

# Workload Management Strategies: Implementing Service Delivery Models in Schools



2024 ASHA Schools  
Virtual Town Hall Series

August 28, 2024



All ASHA meetings are intended to be safe spaces. Participants are expected to:

- Be respectful
- Listen actively
- Be collaborative
- Respect diversity, including communication differences
- Handle disagreement constructively
- Act fairly, honestly, and in good faith with other participants

# ASHA's Code of Conduct for Meetings



# Virtual Town Hall Agenda



- Review Purpose
- Introduce Panelists
- Presentation about Service Delivery in Schools
- Panelist Expertise Sharing
- Audience Q&A
- Evaluation Form
- PDH Certificate
- Closing



# Purpose

- Share information and resources regarding how varying service delivery models and scheduling in schools can support the following:
  - Workload management
  - Increased collaboration
  - Generalization of skills





# Panelist Introductions



# Christina Bradburn

## Ph.D., CCC-SLP

Assistant Special Education Director  
(Indiana)



Financial Disclosures: Salaried employee of Shelbyville Central Schools.

Nonfinancial Disclosures: ASHA Member; Coordinator of ASHA's SIG 16 School-Based Issues



**Jyutika Mehta**

**Ph.D., CCC-SLP**

SLP, D/HH & AAC Consultant  
Special Populations  
(Texas)



Financial Disclosures: Salaried employee of Region 10 Education Service Center (TX)

Nonfinancial Disclosures: ASHA Member; Texas consultant for State Education Agencies Communication Disabilities Council (SEACDC)





# Terry “TJ” Ragan

## M.A., CCC-SLP

Clinical Associate Professor & Director  
of UGA Speech and Hearing Clinic  
(Georgia)



Financial Disclosures: Salaried  
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Nonfinancial Disclosures: ASHA  
Member; Affiliate Member of  
ASHA’s SIG 1 (Language Learning  
and Education) & SIG 11  
(Administration and Supervision)





**Tracy Sippl**  
**M.S., CCC-SLP**  
Teletherapy Consulting  
*(Wisconsin)*



Financial Disclosures:  
Provides teletherapy  
consultations.

Nonfinancial Disclosures:  
ASHA Member



# Miguelina Zapata, Ph.D. CCC-SLP

Bilingual SLP and Assistant Professor  
at Howard University  
(District of Columbia)



Financial Disclosures: Salaried employee of Howard University and Washington DC Public Charter Schools.

Nonfinancial Disclosures: ASHA Member; Affiliate of ASHA's SIG 17 (Global Issues in Communication Sciences and Related Disorders) ; Member of ASHA's Medicaid Committee.



**Lyndsey Zurawski**

**SLP.D., CCC-SLP**

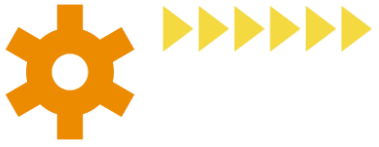
Self Employed

*(North Carolina)*



Financial Disclosures: Self-employed.

Nonfinancial Disclosures:  
ASHA Member



# Learner Outcomes



- Implement variety of service delivery models (i.e., group sessions, classroom-based) and scheduling (i.e., 3:1 model, A-B schedules) when providing speech-language services
- Manage workload by varying service delivery models and scheduling
- Incorporate culturally responsive practices and materials within their therapy sessions
- Utilize the consultative model to ensure generalization of skills into the classroom setting and beyond
- Integrate telepractice as a service delivery model



# Service Delivery in Schools





# Intensity Of Services Should be Reviewed and Revised Based on Various Factors

Student progress and changing needs throughout the school year

Access to the general curriculum and state standards

Promotion of skills that allow the student to improve their academic, social, and emotional functioning

Demands of the classroom, community, and family

Cultural considerations

- (see ASHA's Practice Portal page on Bilingual Service Delivery and Cultural Responsiveness - <https://www.asha.org/practice-portal/professional-issues/bilingual-service-delivery/>)

Team-based decision making

- (see ASHA's Interprofessional Education/Interprofessional Practice [IPE/IPP] resource - <https://www.asha.org/practice/ipe-ipp/>)

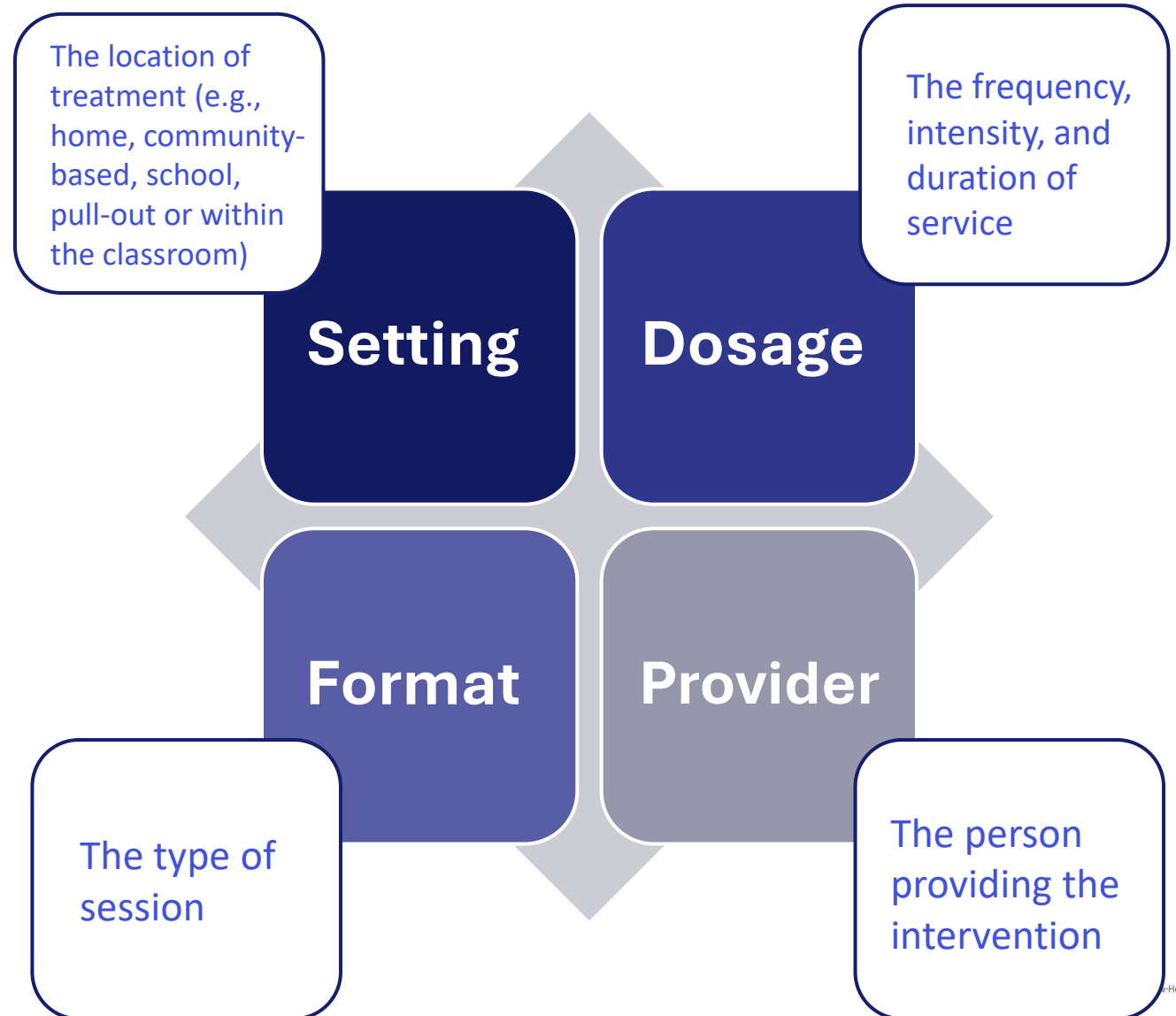


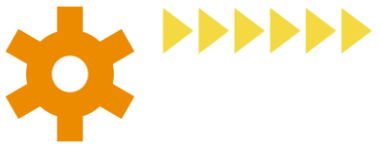




# Understanding Service Delivery in Schools

- Service delivery is how professionals provide intervention and/or support to students who are determined to have special needs and meet eligibility requirements;
- Service delivery models provide the framework within which students receive services.





# Where: Service Delivery Settings in Schools

**Speech-  
Language  
Resource Room**

**Integrated/  
In Class  
Services**

**Other  
Educational  
Settings**

**Telepractice**



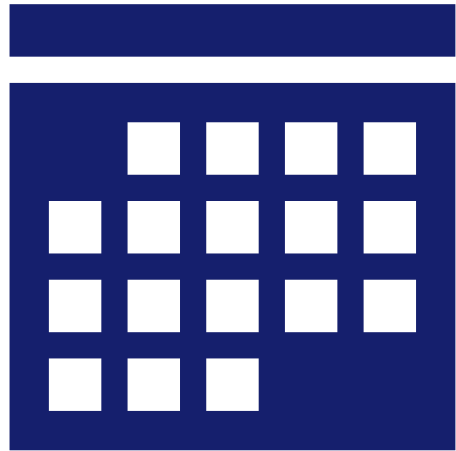
# Pros & Cons: Service Delivery Settings in Schools

Setting	Pros	Cons
<b>Speech-Language Resource Room</b>	<ul style="list-style-type: none"><li>• Reduces distractions</li><li>• Build skills and strategies</li><li>• Introducing a new skill or strategy</li><li>• Greater control of the environment</li></ul>	<ul style="list-style-type: none"><li>• Not a naturalistic environment</li><li>• Lack of generalization of skill</li></ul>
<b>Integrated/In-Class Services</b>	<ul style="list-style-type: none"><li>• Facilitates carryover of skill in classroom</li><li>• Greater alignment with curriculum</li><li>• Improved collaboration and coaching of teachers</li></ul>	<ul style="list-style-type: none"><li>• Student may be resistant or embarrassed</li><li>• Student may become easily distracted</li></ul>
<b>Other Educational Settings</b>	<ul style="list-style-type: none"><li>• Generalization across settings</li><li>• Naturalistic setting</li></ul>	<ul style="list-style-type: none"><li>• Unstructured/ uncontrolled environment</li><li>• Could be highly distracting or overstimulating</li></ul>





# When: Service Delivery Scheduling in Schools



- Traditional Weekly Schedule
- Receding Schedule
- Cyclical Schedule
- 3:1 Model Schedule
- Block Schedule





# How: Service Delivery Models in Schools

## Service Delivery Models

Individual

Consultative

Parallel  
co-teaching

Telepractice

Complementary  
Co-teaching

Group

Station teaching

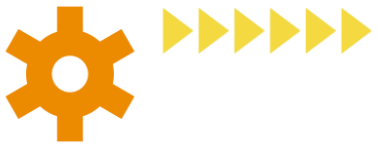
Supportive co-  
teaching

Co-treatment

Supplemental  
Teaching

[School-Based Service Delivery in Speech-Language Pathology \(asha.org\)](https://www.asha.org/education/school-based-service-delivery)

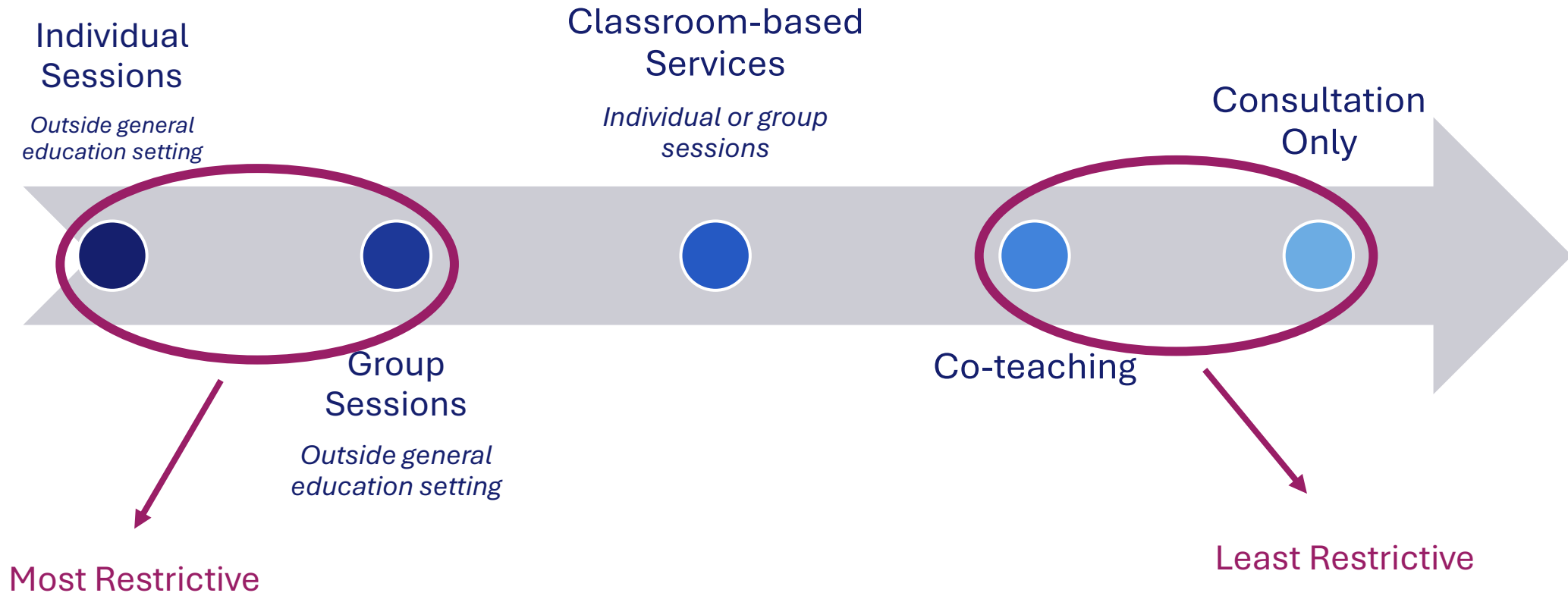
[Thinking Through Varied Service Delivery Models \(asha.org\)](https://www.asha.org/education/thinking-through-varied-service-delivery-models)



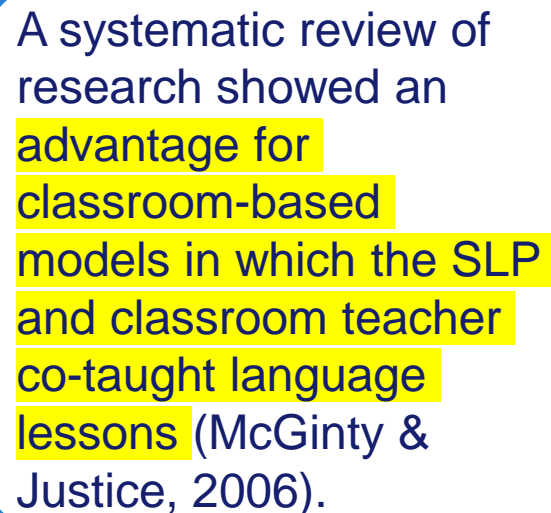
# Service Delivery Models Across the Continuum of Interventions

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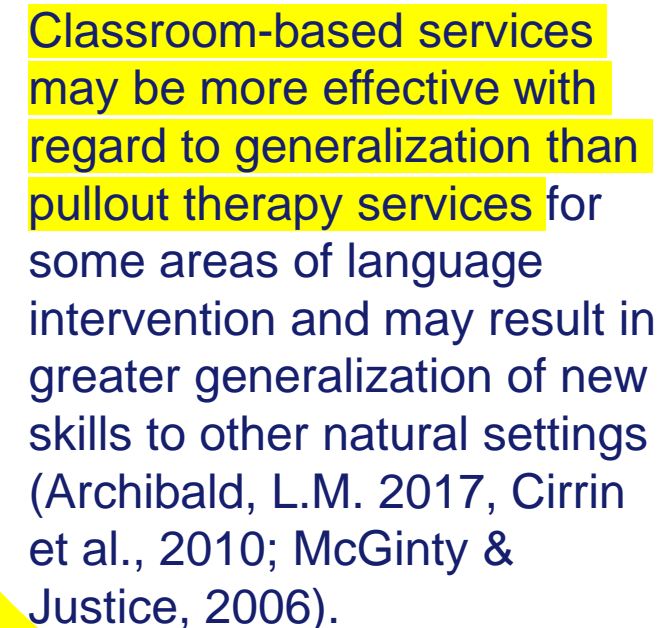


A systematic review of research showed an advantage for classroom-based models in which the SLP and classroom teacher co-taught language lessons (McGinty & Justice, 2006).



Children with mild to moderate speech sound disorders can receive comparable cumulative intensity of therapy and make similar gains when receiving a short, frequent, individual service delivery model (e.g. 3 times per week for 5 minutes) than from a business as usual model.

(Byers, et al. 2021)




Classroom-based services may be more effective with regard to generalization than pullout therapy services for some areas of language intervention and may result in greater generalization of new skills to other natural settings (Archibald, L.M. 2017, Cirrin et al., 2010; McGinty & Justice, 2006).



## What Does Research Say About Implementing Varied Service Delivery Models?

[School-Based Service Delivery in Speech-Language Pathology \(asha.org\)](https://asha.org)



Students who received a comprehensive classroom teacher and SLP collaborative intervention program achieved higher scores in listening and writing, and higher abilities in understanding vocabulary when compared with control peers (Farber & Klein, 1999).

The collaborative model was more effective for teaching curricular vocabulary to students who qualified for speech-language services than (a) a classroom-based model (with the SLP and classroom teachers working independently) or (b) a traditional pullout model (Throneburg, Calvert, Sturm, Paramboukas, & Paul, 2000).

## What Does Research Say About Implementing Varied Service Delivery Models?

[School-Based Service Delivery in Speech-Language Pathology \(asha.org\)](http://asha.org)



# Culturally Responsive Service Delivery

- According to ASHA “clinically competent service providers **recognize and address the cultural and linguistic variables that affect service delivery while individualizing assessment and treatment strategies**. This individualization ensures that the audiologist or SLP does not make overgeneralizations regarding a person’s cultural or linguistic background.
- When providing services, audiologists and SLPs consider
  - if the environment setup is inviting;
  - if the environment is accessible;
  - the need to modify scheduling and appointment times due to cultural and individual values that may influence availability;
  - the appropriateness and cultural sensitivity of materials used during assessment and intervention activities; and
  - individual perceptions of assessment, possible diagnosis, and intervention strategies.”



[Cultural Responsiveness \(asha.org\)](https://asha.org)





# Telepractice - “A Service Delivery Within A Service Delivery”

- Familiarize yourself with the telepractice regulations for your state and/or the state where your student is receiving the service: [State-by-State \(asha.org\)](https://www.asha.org)
- Develop communication and processes with the on-site facilitator to assist the delivery of the service
  - [ASHA Facilitator Checklist for Telepractice Services in Audiology and Speech-Language Pathology](#)
  - [ASHA Telepractice Documentation Data Checklist for School-Based SLPs](#)
  - [ASHA Telepractice Checklist for School-Based Professionals](#)





# Educational benefits of utilizing a variety of service delivery models to help students with communication deficits?



- Peer modeling
- Move from dependence to independence
- Carryover of skills to the classroom, home and community
- Practicing skills across various contexts
- Build confidence in demonstrating the skill across settings
- Provision of models to the teacher will facilitate the strategies being applied within the classroom setting outside of the therapy session



# Panelist Expertise Sharing







# Audience Q&A



# Protocol for Audience Q&A

- Please use the “Q&A” option at the bottom of your Zoom screen to enter your question.
- We will be monitoring your questions and comments as they come into the “Q&A” section.
- Questions from the “Q&A” will be selected and read aloud by the moderator.
- We will cover as many as time allows.





# Registrants' Input: Top Barriers to Varying Service Delivery in Schools

**Lack of time for collaboration and planning**

**Parent/Caregiver not in agreement with recommended service delivery model/scheduling**

**Gaining teacher and/or school administrator understanding and support**

**Resistance to teletherapy**

**Scheduling difficulties**



**Closing**

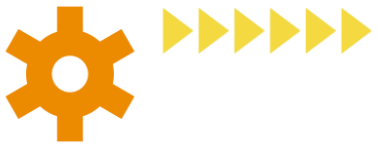


# Thank You to Our Panelists



We truly appreciate you sharing strategies and information for this live event.

- Christina Bradburn
- Jyutika Metha
- Traci Sippl
- TJ Ragan
- Miguelina Zapata
- Lyndsey Zurawski



# Next Virtual Town Hall

- [Register Here](#)

## SCHOOL SAFETY

A Town Hall for Educational Audiologists and SLPs



### A Virtual Town Hall

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ZOOM PANEL DISCUSSION

Wednesday 10/16/2024 • 7:00–8:30 PM ET







# ASHA's School Services Team

Provides professional consultation and information on school speech-language pathology practice issues to school-based members



(Left to Right)

- Tiffany White M.Ed., CCC-SLP, Senior Director
- Lauren Arner M.A., CCC-SLP, Associate Director
- Lisa Rai Mabry-Price M.S., CCC-SLP Associate Director
- Stacey Glasgow M.A., CCC-SLP, Associate Director
- Aruna Hari Prasad M.A., CCC-SLP, Associate Director

[schools@asha.org](mailto:schools@asha.org)





**Thank You!!!**