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INITIATION OF THE FLATHEAD
RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

by

Holly L. Wurl

B.A., University of Montana, 1974

Presented in partial fulfillment of the requirements
for the degree of

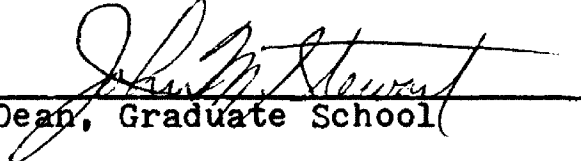
Master of Speech Pathology and Audiology

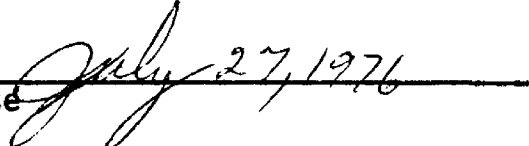
UNIVERSITY OF MONTANA

1976

Approved by:


Chairman, Board of Examiners


Dean, Graduate School


Date

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CHAPTER I

INTRODUCTION

Basic Program Description

The program described and outlined herein has been labeled the Flathead Rural Schools Communication Disorders Program. I undertook this project to fulfill the Externship requirement for a Master's Degree in Speech Pathology and Audiology. Normally an Externship involves "nine months with 30 clock hours per week of supervised professional activities" at a site evaluated and selected by a University of Montana advisor. I chose the Master's Degree in Speech Pathology and Audiology - Externship program - because I felt that officially extending the training and learning process into an actual work setting would be more profitable for me than undertaking a Master of Arts Degree - Thesis program. The extended training gave me the opportunity to implement the information I had gained thus far as a student and to obtain that information available through experience and frequently lacking in a controlled academic setting.

The Flathead rural schools were selected by Dr. R. M. Boehmler from the University of Montana Communication Sciences and Disorders Department. Dr. Boehmler also served as the chairman for my Externship committee. This program,

implemented during the 1975-76 school year, served as a pilot program to provide speech and language services to rural schools in Flathead County. There were 19 identified school districts in Flathead County that were without services for the communicatively handicapped. These included rural schools directly under the supervision of the County Superintendent of Schools and one independent school with its own superintendent. The total pupil population was approximately 1400 pupils, with individual school populations ranging from 17 to 198 pupils. See Table I. The goals of the program were:

1. to identify pupils needing speech and language services
2. to provide direct services to as many identified pupils as possible
3. to provide consultive services to parents and teachers, particularly in schools too far away or with caseload populations too small to receive regular therapy services
4. to make recommendations for, and assist in the development of a long range program.

Mechanics of Setting Up the Program

The Office of the Superintendent of Public Instruction was contacted by Dr. Boehmler to see whether special approval could be given for a host district to submit a 1975-76 special education budget past the April 1st deadline. Larry Holmquist, Special Education Supervisor, agreed to review a late application.

The next step was to locate a school district which

TABLE I

NINETEEN FLATHEAD COUNTY RURAL
SCHOOL ENROLLMENTS
(1975-76 Montana Education Directory)

West Valley #1	118
Swan River #4	102
Olney #58	56
Bissell #58	36
Boorman #39	22
Demersville #14	39
Cayuse Prairie #10	114
Helena Flats #15	121
Hodgson #28	20
Lakeside #30	121
Pleasant Valley #27	17
Marion #54	62
Kila #20	57
Mountain Brook #62	45
Creston #9	58
Fair-Mont-Egan #3	78
Batavia #26	57
Deer Park #2	66
Somers #29	198

would assume the following responsibilities:

1. apply for and receive funds for the program
2. manage and distribute the funding secured for the program
3. hire the Extern and draw up a school contract for the Extern
4. provide clerical services for the Extern
5. provide office space for the Extern.

In July, Dr. Boehmler and I met with the administrator and the clerk of West Valley School District No. 1 to explain the proposed program. The administrator, with the approval of his school board, agreed to serve as the host district. During the same meeting recommendations were made concerning the proposed budget application for such services. This budget was later submitted to, and then approved by the Office of the Superintendent of Public Instruction, Special Education Supervisor. See Appendix A.

It was also necessary to find someone who would provide supervision of my activities as an Extern. Fred Appelman, Region V Special Education coordinator, agreed to release Jane Solberg, Speech and Language Clinician for the Region V Area Resource Center, for supervisory services. Supervision time was to entail an average of five hours per week -- as is required by the Externship guidelines.

Following our meeting with West Valley School personnel, the office of the County Superintendent of Schools was informed of the proposed speech and language services to be provided in rural schools. After the host district

received funding, the County Superintendent of Schools and the school board members of the 19 rural schools were formally notified of the services that would be available in the coming school year. See Appendix B.

Program Location and Some Planning Considerations

The major goals of the Flathead Communication Disorders Program outlined previously reflected some restrictions in providing services to all of the Flathead County rural schools. These restrictions could be explained by consideration of geographical and population variables. The population varied around 1400 pupils. These pupils were distributed in 19 schools as summarized in Table I. Fifteen of these 19 schools were within a 25 mile radius of West Valley School. The other 4 were further, with the most distant, Pleasant Valley, being 50 miles away. A map of the specific locations and populations of the schools is presented in Appendix C.

In view of the large population, the varied locations of schools and the actual number of schools, it was evident that direct services on at least a weekly basis could not be provided to each of these school districts by one clinician. These were important considerations in planning program goals and in describing these goals to school personnel of the 19 participating schools.

CHAPTER II

PROGRAM IMPLEMENTATION

Orientation and Coordination with Other Agencies

On August 29th, 1975, the school year began with an orientation meeting for rural school personnel at West Valley School. At this time I gave a brief introduction to the Flathead Rural School Communication Disorders Program to all personnel attending the meeting. During the introduction, I reviewed the goals of the program and was careful to explain that it probably would not be possible to provide regular services to each of the involved school districts. I explained that consultive services would be provided to those schools not included in a schedule for direct therapy services.

There were two different forms explained to teachers. A class list form was distributed on which teachers were asked to note each child's name, birthdate, and any behaviors about which they were concerned. (Appendix D) They were encouraged to have this completed for me by the time I came to their school to screen. A referral form was also distributed for future use as new students with problems entered the school during the year. (Appendix D) A proposed schedule for screening for the month of September was also passed out and the screening procedure was explained. I

entertained questions and encouraged the teachers' cooperation and ongoing communication with me.

Other personnel contacted during the first week included county health personnel, the Flathead-Lincoln County school audiologist, and personnel from the Kalispell Regional Learning Resource Center. These were the agencies who offered supportive or related services to the Flathead rural school population. Preliminary contact was made with these agencies and appointments were then made for personal meetings. During these meetings, each agency was informed about the speech and language services that would be offered to rural schools. Efficient and effective means of making referrals and exchanging information were determined.

Screening

The first goal of the program -- that of identification of those pupils needing speech and language services -- was initiated on September 4th. The screening procedure was informal. All pupils, grades 1 through 8, were seen individually for a short period of time during which they were asked to perform communication tasks appropriate to their grade level. Both receptive and expressive language skills were sampled by following directions and spontaneous speaking activities. Pupils in grades 2 through 8 were asked to read one of the Gates Oral Reading Paragraphs as well. This information was used to make the initial identification of students who might need further diagnostics,

rechecking, referral to another agency and/or regular speech and language services.

In the larger schools immediate feedback on the results of the screening was given through the administrator, with additional information from myself later in the fall. In the smaller schools this feedback was given directly to the individual teachers. During these contacts, teachers often provided further information concerning those pupils I had identified as needing further evaluation and sometimes added other pupils to my list of those needing rechecking. I then listed those pupils I would be rechecking. A copy of this list was sent to each respective school and teachers were advised that as soon as the screening had been completed, a regular schedule of services would be determined based on the overall screening results.

Screening results identified 100 pupils who might benefit from regular speech and language services and 195 pupils who indicated the need for rechecking or further diagnostics.

Initial Referrals

In addition to the 295 pupils referred to above, 45 pupils who appeared to have possible health problems, hearing problems, and/or evidence of reading or other academic difficulties were also noted. These children were then referred to the appropriate resource.

The Flathead-Lincoln County school audiologist,

sponsored by the Kalispell District No. 5 school system, was responsible for hearing screening and follow-up in the rural schools. Pupils in odd-numbered grades, previously identified hearing-impaired pupils, new pupils, and specific referrals were screened. In smaller schools all students present were screened. The names of pupils about whom I was concerned were sent to the audiologist and in return, a copy of the results of his screening, follow-up testing, and recommendations were sent to me.

The County Health Department provided vision screening to the rural schools as well as other nursing services. Pupils noted during my screening who appeared to have possible dental or other health-related problems were referred to this office.

Some pupils appeared to have significantly delayed reading skills. I discussed these pupils with their respective classroom teachers who were then assisted in making referrals to the Kalispell Regional Learning Resource Center when they felt it was appropriate. This agency is a division of the Montana Special Education Regional Services. It is a state funded program whose responsibility is to provide resource services to unserved pupils in 4 western Montana counties, one of which is Flathead County. Their staff included two psychologists and two resource consultants.

Determination of Caseload for Direct Services

Having completed the screening and initial referrals

and having conferred with the classroom teachers, a caseload to receive weekly services was determined based on the number of cases identified in each school and the severity of these cases. Eight schools: West Valley, Somers, Hodgson, Cayuse Prairie, Helena Flats, Bissell, Olney and Lakeside; were initially placed on a weekly schedule for therapy services. Three others -- Boorman, Batavia, and Mountain Brook -- were added to the weekly schedule later in the year as time permitted.

The caseload at these schools varied from 1 to 14 pupils. The selection of these particular schools was based on my goal to serve the greatest number of students possible, and to provide direct services to those students showing the greatest need for immediate services. The resulting weekly schedule for the rest of the year is given in Appendix E. The last of these 11 schools was not added to the schedule until March.

Direct Services Provided. The average weekly caseload seen was about 47 pupils and the total population served throughout the year included 61 pupils. Additional pupils were provided with indirect services. The total caseload of 61 pupils included 40 with functional misarticulations involving one or two sounds, 6 with severe misarticulations involving numerous sounds, 6 with both speech and language impairment, 3 with language impairment only, 4 with voice disorders, and 2 with hearing impairments and related communication problems. See Appendix F for a typical speech

and language report.

The 61 pupils were in the following grades: 9 kindergartners, 16 first graders, 8 second graders, 7 third graders, 3 fourth graders, 5 fifth graders, 6 sixth graders, 6 seventh graders, and 1 eighth grader.

Regular services were provided to the caseload population once a week for 20 to 45 minute sessions. Forty-five minute sessions were provided to the more severely involved children. Small articulation groups were organized but the majority of cases were seen individually. Although there were some cases who might have been appropriately served by group therapy, in this rural setting, pupils with similar problems and age were usually in different schools.

At the end of the year, 16 pupils were dismissed as corrected, 3 students had moved, 4 students discontinued therapy by choice, 1 student in need of continued services will be in Kalispell District #5 in the coming year, and 37 pupils were recommended for continued service. The 61 pupils receiving direct therapy sometime during the year were distributed among the eleven schools as follows:

West Valley	9	Hodgson	2	Mountain Brook	2
Olney	3	Lakeside	7	Helena Flats	10
Bissell	1	Batavia	1	Cayuse Prairie	9
Boorman	2	Somers	15		

Home Programs. After the teacher and I agreed upon the child's need for therapy, a letter was sent home to obtain permission to provide speech and language services. See Appendix G. Having received permission to give these

services to a child, parents were contacted by telephone and encouraged to attend therapy sessions. The parent response to this kind of contact was very minimal. After waiting for a period of time, parents of children whose age and problem made additional supervised practice essential to successful remediation of their communication skills were again contacted and definite appointments arranged. Carryover was the major goal of the home programs. Once the parent attended a session, they were encouraged to attend sessions weekly if possible.

Home programs were established for 16 articulation and 4 vocal abuse cases. Three of the twenty parents attended sessions regularly with little prompting. It was necessary for me to call the other parents and to make specific appointments each time I needed to see them.

Six of the 61 pupils' parents were seen for evaluative information. In addition to the 61 pupils on the caseload, recommendations were made to parents and/or teachers of 10 pupils who were in the early stages of vocal abuse and for one pupil with reverse swallow pattern (on the request of the parent).

Teacher Contacts. The teachers of pupils enrolled for therapy were contacted to determine the best possible time for the pupil to leave the classroom. Teachers and I discussed why I would be seeing the children from their classroom. After a therapy program was established for a given pupil, teachers were sometimes given suggested activi-

ties to supplement the pupil's program. Whether or not a teacher or a teacher's aide carried out a program depended on their interest in participating and the pupil's level of performance. Ten teachers carried out supportive programs with 16 pupils of the total caseload of 61.

Six pupils received both parent and teacher programs, 31 pupils received either school or home programs and 24 pupils received no supplementary program.

Additional Referrals. Various individuals within the caseload were referred to obtain additional diagnostic information throughout the year. Some referrals were made through parents to family physicians and an ear, nose and throat specialist. All but one of these referrals were for vocal abuse symptoms. See Appendix H for the form letter used in asking parents to seek a medical evaluation for their child with vocal abuse symptoms. After having received the appointment date from a child's parents, a letter was sent to the physician explaining why I had referred the child and the information I was hopeful of obtaining from a physician's examination. The one additional medical referral was made to obtain information concerning the overall health status of a pupil. Some of this pupil's physical characteristics and behavioral patterns suggested the need for a medical evaluation. Several referrals were also made to the Regional Learning Resource Center for psychoeducational evaluations.

Indirect Services Provided

It was necessary to keep in touch with schools that were not receiving regular services. After the schedule had been determined, all schools were given copies. One afternoon per week was left open for the purpose of revisiting those unscheduled schools, to provide consulting services for unserved pupils, to evaluate teacher referrals, and to suggest possible remedial activities that could be incorporated into classroom situations. When these schools were revisited, I screened all new students and rechecked pupils previously noted during the initial screening. Teachers were encouraged to keep me informed as to any change or lack of change in a pupil's speech and language performance and to share any significant concerns they had about their pupils.

On the basis of the teachers' or my concerns, school personnel and/or parents were given consultive services on 20 pupils in addition to the 61 directly served. These services included recommendations to the child study team, supplementary testing for resource personnel, voice referrals, reverse swallow programs and classroom suggestions for teachers.

Reporting and Accounting Procedures

Monthly activity reports were distributed to the County Superintendent, the chairman of my Extern committee, my supervisor, and the West Valley school board. Included in these reports was information concerning the number of

therapy cases seen at each school, the number of sessions held each month, the number of parent and teacher contacts made, numbers of new children screened, and others who had been rechecked. Information with regard to workshops attended, contacts with my supervisor and with Dr. Boehmler, ongoing contacts with other ancillary personnel, and other activities during the month was also included. (Appendix I) A year end report summarizing the year's activities was also distributed to the same above individuals.

Individual school folders contained specific information concerning the children seen at each school, those students who were rechecked, hearing screening results and other relevant information. For those children who received direct services, individual case folders were compiled which contained the child's testing results, daily therapy activities, the content of teacher and parent conferences, referral information, and information as to each child's progress in therapy. At the end of the year, or when a child was dismissed from therapy, the individual case folder was placed for permanent reference at the host school. A brief Speech Therapy Progress Report was included in the pupil's cumulative folder located at the County Superintendent's Office. See Appendix J for the Speech Therapy Progress Report form.

Rural school pupils attend Kalispell District #5 schools from 9th grade through high school. A list of 8th grade pupils who would likely need speech and language ser-

vices the following year was compiled and sent to the appropriate District #5 speech and language clinician.

Following state guidelines, a year end report was submitted to the Office of the Superintendent of Public Instruction.

CHAPTER III

NEEDS ASSESSMENT FOR THE 1976-77 SCHOOL YEAR

In order to make an appropriate assessment of future needs for speech and language services in Flathead rural schools, and to organize such services, the following factors were considered:

1. the interest of individual school boards
2. the number of pupils identified as needing direct services
3. distances between schools and
4. the need for inservice training programs for both classroom teachers and parents.

In order for a school district to receive speech and language services under a cooperative program such as was in effect during the 1975-76 school year, the Office of the Superintendent of Public Instruction now requires that individual school boards sign a cooperative agreement with the host district. It was required that these agreements be submitted with a host district's budget application.

On February 11th, 1976, the County Superintendent held a meeting for rural school board members and clerks to discuss special education services for Flathead County rural schools in the 1976-77 school year. At this meeting proposed plans for speech and language services were presented. The cooperative plan required for the coming year was explained

and school board personnel were told that such cooperative agreements would be sent to each individual school. School boards who were interested in having these services for the 1976-77 school year were asked to complete an agreement and return it to a host district. School boards who were not interested in having services were asked to indicate in writing that they did not wish to participate. The Office of the Superintendent of Public Instruction's deadline for such requests was April 1st, although this was later extended.

All 19 rural school districts in Flathead County, including Somers signed agreements stating their desire to participate in speech and language programs for the coming year. The total population of these 19 school districts was projected to be about the same as the 1975-76 enrollment, or approximately 1400 pupils. Eighty-seven returning pupils were identified who could benefit from speech and language services. The incoming 1st grade and kindergarten population would be expected to add an additional 10 to 15 students to the already identified population, resulting in a population of approximately 100 communicatively-impaired pupils, or 7% of the total population.

The number of schools involved and the distances between these schools was also a pertinent factor involved in future planning. Time was required to travel between schools and with each move it was necessary to set up and take down therapy materials. This reduced a clinician's direct child, teacher, or parent contact time.

Another important consideration was the evident need for inservice training programs for parents and teachers in the rural schools. In order to set up the best possible long range speech and language program for these school districts, it was my feeling that the need for such inservice training programs was important and necessary. Time in a clinician's schedule would need to be allotted for these services.

Based on the above four points, it was apparent that adequate services could not be given by one full time speech and language clinician. I recommended that two clinicians be employed to provide adequate services to communicatively-handicapped pupils in the 19 cooperating districts. The Office of the Superintendent of Public Instruction's general policy was to approve one clinician for each 1000 pupil enrollment. A variance to increase the approval from 1.4 to 2.0 clinicians was requested. This variance was later approved.

Two schools, West Valley and Somers, agreed to serve as host districts, one for each full time clinician. These school districts would head the following cooperatives:

West Valley - host
 Pleasant Valley
 Fair-Mont-Egan
 Helena Flats
 Deer Park
 Boorman
 Batavia
 Marion
 Bissell
 Olney
 Kila

Somers - host
 Mountain Brook
 Cayuse Prairie
 Demersville
 Swan River
 Lakeside
 Hodgson
 Creston

These two groupings of districts were based on their respective enrollments and geographic proximity. Caseload distribution was also considered but it is important to remember that the mobility of the rural population can greatly affect individual school populations, the case distribution, or even the number of schools needing services.

In order to insure a coordinated and cooperative relationship between these two programs, it was my recommendation that these clinicians be placed under the direction of the Flathead County Superintendent's office. This would provide an appropriate channel for ongoing, regular, and cooperative communication concerning the mechanics of each program and would provide the opportunity for coordinated planning and reporting throughout the year.

With effective teacher and parent training, it might be that some of the cases now included in a speech and language clinician's caseload could be effectively handled in the classroom and that a clinician could have more time to provide more regular and effective therapy to those children who are more severely communicatively-handicapped. It would also be important that teachers of primary grades be trained in basic speech and language development so that classroom procedures for the prevention and remediation of "borderline" cases might be established in the classroom. Looking at an ideal long range program, assuming that effective teacher and parent training could be carried out, these rural school districts might eventually

be effectively served by less than two full time clinicians, however, the recommendations made for the 1976-77 school year were based on the current needs of these schools.

CHAPTER IV

EXTERNSHIP PROGRAM CRITIQUE

The Externship Program

Having participated in the Externship plan, I have strong feelings about the professional value of such an opportunity. I have no doubt that my goal in undertaking the Externship -- that of learning through an actual work experience -- was attained.

Being a relatively new program, the Externship had guidelines which were relatively undefined. I feel it was an advantage to have this format open enough so that any number of different kinds of working opportunities could be used as Externship settings and so that the actual organization of each program could be fitted to the individual setting. During the Externship, the Extern was expected to carry out all the duties and responsibilities of a full time clinician. At the same time, the Extern carried out student activities. The Flathead Rural School Program was new as an Externship position and as a service program for this area. There were numerous and varied responsibilities involved in fulfilling both clinician and student roles as well as in setting up a new speech and language program. There was a great time commitment involved in fulfilling these responsi-

bilities. Activities included child contact time for diagnostics, observation, screening, follow-up, rechecking, and therapy; conference time with parents and teachers; public relations work; contact and ongoing communication with ancillary personnel; report writing; record keeping and therapy planning activities. Time was also involved in planning proposed speech and language services for the 1976-77 school year. In addition to this were those student responsibilities which included report writing, keeping in contact with University personnel, meeting with my supervisor, and writing the professional paper.

For me, there were two dilemmas, one between student and professional responsibilities and the other between providing direct therapy services and other professional activities involved in planning and setting up a new speech and language program. From my professional biases I felt that a priority should be placed on providing direct therapy services. Once having established a full schedule to provide such services, I did not feel that I could justify taking additional office time, frequent time release for workshops, or time to set up coordinated meetings with Externship committee members and my supervisor. From a student standpoint, I found that limited time for these activities was undesirable. It may have been helpful at the beginning of the year for me to have had more guidance in the establishment of priorities so that I might have set up predetermined dates for meetings with my committee members, allotted a given

amount of time for workshop attendance, and included additional office time in my schedule for therapy planning, meetings with ancillary personnel and inservice training programs. Requiring such preplanning might be considered in developing future Externship programs.

Supervision is another important consideration in the Externship program. Five hours per week of time was required from my supervisor but it was unrealistic in this case to have that supervision on an actual weekly basis. Supervision time provided to me was usually determined a week in advance and meetings ranged from 5 consecutive days of contact every 3 weeks to 2 days of contact after having no supervision for 8 weeks. I feel that it may have been more profitable for me if it had been realistic to have more regular supervision.

Meetings with my committee chairman were ongoing throughout the year although a clarification of the term "on-site" appeared to be indicated. These meetings were generally concerned with preparation of the professional paper. Joint feedback concerning the actual program and its maintenance from both my chairman and my supervisor might have provided different avenues for constructive criticism and suggestions. Such coordinated meetings with my committee chairman, supervisor, and myself were not part of the Externship plan and I feel that this could have been a useful implementation of their services.

The Externship and Myself

In evaluating my experience with the Externship, specifically the Flathead Rural Schools Communication Disorders Program, I reviewed the planning, implementation and results of the program with a critical eye. Developing this program required that I meld the academics and clinical experience received at the University of Montana into some kind of workable, efficient, and productive plan. I attempted to do this and in doing so, learned a great deal about my strengths and weaknesses in dealing with such a situation.

In the mechanics of setting up this program, in its maintenance, and in planning for future services it was necessary that I deal with a great number of individuals and agencies. These individuals ranged from classroom teachers, to parents, related professional personnel, school board members, school clerks, superintendents, state agencies, and finally students. The importance of being able to deal effectively with such a range of individuals was central to the implementation and maintenance of a well-received speech and language program and was one area in which I feel I developed some improved skills in my own communication.

I feel that in general I was able to deal effectively with the majority of these individuals but saw an apparent need for more frequent and direct contact with some individuals. These individuals included teachers, parents, and school board members.

As mentioned before, a priority for future services

would include plans to spend more time giving inservice training programs for both teachers and parents. It is through these individuals that supportive programs can and should be effected. I found that this rural school population of teachers and parents were generally unaware of the services provided by a speech and language clinician and the kinds of activities that could easily be incorporated into classroom situations and the home environment to lend a gentle nudge toward more effective speech and language usage in children. I was particularly frustrated by the lack of participation I was able to generate from these individuals and feel that good inservice programs and more time for individual parent and teacher conferences could be effective methods of reaching and training them. Notice of the services to be provided through newspaper publications, well-advertised inservice training programs for teachers and parents, contact with parents at PTA meetings, and more time allotment in the daily schedule for conference time would be methods of reaching community members and school-related personnel. Not enough time was devoted to these activities this year. It may be that parents and teachers will be more receptive to these kinds of services in the coming year. They have become somewhat familiarized to the services available, the changes that can be made, and the need for a coordinated program with parents and teachers.

My Externship setting also taught me a great deal about the structure and functioning of a rural school setting.

The importance of informing and educating school board members and the County Superintendent about the need for speech and language services became more and more evident as the year progressed. It is these individuals who make major decisions concerning programs in rural schools and they need to know what's going on. Next year, more direct communication with individual school boards would be an area for improvement. I was glad that I had maintained frequent contacts throughout the year with the County Superintendent and this should be continued.

In terms of my growth as a professional and as an individual, the most meaning and possibly the most relevant messages learned were the limitations of time and its effective utilization. The process of providing an effective speech and language program in a new setting involves exposure and training for school personnel and parents. The effective organization and implementation of a speech and language program is a long term process and simply does not just happen. Patience and coping skills were two areas of growth for me that were useful in helping me view this program development more realistically. In hopes of saving this corner of the world, I recruited what I felt was a heavy caseload and an extremely busy schedule for direct services. I felt and do feel this is my major responsibility as a speech and language clinician -- that of providing direct services to children. However, it may be that more effective long range services could have been better

established had I spent more time with the previously mentioned inservice training activities as well as establishing better channels with local professional people, and devoted more time to therapy planning and organization. Live and learn.

APPENDICES

APPENDIX A

FLATHEAD COUNTY RURAL SCHOOLS
COMMUNICATION DISORDERS PROGRAM

SUGGESTED BUDGET

1. Salary		
2/3 of beginning MA salary (\$9060)		\$6040
Fringe @ 12%		770
2. Core Instructional Equipment		570
A. Tape recorder	\$150	
B. Work stations with locking drawers for three centers if needed	\$420	
3. Diagnostic and therapeutic material; tests; developmental programs; blackboards; etc.		450
4. Supplies: paper, pencils, etc.		100
5. Travel: 9500 mi. @ 12¢		1140
6. Administrative support		
Need documentation by percentage		
Payroll and travel	\$50	
Secretarial	\$100	
		<u>150</u>
	Total Budget	\$9220
7. Supervision: Regional		-0-
8. University of Montana Coordination		-0-

APPENDIX B

Flathead County Rural Schools
Communication Disorders Program
West Valley District #1
2290 Farm-to-Market Road
Kalispell, Mt. 59901

August 2, 1975

Mr. W. Vinnedge
Flathead County Superintendent of Schools
P.O. Box 997
Kalispell, Montana 59901

Dear Dr. Vinnedge and School Board Members:

I am writing to introduce the Flathead County Rural Schools Communication Disorders Program. The initiation of this program offering speech, hearing and language services to rural schools, is offered through sponsorship of the West Valley District in cooperation with the University of Montana Externship Program. Consultant and coordination support from the Region V Area speech, hearing and language clinician, Jane Solberg, will also be provided.

Services for the 1975-76 school year will serve as a pilot program financed through special education funding.

There are 19 school districts without current special services for the communicatively handicapped. Pupil population of these districts is estimated to be approximately 1400. Three to five percent of this population would be expected to have communication problems of sufficient magnitude as to interfere with their educational process.

The purpose of this program is to identify pupils needing special services. Direct services will then be provided by myself in four schools acting as centers for such services to other schools. Consultive services will then be provided to teachers and parents of pupils in schools too far away or too small to receive regular services. Recommendations will be made concerning the plausibility for a long range permanent program for the 1976-77 school year.

Screening of all pupils in individual schools will be carried out by Jane Solberg and myself. A schedule and plans for the screening will be explained at the August 29th orientation meeting. I will be eager at this time to become acquainted with individuals and to answer questions you might have concerning this program. It is likely that this screening

Mr. W. Vinnedge
August 2, 1975
Page 2

will identify 50 to 70 pupils who can profit from these services. It is important to realize that a caseload of this size would be too large to be dealt with effectively by one person. Based on this estimate approximately half of this population will receive direct services and half will be served through consultive services.

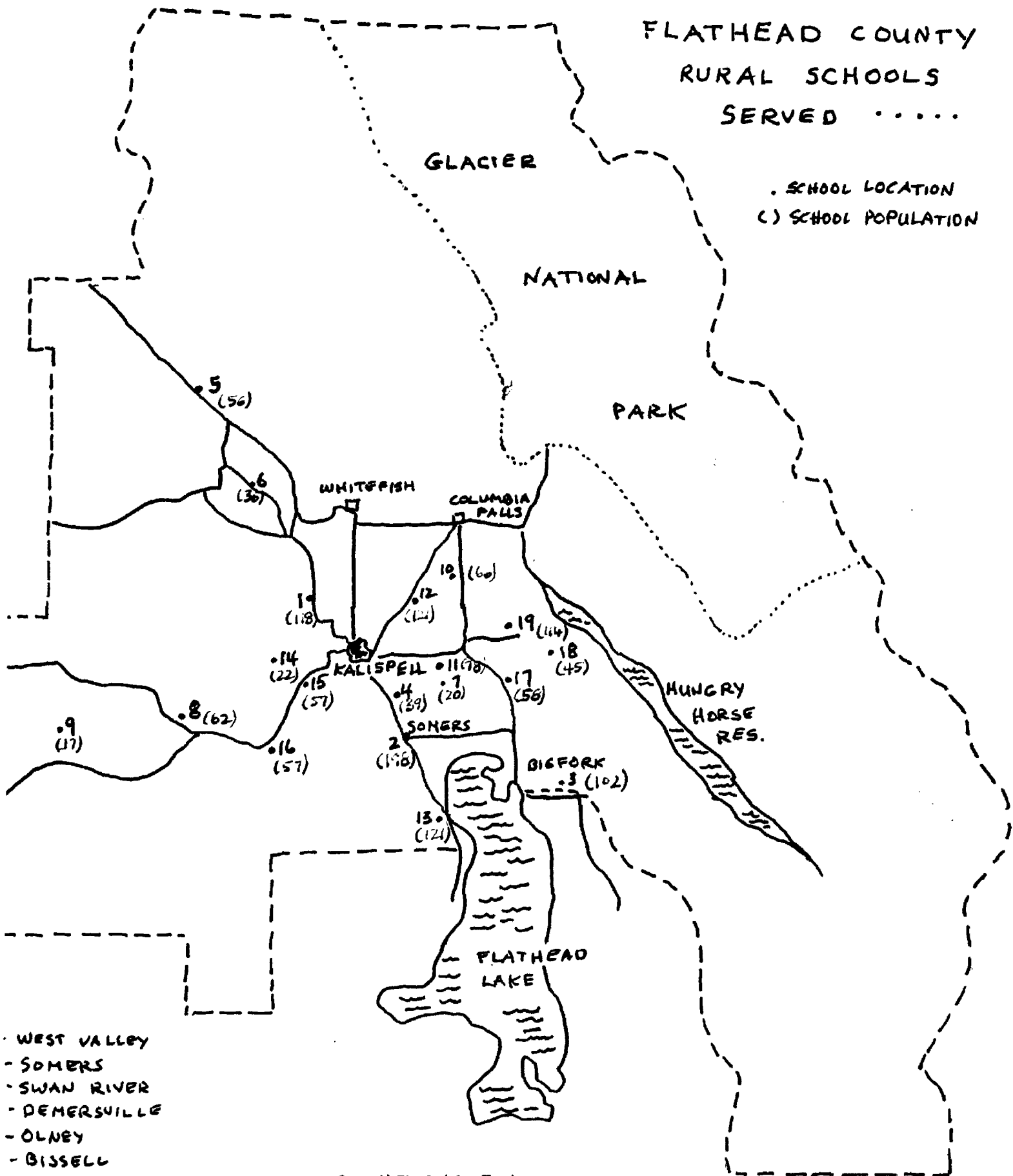
The location of the above mentioned work centers will depend on screening results and expressed interest by individual schools requesting this service. Continued interaction and exchange of information will be ongoing.

I am pleased and eager to become a member of your educational staff. See you August 29th.

Sincerely,

Holly Wurl
Speech, Hearing and Language
Clinician
Flathead Rural School Comm.
Disorders Program
West Valley School Dist. #1
2290 Farm-to-Market Rd.
Kalispell, Montana 59901

FLATHEAD COUNTY
RURAL SCHOOLS
SERVED



• SCHOOL LOCATION
() SCHOOL POPULATION

- WEST VALLEY
- SOMERS
- SWAN RIVER
- DEMERSVILLE
- OLNEY
- BISSELL
- HODGSON
- 1- MARION
- 1- PLEASANT VALLEY
- 2- DEER PARK
- 1- FAIR- MONT- EGAN

- 12- HELENA FLATS
- 13- LAKESIDE
- 14- BOORMAN
- 15- BATAVIA
- 16- KILA

- 17- CRESTON
- 18- MOUNTAIN BROOK
- 19- CAYUSE PRAIRIE

APPENDIXES D

TEACHER'S OBSERVATION CHECKLIST
and
REFERRAL FORM

Flathead County Rural Schools Communication Disorders Program

REFERRAL FORM

Student's Name _____ Date of Birth _____ Sex M F

Address _____ Parents/Guardian Name _____

School _____ Teacher _____ Grade _____

Referred By _____ Date of Referral _____

Below are listed several areas of behavior in which a student may be having a problem. Please put a check next to those areas which apply to this student and which cause you concern.

I. SPEECH

- Difficult to understand
- Inappropriate voice
 - too soft
 - too loud
 - harsh
 - nasal
- Stutters

V. MOTOR SKILLS

- Fine coordination
- Gross coordination

VI. MANAGEMENT AND SOCIAL BEHAVIOR

- Doesn't follow directions
- Changes activities often
- Doesn't participate
- Doesn't interact with others appropriately
- Does not attend

II. LANGUAGE

- Difficulty expressing thoughts
- Poor sentence structure
- Limited Vocabulary
- Inadequate grammar

VII. ACADEMIC PROBLEMS WITH:

- Reading
- Writing
- Math.
- Spelling
- Other (please specify)

III. HEARING (please specify)

IV. HEALTH

- Frequent colds
- Cleft palate
- Visual
- Other (please specify)

Please describe the child's problem, briefly and specifically, as you see it.

Please send referral form to: Holly Wurl
 Speech, Hearing and Language Clinician
 West Valley School
 2290 Farm-to-Market Road
 Billings, Montana 59101

Teacher's Observation Checklist

School _____
Grade _____
Teacher _____
Date _____

CHILD'S NAME	BIRTHDATE	SP&LANG	BEHAVIORAL	READING	OTHER COMMENTS

APPENDIX E

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Weekly Schedule for: November - December 1975
 January - May 1976

	Mon.	Tues.	Wed.	Thurs.	Fri.
am	SOMERS	CAYUSE PRAIRIE MOUNTAIN BROOK	WEST VALLEY	LAKESIDE	OLNEY BISSELL
pm	HODGSON	HELENA FLATS	BOORMAN BATAVIA	open	office

office:

Holly Wurl
 West Valley School
 2290 Farm-to-Mkt. Rd.
 Kalispell, Mt. 59901

Phone No. 755-7239

APPENDIX F

SPEECH AND LANGUAGE REPORT

NAME:	SCHOOL: lakeside
SEX: male	DATE: 5/28/76
BIRTHDATE: 4/4/68	CLINICIAN: Holly Wurl
GRADE: 2nd	

PROBLEM: lisp (i,m,f positions)

THERAPY:

Therapy was initiated for remediation of the /s/ sound on November 6, 1975. He was seen once a week thereafter until April 1, 1976, at which time he was closed out as corrected.

Therapy activities proceeded through isolated sound stimulation, word level production (initial, medial, and final positions) and sentence level production. When _____ was using the appropriate /s/ sound production 90% of the time in sentence level activities, carryover activities began. Therapy activities included Concentration, Fish, "I am thinking of something" game, picture dominoes, story building and describing activities.

SUMMARY:

_____ was seen a total of 14 times for remediation of the /s/ sound. By the end of the year _____ was using the correct /s/ sound 100% of the time in conversational speech activities in the therapy setting.

He was rechecked twice after regular therapy had been discontinued and continued carryover of the appropriate /s/ sound was noted.

RECOMMENDATIONS:

_____ should be rechecked at the beginning of the coming school year for carryover maintenance.

APPENDIX G

SCHOOL _____

DATE _____

Dear _____,

A speech screening has been conducted at school and I feel that _____ could benefit from speech therapy classes. _____ is having difficulty _____

_____. By participating in speech therapy at school, your child will receive instruction which is designed to help in establishing better speech habits. I will work with the classroom teacher in helping your child use good speech and hopefully you will be able to work with us as well.

_____ speech time is arranged so that it is convenient both for him and for his classroom teacher.

_____ speech time is _____.

You are more than welcome to visit speech class and I will be eager to work with you in arranging the best possible speech program for your child. If you have any questions please feel free to call the school.

Sincerely,

Speech and Language Clinician

Please sign and return if this is acceptable with you.

(Parent's signature)

APPENDIX H

Dear _____,

This year a speech and language screening was conducted at each of the rural schools. During this screening at _____ I saw your child and was concerned about his voice.

Voice problems are sometimes medically related. I have recently rechecked _____ and would like to recommend that you take your child to the physician of your choice for a medical examination as soon as possible.

It will be helpful for your physician to know specifically why I am making this recommendation. Please complete and sign the form below so that I can consult with him before he sees your child. You can return this form using the self-addressed envelope that is enclosed.

If your child is currently under the care of a physician concerning his voice, or if you would like to talk with me about this, please feel free to call me at 755-7239.

Sincerely,

Holly Wurl
Speech and Language Clinician
c/o West Valley School
2290 Farm-to-Market Rd.
Kalispell, Montana 59901

I have made an appointment for _____ with
(child's name)
_____ at _____. It is acceptable with
(physician) (time)
me for you to consult with him concerning this referral.

Signature of Parent _____ Date _____

APPENDIXES I
MONTHLY ACTIVITIES REPORTS

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Monthly Report

On August 29th an orientation meeting was held for the Flathead rural school personnel. At this time a brief presentation of what has been labeled the Flathead Rural School Communication Disorders Program was given. A screening schedule was distributed and the screening rationale and procedure was explained.

Screening was started September 4th. As of September 30th, 1975, 906 pupils have been screened. The following schools have been screened:

West Valley	118	Helena Flats	116
Swan River	98	Somers	195
Olney	51	Bissell	35
Boorman	22	Hodgson	20
Demersville	37	Lakeside	106
Cayuse Prairie	108		

Time allowing at the end of the day, each individual classroom teacher is contacted and during this conference the teacher is given a brief report of screening results concerning the children in their room. A total of 52 initial teacher contacts have been made. A brief written summary of screening results is also sent to each individual school.

Approximately 130 pupils have been identified thus far as needing either a recheck, further diagnostic testing and/or a therapy program.

Therapy programs have been initiated with 13 pupils. Four programs are receiving regular weekly contacts, two are receiving more infrequent direct contacts, and seven of the programs have been started on home or school-directed programs. Two diagnostic evaluations have been started but not yet completed.

County health personnel and the local audiologist were contacted and we met to exchange information and referral channels. Contacts and referrals are also being made with the Regional Learning Resource Center in Kalispell. Several conferences have also been held with the resource teacher at West Valley School in reference to students we are both concerned with.

Regular contacts and supervision by Jane Solberg have been ongoing.

There are eight school districts yet to be screened and when this has been completed a more regular schedule of services will be made available depending on the screening results.

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Monthly Report

Activities during the month of October were as follows:

School screening was continued and as of this date a total of 1,343 children have been screened. During the month of October the following schools were seen:

Marion	61	Fair-Mont-Egan	76
Kila	56	Batavia	57
Mountain Brook	45	Deer Park	66
Creston	56	Pleasant Valley	17

This completes the screening of all the rural schools, including Somers.

Following the completion of this screening, several days were spent organizing materials, preparing a schedule, and contacting resource and other referral personnel. Following is specific contact information:

Regional Resource Personnel	4
Resource teacher (West Valley)	3
Staffings	2

Diagnostic evaluations were begun and 13 sessions have been held with the same number of pupils. I have observed 2 classrooms and have made 47 teacher contacts in the past month.

Therapy programs previously initiated have been ongoing and a total of 22 contacts have been made with 8 different children. Two parent contacts have been made and home programs initiated. One therapy case has been discontinued due to lack of interest on the students part.

Contacts with schools not included in the regular schedule were begun. Time was spent explaining the schedule to teachers, observing classrooms and giving specific suggestions to teachers concerning particular children who will not regularly be seen. The schools contacted thus far are Batavia, Kila, Marion, Boorman and Swan River. Contacts with these and other rural schools not on the weekly schedule will be made when possible and teachers have been encouraged to contact me concerning special problems.

Contact with and supervision by Jane Solberg has been ongoing.

The weekly schedule will be followed regularly starting November 3rd. Regular therapy contacts will be initiated

and diagnostics will be ongoing. This schedule will be followed until the end of February, at which time I am hopeful that another block of schools will be included in a new schedule.

Holly Wurl
Speech and Language Clinician
2290 Farm-to-Market Rd.
Kalispell, Montana 59901

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Monthly Report

On November 3rd a regular schedule of school contacts was begun. The schools included in this schedule are Somers, Hodgson, Cayuse Prairie, Helena Flats, West Valley, Lakeside, Bissell, and Olney. Results from the screening of the past two months indicated that these schools displayed the greatest need for immediate speech and language services, as determined by the size of caseload and/or severity of problems.

A caseload of 47 pupils has been established. Following is specific information concerning the number of children seen at each school, as well as the number of total contacts made for diagnostics and/or therapy during the month of November. Rechecks and teacher and parent contacts are also noted. Children screened who were previously absent, or new students who missed the initial screening are indicated as well.

SOMERS

- 12 therapy cases seen a total of 35 times
- 15 rechecks
- 4 teacher contacts
- 2 parent contacts
- 2 screened

HODGSON

- 2 therapy cases seen a total of 8 times
- 3 teacher contacts
- 1 parent contact
- 3 screened

CAYUSE PRAIRIE

- 7 therapy cases seen a total of 25 times
- 7 rechecks
- 3 teacher contacts
- 3 parent contacts
- 8 screened

HELENA FLATS

- 7 therapy cases seen a total of 21 times
- 4 rechecks
- 3 teacher contacts
- 1 parent contact
- 1 screened

WEST VALLEY

- 9 therapy cases seen a total of 32 times
- 1 recheck
- 3 teacher contacts
- 2 screened

LAKESIDE

7 therapy cases seen a total of 19 times
3 rechecks
2 teacher contacts
9 screened

OLNEY

3 therapy cases seen a total of 5 times
3 teacher contacts
1 parent contact

BISSELL

1 therapy case seen a total of 3 times
1 teacher contact

Demersville and Fair-Mont-Egan schools were contacted and informed of my schedule of therapy. They were encouraged to contact me concerning any special problems they felt I might be able to help with.

A conference was held with Barbara Luthin, resource teacher for Fair-Mont-Egan and Deer Park schools concerning pupils in those schools who could benefit from coordinated language-resource programs.

Conferences have been held with the resource teacher at West Valley school to coordinate activities and contact has been made with the speech and language clinician in Columbia Falls concerning a new student who transferred to Helena Flats from Columbia Falls.

Dave Gordon, the local audiologist, was contacted about hearing screening and referrals have been sent to him.

Holly Wurl
Speech and Language Clinician
2290 Farm-to-Market Rd.
Kalispell, Montana 59901

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Monthly Report

Throughout the month of December the regular schedule of school contacts previously set up was continued. Following is the specific information concerning the number of children seen at each school and the number of total contacts made for diagnostics and/or therapy during the month of December. Rechecks, parent and teacher contacts, and ongoing screening of new students are also indicated.

SOMERS

12 therapy cases seen a total of 36 times
1 recheck

HODGSON

2 therapy cases seen a total of 6 times
3 teacher contacts

CAYUSE PRAIRIE

7 therapy cases seen a total of 21 times
6 rechecks
1 parent contact
2 teacher contacts

HELENA FLATS

7 therapy cases seen a total of 19 times
1 recheck
1 teacher contact
1 parent contact

WEST VALLEY

8 therapy cases seen a total of 23 times
1 parent contact
1 teacher contact

LAKESIDE

7 therapy cases seen a total of 21 times
5 teacher contacts
3 screened
1 recheck

BISSELL

1 therapy case seen a total of 2 times
1 teacher contact

OLNEY

3 therapy cases seen a total of 6 times
3 teacher contacts

Some diagnostic measures were administered to a pupil at Fair-Mont-Egan and I attended a staffing concerning an

alternative school program for this child. He is currently receiving resource attention at Fair-Mont-Egan.

Diagnostics were completed on 2 pupils at Deer Park school. There were 2 teacher contacts made at this time and a conference was held with Barbara Luthin, resource teacher at Deer Park concerning the results of my evaluation. Since Deer Park is not on my regular schedule of contacts at this time, suggestions were given to Mrs. Luthin who will be working with these children.

I also attended a staffing at West Valley school which was concerned with children receiving speech and language and/or resource room attention.

Two direct contacts were made with Dave Gordon, the local audiologist, concerning rural school hearing screening and their results.

Jane Solberg spent 1½ days with me observing the program and therapy contacts.

Two contacts with Dr. Boehmler from the University of Montana Communication and Sciences Disorders Department, were also made. Externship format and prospects were discussed.

Holly Wurl
Speech and Language Clinician
c/o West Valley School
2290 Farm-to-Market Rd.
Kalispell, Montana 59901

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Monthly Report

Throughout the month of January the regular schedule of school contacts previously set up was continued. Following is the specific information concerning the number of pupils seen at each school and the number of total contacts made for diagnostics and/or therapy during the month of January. Rechecks, parent and teacher contacts, and ongoing screening of new students are also indicated.

SOMERS

- 12 therapy cases seen a total of 46 times
- 4 parent contacts
- 5 teacher contacts
- 6 rechecks
- 7 new students screened

HODGSON

- 2 therapy cases seen a total of 8 times
- 4 parent contacts
- 4 teacher contacts

CAYUSE PRAIRIE

- 5 therapy cases seen a total of 24 times
- 6 parent contacts
- 2 teacher contacts
- 1 therapy case was temporarily discontinued
- 2 therapy cases have been closed out and are being rechecked occassionally for carryover

HELENA FLATS

- 7 therapy cases seen a total of 21 times
- 5 parent contacts
- 3 teacher contacts
- 5 rechecks

WEST VALLEY

- 6 therapy cases seen a total of 28 times
- 3 parent contacts
- 5 teacher contacts
- 7 rechecks
- 2 therapy cases have been closed out--one as corrected and one at the carryover level

LAKESIDE

- 5 therapy cases seen a total of 22 times
- 4 parent contacts
- 3 teacher contacts
- 3 rechecks
- 1 therapy case has been closed out as corrected and one is seen occassionally for carryover

BISSELL

- 1 therapy case seen a total of 4 times
- 2 parent conferences

OLNEY

- 2 therapy cases seen a total of 7 times
- 3 teacher contacts
- 1 parent contact
- 1 recheck
- 1 therapy case has moved

Contacts to schools not on this regular schedule were begun for the purpose of continued screening of new students and rechecking students previously noted during the initial screening. There were 9 rechecks done at Creston, 3 teacher contacts, and one new student was screened.

Two therapy contacts, two teacher contacts and two parent contacts were made concerning two therapy cases at Boorman school. Direct therapy services are provided to these students each month and their programs are maintained through home and school programs between these contacts.

Contact with Dave Gordon has been ongoing.

One contact was made with Mrs. Barbara Luthin concerning two students who Mrs. Luthin is working with on a cooperative program.

Contact was made with Dr. R. M. Boehmler and Jane Solberg concerning Externship and program direction.

Holly Wurl
Speech and Language Clinician
c/o West Valley School
2290 Farm-to-Market Rd.
Kalispell, Montana 59901

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Monthly Report

The regular schedule of school contacts established in November was followed throughout the month of February. Following is the specific information concerning the number of pupils seen at each school and the number of total contacts made for diagnostics and/or therapy during the month of February. Rechecks, parent and teacher contacts, and on-going screening of new students are also indicated.

SOMERS

12 therapy cases seen a total of 44 times
1 recheck
1 teacher contact

HODGSON

2 therapy cases seen a total of 7 times
2 parent contacts
2 teacher contacts

CAYUSE PRAIRIE

5 therapy cases seen a total of 21 times
3 parent contacts
3 teacher contacts
5 rechecks

HELENA FLATS

5 therapy cases seen a total of 21 times
2 teacher contacts
4 parent contacts
6 rechecks

WEST VALLEY

6 therapy cases seen a total of 21 times
2 parent contacts
1 screened
2 rechecks

LAKESIDE

6 therapy cases seen a total of 24 times
1 parent contact
2 teacher contacts
11 rechecks

BISSELL

1 therapy case seen a total of 4 times

OLNEY

2 therapy cases seen a total of 5 times
3 teacher contacts
2 rechecks
1 screened

Contacts to schools not on this regular schedule are being made for the purpose of continued screening of new students and rechecking students previously noted during the initial screening. Following is that specific information concerning the number of contacts:

MOUNTAIN BROOK

7 rechecks
3 teacher contacts

Mountain Brook has since been included in the regular schedule of school contacts. One case was seen a total of 3 times, there were 2 parent conferences, and 3 teacher conferences made during the month of February.

BATAVIA

9 rechecks
4 screened
4 teacher contacts
1 parent contact

DEMERSVILLE

6 rechecks
1 screened
3 teacher contacts

Contacts with M.D.'s and parents concerning voice referrals have been made.

Throughout the month of February contacts with the County Superintendent, Mr. Wally Vinnedge, and the Region V personnel were made concerning projected programs for the 1976-77 school year. On February 11th a meeting was held at Evergreen school to explain these proposed programs to school board members and clerks of the rural schools. Checklist narratives were completed and cooperative agreements sent to each school board chairman.

Sessions have been held with Patty Blodnick, the resource teacher at West Valley School, and Pat Rogers, who is writing up proposed special education programs and Somers, concerning the program narratives for next year's programs.

Jane Solberg spent 2½ days supervising by regular schedule of activities and discussing questions I had concerning the program, special cases, scheduling, and other questions.

I attended a workshop concerned with the language-impaired child in Missoula the afternoon of Friday, February 20th. Contact was made with Jane Solberg at this time

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Monthly Report

The previously established schedule of school contacts was continued throughout the month of March. Following is the specific information concerning the number of pupils seen at each school and the number of total contacts made for diagnostics and/or therapy during the month of March. Rechecks, parent and teacher contacts, and ongoing screening of new students are also indicated.

SOMERS

- 11 therapy cases seen 41 times
- 3 teacher contacts
- 1 parent contact
- 4 rechecks
- 1 therapy case has moved

HODGSON

- 2 therapy cases seen 5 times
- 2 teacher contacts
- 5 rechecks
- 1 therapy case is being seen only occasionally for carryover

CAYUSE PRAIRIE

- 4 therapy cases seen 20 times
- 5 teacher contacts
- 4 parent contacts
- 6 rechecks
- 1 therapy case has moved

HELENA FLATS

- 5 therapy cases seen 26 times
- 2 parent contacts
- 3 teacher contacts
- 5 rechecks

WEST VALLEY

- 6 therapy cases seen 26 times
- 1 teacher contact
- 2 parent contacts
- 1 recheck
- 1 screened

LAKESIDE

- 6 therapy cases seen 21 times
- 1 teacher contact
- 1 parent contact
- 10 rechecks

BISSELL

- 1 therapy case seen 4 times
- 3 teacher contacts

OLNEY

- 3 therapy cases seen 10 times
- 3 teacher contacts
- 1 new case has been added and 1 is being seen occasionally for carryover

Contacts to schools not on this regular schedule are being made for the purpose of continued screening of new students previously noted during the initial screening. Following is that specific information:

BOORMAN

- 3 rechecks
- 2 therapy contacts
- 1 parent contact

The two previously mentioned therapy cases are being seen occasionally and their programs are being maintained through parent and teacher supervision

BATAVIA

- 1 recheck
- 2 teacher contacts
- 2 parent contacts
- 2 therapy contacts Batabia has been included in the regular weekly schedule of school contacts

FAIR-MONT-EGAN

- 1 screened
- 22 rechecks
- 1 teacher contact

I attended a workshop in Missoula concerning the Boehm Test of Basic Concepts and the Children's PICA. Brief contacts were made with Dr. Boehmler and Jane Solberg.

Jane Solberg spent 4 days supervising. Professional questions and proposed program applications for the 1976-77 school year were discussed.

Contact with Dr. Boehmler has been made concerning the professional paper required for the Externship option.

Other contacts have been made with regional personnel, the County Superintendent and school board members concerning proposed services for the 1976-77 school year.

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Monthly Report

The regular schedule of school contacts was continued throughout the month of April. Following is the specific information concerning the number of pupils seen at each school and the number of total contacts made for diagnostics and/or therapy during the month of April. Rechecks, parent and teacher contacts, and ongoing screening of new students are also indicated.

SOMERS

- 11 therapy cases seen 30 times
- 2 rechecks

HODGSON

- 1 therapy case seen 3 times
- 2 parent conferences
- 2 teacher conferences
- 1 therapy case was seen once for carryover

CAYUSE PRAIRIE

- 3 therapy cases seen a total of 5 times
- 2 teacher conferences
- 3 rechecks
- all cases were cancelled for 2 weeks of this month

MOUNTAIN BROOK

- 1 therapy case seen 3 times
- 3 teacher conferences
- 1 parent conference
- 2 training sessions with the case's sibling for home program

HELENA FLATS

- 5 therapy cases seen 14 times
- 1 teacher conference

WEST VALLEY

- 4 therapy cases seen 14 times
- 2 parent conferences
- 2 teacher conferences
- 1 diagnostic session

BOORMAN

- 2 therapy cases seen 6 times

BATAVIA

- 1 therapy case seen 4 times
- 3 parent conferences

LAKESIDE

5 therapy cases seen 22 times
2 teacher conferences
2 rechecks
7 screened
1 diagnostic session

BISSELL

1 therapy case seen 4 times
2 teacher conferences
1 recheck

OLNEY

2 therapy cases seen 8 times
2 parent conferences
4 teacher conferences
4 rechecks

Contacts to schools not on this regular schedule are being made for the purpose of continued screening of new students and rechecking students previously noted during the initial screening. Following is that specific information concerning the number of contacts:

DEER PARK

10 rechecks
2 screened
4 teacher contacts

SWAN RIVER

17 screened
17 rechecks
3 teacher contacts

KILA

9 rechecks
1 screened
3 teacher contacts

I attended a workshop in Missoula concerning remedial reading approaches and contact was made at that time with Dr. Boehmler.

Jane Solberg supervised my regular schedule of activities for 1½ days during this month.

I met with Dave Gordon, district #5 audiologist, concerning hearing referrals in the rural schools.

Contact was made with various personnel concerning proposed speech and language services for the coming year.

FLATHEAD RURAL SCHOOLS COMMUNICATION DISORDERS PROGRAM

Monthly Report

The regular schedule of school contacts was continued for the first 2 week of May. Following is the specific information concerning the number of pupils seen at each school and the number of total contacta made for diagnostics and/or therapy during the month of May. Rechecks, parent and teacher contacts, and ongoing screening of new students are also indicated.

SOMERS

- 11 therapy cases seen 18 times
- 2 rechecks
- 4 parent conferences

HODGSON

- 1 therapy case seen once
- 1 teacher conference
- 1 parent conference

CAYUSE PRAIRIE

- 3 therapy cases seen 6 times
- 1 recheck
- 4 screened
- 1 parent conference

MOUNTAIN BROOK

- 1 therapy case seen 2 times
- 1 teacher conference

HELENA FLATS

- 5 therapy cases seen 10 times
- 5 rechecks

WEST VALLEY

- 4 therapy cases seen 7 times
- 2 parent conferences
- 1 teacher conference

BOORMAN

- 2 therapy cases seen 4 times
- 1 parent conference

BATAVIA

- 1 therapy case seen 3 times
- 2 parent conferences

LAKESIDE

- 5 therapy cases seen 7 times
- 1 teacher conference

BISSELL

1 therapy case seen once
1 teacher conference

OLNEY

2 therapy cases seen a total of 4 times
2 teacher conferences

Contacts to schools not on this regular schedule were continued for the purpose of continued screening of new students and rechecking students previously noted during the initial screening. Following is that specific information concerning the number of contacts:

PLEASANT VALLEY

1 screened
2 rechecks
1 diagnostic session
1 teacher conference
1 parent conference

MARION

6 rechecks
2 screened
3 teacher conferences

This concluded the rechecking of unserved schools and regular therapy contacts for the 1975-76 school year.

The remainder of the month was spent completing individual case folders, writing year end reports, ordering materials and wrapping up loose ends.

Contacts were made with both Jane Solberg and Dr. Boehmler,

Child study team meetings were attended for students receiving resource room attention and others being considered for special education services in the coming year.

A variance was prepared and submitted for the proposed speech and language services for rural schools in Flathead County.

APPENDIX J
SPEECH THERAPY PROGRESS REPORT
19__-19__ School Year

SCHOOL: _____

CHILD: _____

DATE: _____

BIRTHDATE: _____

GRADE: _____

TEACHER: _____

_____ has been enrolled in Speech Therapy classes from _____ to _____, and was seen _____ weekly for _____ minute periods. _____ has been working on _____

Effort : Good Fair Poor

Home Program: _____

Progress Report

_____ has made little improvement.

_____ has made some improvement.

_____ has made considerable improvement.

_____ should continue in speech class next year.

_____ should be rechecked to see if further help is needed.

_____ has been dismissed corrected but will be rechecked in the fall.

_____ needs medical advice to profit from further speech therapy.

Hearing: _____

Comments and recommendations: