**CLASSROOM-BASED SERVICES**

WHAT IS IT AND HOW TO EXPLAIN IT TO PARENTS AND TEACHERS AS AN APPROPRIATE SERVICE DELIVERY OPTION?

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Classroom-based treatment is recommended as an appropriate service delivery option for treating students with a wide variety of disabilities to accomplish a number of goals including achieving generalization, facilitating identification of curricular challenges, testing modifications, developing interventions strategies that can be used in the by teachers and parents, and enabling clinicians to link their therapy to the core curriculum. However, when the recommendation is made, many parents and teachers view the option as lesser quality service and fear that the student may not get the individualized attention needed to treat the disability.

Clinicians and special education teams must adopt methods for explaining various treatment models so that lay persons (like parents and teachers) can understand what the model is, what the delivery looks like, how the student will get attention, and how the student will be helped.

Here are some of the benefits that result from implementing a classroom-based model. These points can contribute to developing a convincing discussion during planning sessions and IEP development.

* Classroom-based treatment enables treatment in the “least restrictive environment” within the school setting.
* Teachers and therapists can gain a better understanding of how the student’s disability impacts on his learning performance and success.
* Treatment will be more relevant to the students needs and take into consideration what the student needs in order to succeed in the general education curriculum.
* Teachers and therapists can work closely to determine goals, curricular challenges, modification strategies, progress and problems.
* The classroom is a more “natural” learning environment for the student.
* Therapist can model treatment and intervention strategies and techniques for the teacher, demonstrating how to do the technique within the classroom situation, thus extending the number of people and opportunities for helping the student.
* Classroom materials can be used during the treatment or classroom session (such as class assignments, workbooks, textbooks etc.) so that the student can learn to practice his new skills in the context in which he learns.
* Assessment and intervention strategies can be selected based and planned with the student’s specific disability and learning needs in mind.
* Targeted skills can be reinforced.

What are some other points you have made in your discussions with parents and teachers?

Feel free to share your ideas about classroom-based service delivery. I’d like to hear about your successes and challenges (410-783-7758 – [jblosser23@gmail.com](mailto:jblosser23@gmail.com))

Blosser, J. 2012. School Programs in Speech-Language Pathology: Organization and Service Delivery. Plural Publishing: San Diego.