

# Service Delivery Resource Sheet

Challenge	Response	Resources
<p><b>Would you like a tool to select the service delivery model that is best for students?</b></p>	<p>Changes in demographic and economic trends, as well as reforms in health care and education, have encouraged speech-language pathologists to expand the service delivery options that they offer. Practitioners are searching for service delivery models that promote clients' functional skills, are cost effective, and reflect accountability and efficacy. There is increasing demand for models that incorporate team decision making and participation. <a href="#">This article</a> provides clinicians with a framework for decision-making and service delivery by encouraging speech-language pathologists and their colleagues to consider the unique combination of providers, activities, and contexts (PACs) necessary to meet the specific needs of each individual with a communication disorder.</p>	<p>Blosser, J. L. &amp; Kratcoski, A. (1997). PACs: A framework for determining appropriate service delivery options. <i>Language, Speech, and Hearing Services in Schools, 28</i>, 99–107.</p>

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<p><b>Do you know about the evidence guiding the selection of the appropriate service delivery model?</b></p>	<p><a href="#"><u>The present study</u></a> evaluated the effectiveness of three service delivery models in the elementary school setting. Differences were investigated between (a) a collaborative approach, (b) a classroom-based intervention model with the speech-language pathologist (SLP) and classroom teachers working independently, and (c) a traditional pull-out model for children in kindergarten through third grade who qualified for speech or language services. The same curricular vocabulary targets and materials were used in all conditions. This study also examined the vocabulary skills of typically developing children who participated in the collaborative approach, participated in the independent classroom-based model, or received instruction from only classroom teachers, without the SLP's involvement. Results indicated that the collaborative model was more effective for teaching curricular vocabulary to students who qualified for speech or language services than a classroom-based model (teacher and SLP each working independently) or a traditional pull-out model. The findings for students who were not enrolled in speech or language services indicated that participating in the collaborative and classroom-based models increased vocabulary skills to a significantly greater degree than receiving only regular instruction from the classroom teacher. The results are congruent with the theoretical advantages of the collaborative model reported in the literature and support the use of integrated service delivery models for intervention in the school setting.</p>	<p>Throneburg, R. N., Calvert, L. K., Sturm, J. J., Paramboukas, A. A., &amp; Paul, P. J. (2000). A comparison of service delivery models: Effects on curricular vocabulary skills in the school setting. <i>American Journal of Speech-Language Pathology, 9</i>, 10–20.</p>

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<p><b>Where do I begin to implement a more collaborative, integrated service delivery model?</b></p>	<p>Speech-language pathologists have traditionally provided services within the public school setting using a variety of service delivery mechanisms. In the most common service delivery method, speech-language pathologists work independently as they pull students out of their regular classrooms for individual or small-group treatment sessions. However, recent emphasis on whole-language approaches to instruction, least restrictive educational settings, and better generalization of treatment results demands the consideration of alternative service delivery options for public school speech and language intervention. The purpose of <a href="#">this paper</a> was to describe one alternative service delivery model for provision of services to children with language-learning impairments within the public school setting. The model is called <i>collaborative service delivery</i>, and it focuses on the role of the speech-language pathologist as a member of a transdisciplinary educational team.</p>	<p>American Speech-Language-Hearing Association. (1991). <i>A model for collaborative service delivery for students with language-learning disorders in the public schools</i> [Relevant Paper]. Available from <a href="http://www.asha.org/policy">www.asha.org/policy</a></p>