**SERVICE DELIVERY OPTIONS**

**KEY VARIABLES TO BE CONSIDERED WHEN PLANNING SERVICES**

**(Blosser, 2015)**

Assessment and intervention services must be delivered in a way that most effectively and efficiently meets each student’s needs and enables him or her to access the curriculum and participate in learning activities. There are a number of variables that should be considered in developing the most appropriate service delivery plan for each student.

Collaboration should not be considered a unique model of service delivery. Collaboration is an essential and integral part of all therapy.

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| **KEY VARIABLES** | **OPTIONS** |
| What type of service activities are to be delivered? | ObservationAssessmentPlanningInterventionEvaluation |
| Who is the most appropriate person to provide the services? | SLPTeacherOther educators or specialistsFamily member |
| What is the environment or location for intervention? | Away from the classroom (therapy room)Classroom (general education, special education, unique program)Other school contexts (lunch room, playground, extra-curricular activities)CommunityHome |
| What other students should be included? | No other studentsStudents with similar disorders (2+)Peers/ nondisabled (2+)Family members |
| How intense should the services be? | Frequency (how many times per week, month, year)Amount of time for each session (hours per week, month, year)Duration (amount of time the services should last – week, month, year)\*Identify the intensity for each environment and provider.\* Identify ways to vary the intensity based on student’s needs and progress. |
| What is the context for the therapy? | Therapy treatment (different than classroom learning activities).Classroom curriculum or lesson (including teacher instructing lesson, joint instruction therapist/teacher, center activity, individual learning activity)AAC |
| What steps need to be taken to integrate treatment into the classroom? | Identify additional providers (teacher, parent, aides).Train providersCoach providers |

Blosser, J. (2012). School programs in speech-language pathology: Organization and service delivery. San Diego: Plural Publications, Inc.