

SPEECH, OCCUPATIONAL AND PHYSICAL THERAPY

	<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
Speech	9.79	1,638	\$1,295,559 ^b	\$709
Occupational	4.6 ^a	142		
Physical	2.0	47 ^a		

SPEECH

Primary Goal - To identify and provide for correction of speech and language as soon as possible after the child enters school.

SPEECH EVALUATION

Level K – 12

Objective Data

Screening - (An informal and brief interview with students for preliminary assessment of speech/language skills)

	2005-06	2004-05	2003-04
New students	239	240	244
Rechecks	164	175	204
Pre-school assessments	318	356	257
Referrals	77	133	88
Total screening sessions	798	904	793

Results of screening

	2005-06	2004-05	2003-04
No therapy indicated	177	180	179
Rechecks	46	43	45
Need to assess	16	17	20
Total	239	240	244

In-depth evaluations - (Formal assessments, 30-90 minutes, to provide pre-therapy information and for program planning)

	2005-06	2004-05	2003-04
Total in-depth evaluations	347	318	316

^a - Includes 2.0 occupational therapists and 2.6 occupational therapy assistants. The physical therapy staffing includes 1.0 physical therapist and 1.0 physical therapy assistant.

^b - Includes the budget for speech, occupational and physical therapy

SPEECH (cont.)Objective Data (cont.)Results of in-depth evaluations

	2005-06	2004-05	2003-04
Enrolled in therapy	234	207	208
Rechecks	33	14	29
No therapy indicated	57	54	56
Enrolled K-2 program	23	43	23
Total	347	318	316

Therapy Program Caseload

	2005-06	2004-05	2003-04
Articulation	46	39	49
Language	96	85	91
Voice	1	1	1
Fluency	3	5	3
Multiply diagnosed	123	97	79
Total	269	227	223

Analysis of Service

	2005-06	2004-05	2003-04
Number of students receiving:			
Sixty (60) minutes per week	144	112	116
More than 60 but less than 150 minutes per week	67	62	65
One hundred fifty or more minutes	31	35	33
Transition/Monitor	7	18	9
Consult	20		
Total	279	227	223

Disposition of Caseload

	2005-06	2004-05	2003-04
Retain in therapy	200	190	172
Dismiss	64	33	37
Moved from district	5	4	14
Total	269	227	223

SPEECH (cont.)

	2005-06	2004-05	2003-04
K-2 Lang. Program (non-disabled)	129	124	137

(31% of the students enrolled in 2005-06 will continue in therapy (37% in 2004-05; 29% in 2003-04).

Subjective Evaluations

Parents whose students are in the Academic Skills Classroom at Southgate School appreciate the teamwork approach, which includes the speech therapist, in coordination of services for their children with communication disorders. Speech therapists are included in parent conferences, including classroom progress, as well as annual review for IEPs. Parents feel confident in the therapists' competency.

Through the Child Study Teams, the elementary speech therapists are included in the pre-referral and intervention strategies that are suggested to and implemented by classroom teachers. By providing direct classroom support in the K-2 Language Program in all district classrooms at those grade levels, the therapist can consult with teachers to provide strategies that can better facilitate language to assist those students who are encountering communication difficulties. These suggestions can assist students with focusing and more effective communication. At the secondary level, the teachers ask for consult for strategies to assist students become more independent with their functional skills and overall communication.

Administrators have seen measurable results for speech and language services provided to students in the K-2 Language Program and direct therapy. Administrators, teachers and staff seek the therapist's knowledge and skill, as well as consultations for intervention strategies. Elementary principals recognized the valuable input provided by speech therapists at the CST and PST in each building.

The speech therapists noted that the classroom teachers expect and appreciate their involvement in team meetings to discuss students' progress in academic and social areas. Teachers requests consults to assist with language support for their students. The speech therapists support classroom activities.

Students respond positively to the strategies and activities by the therapists to achieve their goals in direct service. They use the techniques to improve their language skills. Students are particularly motivated in the group sessions at the elementary level where they practice daily living skills.

SPEECH (cont.)**OCCUPATIONAL THERAPY**

Primary Goal - To identify and to provide occupational therapy for those students identified as needing such therapy through the special education process.

Level K - 12**Objective Data**

	2005-06	2004-05	2003-04
Number of Screenings –			
a. Teacher/Parent referrals	58	20	38
b. Recommendations from preschool or other districts	1	4	13
c. Number of evaluations recommended from a. & b.	18	13	12
Number of consultations based on screening which did not become request for evaluation	45	26	30
Number of evaluations	19	16	15
Number of consults (not resulting from screening)	15	24	10
Total of students screened and evaluated	70	41	56

Analysis of Service – Direct Service

	2005-06	2004-05	2003-04
Number of students receiving:			
30 minutes per week	35	35	26
60 minutes per week	54	54	58
90 minutes per week	16	16	8
Over 90 minutes per week	1	2	1
Total	106	107	93

Consult

	2005-06	2004-05	2003-04
Number of students receiving:			
Less than 30 minutes per week	36	34	38
30 minutes per week	2	3	1
60 minutes per week	0	1	0
90 minutes per week	0	1	0
Over 90 minutes per week	0	1	0
Total	36	40	39

OCCUPATIONAL THERAPY (cont.)

Disposition of caseload

	2005-06	2004-05	2003-04
Total students	142	126	118
Dismissed during the year	19	12	8
Admitted to therapy during year	13	10	8
Moved from district	3	2	4
Retained in therapy at end of year	120	122	114

Program Results

Percentage of Achievement of I.E.P. Goals

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School	Number of Students	Goals Achieved	Progressing	Not Achieved Not Introduced
Blue Creek	32	56%	41%	3%
Boght Hills	16	89%	11%	0%
Forts Ferry	3	90%	10%	0%
Latham Ridge	13	54%	36%	10%
Loudonville	10	79%	21%	0%
Southgate	33	48%	47%	5%
Shaker Jr. High	13	53%	34%	13%
Shaker High	11	80%	20%	0%

Subjective Evaluations

The Occupational Therapy Department works very well with other team members, consultants and parents to support children's programs. It is important for children to continue with the same therapist, and the therapists work to have this happen through carefully scheduling. Parents note the therapist's expertise in providing service.

Principals recognize the great number of consults provided to classroom teachers, primarily on handwriting issues. The availability of the occupational therapists is greatly appreciated.

The therapists note the increased number of requests for consults, screening, technology evaluations and OT evaluations which reflect the need for and effectiveness of their services.

Children respond favorably and enjoy coming to therapy as they learn skills to assist them in the classroom. They achieve over 50% of their objectives, as noted on the department annual statistics.

PHYSICAL THERAPY

Primary Goal - To identify and to provide physical therapy for those students identified as needing such therapy through the special education process.

Level K-12

Objective Data

	2005-06	2004-05	2003-04
Number of Screenings –			
a. Teacher/Parent referrals	6	5	4
b. Recommendations from preschool or other districts	2	4	3
c. Number of evaluations recommended from a. & b.	1	1	2
Number of consultations based on screening which did not become request for evaluation	8	8	7
Number of evaluations	4	1	2
Number of consults (not resulting from screening)	12	14	14
Total of students screened and evaluated	47	48	47

Analysis of Service

Direct Service

	2005-06	2004-05	2003-04
Number of students receiving:			
30 minutes per week	9	14	12
60 minutes per week	17	16	15
90 minutes per week	8	5	6
Over 90 minutes per week	0	0	1
Once per month	0	0	0
Total	34	35	34

PHYSICAL THERAPY (cont.)

Consult

	2005-06	2004-05	2003-04
Number of students receiving:			
30 minutes per week	2	1	1
60 minutes per week	0	0	0
90 minutes per week	0	0	0
Over 90 minutes per week	0	0	0
Other (less than 30 minutes per week)	10	13	13
Total	12*	14*	14*

* One student receives direct and consult services.

Disposition of caseload

	2005-06	2004-05	2003-04
Total students	47	48	47
Dismissed during the year	1	1	1
Admitted to therapy during year	2	3	2
Moved from district	3	0	0
Retained in therapy at end of year	32	35	36

Program Results

Percentage of Achievement of I.E.P. Goals

School	Number of Students	Goals Achieved	Progressing	Not Achieved Not Introduced
Blue Creek	6	96.3%	3.7%	0
Boght Hills	5	84.4%	12.5%	3.1%
Forts Ferry	3	80%	6.7%	13.3%
Latham Ridge	5	85.2%	14.8%	0
Loudonville	1	100%	N/A	N/A
Southgate	11	81.1%	13.5%	5.4%
Shaker Jr. High	2	100%	0	0
Shaker High	14	85.7%	11.4%	2.9%

Subjective Evaluations

A strength of this program is the home school communication with the therapists making recommendations of follow-through with strategies to be performed at home.

PHYSICAL THERAPY (cont.)

Parents are regularly informed about the progress their children are making on IEP goals.

The physical therapists consult regularly with classroom and special education teachers to ensure students remain in the least restrictive environment. They ensure that adaptive equipment and technology is maintained in good working order to have students participate fully within the classroom environment.

Principals note the availability of the physical therapists to consult with classroom teachers to discuss students' needs and management of equipment. They cite the effectiveness of the therapists in their building in addressing those needs with their thorough services.

Administrators utilize our services by requesting in-services, screenings and evaluations. Teacher consult with PT regarding: sitting postures to enhance attention, PE performance, ambulation in hallways, classroom in-services, play ground safety and gross motor expectations.

Students enjoy PT sessions and progress in their abilities as evidenced by the achievement of PT goals. It has been reported that students generally look forward to coming to PT.