A Comparison of Service Delivery Models: What Practicing Professionals Report

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Purpose:

- To study consequences of implementing a new model for service delivery in the public school setting.
- To see how practicing speech-language pathologists felt about the change in the service delivery model over time.
Delivery Models:

- **Traditional Service Delivery Model:**
  - Providing direct services on a weekly basis, not allowing time for other indirect tasks during school hours.

- **3:1 Service Delivery Model:**
  - Providing direct services on a monthly basis for 3 weeks and during the 4th week completing indirect tasks during school hours.
Service Delivery

• **Direct Services**: Services provided directly to the students on your caseload: therapy and evaluation.

• **Indirect Services**: These include but are not limited to, meeting with teachers, parents, and other specialists, developing treatment materials, reviewing and writing IEP goals, and completing paperwork.
Research:

• Changes in requirements have shaped the current roles and responsibilities of speech-language pathologists.

• Finding a way for school-based speech-language pathologists to meet all the requirements and maintain a high level of job satisfaction has become a major challenge for many speech-language pathology supervisors across the country.
2001-2002 Portland, Oregon public schools began to reshape their service delivery model.

Goals: To create a better working environment, increase consultative time with teachers and parents, and to enhance services to students.

Using the 3:1 service delivery model, they have met all their goals and made their school district an attractive place for SLPs to work.
Methodology:

- The Kansas City, Missouri school District implemented the 3:1 service delivery model for the 2005-2006 school year.
- All district speech-language pathologists were given surveys in August 2005 and February 2006.
- A return rate of 100% was obtained.
Developing the Survey:

The following sources were used to develop the survey:

- ASHA’s roles and responsibilities of a school-based speech-language pathologist.
- Information from pilot project meetings.
- Information from the Portland Oregon School District.
Results: Direct Services

• Survey Questions

  – August
    • The 3:1 service delivery model will allow me to provide more direct service to students.

  – February
    • The 3:1 service delivery model has allowed me to provide more direct services to students.
Results: Direct Services

- Agree: Traditional 3:1
- Neutral: Traditional 3:1
- Disagree: Traditional vs. 3:1
Results: Paperwork Completion

• Survey Questions
  – August
    • The traditional service delivery model I previously used allowed adequate time for paperwork to be completed on time.
  – February
    • The 3:1 service delivery model has allowed adequate time for paperwork to be completed on time.
Results: Paperwork Completion

<table>
<thead>
<tr>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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- Agree: 3:1
- Disagree: 3:1
Results: Make-up Therapy

• **Survey Questions**
  - **August**
    • The traditional service delivery model I previously used allowed time to make-up therapy sessions that I canceled.
  - **February**
    • The 3:1 service delivery model I currently use has allowed me to make-up missed therapy sessions that I canceled.
Results: Make-up Therapy

<table>
<thead>
<tr>
<th>Level of Agreement</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Traditional</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3:1</td>
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The bar chart shows the percentage of agreement levels for Make-up Therapy. The graph compares traditional and 3:1 methods, with the majority of respondents agreeing with the 3:1 method.
Results: Job Satisfaction

• Survey Questions
  – August
    • Using the traditional service delivery model I previously used, I would report a high rate of job satisfaction.
  – February
    • Using the 3:1 service delivery model, I would report a high rate of job satisfaction.
Results: Job Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>Traditional</td>
<td>20</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>3:1</td>
<td>50</td>
<td>10</td>
<td>0</td>
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“I would not go back to the “traditional” service delivery model without extreme force!”

“It has helped me to stay caught up. I still cannot get everything done at school during working hours.”

“This model has allowed me to address most indirect student needs.”

“I am older than most, here it is Feb. and I have finally adjusted/adapted my scheduling—NOW I love it!! Just give it time and it will perfect.”
Areas for further study:

• Examine how professionals feel a few years after switching to the new model.
• Would this model be more ideal for some clients than others?
• How do administrators feel about changing to a 3:1 model?
References:


Special Thanks!

- Dr. Nancy Montgomery, Ph.D
- Dr. William Sturgill, Ph.D
- Katherine Miller, MHS-SLP-CCC
- Direct Services Staff, KCMO School District
Any Questions???

- Please e-mail with any further questions you may have or to request additional information.
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