


Empowering Teams to Move Toward Flexible Service Delivery Models



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Disclosure Statement

- We have no relevant financial or nonfinancial relationships within the services described and reviewed in this presentation.


Learning Objectives



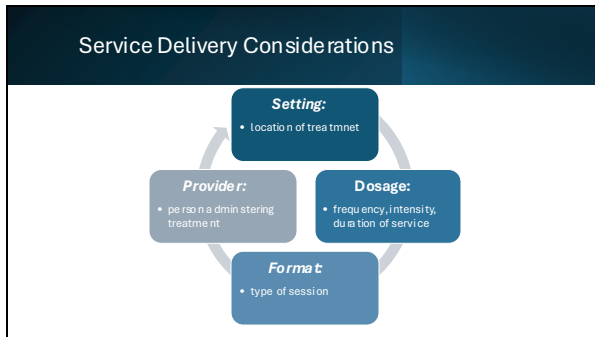
The learner will identify direct and indirect therapy models and tasks.

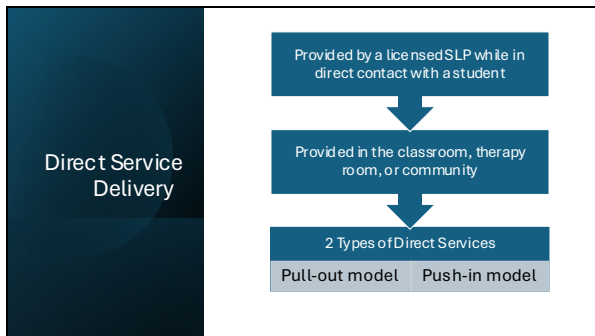


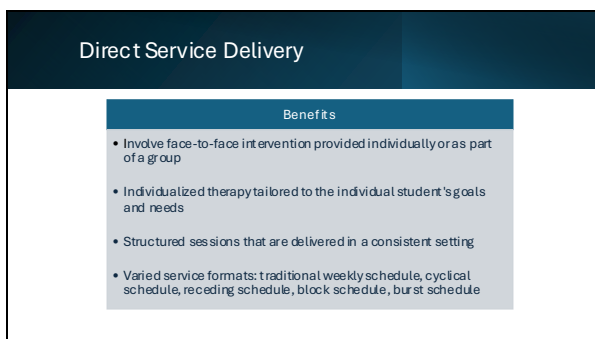
The learner will discuss evidence related to providing direct and indirect therapy.




The learner will gain strategies for creating flexible service delivery models.









Indirect Service Delivery




AAC materials and programming




Indirect assessment: observation, fidelity check



Student meeting: school team, parents, district




Student therapy materials




Student specific trainings

Indirect Service Delivery



Occurs when the SLP does not provide any direct instruction to the student but does provide a service required for progress on goals.



May be done with or without the student present. Indirect services that require the student to be present are provided in the classroom or community.

Caseload Approach versus Workload Approach

Feature	Caseload Approach	Workload Approach
Focus	Driven by number of students	Driven by full scope of SLP responsibilities
Service Delivery Model	Focuses on primarily providing direct services	Considers direct and indirect services
Planning Time	Often limited	Built-in and valued
Collaboration	Less emphasized	Actively supported
Therapist Well-Being	May lead to excessive numbers	Promotes balance and sustainability

Determining Caseload Needs

Service Delivery
Max 20 hours of EPECP therapy minutes (direct and/or indirect)
Max 5 hours of flexible indirect therapy time weekly
Max times based on 25 available therapy hours per week (5 hours per day, 9-2:30, excluding 30 minute lunch)
SLP Time during student hours (9-5:30)
80% of time spent providing a direct or indirect service
20% of time available for make-up sessions, flexible indirect time, and classroom assist (arrival, departure, lunch, behavior support)
SLP Time outside of student hours (5:30-6:30)
Indirect services: materials/lesson plans, curriculum meetings, collaboration meetings, AAC programming, indirect assessment
Student related job responsibilities: EPECP development, Central Reach/Latara review (set up learning trees, add/modify targets, daily data review), write evaluation reports, research/literature review, meeting summaries, quarterly reports, home notes
Department job responsibilities: supervision meetings, department meetings
Classroom job responsibilities: classroom team meetings, classroom caseload/manager meetings

Flexible Service Delivery

- Allows the SLP to include direct and indirect services and modify the therapy schedule based on student progress toward goals, as well as changing classroom, community, vocational, and/or family needs and demands.
- A flexible model means the SLP can alternate the frequency, dosage, and format to provide fluent and collaborative services to meet the individual needs of each student.
- Services may look different quarter to quarter, month to month, or even week to week.

Supporting Evidence

- Cartin, 2024
- Compared workload approaches to caseload approaches
 - Looked at a variety of success indicators, including: student outcomes (e.g., IEP progress), compliance with IDEA mandates, and workload parameters
 - Data indicated that WMS approach was associated with the most indicators of success in the study

Supporting Evidence

Brimo & Huffman, 2023

- Compared SLPs' and teachers' perceptions of collaborative service delivery model
- Many SLPs continue to use a noncollaborative "pull-out" model instead of a collaborative or classroom-based service, and this study aimed to find out the "why"

Supporting Evidence

• Katz et. al, 2010

- Examined when caseload size begins to be perceived as unmanageable
- Discussed variables that contribute to SLPs feelings of caseload manageability

Collaboration Benefits



PLANNING TIME IS INCLUDED



STREAMLINED CLASSROOM ASSIGNMENTS



INCREASED IPP

Workload Benefits

Increased
autonomy

Services rarely
cancelled

Sufficient time to
complete
paperwork

Workload
expectations are
accurately
represented

Student Progress Benefits



Amount and type of therapy
delivered



Opportunities for learning language
in the natural environment



More literacy services delivered
from SLP

Moving to a Flexible Model: Our Progression

How did our team move in
the direction of flexible
service delivery?

Summary of services prior to
2023-2024 school year

Primarily utilizing individual
pull-out or push-in on a
traditional weekly schedule

Limited tracking of indirect
tasks outside of consultation
sessions in the classroom

Limited variability in type of
service delivered between
students

"Cookie-cutter" service
models

Moving to a Flexible Model: Our Progression

Summary of changes 2023 -2025

- Review team satisfaction surveys
- Identify realistic areas of change
- Set team goals
- Review research
- Develop flexible service delivery definition
- Identify models to be included based on population/age
- Develop summary of definitions, services, and decision-making guide
- Educate administration
- Advocate for team
- Present info to school teams
- Shift to workload approach versus caseload approach
- Still working!

Moving to a Flexible Model: Decision-Making

Treatment goals

- Number
- Type
- Intensity required
- Supports required

Physical environment

- Distractions
- Class schedule
- Work schedule

Client factors

- Motivation
- Temperament/personality
- Generalization
- Maintenance
- Progress history/learning trends

Dynamics

- Client perspective
- Parent input
- Teacher input
- Other skill areas/priorities for instruction

Evidence

- External science
- Clinical expertise

Moving to a Flexible Model: Decision-Making

EP/SCP year:	Number of SLT goals:
Number of SLT objectives/benchmarks:	Percentage of mastered objectives/benchmarks:
Number of quarterly direct SLT minutes on EP/SCP:	Average quarterly minutes delivered:
Did the student meet C/more or C/less objectives/benchmarks than anticipated?	
What lead to more/less mastery (check all that apply)?	
<input type="checkbox"/> Faster progress than anticipated <input type="checkbox"/> Generalization occurred after initial teaching of target/concept <input type="checkbox"/> Decrease in challenging behavior (increase in teaching time in stable functioning) <input type="checkbox"/> Increase in challenging behavior (decrease in teaching time in stable functioning) <input type="checkbox"/> Increase in time needed for behavior interventions/change to BIP <input type="checkbox"/> Increase in push-in and/or consultation services that improved generalization <input type="checkbox"/> Multiple absences (missed sessions) <input type="checkbox"/> Difficulty with generalization <input type="checkbox"/> Difficulty with maintenance	

Moving to a Flexible Model: Decision-Making

What needs consideration for the upcoming year IEP/IEP year (check all that apply)?

- ☐ Updated assessments warrant more direct services
- ☐ Updated assessments warrant less direct services
- ☐ Change in team priorities for the student – SLT goals higher priority than previous year/more goals written
- ☐ Change in team priorities for the student – SLT goals lower priority than previous year/fewer goals written
- ☐ Student using a new AAC system
- ☐ Generalization challenges and need to allot more time for teaching generalization
- ☐ Maintenance challenges and need to allot more time for maintenance programming
- ☐ Increasing number of sessions/less before mastery of target
- ☐ Challenging behavior interferes/behavior intervention is higher priority
- ☐ Increase OR decrease (highlight one) in goals to be implemented in community or at job site
- ☐ Increase OR decrease (highlight one) in goals that require pre-teaching and/or intensive teaching before generalization
- ☐ Increase OR decrease (highlight one) in goals that will be implemented ONLY by SLP

Based on information above, are ☐ more, ☐ less, or the ☐ same amount of direct speech language therapy services beneficial to the student?

Based on the information above, are ☐ more, ☐ less, or the ☐ same amount of consultation services beneficial to the student?

Clinically appropriate recommended direct minutes for the new IEP/IEP:
Format to use (can select multiple): ☐ Traditional ☐ Cyclical ☐ Challenging ☐ Check ☐ Other

Moving to a Flexible Model: Variability

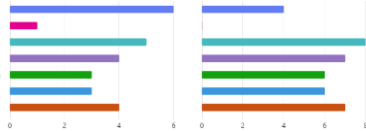
- Vary based on a variety of factors
 - Age
 - Many of our students receive more direct services in younger divisions (e.g., early childhood, primary)
 - Environment
 - 1:1 versus group instruction
 - Community outings
 - How often are they in the community?
 - How do they generalize skills?
 - Job coaching
 - How often are they at job sites?
 - How do they generalize skills?
 - Are there new skills to teach?

Moving to a Flexible Model: Survey Results

- What feedback did we receive from our team?

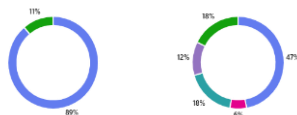
What format of direct service delivery did you use prior to moving to a flexible model? After moving to a flexible model?

- Individual pull-out
- Group pull-out
- Individual push-in
- Group push-in (lead)
- Group push-in (support)
- Team teaching
- Coaching



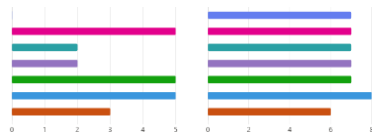
What dosage of direct service delivery models did you use prior to moving to a flexible model? After moving to a flexible model?

- Traditional weekly schedule
- Cyclical schedule
- Receding schedule
- Block schedule
- Burst schedule



What format of indirect services did you use and consider as part of your service delivery time prior to moving to a flexible model? After moving to a flexible model?

- Creating materials
- Programming AAC systems
- Team meetings
- Leading team trainings
- Observation
- Fidelity check
- Checklist/rating scale/ interview



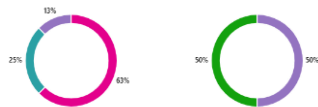
How much autonomy did you feel you had over service delivery decisions for your caseload before moving to a flexible model? After moving to a flexible model?

- None
- Limited
- Neutral
- Some
- Complete (supervisor support as needed)



How much did you consider the benefits of using various models prior to moving to a flexible model? After moving to a flexible model?

- Never
- Sometimes
- Occasionally
- Frequently
- Always



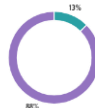
Did you feel like had balance between caseload and workload demands prior to moving to a flexible model? After moving to a flexible model?

- Never
- Sometimes
- Occasionally
- Frequently
- Always



How often did you feel you had time in scheduled work hours to provide modeling, training, and coaching prior to moving to a flexible model? After moving to a flexible model?

- Never
- Sometimes
- Occasionally
- Frequently
- Always



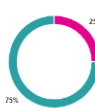
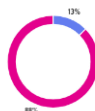
How often did you feel you had time in scheduled work hours to lesson plan, prep materials, and program AAC systems prior to moving to a flexible model? After moving to a flexible model?

- Never
- Sometimes
- Occasionally
- Frequently
- Always



How effectively and consistently did you feel other team members could carry over skills prior to moving to a flexible model? After moving to a flexible model?

- Limited
- Moderate
- Good



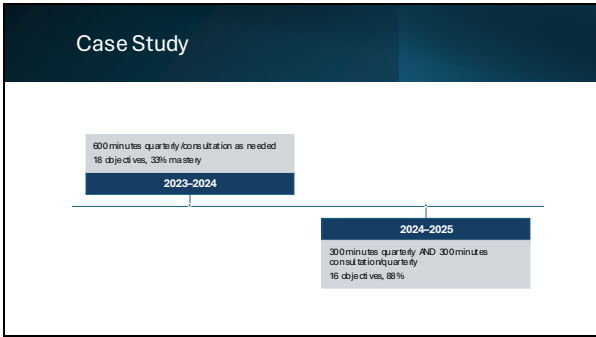
What's next?

What are we noticing in our data?

- No decrease in progress toward goals with change to flexible models from more traditional direct service model

What are future goals?

- What additional data can we gather?
 - Joint goals
 - Team-teaching
 - Satisfaction of other team members
 - Other contributing factors (e.g., other new processes, years of experience, etc.)



Case Study

2024-2025

- Dedicated collaboration time
- Increased group participation
- Changed focus of direct sessions

Questions



Resources

(2017) Push-in Services – How to Collaborate! The Inform ed Sp. <http://www.theinform edsp.com/review/push-in-services-how-to-collaborate>

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