SLVBOCES Speech/Language Service Delivery

The Speech Team of the San Luis Valley BOCES will provide service delivery through one, or a combination of, three models: a direct service delivery model (pull-out), in-classroom based service delivery or consultation.

Pull-out services can be provided individually or in small groups. Individual services may be provided at the beginning of a program to provide specific instruction in a concentrated manner to the individual student. Group therapy is implemented to allow students the opportunity to practice learned skills and receive peer modeling in authentic situations. These services are provided outside the general education classroom. Direct service delivery may be warranted at particular stages in intervention and/or for children with specific communication needs. Suggested candidates for this method include students with articulation, voice or fluency disorders; those with severe speech-language impairment and those first learning an AAC device.

In-classroom based service delivery occurs when the development of communication skills is best addressed within the context of the classroom. This service delivery model is most appropriate for preschool and kindergarten students whose goals involve interaction with peers. This model may also be used for language goals that are applicable to entire classrooms.

For consultation services, SLP’s provide support to classroom teachers, parents, resource teachers and paraprofessionals in aiding students in reaching their communication goals. SLP’s do not provide direct instruction to the learner. They consult with other professionals who work with the student to promote achievement of the communication goals. This service aides in generalization of students’ goals to various communication environments.

The Speech Language Pathologist, in collaboration with the multidisciplinary team, will determine the service delivery model that is most appropriate for each student based on the student’s individual needs. Service time for each student per month will also be based on the student’s individual communication needs.

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| Reference: American Speech-Language-Hearing Association. (1996) Inclusive Practices for Children and Youths With Communication Disorders [Technical Report] Available from [www.asha.org/policy](http://www.asha.org/policy)Index terms: children, adolescents, service delivery modelsDOI: 10.1044 policy. TR 1996-00245 |