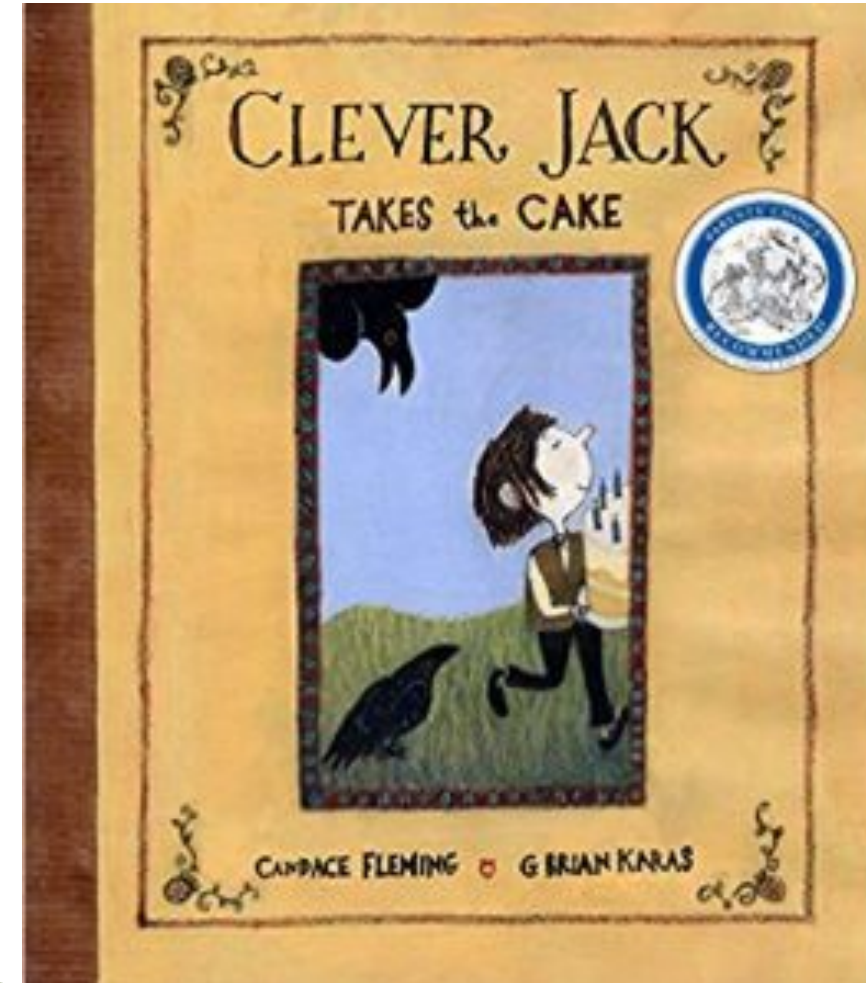
# Applying Co-Teaching Models to Enhance Partnerships Between Teachers and Speech-Language Pathologists (Zimmerman et al.2022)

- Selecting targets for / r / intervention using vocabulary and spelling words during literary centers time
- “The skills acquired and rehearsed in the classroom should translate to classroom success, compared to skills developed in a separate setting which may not generalize across settings and tasks as readily.”



# EBP-Shared Story Book Reading

- Modeling
- Praise and Encouraging Responses
- Defining
- Labeling
- Follow-up activities
- Summarizing



# Why We Love the I-4 IEP Form

Leads to collaboration  
and collective  
responsibility

Development of clear  
disability-related needs



Meaningful outcomes

Appropriate services and  
supports based on  
student's need

Strong, ambitious, achievable,  
meaningful functional goals

Includes  
consideration  
for dismissal



# Key Opportunities to Collaborate-IEP

After sharing functional assessment information and what other school staff observe across environments, the IEP team is poised to do the following:

- Collective identification of disability-related needs
- Collective development of goals
- Collective alignment of services
- Discussion of need for Related Services--it's not just a default



# Administrator Roles in Inclusive Schools

- Communicating clear expectations about collaboration among team members
- Encouraging inclusive attitudes among all team members about the value, shared responsibility, inclusion, and instruction of all students with and without disabilities
- Facilitating scheduled opportunities for collaboration among teachers, special educators, teacher assistants, and other services providers
- Providing access to relevant staff development opportunities related to inclusive practice
- Ensuring the number of paraprofessionals assigned to any one professional
- Leading the school or district's annual service and school improvement planning for serving students with disabilities

Giangreco 2018



# What Can You Do?

- Work with administrator to cluster students
- Plan/collaborate with teachers
- Write educationally relevant IEPs
- Consider best practices and student needs for successful inclusive practices when scheduling
  - planning with teachers
  - diagnostic time
  - pull out time
  - co-teaching time

[Perry's Tips for Inclusion](#)



# References & Resources

[AOTA APTA ASHA Workload Approach: A Paradigm Shift for Positive Impact on Student Outcome](#)

[APTA FACT SHEET: Developing Collaborative IEP Goals](#)

Bazyk, S., Michaud, P., Goodman, G., Papp, P., Hawkins, E., & Welch, M. A. (2009). Integrating occupational therapy services in a kindergarten curriculum: A look at the outcomes. *American Journal of Occupational Therapy*, 63, 160–171

Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://highleveragepractices.org/division-early-childhood-recommended-p...>

Giangreco, et. al., (2010) Roles of Team Members Supporting Students with Disabilities in Inclusive Classrooms Retrieved April 7, 2022 from: <https://ssaam.mb.ca/uploads/conference-appendix-f-re-roles-april-2018.pdf>

[Integrated Services: New Roles for Schools, New Challenges for Teacher Education. ERIC Digest.](#)

[International Early Childhood Inclusion Institute](#)





# References & Resources

Law MC, et.al (2011): Focus on function: a cluster, randomized controlled trial comparing child-focused intervention for young children with cerebral palsy. *Developmental Medicine and Child Neurology* 53.7 621-629

McWilliam, R., Scott, S., Integrating Therapy into the Classroom, (2001) The National Individualizing Preschool Inclusion Project, a “Project of national significance” funded by the US Department of Education, Office of Special Education Programs. Retrieved on April 7, 2022 from [3C90D459-4B46-396C.pub \(unc.edu\)](#)

## OSEP POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS

Scott & McWilliam, Embedded Interventions (2003) The National Individualizing Preschool Inclusion Project, a “Project of national significance” funded by the US Department of Education, Office of Special Education Programs. Retrieved on April 7, 2022 from  
[https://www.swsc.org/cms/lib04/MN01000693/Centricity/Domain/130/Marissa%20-Embedded Intervention.pdf](https://www.swsc.org/cms/lib04/MN01000693/Centricity/Domain/130/Marissa%20-Embedded%20Intervention.pdf)





# References & Resources

Zimmerman, K. N., Chow, J. C., Majeika, C., & Senter, R. (accepted). Applying co-teaching models to enhance partnerships between teachers and speech-language pathologists. *Intervention in School and Clinic*.

