

## SERVICE DELIVERY OPTIONS

- Service delivery is a dynamic concept and changes as the needs of the students change.
- No one service delivery model is to be used exclusively during intervention.
- For all service delivery models, it is essential that time be made available in the weekly schedule for collaboration/consultation with parents, general educators and other service providers.

1. **MONITOR**: The Speech-Language Pathologist (SLP) or Therapist sees the student for a specified amount of time per grading period to monitor or "check" on the student's speech and language skills. Often this model immediately precedes dismissal.
  
2. **CONSULTATION**: The SLP or Therapist, regular and/or special education teacher(s), and parents/families work together to facilitate a student's communication and learning in educational environments. This is an indirect model in which the SLP or Therapist does not provide direct service to the student.
  
3. **DIRECT SERVICE**: This model is also known as integrated services, curriculum-based, transdisciplinary, interdisciplinary, or inclusive programming. There is an emphasis on the SLP or Therapist providing direct services to students within the classroom and other natural environments. Team teaching by the SLP or Therapist and the regular and/or special education teacher(s) is frequent with this model.

**PULLOUT**: Services are provided to students individually and/or small groups within the speech-language resource room setting. Some SLP's or Therapists may prefer to provide individual or small group services within the physical space of the classroom.

Source: Guidelines Roles and Responsibilities of the School-Based Speech-Language Pathologist (1999/III-273)