



Introduction

IDEA (2004) and State Guidelines

Part C services provided for qualifying children birth to 3 years of age.
~Decisions regarding services are to be team-based.

Service Delivery Approaches

- ~ Team Approach
* Interdisciplinary - services provided by many in collaboration with family
* Transdisciplinary - one professional provides all services while collaborating
* Multidisciplinary - all professionals provide own services, little collaboration
~ Service Provider
* Direct - professional works directly with the child
* Indirect/Parent-coaching - professional teaches parent/caregiver to provide services to child

Research on Language Intervention for Young Children

- ~ Intervention can result in positive gains in a child's language skills (Law et al., 2004).
~ Parent implemented interventions can be effective in creating change in children's language skills (Fey et al., 2006; Girolametto et al., 1996; Romski et al., 2011).

Research Questions

- 1. What service delivery models are being used by Part C providers?
2. What factors impact the types of service delivery models used?

Methodology

- Participants
~ 19 out of 78 agencies (24%) in Kansas, Colorado, and Nebraska responded
~ Average of 167 (range = 18-710) children provided services by agencies
~ Demographics
* Setting Served
- 78.9% rural (N=15), 21.1% suburban (N=4)
* Area Served
- Average of 3.4 counties and 4,584 sq. miles

Survey

- ~ Web-based survey using SurveyMonkey
~ 16 questions

Data Analysis

- ~ Descriptive statistics and logistic regression

Results

Question 1: What service delivery models are currently being utilized?

Table 1: Service Models Being Used

Table with 3 columns: Teaming Approach, (N=19), % of respondents. Rows include Interdisciplinary (9, 47.4), Transdisciplinary (10, 52.6), Multidisciplinary (5, 31.6), and Service Provider (Direct: 7, 36.8; Coaching: 18, 94.7; Other: 2, 10.5).

***Providers were able to select multiple answers. Therefore, the total number of responses are more than 19.

Question 2: What factors impact service delivery decisions?

- ~ Logistic Regression
* Variables included: area/counties, number of children
* Model fitting was not significant (0.391 (df=2))
~ Agency Report
* Blended approach being utilized to better meet family/child needs (6 respondents).
* Research and state guidelines recommend parent-coaching (5 respondents).
* State requires parent-coaching model (2 respondents).

Summary of Findings:

- ~ Part C agencies primarily use parent-coaching model and transdisciplinary approach.
~ Number of children served and demographics of area being served did not impact service delivery.
~ Most responders preferred parent-coaching model.
~ Many utilized a combination of parent-coaching and direct service delivery.

The authors have no relevant or nonfinancial relationship in the products or services described, reviewed, evaluated or compared in this presentation.

Discussion and Conclusions

Most Part C providers are providing integrated services by including families and other professionals through the use of interdisciplinary or transdisciplinary teams.

Parent-coaching or a combination of parent-coaching and direct services were offered and provided to parents in accordance with IDEA (2004) and the research demonstrating the effectiveness of caregivers providing services.

Implications and Future Research

- ~ There is a need for further education of Part C providers as there were some who indicated that parent-coaching was required by their state governing agency.
~ Research to evaluate parent/family and child characteristics that would indicate the clients who would benefit from intervention using parent-coaching, direct professional instruction or a combination of the two models.
~ Evaluation of services provided in all 50 states and whether the type of agency who provides the services impacts service delivery decisions.

Selected References

Fey, M.E., Warren, S.F., Brady, N., Finestack, L.H., Bredin-Oja, S.L., Fairchild, M., Sokol, S., & Yoder, P.J. (2006). Early effects of responsibility education prelinguistic milieu teaching for children with developmental delays and their parents. Journal of Speech, Language, and Hearing Research, 49, 526-547. doi: 10.1044/4092-4388
Girolametto, L., Pearce, P.S., & Weitzman, E. (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. Journal of Speech and Hearing Research, 39, 1274-1283.
Law, J., Garrett, Z., & Nye, C. (2004). The efficacy of treatment for children with developmental speech and language delay/disorder. Journal of Speech, Language and Hearing Research, 47, 924-943. doi:10.1044/1092-4388
Romski, M., Sevcik, R. A., Adamson, L.B., Smith, A., Cheslock, M., & Bakeman, R. (2011). Parent perceptions of the language development of toddlers with developmental delays before and after participation in parent-coached language interventions. American Journal of Speech-Language Pathology, 20, 111-118. doi:10.1044/1058-0360