

HOW TO DO PUSH-IN THERAPY FOR ALL AGES

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WHY DO PUSH-IN THERAPY?

- Great for generalizing learned skills to a natural setting
- Provides models for other adults in the room to know the strategies to use
- Less restrictive environment than the speech therapy room
- Some children, such as those with autism, don't transfer skills well so they need to learn new skills in the natural environment
- Helps children function better in the classroom more quickly

CHOOSING TARGETS FOR PUSH-IN THERAPY: PRESCHOOL

- Observe classroom activities to determine what the child is struggling with functionally (following directions, answering questions, maintaining attention, peer interactions, etc.)
- Choose skills that will help the child the most in the classroom (ex: following directions will help all day long)
- Find times when the child is exhibiting challenging behaviors and see what communication skills you can teach to replace those

CHOOSING TARGETS FOR PUSH-IN THERAPY: ELEMENTARY SCHOOL

- Speak with classroom teachers about where the child is struggling
- Look at school testing scores for language and communication skills
- Use standardized tests to find out which age-appropriate skills are missing and compare that with the expectations in that child's classroom
- Observe the child in the classroom to determine which social interactions or learning behaviors the child is having trouble with

CHOOSING TARGETS FOR PUSH-IN THERAPY: MIDDLE/HIGH SCHOOL

- Look at grades and school testing results to determine the areas of weakness for the child
- Speak with the child about what part of school is the most challenging for him/her
- Speak with the child's teachers about what skills seem to be missing or are hard to learn
- Use standardized tests to determine which skills are missing and prioritize by importance to school work

TYPE OF PUSH-IN/CO-TEACHING

1. Therapist-Led Lessons
2. Co-Teaching with Co-Planning
3. Therapist Takes a Center/Station
4. Therapist Leads Routine Activity
5. Therapist Leads Unique Activity
6. Therapist Adapts Materials and Supplements Instruction
7. Therapist Assists with Routine Activity
8. Therapist Assists with Unique Activity
9. Pull-Aside Therapy in Classroom

1) THERAPIST-LED LESSONS



- Therapist plans a lesson to give to the whole class
- Teach something that will benefit the whole class (including the child with special needs), like social skills
- Or, demonstrate a language or teaching strategy for the teacher to use with the whole class
- Teacher assists with any students who need help during the lesson (e.g. behaviors)

EXAMPLES OF THERAPIST-LED LESSONS

- **Preschool:** Speech therapist brings the class together to read a story about sharing and helps the children take turns practicing asking for a turn and sharing materials.
- **Elementary:** Speech therapist brings the class together and teaches a lesson about story elements and lead a group activity to create a story map of a fairy tale.
- **Middle/High:** Speech therapist takes over the class for 30 minutes to introduce all of the vocabulary that will be included in their upcoming unit on volcanoes.

2) CO-TEACHING WITH CO-PLANNING

- Therapist and teacher plan lesson together and choose appropriate targets for students
- Therapist suggests specific language or teaching strategies that will benefit IEP students
- Teacher teaches the lesson, therapist is nearby, adds or elaborates as necessary
- Class breaks into groups, the IEP students are in the half with the therapist, therapist and teacher help the students practice and master the new skills



EXAMPLES OF CO-TEACHING WITH CO-PLANNING

- **Preschool:** Therapist and teacher plan an activity about the grocery store. Therapist chooses 5 words to target heavily for the her students and instructs teacher to model those more frequently. After reading a book about grocery shopping, the class divides and role plays grocery shopping. Therapist targets the 5 main vocabulary words.
- **Elementary:** Plan an activity about irregular past tense verbs. Therapist chooses 10 targets for her students and instructs the teacher to model those with actions. Students break into groups to practice and therapist targets her 10 in more detail, providing more examples.
- **Middle/High:** Plan activity about the water cycle. Therapist chooses 10 vocab words to target and asks teacher to write those words on the board with definitions when they come up. Students then break into groups and therapist works with her students using visual aids to understand the vocabulary.

3) THERAPIST TAKES A CENTER/STATION



- While whole class is doing centers or rotating through stations, therapist works at one station
- Therapist does an activity at her station that has to do with the IEP students' goals but incorporates non-IEP students as well
- IEP student gets to practice target skill in reg. ed. setting with peers.

EXAMPLES OF THERAPIST TAKING A CENTER/STATION

- **Preschool:** Speech therapist sets up a craft activity at one station to target following directions.
- **Elementary:** During stations, speech therapist has a station on parts of speech and specifically targets the parts of speech that her students need the most work on.
- **Middle/High:** During study hall, therapist sets up an area and takes her students to help them with reading comprehension challenges on their homework

4) THERAPIST LEADS ROUTINE ACTIVITY

- Therapist takes control of classroom for one activity that is part of the normal routine, such as snack time, group time, circle time, etc.
- Therapist leads activity just as the regular teacher would do but uses additional strategies and instructional methods that are helpful to the IEP students
- Therapist targets goals of IEP students and models teaching strategies to teacher
- Teacher assists with students as needed (e.g. behaviors)



EXAMPLES OF THERAPIST LEADING ROUTINE ACTIVITY

- **Preschool:** Speech therapist leads circle time/story time. She models good out-loud reading strategies and asks the students frequent questions that are tailored to their language levels.
- **Elementary:** Speech therapist leads the daily large group activity. She models obtaining the students' attention before asking questions and highlighting and defining important vocabulary words as they come up.
- **Middle/High:** Speech therapist leads the opening activity of English class, which is a language prompt warm-up that the classroom teacher usually does. Speech therapist models how to elicit responses to the prompt from the students on her caseload.

5) THERAPIST LEADS UNIQUE ACTIVITY



- Therapist designs a new activity that is built into the students' day
- New activity will become part of the daily routine but will enhance some part of their education
- May be an enrichment time when a new skill is practiced (outside of typical instruction time)
- Or may be a "getting ready to learn" activity that will put children in the right mindset to benefit more fully from the upcoming lesson

EXAMPLES OF THERAPIST LEADING A UNIQUE ACTIVITY

- **Preschool:** Speech therapist designs a sensori-motor activity that is performed before circle-time each day. A small obstacle course is set up and the speech therapist gives 3 directions to get across it. She highlights specific verbs in her instruction. Classroom teacher then repeats this activity for the rest of the week.
- **Elementary:** Speech therapist designs a "waiting game" that will be conducted whenever the children are waiting for something, such as waiting in line for lunch. The speech therapist will model this activity for the teacher a few times to show how it will be done. Students are asked a multiple-choice question that reviews information recently presented and holds up their choice using sign language letters.
- **Middle/High:** Speech therapist models a warm-up activity in reading class where the students are provided a list of words to define (or look up) that will be used in that day's lesson. Speech therapist leads this the first few times.

6) THERAPIST ADAPTS MATERIALS AND SUPPLEMENTS INSTRUCTION

- Teacher plans her lessons as normal and gives materials to therapist in advance
- Therapist adapts materials to suit the children with IEPs (adding visuals, simplifying text, etc.)
- Therapist pre-teaches the skills before the lesson occurs in the classroom
- After lesson, therapist reviews materials and provides children with additional instruction as needed and time to practice



EXAMPLES OF THERAPIST ADAPTING MATERIALS AND SUPPLEMENTING INSTRUCTION

- **Preschool:** Teacher is planning a lesson on Brown Bear. Speech therapist gives each student a color wheel with the animals on it and pre-teaches the book during a speech therapy session.
- **Elementary:** Teacher is planning a lesson on tornadoes. Speech therapist picks out key vocabulary and teaches the words to the students ahead of time during therapy session (using videos, photographs, and demonstrations with props)
- **Middle/High:** Teacher is planning a lesson on writing hypotheses. Speech therapist creates a visual aid that helps student identify the parts of a good hypothesis and teaches the vocabulary words associated (independent variable, dependent variable, etc.)

7) THERAPIST ASSISTS WITH ROUTINE ACTIVITY



- Teacher leads routine activity as normal and therapist sits behind one or more student(s) to assist as needed
- Therapist helps students demonstrate skills from IEP goals by providing necessary supports and fading supports when possible
- Therapist uses this time to demonstrate strategies to the teachers and/or aides in the classroom

EXAMPLES OF THERAPIST ASSISTING WITH ROUTINE ACTIVITY

- **Preschool:** Speech therapist sits behind her student during snack time. When the child runs out of snack, she uses correct prompting to help the child use his AAC device to request more. Therapist models fading supports as the child becomes more independent.
- **Elementary:** Speech therapist sits behind student during class discussion and provide appropriate prompts to help student answer questions or prompts from the teacher. Therapist fades prompts as possible.
- **Middle/High:** Speech therapist sits behind student during a lecture and helps the student determine which items to write down when taking notes. Therapist helps student learn how to organize notes.

8) THERAPIST ASSISTS WITH UNIQUE ACTIVITY

- During a non-routine activity, such as a specials class or a fieldtrip, therapist assists one or more students demonstrate skills from IEP goals by providing necessary supports and fading supports when possible
- Allows therapist to work on generalizing learned skills to new settings, like following directions or using complete sentences
- No lesson plan used, just offer support when an opportunity for a skill arises



EXAMPLES OF THERAPIST ASSISTING WITH UNIQUE ACTIVITY

- **Preschool:** Speech therapist attends field trip and highlights relevant vocabulary words as they occur. Therapist helps students follow directions and stay with the group.
- **Elementary:** Speech therapist attends P.E. class and helps students follow directions and use words to complete cooperative activities with peers.
- **Middle/High:** Speech therapist assists students with completing a writing to submit to a writing contest. Therapist helps student create an outline with all story elements and break the story into paragraphs with topic sentences.

9) PULL-ASIDE THERAPY IN CLASSROOM



- Therapist comes into classroom and does therapy with one or more children within the room
- Children are pulled to the side or to a quieter part of the room
- Therapist works on skills as she would in the therapy room but within the natural environment
- Peers and other children are pulled into the group
- Serves as a nice transition between doing a skill in the therapy room and in the classroom

EXAMPLES OF PULL-ASIDE THERAPY IN CLASSROOM

- **Preschool:** Speech therapist comes into the classroom during free play and instructs a peer to hold a novel toy and not give it to the student until he uses his words. Therapist then guides the student to the peer with the toy and prompts him to use his words when he wants it.
- **Elementary:** Therapist goes into classroom during reading time and brings student to a small table in the corner to read his book aloud. Therapist works on speech sounds or reading fluency.
- **Middle/High:** Therapist goes into study hall and pulls student aside to target IEP goals.

CHOOSING THE CORRECT MODEL

1. First, identify the goals that you want to work on with the student.
2. Identify where would be the most beneficial place to work on each goal.
 - Consider the student's distractibility and current level of mastery of the goal.
 - Consider if the child generalizes new skills between settings
3. If push-in therapy is appropriate, then select the model that will best allow you to work on that goal.

** Do not start by choosing the model and then fit the child's goals to the model.

DATA COLLECTION DURING PUSH-IN THERAPY

1. Know which goal you are targeting before you go in. If there are many skills you could target, choose one for data collection purposes.
2. Choose a method of data collection:
 - Traditional: Mark each trial
 - Rubric-Style: Score on a scale of 1-5
 - Anecdotal Notes: Write a narrative about the session
3. Create or collect data sheets for use:
<http://www.speechandlanguagekids.com/data-collection-ideas-for-speech-therapists/>

DATA: RUBRIC-STYLE

- Ideal for push-in therapy because you don't have to collect data on every trial but you still get a numeric score.
- Rate the student's performance on a scale of 1-5
- Collect data on their performance overall (one rating) or once at the beginning and once at the end of the session).
- To get a percentage, just take their score divided by 5 (x100)
 - Example: If you rated them a 4, it's an 80%
- Alternative: Rate on a scale of 1-10

RUBRIC-STYLE EXAMPLES

Rubric:

1	2	3	4	5
Full Physical Assistance	Partial Physical Assistance	Gestural and Verbal Assistance	Verbal Reminders Only	No Assistance Needed

Alternative:

- 5 = Correct, Clear Production
- 4 = Very close approximation but not quite there
- 3 = Approximated Independent Production
- 2 = Cued Production
- 1 = Incorrect Production

Or make your own!

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